CHAPTER-I

INTRODUCTION

“Three Power Grids Trip, Half of India Powerless”

These are the headlines in a daily newspaper on 1st August 2012. Most important aspect of this blackout can be seen from the part of the above news item:

200 Stranded in 3 Bengal mines

“Two hundred workers have been stranded in three coal mines in West Bengal on Tuesday after the blackout affecting half of the country cut off power to elevators in their underground pits. As per the official at Eastern Coal fields Limited, they were waiting for the restoration of power to bring them up through the lifts.”

Where question of Human life is at stake, power system stability and reliability becomes National priority.

Details of the blackout on 31st July 2012 in North India are eye-opening, can be read in the said news item as under:

Triggering a major power crisis, three electricity grids connecting more than 20 States and the national capital collapsed on Monday leaving about 67 Crores of people across 22 States and Union Territories struggling without power.

While the northern grid failed for the second straight day, the eastern and north eastern grids too collapsed. These three grids carry about 50,000 MW of electricity. The collapse has left more than half of the country powerless. Essential services and public transport systems, including railways and the Delhi Metro, were badly affected. About 300 trains came to a grinding halt at various places. As per limited reports, the affected trains include scores of long distance trains, Rajdhani and
Shatabdi Expresses, as well as suburban trains causing inconvenience to passengers.

The disruption comes barely within 24 hours of the collapse of the northern grid which had let to the large-scale disruption of long distance trains. “Services from the earlier power failure had barely been restored when the railways has been hit by another power failure”.

British journalist Mark Tully once wrote a book called ‘No Full stops’ in India. He may have reckoned without 31st July power failure incidence, when half of India was brought to a grinding halt by successive grid failures.

**Importance of Power Sector**

Lack of power holds back India’s industrial take-off, and prevents it from making the kind of strides in reducing poverty that China or East Asia have. In addition, cataclysmic failures due to a weak distribution systems throw ordinary life out of gear.

There are eight state grids interconnected through high voltage alternate current (HVAC) links in the northern region. There are a few crucial high voltage direct-current (HVDC) links also that transfer bulk power among the States according to an established formula. There are several high voltage transformers that step up and step down voltages in the system. There are both State and regional load despatch centres with state of the art technology that keep a minute to minute tap on the power system health, triggering preventive and corrective action when needed.

When there is failure in any one of these protective systems, grid collapses occur. Responses to crisis situations should be automatic, not manual. They should be based on highly sensitive, quickly responding, automated under frequency relays that isolate the troubled portions of the grid before the contagion cascade into a grid collapse.
The power draw in each State should match power availability.

If the demand exceeds the availability, the frequency drops dangerously causing the tripping of the system. Before that can happen, the demand needs to be managed prudently. Also, when power availability exceeds demand, the frequency can shoot up dangerously. Then, it becomes necessary to back down some generation. Both high and low frequencies, beyond certain reasonable limits, damage power equipment and cause power plants to trip, which in turn can cascade into blackouts of the kind we have witnessed on 31st July 2012.

Apart from automated under frequency relays and other protective means required to safe-guard grids stability, electricity tariffs linked to the system frequency with inbuilt incentives and penalties for maintaining discipline in load management can facilitate system equilibrium. The ‘Availability’ Based Tariff (ABT) introduced by the Union power Ministry years ago was aimed at this.

One disturbing aspect of India’s power planning is that there is greater emphasis on adding new generation capacity than in directing investment towards improving the operation of existing power plants and strengthening the transmission and distribution (T&D) system – particularly when it comes to reliable high voltage transformers and their proper maintenance, as well as on protective equipment that respond automatically to crisis.

With this background, one would be surprised to note that power sectors has no survival problem and therefore any problem faced by the power sector has to be tackled at its pace and without the fear of system failure again.

What would happen to a company that has 15 subsidiaries with combined losses of over Rs. 1 lakh crore and accumulated debt of nearly Rs. 2 lakh crore? It’s unlikely that it would survive, especially
when several of its subsidiaries are defaulting in paying instalments to banks on loans with total revenues adding up to Rs. 1.5 lakh crore.

But it would be surprised to discover that not only are these entities operating but they are even selling their products at a subsidized rate with no fresh guarantee of payments.

Since March 2010, when an expert committee under former CAG V.K. Shunghlu last worked at the finances of the power utilities, the numbers have deteriorated further. The financial distress is so acute that even public sector banks are refusing to lend to the power distribution companies, prompting the centre to push for a fresh loan restructuring exercise – the second in a decade.

Picture of the entire power sector is terrible disturbing and needs drastic actions in the form of Govt. will to save it through proper management of all the resources available to run the electricity sector business.

As against the failures of Northern grids, Power outages in rest of the country: Amid gloom, Gujarat sets example in the country. A power surplus State with 24 hrs. electricity supply in throughout the State including 18000 villages, by implementing the Jyoti Gram Yojana.

A recently released Planning Commission document, ‘Faster, Sustainable and More Inclusive Growth: An approach to the 12th Five year Plan’, says “the separation of agricultural feeders” in the country will enable villages to get “24 x 7 three-phased power for domestic uses, schools, hospitals and village industries”.

The document underlines, “The programme of feeder separation has to be carried through across the country. Gujarat has achieved very good results by combining feeder separation with an extensive watershed programme for ground water recharge. Feeder separation
needs to be extended to all States, especially where ground water is extensively used”.

There has been no looking back since 2005 when the State successfully unbundled the loss making Gujarat Electricity Board (GEB) into smaller power utilities. Smaller set ups improved efficiency, cutting T&D losses and better plant load factor – helping the companies to make profit.

With this background, it is well established that Power Sector needs utmost priority and therefore State Govt. thought of Reforms in the Gujarat State to give stability to the Power Sector.

“Need for reform and study”

The huge organisational structure of GEB was beset with many problems, which affected the operational performance of the GEB and had a bearing on the requirement for reforms:

To mention few as under:

➢ The organisational structure at the field level was very complex, which violated the clear chain of command and suffered from the problem arising out of multiplicity of formal and informal authorities

➢ There was confusion of priorities

➢ It was difficult to pinpoint liability and accountability

➢ The working system, required multiple approvals and sanctions, thereby restricting the ability to take initiative

➢ No control of Chairman and members over manpower issues or micro level operational issues.

➢ Excessive centralization and existence formalization, wherein process and procedures rather than results became the prime goal, to detrimental of the organisation.

➢ Poor level of computerization

➢ Inadequate strategies
Absence of proper organisational culture, vision, and mission. were some of the lacuna in the GEB system, or say in the Electricity Boards of the country at large.

