**Human Resource Management - I**
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Lecture No. # 22
Contemporary Issues in HRM – III

Good afternoon, good afternoon. In the last two lectures on the topic of contemporary issues, we have dealt with Kaizen, benchmarking, total quality management and the like. But talking of contemporary issues, and in the course on human resource management, course will not be complete unless we talk a little about change management and also learning organizations.

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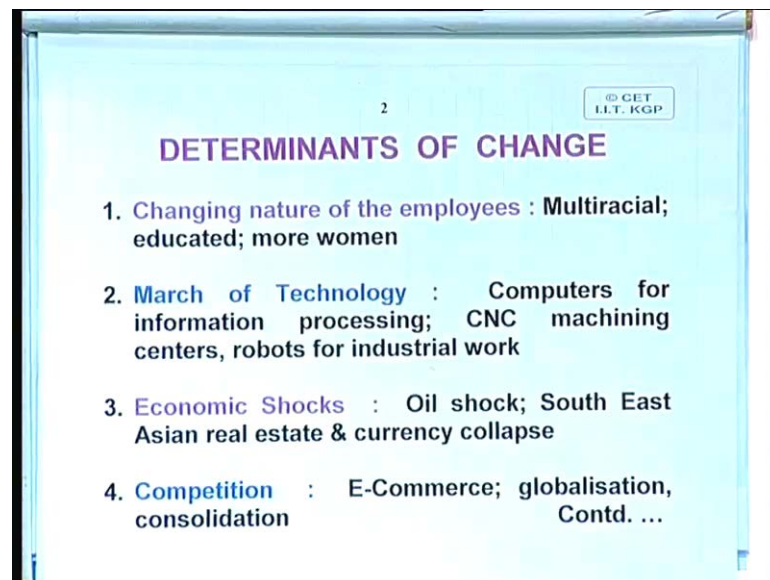
So I will first talk of change management. Change management has assumed a very important consideration, since the time, a few years ago, when the Indian economy set course on the part of liberalization and the world too with the WTO progressing; set its course on the globalization of trade, business, economy and financial markets and the like. The result was of course that change was very rapid and competition grew at a very, very high pace. And therefore, was managing organizations for the human resources manager, for the human resources development, change, an adaptation to change,

meeting change, overcoming change, riding with change, has become all the more important.

Now, what are some of the determinants of the change? One of course, is globalization. But the changing nature of the employees too is one of the reasons, why we see change in organizations, and why we also need to adapt the organization to meet the changes in the environments. Today, we have more and more educated employees, we have more and more women joining the workforce, and we have a multiracial workforce in our organizations. Technology, computers for information processing on the work shop flow, CNC machining centers, robots for industrial work all over the factory; sometimes making the factory innocent of all people.

You can have factories today, which have entirely practically managed by robots and intelligent machinery. Economic shock is another cause for change. And in the recent decade, we have seen a number of these shocks, the oil shock, south east Asian real estate and currency collapse, competition, E-commerce, globalization and consolidation amongst industries in order to meet the competition.

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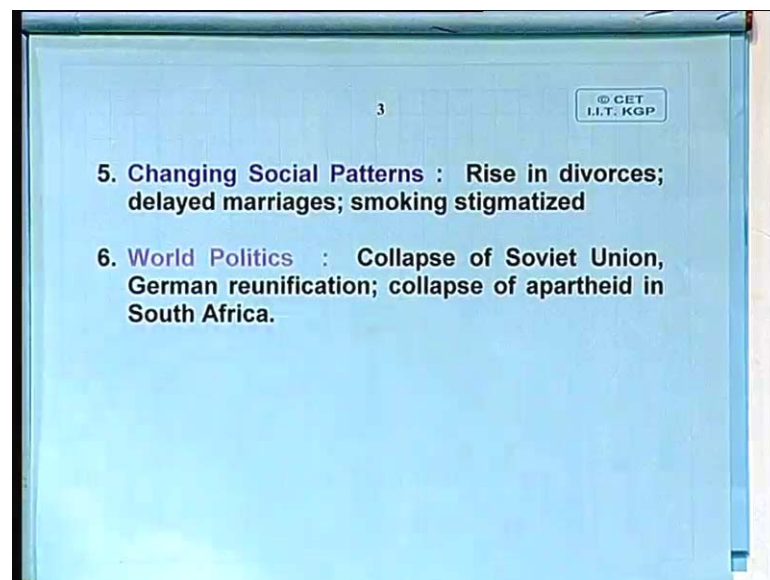
And changing social patterns, rise in divorces, delayed marriages, smoking becoming stigmatized and so on. World politics: Collapse of the Soviet Union, German reunification, collapse of apartheid in South Africa and so on. All these are the determinants, these are factors, very broad macro factors, which has assured in change

the world over and organizations. I have to cope with change and overcome change and emerge victorious for growing and prospering.

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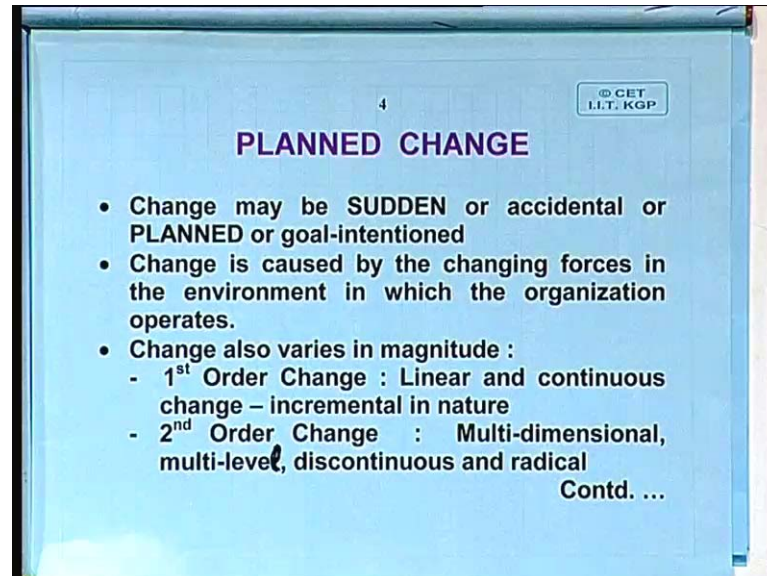
Now, if you look at change conceptually, you may say there are two types of changes; one is the planned change and the other is unplanned. Change may be sudden or accidental, planned or goal oriented. Change is caused as we said, by various determinants, by the changing forces in the environment, in which the organization operates. Change also varies in magnitude; we can say that the first-order-change is linear and continuous, that is incremental in nature, and the second-order-change is multi-dimensional; change along many fronts and multi-level, across many levels and discontinuous and radical. So we have the planned change and the sudden or radical change.

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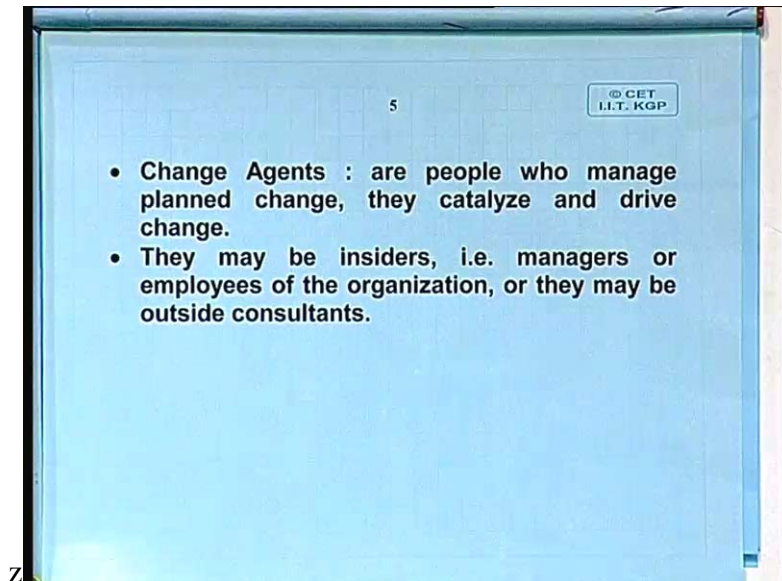
Who are Change agents? Change Agents are the people, who manage manage the planned change. They catalyze and drive Change. They may be insiders, that is managers or employees of the organization itself or they may be outside consultants.

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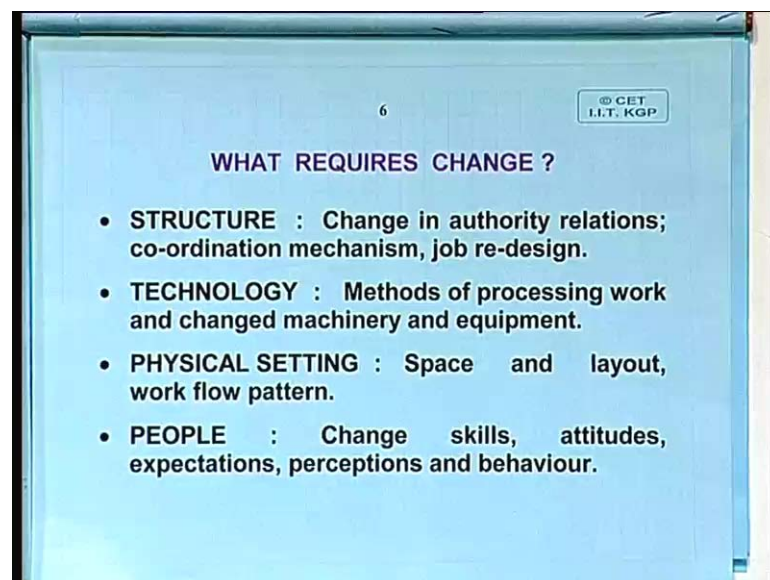
When we talk of change within the organization to cope with the changes in the environment, what are the items or what are the structures or what are the departments of divisions or the work elements within the organization, which requires change, which required to be changed. Well, one can look along broad lines; one can look at the

structure of the organization. The change can take place in authority relationships, coordination mechanism, job redesign and so on. Change can occur in the technology, the methods of processing work, and changed machinery and equipment, modernization and the like.

