

RELEVANCE OF ORGANISATIONAL RESEARCH & LEARNING IN THE TECHNICIAN EDUCATION SYSTEM IN MAHARASHTRA IN THE CONTEXT OF THE WORLD BANK ASSISTED PROJECT

* P.D.Kulkarni

SYNOPSIS

This article explains the importance of all types of organisational research in improving organisation performance. Effective adoption of new technology to the existing organisational procedures can be brought about only when all key actors join in organisational research & learning. They must choose all methods of learning; vicarious, simulation, prototyping & on-line learning. Ultimate success depends upon the extent to which each individual & group 'learn how to learn' systematically. All these ideas have great relevance to the state of Maharashtra whose technician education system is being quantitatively & qualitatively improved through the WB assistance.

1.0 INTRODUCTION :

1.1. Changes in the Technician Education envisaged by the WB assisted Project :

The World-Bank assisted project for 'Strengthening of Technician Education in Maharashtra State' categorizes schemes in three broad categories viz. capacity expansion, quality improvement, and efficiency improvement schemes. The capacity expansion schemes aim at starting advanced and post-diploma courses in emerging areas, improving educational facilities for disadvantaged groups like women & rural population & employed personnel. Quality improvement schemes will result in improving student's learning through effective curriculum management, better instructional material development, & its utilization; the efficiency improvement intends to improve the state level management & administration of resources

as well as academic programmes. The project is estimated to cost Rs. 122/- crores & is spread over five years since 1991 - 92.

1.2. Need for well-thought out strategy for organisational learning & Research.

Availability of money alone does not ensure improvement in the system's, performance, unless it is supported by a well thought out strategy of organisational learning & systems change. The successful implementation of the project can be achieved through changes in the strategic roles of the Directorate, Boards of Technical Education and certain polytechnics with entrepreneurial traits & their key actors. Each individual, department, polytechnics & administrative units will have to not only play their new individual roles, but also have to intergrate their activities with rest of the changing system of technician education.

This requires learning effort from all from the very first day to acquire new concepts, theories & procedures & new skills to facilitate new behaviours. This will help them to understand & diagnose the current situation in the institutions, conceive new design of their organisation & their interaction with other subsystems, strategically plan development activities in the institution and implementation of the academic programmes.

But this learning in an organisational context is not similar to our conventional learning carried out in colleges & universities. In the conventional learning, the most of the learning is done in the colleges away from the actual life experiences, geared to examination work. Equipped with their organised body of knowledge, the graduate is expected to learn field practices on the job through practising skills through trial & error & with the assistance of his colleagues in the firm. Such firms, in such a process, are assumed to have stable procedures & practise.

Such type of unplanned learning by an individual and the group does not work in a changing organisations which is going to be a persistent feature of all project institutions included in the world bank project in the Maharashtra State. All learning in all departments of the polytechnics & the Directorates & the Boards will have to be collectively designed, planned & implemented on scientific lines.

1.3 Stages in Systems change through Organisational Learning & Research:

Edgar Schein states that the change in the behaviour and performance of an individual organisation can be brought about through interdependant but distinctly distinguishable phases : 1. Unfreezing 2. Changing & 3. Refreezing. The key to understanding changes is to understand the processes that occur within each stage. (Schein, 1987). During the unfreezing stage, the learner sees the need to change

his behaviour, because he finds his current way of behaving does not help him to face the new situation. During the changing phase, he learns new knowledge, skills attitudes in order to see things, judge things, feel things, & react to things, differently based on a new point of view. During 'refreezing' stage, he integrates new points of view into his total personality & self-concept & in his relationship with his colleagues, bosses & his subordinates.

2.0 NEED FOR INSTITUTIONALISING RESEARCH & LEARNING IN CHANGING ORGANISATIONS :

2.1 Alternative strategies for organisational Research & Learning :

In the total technician education system, the Directorate, Board of Technical Education & lead centres are considered as strategic organisations. By definition (Khandwalla 1991) strategic organisations are those that are research & development oriented, those that pioneer into a sector needed products, services & technologies & those who attempt to change social values & attitudes. In short, those whose outputs & actions have long term developmental impact in their domain (i.e. Technician Education System).

