

Learning Through Experimentation & Readiness for Change: The Mediating Role of Reflective Learning

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Drawing on action learning theory and transforming learning theory, the present research aims to explore the relationship between learning through experimentation and readiness for change by analyzing the mediating role of reflective learning. Hypotheses are established and tested with data collected from 268 working professionals in public and private organizations in north India. Results of structural equation modeling and bootstrapping suggest that learning through experimentation was positively related to reflective learning. Furthermore, reflective learning mediated the association between learning from experimentation and readiness for change. The findings of the study are important for reflective learning practice at the workplace, impacting the readiness for change and will help the organization to devise strategies for executing the change processes effectively.

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Introduction

Organizations are constantly confronted with unprecedented changes (Cartwright & Schoenberg, 2006). In recent years, organizational change initiatives have increased significantly, as businesses struggled with market downturns, workforce challenges, technological evolution, mergers and acquisitions, and general turmoil. Others found that constant change is necessary due to exponential growth, new business projects, lucrative possibilities, disruptive innovations, and novel leadership approaches. Regardless of the cause, adopting continuous change is a prerequisite for organizational success; yet, in order to do so, an organization must be in a continued state of change readiness (Robert, 2001). Researchers have suggested that for the organization to be ready for the change, its members should also be receptive, competent, and ready for change (Eby et al., 2000). Armenakis and Harris (2002) viewed readiness for change as a positive factor be-

cause it indicates an energetic stance towards change. “Researchers and practitioners have both found employee readiness to be a critical factor in successful change efforts” as explained by the Bernerth (2004).

Although there are numerous studies that have empirically attempted to establish the relationship between readiness for change and other variables such as self-efficacy, active-passive role (Cunningham et al., 2002); performance and job satisfaction (McNabb and Sepic, 1995); and workplace culture, knowledge and skills, social relations in the organization (Hanpachern et al., 1998). Garvin (2000) emphasized on action learning approaches that are required for meaningful changes and innovation to occur. Revans (1982) conceived the term “action learning” and defined this theory as “a means of development, intellectual, emotional or physical, that requires its subjects, through responsible involvement in some real, complex and stressful problem, to accomplish some modifications to improve their observable behavior, henceforth, in the problem field”.

Schneider et al. (1996) advocated in their studies that learning culture in the organization is an independent factor that promotes readiness for change. For instance, Jones et al. (2005) found that an organizational practice that stimulates learning facilitates readiness for change. Zammuto and O’Connor (1992) discovered that organizations having not only flexible structures but also experimentation learning conventions were propitious to the successful execution of new modi-

fication and technology as compared to more mechanistic organizations which have rigid structures and tight control. Drawing from the action learning theory and contemporary research, it is proposed that learning via experimentation holds particular significance in comprehending and augmenting employees’ readiness for change. Zammuto and Krakower (1991) empirically showed in their studies that there is a positive relationship between employees’ involvement in experimentation and readiness for change. Experimentation is a distinctive feature of agile organizations.

Cunningham et al. (2002) have initiated to investigate factors related to individual readiness for change at the organizational level. The managers, leaders, organizational development practitioners and change agents must understand how they can help their employees to motivate them and prepare them for the change process (Cummings and Worley, 2008). This research holds significance in the realm of Human Resource Development due to its practical implications across various domains pertinent to HR practitioners. Given the inevitability of change in organizational processes, there is a pressing need to underscore learning and change initiatives to facilitate smoother transitions and mitigate resistance. Consequently, the role of change agents becomes pivotal in domains such as goal-setting, motivation, and capacity-building (Swanson, 1996).

The present research aims to examine the relationship between learning from experimentation and readiness to

change among employees, an area that has not been empirically explored previously. Building upon the frameworks of action learning theory and transforming learning theory, we delve deeper into this relationship by considering the potential mediating influence of learning through reflection. It is crucial to empirically untangle the dynamics of these relationships.