One can talk of change in the physical setting also; the space, and the layouts, and the work flow patterns within the factory. And of course, one can talk of change in people, which means changing of skills, upgrading of skills, changing attitudes, changing expectations, changing perception, changing behavior, and in short change in culture, cultural change. Is it easy to do that? Of course not, because the human being eternally seeks stability. Remember that, we all are very comfortable with familiarity, familiar conditions, familiar work, familiar people and we do not like, we have this comfort, when something uncertain occurs or when we are in an environment, which appears to us unknown, it appears hostile; so we like stability, we like equilibrium. Therefore, when we are confronted with a situation, where stability is threatened, when this equilibrium looms on the horizon, we martial our efforts to resist change.

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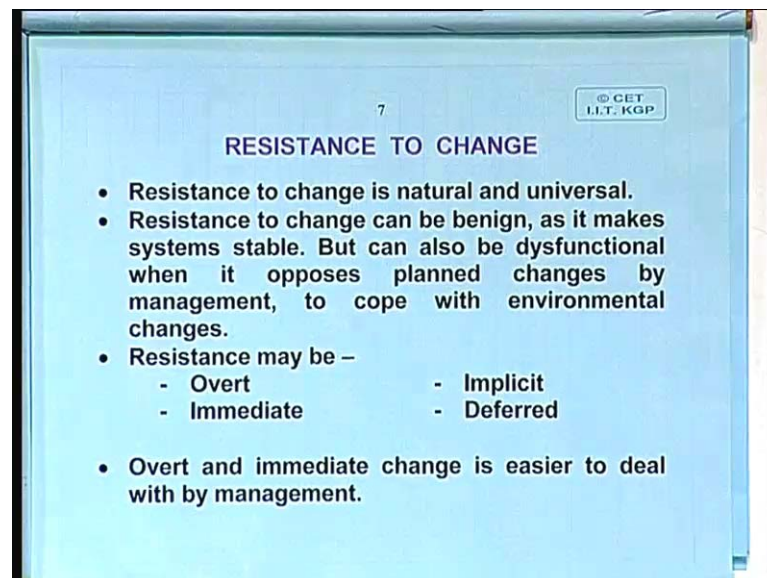
So resistance to change is natural and universal. It cuts across all countries; it cuts across all cultures; all human beings; it is natural for them to resist change. And resistance to change can be benign as it makes system stable. But that can also be done when you have uncertain turbulence occurring in the environment; you have to cope with it; so you

change something; that change you may call benign, because you are changing to resort to the status quoso to say or to make a new situation, where stability and equilibrium again comes. But change can also be dysfunctional when it opposes planned changes right. Resistance can oppose the planned change and by to cope with the environmental changes, which the management wants to bring in; although it may be good for the organization, but people within the organization may not perceive it as such, and that then becomes the dysfunctional resistance.

Resistance may be overt; it may be immediate, it may be implicit or it may be differed. Overt and immediate change is easier to deal with by management. Why is that? Simply because overt is something which is on the surface, which is something which you can see, right. And immediate change is something, which is here and now, which is more visible you can observe it. And therefore, you can respond and try to cope with that change; but something which is differed, which is implicit, which is hidden; it is there, but you cannot see, it has a management. Those are more difficult to deal with.

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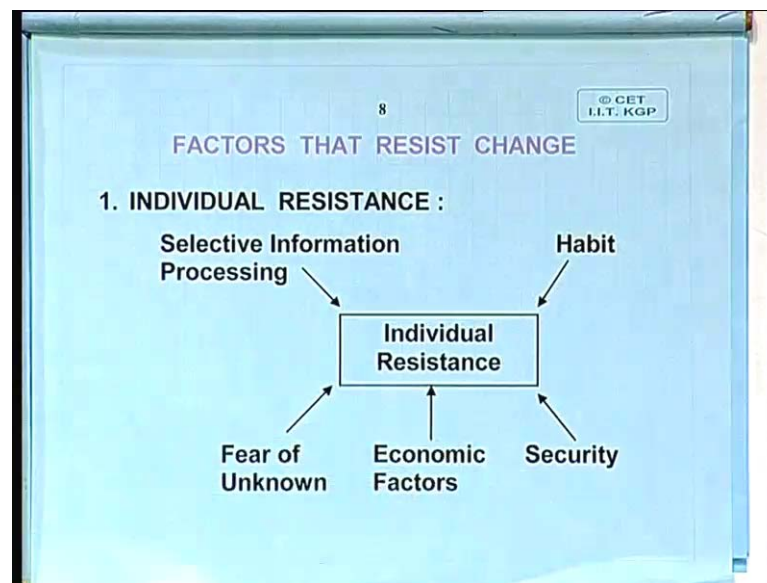
So resistance is therefore we categorize into this four categories. Factors that can resist change: Now take the human individual, he resists change by selective information processing. What does that mean? That means he chooses, he or she chooses to see in whatever data and information, which the management provides that which suits him or her to see. Habit is another factor, which causes people to resist change. Security:

Security is the familiar surroundings, no uncertainty, one feels secure so one resists anything that comes to upset that security.

And of course, economic factors: Change can bring with it reduction in benefits, reduction in jobs and so on; and these are very life and death economic factors which may affect people. And of course, fear of the unknown: If there is going to be a change, if there is going to be a restructuring within the organization, and you can transfer to another department of the organization, you may have to be retrained; that means skill which you have learnt over the lifetime so to say of your career, you may have to unlearn some of it, relearn new skills and techniques, which may take you some amount or give you some amount of discomfort, which you may not be able to master. And these are various fears, which are unknown in the unchartered area, which you are not sure to be able to cope with, with any amount of shall we say distinction.

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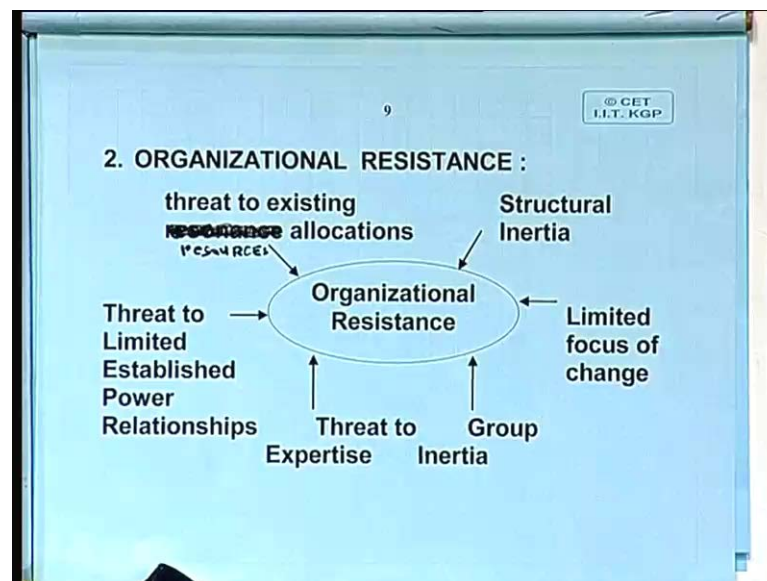
Apart from the individual change, let us consider organizational resistance. So the individual resists change, but there is something called the organizational resistance too. Threat to existent existing resonance allocation or resource allocation. Every department and every organization has got some allocation of resources and since resources are always limited alright, there is always a allocation, where some gain and some lose. And in the process, the managers and people they fight for limited resources. So the organization in that sense, in terms of its departments and its people alright they resist

change because of the unknown; you do not know whether you lose some of your resources, which have been allotted to you.

Structural inertia: Just like we say, individuals by habit, they do not want to change. So by habit means a inertia; you are familiar with doing things in a certain manner, familiar with certain people and you do not want to have anything unfamiliar. So, in the organizational context, we can call it as a structural inertia.

Set to limited established power relationships: See, whenever you have change in the organization, there will be issues of restructuring; there will be issues of reallocation of powers. So, whatever the power center that exist today are likely to be changed; and therefore, you may lose some of your power; someone else may gain some of your territory (( )); therefore this comes as a threat, so organizationally you resist it. Threat to expertise: Say, you are used to manual systems when computerization comes, at that time you change over to the information technology.

And you feel that the the new expertise which has come, you will not be able to cope with; therefore you try to resist it; and the same on the shop floor; you have conventional machines, you try to introduce, CNC machines and the worker has to be retrained. Something new which he had to do, something unfamiliar and it becomes a threat. It becomes in his perceptual, something which will take away his skill; a - highly skilled or fitter workmen or highly skilled electricians. If you have computers and robots taking over the job obviously there is a threat and therefore there is resistance.

And then group inertia: As a group, all of us tend to fall into a kind of group someone else; that means the inertia prevents us from moving; change denotes movement, denotes action. And the group inertia is something which organizationally, it keeps on doing the same thing over and over what is familiar with them, and the group collectively resists the change right. It is like the boiling water-frog syndrome, you heard about that; you put a frog into a can of water and heat it slowly, as the water keeps getting warmer and warmer and hotter, the frog swims around. And then the frog getting more agitated, it swimming around until the temperature is raised to a point where the frog dies. This is an illustration often given to show that group inertia right.

Structural inertia is something, which allows or which makes organization even succumb die without adopting course of action, to make a change, which could have prevented the

death. And on the other side, say you have a can of boiling water, and you throw a frog into it, what will happen? Promptly the frog will jump out. This is another example given to say that if there is a radical change, radical underpidding of your business, swept away, and you are in a cataclysmic crisis; very often you find that the group activates itself. The group inertia disappears and therefore, change is assured, and that saves the situation company save, you do not succumb; the frog, jumps out of the can of boiling water. So these are some of the analogies, which are given to illustrate the fact that there are two types of changes.

Radical change, although it seems very much more or very much worse, in a sense, it is better, because you can react to it immediately, and not let the inertia of your company right prevent you from taking those necessary steps without which you will perish in the end, in case if you have only incremental changes over a number of years. Any questions upto now?