All these organisations have two alternative strategies available to them to improve their performance.

- a) The trial & error method of learning which is currently practiced by all polytechnics & administrative units.
- b) The more scientific way of learning by treating all phases of systems change as a research problem to be solved using all available scientific techniques & learning systematically through such research effort.

The State of Maharashtra has a lot of experience in learning by the trial & error method while introducing new innovations in the technical education viz Introducing

autonomy in polytechnics, improving polytechnic - industry interaction etc. It is well known that none of these innovations have taken deep roots in the systems. Failure to learn by trial & error is not only financially costly but also psychologically damaging as it profoundly disturbs the normal academic functioning of the institution. This has resulted in development of cynicism about all educational innovations in the minds of teachers & managers.

2.2 Theories & techniques of Planned Organisational Research & Learning :

Certain authors on organisational change & learning like Whyte, Schein, Chew, Boud have substantially contributed theories of the organisational & individual learning.

This article attempts to bring together some of their ideas & relate them to the impact they can have in planning organisational learning in the technician education system.

First, we will understand the types of research-esp. organisational research & the role they play in organisational learning.

Second, this article will explain Schein's model of group's problem-solving cycle.

Third, we will study Chew's account of how organisations have changed the performance successfully by appropriately choosing different methods of learning during implementation of change.

Fourth, we will note Boud's ideas of turning experience into learning through reflection in all stages of learning & White's ideas on 'learning to learn'.

Finally, we will interpret the implication of the various facts of organisational learning in the context of the World Bank Project & its adoption by the Directorate, State Board & lead centres.

3.0. CLASSIFICATION OF ORGANISATIONAL RESEARCH & THEIR CONTRIBUTION TO ORGANISATIONAL CHANGE :

3.1. Broad Categories of Organisational Research.

The terms 'Research' being used in the ensuing discussions, is intended to mean "Social Science Research/Organisational research" i.e. research aiming to understand behaviour and performance of the organisation under the both stable as well as changing conditions". Organisational research draws heavily on the contents and methods of Social Sciences Research & hence the terms Social Research & Organisational research have been interchangeably used.

Whyte (Whyte 1984), identifies two major types of social research - Basic Social Research (BSR) & Applied Social Research (ASR). Within the broader category of ASR, he identifies three sub-categories i.e. ASR I, ASR II & ASR III.

Section 3.2 gives a comparative statement distinguishing all the four categories of research from the points of view of user of the research products, input to the research, process of research & nature of the output of such research. The fact to be noted here is that all these type of researches are on a continuum starting from BSR which generates scientific knowledge for use of the scientific community, to ASR III which generates knowledge for specific use of the organisation for improving practice.

3.2. Distinguishing Features of the Types of Researches :

In basic social research, the users of the research product are the community of scholars to which the researcher belongs. The researcher selects a research problem, which is in terms of knowledge gap in his own scientific discipline. This is the input to his research. The researcher defines the problem & hypothesizes, selects his

subjects of research, designs his experiment, observes their behaviour in terms of his research hypothesis & analyses and tests his hypothesis & communicates his results to professional journals for dissemination to his colleagues. Here the subjects are not even aware of the researcher's intentions & research process. They are least disturbed in their present way of behaviour in the organisation.

In ASR I, the researcher is invited by a head of an organisation to study the problem he faces & suggest direction for policy actions. Thus the organisational problem becomes an input to the research. The researcher chooses the organisation & its key actors as his subject of research, studies the organisation and its functions, prepares hypothesis about the causes of the problem, collects information from various documents, key actors, observation etc. Once again during the research, he does not disturb the behaviour pattern of the subjects he studies a result of the analysis of the information collected during his research he reports his findings & makes recommendations to the head. Only the head is a party to the research process, in the sense that he helps the researcher to collect information from various sources available in the organisation. Researcher may incidentally report to the professional journals about this research. This type of research brings Social researcher one step closer to the organisational problem-solving, but without the participation of organisation at any stage of research process. This work is restricted to defining problems & suggesting policy option.