Learning through Experimentation & Readiness to Change

Cunningham et al. (2002) defined readiness for change “as the extent to which employees hold positive views regarding the need for organizational change (i.e. change acceptance), as well as the extent to which employees believe that such changes are likely to have positive repercussions for themselves and the wider organizations”. The basis for readiness as a distinct construct has been embedded throughout various theoretical models of the change process. Van De Ven and Poole (1995) combined change theories from a variety of fields, providing a theoretical framework for researchers, managers, and organizational development practitioners to better comprehend the phenomenon. One of the major variables determining employees’ initial support for change initiatives is their readiness for change (Armenakis & Bedeian, 1999).

In the change readiness theory framework, learning culture was suggested as an antecedent of readiness for change (Walinga, 2008). We have taken learning through experimentation as one

of the indicators of learning culture, as an antecedent of readiness for change. According to Nikolova et al. (2014:): “Learning through experimentation is defined as the act of acquiring new or expanding existing knowledge, skills, abilities and other characteristics (KSAO’s) through experimenting with new working methods and practices”. To successfully harness the opportunities of uncertainty, organizations need an experimentation mindset and culture when it comes to decision-making (Garvin, 2002). That is, supporting an experimentation learning culture may foster the individuals’ learning as they take the initiatives to experiment and look for new ways of doing the task and promoting more learning. A study conducted in manufacturing organizations found that employees working in low-noise manufacturing plants could be able to learn far more successfully from their experiments than those who are working in high-noise production units (Bohn, 1995).

To successfully harness the opportunities of uncertainty, organizations need an experimentation mindset and culture when it comes to decision-making.

To enhance the learning experience of employees at the workplace a culture of experimentation is often essential for encouraging creativity and imagination. Lee et al. (2004) suggested in their studies short-term setbacks in experimentation can stimulate innovation and performance in the long run. Thomke (2003) coined the term experimentation organi-

zation in which experimentation is embraced (in action and orientation) by every employee, from top to bottom

The current literature suggests that employees, if given a culture of learning through experimentation, would be more adaptable and more ready for change according to the changing economic environment. Compared to those who are not learning through experimentation, they may resist more at times of change. We thus hypothesize that:

Hypothesis 1: Learning from experimentation is positively related to readiness to change.

Learning Through Experimentation & Reflective Learning

Reflection is characterized as a pivotal aspect of learning whereby an individual learns from past experiments and experiences in a self-regulated manner (Gray, 2007). Reflection is an individual process whereby an individual can enrich his experience and it helps to make the most of the learning opportunity (Heslin et al., 2020). Moon (2004) suggested in his studies, that reflection enhances the depth of individual learning. Ekpenyong (1999) validates that employees are unlikely to learn from their experiences unless they regard them as a means of transferring meaning as they perceive them. 'This process is called reflection, in which codified competences are extracted from the hidden part of the human mind into the accessible conscious part of the mind' (Haldin-Herrgard, 2000). In the present study, learning through experimentation

was suggested as a predictor of reflective learning. Learning through experimentation and learning through reflection are cognitive behavioral processes that are interconnected (Nikolova et al., 2014). A cognitive process comprises reflection, and a behavioral process comprises an individual engaging in experimentation to learn and explore (Wielenga-Meijer et al., 2010). Learning through experimentation and reflective learning are critical components of workplace learning (Evers et al., 2011). Thus, employees who experiment more are likely to be engaged in the practice of reflection, which entails an introspective evaluation of their previous experiences to attain their objectives (Armstrong & Mahmud, 2008). Anderson and Crocca (1993) suggested that deepest learning occurs in the workplace when a freewheeling, inquisitive approach is accompanied by a practice of reflection so that employees can frequently step back and draw lessons from their experimentation.

For instance, individuals are more likely to be engaged in experimentation and reflection in an organization, where they are given time and 'space' to reflect and experiment with tasks and processes, as a result, they will be able to benefit from the learning associated with these behaviors (Ellström, 2001). Hence, it was anticipated that individuals who get involved in experiments would be proactively involved in a deep learning method such as reflective learning.

