Exploring the Role of Line Manager in Employees Experiential Learning

[1]Tosiq Hammiat, [2]Dr. Farooq-e-Azam Cheema

[1] Bahria University Pakistan, [2] Dean MS Bahria University Pakistan

ABSTRACT

Aim of this study was to evaluate the role of line manager in experiential learning at TCS Private limited. The study was designed to investigate the real relationships amongst the line manager and experiential learning. The contemporary organizations tend to suffice the need of employee development through off the job trainings, whereas the role of on the job training and skill development remains an inevitable significant phenomenon. Considering a holistic approach toward learning and assuring the role of line manager in experiential learning at TCS Private Limited, the aim of the study is to isolate the critically significant role of line manager in employee training and development. Pedagogy and andragogy are two inevitable realities that are backed by individual styles of learning. On the job and off the job trainings are both critical in examination of the conducted research, but owing to the significant position of the line manager the role of on the job training is under study in the given research.

Keywords: Experiential Learning, Line Manager, On-The-Job Training, Skill Development

INTRODUCTION

Experiential learning is generically participative, interactive and applied. Academic and popular literature on human resource management and HRD assets the model of experiential learning as a form of learning that incorporates an active interaction of an individual with the environment, in augmentation with the due exposure to the environmental processes that are highly variable, volatile and indefinite in nature. This form of learning takes place on the affective and the behavioural dimension along with the cognitive dimensions. In order to convert the experience into a diligent learning, the experience needs to be structured to a certain extent, followed by the specification of the relevant learning objectives, in a monitored setting. The contemporary organizations tend to suffice the need of employee development through off the job trainings, whereas the role of on the job training and skill development remains an inevitable significant phenomenon. The following portion of the document will signify the symmetrical interest of the organization and the individuals in the pursuit of experiential learning, with respect to the idiosyncratically resourceful position of the line manager.

Three critical factors are therefore focused for the execution of the study:

The working environment affordance level of the organization, regarding it generic ability of being helpful or debilitating

The capacity of the workers to learn while doing their jobs, exhibited by their level of enthusiasm or engagement

The contribution of the Line manager in fostering the essence of experiential learning and ensuring that employees learn while they execute their day to day work assignments

Based on the three above mentioned constructs, boundary of the research has been defined. And based on the mentioned constructs I have devised the methodology that was very supportive in isolating various variables that are essential to the experiential learning in TCS Private Limited. In the details of the organization introduction the composite details followed by the reasons of studying the given organization are mentioned.

RESEARCH QUESTIONS

To find out whether the managers and employee at TCS Private Limited have formal knowledge about Experiential Learning and are the line managers implementing it in its real sense.

To determine whether a dedicated Learning and Development Department at TCS Private Limited fulfilling its role of expediting the essence of experiential learning.

To find out the extent to which the Line Managers at TCS Private Limited are aware of their hierarchal importance and their responsibility to train their employees.

LITERATURE REVIEW

Background of Experiential Learning

Nature of knowledge has propagated diverse philosophically driven views that link to different learning theories. The experiential learning theories provide an impetus on how the process of learning is cascaded in individuals, how individuals learn individual things in reaction to their individual perceptions and understanding about their lives. In the preceding context "Education" is a process of individual transformation, that emphasis that there is no such thing as absolute knowledge divorced from an individual who knows it. Hence Experiential Learning is reinforced by the philosophical principle of "Constructivism" (Brookfield, 1986).

Constructivism concedes that there is a rationale possibility of competing truths about a given situation. Conducting a research in the tradition of constructivism aims at exploring how individuals develop different versions of reality. The motive of this notion is not to suggest that the given philosophical perspective is better or worse than the other the contrasting realities are useful is isolating the root causes of the given questions and the available answers (Beder & Darkenwald, 1982)

The contribution of (Kolb, Boyatzis, & Mainemelis, 2001) is commonly endorsed with the very concept of experiential learning. The details of the learning theory presented by Kolb is presented in the subsequent section of the literature review, is a comprehensive example of constructive theory concerning various patterns of how experience is taken by individual learners from external environment and translated into their private thoughts and emotions. Consequently, individuals interpret the given experience, assign them personal meanings and devise new action plans actively is result of the experience generated. The Kolb's model of experiential learning offers a simple framework to the experiential learning cycle. The framework of Kolb's learning cycle is backed by the agenda of "Experience as the source of Learning and Development" (Kolb et al., 2001).