In ASR II, the researcher is one more step closer to the problem-solving process of the organisation. He is invited by the head of the organisation not only to identify the problem and suggest him solutions, but also to help him in implementing the solution in the organisation. Researcher

now works within a frame-work of a Organisation Development consultant. Both organisational problem & its problem-solving processes are now input to his research design. In addition, the head of the organisation acts as a co-researcher in research design, identifying causes of the problem & recommending solutions. Both of them go further in redesigning social & communication processes to cause the changes in the behavioural pattern of their employees. Employees at various levels are not participants in research and problem-solving process. The interaction of the researcher is restricted to the head of the organisation. Throughout the research process, primary thinking is done by the researcher & sometimes by the boss. The disadvantage is that the more successful the researcher is, the more dependent the organisation is on his initiative.

In ASR III, even though the researcher is invited by the head of the problem organisation, he involves the entire organisation in his research assignment i.e. in diagnosing the current problem-situation, designing solutions, planning actions at various levels of the organisation & actual implementation of the solution. In fact, the role of the researcher is to facilitate participation of all key actors in all stages of problem-solving. The focus of learning-at all stages of the problem-solving is on the organisational actors. The results of all activities like problem-definition, searching additional information, suggesting solutions, testing solution, diffusion of information are all prepared & communicated by the employees with the intervention of the researchers at only those points where organisational actors are stuck up. The output of such a research is both the improved performance as well as improved know-how and know-why of the organisational technology & structures. From this experience, generalisable knowledge may be a by-product.

Schein designates such ASR III research as 'process consultation' (Schein 1987) which he defines as :

"PC is a set of activities on the part of the consultant that helps the client to perceive, understand & act upon the process events that occur in the client's environment in order to improve the situation as defined by the client". He is helped to remain 'pro-active' in the sense of retaining both diagnostic & remedial initiative.

At the core of ASR III or **Process consultation is the organisational learning process** at all stages of the problem solving activities of the organisation. During these organisational learning, the organisation must take advantage of the results & methods of basic research, ASRI & ASR II, which contributes both general & organisation - specific know-why & how of technology & organisational structure.

4.0 NATURE OF PROBLEM-SOLVING & LEARNING BY THE ORGANISATION:

4.1 Stages of Problem-solving Cycle & learning by the Organisation:

Schein identifies (Schein 1987) following two cycles of problem-solving by the organisation facing the problem.

1st Cycle consists of :

1. Problem formulation.
2. Generating proposals for action.
3. Forecasting consequences of proposed solutions or testing proposed solutions & evaluating them conceptually before committing them to final action.

II nd Cycle consists of :

4. Action planning (identifying both products & new knowledge).
5. Action steps (involving both processes and learning).

6. Evaluating outcomes of the action-steps often leading back the first cycle of problem-definition.

This model of problem-solving cycle is applicable to an individual, a group or an entire organisation. However, the type of problem faced by key actors at the lower levels of hierarchy are different from those at the higher level in terms of task, time perspective & interorganisational communication processes. But successful problem-solving at each level contributes to the success at other levels. Hence simultaneous action at solving problem at all levels is at the heart of the organisational learning. Also success in problem-solving must result in better performance as well as better knowledge (See knowledge grid concept later).

4.2 Theoretical Framework for Supporting ASR II type organisational Learning :

According to TRIST (WHYTE 1984), any organisation can be viewed as a socio-technical-economical system i.e. combination of technical as well as social process. Any organisational change can only be brought about by adopting an integrated strategy in which changes in technology and human relations & economic framework are worked out by the same group and at the same time and not merely focussed on human relations or technical change or financial strategies alone; as is generally tended to be seen by sociologists, technologist or economist if left alone to handle the change. These specialists during their problem-solving process develop, what Whyte says as 'local theories & solutions'. An organisational change agent who is responsible for directing and co-ordinating whole organisational problem-solving and learning effort ensures that the whole organisation develops 'joint theories' which take into account these 'local theories' also.

The crux of the problem is now to plan & organise this organisational learning scientifically with least harm to actual on-line production and without much waste of learning effort of key actors in the organisation.