Hypothesis 2: Learning from experimentation is positively related to reflective learning.

Reflective Learning & Readiness for Change

Employees need to be flexible and act promptly to the changes happening in the organization (Frese & Fay, 2001; Harteis et al., 2008). Furthermore, employees must respond to new requirements, obtain new skills, knowledge and competence to deal with changes in the organization system. Whenever changes occur in the organizations, heads or managers frequently provide little or no assistance to employees to cope with the transformations taking place. Hetzner et al. (2009) discovered that employees felt alienated and anxious while trying to understand how the changes affected their everyday work practices and how to adjust their knowledge, abilities, work processes, and behaviors. In a period of uncertainty, reflection can provide value by allowing an individual to investigate what may be socially, culturally, or politically undesirable (Marsick & Watkins, 1992). Individuals would then re-examine their prior and current interactions with the operational context to determine what went well and what needed to be modified or improved if the desired objectives were to be achieved (Rigg & Trehan, 2008). This unlearning and relearning process allows the individual to actively frame and reframe the intricate, as well as get ready for change in the workplace (Nansubuga et al., 2015).

Transforming learning theory provides insight into the association between reflective learning and readiness to change. The theory postulates that the

‘concept of change is inherent in transformation, and it enables learners to challenge the status quo, aspire for something better and bring behavioral change’ (Landry-Meyer et al., 2019). In the present research, it was predicted that reflective learning would be positively associated with readiness for change. Furthermore, several studies (Goh et al., 2006; Harteis et al., 2008) have shown that cultivating a learning environment at the workplace facilitates employees in developing readiness for change. Another hypothesis was:

Hypothesis 3: Reflective learning is positively related to readiness for change.

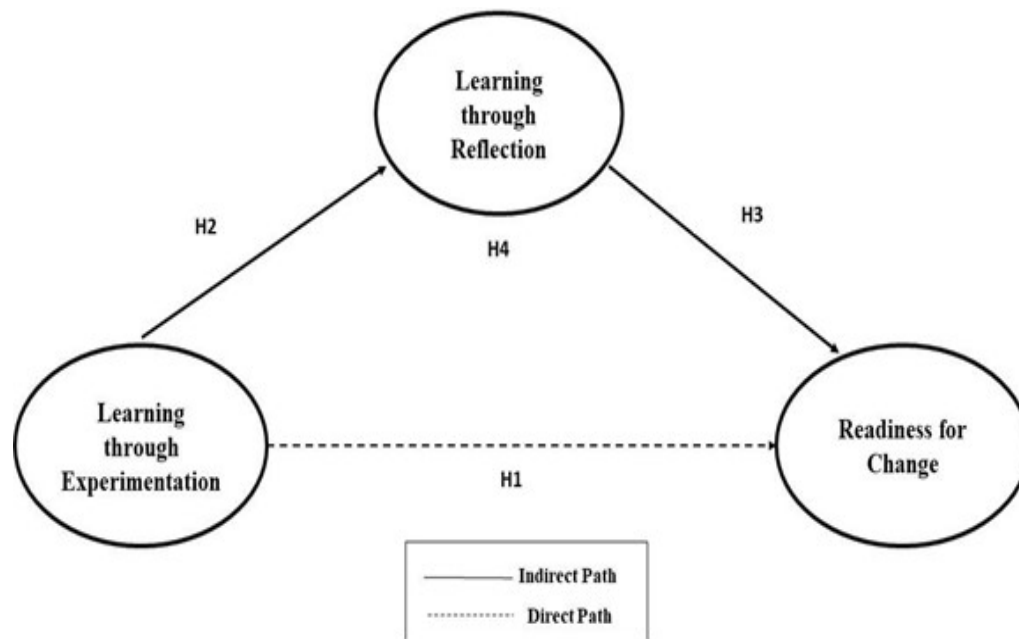
Mediating Role of Learning Through Reflection