As a result of the poor financial position of the GEB and low budget allocation, it was unable to finance new generation projects and struggles to keep up with maintenance on current generation plants and training and development facilities. Sources of new finance for power projects are difficult to obtain. The fast deteriorating financial conditions of the State electricity boards were seen as a major bottleneck by the industry. The weak financial condition of the State Electricity Boards not only discouraged new investment by the private sector but also caused trouble for existing investments.

With weak financial position of State Electricity Boards, banks also started reducing their exposure to the power projects. The mounting losses and the severity of their financial positions, despite many incremental efforts for improvement by the GEB, was a key factor that prepared the path for drastic power reforms.

Introduction of computer technology has brought revolution in all the fields of life. Over the past few years, significant economic, social and technological changes of increasing identity have dramatically altered the environment of the business world. The large organisations with pre-sized brains that flourished in the past cannot breathe and survival in this new atmosphere of rapid change and intense competition. The survival of the fittest is quickly becoming the survival of the ‘fittest-to-learn’

Only those large organisations that can transform themselves into more intelligent proficient beings will survive. Emergence of organisation like this will enjoy greater knowledge, flexibility, speed, power and Learning ability to better comfort the shifting needs of a new
environment, more demanding customers, and smarter knowledge workers.

Organisation that learn faster will be able to adopt quicker and thereby achieve significant strategic advantages in the global world of business.

**Forces creating need for new species of organisation:**

It can be observed from the fast changing world that there are four major areas which have changed profoundly over the last few years.

(a) Economic, social and scientific environment
(b) Workplace environment
(c) Customers
(d) Workers

(a) **Changing Economic, Social and Scientific Environment:**

Following factors and conditions have influenced the world in which we live and the world in which we work:

- Globalization
- Economic and marketing competition
- Environmental and ecological pressures
- New sciences of quantum physics and chaos theory
- Knowledge era
- Societal turbulence.

(b) ‘**Changing workplace environment**’ – Following forces have quickly transformed the work place:

- Information technology and the improved organisation
- Organisation structure and size
- Total quality management movement
• Workforce diversity and mobility
• Engagement of temporary work force.

(c) **Changing customers Expectations:**

Global competition has offered customers a more varied and higher quality of choices. They are now able to choose the products and services they wanted based on the best:

- Cost – What is most economical and least expensive.
- Quality - No defects, meeting and exceeding the customer’s expectations
- Time – Available as quickly as possible
- Service – Pleasant, courteous, available and on products which are replaceable
- Innovation – New something not yet envisioned by the customer when produced
- Customization – Tailored to very specific needs

d) **Changing Employee Expectations:**

The final area which has undergone significant changes in the past few years relates to the expectations of today’s worker. Organisations must more than ever respond to the employees’ new job skills, new job roles, and new job expectations.

**New Job skills** – As society moves from the industrial era to the knowledge era, job requirements are changing.

Workers who thrive will have the three skills, essential in driving the emerging businesses –

- Problem identifier
- Problem solving
- Strategic skills

**New Job Roles:** - Peter Drucker sees organisations composed more and more of knowledge workers. Not only senior executives, but
employees at all levels must be highly educated, highly skilled knowledge workers. Unlike other assets of the company which lose value over time, the know-how of employees actually increase in value when used and practiced.

**New job Expectations** – Workers today want the opportunity to be challenged, to solve difficult problems. They want freedom to explore, to take risks, to be innovative and creative. Organisation must provide a structure in which knowledge workers can apply their knowledge.

Albert Einstein once wrote that “No problem can be solved from the same consciousness that created it; we must learn to see the world a new”.

With all these challenges and potential benefits to the organisations, it was just a matter of time before the new species of Learning organisations would arrive.

To obtain and sustain competitive advantage in this new world, companies realized that they would have to evolve into a higher form of Learning capability, to be able to learn better and faster from their successes and failures, from within and from outside. They would need to continuously transform themselves into organisation where everyone, groups and individuals, would quantumly increase their adaptive and productive capabilities.

Fortunately, some of the same forces that created the changes in the environment and atmosphere can serve as the foundation stones for building the Learning Organization.

Enterprises today face the challenge of a highly complex, uncertain and rapidly changing environment of business. Change makes experience outdated. Greater the pace and magnitude of change, more the need for the need for continuously acquiring and using knowledge as the core coping mode and mechanism, knowledge, however, is the
outcome of process of Learning. Without Learning, there is no knowledge, understanding, insight, purposive change or improvement. Learning is critical to the survival of organisations in today’s’ fast changing world of business.

Organisation change when they learn from their customers that superior products and/or services are needed when they learn from their performance that their human resource practices are ineffective, or when they learn from the market that their technological base has eroded. Organisations survive, improve, develop, and succeed, when they learn from external and internal sources, success and failures, experimentations and innovation, processes and performance in a continuing and dedicated manner.

“Organization”

The term organisation is derived from the word ‘Organism’ which means structure with parts so integrated that their relation to each other is governed by their relation to whole. The term organisation is used both ‘structural’ and ‘functional’ sense. As a ‘structure’ it means a developed enterprise being operated to achieve the given goals. As a ‘function’ it refers to establishing relationship between activities and authority pertaining to an enterprise.

Organisation is an arrangement for internal administration of the enterprise. It describes the part which each employee is intended to play in the operation of an enterprise and ensures that concerned behaviour of all of them will be conductive to the full implementation of the plans of enterprise.

Factors included in the concept of organisation

(a) Assembly of business elements such as men, money and materials.
(b) Creation of formal relationships between men employed at different levels through a hierarchy of authority.

(c) Defining the functional role of the personnel and laying down the range of their responsibility for business performance

(d) Operating the organisational activities in conformity with the establishment objectives of the enterprise

Types of Organisation:

The main task of organisation is to select and combine the efforts of men of proper characteristics so as to produce the desired results.

Although character and type of organisation would depend largely on the size and nature of enterprise, the following broad patterns of organisation have been evolved.

- Live organisation
- Staff organisation
- Line staff organisation
- Functional Organisation
- Matrix organisation

Organisation can be viewed as living entities and their leaders as parents, even Physicians. Considering it as “living systems”, it should be helped to manage, to diagnose, and to treat the organisation’s ills so that it can be guided through its growth and development and assisting it in attaining the organisation’s goals.

As it is rightly said by Andrew Carnegie “Take away everything else but leave me my organisation and in ten years I'll be back on top:
- Where did all that vitality come from? It came from within the organisation itself. It has been there all the time as an untapped potential Learning
The organisation was discovered when a leader first had the idea that far more could be accomplished if he or she could collect a group of people and have them execute work according to the leader’s designs and instructions. This was humanity’s first glimpse of the power of organisation.