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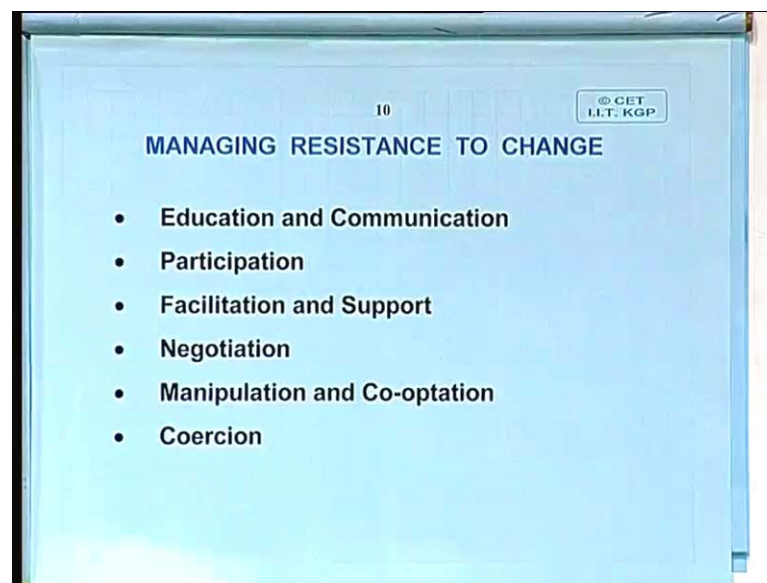
So having said the change is inevitable; change is there all the time, we have thus two types of changes; human beings resist change, which is natural, so how does a management? Manage this resistance to change and assuring change? So one is education and communication; education and communication. Participation that is systems policies and procedures, which have to be brought in; where you broad base the

decision making; which means participation is really participation in decision making at various levels.

Facilitation and support by management. Negotiation: Sometimes management has to negotiate with groups of workmen, who are resisting change as settlement comes, whereby it is agreed that the change will be accepted, provided x, y, z. Manipulation and co-optation; which means that there is some amount of Machiavellian practices, which some managements use to assure in change. And of course, coercion; one can never get away from that, when you bring in change as a management without going into the ethicality of it. Coercion is used very often in order to bring change into an organization; why because in order to resist right or in order to move the resistance, which you meet when you are trying to bring in change.

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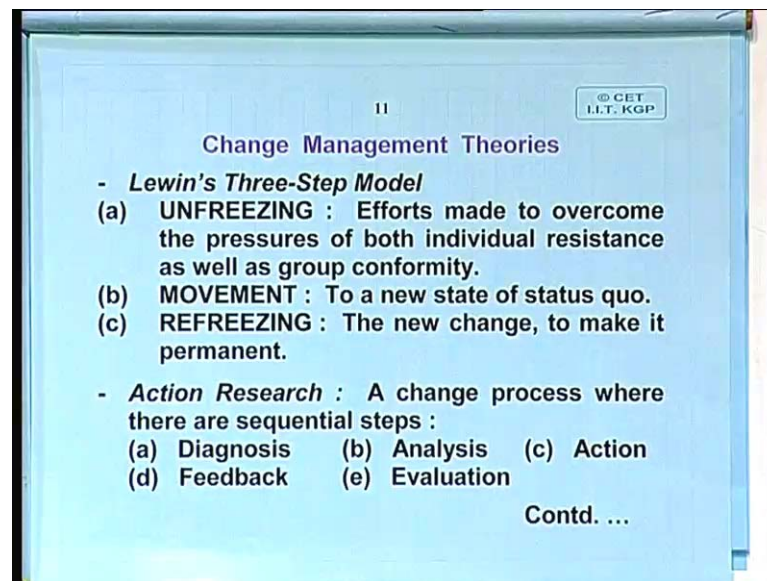
So here is a theory of change management, Lewin's three-step model. It says you have unfreezing, movement and refreezing. What is unfreezing? Efforts made to overcome the pressures of both individual resistance as well as group resistance right as well as group conformity that is status quo; no change, no movement. The second step is movement to a new state of status quo. So, you change the stability, you have disequilibrium, and then you go to a new state and bring in stability; that means you have to put an alternative action plan, an alternative model, an alternative stable situation, where management would like you to go by changing your present situation. Once management has achieved

to assure the change, one cannot afford to change stable situation again becoming uncertain; so refreezing it from one state. So conceptually, change means unfreezing movement, which is the action to the new model.

Action research is a change process, where there are sequential steps like diagnosis, analysis, action, feedback and evaluation. So these are the processes sequentialy that you have to follow over all at a macro level, when you are trying to bring change in the organization. Now, in order for you to bring in change, you have to take certain actions, and often these actions, which are taken to bring about a plan change in the organization is called organization development or OD for short.

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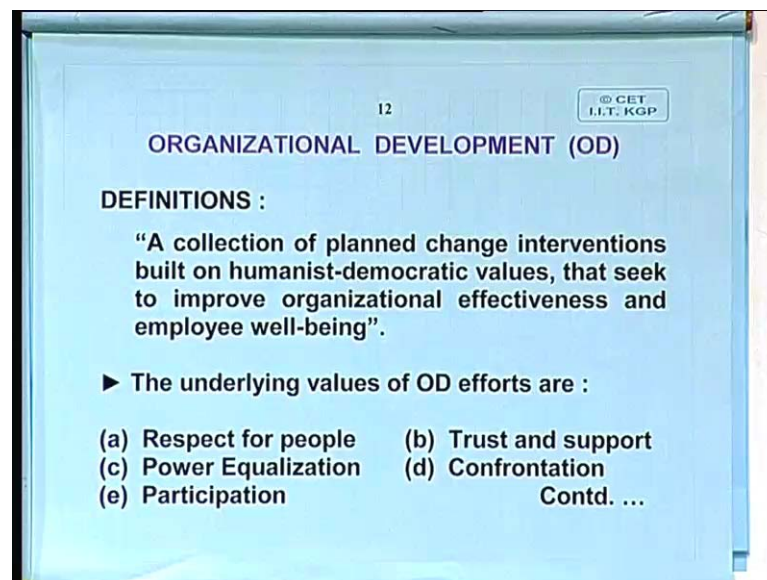
One definition is a collection of planned change interventions. Intervention is actions taken by the management. Interventions built on humanist democratic values, this is the key words of this definition. Humanist democratic values that seek to improve organizational effectiveness and employee well-being. So the key word here in this definition are intervention, which is something, which is planned and executed by management based on humanistic democratic values. And why does it do that to improve organizational effectiveness and at the same time, employee well-being; the employee is very much the central focus.

The underlying values of organization development efforts are and this is important, because this is a humanist democratic value based intervention is a - respect for people, b

- trust and support, c - power equalization, d - confrontation. By needs of confrontation, it means what is a constructive confrontation? That is, in order to overcome resistance to change with mutual respect but constructively that is giving alternatives, which are acceptable, one confronts and not brush problems under the carpet as if the problem did not exist.

And then participation: Participation is for us involvement for large number of people in two or three elements that is of course, information sharing, sharing information; thereby trying to get involvement of the people, and then which results in Participation. And finally, participation there reflects itself into some sort of commitment, which is the people have to the new changes, which is the management is trying to bring about. So,any questions about that? So, in Change management, organization development is necessary. These are the interventions right, which the management have to take based on a humanistic democratic philosophy.

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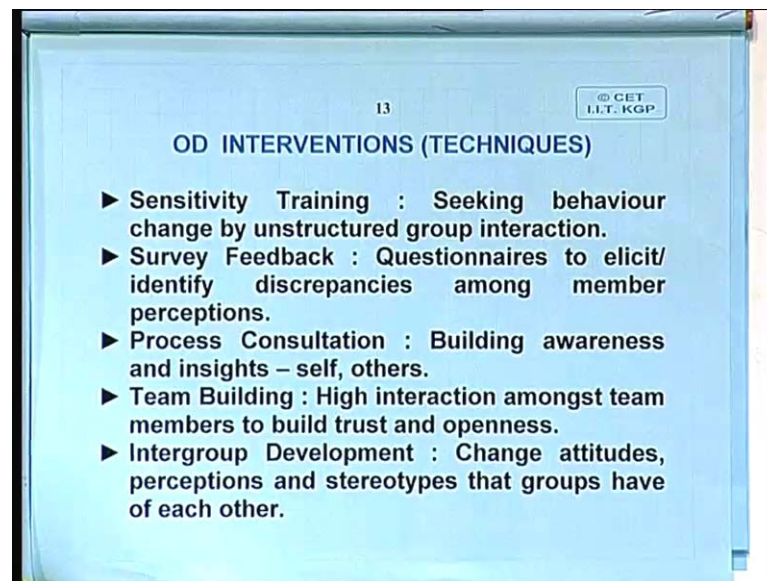
And there are some techniques of OD interventions like sensitivity training that is seeking behavior change by unstructured group interactions; this is a psychological technique, which is used with groups of people in trying to change their attitudes. Survey feedback: The questionnaires to elicit or identify discrepancies amongst members, perceptions. There is you take a questionnaire, you give it to each of the member often anonymously they answer it, get it back, you analyze, collate everything and then you get

from that a feedback about what your employees think about the organization, the management, of their conditions of work and so on and so forth.

Process consultation: Building awareness and insights of the self as well as others <mark>right</mark>. Team building: High interaction amongst team members to build trust and openness. Intergroup development: Changing attitudes, perceptions and stereotypes that the group members have of each other. There are very important considerations; these stereotypes which people have of each other. For instance, the accounts departments are often viewed as stodgy people, number crunchers, who are very loathe to give you any money to make payments; then it is a stereotype, which is often exists about people who work in the accounts department or people working in the sale department is that they do not do work, they are flamboyant, they are not very reliable because they talk too much, they make a lot of promises which they do not keep, and they go meet clients and tour the country wining and dining with people and not much work is done. So, this is a kind of stereotype about people working in the marketing and sales and so on.

Intergroup development is aimed at changing these attitudes and perceptions and stereotypes that groups have of each other so that they see the reality of the situation and then it makes it easier for them to adopt the new ways of working; and they see clearly what is the interdependence, which each group has on the other, and the synergy that can be created if they have the right attitudes about each other and work together. So that is it about change management; and as I said earlier in this lecture, we also touch upon the topic of organization learning and learning organization. Now, what is the difference between the two?