In addition to examining the direct relationships indicated above, some cognitive processes may mediate the association between learning through experimentation and readiness for change. Yoong (1999) argued that reflection can help people connect the dots between what they are doing and how they are making sense of a complex set of competences. Individuals who practice reflection frequently, as validated by Carson and Fisher (2006), exhibit specific qualities, such as a willingness to embrace intellectual responsibility, readiness and ability to face uncertainties, and showed a high level of passion. Sauter *et al.* (2010) reported in their studies that learning through reflection is positively associated with cognitive flexibility (Matsuo, 2019). Stein and Grant (2014)

emphasized that learning through reflection enhances people's well-being by improving their cognitive abilities and allowing them to evaluate their own efficiency.

Hetzner et al. (2012) found empirically that there is a positive association between learning through reflection and readiness for change.

Fig. 1 Proposed Research Model



Earlier research has provided support for the mediating role of learning through reflection in linking some personal and contextual characteristics with readiness for change (Son, 2018; Thakur & Srivastava, 2018). Those who actively learn from experimentation are likely to be engaged in reflection, which then cultivates their readiness for change. Based on the literature support following mediating hypothesis is thus postulated.

Hypothesis 4: Learning through reflection mediates the relationship between learning through experimentation and readiness for change.

Sample

This study collected data through a survey questionnaire from Indian employees in manufacturing, service, and IT organizations in North India. The survey was exclusively administered online, with responses gathered using a Likert scale (Seven-Point). A total of 350 employees were emailed the questionnaire survey link. To ensure data completeness, field validation was implemented for the online survey. Participants were informed of the study's goal and asked to select the response that best reflected their opinion for each item on the scale. Confiden-

tiality and anonymity were guaranteed throughout the survey process. A response rate of 58% was achieved, with 268 participants completing the questionnaire. According to guidelines provided by (Hair Jr et al., 2010), this sample size of 268 is deemed sufficient, being at least five to ten times the number of observations to be analyzed in the study.

Among the respondents, 83 (40.88%) were females, and 120 (59.11%) were males. Regarding age distribution, 171 (84.23%) fell within the 21-35 years bracket, 28 (13.80%) were aged between 36-50 years, and 4 (1.97%) were in the 51-65 years age group. In terms of organizational status, 164 (80.79%) were employed in private organizations, while 39 (19.21%) worked in public organizations. Regarding job positions, 69 (34%) held junior positions, 100 (49.2%) occupied middle or intermediate positions, and 34 (16.8%) held senior positions..

Measures

Learning through Experimentation was evaluated with a scale comprising three items developed by Nikolova et al. (2014). In this study, a “Likert scale with a seven-point response scale was utilized (“strongly disagree = 1”, “strongly agree = 7”), where higher scores reflect stronger learning through experimentation”. “The internal consistency, measured by alpha coefficients, was 0.81 for the Indian samples”.

Learning through reflection is a sub-scale (a three-item instrument) validated by Nikolova et al. (2014). A sample

item for reflective learning is “In my work, I am given the opportunity to contemplate different work methods”. The internal consistency (alpha coefficients) for reflective learning was 0.85 for current research.

Readiness for Change is a sub-scale (a four-item instrument) developed and validated by Robitschek et al (2012). In this study, a Likert scale with a seven-point response scale was employed, where high scores indicate a greater readiness for change. The internal consistency of this scale, as measured by the alpha coefficient, was recorded at 0.86 for this particular study.

Control Variables

“Gender, age, and work experience were added as control variables to assess the relationships between variables”. As prior studies have indicated, such age and work experience are negatively associated with readiness for change (Wiersema & Bantel, 1992). Gender was labeled as a dummy (0= female, 1 = male).