The necessary technique for such a learning has now been explained by Chew et al. (Chew et al. 1991)

5.0 ORGANISATIONAL LEARNING WITHIN ASR III FRAMEWORK :

5.1 Treating Implementation of change as a Research problem :

Chew et al contend that introduction of new technology in the old organisation creates a mismatch between the new technology and the existing process of management & production of the organisation. It, therefore, has to make conscious effort to understand different aspects of technology and adapt new technology & existing processes to each other.

Such a conscious effort cannot be made by top-management or organisational change-agent alone since he has

(1) insufficient knowledge of new technology & (2) the existing practices. No imperfectly understood equipment can be installed in an imperfectly understood shop-floor.

The reason for not, understanding by the management, of the existing shop floor practices is that such processes are rarely studied at the 'scientific' level - They are learned through trial & error and the manager & shop floor workers develop 'feel' for the process, and do not know what 'actually' happens; especially the process inter-relationship. This occurs because there is no documented data & information about such a relationship development in the past.

Even the conventional method of introducing new technology acts as a barrier to its adaptation in the organisations.

It consists of approval, planning for acquisition & implementation. In this method, the tacit assumption is that the new technology does not materially change the existing social processes. This is not true, because very change in the production process brings with it the changes in the job-roles, job-description, information flow, interpersonal & interdepartmental communication'. In short, it changes inter-related technical processes as well as organisational processes & structures.

The only way to introduce new technology in the existing organisation is to treat planning and implementation of new technology as a research problem to be systematically investigated for problem-definition, researching for new information fabricating solution, testing solutions through simulations, prototype testing & on-line testing, identifying potentially weak links, enlarging technology to cover other linkages, both technical and organisational. In this research, all affected members of the organisations are participants in all stages of research - design, development, implementation & evaluation of the implementation processes.

5.2. Methods of Learning:

Chew et al identify four methods of organisational learning :

1. Vicarious learning - Learning from the experiences of others- experts, books, case studies, interviews, observations.
2. Simulation - constructing artificial & simplified models of new technology and experimenting with it.
3. Prototyping - actually building and operating new technology on a small scale in a controlled environment.
4. On-line learning - examining full scale & actual technology implementation which is operating as part of normal production processes.

The emphasis is once again on learning by all key actors of the organisation in all those methods.

The question is how to choose appropriate method of learning at any particular point of time. The authors have identified two criteria of appropriateness.

- i) Cost of learning to the organisation.
- ii) Fidelity of learning outcome i.e. extent of reproducibility of the outcome in the actual implementation context.

All learning involves adjustment of daily routine and leads to the loss of efficiency & production. Greater the number of people involved in learning, greater is the cost of learning.

As regards the fidelity of the outcome of learning, the closer the learning context to the context of on-line process, greater will be the fidelity of the outcome i.e. the learned knowledge & skills & attitudes can be easily incorporated in the actual on-line implementation.

There is a certain hierarchy in the methods mentioned above. As one moves downward, both the cost of learning and fidelity level increases. Managers in search of fidelity of learning outcomes, tend to choose on-line learning as the best method of learning. But since the cost of learning is also a limiting factor in the organisational learning, one must invest time in making maximum use of other methods. Learning is a gradual process and must employ all available methods at the right time & place.

5.2. Choice of Learning Methods :

i) **Vicarious Learning:** Initial Learning about various aspects of technology & its related abstract concepts can be easily learned from others, esp- from the owners of the technology, the other organisations who have used it, experts, trade literature. For improving the utility of the knowledge, choose those sources of information which

will provide learning context as closely similar to your organisational context.

ii) **Simulation learning :** Simulations are the simplified model of the new technology. The simulation may be a simple technique or a complex one assisted by computer. Any new technology involving more than a few person-months must be simulated for learning. Simulations are useful when dealing with complex change; where individual pieces of technology are simple, but their interactions within the sub system as well as rest of the organisation are not clear. Simulation shows the overall effect of change on the organisation. Simulation helps to try out different configuration for introducing new technology & will rapidly help change the system design.

iii) Learning through Proto-typing :

Prototyping is reproducing a small scale version of final system for learning purposes. The purpose of proto-typing is to learning about problems & opportunities which could not be understood during simulation, but would cause delays & expenses if they are left for on-line learning. Even small changes can be prototyped.