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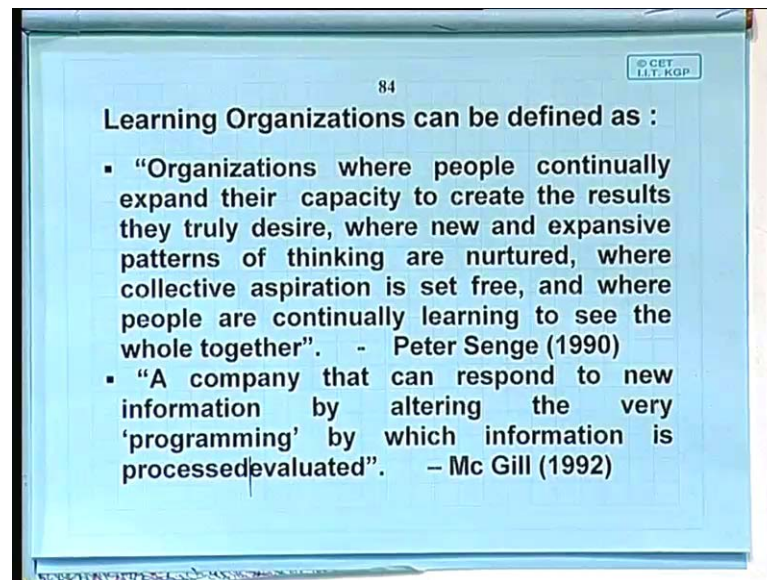
Learning Organizations can be defined as organizations, where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. Now, this is by Peter Senge, a very famous gentleman, who has talked about learning organizations and written futuristic scenarios of what is going to happen in society. A company that can respond to new information by altering the very programming by which the information is processed and evaluated; now this is the definition given by MC Gill in 1992.

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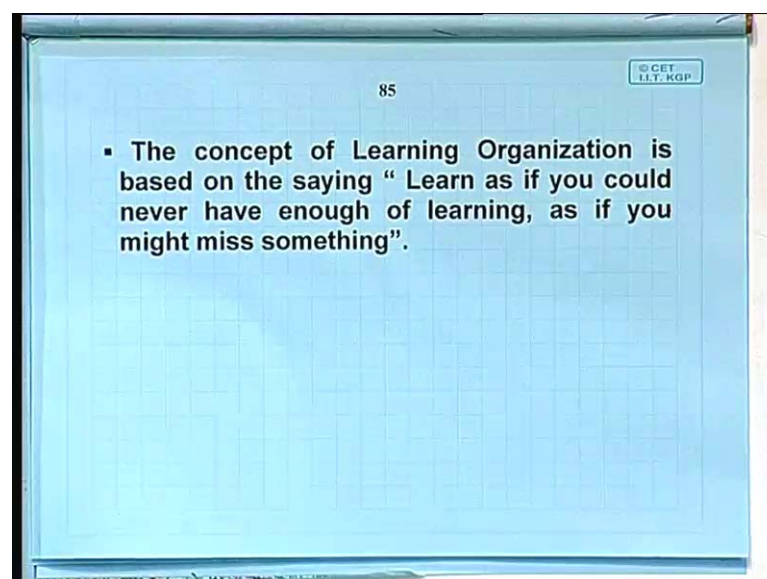
So the concept, then as per these definitions that you can of the learning organization is based on the saying learn as if you could never have enough of learning, as if you might miss something that is there are always opportunities in the organizational environment to learn and it should be a passion, a commitment and an obsession that you will miss something if you do not continue to learn all the time to see the learning organization.

And I said earlier on let us see what the difference between organizational learning and learning organization; well the best way is by giving an analogy; if the final product is the learning organization, then organization learning is the process by which you make this product. Learning organization can also be said to be the ultimate goal that you want to reach, and organization learning is a process, the action by which you reach that goal.

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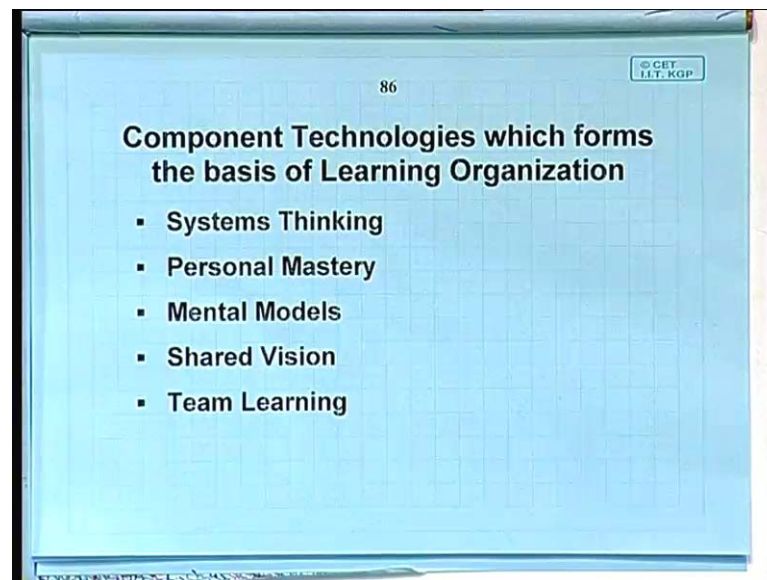
So, this is basically in essence the difference between learning organizations, and organizational learning. Now, some of the components which form the basics of learning organization, because ultimately, one of the contemporary issues is within this competitive environment. We want to achieve a state in our organization, where there is continued learning happening all the time, and where we become a learning organization. So, some of the components in order for us to reach the state is systems thinking, personal mastery, mental models, shared vision and team learning. Now these are (( )) the five components by which learning organizations can form and can be made.
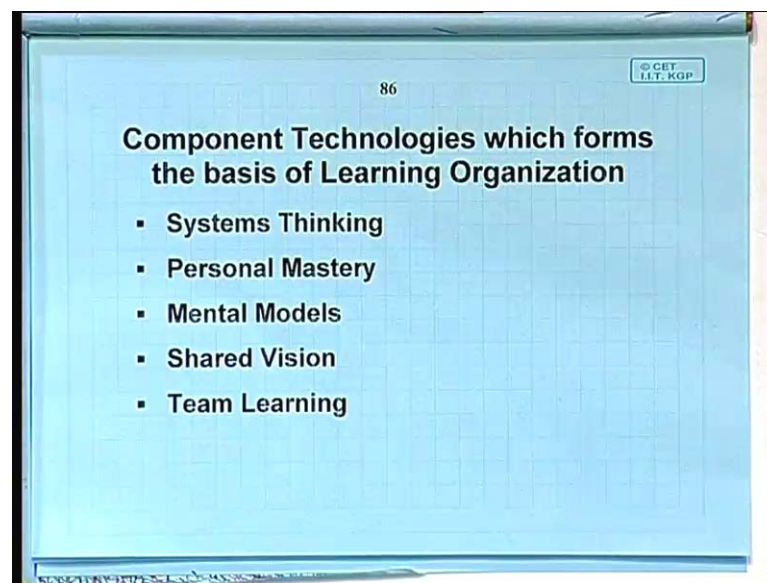
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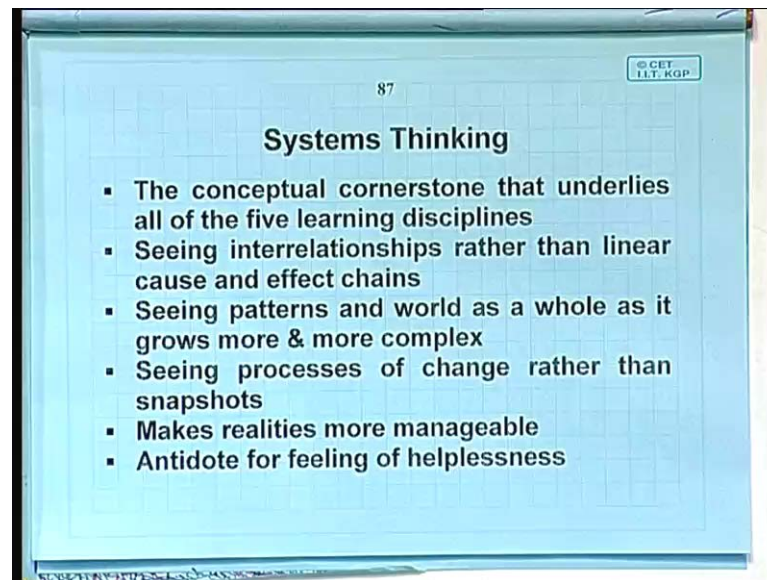
Let us look at them one by one. The conceptual cornerstone that underlines or underlies all are the five learning disciplines, (( )).There is a thinking - systems thinking, what does that mean? That means you think always of the organization, and of the issues which are confronted in a holistic manner. You think of it in a macro level first. That means you take the helicopter view instead of analyzing it immediately, and looking at the constituent elements; you can should do that, then this theory says you will miss out the wood for the trees. You have heard that if you are standing in a forest with very tall trees around you, the trees become very important; they become the focus of all your attention.

And you do not really know how big or how many trees there are you lose focus of the fact that these trees may belong to a very small forest or it may belong to a very large forest. So the overall focus is lost; say, you go get on to top of a helicopter, and go on top, you can immediately see the focus of whether it is a small forest or large forest. So, the helicopter view is the holistic view. So systems thinking is the conceptual cornerstone that underlies all of the five learning disciplines, seeing relationships rather than linear cause and effect chains. Linear cause and effect chains are looking at components, because of this cause this outcome happens, because of this behavior you get this result. So instead of looking at that, you look at interrelationships amongst all the constituents of your organization, seeing patterns and world as a whole as it grows more and more complex.

What are snapshots? You still camera, you take a snap, it shows people frozen in time and space, but you are moving camera, what do you see? If you see the same people interacting with others; you see movement; you see a process happening; makes reality more manageable and antidote for a feeling of helplessness. Systems Thinking is an antidote for a feeling of helplessness, because when you see the larger view, what is happening at a macro level, and then you find solace and solutions hopefully to see how you can cope with it instead of looking at one little component of it, and then falling into hopelessness.

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So in essence, this is basically the difference between learning organizations and organizational learning. Ultimately, one of the contemporary issues is within this competitive environment we want to achieve a state in our organization where there is continued learning happening all the time and where we become a learning organization. Some of the components in order for us to reach the state are systems thinking, personal mastery, mental models, shared vision and team learning. Now these are the five components by which learning organizations can be made.