Data Analysis

Confirmatory Factor Analysis was conducted to analyze the data, focusing on measuring and evaluating the latent factors for model fit within the study. Specifically, a dimension-level CFA was performed to assess the appropriateness of the model. The three factors learning through experimentation, learning through reflection and readiness for Change model fitted the data well with values ($\chi^2 [32] =$

62.411, p -value < 0.01 , CFI (Comparative Fit Index) = 0.996, GFI (Goodness of Fit Index) = 0.994, RMSEA (Root Mean Square Error of Approximation) = 0.069, SRMR (Standardized Root Mean Square Residual) = 0.056, TLI (Tucker-Lewis Index) = 0.957) recommended by (Hooper et al., 2008). To minimize the effect of the data collection method through shared method variance, a common method bias test was applied. The measurement model consisting of the study variables along with the common method factor also showed good fit with the data ($\chi^2 [32] = 58.577$, p -value < 0.01 , CFI (Comparative Fit Index) = 0.97, GFI (Goodness of Fit Index) = 0.994, RMSEA (Root Mean Square Error of Approximation) = 0.064, TLI = 0.965, SRMR (Standardized Root Mean Square Residual) = 0.066) (Podsakoff et al., 2003). There was no issue of common method bias in this study.

The indirect effects of learning through reflection on learning through experimentation and readiness for change are depicted in Fig. 1, along with the standardized path coefficients. Table 1 displays descriptive data relating to research variables and demographics, such as means, standard deviations, and correlations. Learning through experimentation exhibited positive correlations with gender ($r = 0.174$, $p < 0.05$) and income ($r = 0.185$, $p < 0.01$), whereas learning through reflection positively correlated with income ($r = 0.175$, $p < 0.05$) and negatively with job position ($r = -0.20$, $p < 0.01$). The bold values on the diagonal indicate the average variance extracted (AVE), surpassing 0.5 for all study variables, indicating satisfactory convergent

validity (Fornell & Larcker, 1981). Additionally, the squared correlations between constructs were smaller than the AVE values, confirming discriminant validity.

Inter-factor correlations, squared inter-factor correlations, AVE values, and Composite Reliability (CR) are shown in Table 1. Internal consistency was confirmed because the computed composite dependability was higher than the threshold limit of 0.6, which was between 0.88 and 0.97 (Fornell & Larcker, 1981). These results validate the discriminant and convergent validity of the examined constructs. Robust factor loading is indicated by the item-wise descriptions and loadings shown in Table 2, which range from 0.70 to 0.91.

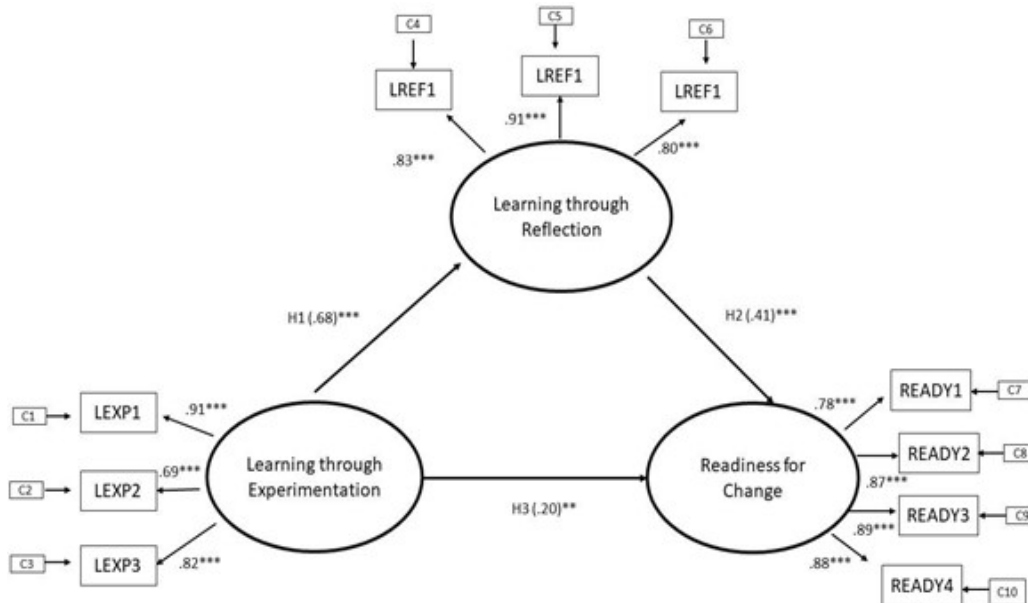
Descriptive Statistics.