A young businessman had built-up a chain of five drive-in restaurants in the Washington and was making a plans to open a sixth. At this juncture he was advised, to get out of restaurant business as the bigger you get, the less control you have. But he did not accept the advice and realised that what he needed was a unifying structure to accomplish two things first, it must maintain the quality of product and service and second, must encourage and motivate employees.

Looking to his journey – In 1929, he employed 80 people and had revenue of about $500,000. A year after, gross sales approached the $1 million mark. During the next 20 years, he grew to include 45 restaurants, 3000 employees and an in-flight catering service for a dozen airlines. Gross sales in 1952 were just under $20 million. Five years later there were 75 locations, 6000 employees, and revenues of $36 million a year. This 76 fold expansion had all been based on the simple structure and systems introduced for the opening of Hot Shoppe No. 6.

It was not money that made these things possible; it was not any new technology that brought his success either. He identified a need in the market for the fast, clean, convenient road side service and devised an efficient way to meet it. His success was based on the values of hard work, quality control, cost efficiency and friendly service, but these ideas could not have achieved anything by themselves. They needed a **structure and system** to deliver them to the market. That is the power of an organisation. Further, the key to the high morale and motivation is
the personal attention given to employees. In any organisation, the major thing is making workers feel good about themselves and what they are doing, giving them opportunities for recognition and promotion, by recognizing their good work, by giving them some attention, by not just treating them as workers, but as colleagues, treating them with respect, with dignity, treating them as partners in the enterprise. If top officers are friendly to their people. Then they’ll be friendly with the customers.

That businessman’s revenues in 1984 reached $3.4 billion, nearly 175 times the 1952 level. He provided a highly centralised, specialized and systemized organizational structure maintain uniform quality standards, kept costs to maintain, and provided what many people consider the most friendly services in the industry. He had plan to reach 10 billion $ by the end of decade and it sounded easy for them as said by him. “Everybody can do it. It just takes a will and a systematic effort”. That is the power of an organisation.

The Power of Organisation:

There is a power generated by the proper combination of unrelated things. When salt, glucose and water are mixed together in the right proportions; they constitute a very simple but highly effective cure for the dehydration caused by diarrhoea. This combination of three very ordinary substances generates a power that none of them possess in isolation. The linking of the television screen, typewriter, and silicon chip in computers has produced an enormous power for administration, research and production – a power that none of these things possesses in isolation. When they are combined with telephone, their power is multiplied a thousand fold, and their reach extends around the world.

The same is true of people. These are few things that two people can do that a single person could never accomplish alone. Many of today's great companies are the product of the fortuitous combination of
a skilled inventors and a clever financier. As the numbers of people involved increases, the available talents, and therefore the potential power, increases exponentially rather than arithmetically.

Materials, energy, technology, money, people – when combined with each other generate a power that none of them posses by itself. The same is true of ideas, systems, and skills. An organisation combines all of these resources in new ways to generate a virtually limitless creative power.

The company character establishes a hierarchy of levels and exercises authority for the execution of work. It imposes common rules, regulations, standards, and strategies on the various departments and divisions. It coordinates the activity of all the company’s resources and integrates activities at different levels of the company to ensure smooth and harmonious operations. It is the central will or authority for the execution of the work.

The Creation of a hierarchical structure and the delegation of authority are two of the primary powers of organisation.

An organisation to be a Learning organisation, the most important factor is that the organisation should be a 'living organisation. What makes an organisation come alive? It starts with the individual Learning. When does an individual become interested, vivacious overflowing with energy? When individual’s work becomes an avenue or occasion for personal growth, one feel energetic and take joy in what he does.

When an organisation genuinely commits itself to the personal growth of its people, it can help create the right inner motives and external conditions for their development. When the company grows, the people grow with it. When the people grow, the company grows too.

Before we proceed for the understanding of Organizational Learning, the concept of Learning is to be understood.
Learning

To learn something new every day is a gift, one realises this only if mind is open to the world and life. It could be as simple as Learning a new word and its meaning, something that enriches life in even a small way.

It is only with the little experience in life that one realises that life is a gift, it has something new to offer every single day. Suddenly, one could discover a new flower, tree or paintings, and try to understand what it is, all this adds to one’s mental and physical enrichment because the physical is beholding something beautiful and mind is trying to assimilate what it means.

One has to open not eyes but mind too, for that is what will help widen our perspective, making a better person. It will make one, more sensitive to all other forms of life and indeed, to life itself.

The dictionary meaning of Learning

(1) The act or process of acquiring knowledge or skill
(2) Any lasting change in behaviour resulting from experience, especially conditioning.

Learning (Columbia Encyclopaedia 2003) in psychology is the process by which a relatively lasting change in potential behaviour occurs as a result of practice or experience.

Starkey (1996) defines Learning as “the creation of useful meaning, individual or shared. Learning generates knowledge which serves to reduce uncertainty”.

Beach (1980) describes, Learning as “the human process by which skills, knowledge, habit and attitudes are acquired and altered in such a way that behaviour is modified.”

Schuck (1996) defines Learning as a social experience, built upon interaction and dialogue with significant others in a context where people
are willing to share their ideas with others. She shares the idea that people must learn how to learn.

Conceptually, we can say that Learning may be treated as a technical processing of information but also as a social act of sense making.

To be successful, a manager must adopt at Learning from work experience. No one enters management’s ranks with all the skills and knowledge needed to succeed. Competence must be activated from experience throughout the course of a career. Intentional Learning, however, puts one, a step ahead.

Benefits of Learning – How well one learn at work is important because

- Learning can mean the difference between getting promoted, shuffled aside or fired.
- The manager will be equipped to face his next task with increased skills, greater potential, greater personal awareness, and a broader perspective.
- Learning leads to a sense of control, a sense of purpose, and a greater sense of work satisfaction.

**Learning Benefits:-**

1. Increased self confidence when approaching new tasks or presenting new ideas.
2. Increased motivation to work
3. Better leadership qualities
4. Enhanced team building and negotiating skills
5. Better understanding of yourself
6. Greater confidence in career planning.
7. In-depth subject and product knowledge
8. Deeper understanding of organisational policies
(9) Sensitivity to the needs and viewpoints of other
(10) Openness to creative approaches and unorthodox solutions to problems.
(11) Enhanced work – specific capabilities
(12) Refined decision making ability
(13) Improved stress management and problem solving.
(14) Persistence and toughness in pursuing goals
(15) Improved goal setting and time management skills
(16) Greater personal satisfaction to work.

