

UNIVERSITY OF KWAZULU-NATAL

**First Line Manager's perceptions of their changing role at Amalgamated
Beverage Industries**

By

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**A dissertation submitted in partial fulfillment of the requirements for the
degree of
Master of Business Administration**

**Graduate School of Business & Leadership
College of Law and Management Studies**

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2013

DECLARATION

I Sibusiso Andrew Khathi declare that:

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
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Acknowledgements

I wish to express my sincere appreciation and gratitude to the following individuals, without whose, assistance this study would not have been possible:

- ☐ My wife Levern for giving me the time and space to pursue an MBA and for her patience, understanding and belief in my capabilities which has driven me to pursue my career ambitions
- ☐ My supervisor Mr Muhammad Hoque for his guidance in the study
- ☐ Amalgamated Beverage Industries for giving me permission to survey their employees and all the first line managers who took time to participate in the survey
- ☐ My MBA friends, Dumisani Cele, Dionne Myeza and Zama Kubheka for their encouragement, advice and time, and making the MBA programme a great learning and enjoyable experience.
- ☐ Finally my mother, Noliqhwa, my children and family for their love and support.

Abstract

In order to remain competitive organisations go through changes, becoming smaller in size resulting in some departments, positions in finance and human resources becoming redundant, promoting employee empowerment, flexibility and reducing the number of line management in order to reduce costs and remain efficient. These change initiatives have led to the change in the role of first line managers, who are seen as having a critical role to play in executing the functional roles that have become redundant, effectively the role of first line managers, their attitudes and behaviours need to be changed to align with their new role and its expectations. Therefore, the objective of the study was to investigate first line manager's perceptions of their changing role at Amalgamated Beverage Industries (ABI) in South Africa. A descriptive cross-sectional study was conducted among 40 first line managers using a web based self-administered questionnaire. The results indicate that skills development, availability of resources and support from senior leadership affects the way in which people respond to their changing role. The results show that the skills development of respondents during the change process was helpful, more than 60% found this process helpful. The results also showed that 57.9% of the respondents were positive and agreed that adequate resources were provided and available to assist in managing. More than half of respondents found company support, helpful at 53.85%, while 46.15% found the company support challenging. The majority of respondents (74.36%) felt empowered by their changing role. It can be concluded that first line management role change leads to change in expected performance, skills required, attitudes, perceptions and behaviours by individuals, and the way an organisation responds to the skills development needs. It can also be concluded that the perceived support and availability of resources affects individual performance. It is recommended that ABI invest more time in continuously developing and empowering first line managers with managerial, human resources and computer skills. The lessons from this study should be of benefit to ABI and other organisations struggling to address the readiness and the skills capability of first line managers.

Keywords: Organisational change, perceptions, leadership support, skills development, empowerment, human resources devolution.

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CHAPTER ONE

Introduction

1.1 Introduction

The changing business environment demands that organisations must adapt to new leadership approaches to remain competitive (Gilley, Shelton, and Gilley, 2011). The success of change is dependent on how individual managers perceive change (Raukko, 2009). These perceptions may influence the way that first line managers respond to their changing role. Senior leadership must empower organisational members to foster the required changes (Serfontein, 2009; Jooste and Fourie, 2009). Leading organisations make continuous skills development a key responsibility of leaders (Aitken and Higgs, 2010). The changing role of first line managers requires the need to develop the skills of managers accordingly (Yusaf Janjua, Khan Naeem and Nawaz Kayani, 2013).

Chapter 1 presents the problem statement and the justification for the study. The objectives of the study are identified and an overview of the proposed methodology is presented. The chapter concludes with an outline of the remaining chapters of the dissertation which is focused on understanding the first line manager's perceptions of their changing role.

1.2 Problem Statement

Amalgamated Beverages Industries (ABI), the soft drink division of South African Breweries Limited (SAB), adapts to and competes successfully in an ever-changing environment. The pressure to remain competitive in the global environment has led ABI to implement continuous changes, effectively the role of first line managers, their attitudes and behaviours need to be changed to align with their new role and its expectations; therefore, ABI has to nurture that change. The key focus areas for ABI

includes the implementation of the ABI growth strategy and reshaping ABI as a competent free-standing business unit to ensure the company has the right foundation in place for sustained and accelerated growth well into the future.

This has led to departments, warehouses and positions in finance and human resources becoming redundant. First line manager is a critical link between decision makers and their subordinates who should execute the decisions. If first line managers do not believe in the path or direction that the company takes, they cannot motivate, lead, and direct effectively and efficiently their subordinates.

1.3 Focus of the Study

The research focuses on the perceived problems and challenges faced by first line managers. There are perceived problems about the readiness of the first line managers and around their capability to deal with employee issues. However, there is perceived opportunity that the change improves the relationship between the employee and their first line manager, the change is an opportunity for each first line manager to grow in the business. The perceptions of first line managers is evaluated along their readiness to change, skills development, empowerment, Human Resources devolution and the role played by senior leadership.

1.4 Motivation for the Study

This research contributes to the discussion about first line manager's perceptions of their changing role, the effect of assigning more responsibilities to first line managers, particularly human resources management. The results of this research will assist ABI in developing robust and practical solutions. Determining what type of support the first line managers require and understanding what ABI may still need to do going forward to ensure a smooth transition to the new strategy. Researchers, industry and government may also be interested in administering the study with

some changes and using the outcomes to positively enhance management role change and devolution of responsibilities in the locality of the respective study.

1.5 Objectives

The objectives of this research are:

- To determine whether first line managers have the necessary skills to perform effectively in the changing environment.
- To determine whether first line managers have the necessary resources to perform effectively in the changing environment.
- To determine the perceptions of first line managers about their changing role
- To determine the impact of the new responsibilities to first line managers

1.6 Research questions

The sub questions that support the main research question identified in the problem statement include the following:

- What skills would be necessary to develop first line managers to perform effectively in the changing environment?
- What resources should be made available to first line managers to perform effectively in the changing environment?
- What are the perceptions of first line managers about their changing role?

- What is the impact of the new responsibilities to first line managers?

1.7 Proposed Methodology

According to Burns (2000) the overall structure for a quantitative design is based in the scientific method. The study will take a quantitative approach to try to keep the facts of the research investigation from an outsider's perspective. This will allow the research process to be hypothetically free of bias and in trying to keep the research as stable as possible by controlling the investigation and structure of the research situation in order to isolate variables. The questionnaire will be informed and guided by the literature review. The research objectives will also form part of the framework within which the questionnaire is structured as well as the contents of the questions.

First line manager's perceptions, reactions and opinions with regard to their changing role in the work environment will be surveyed using a questionnaire. Denscobe (2008) states that questionnaires are best to use to allow time for delays with regards to responses and where respondents reveal and express their feelings, attitudes and perceptions. The target population is all 40 first line managers in the KwaZulu-Natal (KZN) region. Bryman and Bell (2011) suggest that practical considerations are important in research studies, thus, time and cost must be considered and be practical. The composition of first line managers will include supervisors and team leaders who manage the work of non-managerial individuals and who are involved with the production of the organisation's products and services. A survey will be administered using a questionnaire which will be emailed to respondents.

Once the data gathering and collection has been completed, the focus of the analysis will be on the perceptions of respondents. This analysis and interpretation will be guided by the purpose of the study. The completed questionnaires will be compiled using QuestionPro. The research methodology is discussed in detail in Chapter 3.

1.8 Chapter outline

Chapter One: is the study overview and outlines the problem statement, research objectives, and identifies the benefit of the study.

Chapter Two: is the literature review used to formulate the conceptual framework. It examines the need for change; explains the senior leadership role and support and the influence of perceptions, it further identifies the skills development needed and the role of empowerment and identifies the factors that are to be considered in HR devolution.

Chapter Three: is an outline of the research methodology and the quantitative techniques employed to conduct the study.

Chapter Four: is the analysis of results and discussion.

Chapter Five: is the interpretation of the results against the backdrop of the literature review and the conceptual framework. The research findings including the recommendations and conclusions will be drawn relative to the aims and objectives of the study.

1.9 Summary

This chapter provided an outline of the research proposal and the justification for the study. It was established that a number of stakeholders will benefit including first line managers, ABI and the industry. Quantitative analysis method will be employed. A questionnaire survey is administered to the supervisors and team leaders who manage the work of non-managerial individuals who are involved with the production or creation of the organisation's products and services.

CHAPTER TWO

Literature review

2.1 Introduction

This study is investigating the first line manager's perceptions of their changing role. The pressure to remain competitive in the global environment has led organisations to implement continuous changes that have led to the changing role of first line managers. The dramatic changes in both the external and internal environment of organisations in South Africa since the beginning of the twenty-first century have resulted in first line managers being faced with new management competencies that they are expected to possess and/or learn. The existing research into the changing role of first line managers explores key concepts relating to the up-skilling of first line managers and the importance of changing their attitudes and behaviours which are critical in achieving organisational positive outcomes and improved efficiencies. The key concepts to be covered in the literature review include organisational change, perceptions that influence behaviour, leadership support, skills development, empowerment and human resources devolution.

2.2 Organisational change

According to Nelson and Quick (2005), organisational change is the undertaking by an organisation to change from its current status to some preferred future condition that will result in improved productivity which is unavoidable for an organisation to survive and be competitive. Swanepoel, Erasmus, van Wyk and Schenk (2008) state that organisational change as a trend can be explained and analysed from different interpretations, one of which involves strategy and role change. Zilka (2010) have the same opinion as Swanepoel *et al.*, (2008) and the view that an organisation goes through organisational change as a strategy, making use of the restructure and role change as a pre-emptive response to unfavourable organisational performance. Allvin, Aronsson, Hagström, Johansson and Lundberg, (2011) agree that

organisations need to embrace flexibility by removing non-essential activities and revolutionizing the managerial responsibilities and roles.

The move to a flexible working environment demands that first line managers gain knowledge of new ways of performing their managerial responsibilities. There is more time spent by first line managers doing administrative duties and paper work (Covey, 2011). Organisational change as a result of competitive pressure has brought about the advent of a 'new' organisation, the characteristics of which are defined in Table 2.1 below:

Table 2.1: Major changes within organisations (Smit, Cronjé, Brevis, and Vrba, 2011: 497)

Old organisation	New organisation
Physical tasks	Mental tasks
Hierarchical	Lateral relationships
Vertical communication	Vertical and horizontal communication
Top down decision making	Decision making dependent on managers / employees with expertise
Many organisational levels (tall structure)	Few organisational levels (flat structure)
Autocratic management style	Participative management style

Kanter (1989) stated that the competitive pressures within the management environment from "old" to "new" present the traditional manager with the following changes:

- A greater number and variety of channels (horizontal, vertical, cross-functional) exist for exercising influence within the new organisation

- The focus is on horizontal peer relationship networks, and not only restricted to the vertical chain of command
- The accessibility of information and sharing between managers and subordinate employees is improved
- External relationships are proving to be key for decision making and power as well as developing careers
- As a result of the above four factors, stable and predictable paths of career development for managers is becoming difficult to pre-define and control because of the above mentioned aspects

The changing environment requires leaders and individual employees who have the ability to look beyond their scope of work and accept changing conditions (Wheeler, McFarland and Kleiner, 2007; Serfontein, 2009). These changes lead to change in expected performance, skills required, attitudes, perceptions and behaviours. Nkomo and Kriek (2011) noted that organisational change is about transforming the organisation's strategy in a way that will yield positive results. The change is thus, driven by the need to improve organisational performance, eliminating waste by reducing costs and increasing productivity due to the changing business environment (Lehman, Hudson, Jr, Appley, Sheehan, Jr, and Slevin, 2011).

Kondalkar (2010) noted that there are both external and internal factors that force organisations to implement organisational changes that will reduce inefficiencies and deliver organisational effectiveness. The drivers of organisational change start within the organisation and are commonly influenced by human resource challenges. The challenges related with human resource originate from the misalliance between employees and organisational change desired outcomes.

External drivers of organisational change, include demographic characteristics which refer to the need for organisations to manage diversity effectively, employee empowerment, technological improvement which is viewed as a means to improve

efficiency and effectiveness, changes in the market due to the emergence of a global economy, social and political pressure. Champy (2009) maintains that organisational change requires people, processes and technology to be ready for future changes.

It has thus become essential for first line managers to embrace the underlying forces of change and embrace their changing role in order to drive organisations away from the current situation of low productivity, inability to be competitive and an adversarial relationship between employers and non-managerial employees. Weeks (2010) claims that organisations are facing growing complications with supporting their management change efforts.

Organisational change often exposes first line managers to innovations and processes that may require a different way of approaching the decision making process (Van de Ven and Sun 2011). The different kinds of managerial decisions which first line managers are expected to make may be categorised as either programmed or non-programmed decisions. The characteristics of each of these decision types are outlined in Figure 2.1.

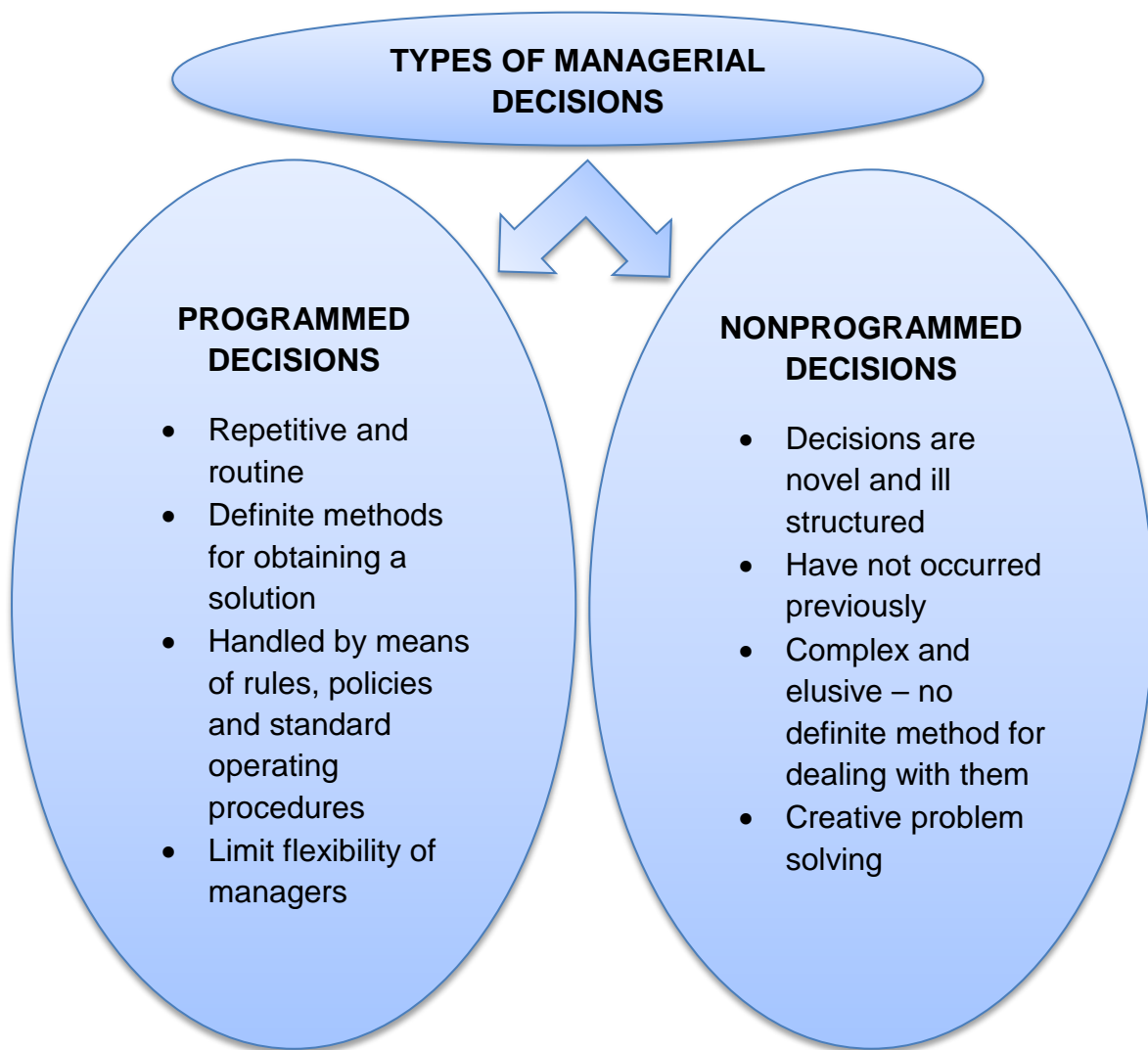


Figure 2.1: Characteristics of Programmed and Non-Programmed Decisions (George and Jones, 2009, pp.228-230)

Programmed decisions are decisions that are well structured with predetermined rules that are guided by company policies that a manager has come across previously. Programmed decisions may also be repetitive or routine as their outcome is known to be successful, therefore the approach has limited alternatives (Hellriegel, Jackson, Slocum, Staude, Amos, Klopfer, Louw, and Oosthuizen, 2005). Unprogrammed decisions entail new situations or novel and for which there are no established answers to apply as a guide, requiring the manager to be creative. Blenko, Manking and Rogers (2010) stated that the crucial task for any organisation is to set up an atmosphere where first-class performance comes

naturally and the entire organisational system encourages employees in making and implementing good decisions speedily. Schoof (2006) said that leaders must supply people with skills training, education and improvement methods needed to make decisions and solve problems - in real time.