Both simulations and proto-typing are applicable when defining & trying out new relationships are required. It helps key actors in various departments to come together & learn about new system; supervisors come to know each other and help them to negotiate compromises to ensure adaptation to new technology. It also helps managers to understand the values & perceptions of the actual users of the technologies through interpersonal contacts.

iv) **On-line-learning :** This is intended to learn all those problems & issues which might crop up when the new technology is integrated into the actual production processes. During learning, all bottlenecks

are carefully observed, experimentation documented & discussed in the teams.

Planning for Implementation of Change & Learning :

Identification of problems & organising system-wide learning requires careful planning. Important to note is that such planning need not be a detailed one. It should only provide guiding structure for discovery and solving problem. It should focus more on what to look for & think about, than what to do. It should be a research design and not a recipe.

The outcome of such a organisational research should be twofold :

1) Saleable product or services & ii) useful knowledge. Generally, efforts are directed to adapt new technology to improve performance through such organisational efforts; conscious efforts to retain the knowledge acquired during this period of learning are not made and thus forgotten in course of time. This is partly because generation & retention of useful knowledge is not considered vital in such type of ASR III research. However, this knowledge is of extreme importance for use not only by the organisational actors, but also by all others grappling with problem of organisational change.

Production time, management & labour and material must be budgeted for making both types of outputs. Organisational learning for change is not automatic and requires careful observation, controlled experimentation and documentation to understand the nature of the problem & its underlying causes and designing solutions. Documentation at each stage of problem-solving is very essential.

The conventional investment analysis does not allow for investment in learning and hence the management fails to make conscious provision for it in the budget. At least 10 % of the first several months of organisational change effort must be

budgeted and output on this investment demanded & evaluated.

NATURE OF KNOWLEDGE IN ORGANISATIONAL LEARNING :

Chew et al emphasise focus on four kinds knowledge during organisational learning. They are :

1.0 KNOW HOW : (EXPERIENCE BASED TRAINING TECHNOLOGY)

1.1 Technical knowledge :

Operating rules, & procedures for new technical system.

1.2. Organisational knowledge :

Impacts of technology on organisational tasks & procedures.

2.0. KNOW-WHY : EDUCATION IN THEORY UNDERLYING THE TECHNOLOGY.

2.1. Organisational Knowledge :

Links to strategy (e.g. to manufacturing excellence or total quality control).

2.2. Technical Knowledge :

Architectural interdependence with other technologies, other operating systems.

The normal tendency of every learner is to focus on any one of these four types. Organisational change cannot be brought about by omitting other types. Organisational change cannot be brought about by omitting any one of those types of knowledge. Site specific knowledge of technology & its impact on organizational structure & procedures will help adjusting organisation to new technology. Theoretical knowledge about research project without resource to too-much common sense based on trial & error. Adjusting focus simultaneously on both know - how & know-why, the theoretical knowledge becomes meaningful through applications.

Need for Organizational Change Agent:

Maintaining Co-ordination of learning efforts among shop-floor workers, middle level managers & top-management can only be done by an **organisational change agent** who has an overall view of the functioning of the organisation.

Need for local user Experts:

In addition to organisational change agent, the organisation must develop at critical points in the system, a certain number of internal members who will be called 'local user experts'. Their job is to scout foreign technology territory, anticipate, model, prototype, and teach new behaviour necessitated by new technology, especially during the period of transition from old to new technology. Being well conversant with their own organisation's tasks & procedures, they can themselves then act as change agents. They are the right persons to be trained in all the four types of knowledge mentioned above. Above all they must be responsible for documenting all learning efforts.

NEED FOR CONTINUOUS IMPROVEMENT :

The last point to be remembered in the organisational learning is that, even when a new technology is introduced successfully in the existing organisation, the learning effort should be directed to continuous improvement of the organisation. Such emphasis reduces the cost of technology adjustment later and the management can spend more time on technology itself. Such implementors can develop their firms much faster than bad implements.