Table 1 displays the inter-correlations, means, and standard deviations of all study variables for our sample. It's apparent that there is a positive correlation between learning through experimentation and readiness for change ($r = 0.205$, $p < 0.01$), providing initial support for Hypothesis 1. Similarly, learning through experimentation is positively correlated with learning through reflection ($r = 0.667$, $p < 0.01$). Additionally, a positive correlation between learning through reflection and readiness for change ($r = 0.411$, $p < 0.01$) was observed.

Hypotheses Testing

To assess our proposed model, we utilized structural equation modeling (SEM) in combination with the Sobel-test

Fig. 2 Structural Equation Modelling and Standardized Path Coefficients



Note: **LEXP1:** Trying different work methods, **LEXP2:** Sufficient time to conduct task more efficiently, **LEXP3:** Given time and opportunities to search for new solutions regarding task-related problems, **LREF1:** Given opportunity to contemplate, **LREF2:** Given change to think about conducting task efficiently, **LREF3:** Given opportunity to consider best possible approach, **READY1:** Ready to make specific change in myself, **READY2:** Figure out what I need to change, **READY3:** Know when to make specific change, **READY4:** Know when it's time to make specific change.

N=268, * p<0.05, **p<0.01, ***p<0.001.

to examine the mediating impact of learning through reflection on the association between learning through experimentation and readiness for change. The fit indices of the model indicated a good fit to the data, with values (χ^2 [32] = 62.411, p-value < 0.01, CFI = 0.996, GFI = 0.994, RMSEA = 0.069, SRMR = 0.056), meeting the criteria set by Hooper et al., (2008).

The path coefficients, standard errors, and Z-statistics values are shown in Table 3. According to Fig. 1, the results from the structural equation model (SEM) revealed a positive relationship between learning from experimentation

and readiness to change (0.205, $p < 0.01$), thus confirming hypothesis 1. Additionally, learning from experimentation showed a positive association with learning through reflection (0.667, $p < 0.001$), supporting hypothesis 2. Furthermore, the association between learning through reflection and readiness for change yielded a significant result (0.411, $p < 0.001$), providing support for hypothesis 3. To calculate the indirect impact of learning from reflection on the association between learning from experimentation and readiness for change, the standardized path coefficients of these specific relations were multiplied.

Table 1: Descriptive Statistics and correlations among variables.

	α	CR	M	SD	1	2	3	4	5	6	7	8	9	10	11
1 Gender	-	-	0.59	0.49	-	-	-	-	-	-	-	-	-	-	-
2 Marital Status	-	-	0.29	0.45	.003	-	-	-	-	-	-	-	-	-	-
3 Age	-	-	0.18	0.43	.087	-.543**	-	-	-	-	-	-	-	-	-
4 Education	-	-	1.93	0.60	-.012	0.162*	0.178*	-	-	-	-	-	-	-	-
5 Job Position	-	-	1.17	0.69	-.140*	0.332	.28**	-.30	-	-	-	-	-	-	-
6 Work Experience	-	-	.23	0.53	.128	0.502**	.79**	.048	.25**	-	-	-	-	-	-
7 Organisation Status	-	-	0.19	0.39	.024	-.037	-.027	.17*	.114	-.043	-	-	-	-	-
8 Income	-	-	1.34	1.28	.314**	0.389**	.435**	-.008	.31**	0.421**	-.071	-	-	-	-
9 Learning through Experimentation	0.81	0.85	5.41	1.34	.174*	0.105	.065	0.042	-.13	.132	0.26	.185*	0.66	0.27	0.14
10 Learning through Reflection	0.85	0.85	5.76	1.07	-.021	0.028	-.050	0.005	.20**	0.17	-.070	.175*	.521**	0.66	0.21
11 Readiness for Change	0.88	0.91	5.64	.96	.087	0.63	.058	0.065	-.135	.121	-.069	.121	0.378**	0.45	0.73