Orian (2011) believes that relying on programmed decisions leads to inefficiencies and ineffectiveness. Organisations need to continue in their efforts to cut down expenses, increase productivity, and develop new opportunities for growth. Thurlow and Mills (2009) stated that organisations have to be responsive to the need to change, and managers have to be able to quickly assess the change and make sensible decisions in those situations and realise when they need to depart from usual activities to be responsive to changing events that has caused the organisations to minimise inefficiencies (Lehman *et al.*, 2011). The changing role and creativity in leadership is the major aspect causing the increase to new dynamics within organisations (IBM, 2010).

Robbins, Judge, Odendaal and Roodt (2009) are of the view that the drivers of organisational change, importance and need for change must be greater than the circumstances that are hindering change initiatives in order for organisation change to be successful. Judge and Douglas (2009) stated that challenges in implementing organisational change vary from employees being defiant to misconceptions about the change, which ultimately leads to employee resistance. In preparation of change initiatives, senior leadership should understand the reasons why people resist change.

These reasons are depicted in Figure 2.2

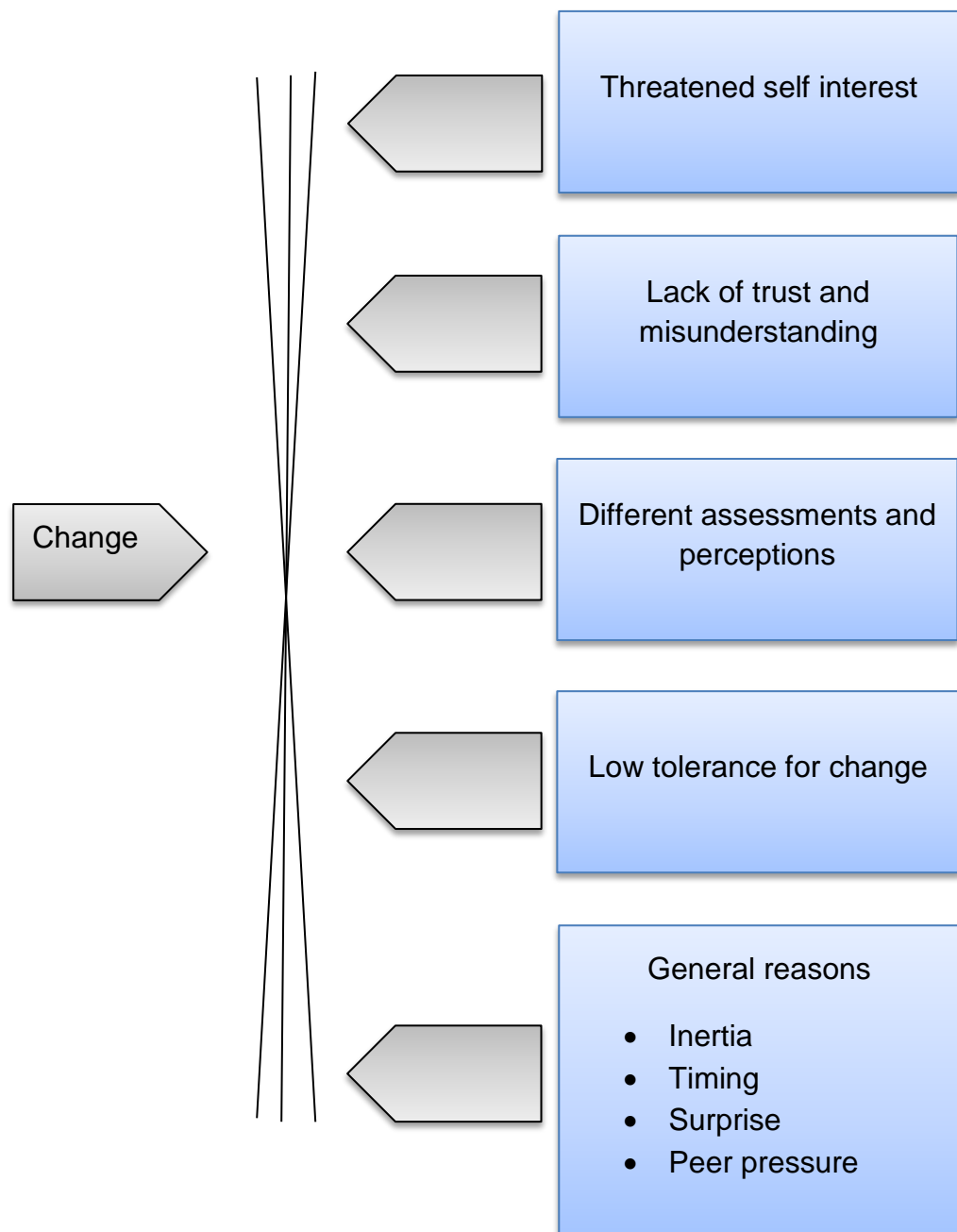


Figure 2.2 Reasons for resistance to change (Smit, *et al.*, 2011, p.255)

- Threatened self-interest – people focus on their own interest and care less about the best interest of the organisation out of fear that they might lose their status or even jobs as a result of accepting change.

- Misunderstanding and lack of trust – misinterpretation and false impression as a result of mistrust leads people to resist change.
- Different assessment and perceptions – negative assessments and views about the change that might relate to costs and benefits lead people to resist change.
- Low tolerance for change - fear of not being able to acquire and apply learned new skills leads people to resist change.

Kotter and Schlesinger (2008) conceded that individuals and groups can react to change in many different ways, including embracing the change, to passively resisting the change initiative as a result of other reasons such as not wanting to change the status quo, being comfortable with old ways, when timing that is not favourable, when they are taken by surprise and as a result of negative attitudes towards senior leadership. Even though the changes are aimed at achieving positive results, employee resistance to change hinders the process of change. Linstead, Fulop and Lilley (2009, pp.649) stated that “individual resistance needs to be worked out, not dismissed or defeated”.

Moore, Konrad, and Hunt (2010) further stated that organisational change creates resistance and will require senior leadership to offer their strong endorsement and vision, through their ability to inspire and encourage employees to adapt to the changing environment as the role of management changes (Hopen, 2010). The struggle and resistance will be continuous unless change itself is congruent with the vision and has the meaning for it. Senior leadership must proactively share their vision with the entire organisational members (Rowe and Nejad, 2009).

Whelan-Berry and Somerville (2010) are of the same opinion that the communication of vision is vital to the success of organisational change and working out resistance to change. Communication creates a shared vision of the future amongst the participants of organisational change (Aronson and Steil, 2010). Kotter and Schlesinger (2008) perceive communication as the important aspect for a successful

change. When people within an organisation have had input during organisational change process and trust that their opinions have been considered, they accept change (Bridges, 2009). The organisation needs to continually improve its communication while developing highly skilled, innovative and motivated first line managers.

Communication is important in a working environment as it is the pillar of effectiveness and common understanding within the organisation (Mayhew, 2010). During an organisational change, communication is an effective tool in helping the organisation and its employees find a common understanding that will channel their behaviours (Gee, 2011). Communication within the organisation helps to inform and motivate employees. This also helps in achieving the success implementation of the strategy (McArthur, 2010). Once the employees have a common understanding of the change, communication should be continued to strengthen the positive behavioural acceptance (Gotsill and Meryl, 2007). Acceptance is likely when people have an understanding of how the change will affect their operational duties (Moore *et al.*, 2010).

2.3 Perceptions

According to Schiffmann (1990), perception is the process through which people use their present, past experiences and acquired knowledge about situations to interpret the world around them. Raukko (2009) found that different people are likely to have different perceptions to organisational change. According to Hornibrook, Fearn and Lazzarine (2009), positive perceptions by people are associated with higher levels of commitment, job satisfaction and performance in an organisation. One effective way of influencing perceptions of change is by introducing the process in small changes that have had past positive results (Heath and Heath, 2010). One major setback that is caused by organisational change is the way that perceptions are likely to control first line manager's behaviour.

Kovoor-Misra (2009) noted that when managers' perceptions are somewhat incorrect, managers have a tendency to make poor decisions and act upon such

poor decisions which hurt the sustainability of organisational change. The effect of gender differences on the perceptions of change is unclear (Hebson and Cox, 2011). However, factors such as support, availability of tools and resources, communication and information, participation in decision making are important during a change process as they impact perceptions (Stanley, Meyer and Topolnytsky, 2005; Bouckennooghe, 2010)

According to (Birkinshaw and Caulkin, 2012) changing the role of first line managers by adding more responsibilities is not suited for everyone. First line managers perceive organisational working environment as often exposing them to change strategies which are not always favourable to first line managers (Blomme, 2012). This will require first line managers to change their attitudes and behaviours. Thurlow and Mills (2009) found that the meaning of change is interpreted through previous encounters that individuals have been subjected to in an organisation.

Individuals perceive and experience circumstances in a different way than others. These past experiences are found to have an impact on the likelihood of individuals in embracing organisational change and influencing their attitudes and behaviour (Manetje and Martins, 2009). An individual may perceive organisational change positively as an opportunity whereas the other may perceive the change as a threat or loss of opportunities. Reissner (2010) found that when employees' expectations are met or exceeded through the organisational change initiative, they develop positive perceptions about the change.

2.4 Leadership and support

Positive perceptions of change are influenced by the actions portrayed by senior leadership (Nastase, Giuclea and Bold, 2012). Leadership must support, bring about readiness, and offer prospective opportunities and positive impact that the role change will have on people and on the organisation as a whole. Leadership plays a key role in the way an organisation adapts to changing environments (Matthews, Ryan, and Williams, 2011). Latta (2009) agrees with the view that 'change resides at the heart of leadership'. The changing role of line managers must receive strong

endorsement from top leadership. According to Savaneviciene and Stankeviciute (2011) leaders play a vital role in the process of identifying and comprehending what is changing, making internal changes that will enable the organisation to achieve the new objectives by improving communication so that all organisational members are aware of the nature of the change being made.

Leadership must engage in planning how they are going to attain the organisation's ideal future. Different change strategies are expected to be demonstrated by leaders in order to influence a behavioural change in subordinate line managers as they are the custodians of the future (Kouzes and Posner, 2009). Conway and Monks (2008) suggested that once employees become aware of the perceived positive impact the role change will have on the organisation leading to individual growth and development opportunities; they tend to be eager to put in more effort and commitment to the change. When people are out of harmony with their organisational environment, they are usually motivated to want to learn and accept change. Research has confirmed that leadership behaviour inspires organisational behaviour (O'Reilly, Caldwell, Chatman, Lapid and Self, 2010).

Organisational change requires strong leadership and role modelling by all senior leadership. Senior leadership must accept accountability for coaching and mentoring, expanding individual potential by enhancing their development and performance success (Anderson, Rayner, and Schyns, 2009). However, some employees may be unaware of their need, or unwilling to learn and accept change. In these instances senior leadership has an important role to play since they have to help the employees move from non-consideration and rejection to a state of being prepared to learn and accept change in order to comply with demands of maintaining organisational efficiency and effectiveness (Franken, Edwards and Lambert, 2009).

The role of leadership has a significant role in detecting and simplifying complex dynamics within organisations that will produce the required outcomes (Sanders and Davey, 2011). First, senior leadership must provide communication that is clear to first line managers, ensuring that this critical core of the organisation understands the change strategy and their role in the fulfilment of the strategy. At the same time, senior leadership must undertake every effort to listen to and integrate first line

managers' input on their changing role. Senior leadership must explain, not what is to be done, but why it is necessary and important and how it fits into the changing business environment. Serfontein (2009) claims that for an organisation to succeed in today's ever-changing environment they will require a resilient leadership team that is able to set clear processes for implementation.

The confidence in and reliance on senior leadership by first line managers is dependent on the good qualities attributed by the organisation's leadership in their behaviour in implementing the change process (Lacy, Arnott, Lowitt, 2009; D'Amato and Roome, 2009; Hind, Wilson, Lenssen, 2009). Mayer, Kuenzi, Greenbaum, Bardes, and Salvador (2009), stated that first line managers are generally likely to copy the way their leaders behave as they consider leadership behaviour to be a good example that is worthy of being imitated. Leadership is primarily concerned with bringing about transformational change that completely transforms leaders to improving their style of management to match and be aligned to organisational needs (Hitt, Miller, and Colella, 2009). According to Khadem (2008) alignment is crucial to success. Kim and Mauborgne (2009) agreed with this opinion and cite alignment as the key element to successful implement change.

Dandira (2011, pp.30) stated that "there is a syndrome in top management that strategic planning is supposed to be formulated by them alone, and for them it is a sign of power and an expression of the magnitude of the difference between them and their subordinates", but the more employees participate in decisions, the more they feel motivated to carry them out, and the more they share in the fulfilment of organisational change and success. Yang, Zhang, and Tsui (2010) confirmed that transformational leadership can influence first line manager's behaviours by encouraging, questioning and changing their perceptions, attitudes and behaviours (Slocum and Hellriegel 2009). Transformational leaders demonstrate three types of behaviours which motivate employees to follow them. Thus, transformational leaders are best suited to manage organisational change (Jarbandhan, 2012). First line managers are likely to embrace the change, thus becoming receptive to new ideas and techniques if they are involved in the process of planning and implementing their changing role (Cocks, 2010).

Effective leadership is vital for the success of any change in an organisation (Abbas, 2012). Support from top leadership must be demonstrated by how the changes are contributing to the strategic and operational goals of the organisation. First line managers are an important link between the senior leadership strategic initiatives and operational activity by employees (McCarthy, Darcy and Grady, 2010). The support that the leadership gives to their first line managers is fundamental (Leisink and Knies, 2011).

Leaders have to exert influence on their first line managers in order to achieve desirable outcomes that serve the interest of the organisation (Burnes and By, 2012). Leaders need to be concerned with improving and maintaining the success of an organisation (Yukl, 2010). Leadership should endeavour to ensure that systems of openness are in operation and they should promote good communication. Responsiveness to organisational change is critical for both leadership and the organisation (Petrescu, 2011).

According to (Burgess, 2013) for the change strategy to be effective, management structures within the organisation need to drive commitment and involvement, devolving the adoption of the changing role of line managers, giving them the support and resources that are critical to success of organisational change. (Chang and Bright, 2012) stated that leadership has a fundamental role in supporting organisational change initiatives, thus making sure they are achieved. The leadership style and culture needs to be clearly aligned with the role of line managers in terms of employee management skills (Raghu Raman, 2009).

First line managers operate in an extraordinarily complex environment. Burgess (2011) suggested that strong and well-designed support systems that are appropriate will be very important in determining whether the transition and change will result in effective people management. The implementation of change without the necessary capability support can be difficult and likely fail. Daft (2011) stated that the choices that senior leadership make determine whether the change will be a success or failure. The implementation of change needs to be supported by both senior leadership and organisational capability support which allows an organisation and its people to adapt swiftly and effectively to change (Judge and Douglas, 2009).

Burgess, 2011) further stated that lower level managers have expressed concerns that senior management over-rely on systems support and processes that are not suitable, impacting negatively on their performance. It is important for the organisation and its senior leadership to be aware of the need to provide all basic resources for skills development and support that are appropriate to the needs of the first line managers. According to Mantere (2008) senior leaders are expected to offer line managers options for building their skills showing them that the organisation is investing in their careers and helping them to gradually assume greater responsibility resulting in high performance (Asree, Zain, Razalli, 2010).

In nurturing first line management behavioural change, organisations provide their first line managers with some skills and opportunity of taking charge in an actual characteristic working situation, and thus proving that leadership qualities can be found at all levels of the organisation and is not the domain of a few “distant leaders” (Gold, Thorpe and Munford, 2010). First line managers are in a crucial position to provide valuable insights, as they are close enough to their non-managerial subordinate’s employees to see how their changing role impacts the overall organisational performance.

2.5 Skills development

Robbins *et al.* (2009) stated that skilled and knowledgeable employees do not remain competent indefinitely. Skills can become obsolete as a result of new developments and such employees need to be taught new skills. Organisations are aware that the continuous technological innovation has caused an increase in the likelihood of managerial obsolescence which must be avoided by continuous skills development. George and Jones (2009) classify three categories of skills which may be developed through both training and experience for managers at all levels of the organisation to possess:

- Conceptual skills refer to the manager’s ability to assess the functionality of the organisation and operations in its entirety. Conceptual skills are of

particular importance for executing the management functions of planning and organising.

