

## **APPENDIX A – COPY OF THE QUESTIONNAIRE USED IN THE MAIN STUDY**

### **Line managers' engagement in support of subordinate employees' development**

#### **Introduction**

**This study seeks to identify the factors that encourage or inhibit line managers' engagement in supporting subordinate employees' development.**

#### **Definitions**

**Employee Development** refers to the steps taken within an organisation to facilitate improvement in skills, behaviours and abilities that are necessary for long-term personal effectiveness and contribute to the organisation's prospects of remaining competitive.

A **line manager** is anyone in a management role whose job responsibilities include directly supporting the development of subordinate employees.

An **employee** is anyone reporting to a line manager and whose job responsibilities do not include directly supporting the development of subordinate employees.

**HRD** can be thought of as the service functions related to Employee Development such as Human Resources, Organisational Capability and Talent Management.

#### **Q1. Type of organisational experience (on which your responses are primarily based)**

- Experience in a project-based organisation with temporary structures (such as PRC)
- Experience in a routine organisation with a stable structure (such as a BU or HQ)
- Other (please specify)

#### **Q2. Role experience (on which your responses are primarily based)**

- Line manager (someone directly responsible for supporting a subordinate employee's development)
- Employee (someone not directly responsible for supporting a subordinate employee's development)
- Senior Manager (such as Project Manager, PRC Director or PDR)
- HRD practitioner
- Other (please specify)

## ***Stream of questions for Senior Managers, HRD practitioners:***

### **Section A – Organisation**

**Q3. Thinking about the culture, structures, and conditions within an organisation that would foster line managers' participation in activities that support their subordinate employees' development, how important are the following factors:**

	Not important	Slightly important	Moderately important	Very important	Extremely important	Don't Know
An environment of trust and openness.	0	0	0	0	0	0
An environment of tolerance of mistakes and learning from them.	0	0	0	0	0	0
An environment where learning for the long term is important.	0	0	0	0	0	0
An environment where reward systems don't punish time spent developing people.	0	0	0	0	0	0
An environment where people feel valued as individuals.	0	0	0	0	0	0
Employee Development is built into the system so that it is integrated with normal work processes and firmly on the conscious agenda.	0	0	0	0	0	0
Leaders explicitly demonstrate, in behaviour and actions, the priority of Employee Development versus other business goals and objectives.	0	0	0	0	0	0
Leaders communicate the need for line managers' support of employees' development by expressing high level expectations, and continued encouragement for participation.	0	0	0	0	0	0
Leaders explicitly demonstrate, in behaviour and actions, an	0	0	0	0	0	0

enthusiasm for line managers'  
support of employees' development.

Communication of a clear rationale for Employee Development being a key business strategy.	0	0	0	0	0	0
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The organisation sets out a clear rationale for line managers' support of employees' development.	0	0	0	0	0	0
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An appropriate balance between short-term imperatives and long-term needs is espoused in the organisation.	0	0	0	0	0	0
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The organisation's performance measurement system includes an emphasis on long-term developmental objectives.	0	0	0	0	0	0
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Leaders stress the need to maintain a focus on long-term results, which are clearly linked to the achievement of short-term goals.	0	0	0	0	0	0
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**Q4. Please give details of any other organisational considerations that you perceive as having influence on line managers' participation in activities that support their subordinate employees' development.**

## Section B – Ability

**Q5. Please identify what you perceive are the five most important competencies for line managers to successfully support their subordinate employees' development:**

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing issues   | <input type="checkbox"/> Inquiring                               |
| <input type="checkbox"/> Building relationships   | <input type="checkbox"/> Listening                               |
| <input type="checkbox"/> Collaborating, negotiating with peers to create opportunities for Employee Development | <input type="checkbox"/> Motivating                              |
| <input type="checkbox"/> Communicating  | <input type="checkbox"/> Planning, previewing and anticipating   |
| <input type="checkbox"/> Confronting issues/saying how it is  | <input type="checkbox"/> Promoting a learning climate            |
| <input type="checkbox"/> Creating an environment of trust   | <input type="checkbox"/> Reviewing, debriefing and reflecting    |
| <input type="checkbox"/> Drawing out insights   | <input type="checkbox"/> Seeing the big picture                  |
| <input type="checkbox"/> Empowering   | <input type="checkbox"/> Setting clear expectations/goal setting |
| <input type="checkbox"/> Facilitating action  | <input type="checkbox"/> Shaping                                 |
| <input type="checkbox"/> Giving feedback  | <input type="checkbox"/> Solution-focused thinking               |