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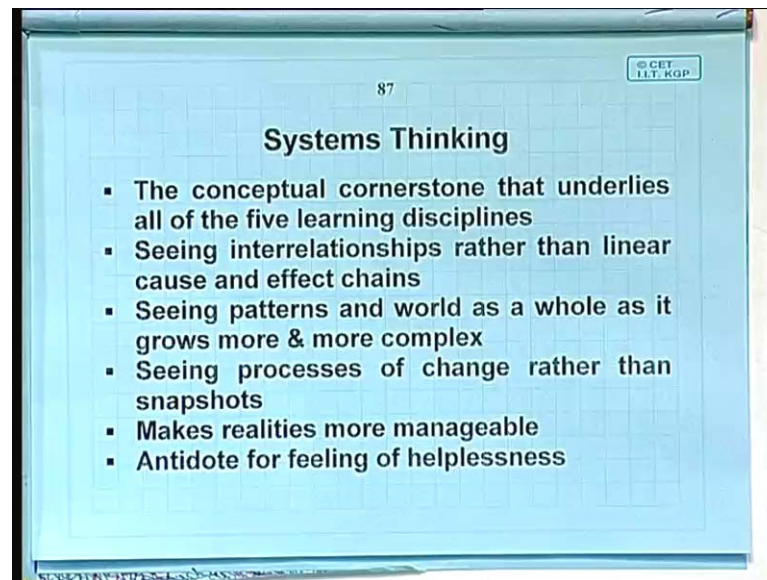
Let us look at them one by one. The conceptual cornerstone underlines or underlies all of the five learning disciplines. There is Systems Thinking, what does that mean? It means that you always think of the organization and of the issues which are confronted in a holistic manner. You think of it in a macro level first. That means you take the helicopter view instead of analyzing it immediately and looking at the constituent elements; if you do that then this theory says you will miss out the wood for the trees. you have heard that if you are standing in a forest with very tall trees around you, the trees become very important; they become the focus of all your attention and you do not really know how big or how many trees there and you lose focus of the fact that these trees may belong to a very small forest or it may belong to a very large forest.

So the overall focus is lost; say, you go get on to top of a helicopter and you can immediately see the focus of whether it is a small forest or large forest, so the helicopter view is the holistic view. So Systems Thinking is the conceptual cornerstone that underlies all of the five Learning disciplines, seeing relationships rather than linear cause and effect chains. Linear cause and effect chains are looking at components; because of this cause this outcome happens, because of this behavior you get this result. So instead of looking at that, you look at interrelationships amongst all the constituents of your organization, seeing patterns and world as a whole as it grows more and more complex.

What are snapshots? If you take a snap with a still camera it shows people frozen in time and space but, if you have a movie camera, what do you see? You see the same people interacting with others. You see movement, you see a process happening. It makes realities more manageable and antidote for a feeling of helplessness. Systems Thinking is an antidote for a feeling of helplessness because when you see the larger view, at a macro level you see what is happening and then you find solace and solutions hopefully to see how you can cope with it instead of looking at one little component of it and then falling into hopelessness.

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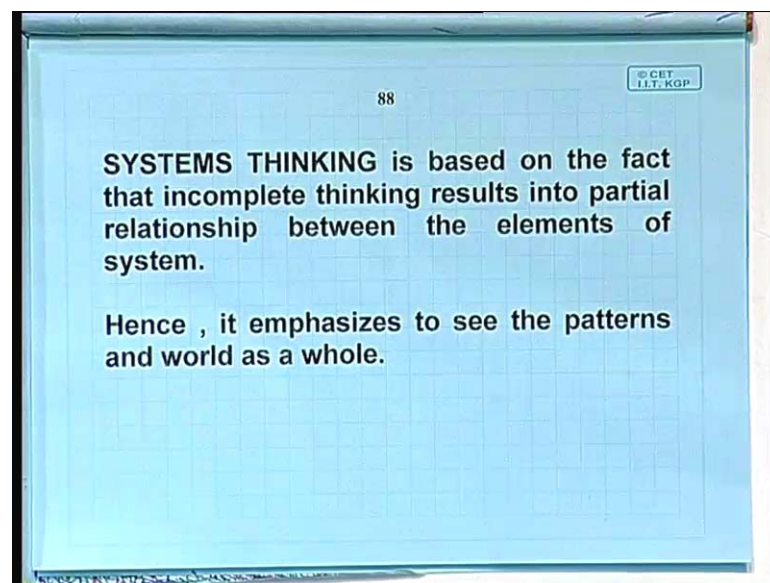
Systems Thinking is based on the fact that incomplete thinking results into partial relationship between the elements of the system. Hence it emphasizes that we see the patterns on the world as a whole, so it keeps driving away at the central point that do not look at cause and effect, do not look at constituent elements; you look at the whole system.

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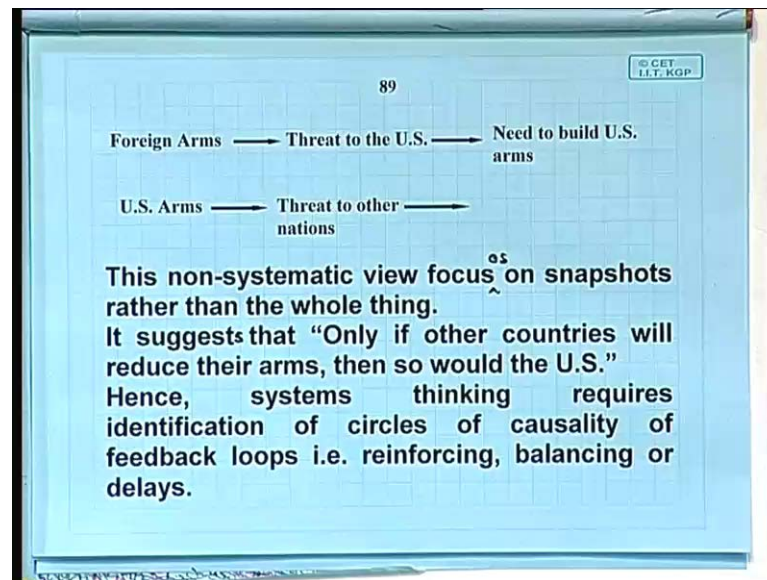
Now say for example here, you have a cause and effect that is looking not wholly but partially. You say foreign arms is a threat to the United States, and because it is a threat, it is the cause the United States needs to build arms. The United States build arms therefore, is a threat to other nations, so other nations start building (( )). Remember, during the Cold war, the constant battle between the US and the soviet bloc, you had what is known as an armed race. It was looked at in this sort of manner. The non-Systematic view focuses on snapshots as we said rather than the whole thing, because it looks at cause and effect. It suggests that only if other countries will reduce their arms, only if Russia stops making more arms, there only the United States will reduce. Hence systems thinking requires identification not of the snapshots, but of circles of causality, of feedback loops that is reinforcing, balancing or delaying whatever.

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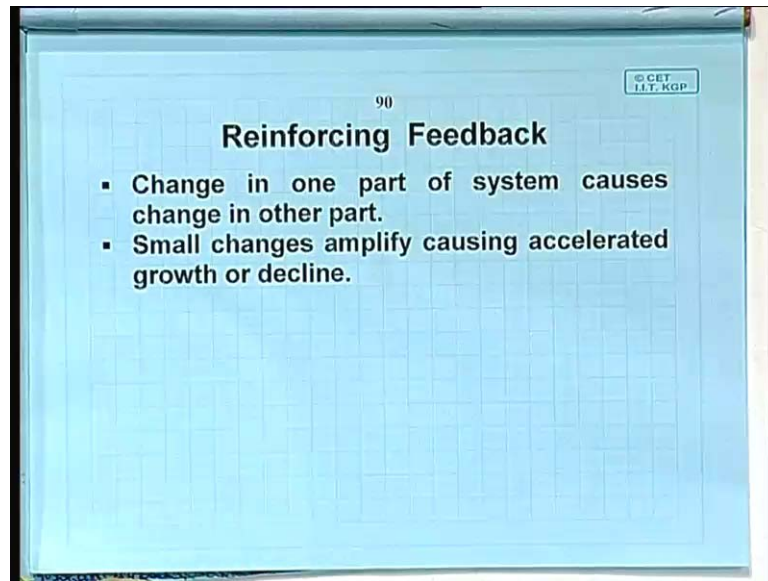
The change in one part of the system causes change in the other part. The small changes amplify causing accelerated growth or decline.
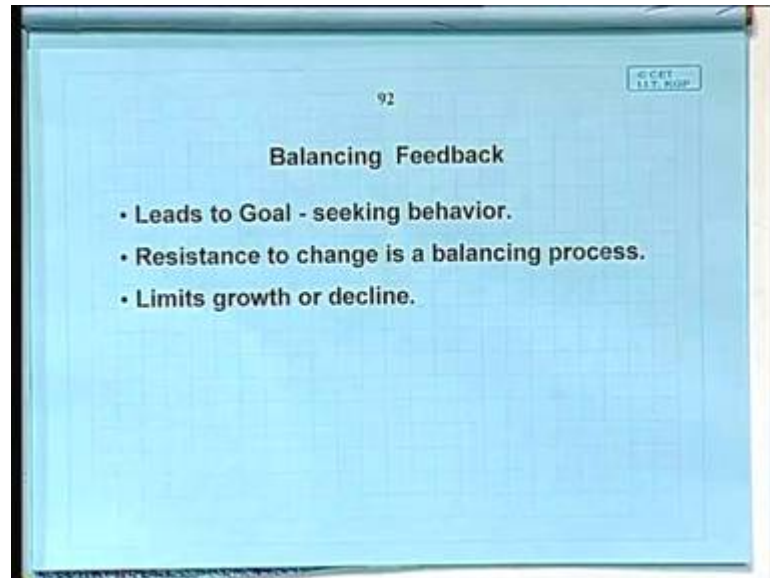
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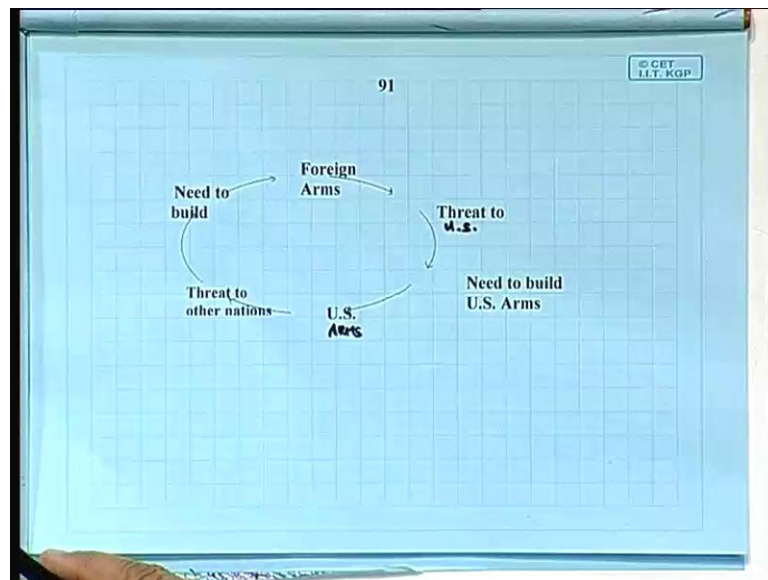
Consider here a conceptual form; you have foreign arms, it become a threat to the United States. Therefore, there is a perception in that need in the US to build arms. So the US has a perception to build arms to counter effect the threat. When it does so, it becomes in term a threat to the other nations, who then feel the need to again build arms themselves; which again they do and that in turn becomes a threat to the US. So, if you see this, this

is known as taking a system view, looking at a closed feedback loop, looking at the whole system instead of a linear cause and effect.