- Interpersonal / Human skills refer to the manager's ability to communicate and function effectively with others.
- Technical skills refer to the ability to apply discipline-specific skills to complete a particular technical task. Examples of technical skills include a financial manager's accounting skills or a chief information officer's information technology skills.

Mühlbacher, Nettekoven, and Putnova, (2009) stated that the evaluation of changing capability management is essential to respond to skills developments in the business environment. Besides the particular skills required for the first line managers, they should also possess broad technical understanding and ability of the way in which scientific techniques can be systematically utilised for efficient application of resources. The development needs of first line managers are mostly effectively pinpointed through objective, result oriented systems that are aimed at developing and improving the relationship between the line manager and the subordinate employee (Gilley, Gilley, Quatro, and Dixon, 2009). Senior leadership must be clear and agree on what competences and behaviour a line manager must possess and how these will be acquired and applied to ensure success.

First line manager's behaviours need to correspond with the competences that are required under the new organisation strategy (Sy and Cote, 2004). Globalisation has brought about the need for managers to acquire improved interactive skills supportive of performing and dealing effectively with employee behaviours and management under the new strategy. First line managers may lack confidence in their ability to adapt to their changing role, therefore would need to find the balance between doubt and confidence (Boyle and Lion, 2012). Organisations engage in skills development and training for a number of business reasons, many of which relate to cultivating competence, managing knowledge and relationships.

Training provided to first line managers must focus on acquisition and application of both competence and confidence, since these skills go beyond their usual functionality and competencies (Harrison, 2009). Managing people begins with the establishment of standards of performance and codes of behaviour which clearly state the organisation's expectations in respect of a particular job and the work place generally. Resources must be directed toward proper leadership development initiatives that can improve leadership effectiveness with the aims of processing change. Skills development and training activities assist in preparing employees for role change and for future work responsibilities, and whilst improving the practical abilities of employees to function effectively in their current jobs (Nikandrou, Brinia and Bereri, 2009). The organisation must offer development and guidance that is designed to support organisational performance.

Skills development can contribute positively to first line manager's performance (Wheeler, 2011). In designing skills development and learning activities for first line managers, it is important not to create a circus. Learning should not be totally activities based. There must be some down to earth knowledge building through formal presentations, and higher level thinking through questioning and actual scenarios. Skills development requires organisations to engage in a broad scope of skills development, for instance in-house training, on-the-job and off-site training programmes as well as coaching (Nel, Werner, Haasbroek, Poisat, Sono, and Schultz, 2008).

On the job training typically involve job instruction given to first line managers by experienced management team, in this way, first line managers learn by doing. People benefit from performing the actual work that involves enriched job responsibilities, not hypothetical or simulated tasks (Agbogo, 2010). On the job training allow managers to practise managerial functions, create errors, gain knowledge and learn from their mistakes while being guided by knowledgeable and experienced managers. Patterson (2009) further stated that the time straight away after a training programme is undoubtedly the extremely critical in facilitating the skill transfer. Skills development intervention should be carried on to make certain that development is sustained.

According to (Botma, 2012) coaching is very practical and focused form of interactive learning, that fosters behavioral change meant to develop specific managerial skills, discovering unrealized potentials and making sure that people are accountable. It is not everybody that learns in the same way, or prefers to learn in the same way. It is important, therefore, that first line managers are given an opportunity to learn in different ways, such as in the actual work situation. Work place coaching is about developing trust, providing feedback that is valid, reliable, consistent and fair, and influencing positive change (Shana'a, 2012). Coaching is a continuous personal interaction and intervention in the individual activities, to lift, sustain and improve the performance of the individual. Workplace coaching is the vehicle for exercising leadership and organisational change that fosters behavioral change aimed at uncovering abilities and capabilities that have not been put to use (Grant, 2010).

The success of skills development will be determined by the level of commitment and demonstration of the professionalism by the line managers, failure will be defined by the retreat and going back to the old ways and means of functioning (Thomas, Rowlands, Byard, Rowland-Jones, 2009). The accomplishment of skills development is by its ability to generate skilled and knowledgeable motivated first line managers who are competent enough to function efficiently in their current roles and can meet desired current and future organisational objectives. Each person can be capable, able and trained in managing people provided they have the will and commitment to learn new concepts as part of their normal daily functionality.

According to Reichard and Johnson (2011), skills development for managers should be sustained through an organisational change situation that supports self-development through learning from colleagues and other managers within the organisation. The effectiveness of first line managers development can be reinforced significantly by the willingness of skilled senior leadership to teach their first line managers. Change is completely achieved when first line managers are empowered and able to transfer the learned new skills and capabilities to their work environment (Rothermel and LaMarsh, 2012). Reporting on progress and improvement should become a good news story for the organisation.

2.6 Empowerment

Empowerment is theorised as a way of delegating decision-making authority from management to specific employees (Dennis and Bocarnea, 2005). Empowerment is used by senior leadership to inspire lower level managers to raise their performance by giving them more responsibility and authority. It must be acknowledged upfront that some first line managers are likely to be poor performers. Zaidi, Saif and Zaheer (2010) described empowerment as assigning an employee more functions and affording him opportunity to independently make decisions associated with the job. Empowerment will enable first line managers to be flexible, while too much control will smother innovation and advancement of change. Lee and Koh (2001) indicated that the empowerment philosophy focuses on needs satisfaction and motivation leading to perceptions of self-determination and competency, thus boosting their self-esteem and job satisfaction, keeping them determined to improve organisational effectiveness and efficiency (Mills and Ungson, 2003).

Simpkins (2009) stated that empowerment leads to innovative and creative actions. According to Dorasamy (2010), empowerment has become important in the working environment in provoking a strong emotional response, which may affect the attitudes of line managers to their work and to themselves personally. First line managers should feel confident that their views and ideas will be considered. Empowerment is fundamental in aligning the organisational change initiatives with its employees (Hargett and Williams, 2009). Senior leadership empower their lower level line managers by giving them responsibilities and authority that used to reside with senior leadership, thus improving organisational effectiveness (Mills and Ungson, 2003).

According to (Barton and Barton, 2011) it is important that senior management are familiar with how to cultivate an atmosphere of empowerment amongst their first line managers. The main idea behind empowerment is that it creates a sense of freedom, trust and commitment. Trust and commitment naturally promotes cooperation and leads to effective communication (Doloi, 2009). The commitment of employees to organisational change is a critical factor in the success of an organisation (Manetje and Martins, 2009). Change can be achieved only when an

organisation and its leadership clearly communicate its objectives and desired actions to its people through vernacular and formal official organisational communication means (Tan and Lim, 2009).

The empowerment of first line managers is one of the critical success factors in managing people. Morgan (2009) indicated that the current environment that organisations operate in requires people that are energised and willing to put in an extra effort, engaged and motivated to perform. Empowerment often encourages people to want to be involved, intensifying their engagement, motivation and commitment, ensuring that they are working towards organisational goals (Pardo del Val and Lloyd, 2003). Gatenby, Rees, Soane, and Truss (2009) clearly explained people engagement as a comprehensive principle that offers organisational people motivating opportunities in their current environment that encourages empowerment, optimism, good work relations amongst fellow organisational people and managers, stimulating willingness to work.

Goetsch and Davis (2010) stated that empowerment does not only mean involving people in the change process, but also engaging them in ways that allow their opinions to be considered. Organisations would like to have engaged organisational people because they consistently perform and are vital in delivering required organisational results and such people are driven by engaging leadership, skills development and good working environment, (MacLeod and Clarke, 2009). Tomlinson (2010) concurred with MacLeod and Clarke (2009) that organisations should utilise people's development to encourage a culture of high engagement within the working environment. Wallace and Trinko (2009) maintained that engaging leadership play a part in realising the organisational objectives. The main objective is to create an environment where organisational people are motivated enough to want to go the extra mile in performing their duties and their responsibilities. It is essential that employees are kept motivated (Kruger and Rootman, 2010). The emphasis is not about making an empowering program but about supporting empowering efforts throughout the organisation that will keep first line managers motivated.

Empowered organisational people will have a positive desire to be more active in the organisation, taking more responsibilities, and enhancing their participation in the

activities of the organisation. He, Murrmann and Perdue (2010) indicated that empowering people in an organisation has positive influences on perceived service quality, high performance and job satisfaction. Even though job satisfaction is related to employee perceptions about the working environment, consideration must also be given to satisfaction concerning specific aspects, such as support, reward and empowerment (Park and Kim, 2009). Employees anticipate that they would be compensated and recognised for their hard work and performance (Tippins and Coverdale, 2009). Strategies must be sought and continually utilized that can assist in enhancing people's desire to be empowered (Gill, Fitzgerald, Bhutani, Mand, 2010).

Empowerment is about organisational people taking responsibility and making decisions upon issues that go beyond the narrow job functions (Wood and Wall, 2007). Entrusting inexperienced first line managers with a share in leadership functions is often the only way of giving them the necessary experience, and motivation to acquire appropriate knowledge and skill, leading to empowerment. Thus, it is important that first line managers are given leadership roles that they perceive as “interesting, meaningful, exciting and challenging” (Kruger and Rootman, 2010, pp.70). Such roles are intended to motivate first line managers to change their behaviour. According to Woolfolk (2010) motivation is defined as an internal state that stimulates, directs and maintains behaviour. Santrock (2008) defines motivation as the process that boosts and leads to positive desired behaviour. Figure 2.3 below provides an overview of the elements and dynamics involved in motivation:

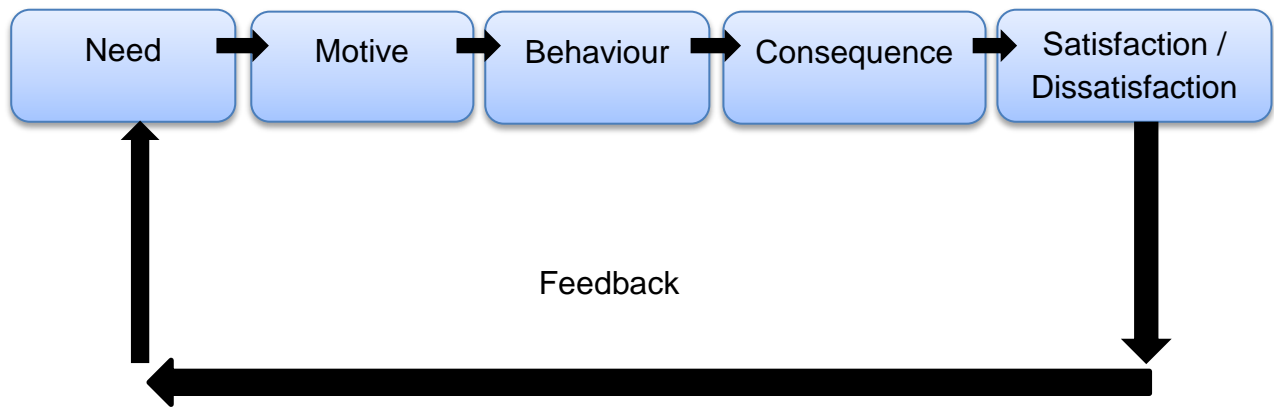


Figure 2.3: The Motivation Process (Smit, Cronjé, Brevis, and Vrba, 2011: 385)

The motivation process starts with a need, which gives rise to a motive which will drive the individual to take action or specific behaviour that result in consequences, which may be positive or negative. The consequences of the individual's behaviour would determine the level of satisfaction or dissatisfaction. The satisfaction experienced would only be temporary, and therefore the motivation process includes a feedback loop which serves to initiate the process again. However, when these needs are satisfied, people are able to maximise their motivation, performance and development (Tuckman and Monetti 2011). The aim is to propel the organisation to reach both individual organisational goals (Lemay 2009).

The principal benefit of improving employee motivation can enhance the organisation's effectiveness and efficiency in the marketplace, which can lead to lower costs, improved returns and greater profits (Gilley, McMillan, and Gilley, 2009). Other employee motivation includes improved efficiency and effectiveness, improved quality, more savings; improve retention and a pleasant work environment (Mork, 2010).

2.7 Human Resources devolution

Human Resources devolution involves the passing on of specific and formal human resources responsibilities to the first line manager, such as selection and recruitment, training and development, performance management and industrial

relations issues (Kulik and Bainbridge 2006; Reilly, Tamkin, and Broughton, 2007). According to Grobler, Wörnich, Carrell, Elbert and Hatfield (2010) human resources responsibilities for instance deal with disputes and handling grievances and managing all aspects of industrial relations. The competencies of managing, enforcing, dealing with grievances and disputes, attending to and resolving people's issues of discipline and conflict can therefore be grouped under the aspect of industrial relations. The reorganisation and improvements of human resources management will help achieve the smooth devolution of human resources responsibilities to first line managers (Walsh, 2010).

Organisations view human resources development as an investment that offers a platform of integrating organisational change and human skills to achieve the organisations objectives in terms of competitiveness, economic growth, learning and career development (Raja, Green, and Leiringer, 2010). A match between individual career development goals and organisational goals lead to synergy and ultimately an effective organisation (Schwartz, 2009). For example, if the organisation is working together cooperatively towards a common goal, the output that will be produced will be superior to an output which will be generated if they operate independently in silos.

According to (Wan-Jing April and Tung Chun, 2010) human resource issues can be more effectively managed by first line managers because they deal with employees on a daily basis and have better knowledge of issues that affect employees. Devolving human resources responsibilities to the line management is more likely to empower first line managers in their daily issues to come up with decisions and implement them speedily (Olson, Slater and Hult, 2005).

According to (Mohd.Yusoff and Abdullah, 2010) human resources powers given to the line managers may allow first line managers to mature in their working environment and take on more personal responsibility and control of their immediate reporting employees. Since line managers have close and immediate contacts with their subordinates and are in a position to understand, engage, motivate, control, manage and respond speedily to employees would therefore, be easier for the human resources manager to give away the human resources authority to the line

managers and a share of human resources responsibilities (Keegan, Huemann, and Turner, 2012). Hunter and Renwick, (2009) stated that there is however, uneasiness with devolving human resources responsibility to first line managers that it may lead to lack of consistency with their application of human resources policies and procedures.

According to (Brandl, Madsen and Madsen, 2009) organisations that want to decentralise their operational human resources duties successfully should develop first line managers on effective human resources development. The first line manager needs to possess a broad understanding of the human resources concepts should it be required of the first line manager to be engaged in some of the phases. The first line manager has to be knowledgeable of all of the organisational policies and rules in order to fairly apply them effectively (Grobler *et al.*, 2010). Allowing first line managers to develop in their management positions and take on more responsibilities and control requires training and motivation by the human resources department (Gilbert, De Winne and Sels, 2011).

The role of first line managers has transformed over the years leading to more accountability and responsibilities being added to their traditional functions requiring first line managers to effectively deliver to their new responsibilities (Hutchinson and Purcell, 2010). Du Toit, Erasmus and Strydom, (2009) described the different kinds of functional areas of management as:

- The Financial function is primarily concerned with the flow, use and management of funds within the organisation, administering and reporting on financial matters.
- The Marketing function consists of informing the prospective customer about the services and products that the organisation offers.
- The Human Resources function includes all the activities that managers engage in to attract and retain employees and to ensure that they perform at a high level and contribute to the accomplishment of organisational goals

- The Operations function deals with the utilisation, application and consumption of resources to efficiently produce products or provide services.
- The Purchasing function deals with the efficient procurement of the required raw materials for the production of the organisation's products and services.

Managing people is first and foremost the responsibility of the line manager. The basic management tasks are planning, organising, leading, and controlling. These management tasks serve to transform the organisation's raw materials and resources (or inputs) into products and services (outputs). This process is depicted in Figure 2.4.

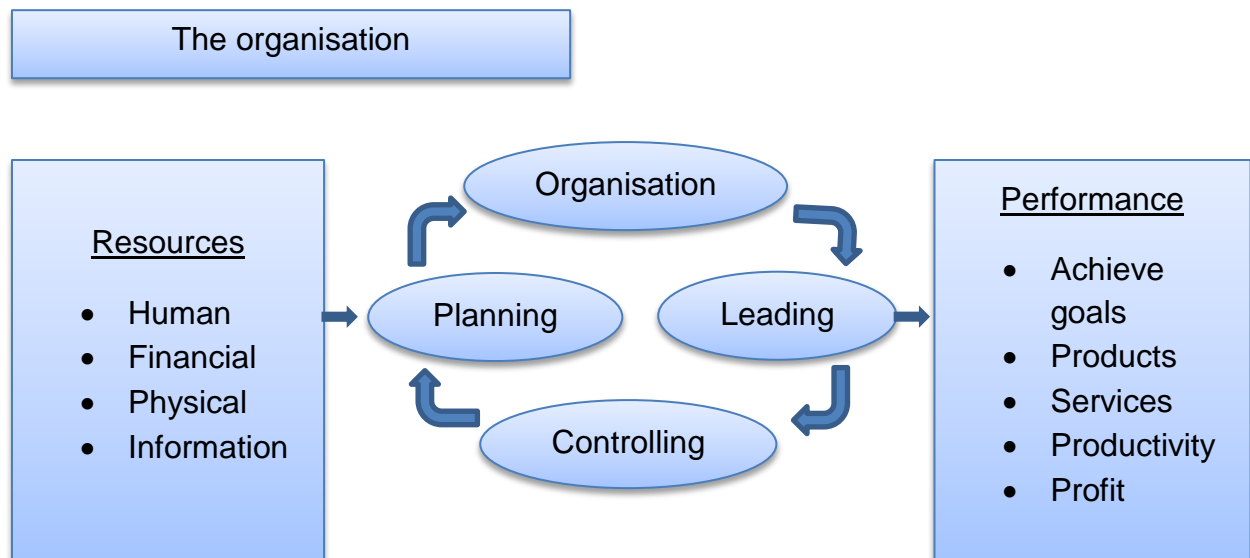


Figure 2.4: The Nature of Management (Smit, Cronjé, Brevis, and Vrba, 2011, p.7)

Planning is about decision making which looks into the future. George and Jones (2009) stressed that the importance of planning revolves around organisational goals and strategies giving a sense of direction and purpose in a coordinated and controlled manner. Planning reduces the effect of organisational change in that it compels managers to look ahead, anticipate and prepare for impending change.