In fact it is a continuous process, and should be carried through the life.

It is also said that a person should remain student or learner throughout the life. Learners do not ‘retire’. It creates lifelong opportunities. Learning at work, whether it is ‘business’ or ‘sports’ is about “becoming a person”. It deserves immediate attention. It requires lifelong commitment.


Learning enables individuals and organisations to: (Calhorn W. Wick and Lu Stanton Leon (1993).

- Change conditional behavioural routines to be made adaptive.
- Generate and evaluate a wider range of hypothesis about the future.
- Select appropriate mind tools and environments to enhance their Learning, thinking and implementation capability.

There are mainly two types of Learning
Incremental – Learning that is characterised by simple, routine problem solving and that requires no fundamental change to thinking or system.

Radical – break through Learning that directly challenges the prevailing mental model on which the system is built.

Learning properly in any organisation requires learning environment. A constructionist Learning environment is a place where people can draw upon resources to make sense out of things and construct meaning solutions to problems. It emphasizes the importance of meaningful authentic activities that help the learners to construct understandings and develop skills relevant to solving problems.

Just in time – style Learning:

The best kind of quality oriented Learning is just in time style Learning, that is, Learning that happens on the job, knowledge which is applied immediately as needed, and Learning by doing. The sooner one can apply the material learned, the better one can understand it and the longer it will be retained.

If some gap is found in between any Learning and applicability then it is the human nature which cannot retain for a long period. Whatever learned should be made applicable immediately and should be practised for retaining that gain of knowledge. Innovative e-Learning services create new opportunities for such on the job JIT style Learning.

The most vital and precious work experience consists of events. These may be one time events or long term processes extending over an entire phase of one’s career, but whatever the duration, they constitute personal packages of experience.

Secondly, such Learning’s are enhanced, triggered, and created by the action of mentors, usually managers, who are the key players in
Learning. If one categorizes how these mentors make learning happen. We can identify the powerful skills they use to facilitate the process.

Thirdly, experiential Learning can be designed to produce results through effective management. Companies can tap the right resources and people inside or outside the organisation to support a Learning culture; they can identify the individuals, ripe for mentoring, as well as the mentors who will share their experience. The transfer and renewal of Learning must be managed like any other strategic asset.

It is a necessity for the spirit, the vision, and the performance of today’s managers that be expected to develop those who will manage tomorrow. Just as no one learns as much about a subject as the man who is forced to teach it, no one develops as much as the man who is trying to help others to develop themselves.

Why business must learn, managers say “Lear” or “die”. They relate examples of losing business to a competitor who out-learned them.

The Learning Process

What is the word Learning means? According to Hornsby (2000) the OXFORD Advance Learner dictionary, the word Learning is a noun which means knowledge gained by studying or skill by studying from experience, from being taught. Stewart (1992) stated that the Learning process is natural, continuous, inevitable, and occur spontaneously within the organism. He implies that Learning is discernible at both individual and organization level and goes onto the question the exclusivity of Human Resource Development (HRD) and others such as intervention of the Learning process. Stewarts’s model of the Learning process component is reproduced below:
This model suggests that Learning involves changes in the individual and organization. This characterization of learning process, expressed in term of continuous and often unprompted shift in altitudes, abilities and behaviour which is a useful paradigm to work with a change in behaviour is a perceived output of the Learning process.

Learning is then being further divided along low level Learning and high level Learning. Low level learning reefers to the behaviour that may or may not be repetition of the past behaviour, where often at the routine level but it forms a cognitive association. (Steven et. Al (1997). This is similar to the Learning that Argyris and Schon (1978) define as a single loop learning in which individual responds to the error by modifying strategies and assumption within constant organizational norms.
High level Learning refers to the development of complex rules and association regarding new actions and understanding of causality. This kind of Learning often effects the entire organization. It is related to Argyris and Schon’s (1978) concepts of double loop learning in which the respond to a detected error takes the form of a joint inquiry into the organization norms in order to make them consistent and effective. High level learning process also refers to the change of mental models and underlying assumption. Once the Learning process occurs. It will be done continuously which involve the transfer of knowledge might as well gaining the knowledge within individual, team, and organization.

When most scholars share the common view that Learning is needed, there is yet no comprehensive and integrated theory of organisational Learning (Probst and Buchel 1997, 15), Rather different opinions exist on how organisations learn, how organisational Learning process can be influenced and who are the agents of organisational Learning. Researchers distinguish three different levels of Learning – individual, team and organisation, but linkage between three is not uniquely understood.

**Individual Learning:**

The importance of individual Learning for organisational Learning is questioned. Kim (1993) writes that it is at once obvious and subtle obvious because all organisations are composed of individuals, subtle because organisations can learn independent of any specific individual but not independent of all individuals. Marquardt (2002) describes individual Learning as the change of skills, insights, knowledge, attitudes and values acquired by a person through self-study, technology based instruction, and observation.

Some organisational researchers (Argyris) concentrate mainly to individual Learning stating that the main actor in organisational Learning
is always the individual Learning. Nonaka (1991) says that the new knowledge always begins with the individual. Probst and Buchel also write that Learning by individuals is a prerequisite of organisational Learning (1997, 15).

Although it is clear that organisational Learning occurs through individuals, organisational learning cannot be taken as simply a sum of the Learning acquired by each of its members. Organisations differ in that respect from individuals in what they develop and maintain Learning systems that not only influence their immediate members, but are subsequently transmitted to others by such means as an organisation’s history and norms (Fiol and Lyles, 1985).

**Team Learning:**

Several authors have pointed out the importance of team learning at organisational level, Pawlowskyh (2000) takes team learning as a gateway to organisational Learning i.e. bridging the transfer of individual Learning to organisational knowledge that can then be shared by all Learning.

Senge (1990) expresses probably the most radical views when speaking about the importance of team Learning. He sees the team learning as one of the foundations for the Learning organisation. Senge states that not individuals but teams are the fundamental Learning unit in modern organisations. Though stressing the importance of personal mastery, Senge (1990, 0) looks at the team Learning as inevitable for organisational Learning.

Ober et al (1996) share the result-oriented view stating that team Learning must be directly linked to results. They see results orientation to be important to enhance a team’s ability to function, make decisions and deal effectively with important business issues.
Senge (1990) and Argyris (1990) see the need for creative tension and productive conflicts to encourage team learning but warm about underlying structures in teamwork that prevent them from reaching their goals and to experiment with new structures and behaviours. Argyris (1990) points to the need in organisations to learn how to deal with organisational defences such as skilled incompetence, organisational defensive routines and fancy footwork.