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Balancing Feedback leads to goal seeking behavior; resistance to change is a balancing process; limits growth or decline.

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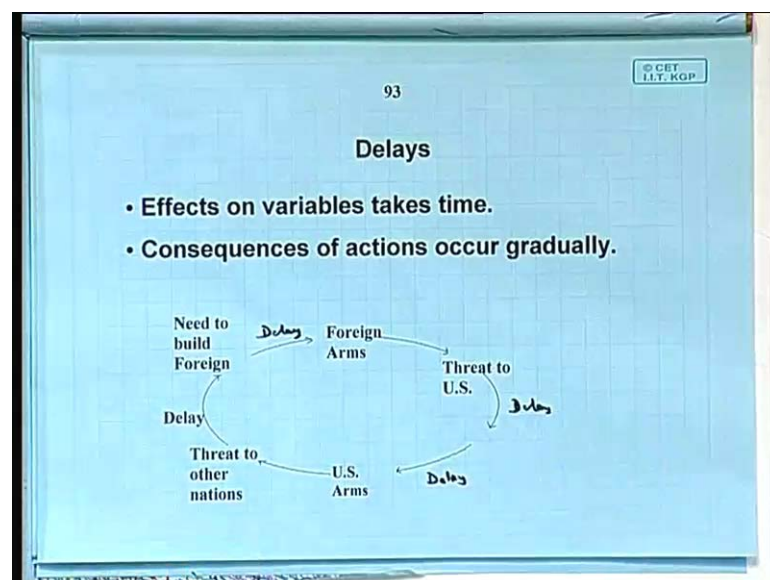
There is also an element of delay when we are talking of learning organizations. Effect on variables takes time; consequences of actions occur gradually; the same loop which we saw in the previous slide, the foreign arms threat to US; US arms threat; there is a

delay at each stage, there will be a delay; each stage there will be a delay. So this has to be taken into consideration when you look at the macro view of learning; and say it cannot happen overnight, but there is a built-in delay or a minimum lead time for bringing about changes in a holistic manner.

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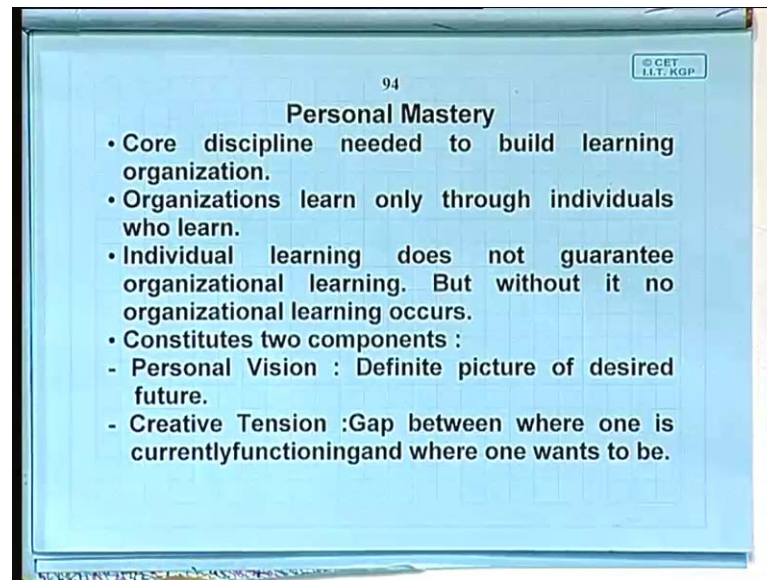
Next we say out of the five components right; systems thinking was one; the second is personal mastery. Core discipline needed to build learning organizations learns only through individuals who learn, remember that; organization is a collection of individual human beings, so they learn only through individuals who learn. However, individual learning does not necessarily guarantee, organizational learning, but individual learning is necessary, because without it no organizational learning can occur. This learning constitutes two components; this learning personal vision, that is definite picture of the desired future, creative tension, which means the gap between where one is currently functioning and where one wants to be.

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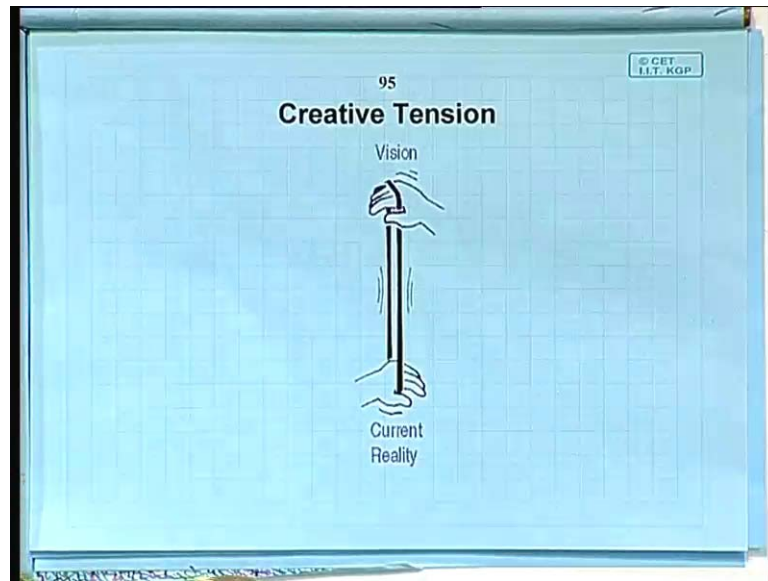
So pictorially this is Creative Tension. Here you have the vision where you want to be and here is the current reality. In order for the current reality to reach the vision, there has to be a pull so that this can approach the vision; so you have a tension here.

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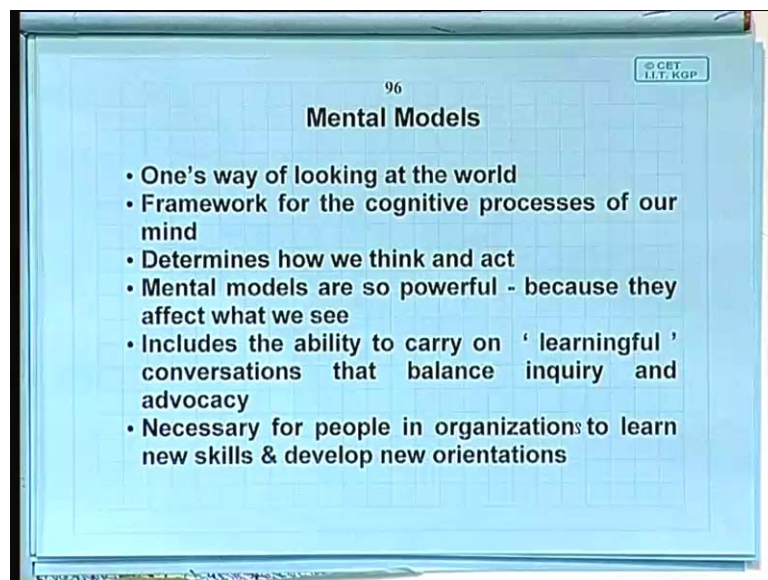
Next we said the third element is mental models. One way of looking at the world, that is how you look at the world, one's way of looking at the world, the how you look at the, once way looking at the world. What perspective you look at the world? Frame work for the cognitive processes of our mind. So these are the mental models, and determine how

we think and act. Mental models are so powerful, because they affect what we see; if we are negative (( )) mentally, what we see we always interpret in a negative mode, and the reverse if you are positive. So, mental models are so powerful, because they affect what we see and what we perceive. It includes the ability to carry on what we call learning full conversations at that balance inquiry, and advocacy; inquiry, and advocacy. When you are learning, one of the ways is to ask questions. So, inquire.

What is advocacy? Advocacy is talking about a cause, something which you believe in, you advocate, you want that to happen, you want that change to happen, you want a new vision and for the vision to be achieved. So, you advocate the new vision, necessary for people in organization to learn new skills, and develop new orientations. So in a learning organization you have to have people with energy, enthusiasm and a willingness to learn new things, and new techniques.

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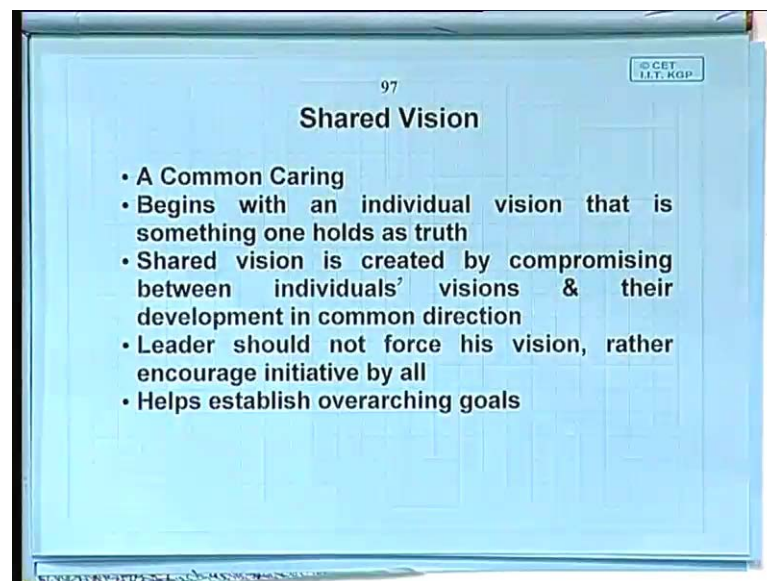
The fourth was Shared Vision, which means the common caring built on a common set of shared values of the individuals in the organization. It begins with an individual vision, that is something one holds as truth and holds as near and dear. Shared Vision is created by compromising between the individuals visions, and their development in the common direction. Now, what do you say compromising? See, the point being made here is because is a shared vision, sometimes in order to share one has to give and take. So when you give something you think you are compromising something, but then you

take something and equalize it. So, therefore by that token it says created by compromising give, and take between your own and all other individuals own visions and all of us developing in a common direction. Leaders should not force their vision, rather encourage initiatives by all, and shared vision helps establishing overarching goals.

