# APPENDIX D – CONSTRUCT OF THE QUESTIONNAIRE

## Section A - Organisation

The organisational factor was designed to measure the respondent's perceptions of whether the organisational context influences line manager engagement in support of subordinate employees' development. The organisational context can be recognised as organisational culture, structures, and conditions fostering Employee Development. The organisational factor is a function of four items that are combined into one composite scale – organisational climate, leadership direction, value articulation, and goal orientation. These items were disclosed during the literature review of organisational factors, which was detailed in Chapter 2.12.

Respondents were asked to rate how they perceive the importance of the identified organisation factors in fostering line managers' participation in activities that support employees' development. Response options were: not important, slightly important, moderately important, very important, extremely important, don't know.

| | **Thinking about the culture, structures, and conditions within an organisation that would foster line managers' participation in activities that support employees' development, how important are the following factors:** | |
|---|---|---|
| **Organisational culture** is defined as the line manager's perception that the organisation is positive and supportive of Employee Development. | a. | An environment of trust and openness. |
| | b. | An environment of tolerance of mistakes and learning from them. |
| | c. | An environment where learning for the long term is important. |
| | d. | An environment where reward systems don't punish time spent developing people. |
| | e. | An environment where people feel valued as individuals. |
| | f. | Employee Development is built into the system so that it is integrated with normal work processes and firmly on the conscious agenda. |
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| **Leadership direction** is defined as the line manager's perception Leadership demonstrates role model behaviours with regard to Employee Development. | g. | Leadership explicitly demonstrates, in behaviour and actions the priority of Employee Development versus other business goals and objectives. |
| | h. | Leadership communicates the need for line managers' support of employees' development by expressing high level expectations, and continued encouragement for participation. |
| | i. | Leadership explicitly demonstrates, in behaviour and actions, an enthusiasm for line managers' support of employees' development. |
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| **Value articulation** is defined as line manager's perceptions of there being a clear expression of why the organisation values Employee Development and line managers' support of employees' development. | j | Communication of a clear rationale for Employee Development being a key business strategy. |
| | k. | The organisation sets out a clear rationale for line managers' support of employees' development. |
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| **Goal orientation** is defined as line manager's perceptions of there being a clear expression of the importance of Employee Development compared to the organisation's other business priorities | l. | An appropriate balance between short-term imperatives and long-term needs is espoused in the organisation. |
| | m. | The organisation's performance measurement system includes an emphasis on long-term developmental objectives. |
| | n. | Leaders stress the need to maintain a focus on long-term results, which are clearly linked to the achievement of short-term goals. |

**Section B - Ability**

The line manager ability factor was designed to measure respondents' perceptions of how ability considerations influence line managers' engagement in support of employees' development.

The line manager ability factor consists of three dimensions – assessing, challenging and supporting- that aligns with the Noer (2005) Triangle Coaching Model. Twenty items that were disclosed during the literature review of ability factors, which was detailed in Chapter 2.13.1, are aligned with these dimensions.

| | | Choose 5 |
|---|---|---|
| **Assessing Dimension: Skills** for measurement and goal setting | Solution-focused thinking | o |
| | Planning, previewing and anticipating | o |
| | Giving feedback | o |
| | Drawing out insights | o |
| | Analysing issues | o |
| | Seeing the big picture | o |
| | Reviewing, debriefing and reflecting | o |
| | | |
| **Challenging Dimension: Skills** for stimulating the employee to confront obstacles, re-conceptualise issues, and move forward with self-reliance | Setting clear expectations/goal setting | o |
| | Confronting issues/saying how it is | o |
| | Shaping | o |
| | Facilitating action | o |
| | Empowering | o |
| | Motivating | o |
| | | |
| **Supporting Dimension: Skills** for creating an interpersonal context that facilitates trust, openness, respect and understanding | Communicating | |
| | Listening | o |
| | Inquiring | o |
| | Promoting a learning climate | o |

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| | Building relationships | o |
| | Creating an environment of trust | o |
| | Collaborating, negotiating with peers to create opportunities for employee development | o |

Respondents were asked to identify what they perceive as the five most important competencies for line managers to successfully support subordinate employees' development:

**Section C - Opportunity**

The line manager opportunity factor was designed to measure respondents' perceptions of how opportunity considerations affect line manager engagement in support of subordinate employees' development activities. Opportunity is having available the capacity, resources and avenues necessary for line managers to engage in supporting subordinate employees' development activities. The line manager opportunity factor is a function of nine sub-items (guidance, effectiveness of HRD practices, relationship with HRD practitioners, role clarity, role conflict, work responsibilities, turnover frequency, workload, and competing demands) that are combined into three composite items – organisational support, role dissonance and ambiguity, and how work is organised. These items were disclosed during the literature review of opportunity factors, which was detailed in Chapter 2.13.3.