Organising is the “process of creating a structure for the organisation that will enable its people to work together effectively toward its vision, mission and goals” (Smitet *al.*, 2011, p.216). Organising is an integral part of the management process and is necessary to delineate employees’ responsibilities and accountabilities, facilitating effective communication through the establishment of clear channels of communication, providing coordination amongst subordinate resulting in organisational efficiency (Botha, Cunningham, Musengi, Visser, Williams, Lotz, Booysen, Smith, Bosch, and Banhegyi, 2009).

Leadership may be defined as “the process by which an individual exerts influence over other people and inspires, motivates, and directs their activities to help achieve group or organisational goals” (George and Jones, 2009, p.497). According to Williams (2011, p. 6), management is simply “getting work done through others”. Thus, managers should influence human behaviour in order to achieve organisational goals.

Control refers to the “process whereby managers monitor and regulate how efficiently and effectively an organisation and its members are performing the activities necessary to achieve organisational goals” (George and Jones, 2009, p.12). Control is a process that involves a management process through which performance plans can be compared with desired outcomes and specifications and take corrective action if necessary (Mullins, 1993).

It is necessary to train and develop line managers in human resources and leadership skills, since they are not human resources specialists (Nehles, van Riemsdijk, Kok and Looise 2006). The developmental needs of first line managers vary according to their ability to comprehend managerial skills and abilities that determines the way in which first line managers applies human resources tasks (Wright and Nishii 2006; Harney and Jordan 2008).

Human resources officers can contribute positively to the smooth devolution of human resources practices to first line managers by sharing information and tools with first line managers (Yu-Ping, Yu-Shan, and Wai-Kwong, 2011). The work environment must be conducive, with the necessary resources and appropriate tools

to perform effectively (Clark, 2009). Human resources personnel must be there to assist, guide and coach line managers, and ensure that appropriate systems are in place. Knowledge sharing should seek to harness all types of individual, informal and incidental learning and development that promotes dialogue and exchange of views between individual members of the organisation.

The basic concept is that knowledge sharing should adapt quickly to the changing role of first line managers, learning continually from experiences of other skilled managers. The level of coherence within the organisation will influence knowledge sharing behaviour (Suppiah and Sandhu, 2011). It will encourage both senior management and first line managers in promoting a knowledge sharing culture that will motivate first line managers to undertake new responsibilities.

Knowledge sharing should be accompanied by technological change related programmes to keep first line managers from obsolescence (Machuca and Costa, 2012). Computers are a major source of information, particularly with the development of the Internet and computer-assisted learning programmes. The availability of technology in leadership development has become the fastest-growing means of delivering training (Long and Smith, 2004). Computers are a major source of information, particularly with the development of internet and computer-assisted training programmes. An organisation may go one step further in developing software to stimulate the skills development of first line managers. Technology is useful in fast-tracking efficiency (Daft and Marcic, 2011).

2.8 Summary

According to the research aims, this chapter defined organisational change and its impact on the changing role of first line managers. Consideration was also given to the perceptions of first line managers and the role of senior leadership influencing in change. Specific emphasis was given to skills development and empowerment with some of its dimensions. Literature pertaining to human resources devolution was reviewed and specific consideration was given to the responsibilities of a manager.

Chapter three

Research methodology

3.1. Introduction

This chapter outlines the research methodology used. The study design and setting will be discussed followed by target population and data collection procedure employed. The choice of instrument and the statistical processes used will be discussed and analysis of data explained. Pretesting, reliability and validity of data are clarified.

3.2. Aim and Objectives of the Study

The present research seeks to determine first line manager's perceptions in relation to their changing environment at Amalgamated Beverages Industries.

The objectives of this research are:

- To determine whether first line managers have the necessary skills to perform effectively in the changing environment.
- To determine whether first line managers have the necessary resources to perform effectively in the changing environment.
- To determine the perceptions of first line managers about their new role
- To determine the impact of the new responsibilities to first line managers

3.3. Study Design

The quantitative research approach has been chosen to determine the opinions, attitudes and perceptions of first line managers. Render, Stair and Hanna (2009)

described quantitative research approach as the process of collecting, manipulating and interpreting raw data to acquire information that supports the decision making process. This survey is an organisational survey where a representative sample of a large group of first line managers gives opinion through structured and unstructured questions.

3.4. Study setting

The study was conducted at Amalgamated Beverages Industries in the KwaZulu-Natal region. This approach provided the researcher with an opportunity to determine a range of behavioural patterns by which people respond in a natural environment of the organisation. According to Serekan and Boegie (2010) a non-contrived setting is a field study that is carried out in a natural environment in which events normally occur. The research objectives and scope of the study form part of the framework within which the setting for this study has been chosen.

Amalgamated Beverage Industries Limited, the soft drink division of South African Breweries (SAB), engages in the manufacture, trade marketing, sale, and distribution of soft drinks in the southern hemisphere, which include Coca-Cola and Appletiser brands. The company's products primarily include carbonated and noncarbonated beverages, such as soft drinks, sports and energy drinks, bottled water, fruit juices, and iced tea. ABI also offers a range of services comprising the management of cooling systems; supply of product syrup used in the company's fountain dispensers; and delivery, installation, service, and maintenance of vending machines and fountain dispensers. ABI operates primarily across the upper central region of South Africa from the Kwazulu-Natal east coast through Gauteng and west of Rustenburg in the North-West, and parts of the Free State.

3.5. Target Population

A population is any precisely defined group of people, events or things that are of interest to and under investigation by the researcher and from which the sampling elements are drawn (van Stuyvesant Meijen, 2007). In this study the population consists of all first line managers at ABI in the KwaZulu-Natal region. There were forty (40) first line managers at the time of the study. The composition of first line managers included, supervisors and team leaders who manage the work of non-managerial individuals who are involved with the production of the organisation's products and services. The choice of limiting the study to KwaZulu-Natal region stems from the fact that they were centrally located and are the ones with a large number of employees as compared to other regions. This selection was also based on practical considerations in sourcing the required data. No sampling was done since all the line managers were included in the study.

3.6. Ethical consideration

Ethical consideration was implemented during the design of the questionnaire for this study. Approval for conducting the study was received from the University of KwaZulu-Natal Humanities and Social Sciences Research Ethics Committee and also from the Human Resources Manager at Amalgamated Beverages Industries.

With approval from the Human Resources Manager at Amalgamated Beverages Industries, an email was sent to all participants prior to the survey encouraging participation and giving all first line managers permission to complete the instrument during their work hours.

3.7. Data collection

The study employed primary sources of collecting data as the study is distinctive to the first line managers at Amalgamated Beverages Industries. Sekaran & Bougie (2010) describe primary data as data obtained precisely for the field of interest. Primary data is obtained from the first line managers using the questionnaire administered to respondents. The survey questionnaire used to collect data included a combination of structured and unstructured questions. First line managers' perceptions, reactions and opinions with regard to their changing role were surveyed.

Questionnaires were sent to all first line managers, supervisors and team leaders electronically using an email embedded with a URL link and a covering letter detailing the purpose of the survey. A follow-up was done telephonically and through email as a reminder. The collection of data took one month to allow sufficient time for the respondents to complete the questionnaire.

3.8. Research instrument

A web based questionnaire survey through a software programme hosted by QuestionPro was used for efficiency. The questionnaire was emailed and reminders sent to respondents using the URL link. QuestionPro creates a URL which can be sent to potential respondents via email, through a website intercept, and through posting the survey on any of the social media or social networking websites such as facebook, twitter and LinkedIn (QuestionPro, 2013).

The questionnaire was divided into two sections that were formulated as follows:

Section One: Demographic information

This section asked for the demographic profile of respondents, asking information about respondents' personal attributes such as gender, age, race, and highest level of educational qualification, number of years in the current role, the number of

subordinates that the respondent is managing, number of years working for the company and the department where the respondent was working. This information was beneficial when categorising and presenting research results.

Section Two: Managerial Perception of the change

This was designed to obtain information on the respondent's perception of change. Three aspects of change were covered: the availability of resources, the experience of their changing role and the impact of change. The employees' perceptions towards functional changes were included as well as management support and guidance, training and development, and employee cooperation. This section also requested respondents to indicate their agreement or disagreement with the statements on a 5-point scale ranging from strongly disagree (1) to strongly agree (5). The statements focussed on managerial competencies, empowerment, motivation and use of systems support. Open ended questions regarding first line managers' changing role, their concerns and input were also asked for.

3.9. Data management and analysis

Data analysis has to do with how the data was analysed and interpreted. Blaxter, Hughes and Tight (2010) stated that data analysis generally consist of systematically summarising collected data to simple manageable size, finding regular patterns, and using statistical techniques. According to Keller (2009) descriptive statistical analysis entails the organisation, summarisation and presentation of data in a "convenient and informative way". Descriptive statistics such as mean (SD) was calculated for numerical data and frequency distribution was calculated and presented in the form of graphs for categorical data. .

3.10. Pretesting

Sekaran and Bougie (2010, pp.68) described pre testing of structured questionnaires as involving "involving the use of a small number of respondents to test the

appropriateness of questions and their comprehension". A pilot study was administered amongst a group of colleagues to pre-test the questionnaire and verify the correctness of the language used, identify poor wording in questions, and also to establish the time frame required to complete the questionnaire. The responses indicated that some minor changes such as shortening the statements were needed. This has resulted in some modifications made to the questionnaire to ensure that questionnaire measured what is intended. The questionnaire was further discussed with the supervisor who suggested that the age demographic of the respondents to be added. Cameron and Quinn (2006) claimed that if the instrument consistently measures what is intended, then it is reliable.

3.11. Reliability

Reliability is a measure of how well the instrument measures what it is intended to measure and relates to the consistency and credibility of the findings (Welman, Kruger and Mitchell, 2007). In the current study Cronbach's Coefficient Alpha is used to test for internal consistency. The reliability of the instrument used ensured that the findings were the true reflection of what the goals and objectives are of the study intended to achieve. A measuring instrument is reliable if it produces consistent results, that is, if anyone else were to repeat the study, the same result as those of the original study would be obtained (Welman *et al.*, 2007).

3.12. Validity

Tavakol and Dennick (2011) defined the use of an internal consistency test as vital in ensuring the validity of the measurement instrument and the data obtained. For validity, the correct instrument and procedure was applied to ensure the research findings accurately represent what is happening in the organisation. The respondents were asked about their perceptions in relation to their changing role, this ensured that the questions included and represented a set of items that were relevant to the broad principle affecting the perception of respondents. The focus of the research involved first line managers; this supports the validity of the sample, which ensured that the sample was not poor.

3.13. Bias

According to Sekaran and Bougie (2010), stated that in order to minimise bias, sound questionnaire design principles should focus on three areas. The first relates to the wording of questions, which include the appropriateness of the content of questions, the wording, form and sequence of questions. The second relates to the planning of issues with regard to how the variables are categorised and scaled. The third relates to the general appearance of the questionnaire. All these three aspects are important issues in questionnaire design to minimise bias in the study. The sequence of questions in the questionnaire was randomly placed and categorised in order to reduce any systematic bias in the responses. Furthermore, the use of multi-item scales also mitigates some measurement concerns of bias.

Solansky (2010) argues that many participants would like to appear as good as possible when responding to questions when they feel that their identities would be compromised. To reduce such bias, respondents' anonymity was guaranteed prior and after the study, to ensure that questions are answered as honestly as possible without bias. In this regard, the data collection method followed ensured the interest of managers collaborating in this study.

3.14. Summary

This chapter provided an overview of the quantitative research methodology applied in the study. The study design and setting, target population, data collection procedure is explained. Research design, study setting and the choice of instrument used are discussed and analysis of data is explained. The chapter also discussed the statistical method used to analyse data. Pretesting, reliability, validity and bias were clarified.

CHAPTER FOUR

Results and Discussion

4.1 Introduction

This chapter presents data and analysis of results in accordance with the aim and objectives of the study. The results are analysed in accordance with the theory developed in chapter two. The findings of the study are presented and discussed to provide further insight and understanding. The data was analysed using descriptive analysis and presented in the form of graphs and tables is employed to make it easily understandable.

4.2 Reliability statistics

Chronbach's Coefficient Alpha was used to establish Internal Consistency Reliability for the questionnaire used in this study. The results of the scale are shown in Table 4.1 below.

Table 4.1: Reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.714	0.693	28

The results show a reliability statistic of 0.714 which indicates that this questionnaire has good internal consistency reliability. Bryman and Bell (2011) stated that a scale between 0.60 and 0.75 is considered good. It is evident from Table 4.1 above that the measurement tools offer reliable data.

4.3 Demographic Data analysis

This section focussed on gathering information about respondents' demographic profile such as gender, age, race, educational qualification, number of years in the current role, the number of subordinates that the respondent is managing, number of years working for the company and the department where the respondent was working. Forty (40) participants started and completed the questionnaire, representing a completion rate of 100%.

4.3.1 Gender

It is evident from the Figure 4.1 below that, the majority of respondents were male (82.50%). The researcher deduced from this data that more males are utilised by ABI as first line managers. This is may be due to the nature of the activities performed in the company. This is reflected by the higher percentage of male employees versus female employees and also because of the South African background history that is mainly male dominant in management positions.

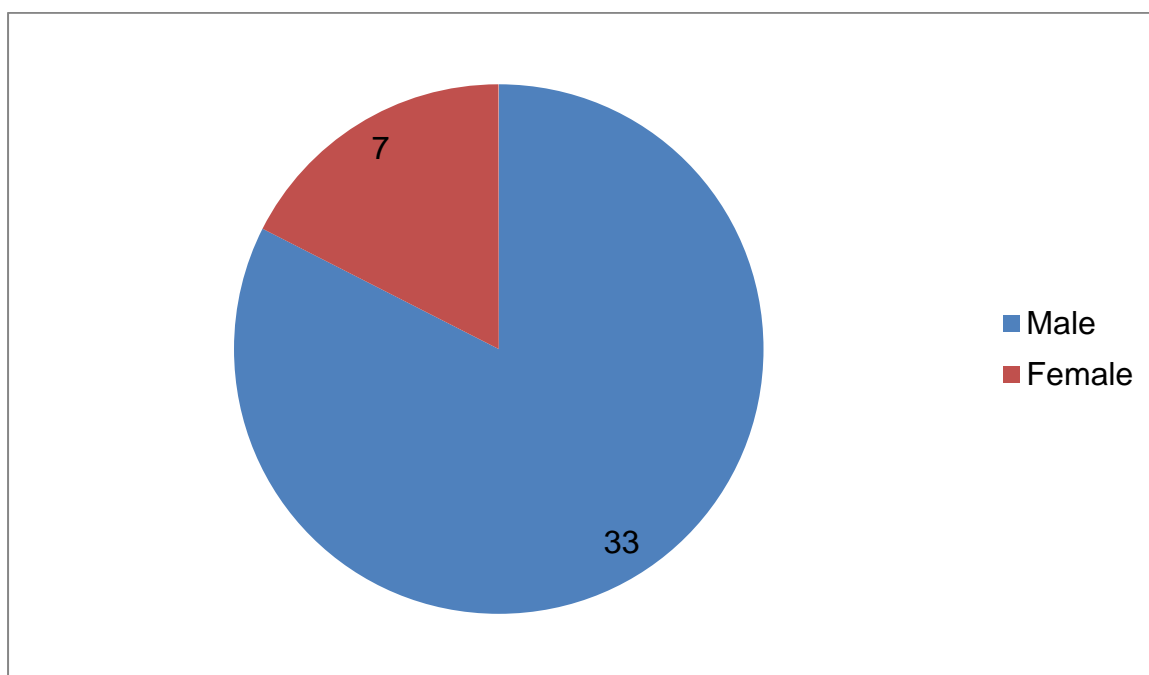


Figure 4.1: Frequency distribution of respondent's Gender

4.3.2 Age

Based on the Figure below, over two thirds of respondents are between 28 and 47 year old age group. This distribution was expected since the company had not been recruiting from outside, but recruiting and promoting from within, for a period of five years.