What does overarching goals mean? It means that the goals and objectives of each of the department of the organization are important, but the overall objective of the organization is more important. And if the individual goals of the each departments are contrary, and then they affect the overall goals of the organization. Then the individual and departmental goals must always be subordinated to the organizational goals.That is overarching.

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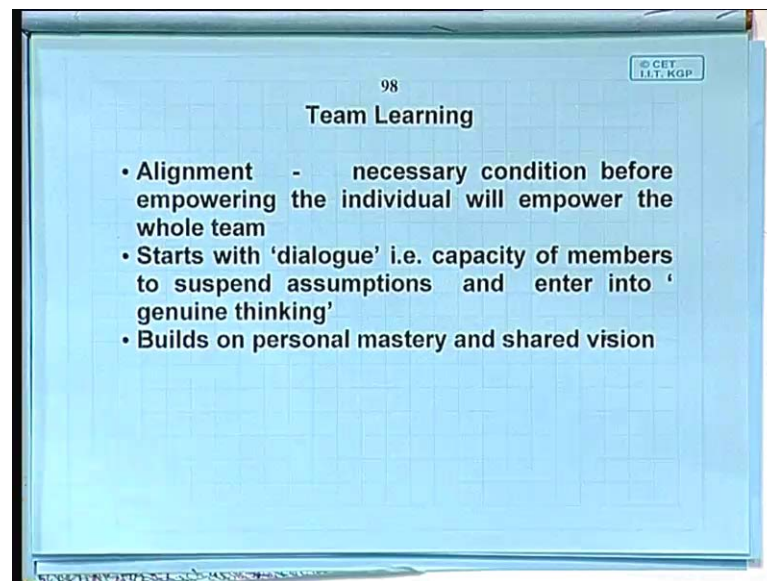
And the last is Team Learning. This is very important, possibly after the systems thinking approach of the top management, team learning along the vertical, and horizontal axis of an organization, there is across departments, and across levels, that is the most important for achieving learning organization. So first is alignment. This is the necessary condition before empowering the individual, and empowering the whole team. It is a cascading effect you empower the individual, when each individual is empowered, (( )), it generates creates synergy, and the entire team is energized.

A large number of organizations now, particularly in the United States have started doing their normal operational activities using the team concept, instead of the traditional departmental concept. And the findings are that they seem to get much a better performance and outcome, because of this synergistic effect which comes, when people work together is that they trust each other. In the whole process what happens is, there is a collective learning.

A team comprising of cross functional members, you know departments departments of marketing, manufacturing, HR; if you have managers from each of these departments working on a project. Then each member learns something beyond his or her narrow confines. A finance man learns something about marketing; a marketing man learns something about manufacturing, and so on. In the whole process there is a kind of osmosis by which a kind of collective learning happens. This is what organizations are finding out today, and barriers are broken, functional barrier tough you know everyone zealously guard their tough. Departmental considerations are then subordinated to the consideration of the whole the project, and finally, the organization. It starts with dialogue, that is the capacity of the members to suspend assumptions, and enter into genuine thinking, and builds on personal mastery and shared vision.

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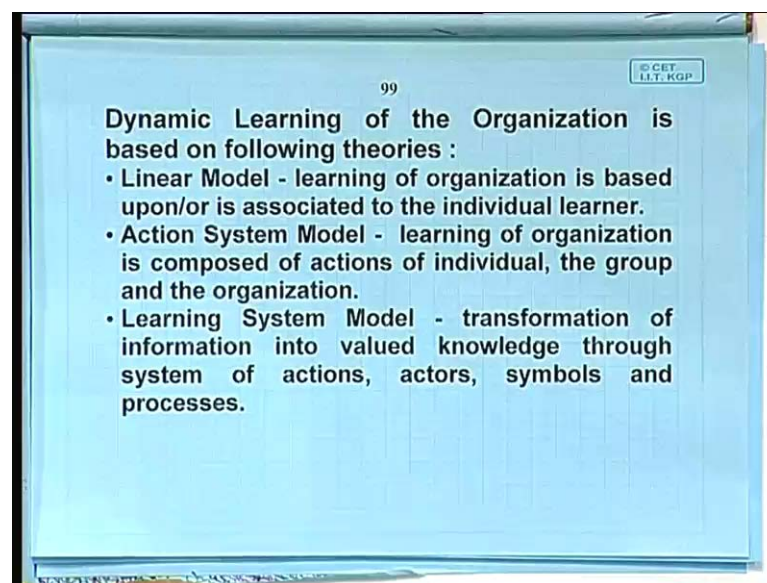
Dynamic learning of the organization is based on some theories. Linear Model that is learning of organization is based upon or is associated to the individual learner, that is

the (( )) linear model. Whereas, the Action system model the theories states learning of organization is composed of actions of individuals the group, and the organization; that is action oriented and multitier individual groups as well as the organization. The learning systems model says transformation of information into valued knowledge information is transform into valued knowledge through system of actions, actors, symbols and processes.

So culture is very important in this case, it keeps on building a certain culture through a system of work. Say, team working is a system you established of the actions, that is joint recommendations which come out of the teams efforts, actors who are the people? Is cross functional, we are people from various departments symbols, and rituals which you go, which builds the culture and the processes which you follow.

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So this is the Learning System Model, which is the third theory. And here is a kind of comparison of these three; So, you have the linear model which has information filter, information transfer, action and reflection, knowledge creation field, distribution of knowledge. The action system mode exchange, adaptation, production, goal attainment, coordination, integration, reinforcement, pattern maintenance. The learning system model has environmental interface adaptation, action, and reflection with goal attainment, dissemination, and diffusion with coordination, and meaning and memory with pattern maintenance.

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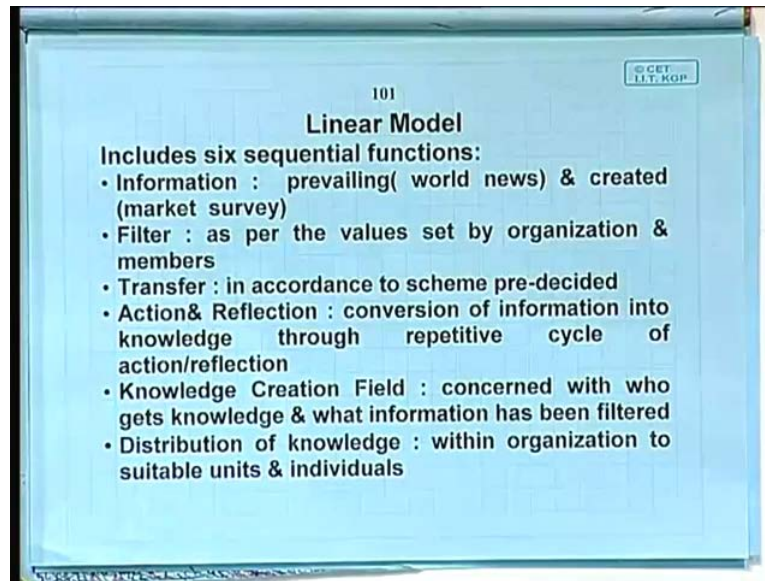
The Linear Model includes 6 function value, it shows their information which prevailing world news, and created market survey. So, prevailing is world news is prevailing information, but you can create information by market survey. And then, ultimately transform that information into what? Valued knowledge by these processes. Filtering, transferring, action and reflection, and knowledge creation concerned with those who get knowledge and what information has been filtered, distribution of knowledge within organization to suitable units and individuals. And similarly, the chart enumerates the steps of the other two systems.

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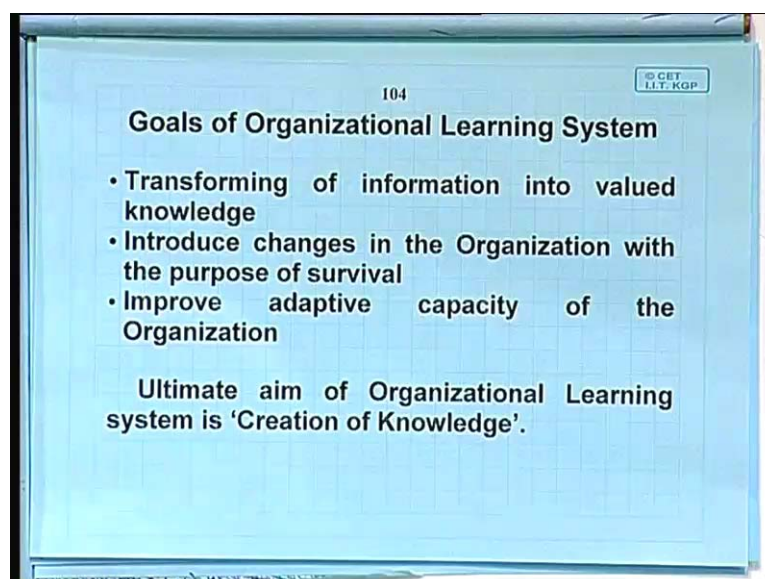
The goals of the organizational learning system see goal is to make it into a learning organization, as I said early on in this lecture. So, transforming of information into valued knowledge, and introducing changes in the organization with the purpose of survival, growth, prosperity, improving (( )) the adaptive capacity of the organization. Remember the learning is a process; you know when you say that this organization is a learning organization, look at the very language. What does learning say? Learning says it is not frozen; learning learning denotes continuity. So, learning organization constantly has to adapt to the environment, forces of the market place, forces of the regulatory environment, forces of trade, commerce and so on, to keep on learning new things.

So in short it never reaches the final goal, it continues to learn. The ultimate aim of the organizational learning is creation or knowledge, which in turn transforms that organization into a learning organization. What (( )) be say earlier; Learning organization correct it transforms various information data into valued knowledge.