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Respondents were asked to rate the importance of the identified items regarding line managers having the capacity resources and avenues necessary to participate in activities that support employees' development. Response options were: not important, slightly important, moderately important, very important, extremely important, don't know.

| | | | **Thinking about an organisation enabling line managers to have sufficient capacity and resources to participate in activities that support employees' development, how important are the following factors:** |
|---|---|---|---|
| **Organisational support** | **Guidance** is defined as clear direction regarding the use of HRD policies and practices | a. | The availability of clear guidance regarding the support of subordinate employees' development. |
| | | b. | A formal process for line managers supporting employees' development. |
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| | **Effectiveness of HRD practices** is defined as the suitability of the organisation's HRD practices to help manage subordinate employees' development activities. | c. | The effectiveness of HRD practices and tools. |

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| | **Relationship with HRD practitioners** is defined as the line manager's perception of the service level, trust level and knowledge level that HRD practitioners can be relied upon to provide in support and partnership of line manager's development activities. | d. | The service level, trust level and knowledge level that HRD can be relied upon to provide in support of these activities. |
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| **Role dissonance and ambiguity** | **Role clarity** is defined as clear policies regarding role expectations and the division of responsibilities and authority between various stakeholders. | e. | Clear policies regarding the division of responsibilities and authority between various stakeholders. |
| | | f. | A clear standard of performance for line managers participating in these activities. |
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| | **Role conflict** is defined as incongruity between operational and developmental role expectations, including the difference between expectations of employees compared with line managers. | g. | Alignment on role expectations, including the difference between expectations of employees compared with managers. |
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| **How work is organised** | **Work responsibilities** is defined as the extent to which the line manager needs to divide time between managerial type tasks and non-managerial technical type tasks. | h. | Whether the line manager's key responsibilities include performing technical activities and technical problem solving or are mainly management responsibilities. |
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| | **Turnover frequency** is defined as the rate at which employees change positions within the organisation. | i. | How frequently the line manager changes his/her own position and the rate of turnover of staff under the line manager's supervision. |
| | | j. | The rate of turnover of staff under the line manager's supervision. |
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| | **Workload** is defined as the amount of work that needs to be done, creating an exposure to | k. | The overall amount of work that needs to be done. |

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| | demands that require more time, energy and commitment than one can provide. | | |
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| | **Competing demands** is defined as the difficulty of prioritising work within competing job demands and available resources. | l. | The pressure of competing demands. |

## Section D - Motivation

The line manager motivation factor was designed to measure respondents' perceptions of how motivation considerations influence line manager engagement in supporting subordinate employees' development activities. Motivation is defined as the line manager's desire and willingness to engage in supporting subordinate employees' development activities. The line manager motivation factor is a function of nine items - performance incentives, accountability, return on investment, social exchange, intrinsic motivation, need for autonomy, need for purpose, need for relatedness, and desire for competence. These items were disclosed during the literature review of motivation factors, which was detailed in Chapter 2.13.2.

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Respondents were asked to rate the importance of the identified items in respect of line managers' desire and willingness to participate in activities that support employees' development. Response options were: not important, slightly important, moderately important, very important, extremely important, don't know.

| | | **Thinking about line managers' desire and willingness to participate in activities that support employees' development, how important are the following factors:** |
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| | | |
| **Performance incentives** are defined as line mangers' perceptions available rewards, recognition, incentives attributable to supporting employees' development. | a. | The possibility that the line manager could be rewarded financially. |
| | b. | The possibility that the line manager could achieve recognition. |
| | c. | The possibility that career advancement could result for the line manager. |
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| **Accountability** is defined as line manager's perceptions of the degree of accountability for them supporting employees' development. | d. | The likelihood that the line manager is held accountable by his/her own manager. |
| | e. | The likelihood that supporting the development of employees is reflected in the line manager's own performance appraisals. |
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| **Return on investment** is defined as line managers' perceptions that they will gain something by supporting employees' development. | f. | Whether development of employees helps the line manager reduce his/her own problems, get work done, and improve team effectiveness. |
| | g. | Whether it is more likely that good people will be attracted to the line manager's team. |
| | | |
| **Social exchange** is defined as line managers' belief that the degree of support provided by the organisation to support his/her development sets a standard to be followed for them supporting employees' development. | h. | The line manager believes that the degree of support provided by the organisation to support his/her development sets a standard to be followed for him/her when supporting employees' development. |
| | | |
| **Intrinsic motivation** is defined as line managers' motivation driven by an interest or enjoyment in the task itself. | i. | Whether the line manager gets personal satisfaction from supporting a subordinate employee's development. |
| | j. | Whether the line manager finds this activity enjoyable. |
| | k. | Whether the line manager is influenced by the challenge and stimulation of tasks and situations outside his/her normal field of expertise. |
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| **Need for autonomy** is defined as line managers' perceptions of their freedom of choice. | l. | The line manager has independence to decide which employees require development support and how they should be supported. |
| | m. | The line manager has discretion in prioritising his/her participation in activities that support employees' development versus other competing work demands. |
| | | |
| **Need for purpose** is defined as line managers' perceptions that supporting employees' development is a meaningful activity and will make a difference. | n. | Whether the line manager's expectations about whether his/her support for subordinate employees' development will make a difference. |
| | o. | Whether the line manager regards support for subordinate employees' development as being part of leaving a legacy of his/her tacit knowledge being retained in the business. |
| | p. | Whether the line manager derives a sense of meaning and purpose from engaging in this activity. |
| | q. | Whether the line manager believes supporting subordinate employees' development is important for the organisation's growth and survival. |
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| **Need for relatedness** is defined as line managers' want to interact, to be connected to, and to experience caring for others. | r. | Whether the line manager is influenced by positive or negative responsiveness by an employee to the line manager's support for his/her development (reflected in terms of the employee's attitudes, behaviours and subsequent performance). |
| | s. | Whether the line manager cares about the development and career prospects of his/her employees. |
| | t. | Whether the line manager feels more connected to his/her employees by engaging in this activity. |
| | | |
| **Desire for competence** is defined as line a manager's conviction that he/she should acquire the necessary skills to successfully support employees' development. | u. | Whether having confidence in their own ability influences the extent to which line managers engage in supporting subordinate employees' development. |
| | v. | Whether this activity would provide an opportunity for the line manager to increase his/her own skill set. |