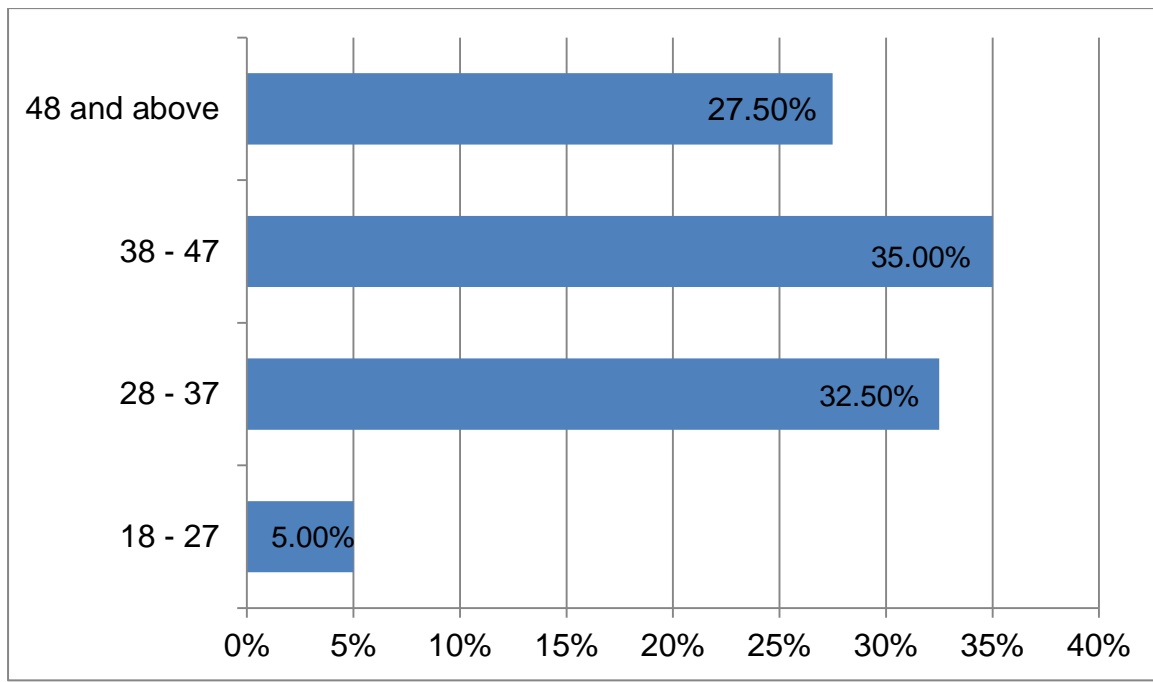


Figure 4.2: Age of the respondents

4.3.3 Race

Table 4.2 shows that half of the respondents were Indians. This may be due to the fact that the majority of the Indian population in South Africa is based in KZN.

Table 4.2: Race of the respondents

<u>Race</u>	<u>N</u>	<u>%</u>
Black	14	35.00
Indian	20	50.00
White	6	15.00
Total	40	100

4.3.4 Educational qualification

Based on the below information in Figure 4.3, the majority of respondents either had a Diploma or an Honours degree qualification. The level of qualification is important in the individual and professional development of employees.

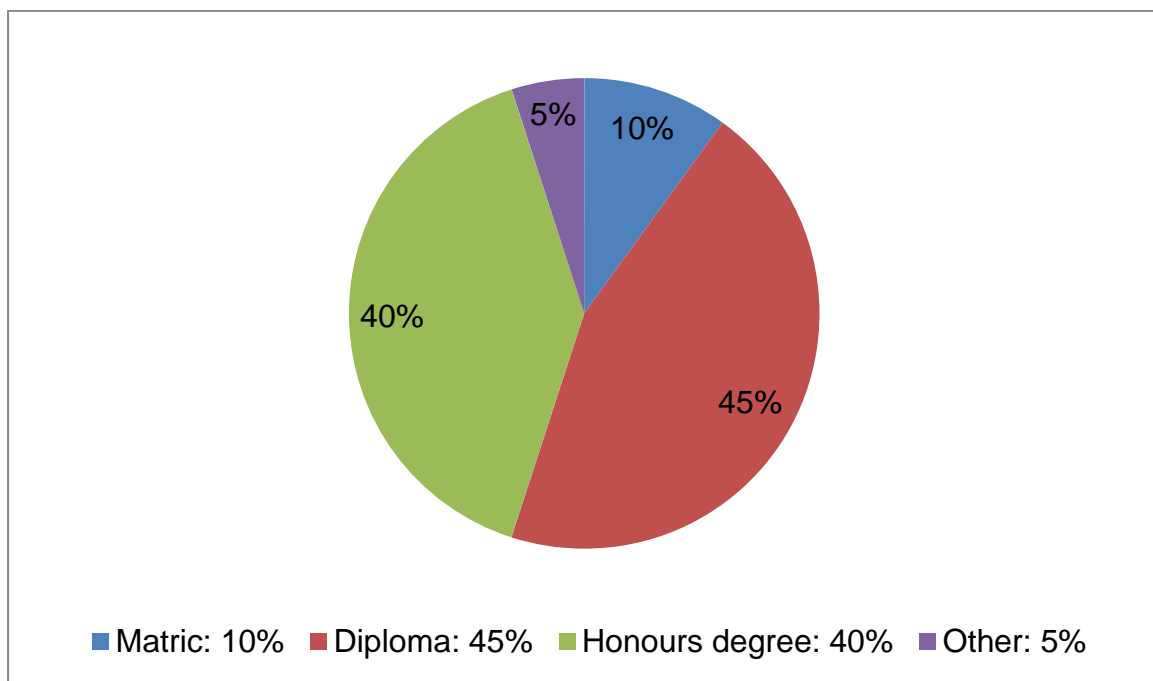


Figure 4.3: Educational Qualification

4.3.5 Number of years in current role

It is evident from Figure 4.4 below that the majority of the respondents were in their current role for less than five years. This was due to the fact that over the past five years the company had been promoting from within and not recruiting from outside. Almost half of the respondents (45%) had recently been promoted to first line management. It can be deduced that first line managers who had less than five years in their current role had less experience in management. The respondents that were in their current role for more than ten years were 32.50%, this means that most first line managers either less than five years or more than ten years in current role. The least number of respondents were between five and ten years (22.50%) in current role.

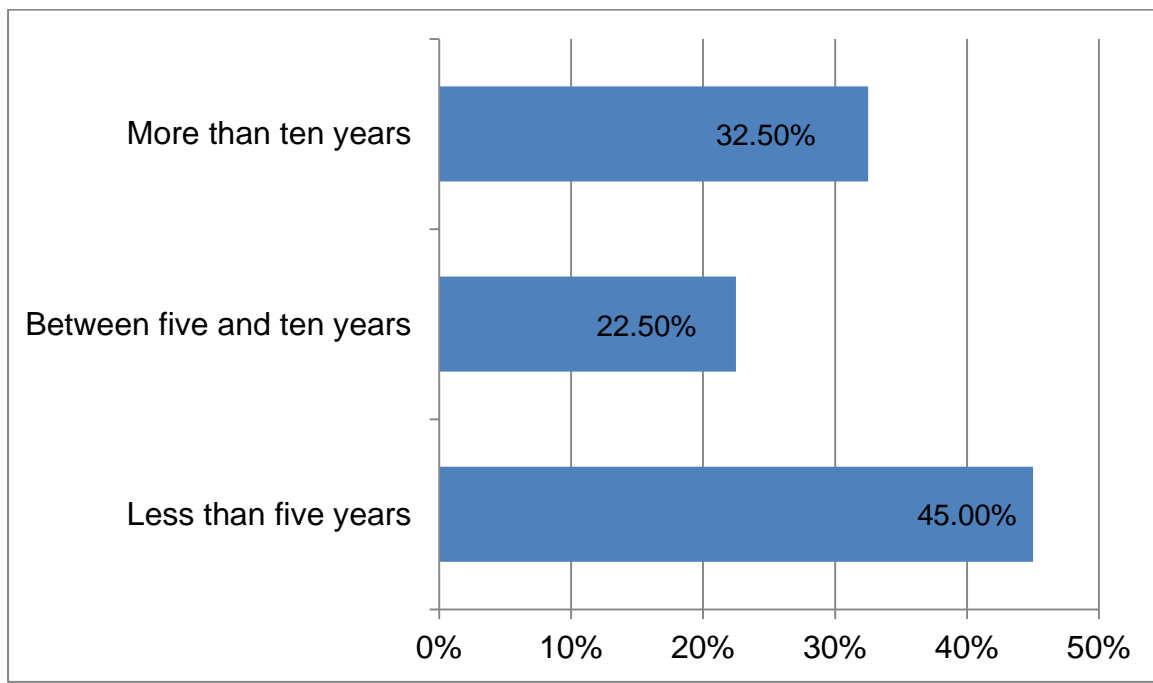


Figure 4.4: Number of Years in Current Role

4.3.6 Number of Subordinates

It is evident in Figure 4.5 below that most of the respondents (43.59%) had more employees directly reporting to them compared to those that were managing fewer employees. This indicated the work load pressure in terms of human resources management for the first line managers that had more than ten employees reporting to them. The data shows that respondents did not have equal distribution of number sub-ordinates.

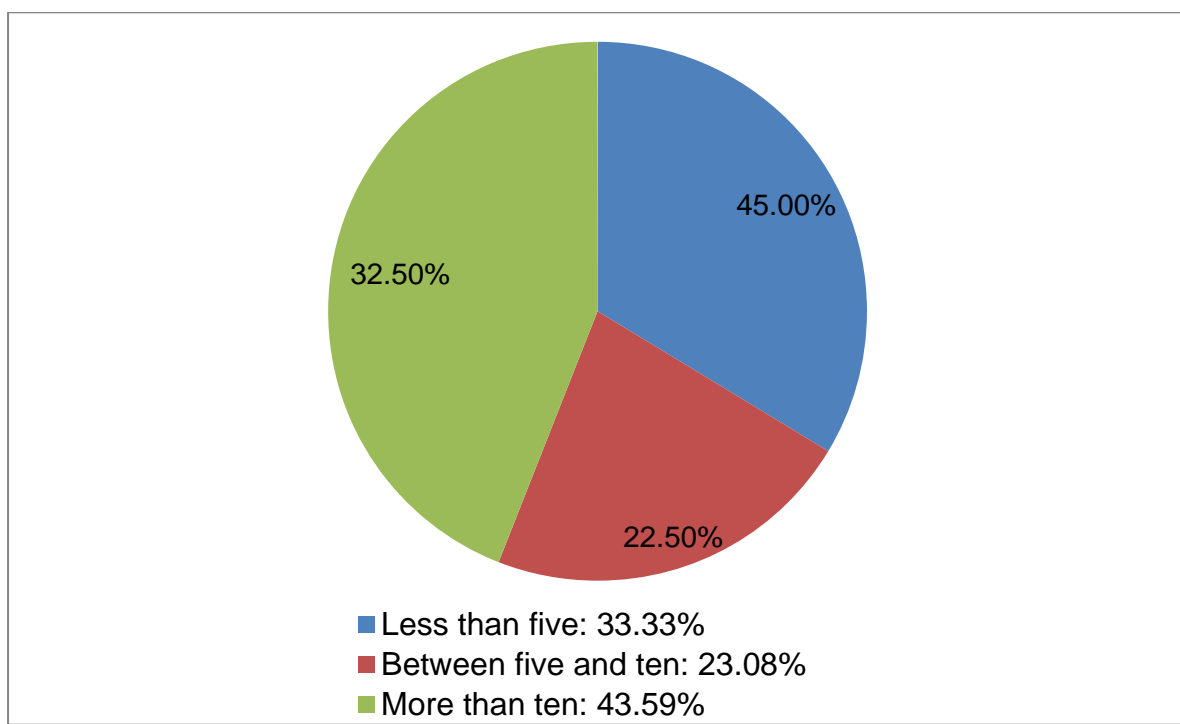


Figure 4.5: Number of Subordinates

4.3.7 Department in which Respondents worked

It is evident from Figure 4.6 that the majority of respondents were employed in the Supply Chain department and Commercial department with a total of 87.50%. This was due to the fact that most employees of the company are employed in these two departments as they form the core business of the company, that is manufacturing,

warehouse & distribution (Supply chain), and marketing & sales execution (Commercial) respectively. The least number of respondents were employed in Central office. This was due to the fact that Central office employees represented support staff which did not fall in the core business of the company.

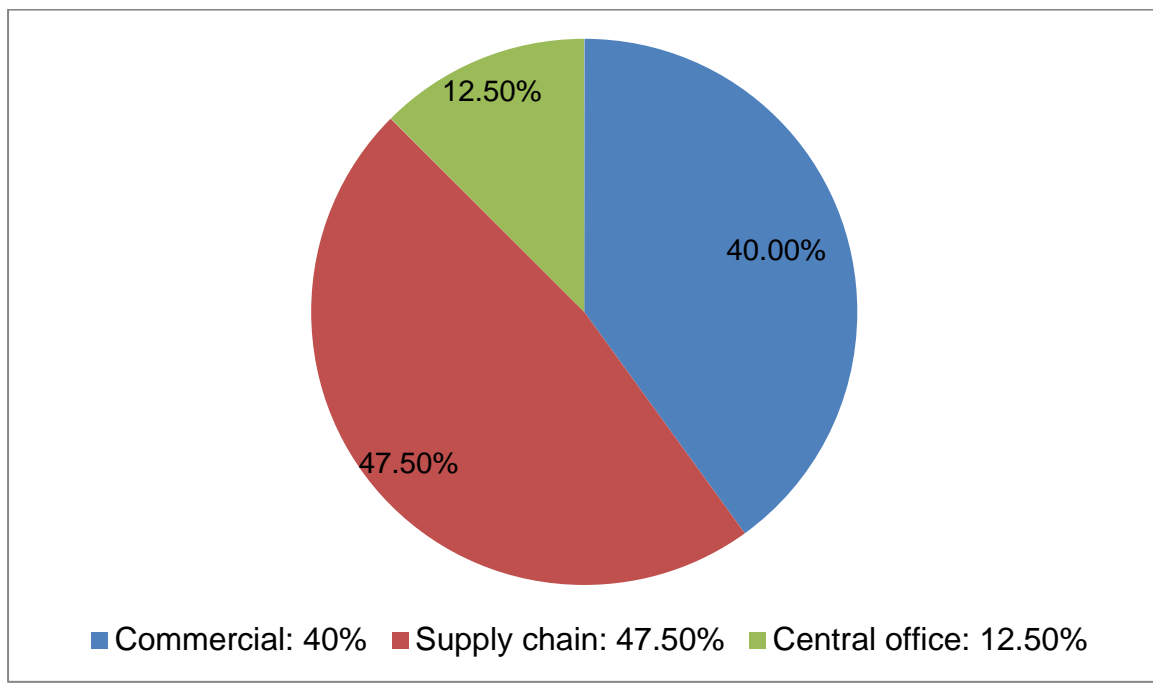


Figure 4.6: Department

4.4 Results obtained for research objectives

This section comprised of the results obtained from the research questions asked to satisfy the objectives of the study. Section 4.4 comprised of four subsections that are aimed at addressing each objective of the study. Interlinked issues that emerged from skills development, adequate or inadequate resources; sufficient or insufficient support, impact on productivity, relationships and personal empowerment are addressed. The results and presentation are indicated where the outcome is of significance.

4.4.1 First line manager's perception of their skills development

This section explores the various skills development needs of first line managers to manage their subordinates effectively. Possessing skills was crucial in achieving a certain level of performance.

4.4.1.1 Perception of skills development during change

The results as shown in Figure 4.7 below evidently show that the skills development of respondents during the change process was helpful. More than 60% found this process helpful and less than 32% found it challenging. One can deduce from this graph that a majority of first line managers found the skills development during their changing role assisted and empowered them to deal effectively with the change process. Mühlbacher, Nettekoven, and Putnova, (2009) indicated that analysis of changing capability management is necessary to respond to skills developments in the business environment.