Note. M=Mean; S=Standard Deviation. N=268; CR = Composite reliability of the measurement model; and α = Cronbach alpha. The average variance extracted of each construct (No. 9, 10, 11) is represent in **bold** along the diagonal. Values above the diagonal (i.e., AVE) are square of correlations; Values below the diagonal represent inter-construct correlations.
* p<0.05 (2-tailed). ** p<0.01 (2-tailed).

Bootstrapping.

The involvement of learning through reflection as a mediator in the link between learning through experimentation and readiness for change was examined using the bootstrapping method with 5000 random bootstrap re-samples. The analysis revealed a significant indirect effect of learning through experimentation on readiness for change through reflective learning (indirect effect = 0.274, $p < 0.001$), with a bias-corrected 95% confidence interval (CI) of (0.070, 0.268). Thus, hypothesis 4 garnered support and was affirmed.

The analysis revealed a significant indirect effect of learning through experimentation on readiness for change through reflective learning.

Theoretical Implications

Our findings provide support for all hypotheses formulated. Through our investigation, we delved into the mechanism underlying the association be-

Table 2: Internal Reliability, Item Description and Factor loadings

Items	Description	Loadings
Learning through Experimentation		0.81
Learning through Experimentation 1 (LEXP1)	Trying different work methods	0.91
Learning through Experimentation 2 (LEXP2)	Sufficient time to conduct task more efficiently	0.69
Learning through Experimentation 3 (LEXP3)	Given time and opportunities to search for new solutions regarding task-related problems	0.82
Learning through Reflection		0.85
Learning through Reflection 1 (LREF1)	Given opportunity to contemplate	0.83
Learning through Reflection 2 (LREF2)	Given change to think about conducting task efficiently	0.91
Learning through Reflection 3 (LREF3)	Given opportunity to consider best possible approach	0.80
Readiness for Change		0.86
Readiness for Change 1 (READY1)	Ready to make specific change in myself	0.78
Readiness for Change 2 (READY2)	Figure out what I need to change	0.87
Readiness for Change 3 (READY3)	Know when to make specific change	0.89
Readiness for Change 4 (READY4)	Know when it's time to make specific change	0.88

Table 3: Results of Mediation Sobel Test

Regression variables	among	Paths	Estimate	Std. Err	z-value	Std.all
<u>READY-LEXP</u>		(c)	0.176	0.065	2.716**	0.205
<u>LREF-LEXP</u>		(a)	0.607	0.052	11.622***	0.667
<u>READY-LREF</u>		(b)	0.387	0.075	5.150***	0.411
Direct effect	without mediator		0.766	0.057	13.537***	0.639
Indirect effect		(ab)	0.235	0.045	5.188***	0.274

READY-Readiness for Change, LREF- Learning through Reflection, LEXP- Learning through Experimentation
 * p<0.05, **p<0.01, ***p<0.001.

tween learning from experimentation and readiness to change by exploring the mediating role of reflective learning. Data gathered from a survey administered to working professionals indicated a positive correlation between learning from experimentation and readiness for change. Additionally, our analysis revealed that reflective learning played a mediating role in the association between learning from experimentation and readiness to change.

The present study adds to the existing body of knowledge on the factors influencing readiness for change. While a logical connection exists between learning through experimentation and readiness for change, empirical research to substantiate this link has been lacking. Our study addresses this gap in the literature. By empirically examining the mediating role of reflective learning within the framework of transformative learning theory, our research expands upon the current understanding of readiness for change. Our findings demonstrate that learning through experimentation significantly influences readiness for change through reflective learning. Specifically, where experimental learning is routinely practiced organizations tend to foster better learning outcomes through a combination of experimentation and reflection. These findings align with prior research (Cobb et al., 2009), further validating our results.