**Organisational Learning**

When the subject of individual learning has deeply researched over a time, the Organizational Learning, which draws upon the integration of the sum of individuals learning to create a whole that is greater than the sum of its parts, is far less understood (Starkey 1996, 2). It can be said that all organisations learn, whether they consciously choose to or not, because it is fundamental requirement for their sustained existence (Kim. 1993).

Stata (1996, 318) describes several aspects how organisational learning differs from individual learning:

“First, organisational Learning occurs through shared insights, knowledge, and mental models. Change is blocked, unless all of the major decision makers learn together, come to share beliefs and goals, plus are committed to take the actions to change.

Second, Learning builds on past knowledge and experience – that is, on memory. Organisational memory depends on institutional mechanisms. (e.g. policies, strategies and explicit models) used to retain knowledge organisations also depend on the memory of individuals. But relying exclusively on individuals risks losing hard-won lessons and experiences as people migrate from one job to another”.

Probest and Buchel (1997, 17) state that organisational Learning is unique to an institution. Organisational Learning takes place through
the medium of individuals, and their interactions, which together constitute a different whole, with its own capabilities and characteristics.

Rheem (1995) referring an excellent research gives four basic types organisational Learning:

- Competence acquisition to cultivate new capabilities in either teams or individuals
- Experimentation to try out new ideas
- Continuous improvement to master each step in a process before moving on the next
- Boundary spanning to scan other companies efforts, by benchmarking their progress against competitors and by pursuing information from sources outside the organisation.

Stata (1996, 318) look at the organisational Learning as an umbrella that unify systems thinking, planning, quality improvement, organisational behaviour, and information systems.

In short, all scholars describe organisational Learning as a process resulting better knowledge base and improved performance. Learning Culture:

Emphasize should be put on importance of organisational culture as a facilitator or inhibiter of organisational Learning.

Schein (1994), proposes to increase the realization of the need to change and learn. Achieving such a situation, he identifies the following elements needed for a Learning culture.

- An equal concern for all their stakeholders
- Customers, employees, suppliers, the community and stockholders
- Having belief that people can and will learn, and value Learning and change in its own right
✓ Pro-active and pragmatic world view, that people have the capacity to change their environment, and that ultimately they make their own fate

✓ Enough diversity in the people, the groups and the sub cultures to provide creative alternatives

✓ Open and extensive task related communication at the organisational level

✓ Systematic thinking in terms of multiple forces, events being over determined, short-run and longer range consequences, feedback loops and other systematic phenomena. Linear cause and effect thinking will prevent accurate diagnosis and, therefore, undermine Learning.

✓ Team work and increasing dependency on each other.

Organisational Learning and Learning Organisation

Organisational Learning is the process of “detection and correction of errors’ (Argyris 1977). As per Argyris, organisation learn through individuals acting as agents for them. Organisational Learning occurs when groups of people give the same response to different stimuli.

Learning Organisation as per Senge (1990) is a group of people continually enhancing their capacity to create what they want to create. Thus difference between organizational learning and learning organisation can be expressed in terms of ‘process’ versus ‘structure’

In Organisational Learning past experience is stressed to be the base of Learning, whereas in Learning Organisation, own experience play important role at the same time ability of Learning Organization is measured by how it learns.
Historical antecedents of the concept of Learning Organisation

Learning was there in the old times but Learning Organization concept was not there.

In the ancient India ‘Learning’ was on top priority, as princes of the states used to go in ‘Gurukul’ to learn and master all subjects required for running the Kingdom. Guru used to teach all pupils without any distinction. We have best example of Lord ShriKrishna & Sudama in Sandipani Ashram and Pandava & Kaurav in Guru Dron Ashram.

The holy ‘Gita’, the teaching by Lord ShriKrishna in the Mahabharat war to Arjun teaches and shows us the way, how to lead a happy and peaceful life against all the odds.

Gita starts from Vedantic synthesis and upon the basis of its essential ideas builds another harmony of the three great means and powers, ‘Love’ ‘Knowledge’ and ‘Works’ through which the soul of man can directly approach and cast itself into the Eternal Learning. This is the teaching of ‘Gita’ which gave importance to ‘Knowledge’ and ‘Work’ and the management of knowledge is known as ‘Learning’.

There are known and unknown authors who have contributed to the literature and concept of Learning Organization. It has gained value as number of authors and researchers love contributed to the concept of the Learning Organization.

The origin can be traced in 1938 when in his book ‘Experience and Education” John Dewey published the concept of experimented Learning as an ongoing cycle of activity. Then in 1940s, Macys Conferences organised by Margaret Mead, Gregory Bateson and Lawrence Kubie bring “Systems thinking” to the awareness of a cross-disciplinary group of key intellectuals.
In the 1940s only Scottish psychologist Kenneth Craik coined the term ‘mental models’ which later made its way to MIT through Marvin Minsky and Seymour Papert.

Kurt Lewin, the co-founder of National Training Laboratories, proposed idea of “Creative Tension” between a person’s vision and sense of reality. At the same time in the year 1946, Jay Forrester began developing “system dynamics”.

Ed Sachem’s research on brain washing in 1956 is Korea paved way for understanding of process consultation.

In 1960, human aspect in any organisational was through of and Douglas McGregor published “The Human side of Enterprise”.

In continuation to his ‘system dynamics’ Jay Forrester, made first major application of his work of system dynamics to corporation, described the turbulence of orders in a typical appliance value chain.

As a part of research, MIT graduate students developed the “beer game” to illustrate Industrial Dynamics, one of the simulations of system (conveniently converting toasters to beer) in 1964.

Jay Forrester again came forward with his publication “Urban Dynamics”, codifying the ‘Shifting the Burden” archetype.

Chris Argyris who was considered to be the first to float the concept of Learning Organization. in 1970, collaborated with Donald Schon and began their work on “Action Science”, the study of how espoused values clash with the values that under lie real actions.

In 1972, Dennis Meadows, Donella Meadows, et al, applied Forrester’s systems dynamics to the “World problematique” for the club of Rome and published “Limits to Growth”. The said publication triggered a furious reaction from economists in the Rome.
The idea of Organizational Learning was first set by Don Michael in 1973 in a book for policy makers namely ‘Learning to Plan and Planning to Learn’.

A series of seminars was arranged from 1971 to 1975 known as Erhard training seminars. The said seminars demonstrated the powerful attitude shifts.

“Creative process” researcher/artist Robert Fritz, “Management change” consultant Charlie Kiefer, and Jay Forrester student Peter Senge designed the “leadership and mastery” seminar in 1975 that became the focal point of their new consulting firm, “Innovation Associates”

March & Olsen (1975) attempted to link up individual and organisational Learning. In their model, individual beliefs lead to individual action, which in turn may lead to an organisational action and a response from the environment which may induce improved individual beliefs and the cycle then repeats over and over. Learning occurs as better beliefs produce better actions.