**Q6. Please give details of any other competencies not mentioned above that you consider important for line managers to be able to engage in supporting their subordinate employees' development.**

## Section C – Opportunity

**Q7. Thinking about an organisation enabling line managers to have sufficient capacity and resources to participate in activities that support their subordinate employees' development, how important are the following factors:**

	Not important	Slightly important	Moderately important	Very important	Extremely important	Don't Know
Clear guidance regarding the use of HRD policies and practices.	0	0	0	0	0	0
A formal process for line managers supporting employees' development.	0	0	0	0	0	0
Effective practices and tools provided by HRD.	0	0	0	0	0	0
The service level, trust level and knowledge level that HRD can be relied upon to provide in furtherance of these activities.	0	0	0	0	0	0
Clear policies regarding the division of responsibilities and authority between the line manager and various stakeholders (such as HRD).	0	0	0	0	0	0
A clear standard of performance for line managers participating in these activities.	0	0	0	0	0	0
Alignment between the expectations of employees compared with the expectations of the line manager regarding his/role in support of employees' development.	0	0	0	0	0	0
How work is organised - whether the line manager's key responsibilities include performing technical activities and technical problem solving or are mainly management responsibilities.	0	0	0	0	0	0
The rate of turnover of staff under the line manager's supervision.	0	0	0	0	0	0

How frequently the line manager changes his/her own position.	o	o	o	o	o	o
The overall amount of work that needs to be done by the line manager.	o	o	o	o	o	o
The pressure of competing demands on the line manager.	o	o	o	o	o	o

**Q8. Please give details of any other opportunity considerations that you perceive as impacting line managers' participation in activities that support their subordinate employees' development.**

## Section D – Motivation

**Q9. Thinking about line managers' desire and willingness to participate in activities that support their subordinate employees' development, how important are the following factors:**

	<i>Not important</i>	<i>Slightly important</i>	<i>Moderately important</i>	<i>Very important</i>	<i>Extremely important</i>	<i>Don't Know</i>
The possibility that the line manager could be rewarded financially.	0	0	0	0	0	0
The possibility that the line manager could achieve recognition.	0	0	0	0	0	0
The possibility that career advancement could result for the line manager.	0	0	0	0	0	0
The likelihood that the line manager is held accountable by his/her own manager.	0	0	0	0	0	0
The likelihood that supporting the development of employees is reflected in the line manager's own performance appraisals.	0	0	0	0	0	0
The line manager believes that development of employees helps reduce his/her own problems, get work done, and improve team effectiveness.	0	0	0	0	0	0
The line manager believes that It is more likely that good people will be attracted to his/her team.	0	0	0	0	0	0
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.	0	0	0	0	0	0
The line manager gets personal satisfaction from supporting employees' development.	0	0	0	0	0	0
The line manager finds this activity enjoyable.	0	0	0	0	0	0
The possibility for the line manager to be challenged and stimulated by tasks and situations outside his/her normal field of expertise.	0	0	0	0	0	0
The line manager has independence to decide which employees require development support and how they should be supported.	0	0	0	0	0	0

The line manager has discretion in prioritising his/her participation in activities that support employees' development versus other competing work demands.	0	0	0	0	0	0
The line manager's expectations about whether his/her support for employees' development will make a difference.	0	0	0	0	0	0
The line manager regards support of employees' development as being as being part of him/her leaving the legacy of his/her tacit knowledge being retained in the business.	0	0	0	0	0	0
The line manager derives a sense of meaning and purpose from engaging in this activity.	0	0	0	0	0	0
The line manager believes supporting employees' development is important for the organisation's growth and survival.	0	0	0	0	0	0
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).	0	0	0	0	0	0
The line manager cares about the development and career prospects of his/her employees.	0	0	0	0	0	0
The possibility for the manager to feel more connected to his/her employees.	0	0	0	0	0	0
The line manager has confidence in his/her own ability to successfully support employees' development.	0	0	0	0	0	0
The possibility for the line manager to increase his/her own skill set.	0	0	0	0	0	0

**Q10. Please give details of any other examples of motivation factors not mentioned above that you perceive to be important in influencing line managers to participate in activities that their support subordinate employees' development.**



## Stream of questions for Line Managers:

### Section A – Organisation

**Q3S. Thinking about the culture, structures, and conditions within an organisation that would foster your participation in activities that support your subordinate employees' development, how important are the following factors:**