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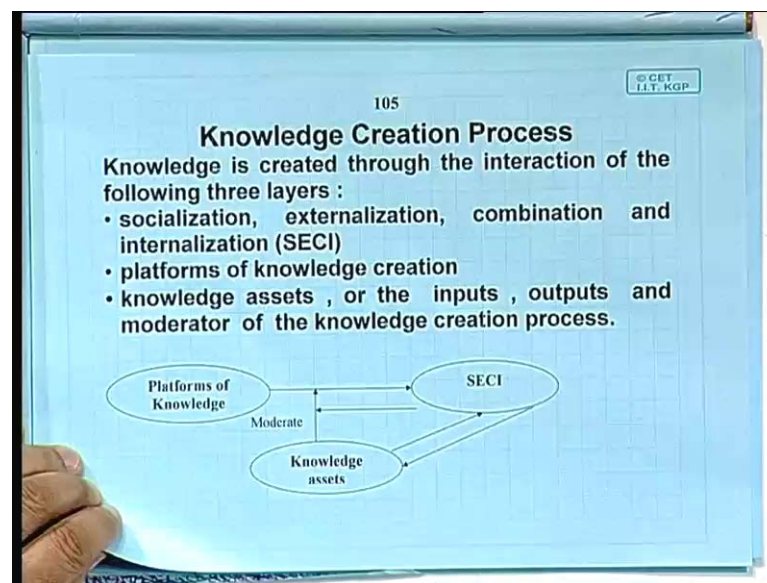
So, knowledge creation process socialization. See, this is a conceptual model, it is a knowledge is created through the interaction of following three layers: the first is socialization, externalization, combination, and internalization for short, SECI. Platforms of knowledge creation; knowledge assets or inputs, outputs and moderator of the knowledge creation process. So you have knowledge assets; you have these processes of socialization, externalization, combination and internalization, your platforms of

knowledge. These are the three layers; they interact with other. Platform of knowledge feed into this processes and in turn it creates knowledge assets, the knowledge assets in turn feed into the process again ==alright==, and then moderate what platforms of knowledge you get fed it. So, the whole process is interconnected and the ultimate deliverable is creating valued knowledge from information and data.
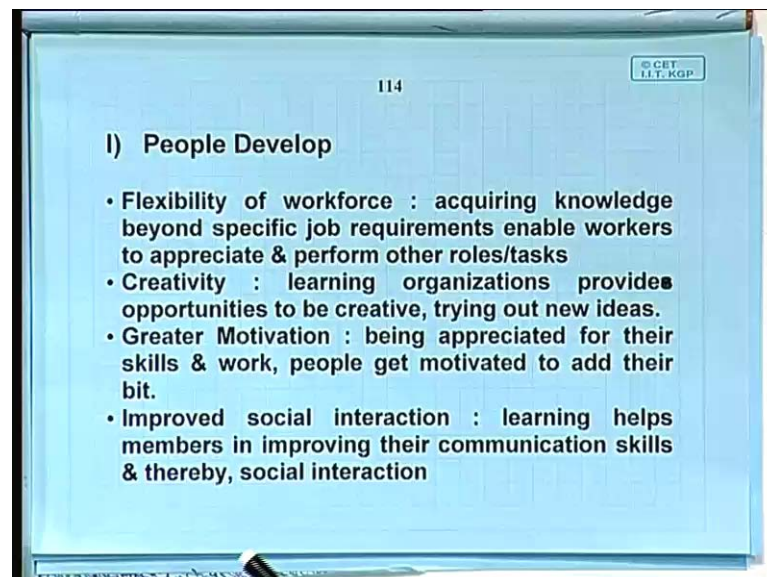
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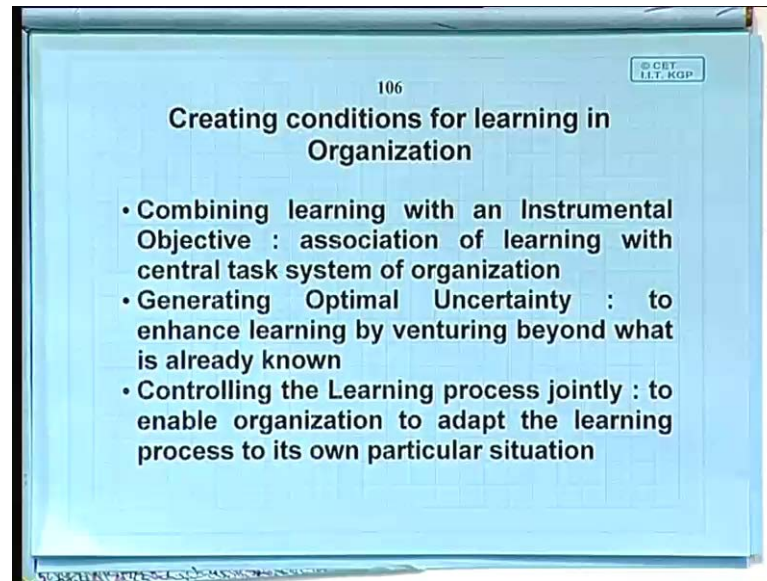
Here are some of the conditions for learning in organization: combining learning with an instrumental objective, that is, association of learning with central task system of the organization. It must be operational; the learning must be connected with the basic operations of that organization. Generating optimal uncertainty to enhance ==ehnance== the learning by venturing beyond what is already known. That is encouraging o systems, and practices, people in the organization not being satisfied with something which is standard, but taking risks and going beyond. Controlling the learning process jointly to enable organization to adapt the learning process to its own particular situation.
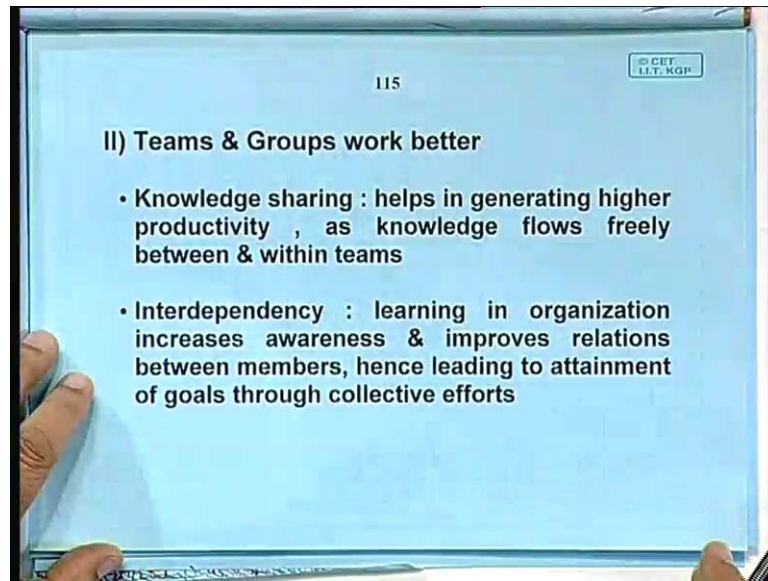
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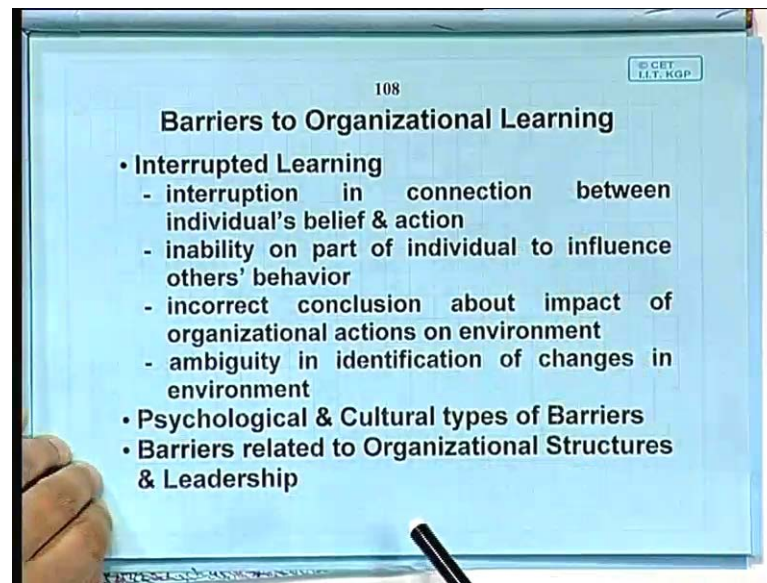
Some of the barriers to organization learning, which we say earlier on this is the process to create a learning organization is interrupted learning. Psychological, and cultural types of barriers; barriers related to organizational structures, and leadership. And of course, the managements can adopt various strategies to overcome these barriers.

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And, why do learning organizations work at all, and work better than others, because of three basic reasons. people develop the learning organization themselves as individuals.

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Number two, they work as teams in learning organization. Teams and Groups work better than doing it individually, and through compartmentalized departments company benefits as a whole in this process.

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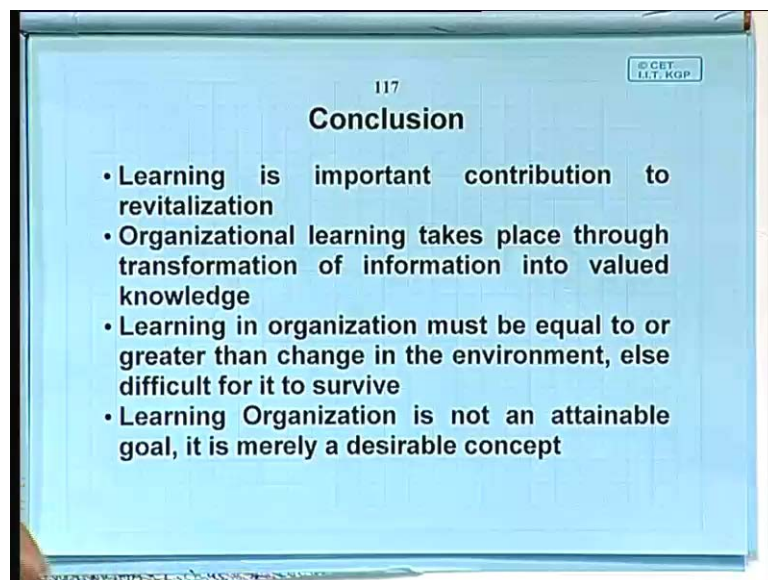
And the Conclusion is the learning is important contribution to revitalization of the organization. Organizational learning takes place through transformation of information into valued knowledge. Learning in the organization must be equal to or greater than change in the environment, otherwise difficult for it to survive; it must always be a few

steps ahead of the change - mastering the change, otherwise it will not survive. Learning organization is not attainable goal, it is merely a desirable concept, because of the very fact that can you never learn everything that there is to learn. Continue the learn, and you have a vision you strive to reach the vision, but you never reach it; continue the learning process. So there is some of the contemporary issues which we have covered over the last three lectures, thank you very much.