Argyris and Schon were the first to propose models that facilitate organisational Learning; others have followed in the tradition of their work.

Argyris & Schon (1978) distinguished between single loop and double-loop Learning, related to Gregory Bateson’s concepts of first and second order Learning. In single loop Learning individuals, group, or organisations modify their actions according to the difference between expected and obtained outcomes. In double loop learning, the entities (individuals, groups or organisation) question the values, assumptions and policies that led to the actions in the first place, if they are able to view and modify those, then second-order or double-loop Learning has
taken place. Double loop Learning is the Learning about single-loop Learning.

In 1982, Forrester students and Innovation Consultant, Jennifer Kemeny, along with Keifer and Peter Senge, while working at Procter & Gamble for helping them to follow up their famous secretive socio-technical systems work, developed the “system archetypes” – a technique for translating system dynamics complexities into relatively simple conversation starters.

In the same year, Pierre Wack scenario planner at Royal Dutch/Shell, spent a sabbatical at Harvard Business School, and wrote his article about scenario practice as a Learning activity.

Tom Peters and Robert Waterman’s “In search of Excellence” was perhaps the most influential management text of 1980s. In responding to the idea of not just becoming excellent but also staying that way, the Learning Organization. can go beyond excellence to make Learning the central process. However, Peters and Waterman were centrally concerned with adaptability, responsiveness and Learning even noting, The Excellent Companies are Learning Organization.

What they mean that the excellent companies do the same activities which any Learning company would do but were not aware that what they were up to they just knew it worked.

Peters and Waterman’s view was very much a stage 2 view of the Learning Organization. Their focus was upon the survival of the single unit.

Peter and Waterman’s position on the Learning Organization. was that of many people in organisations, yet the reliance on the simple Darwinian analogy, the emphasis upon customers to the exclusion of other stake holders, seriously limit the relevance of their mode for fragmented times.
The most radical of the TQM gurus and certainly more so than Peters and Waterman, Deming (1986) recognises not only the basic principles, such as negotiating customer supplier needs, measurement, continuous improvement and so on; but also emphasizes that total quality requires fundamental shifts in the management. Which is clear from his 14 points:

I. Create constancy of purpose for improvement of product and service to become competitive.
II. Adopt new philosophy, take on leadership for a change
III. Cease dependence on inspection to achieve quality, by building quality into the products in the first place.
IV. Improve constantly to build quality and productivity and to drive down costs.
V. Remove barriers – that rob hourly workers of their right to pride of workmanship – abolition of annual merit rating and Management by objectives.
VI. Break down barriers between departments – people in research, design, sales and production must work as team to foresee problems.
VII. Eliminate slogans, and targets asking for zero defects and new levels of productivity
VIII. Eliminate work standards (in the sense of numerical quotas).
IX. Institute leadership – the aim of leadership being to help people, to do a better job.
X. Institute training on the job, include management
XI. Institute a vigorous programme of training and self-improvement
XII. End the practice of award business on the basis of the price tag.
XIII. Manufacturing and sales must work with chosen suppliers to minimize the cost.
XIV. Put everyone in the company to work to accomplish the transformation, the transformation is everyone’s job.


Revans (1982) has much in common with Deming, starting as mathematician and moving to focus on organisations and Learning. Revans has always worked with a vision of the Learning Organization. (1982). His concern has been to empower the manager struggling with intractable problems, and the highest expression of action Learning is in the concept of the Learning community or Learning system.

Action Learning is an educational idea or philosophy, aimed at healing the split that Revans saw as having developed historically between thinking and doing, between ideas and action.

In presenting action and Learning as parts of each other, he aimed to contribute to more effective action on the many pressing problems facing society.

Revans is a radical and his writings contain a clear moral philosophy involving:

- Honesty about self (1971, p-132)
- Seeing action, not thought, as the defining (1983, p. 6) characteristic of human beings.
- For the purpose of doing some good in the world “To do a little good is better than to write difficult books” – Buddha (1983, p.6)

Revans is always on the side of the individual seeking to act and learn, but he specifies that organisation should promote Learning.

Revans ‘upward communication of doubt’ is perhaps the briefest description for the Learning Company.
The distrust of experts and the commitment to the Learning of the individual within the company as the route to salvation, marks out Revans as one of the most perspicacious of commentators on Organizational Learning.

By 1984, like minded consultants thinking in the same direction of Learning Organization. naming few Peter Senge, Arie de Geus, Hanover Insurance CEO Bill O’Brien, Andwy Devices CEO Ray Stata and other executive leaders formed a Learning Organization study group and used to meet regularly at MIT.


Senge and de Geus began working on a book together, based on the work done by the group of Chris Argyris in 1987. Shell networkers Napier Collyns, introduced them to Doubleday editor Harret Rubin. De Geus published his ideas in a key Harward Business Review article, called “Planning as Learning” in which he concluded that “The Greatest competitive advantage for any organisation is its ability to learn”.

In the year 1988, Peter Schwartz, Stewart Brand, Napier Collyns, Jay Ogilvy and Lawrence Wilkinson formed the networked organisation-Global Business Network, with a charter to foster organisational Learning through scenario planning. Meanwhile Senge and de Geus decided to write separate books and ultimately he gave the book titled ‘The Fifth Discipline” in 1990.

Bill Isaacs, Oxford University Management scholar and a associate of David Bohm’s quantum physicist introduced Senge to Bohm in 1988 and to the concept of dialogue as a process for building team capability.

A “Learning centre”, the Centre for organisational Learning was formed at MIT in 1989 with Senge as Director and with Ed Schein, Chris
Argyris, Ariede Geus, Ray stata and Bill O’Brien as Key advisors and governors.

The research staff included Danial Kim and systems researcher Janet Gould and later Bill Isaacs, Fred Kofman and co-author of “Dance of Change”, George Roth joined the center.

The first ongoing publication of “fifth discipline”, the Systems thinker news letter, cofounded in 1989 by Daniel Kim, MIT researcher on the links between Learning organisation work and the quality movement.

The parent organisation, Pegasus communications, launched an annual systems thinking in Action Conference the following year.

The “Fifth Discipline” was published in 1990, drawing upon a large body of work: system dynamics, “personal mastery” (based on Fritz’s work and the concept of creative tension), mental models (based on Wack’s and Argyris work), shared vision (drawing on the organisational change traditions at Innovation Associates), and team Learning (drawing on dialogue and David Bohm’s Concepts).