The contribution of Kolb was not alone in theorizing experiential learning; Malcolm Knowles have also made necessary contributions in asserting various modes whereby individuals learn through experience. Rather than formulating a framework of experience knowledge conversion Knowles offered the patterns of individual learning behaviour, namely pedagogy and andragogy. Andragogy refers to adult learning which according to Knowles is self-directed in nature; furthermore, adult learning is the kind of pattern whereby the adults take charge of the experiential learning. The contribution of Knowles has played a significant role in demarcating the freedom of adult learners and eradication of unnecessary tools of children like inappropriate ways making adults learn. Opposed by the adult learning (Andragogy) is child learning (Pedagogy). In contrast to the high context, self-directed learning a child learns by discovery and self-exploration (Kolb, Boyatzis & Mainemelis,2001). The framework of learning pattern incorporated by Malcolm Knowles presents learning along the continuum as learning is regarded as a lifelong process; this view generates a satisfactory response amongst the proponents of popular and academic literature. Apart from the presentation of learning along the continuum of andragogy and pedagogy the view on learning from experience leaves an ample room for learning to change with increasing experience. The perspective anyhow does not disqualify the notion of adult learning like children and children learning like adults in certain situations.

The understanding of Experiential Learning is also advocated by the social learning theory. The social learning theory expands its focus from mere process of internalization to various dimensions whereby the consequences of learning are necessarily located within the social milieus. Certainly, psychological field of study are generically focused on the dynamics of internal processes. For the similar reason the literature will go about the detailing of significant individual authors, whose work has proved significant in the development of experiential theory starting from John Dewy and finishing at David Kolb. The literature will than conclude the implications of social learning theory with a special emphasis on the experiential learning as a critically significant social development phenomenon. The literature will than set the stage for the role of line manager is fostering learning in contemporary organizations (Kolb et al., 2001).

Andragogy and Self-Directed Learning

Amid the 1970s and additionally the 1980s, Andragogy and Self-Directed learning turned into the centre of examination, yet this withered amid the 1990s as transformational learning and different techniques were found. In any case, the earlier decade has seen assets being spent on both these fields. An overall warmed level-headed discussion is as yet continuous concerning the way of

Andragogy, it being a science, advancement or a request. Assets have additionally been spent on researching and discovering the individual focal point of Andragogy. In this respect, writers contend that the grown-up learner should be constantly set in a socially-fabricate setting which might shape the individual learning of that individual. Self-ward learning is likewise trekking along anyway it has yet to get as much research as it saw in the 1980s. While then again, examinations and theories with respect to model-building, ethics and destinations and in addition techniques for exploring self-coordinated learning will certainly build (Mezirow, 2000; Paprock, 1992).

Transformational Learning

Testimonials and relates have for a long time adhered to the thought that an individual change through learning. In any case, it wasn't till (Freire, 1970) and (Mezirow, 2000; Paprock, 1992) with respect to this subject was finished that transformational learning was viewed as a feasible model for grown-up learning. Indeed, amid the 1990's transformational learning turned into the focal point of exploration with respect to adult learning. Lisa Baumgartner was one of these specialists who investigated the new research being done on this subject. She alongside numerous different specialists acknowledged for a long time that a formal learning activity was one and only route for grown-up learning. Self-ward learning fulfilled the errand of conveying to the limelight the significance of casual realizing which we share in as we perform our normal errands. We experience impromptu adapting all through our family and work life, and amid our communication with different gatherings. As of late, various affiliations have attempted to utilize this technique for adjustment as a strategy to make a learning affiliation. (Marsick, Watkins, & education, 2001) scrutinized on a percentage of the definitions regarding this kind of learning and displayed their own model too.