Even though reflective learning is considered to have a crucial role in the transformative learning process, there are a few studies that have explored its role in readiness for change (Holt et al.,

2010). Therefore, the current study advances the analysis of readiness for change by identifying the association between learning through experimentation and readiness for change, i.e., having an organizational culture of experimental learning provides its employees more chances to experiment, experience and reflect which in turn increases their reflective learning (Cobb et al. 2009; Thakur & Srivastava 2018) and readiness for change (Douglas et al., 2017; Soumyaja et al., 2015). These outcomes revealed that the degree of influence of culture of experimental learning can differ depending upon individual self-concept. Experimental learning provides a conducive environment for individuals for better adaptability to change. These findings advocate change theory by Lewin (1947) which says that change can be introduced successfully when the conducive factors (experimentation learning culture and reflective learning) exist in an organizations' system. According to the study's findings, those who participate in the learning process through experimentation and reflection are better able to manage change or develop effective solutions to workplace problems. This finding supported the action learning theory Revans (1982) which claimed that action learning theory comprises a problem-solving process where the focus is on learning by doing and developing oneself.

The results of the study also contribute to learning through experimentation. Through numerous studies, Hampel et al. (2020) argued that having a culture of experimental learning plays a significant

role for its people to be better ready for change. However, a few studies have investigated the readiness for change in relation to experiential learning (Cobb et al., 2009). The outcomes of the present study demonstrated that having a culture of experimental learning increases the employees' readiness for change. Since the experimental learning culture of an organization provides its employees with an environment that encourages to learn through devising new methods to perform routine tasks, it impacts their capability to adapt and adjust according to changing economic environment. As a result, future researchers need to emphasize more on the role of experimentation learning culture in relation to employees' readiness for change.

Practical Implications

Given the crucial role of readiness for change in today's dynamic business environment, both researchers and practitioners are increasingly focused on facilitating organizational change processes with minimal employee resistance. This study found that people who practice reflective learning are more likely to accept organizational changes, which improves the success of change programs. These findings indicate that firms should prioritize building an environment suitable

People who practice reflective learning are more likely to accept organizational changes, which improves the success of change programs.

to experiential learning, in which people are encouraged and motivated to learn through hands-on experiences. Specifically, it is essential for individuals demonstrating high resistance to change to be provided with ample opportunities for reflective learning, enabling them to foster greater adaptability to change.

Given the positive correlation between reflective learning, learning through experimentation, and readiness for change, change agents play a pivotal role in supporting and motivating employees to engage in reflective practices to mitigate resistance. Since reflection is a personal cognitive process, conveying its significance can pose a challenge. Therefore, it is imperative for change agents to devise innovative methods and strategies to stimulate individuals' reflective behaviors. For instance, individuals may be encouraged to maintain reflective journals, fostering deep introspection and learning from daily experiences (Lengelle et al., 2013).

Limitations & Future Directions

While this study offers both theoretical and practical insights into the role of learning through experimentation in readiness for change, it is not without limitations. Firstly, the research design employed is cross-sectional, rendering it unable to establish causal relationships between variables. Therefore, further investigations are recommended to ascertain and validate such relationships, with longitudinal studies offering a potential avenue for deeper understanding. Additionally, as the current study focused

Males may exhibit higher levels of learning and readiness for change compared to females.

solely on employees in India, its findings may not be generalizable to individuals working in organizations with diverse cultural backgrounds. Replicating cross-sectional studies across various cultural settings could broaden the scope of the research. Furthermore, although gender was not a focal point in this study, the correlation table suggests a positive relationship between learning through experimentation, readiness for change, and gender, indicating that males may exhibit higher levels of learning and readiness for change compared to females. Future research could explore the role of gender more extensively in the context of readiness for change processes.

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