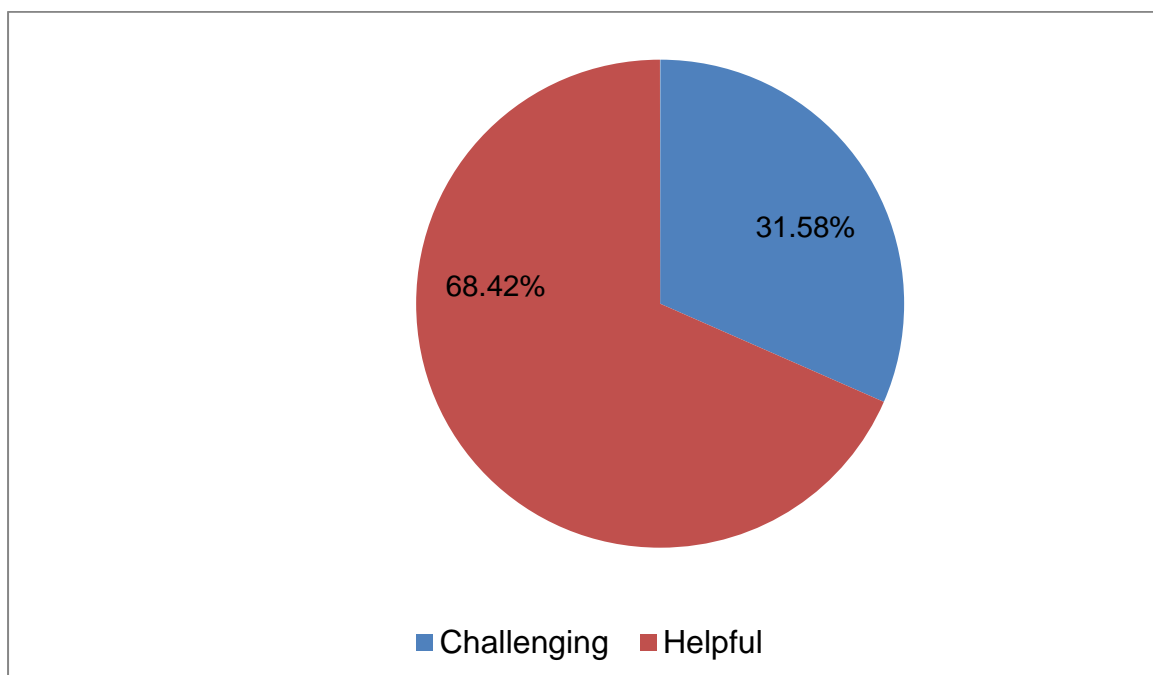


Figure 4.7: Skills development during change

4.4.1.2 Sufficient skills training received

The results in Figure 4.8 below shows that few respondents were negative about the training received at less than 13% in total. More than half of the respondents were positive about the training received, agreeing that it was sufficient at 56.41%. 30.77% were not sure, implying that they were not convinced. This is an area of concern for the company to look at. Advancement in technology often forces first line managers to equip themselves with appropriate skills. Schoof (2006) indicated that leadership must develop employees with skills accordingly. Robbins *et al.*, (2009) further stated that skilled and knowledgeable employees do not remain competent indefinitely. Skills can become obsolete as a result of new developments and such employees need to be taught new skills.

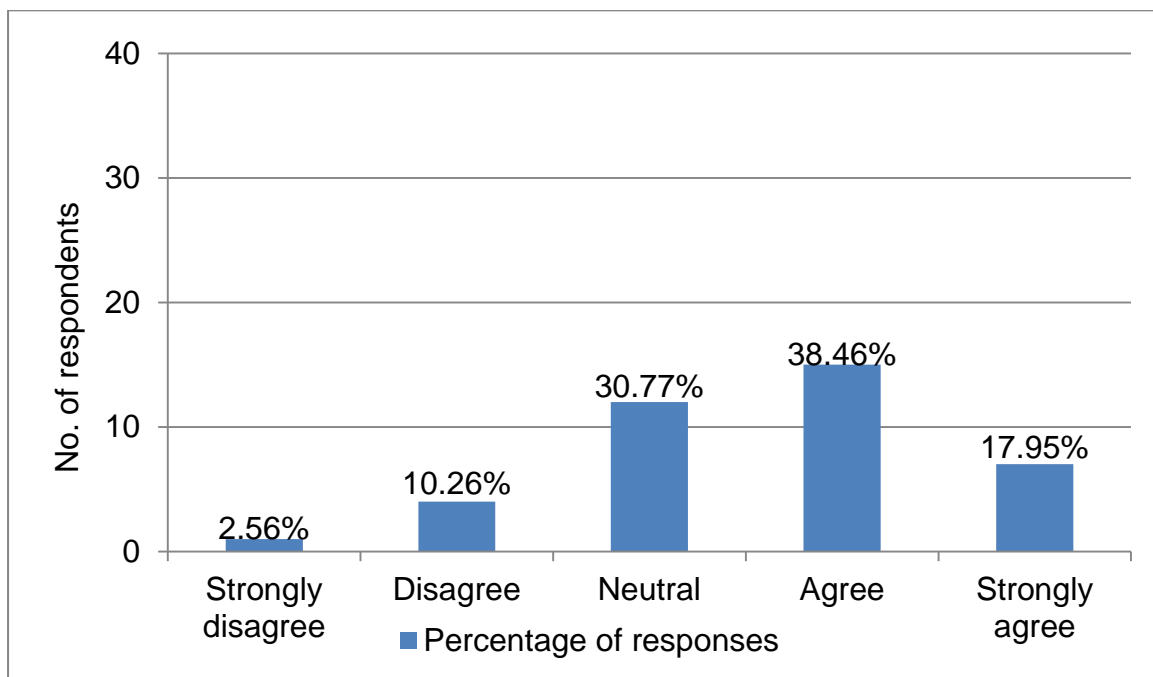


Figure 4.8: Satisfactory training

4.4.1.3 Applying the skills provided

Figure 4.9 below shows that a total of 82.05% of respondents agreed that they were applying the skills training and development provided. This indicates that applying the skills provided formed a crucial part of the success of the changing role of first line managers. The rest of the respondents were either neutral (10.26%) or not applying (7.69%) the skills provided. This implies that the majority of first line managers recognised that, to have a sense of being up to the task in their current position, applying skills provided was one of the prime requirements. The success of skills development will be determined by the level of commitment and demonstration of the professionalism by the line managers, failure will be defined by the retreat and going back to the old ways and means of functioning (Thomas, *et al.*, 2009).

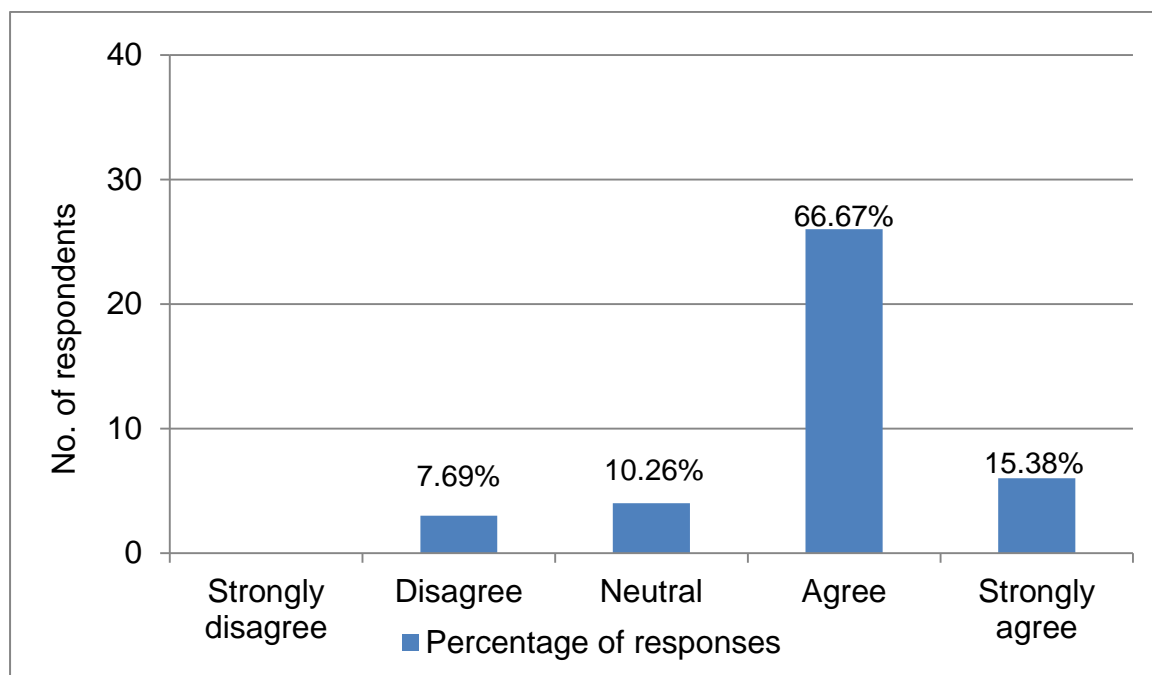


Figure 4.9: Utilising the skills provided

4.4.2 Resources made available for first line managers

This section explores the nature of the resources made available to first line managers.

4.4.2.1 Adequate resources to manage

It is evident from Figure 4.10 below that 57.9% of the respondents were positive and agreed that adequate resources were provided and available to assist in managing. Less than 19% of the respondents were negative. The rest of the respondents were neither positive nor negative at 23.68%. The results imply that it is important for organisations to serve changing business environment with adequate resources. According to (Burgess, 2013, pp.193) for the change strategy to be effective, management structures within the organisation need to drive commitment and involvement, devolving the adoption of the changing role of line managers, giving them the support and resources that are critical to success of organisational change.

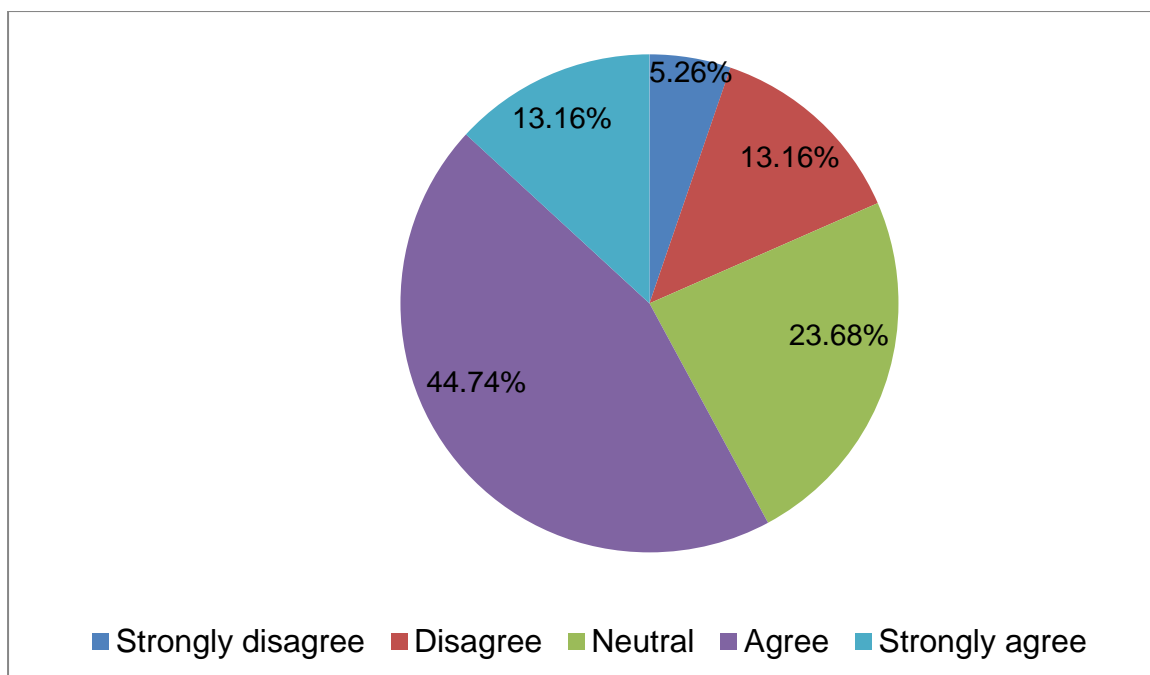


Figure 4.10: Adequate resources

4.4.2.2 Necessary tools to perform duties

None of the respondents strongly disagreed that they have the necessary tools to manage and do their jobs. This is evident in the Figure 4.11 below. The total (71.05%) overwhelming majority of respondents responded positively, agreeing that they had the necessary resources to manage and perform in their roles. These results illustrate the importance of providing the necessary tools to perform. The work environment must be conducive, with the necessary resources and appropriate tools to perform effectively (Clark, 2009).

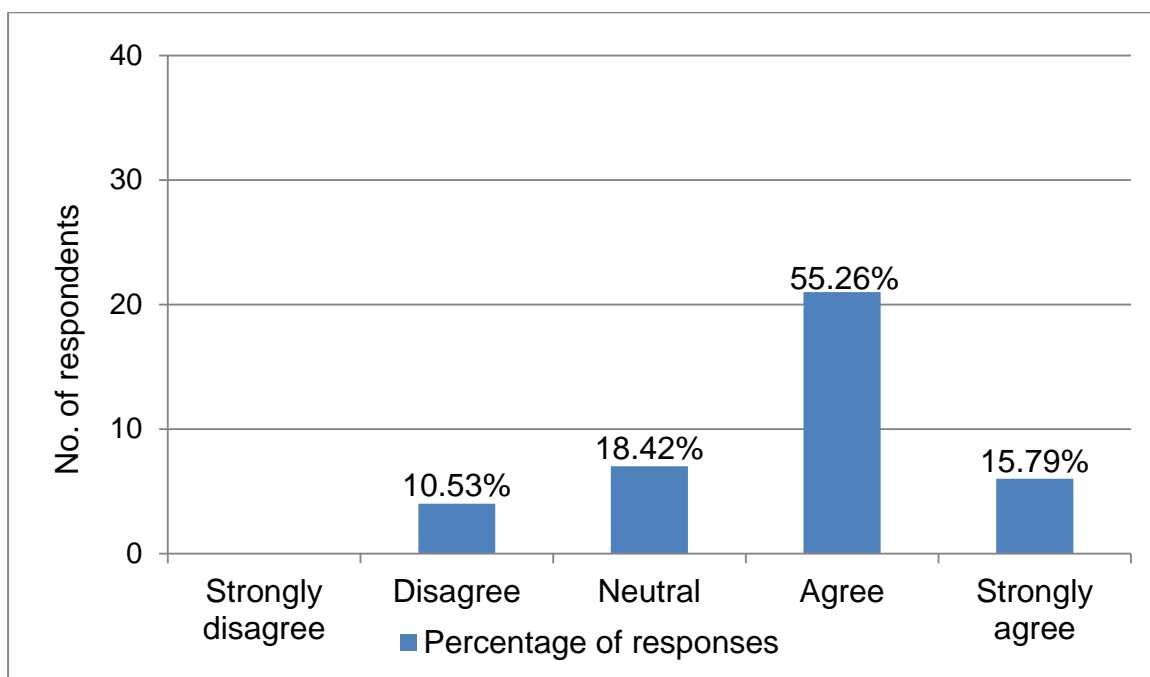


Figure 4.11: Tools to perform

4.4.2.3 Using SharePoint system

A combined total of 71.80% of the respondents strongly agreed that they were using the computerised SharePoint resource system made available to first line managers. 15.38% of the respondents were neutral, while 7.69% and 5.13% disagreed and strongly disagreed respectively. These results in Figure 4.12 show that the majority of first line managers found the SharePoint resource systems useful, while the rest of the results may imply a capability problem from the first line managers who responded negatively. The associated skill needed for using the SharePoint resource system is computer proficiency. This may require skills development and training for the first line managers who are not using the system provided. . Skills development requires organisations to engage in a broad scope of skills development, for instance in-house training, on-the-job and off-site training programmes as well as coaching (Nel, *et al.*, 2008).