Strategic Significance of Line Managers

In addition to the hierarchical importance of the LM in organizational settings the strategic importance of the LM cannot be denied. (Mumford & Gold, 2004). The content and the context of the LMs jobs has all the element to synchronize and cascade the information from the top management to the employees and on the other hand collecting the information employees for the perusal of the strategic decision making of the Management. (Wilkinson, 2001). LM is in fact the king pin that can turn the organization's arena into a successful and strategically balance interaction of environment, effective learning and employee development.

RESEARCH METHODOLOGY

Type of Research

Given the scarcity of the applied and empirical researches in the domain of experiential learning in Pakistan, an exploratory study is devised as it is the most exquisite approach for the understanding and description of the relative aspects of the phenomenon. In order to achieve the research objectives, the qualitative as well as quantitative approaches as adapted as suggested by (Miles & Huberman, 1994) was adopted.

Population under Study

The employee bifurcation according to the 3 Regions and Head office as per the payroll register of October 2014 has been used as a base to select the population. Total employees of Head office TCS Private Limited at Karachi are four hundred seventy-seven (477) that served as the target population

Sampling Size and Sampling Technique

A total sample size n=213 two hundred and thirteen was calculated with 95% confidence level and 5% confidence interval (margin of error) so that each group is adequately represented in the study. In addition, important segment of the population has well presentation and more valuable and differentiated information is collected to describe the prospects of each group. The selection of sample was based on the Stratified Random Sampling Method to achieve better representation of elements of each stratum or group (managers and staff). As, the research, calculated a stratified sample of 213 people so I have included in the sample 45% of members from each stratum. The representation of respective strata forms the proportionate stratified random sampling. There were one hundred six (22%) managers, operation managers and three hundred seventy-one (78%) staff in the organizations and as a total n=213 so 47 managers and 166 staff have formed the sample size of this study because these numbers represent the 22% and 78% of the sample size. This sampling design substantially helped increasing the likelihood of locating the desired characteristic in the population in quick and inexpensive way. However, of the 213 individuals who received the invitation to participate through questionnaire, 87 individuals (21xmanagers and 66xstaff) completed the survey questionnaire. Therefore, the sample size for this study is 87, resulting in a response rate of 41%. The sample may not be totally representative of the population; hence the generalizability of the findings may be restricted.

DATA ANALYSIS

After a detailed analysis and discussion of the related literature, the chapter funnels down to this point where the methodology has been introduced and discussed. In the prevailing chapter the accumulation of the factual data has been nominated, for the due disposal and exploration of the research questions tables, narrations, charts and graphs have been used.

With respect to the existing research the instruments used are interviews and questionnaires. The research findings are further validated using the SPSS reliability test, Cronbach alpha.

Table 1: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.730	.719	20

Other incorporated data has resulted from my 1.5 years' experience and direct interactions with the senior management on how actually the top management perceives the role of line manager in experiential learning, in the dynamics of the given organization.

Awareness of the role of line manager in Experiential Learning

In order to make a logical outcome of the described construct, the comprehension of the related literature followed by the data generated from two distinct organizational groups, line managers and the supervised staff. In order to further isolate if the line managers play an active part in accelerating the pace of experiential learning in TCS Private Limited the frequencies of the responses were broken down. From either of the two groups under study regarding the role of line manager in experiential learning, the most dominant response received from either of the two groups under study was "I am a self- directed learner and my line manager has direct influence on mine on the job learning". Line managers n=8, constituting 38% and supervised staff n=18, constituting 23.8% agreed to the most critical parameter of the conducted research.

Furthermore, n=5, constituting 23.8% of Line Managers and n=9, constituting 13.6% of the supervised staff strongly agreed to the construct that "As an adult, I have the purposefulness of learning, confidence, motivation, capability, and sense of recognizing the learning opportunities in and around the job but organizational support is mandatory"

As a matter of deduced reality the overall sample presented a clear majority of the Line managers that replied "Agreed" n=12, constituting 57.1%, followed by line managers that replied "Strongly Agreed" n=15, constituting 33.3% of the total response generated. The supervised staff n=34, constituting 51.5% of the total respondents "Agreed" and further n=15, constituting 22.7% of the supervised staff respondents "Strongly Agreed" on the directly proportional relation of the line manager in fostering the real essence of experiential learning at TCS Private Limited. In the similar context the cumulative percentages of "Strongly Agreed" and "Agreed" responses constitute 52.9% and 25.3% of the total respondents that makes the total of n=46 and n=23. The cumulative percentage indicates that maximum numbers of respondents are well versed with the phenomenon of experiential learning and the pivotal role of line managers in the execution and acceleration of the learning in the organization.