	<i>Not important</i>	<i>Slightly important</i>	<i>Moderately important</i>	<i>Very important</i>	<i>Extremely important</i>	<i>Don't Know</i>
An environment of trust and openness.	0	0	0	0	0	0
An environment of tolerance of mistakes and learning from them.	0	0	0	0	0	0
An environment where learning for the long term is important.	0	0	0	0	0	0
An environment where reward systems don't punish time spent developing people.	0	0	0	0	0	0
An environment where people feel valued as individuals.	0	0	0	0	0	0
Employee Development is built into the system so that it is integrated with normal work processes and firmly on the conscious agenda.	0	0	0	0	0	0
Leaders explicitly demonstrate, in behaviour and actions, the priority of Employee Development versus other business goals and objectives.	0	0	0	0	0	0
Leaders communicate the need for line manager support of employees' development by expressing high level expectations, and continued encouragement for participation.	0	0	0	0	0	0
Leaders explicitly demonstrate, in behaviour and actions, an enthusiasm for line manager support of employees' development.	0	0	0	0	0	0

The organisation communicates a clear rationale for Employee Development being a key business strategy.	0	0	0	0	0	0
The organisation sets out a clear rationale for line manager support of employees' development.	0	0	0	0	0	0
An appropriate balance between short-term imperatives and long-term needs is espoused in my organisation.	0	0	0	0	0	0

**Q4S. Please give details of any other organisational considerations that you perceive as having influence over your engagement in support of your subordinate employees' development.**

## Section B – Ability

**Q5S. Please identify what you perceive are the five most important competencies for you to successfully support your subordinate employees' development:**

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing issues   | <input type="checkbox"/> Inquiring                               |
| <input type="checkbox"/> Building relationships   | <input type="checkbox"/> Listening                               |
| <input type="checkbox"/> Collaborating, negotiating with peers to create opportunities for employee development | <input type="checkbox"/> Motivating                              |
| <input type="checkbox"/> Communicating  | <input type="checkbox"/> Planning, previewing and anticipating   |
| <input type="checkbox"/> Confronting issues/saying how it is  | <input type="checkbox"/> Promoting a learning climate            |
| <input type="checkbox"/> Creating an environment of trust   | <input type="checkbox"/> Reviewing, debriefing and reflecting    |
| <input type="checkbox"/> Drawing out insights   | <input type="checkbox"/> Seeing the big picture                  |
| <input type="checkbox"/> Empowering   | <input type="checkbox"/> Setting clear expectations/goal setting |
| <input type="checkbox"/> Facilitating action  | <input type="checkbox"/> Shaping                                 |
| <input type="checkbox"/> Giving feedback  | <input type="checkbox"/> Solution-focused thinking               |

**Q6S. Please give details of any other competencies not mentioned above that you consider important for you to be able to engage in support of your subordinate employees' development.**

## Section C – Opportunity

**Q7S. Thinking about an organisation enabling you to have sufficient capacity and resources to participate in activities that support your subordinate employees' development, how important are the following factors:**

	<i>Not important</i>	<i>Slightly important</i>	<i>Moderately important</i>	<i>Very important</i>	<i>Extremely important</i>	<i>Don't Know</i>
Clear guidance regarding the use of HRD policies and practices.	0	0	0	0	0	0
A formal process for supporting employee development.	0	0	0	0	0	0
Effective practices and tools provided by HRD.	0	0	0	0	0	0
The service level, trust level and knowledge level that HRD can be relied upon to provide in support of these activities.	0	0	0	0	0	0
Clear policies regarding the division of responsibilities and authority between myself and other stakeholders (such as HRD).	0	0	0	0	0	0
A clear standard of performance for my participation in these activities.	0	0	0	0	0	0
Alignment of expectations of employees compared with my expectations of my role.	0	0	0	0	0	0
How work is organised - whether my key responsibilities include performing technical activities and technical problem solving or are mainly management responsibilities.	0	0	0	0	0	0
The rate of turnover of staff under my supervision.	0	0	0	0	0	0
How frequently my own position in the organisation changes.	0	0	0	0	0	0
The overall amount of work that needs to be done.	0	0	0	0	0	0

The pressure of competing demands.

o o o o o o

**Q8S. Please give details of any other opportunity considerations that you perceive as impacting your participation in activities that support your subordinate employees' development.**

## Section D – Motivation

**Q9S. Thinking about your own desire and willingness to participate in activities that support your subordinate employees' development, how important are the following factors:**