6.0. LEARNING TO LEARN :

6.1. Characteristics of learning in the informal situation (i.e. on the job) :

Much organisational learning takes place outside the formal educational framework and in the employers organisation. This learning situation is

called 'informal learning, because there is no organised curriculum, no appointed teachers to guide one at all time & no formal examination system. The learning is guided by the organisation's problems & improved performance on the job is the only test of learning.

Traditionally, people learn on the job through trial & error, which is too expensive & non-scientific. Learning to improve one's performance on the job individually and in team can be done more scientifically by mastering the "learning to learn" technique.

(BOUD 1985 ; WHITE 1988 ; KULKARNI 1985 ;)

"Learning to Learn" technique consists of following steps :

1. Sensing the need to improve performance to suit the changed situation in the organisation.
2. Defining the problem and identifying the learning needs.
3. Using scientific techniques of searching relevant information resources (books, experts, organisation, mass-media) for vicarious learning.
4. Extracting & understanding relevant facts, concepts, theories & procedure from these sources using scientific techniques of reading, listening, interviewing, observing, surveying, experimenting with physical & interpersonal worlds.
5. Scientific storing of this information and indexing them for easy retrieval at the right time for problem-solving.
6. Conducting reflection on this retrieved information for.
 - relating it to what is already known :
 - integrating newly understood ideas with other relevant data and theories to develop hypothesis for solutions.
 - Validating new hypothesis by testing its applicability in new situations

through imaging applications, simulations, prototyping & on-line learning.

- appropriating the validated knowledge by making its own in a personal way.
- Linking newly acquired knowledge to action leading to new behaviour.

6.2. Need for 'Learning to Learn' ability:

These are the steps which can be taught to all. In fact, 'learning to learn' has become vital educational objective even for students studying at present in the formal education system at institutions of higher Secondary Education and Colleges.

The idea is that when they enter employment, they can organise their own learning to meet the learning needs arising out of constant changes in the production & other related processes of the employees' firm. Organisational learning will become more scientific & efficient, if the top-management, middle manager's & shop floor workers acquire this **skills** of 'learning to learn'.

7.0 IMPLICATIONS FOR THE TECHNICIAN EDUCATION SYSTEM IN THE WB PROJECT CONTEXT :

In my previous article entitled "Educational Development Strategy in Maharashtra State for implementing World Bank Projects for Technician Education" published in the Journal of Engineering Education, Vol, V No. 2 Oct. 1991, I had described a broad strategy for linking invention to innovation & diffusion for introducing quatitative & qualitative reforms in the technician education. I had proposed networking of state Directorates & Boards to experimentation in lead centres for innovative activities & through them diffusing the knowledge of tested innovations to other polytechnics, Schemes like community polytechnics, continuing education, curriculum development, developing learning resources development & utilization centres, improving industry - institutê interaction etc. cannot be

introduced into the entire system unless the DTE & SDTE develop specific policies for promoting organisational learning in DTE/SDTE & Lead centres through appropriate HRD programmes & incorporating onwards for those who succeed or punishment for those who do not learn. Through organising linking variety of categories of research mentioned above i.e. ASR, ASR I, ASR II & ASR III, the system can systematically introduce learning in the organisation.

The heads of all key organisations will have to appoint external change agents to help them plan such organisational learning. The Heads will have to take the responsibility of an organisational change agent & developing other local user experts.

They will have to take all key actors at all levels of the organisations into confidence, train them in learning to learn, help them engage in implementation research & learn vicariously, through simulation, prototyping & on-line learning. The organisation will have to budget time resources for such learning.

The situation for the Technician Education System is quite challenging because ; 1. finances are available through the world bank assistance, 2. there is a provision for consultancy of various types, 3. the state bureauarcy will be under pressure from the World Bank teams to provide support. 4. both the Central and State Govt. are interested in the projects.

All this will be of no use, if the key actors in polytechnics (Director, Chairman, Principals of lead centres, HODs etc.) do not equip themselves quickly with i) learning to learn techniques ii) understand the importance of research types & choose them appropriately in system change iii) deliberately set themselves to change social process i.e. better liaison with the environment, making appropriate structural changes within the organisation, improving both vertical & horizontal formal & informal

communication planning & organising system-wide research & development activities, finally documenting learning at all stages & integrating new technology & organisational change with the existing processes.