Consequently, the data gathered also generates a sheer understanding that the Line Managers and Supervised staffs are not just well versed with the active role of Line Managers in Experiential Learning, but they also have a clear understanding of the role organizational culture, organizations learning capacity augmented with situational factors which correlates to the individual, interest, inclinations, preferences and learning capacities. All the described elements cumulatively shape the culture and the learning elasticity of the workplace in a learning organization.
Apart from the questionnaires that were filled and interviews that were conducted certain observations also play a key role in exploring the role of line manager in experiential learning at TCS Private Limited n=5 interviewees that represented 71.4% of the total population responded that off the job training and learning is the most preferred form of learning in the organization. Further n=2 interviewees agreed that it is highly encouraged that the staff should learn on the job while working with seniors and co-workers where trial and error remains a critically important phenomenon.

Support from Senior and Mangers for Experiential Learning

In order to gather the required data on this construct that involves support from the line mangers to foster experiential learning, in order to generate a logical outcome of the construct it is necessary to develop the focus on the second critically important focus of experiential learning that comes from the interaction of line managers with the supervised staff. The respondents that were the representations of both the distinct groups were well apt to the topic that was under research and it was clearly depicted via thee reactions.

The managerial staff (Line Managers) n=5, constituting 23.8% of the total respondents and supervised staff n=19, constituting 28.7% of the total respondents "Agreed" and a further n=2 Managerial Staff (Line Managers) constituting 9.5% of the total respondents and supervised staff n=4, constituting 6.1% of the total respondents "strongly Agreed" on the construct "Line Managers Collaborate with all the managerial concerns in diagnosing the learning needs of the Supervised Staff".

In the similar context the responses generated for the construct "the use of coaching and mentoring by Line Managers as aid for learning tool" n=3 managerial staff (Line Managers), constituting 14.3% of the total respondents and n=10 supervised staff constituting 15.2% of the total respondents agreed to this statement. Furthermore, n=1 managerial staff (Line Manager) constituting 4.8% to the total respondents and n=3 supervised staff constituting 4.5% of the total respondents "Strongly Agreed" to this statement. The responses generated for either of the two groups of respondents are generating the idea that the line managers as well as the supervised staff is well adapted to the reality of a proportional relationship of experiential learning and management support in TCS Private Limited. The levels of satisfaction exhibited by the supervised staff with the line managers, highlights that the opportunities of experiential learning are well officiated in TCS Private Limited

The major portion of respondents n=12, managerial staff (Line Managers), constituting 57.1% Agreed, whereas other n=3, supervised staff, constituting 14.3% Strongly Agreed to the parameter that implies the prospect of experiential learning in TCS Private Limited. Furthermore, the "supervised staff" n=40, constituting 60.6% of the total respondents "Agreed" and n=12, constituting 18.1% of the total respondents "Strongly Agreed" to the positive prospect of experiential learning at TCS Private limited.

The cumulative percentages of Agreed and Strongly Agreed responses constitutes 59.7% and 17.2% which corresponds to n=52 and n=15, representing a clear majority of respondents are overall satisfied with the managerial support to foster the essence of experiential learning within the organization.

Understanding the Context that Enables Experiential Learning

As a matter of fact, high level of importance has been given to the environment and settings enabling experiential learning at TCS Private Limited, n=60 respondents constituting 69% of the total respondents agreed, whereas another n=17, constituting 19.5 % of the respondents strongly agreed to the availability of environment and enabling organization setting for experiential learning. High level of agreement has been drawn in the favour of the parameter that "environment is conducive for self-paced learners". In further addition to tis construct the learning environment constituents were also studied and line managers n=1 and Supervised Staff n=5, representing 4.8% and 7.6% of the total respondents strongly agreed, whereas n=4 managerial staff and n=19 supervised staff, representing 19% and 28.7% of the total population agreed to the construct that organizational environment promotes un-supervised and uncontrolled mechanism of self-paced as a consequence line managers' role in experiential learning. In a sharp addition to the generated data outcomes the role of top management was also highlighted and a lack in their due involvement was authenticated by the responses of the respondents at TCS Private Limited. The line managers and the supervised staff n=2 and n=6, subsequently constituting 9.5% and 6% of the respondents "Strongly Agreed", whereas another Line Managers and Supervised Staff n=4 and n=11, constituting 19% and 16.7% of the total respondents "Agreed" to the mentioned construct.