The popularity of the ‘Learning Organization.” concept was recognised when 350 researchers and thinkers from around the world gathered for four days at a conference at Bettom Woods, New Hampshire in 1992.

David Garvin, professor of Harward University, published an article in the Harward Business Review on organisational Learning, in 1993, arguing that only Learning that can be measured would be useful to managers.

Kim (1993) integrate Argyris, March and Olsen and another model by Kofman into a single comprehensive model, further, he analyzed all the possible breakdowns in the information flows in the model, leading to failures in the Organizational Learning for instance, what happens if an
individual action is rejected by the organisation for political or other reasons and therefore no organisational action takes place.

Peter Senge published “The Fifth Discipline Fieldbook” in 1994 with co-authors, the long standing Learning Organization. consultants Charlotte Roberts, Rick Ross, and Bryan Smith (who is also the president of ‘Innovation Associates of Canada), along with writer Art Kleiner, who became editorial Director. The ‘Fieldbook” concept became a new management book genre.

After Philip J. Carroll became CEO of Shell Oil company in 1994, took a four year “transformation’ initiative which involved Shell Oil deeply with Organizational Learning

The innovation of “Learning histories’ a method of using oral history techniques to assess Organizational Learning began at the centre for Organizational Learning.

By 1994, major visible Organizational Learning centre projects were finished. Many of them have produced remarkable results, but they also have led to disappointing career prospects for the line leaders who invested in them particularly for the two featured in the “Fifth Discipline Fieldebook”, the 1994 Ford Lincoln Continental and the G.S. Technologies dialogue project.

Nonaka & Takeuchi (1995) developed a four stage spiral model of Organizational Learning. They started by differentiating Polaryis concept of ‘tacit knowledge’ from ‘explicit knowledge’ and described a process of alternating between the two. Tacit knowledge is personal, context specific, subjective knowledge, whereas explicit knowledge is codified, systematic formal, and easy to communicate.

In the classic paper ‘Defences and the need to know’, Roger Harrson (1995) shows that our defence mechanisms are part of who we are. ‘Defensive behaviours’ help us adapt to a changing world.
Harrison has written on Learning and organisational learning. He has given importance to the place of powerful emotions that frustrate leaders attempt to change organisations.

Leader’s underestimation of the power of negative emotions contribute to what Harrison calls the bias and ‘addiction to action’ found in so many companies. (1995 a, pp 389-410).

The strength of feelings is such that organisations are primarily in need of healing before they can learn, change and adapt.

Organisational healing is a major theme for Harrison (1995b, pp 152-170).

Bontis, Crossan & Hulland (2002) empirically tested a model of organisational Learning that encompassed both stocks and flows of knowledge across the levels of analysis, individual, team, and organisation. Results showed a negative and statistically significant relationship between the misalignment of stocks and flows and organisational performance.

Imants (2003) provides theory development for organisational Learning in schools within the context of teacher’s professional communities as Learning communities, which is compared and contrasted to teaching communities of practice. Detailed with an analysis of the paradoxes for organisational learning in schools, two mechanisms for professional development and Organizational Learning (1) steering information about teaching and Learning and (2) encouraging interaction among teachers and workers, are defined as critical for effective organisational Learning.

Common (2004) discussed the concept of Organizational Learning in a political environment to improve public policy making. The author detailed the initial uncontroversial reception of Organizational Learning in the public sector and the development of the concept with the Learning
Organization. Definitional problems in applying the concept to public policy are addressed, noting research in UK local government that concludes on the obstacles for Organizational Learning in the public sector (1) Over-emphasis of the individual (2) resistance to change and politics (3) social and (4) political “blame culture”. The concepts of ‘Policy Learning’ and ‘policy transfer’ are then defined with detail on the conditions for realizing organisational Learning in the public sector.

Bontis and Serenko (2009a) and Bontis & Serenko (2009b) proposed and validated a causal model explicating organisational learning processes to identify antecedents and consequences of effective human capital management practices in both for profit and non-profit sector. The result demonstrated that managerial leadership is a key antecedent of organisational learning highlight the importance of employee sentiment and emphasize the significance of knowledge management.

**Learning Organisation**

When organisational Learning, was a construct to describe and explain certain Learning processes or types of Learning activity, the Learning Organisation is a particular type of organisation or organisation with particular characteristics. As Love and Heng (2000) State, the team “Learning Organisation” refers to organisations designed to enable Learning, that is, having an organisational structure with the capacity to facilitate Learning. The Learning Organisation as an evolutionally new model is supposed to be the adequate response for fast changing operational environment.

**Evolution of organisation models**

In the modern competitive age, organisations have also undergone remarkable changes becoming more complex but at the same time more flexible.
Several authors have looked to evolution of organisation models as evolution of attitudes toward change and how to cooperate with it, in other word Learning.

The First Model

When in the Western Countries economic progress was steady up to 1970s and early 1980s the oldest models dominated. McGill et al (1993) call it as “the knowing organisation”. Such organisations were known as bureaucratic organisations.

The Second Model:

The next model was an attempt to overcome the limitations of the previous. It was recognised that only planning was not sufficient but it added additional focus to implementation. Middle managers were included to the strategic planning process, capacity to learn remained limited.

The Third Model

In the late 1980s employee, commitment and involvement was more encouraged. In addition to emphasis on planning and implementation, the change in the organisation was also recognised (Rowden 2001).

The Fourth Model – Learning Organisation

The fourth model has emerged to compensate the limitations of earlier versions i.e. the Learning Organisation. The phrase “Learning Organisation” refers to a very significant movement in the organisation development and was popularised by Peter Senge in his landmark book “The Fifth Discipline” The Art and Practice of Learning Organisation” (1990). The Concept of “Total Quality Management” (TQM) has also played an important role in developing approaches to company Learning.
The concept of a Learning Organisation is an attempt to create more human and participative work environment in a modern organisation with a culture and structure that provide more flexibility and innovation, required for successful operating in today’s fast changing business environment. It is the concept of a Learning organisation as a framework to an organisation that is capable to use the real potential of all its members. Starkey (1996, 2) describes this concept as the search for a strategy to promote individual self development within a continuously self – transforming organisation.

The potency of the Learning Organisation, consist in the matter that it tries to enfold into integrated system very different aspects of organisational sciences and human behaviour.

According to McGill (1993), the biggest differences between a Learning organisation and its antecedents are the most evident in their approaches to change.

There is no reason to believe that the concept of the Learning organisation cannot be implemented both in private and public sector. Dowd (1999) is convinced that Learning organisations can be any size and can include any function.