	<i>Not important</i>	<i>Slightly important</i>	<i>Moderately important</i>	<i>Very important</i>	<i>Extremely important</i>	<i>Don't Know</i>
The possibility that I could be rewarded financially.	0	0	0	0	0	0
The possibility of achieving recognition.	0	0	0	0	0	0
The possibility that career advancement could result for myself.	0	0	0	0	0	0
The likelihood that I am held accountable by my own manager.	0	0	0	0	0	0
The likelihood that supporting employees' development is reflected in my own performance appraisal.	0	0	0	0	0	0
The possibility that development of my employees could help me reduce my own problems, get work done, and improve team effectiveness.	0	0	0	0	0	0
The likelihood that good people will be attracted to my team.	0	0	0	0	0	0
Believing that the degree of support provided by the organisation for my own development sets a standard to be followed for my support of employees' development.	0	0	0	0	0	0
Getting personal satisfaction from supporting employees' development.	0	0	0	0	0	0
Finding this activity enjoyable.	0	0	0	0	0	0
The challenge and stimulation of tasks and situations outside my normal field of expertise.	0	0	0	0	0	0
Having independence to decide which employees require development support and how they should be supported.	0	0	0	0	0	0

Having discretion in prioritising my participation in activities that support employees' development versus other competing work demands.	0	0	0	0	0	0
My expectations about whether my support of employees' development will make a difference.	0	0	0	0	0	0
Regarding my support of employees' development as being part of me leaving the legacy of my tacit knowledge being retained in the business	0	0	0	0	0	0
Deriving a sense of meaning and purpose from engaging in this activity.	0	0	0	0	0	0
Believing that my support of employees' development is important for the organisation's growth and survival.	0	0	0	0	0	0
Positive or negative employee responsiveness to my support for his/her development (reflected in terms of the employee's attitudes, behaviour and subsequent performance).	0	0	0	0	0	0
My concern about the development and career prospects of my employees.	0	0	0	0	0	0
The possibility to feel more connected to my employees.	0	0	0	0	0	0
Having confidence in my own ability to support employees' development.	0	0	0	0	0	0
The possibility to increase my own skill set.	0	0	0	0	0	0

**Q10S. Please give details of any other examples of motivation factors not mentioned above that you perceive to be important in influencing you to participate in activities that support your subordinate employees' development.**

## ***Stream of questions for Employees:***

### **Section B – Ability**

**Q5. Please identify what you perceive are the five most important competencies for line managers to successfully support subordinate employees' development:**

- |   |  |
|---|--|
| <input type="checkbox"/> Analysing issues   | <input type="checkbox"/> Inquiring                               |
| <input type="checkbox"/> Building relationships   | <input type="checkbox"/> Listening                               |
| <input type="checkbox"/> Collaborating, negotiating with peers to create opportunities for employee development | <input type="checkbox"/> Motivating                              |
| <input type="checkbox"/> Communicating  | <input type="checkbox"/> Planning, previewing and anticipating   |
| <input type="checkbox"/> Confronting issues/saying how it is  | <input type="checkbox"/> Promoting a learning climate            |
| <input type="checkbox"/> Creating an environment of trust   | <input type="checkbox"/> Reviewing, debriefing and reflecting    |
| <input type="checkbox"/> Drawing out insights   | <input type="checkbox"/> Seeing the big picture                  |
| <input type="checkbox"/> Empowering   | <input type="checkbox"/> Setting clear expectations/goal setting |
| <input type="checkbox"/> Facilitating action  | <input type="checkbox"/> Shaping                                 |
| <input type="checkbox"/> Giving feedback  | <input type="checkbox"/> Solution-focused thinking               |

**Q6S. Please give details of any other competencies not mentioned above that you consider important for line managers to be able to engage in supporting subordinate employees' development.**



## **Section E - Demographic and contextual variables (Questions for all respondents)**

Information collected below will be used for the purpose of testing the research proposition that responses collected in Sections A to D above are moderated by other contextual and individual variables.

### **Q11. Age**

- 21-30
- 31-40
- 41-50
- >50
- Prefer not to answer

### **Q12. Gender**

- Female
- Male
- Prefer not to answer

### **Q13. Primary function**

- Facilities Engineering (including Cost Engineering)
- SCM
- HES
- Drilling
- Reservoir Management
- Other (please specify)

**Q14. Years of experience**

	< 5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	>25 Years
In Industry	0	0	0	0	0	0
In Company	0	0	0	0	0	0
International	0	0	0	0	0	0
As a line manager directly responsible for supporting subordinate employees' development	0	0	0	0	0	0

**Q15. Geographical location**

	Where were you mainly raised
Africa	0
Asia	0
Australia	0
Eurasia	0
Europe	0
Middle East	0
Mexico, Central America	0
United States, Canada	0
South America	0
Various international locations	0

**Q16. Current span of control**

	1	2-3	4-10	11-20	>20
Number of direct reports that you have responsibility for supporting development	0	0	0	0	0