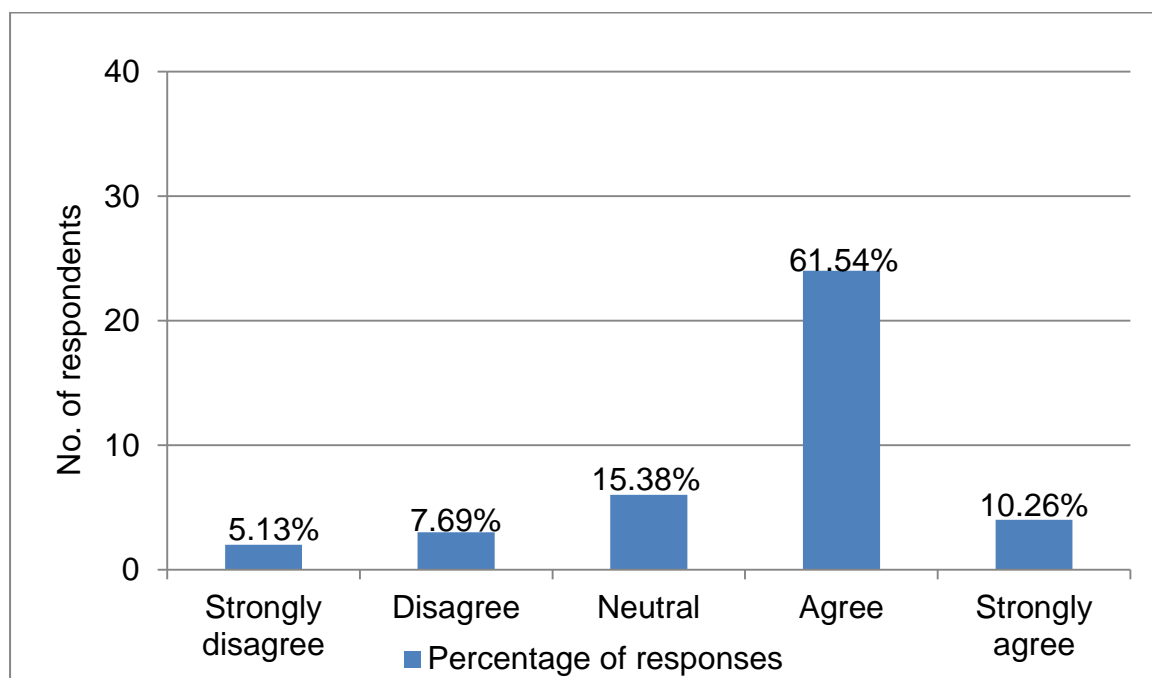


Figure 4.12: Using SharePoint system

4.4.3 First line manager's perception about their changing role

This section addresses the perception of respondents with the change itself focussing on company support/guidance, personal empowerment and whether or not the changing role of first line managers were to yield positive results.

4.4.3.1 Company support/guidance

Figure 4.13 below shows that the majority of respondents found company support helpful during the changing role. A little more than half of respondents found company support, helpful at 53.85%, while 46.15% found the company support challenging. Based on these findings, this is an area of concern for the company to look at. This implies that there was not enough guidance and support for first line managers during their changing role. The implementation of change needs to be supported by both senior leadership and organisational capability support which allows an organisation and its people to adapt swiftly and effectively to change (Judge and Douglas, 2009).

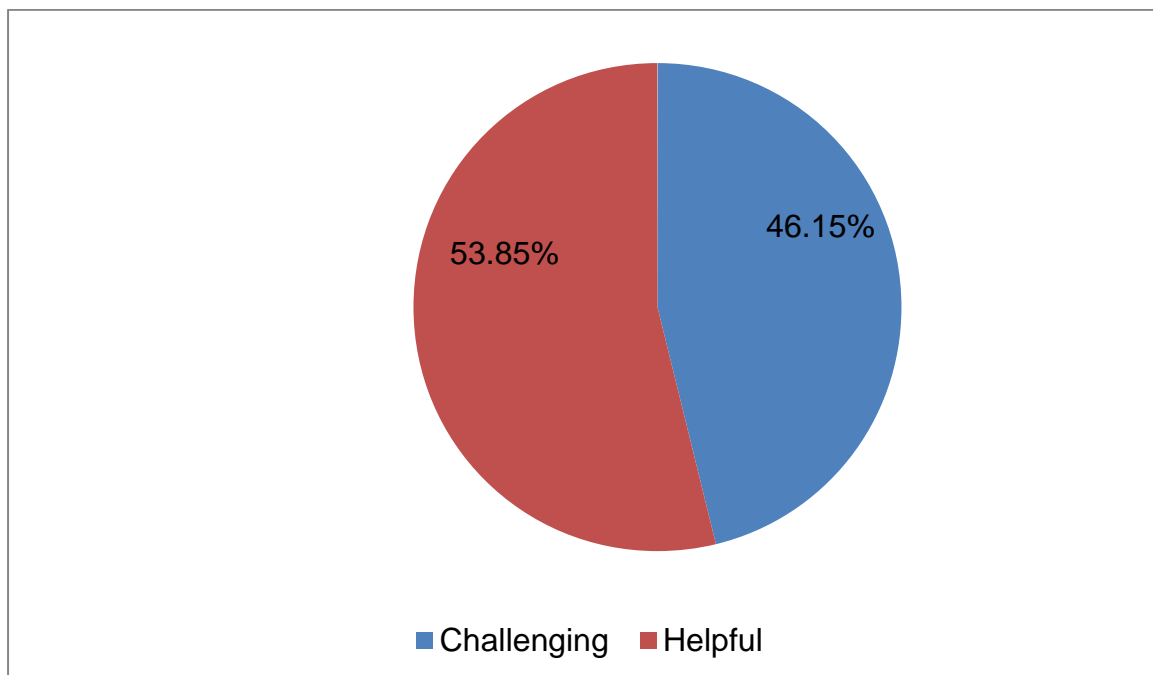


Figure 4.13: Company support

4.4.3.2 The feeling of empowerment

The graph below shows that the perception of the majority of respondents was positive. The majority of respondents (74.36%) agreed and strongly agreed that they felt empowered by their changing role. While less than 11% of respondents did not feel empowered. This indicated that the majority of first line managers are happy about personal empowerment, although the other 15.38% are not sure. According to (Barton and Barton, 2011) it is important that senior management are familiar with how to cultivate an atmosphere of empowerment amongst their first line managers.

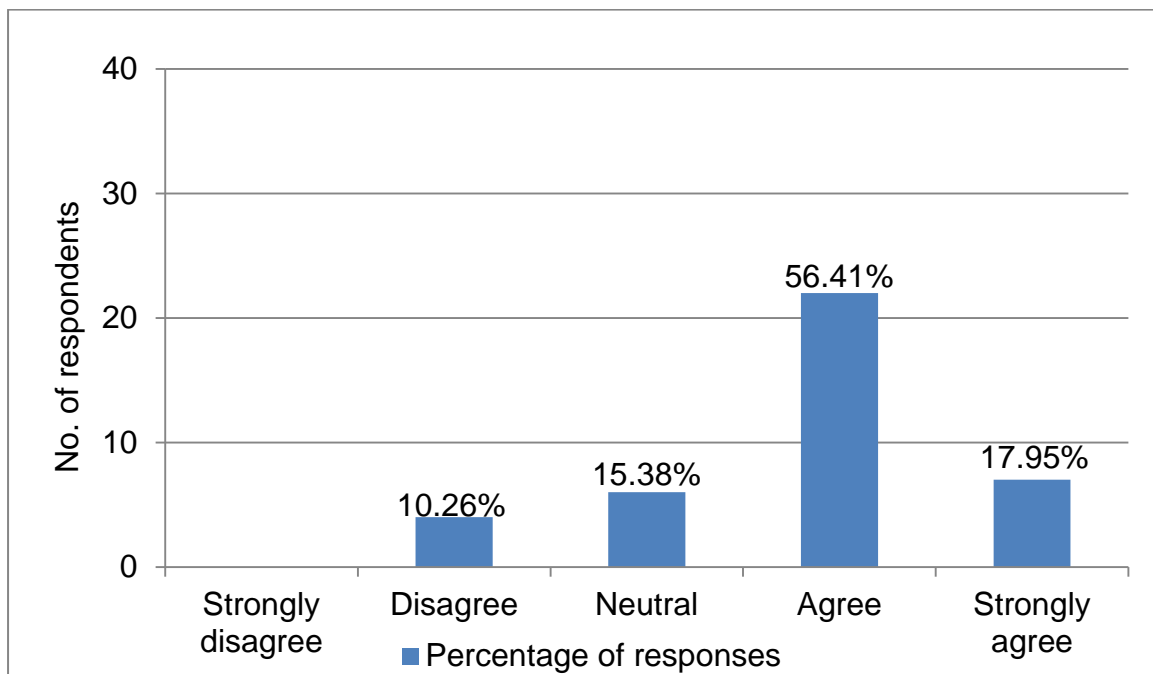


Figure 4.14: Empowerment

4.4.3.3 The change will yield positive results

The majority (76.31%) of respondents felt that the change was going to yield positive results. Less than 15% of the respondents felt negative about the change, while just over 10% of respondents were neutral and not sure whether the changing role of first line managers will yield positive results. The results in Figure 4.15 evidently show that the majority of first line managers agreed that their changing role was to have positive results. Nkomo and Kriek (2011) noted that organisational change is about transforming the organisation's strategy in a way that will yield positive results.

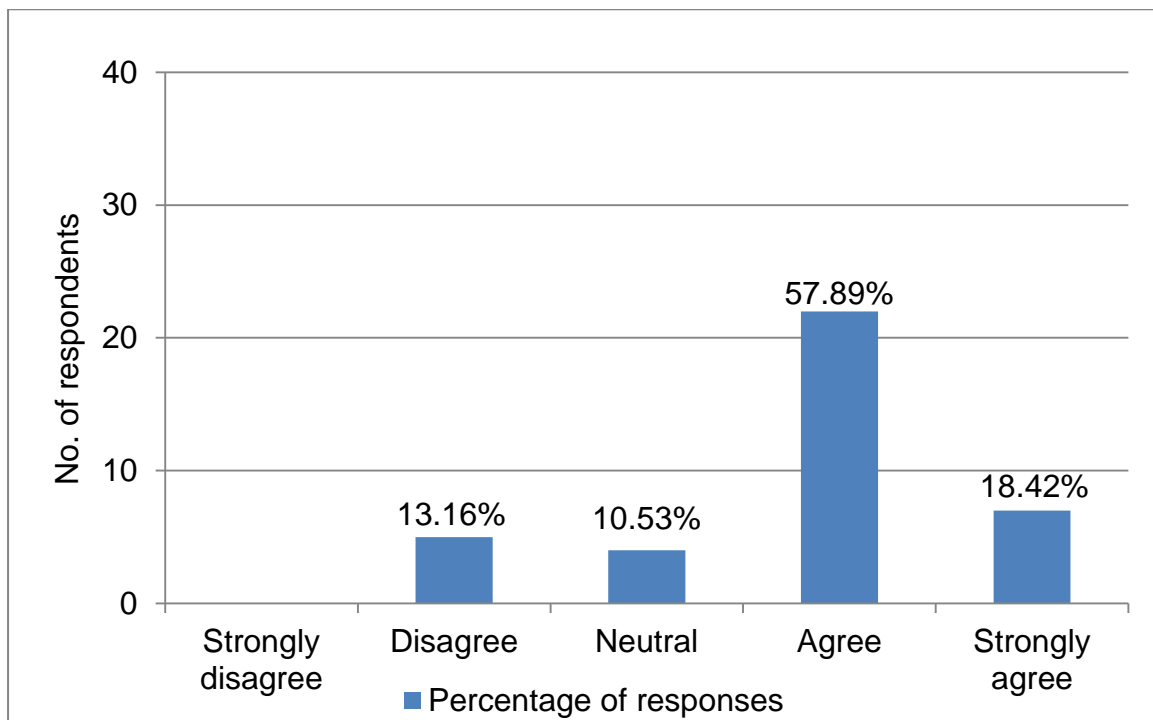


Figure 4.15: Positiveness

4.4.4 The impact of new responsibilities to first line managers

This section addresses the impact of new responsibilities to the first line managers on the efficiency and effectiveness, the impact on the relationship with sub-ordinates and the line manager's independence in making decisions and management of their teams.

4.4.4.1 Cost and efficiency

It is evident from the result in Figure 4.16 below that the majority (above 85%) of first line managers indicated that the changing role was to have a positive impact on the productivity of the company or their specific unit or team. Less than 15% of respondents were negative about the impact of the change. It can be deduced that the changing role of first line managers had no significant negative impact on productivity. The change is thus, driven by the need to improve organisational performance, eliminating waste by reducing costs and increasing productivity due to the changing business environment (Lehman, *et al.*, 2011).

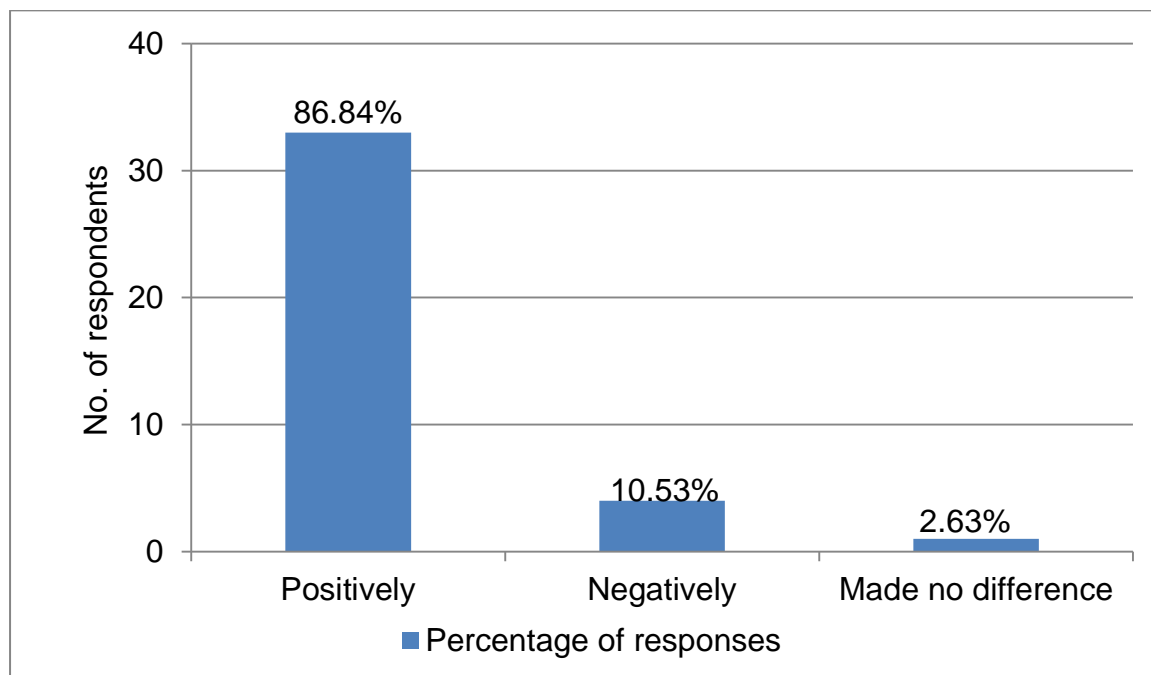


Figure 4.16: Productivity

4.4.4.2 Relationship between employee and the first line manager

The results below in Figure 4.17 indicate that the relationship of first line managers with their sub-ordinates was positively influenced by the change process. Gilbert *et al.*, (2011) indicated that relations-oriented leadership behaviour aims at building commitment, trust and cooperation among subordinates. A majority of first line managers felt it influenced people positively at (57.89%). While a minority (31.58%) are negatively impacted, with the remainder (10.53%) indicating that, the changing role of first line managers made no difference. This finding was in line with the preceding finding where productivity was not negatively impacted by the changing role of first line managers. The development needs of first line managers must be aimed at developing and improving the relationship between the line manager and the subordinate employee (Gilley, *et al.*, 2009).

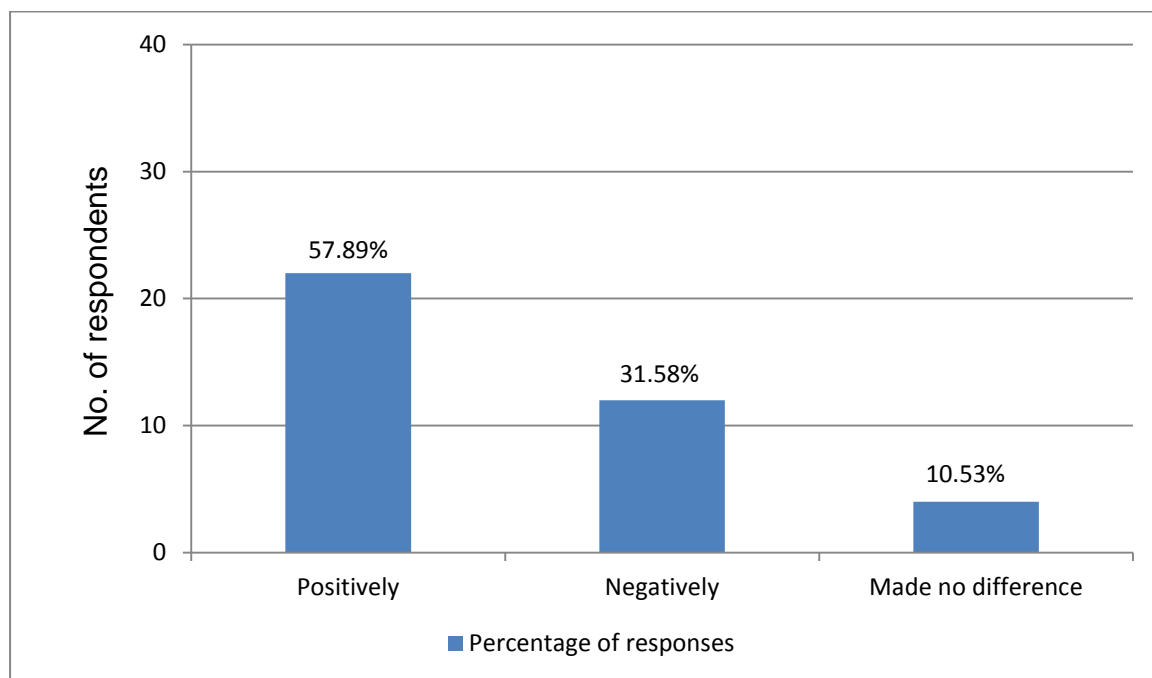


Figure 4.17: Relationship with Sub-ordinates

4.4.4.3 Impact on personal empowerment

With regards to the impact of the change on personal empowerment in Figure 4.18 below, a majority of respondents (71.79%) were positive. Less than twenty percent of respondents (17.95%) stated that the changes influenced their career negatively, and 10.26% indicated that it made no difference. Conway and Monks (2008, pp.74) suggested that once employees become aware of the perceived positive impact the role change will have on the organisation leading to individual growth and development opportunities, they tend to be eager to put in more effort and commitment to the change.