The majority of the Line Managers and Supervised Staff n=15 and n=45, constituting 71.4% and 68.1% replied Agreed, whereas line managers and supervised staff n=3 and n=14, constituting 14.2% and 21.2% of the total respondents Strongly Agreed to the construct of organizational environment and context, which implies that Experiential Learning is a supported phenomenon at TCS Private Limited

Significant Barriers to Experiential Learning

In order to isolate the findings of what are the acute barriers of Experiential Learning at TCS Private Limited a question with five responses was prompted. The responses generated from the questionnaire were than incorporated with on the job observations and interviews with the departmental heads, to assure that the theme generated in the interviews co-related with the responses generated via questionnaires.

In the course of identifying the barriers of experiential learning at TCS private limited, during interviews n=5 respondents tat constituted 71.4% of the total responding population asserted that lack of top management support, strict operational deadlines and hefty workloads are a main barrier to the facilitation role of line manager in experiential learning.

DISCUSSION

Employees' Knowledge and Awareness about Adult Learning

The major portion of the managerial sample that is line managers n=12 constituting 57.1% of the total population Agreed, where as another n=7 line managers constituting 33.3% of the total population "Strongly Agreed" that they are aware of the role they play in fostering experiential learning. Furthermore, the responses of Supervised staff on the awareness of the role of Line manager in experiential learning n=34 supervised staff employees constituting 51.5% of the total population responded "Agreed" whereas another n=15 supervised staff employees constituting 22.7% of the total population "Strongly Agreed" to the notion of experiential learning and the role of Line manager. The research findings further endorsed the fact that employees are motivated to upgrade their leanings and are ready to contribute their efforts in the presence of conforming and enabling line.

Top Management Support in Experiential Learning

Two broad and distinct categories of respondents were studied. The entire population of respondents had a clear understanding of the multiple aspects of experiential learning. The Line Managers n=2 and n=19 constituting 9.5% and 28.7% of the total population "Strongly Agreed" and "Agreed" to the statement that supervisors collaborate with all the concerns in diagnosing the staff's learning needs. On the similar statement most of the supervised staff also showed a positive response, n=4 and n=19 supervised staff constituting 6.1% and 9.5% of the total population "Strongly Agreed" and "Agreed" to this parameter.

Context and Working Environment that Foster Experiential Learning

As a matter of fact, high level of importance has been given to the environment and settings enabling experiential learning at TCS Private Limited, n=60 respondents constituting 69% of the total respondents agreed, whereas another n=17, constituting 19.5 % of the respondents strongly agreed to the availability of environment and enabling organization setting for experiential learning. High level of agreement has been drawn in the favour of the parameter that "environment is conducive for self-paced learners". In further addition to tis construct the learning environment constituents were also studied and line managers n=1 and Supervised Staff n=5, representing 4.8% and 7.6% of the total respondents strongly agreed, whereas n=4 managerial staff and n=19 supervised staff, representing 19% and 28.7% of the total population agreed to the construct that organizational environment promotes un-supervised and uncontrolled mechanism of self-paced as a consequence line managers' role in experiential learning. In a sharp addition to the generated data outcomes the role of top management was also highlighted and a lack in their due involvement was authenticated by the responses of the respondents at TCS Private Limited. The line managers and the supervised staff n=2 and n=6, subsequently constituting 9.5% and 6% of the respondents "Strongly Agreed", whereas another Line Managers and Supervised Staff n=4 and n=11, constituting 19% and 16.7% of the total respondents "Agreed" to the mentioned construct.