CONCLUSION :

This paper highlights the importance of all types of social/organisational research in improving the organisational performance i.e. Basic Social Research & Applied social Research type I, II & III; Especially in ASR III, where all key actors participate in research design and engage in learning activities during the process of change. The need for planning organisational learning systematically is explained. Four methods of organisational learning viz. vicarious learning, learning through simulation, prototyping & on-line learning have been identified. Their choice depends upon the cost of adjustment during organisational learning & the fidelity of the learning outcome. It has been suggested that the organisation must learn through all these methods simultaneously depending up the issues & problems and the cost of learning. Even if the top management provides right type of policy & resource support to the people engaged in change process, the success ultimately depends upon the scientific way the learner adopts learning techniques. Every individual & group must be trained in 'learning to learn' techniques. The article identifies the steps in acquiring "Learning to Learn" skills.

Finally, Director & Chairman, Principals and HODs are alerted to the need to embark on joint effort to make the existing World- bank project a success using the ideas explained here.

Pradip Khandwala (Khandwala, 1988), has identified certain hypotheses for efficient performance of strategic organisations and are included in Annexure I. Attention to

these by key actors of the State level organisations & lead centres is imperative.

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ANNEXURE - 1

ORGANISATIONAL BEHAVIOURAL ISSUES IN STRATEGIC ORGANISATIONS :

Motivation & Control in Strategic Organisation :

- H1. The greater the emphasis on intrinsic motivators, the greater will be the mission accomplishment by the strategic organisations (SO).
- H2. The greater the use of socialisation based, peer group & ideological control, the greater will be the mission accomplishment by the strategic organisation (SO).

Co-ordination & collaboration in Strategic Organisation :

- H3. The greater the emphasis on developmental missions in socializing organisational members the greater will be the mission accomplishment by the strategic organisation (SO).

Boundry management :

- H4. The more nurturant the control environment in adverse circumstances and the more demanding it is in normal circumstances, the greater will be the mission accomplishment by SO.
- H5. The more the strategic organisation cultivates the support of the control environment, the greater will be the mission accomplishment by SO.
- H6. The Fuller the representation of the intended beneficiaries in the decision processes of SO the greater will be the mission accomplishments by SO.
- H7. Greater the familiarity with the technology market, the greater will be the mission accomplishment by SO.
- H8. The greater the mobilization of organisations critical for mission accomplishment into a functioning network, the greater will be the mission accomplishment by SO.

Management of Growth :

- H9. The more explicitly designed the learning strategy as a component of the growth strategy, the greater will be the mission accomplishment by SO.
- H10. The greater the parity of control environment & the organisation in growth strategy, the greater will be the mission accomplishment by SO.
- H11. The more decentralized and situation-tailored the implementation of broad growth strategy, the greater will be the mission accomplishment by SO.

Innovation & Change in strategic Organisation :

- H14. In a change resisting, bureaucratic strategic organisation, the more local the innovations, the greater will be the mission accomplishment by SO through innovative means.
- H15. The more entrepreneurial, organic, participative & professional top management, the greater will be the mission accomplishment by SO through pioneering & innovative actions.
- H16. The more decentralized the organisation & the more it recruits or trains change agents at the middle levels of management, the greater will be the mission accomplishment by SO through innovative means.

Revitalization of Sick Strategic Organisation :

- H17. The quicker the detection of sickness by control environment, the faster will be the turn around of SO.
- H18. Given predominately internal causes of sickness, the faster the replacement of top management by an outsider individual or team with qualities of dynamism & professionalism, the faster will be the turnaround of SO.
- H19. Given predominately internal causes of sickness, the greater the concentration of initial effort in quick pay-off credibility building efforts; mobilisation of staff & through co-operation of the stake holders in the turn around, the faster will be the turn around of SO.

(Adopted from : KHANDWALLA P Social Development, 1988, New Delhi, Sage Publication.)

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