The concept of a Learning organisation will obviously, be most attractive for companies operating in sector or markets of heavy competition. But even for companies currently relatively safe from competition (e.g. power sector under Govt. control) is also recommended to pay attention to this concept, since it is hard to believe that favourable conditions will last for a long time.

**Definitions of “Learning Organisation”**

There is still a considerable discussion among theorists about what kind of organisation has to be called as the Learning Organisation. Confesses (1997) describes Learning Organisation as an environment
where Organisation Learning is structured so that teamwork, collaboration, creativity, and knowledge processes have a collective meaning and are valued.

Senge (1990, 14) defines Learning Organisation as “an organisation that is continually expanding its capacity to create its future”, According to Senge, in the Learning Organisation, new and expensive patterns of thinking are nurtured, collective aspiration is set free. “Learning in his context does not mean acquiring more information, by expanding the ability to produce results people truly want in life.

Another well-known definition provided by Pedler et a Learning (1991, 2) describes a Learning organisation as “an organisation that facilitates the Learning of all of its members and continuously transforms itself”. This definition includes continuous learning and the development of potential in all the people who work with company and self development of the company as a whole organisation, including the integration of each individual’s Learning with that of the company as a whole.

Garvin (1993) gave the following definition:
“A Learning Organisation is an organisation skilled at creating, acquiring and transferring knowledge and at modifying its behaviour to reflect new knowledge and insights”.

This definition however, does not encompass the notion of organisational results (King 2001). Thus King building his definition on Garvin, focuses to the model on developing and using information and knowledge capabilities.

“A Learning Organisation is one that creates, acquires, and communicates information and knowledge, behaves differently because of this and produces improved organisational results, from doing so”.
Management consultant company David Skyrme Associates (2003) developed the following definition:

“Learning Organisations are those that have in place systems, mechanisms and processes that are used to continually enhance their capabilities and those who work with it or for it, to achieve sustainable objectives – for themselves and the communities in which they participate”.

They draw out the following important points to note about Learning Organisation: They are adaptive to their external environment, continually enhance their capability to change and adopt, develop collective as well as individual Learning and use the results of learning to achieve better results.

Braham (2004) defines the Learning organisation as “an organisation which gives Learning priority”.

Watkins and Marrick (1994) define a Learning Organisation as “one that continually learns and transforms itself”.

Bencivenga (1995) States that a Learning Organisation is developing shared vision, challenging assumptions and devising a system for new ideas.

Learning speeds worker’s readiness to do their new jobs and fit the roles needed, thus supporting better development of human capital earning We now have a new metric, “time to competence”. Learning is the foundation of professional development, the ongoing growth of human capital with which companies drive more innovation, higher level of service, and greater margins. Learning is the key to adapting and surviving massive discontinuities in markets (ManVille, 2001).
Why this Study?

Power sector was going to dooms in the end of “nineties’ and became heavy liability for the central as well as State Govt. because of heavy losses incurred by most of the Electricity Boards.

Survival of Electricity Boards is not a problem because of its monopolistic character but its functioning in light of the heavy losses and the present competitive age is always a big question mark. In view of heavy losses incurred by the Boards, Govts. had to bring Electricity Act 2003 as a measure of reforms to improve the functioning of SEBs.

In spite of implementation of EA 2003, since 2003 in Country and since 2005 in Gujarat, considerable change could not be noticed as man power and systems were the same.

It was observed by the researcher that entire working of SEBs and electrical utilities need drastic changes to meet with the pace of the time and need of the hour. It was this observation and the study of concept of Learning Organisation, an effort is being made to implement the same in Power Sector for all round improvement in the functioning of Electrical utilities so as to get desired results.

Therefore the main objectives of the study can be listed as under:-
(a) To identify the basic dimensions of promoting Learning in organisation
(b) To select effective tool which will cover all the above dimensions with other important parameters of Learning Organisation.
(c) Application of this tool to electrical utilities to identify the performance level on each dimension.
(d) Based on the performance level, appropriate measures would be found out to develop dimensions on which a power sector is operating on poor performance level if any.
Utility of this Study:

The results are eye opener, and will give lot of information regarding the level of performance on each dimensions.

Learning process and characteristics of Learning Organisation will make it possible to suggest various remedial measures to overcome the weaknesses of the organisation so that all the electrical utilities can make their best efforts to become a Learning organisation.

Very few studies on Learning Organisation have been carried out in India. Modern time require paradigm shift in all the Indian organisations. Until this is done, one cannot hope to progress and develop.

This study is just an effort to pinpoint importance of Learning Organisation and the methodology by which the Learning Organisation could be studied.

There are three main functions of the utility (i) Technical (ii) Finance (iii) Human Relations, understanding the implementation of Learning in all the 3 functions could be understood as under:

(i) Technical: - Technology is progressing leaps and bounce. Today’s invention becomes obsolete tomorrow. Information technology has brought entire world on our table. In such circumstances if a technical person is not having knowledge of latest inventions/developments then it is difficult to cope-up with the pace. Now consumer can have his entire billing details in his mobile. He can make payment of his energy bill on line. He can make complaint by sending details through mobile. These are some of the developments which have helped consumers to save their time and energy whereas, equally, utility is also benefitted by getting all these developments implemented in the system. Computer application to various systems in the
Utilities has also benefitted entire functioning. It can be made out from these developments, the importance of continuous Learning by the individual and organisation to have all latest developments in the utility.

(ii) **Finance:** Any organization’s top priority is to keep technical system healthy and then to realise maximum revenue, keeping least expenses for running the organisation. Day to day maximum collection of energy bill revenue is the need of hour, for this finance officers have to learn accounting procedures befitting to the present system so that balance sheets get profit figures.

(iii) **Human Relations:** H. R. functions is most important at the same time most neglected in all most all Utilities. As far as functioning of HR Dept. is concerned, it is still working as Traditional Organisation. It is neither able to convert itself to the organisation meeting requirement of modern times nor it has shifted the paradigm of entire organisation to be a competitive organisation. Study has revealed that performance of HR Depts. in all the utilities is limited to traditional functions. Whereas it is the need of time to select best personnel’s, to train them for the job requirement and then to have placement of right kind of persons on the right kind of place without wasting time in any procedure (which are HR functions).

It is hoped that, the study results will guide the HR Dept. to proceed in the right direction to overcome the weaknesses revealed in the study.

These are the objectives of the study which would help Electrical Utilities to have guide lines so that they can become “Learning Organisation”, in turn increasing the efficiency and effectiveness of the
organisation so that the fruits can also be shared by the consumers who are the ultimate beneficiary in the system.