Barriers and hurdles in Adult Learning

In the course of identifying the barriers of experiential learning at TCS private limited, during interviews n=5 respondents tat constituted 71.4% of the total responding population asserted that

lack of top management support, strict operational deadlines and hefty workloads are a main barrier to the facilitation role of line manager in experiential learning.

Furthermore, a segregated HR unit of Learning and Development has demotivated the Line Managers to take the responsibility of staff's training and development, as they now hold the Learning and Development department responsible for all kinds of organizational leanings. In conjunction with the stated reality n=2 interviewees constituting 28.6% of the total respondents asserted this as a big barrier in fostering the real essence of experiential learning

CONCLUSION

MULTI-DIMENSIONAL ASPECT OF THE DEDUCED DATA

Operational aspects

Three critical operational aspects were deduced and declared below:

Line Managers at TCS Private Limited have many employees to manager and supervise than ever before:

This is generated from the aspect that in the operational capacity of General operations the operation managers and operation controllers are managing 400 Sale solicitors per shift.

The staff has increased by one way or the other owing to the increase in visibility of the company and the supply chain solutions that cater to the corporate as well as consumer segments.

In the pursuit of increased operational requirements HR department and the departmental heads never bestow HR related tasks on the Line managers and they are never assessed on the level of involvement in HR.

Positive Aspects

The Line Managers at TCS Private Limited feels committed and involved in completing HR Activities

The Line Managers at TCS Private Limited were relatively happy in fulfilling some HR work, a few comments drawn from the line managers were clearly crystalizing the notion that the Line Managers felt more useful once HR responsibilities were bestowed on them, it is worth mentioning that leaning and employee development are an active component of HR activity and line managers taking charge to educate the workers are significantly important.

The Line Mangers at TCS Private Limited have an urge to participate in Employee Learning and Development, hence fostering the positive role of Line Managers in Experiential Learning

The level of involvement laid by the line mangers was significantly observed when Line Mangers in their interviews shared there urge to participate in learning and development exercises. To the extent that Line managers wanted to take a lead in performing HR tasks of Employee development and inducing a positive spirit of learning and development

Line managers in TCS Private Limited were keen to be seen to be doing HR work professionally

Line managers in TCS Private Limited were keen to be seen to be doing HR work professionally. Along with their operational and production KPIs the Line Managers at certain SBUs of TCS Private Limited wanted to assure that the HR task of Employee Development should be bestowed on them on professional basis. Rather than simply contributing to the operational KPIs and bringing the due monetary benefits to the organization, the Line Mangers were also keen in participating in HR tasks of employee development. In the similar context when they were told that fostering experiential learning and employee development can make them visible HR cum Operational expert, they were keen to focus their efforts towards employee development and encouraging experiential learning.

Line Managers at TCS Private Limited are committed to get involved in the HR activities of Employee learning and Development, hence facilitating Experiential learning

The Line Managers were persistent that they ought, and did, take their responsibilities and accountabilities in HRM seriously. Employee training and development is although associated with the key HR operation but the Line Managers astonished the response by exclaiming that they wish to take the responsibility of HR on a serious note and if for similar instance they were asked to foster experiential learning they would work to make it happening in the organization.

The Line Managers at TCS Private Limited acknowledged that the interest and wishes of employees needs to be considerate

The Line Managers at TCS Private Limited acknowledged that the interest and wishes of employees needs to be considerate. The Line Managers were clear on the observation and understanding that they should and regard the interest on the supervised staff. The need of this understanding can be a definitive principal of experiential learning in organizational context. Now that line manager is admitting the reality of the employees' interest, they are likely to draw their concentrated and directional focus in the attainment of the real essence of experiential learning

Negative Aspects

Along with the general and the positive aspects of the drawn results in exploring the role of line manager at TCS Private limited, certain negative aspects that were serving as a hindrance to experiential learning were also concluded and mentioned below

The line Managers at TCS Private Limited were not entirely committed that performing HR work was something they should spend too much time on

The operation KPIs of the Line Managers makes it difficult for them to invest their time in performing HR tasks in its real sense. When bestowed with the task of employee learning and development, the necessary conditions to deduce the required outcome is the commitments from the line managers in assessing the learning needs of the staff they supervise. The very response generated regarding the line manager's commitment to perform HR task by side lining there operational KPIs induces a sense of terror in line mangers that by investing their time heftily on HR activities of employee learning and development they are likely to fall behind their actual area of performance.

It has been deducted for this reason that HR department of TCS Private Limited should train the Line Managers first to manage their operational activities parallel to the bestowed HR task of employee learning and development hence fostering Experiential Learning at all levels in the organization.

Justifying the tasks bestowed by the HR will ultimately hit the operational KPIs of the Line Mangers at TCS Private Limited

Once again, the Line Managers were taken aback with the apprehension that once they start performing the HR tasks, they will automatically have to compromise the operational KPIs. In the pursuit of striking a balance and making the staff employees learn on job, and performing the task related to the actual operations.

In order to facilitate this concern of the line managers at TCS Private Limited it is important to train the line managers first on how they can strike a balance between the two bestowed tasks at hand

The Line Managers at TCS Private Limited admitted that they lack the competencies to manage the HR tasks at TCS

As a matter of the deduced reality it has been nominated that the Line Mangers in one way or the other have accepted the reality of the fact that they lack the real skills to learn and develop the staff on job. It has been for this reason that they regard off the job training as an eminent tool for employee learning. Furthermore, it has also been deducted that Line Mangers are not specialized in the HR skills and therefore they tend to ignore the natural responsibility of learning and development.

On the job learning and experience accumulating tacit knowledge can only be imparted via on the job training and if the Line Managers at TCS Private Limited are collectively exhausted with the incompetency the organizations tacit knowledge will remain concentrated within a few member and the knowledge externalization will not take place as socialization is an apprehensive mind set.

The lack of Explicit and Tacit Knowledge regarding HR activities makes it difficult for the Line Managers at TCS to execute the HR activities hence increasing the tension between Line and HR

Even in cases where the Line Managers devote their time in developing their people via on the job learning and development, they may find it difficult to conclude that what are the real imperatives they need to consider while making employees learn on job. The incompetency emerges on account of the lack of explicit knowledge of the line managers regarding HR practices of training and developing employees

Line managers at TCS Private Limited acknowledged that they were at times a foot behind in completing the bestowed HR tasks

The Line Managers at TCS Private Limited were also observed ascertaining that they realize the importance of developing people on job but still that are so preoccupied by the execution of core operations that they usually find themselves in a fix to get the task of employee development done in its real essence.

It has been for the similar reason that the training of the staff employees is given to the segregated Learning and Development Department. The department nurtures the needs of formal learning, but it does not suffice development of experiential learning model at TCS Private Limited

The line managers at TCS Private Limited in course of completing the HR tasks start competing with the HR department rather than collaborating and synergizing

As a matter of a surprising reality revealed through the research, the Line Managers at TCS Private Limited are generally regressive to take the responsibility of Employee Learning and On the Job Training, but the moment they are trained to take experiential learning within teams and amongst the staff employees, they begin to disregard the direction they get from the HR Department. Hence, they develop a competition rather than collaboration with the HR Department

The Line Managers at TCS Private Limited were myopic in their observation the mal functioning of HR policy is denoted by the poor HR outcomes

Once the Line Managers at TCS Private Limited are aligned with the competency they need to instil experiential learning amongst the teams and in the supervised staffs, they tend to associate poor performances with the policy implemented by the HR team. As a matter of deduced reality, it has been denoted that the experiential learning comes with tacit knowledge and it is always backed by a certain level of explicit knowledge.

The Line Managers at TCS Private Limited felt that irrespective of their flexibility and adaptability in performing HR tasks they were not being recognized

Lack of recognition is one critical element that can easily derail the spirit of good performance in an organization. While considering the role of line manager in experiential learning, it is important to denote that unless the line managers are duly recognized for executing the critical task of developing people on job, they might not feel motivated. It is more like the positive reinforcement of the desired behaviour. Furthermore, the Line Managers at TCS while offering on the job training and development are anyways facilitating the scope of HR Department and therefore recognizing their involvement in HR activities is critical.

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