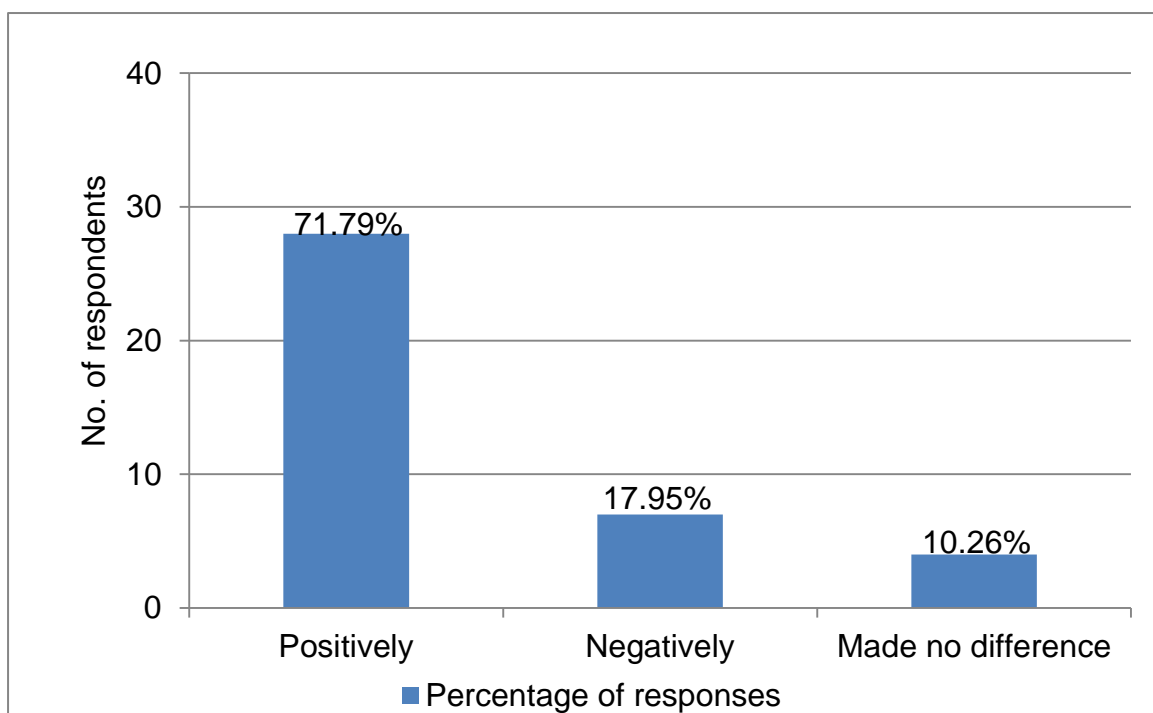


Figure 4.18: Change impact on personal empowerment

4.4.4.4 Autonomy

The Figure 4.19 below indicates that the majority of respondents personally felt that the changing role of line managers had a positive impact on first line manager's independent in relation to managing his or her own team, while 15.38% indicated that these changes had a negative impact on line management autonomy. The remaining 12.82% indicated that it made no difference. Dealing with the managerial process in reaching decisions may embrace first line manager's attitude, quality and skill level, productivity as well as relationship with subordinates and, at times, the union. The positive results are an indication of perceived non-interference by senior management. Since line managers have close and immediate contacts with their subordinates and are in a position to understand, engage, motivate, control, manage and respond speedily to employees, it would therefore, be easier for the human resources manager to give away the human resources authority to the line managers and a share of human resources responsibilities (Keegan, *et al.*, 2012).

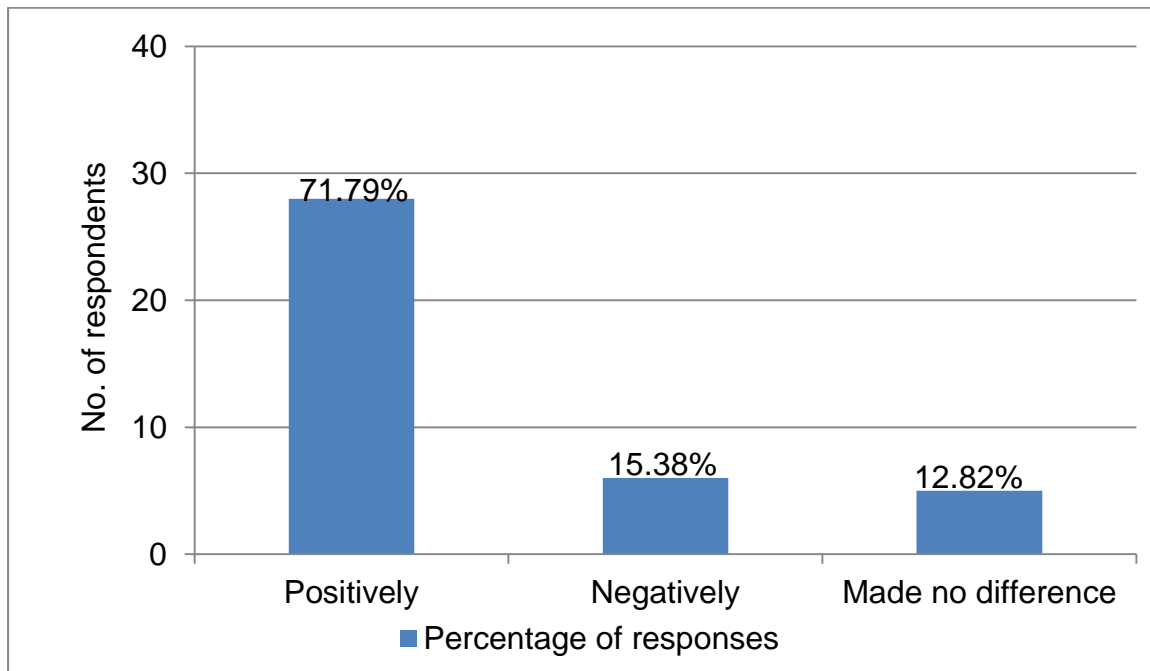


Figure 4.19: Change impact on line management autonomy

4.5 Summary

The results obtained from the analysis of data have revealed several interesting findings. Some of the most important findings are that the majority of the first line managers found the skills development during their changing role to have assisted and empowered them to deal effectively with the changing role process. A majority of respondents were satisfied with the resources made available to them and with personal empowerment and were of the view that the change will yield positive results with a positive impact on productivity. Almost half of respondents found guidance and support offered not to be helpful. A majority of respondents found that their changing role was going to improve their relationship with their sub-ordinates due to the positive impact on first line manager's independence in relation to managing his or her own team. In so far as the demographics are concerned, there are more males than females. Based on the above findings, some conclusions have been drawn from which recommendations are suggested. The recommendations for further research are described in Chapter Five.

CHAPTER FIVE

Conclusions and Recommendations

5.1 Introduction

This chapter summarises the findings of the study and draws conclusions on the research aim and objectives. The overall primary aim of this research was to gain insights on first-line manager's perceptions of their changing role. Relevant recommendations based on these conclusions will provide guidelines for ABI on what the organisation may still need to do going forward to ensure a smooth transition to the changing role of first line managers. The chapter concludes with recommendations for further research.

5.2 Conclusions

This section draws conclusions on the objectives and the main findings of this study. The objectives of the study were answered by unpacking the responses from the questionnaires by the respondents.

5.2.1 Skills necessary to develop first line managers to perform effectively in the changing environment

It is evident that skills development of first line managers during their changing role assisted and empowered first line managers to deal effectively during their changing role. The responses to the skills development needs provide an insight as to the managerial issues which each relate to the need to better equip first line managers to handle the human resource which is the one dimension that first-line managers have the most direct and close control. The findings clearly show that there is a need for organisations to invest in developing and empowering first line managers. In addition to providing skills development, this study implicitly raises the issue of the

role which senior leadership should play in moulding human behaviour, and more specifically the degree to which the responsibility for skill development and application thereafter should be left to the individual. It can be concluded that first line management role change leads to change in expected performance, skills required, attitudes, perceptions and behaviours by individuals, and the way an organisation responds to the skills development needs.

5.2.2 The availability of resources to first line managers to perform effectively in the changing environment

It is evident that the first line managers were satisfied with the resources made available to them. On the other hand, almost half of respondents found guidance and support offered not to be helpful. Senior leadership within the organisation need to drive commitment and involvement by giving the support and the resources that are critical to success of organisational change. Leaders can guide and support first line managers in various and different challenges that they may experience during the change phases. It can be concluded that the perceived support and availability of resources affects individual performance.

5.2.3 The perceptions of first line managers about their changing role

A majority of respondents found that their changing role was going to yield positive results. It can be concluded that change is about transforming the organisation's strategy in a way that will yield positive results and that embracing changing role leads to positive results.

5.2.4 The impact of the new responsibilities to first line managers

A majority of respondents found that their changing role was going to have a positive impact on first line manager's independent in relation to managing his or her own team aimed at improving their relationship with their sub-ordinates. It can be

concluded that managerial role change impacts on the nature of interaction between superior and subordinate.

5.3 Implications of this study

This study has contributed to the literature by integrating the changing role of first line managers with other elements such as skills development, availability of resources, empowerment and attitudes that influence reactions and perceptions to change. The pressure to remain competitive in the global environment has led organisations such as ABI to implement continuous changes, effectively the role of first line managers. First line manager's attitudes and behaviours need to be changed to align with their new role and its expectations; therefore, ABI has to nature and support that change. The lessons from this study should be of benefit to ABI and other organisations struggling to address the readiness and the skills capability of first line managers.

The study confirms the view of many theories that it is important to acknowledge the role of perceptions, skills development, availability of resources and continuous support in facilitating management role change. This study has also contributed a concise model that supports future research in the changing role of first line managers. It can serve as a starting point for further research to explore management development competencies needed to respond to management role change. As shown in the findings, a number of themes were identified that indicate the predominance of perceptions in management role change and of the influence of skills development, availability of resources and support in influencing the change process.

Whilst the outcome of the study may be of limited to generalisability, it provides a benchmark for longitudinal studies focussing on the effect changing role of first line managers within an organisation over a period of time. A longitudinal study may provide a stronger evidence of the effect of changing the role of line managers.

5.4 Limitations of the study

The limitation of the study is that it is confined to the target respondents of ABI; hence the findings will be applicable to ABI First Line Managers in KZN region, and not generally to all levels of manager's at all corporate companies. Managers of different departments and companies would, however be able to use and apply some of the generic concepts and framework that provide some key aspects to apply during change initiatives at companies and various institutions. Financial constraints also made it impossible for the researcher to conduct the study in other regions where the organisation is based.

5.5 Recommendations arising from the study

The aim of the study was to determine first line manager's perceptions of their changing role at Amalgamated Beverage Industries. The following recommendations are suggested, based on the research findings:

- Invest more time in developing and empowering first line managers with managerial, human resources and computer skills. This will ensure that the organisation has the right skilled management foundation in place for sustained and accelerated growth well into the future with line managers who have the ability to exploit new technologies. The development and training in the area of human resources management will enhance efforts in dealing with employee issues decisively, improving productivity and performance.
- The organisation should not only provide the necessary resources, but also organisational support and guidance that will contribute to individual effective performance. This will ensure that first line managers perform effectively and efficiently in the changing environment, thus encouraging and motivating employees to develop and make use of their full potential.

- Design continuous support and coaching until the first line managers are comfortable with the new processes and protocols. This will motivate first line managers to continuously look for new learning and growth opportunities.
- While the content of the role change is important, much of the success is driven by employee engagement to make the change happen. Therefore, first line managers must be engaged on the current experiences and challenges of their changing role. This will ensure that the organisation provides support relating to the real needs of first line managers, physically, emotionally and mentally.
- Have a clear change programme aimed at developing first line managers through continuous learning that would lead to accepting changing conditions. These measures will result in a change of attitude and behaviour to be aligned with the role change and its expectations.
- Offer opportunities of networking with people within the organisation to learn more about various roles with the aim of developing an ability to work in areas outside line manager's comfort zone and expand beyond his/her role at work.
- The role change must be aimed at developing a closer relationship between line manager and sub-ordinate. This will create space for first line managers to own front line engagement, thus empowering first line managers to own the relationship with sub-ordinate employees, such measures will have a positive impact on people and on the organisation as a whole.

5.6 Recommendations for further research

The recommendations for further research are based on the findings and limitations identified in this study. Recommendations for further research include:

- In this study, the sampling frame used was limited as it basically included respondents from one industry and an organisation based in one location. A

further study should include a considerable number of industries based in different locations.

- The fact that the first line managers who participated in this study did not have prior experience of handling human resources issues suggests a need for further research to explore the challenges faced by these first line managers in handling human resources issues of their sub-ordinates.
- Future research should consider the undertaking of longitudinal study to measure first line manager pre and post the role change that would enable an assessment of the change process.

5.7 Summary

The study has evaluated the perceptions of first line manager with regard to their changing role. The research objective has been met and the study has shown the support needed by first line managers and what ABI may still need to do to ensure a smooth transition of the change process. The results of this study suggest that changing managerial role do affect first-line managers' perceptions, as demonstrated by skills development and resources needs. The changing role of first line managers has the ability to prompt emotions, attitudes and perceptions as employees experience the changing role outcomes and processes. Conversely, skills development, availability of resources and support from senior leadership affects the way in which people respond to their changing role. Further research is required to assess the impact of the changing role of first line managers in a longer period.

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Appendix I

Questionnaire

Dear RESPONDENT,

I, Sibusiso Andrew Khathi, an MBA student at the Graduate School of Business, University of KwaZulu-Natal am currently conducting a study entitled “First line manager’s perceptions of their changing role at Amalgamated Beverage Industries”. The purpose of this survey is to solicit information from First line managers, Team leaders and Supervisors regarding their perceptions of readiness for the changing role. The information provided will assist in identifying gaps between current and end state; provide information towards identifying the most effective leadership development strategies and direction as how to effectively enable application of the required skills. The questionnaire should only take **10-15** minutes to complete. In this questionnaire, you are asked to indicate what is true for you, so there are no “right” or “wrong” answers to any question. Work as rapidly as you can. If you wish to make a comment please write it directly on the booklet itself. Make sure not to skip any questions. Thank you for participating.

Your feedback will be treated confidentially

Please tick against your choice of response to questions.

S. SECTION ONE – DEMOGRAPHIC INFORMATION

1. What is your gender?

Male

Female

2. What is your age?

18-27

28-37

38-47

48-and above

3. What is your race?

African

Coloured

Indian

White

Other _____

4. What is your highest level of educational qualification?

Matric

Diploma

Honours or Bachelor's degree

Master's degree

Other _____

5. What is the number of years/months in your current role?

Less than five years

Between five and ten years

More than ten years

6. How many people are you managing?

Less than five

Between five and ten

More than ten

7. How long have you been in employment with the company? Please specify in years.

8. Which department are you from?

Commercial

Supply chain

Central Office

S. SECTION TWO – MANAGERIAL PERCEPTION OF THE CHANGE PROCESS

9. Do you believe your role as a leader has changed?

Yes

No

10. How do you believe your role has changed?

11. What do you believe you were not previously performing? Functions identified as “new”/ additions to current role?

12. Was the company support/guidance during the change process challenging or helpful?

Challenging

Helpful

13. Was the training and development during the change process challenging or helpful?

Challenging

Helpful

14. Was employee cooperation during the change process challenging or helpful?

Challenging

Helpful

15. In your own opinion how did the change impact on cost and efficiency of the business unit or company?

Positively

Negatively

Made no difference

16. In your own opinion how did the change impact on relationship between the employee and the first line manager?

Positively

Negatively

Made no difference

17. In your own opinion how did the change impact on personal empowerment?

Positively

Negatively

Made no difference

18. In your own opinion how did the change impact on line management autonomy?

Positively

Negatively

Made no difference

19. I received sufficient training to do my job

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

20. I have adequate resources to manage my team

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

21. I have the necessary tools to do my job

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

22. I have the correct processes in place to successfully perform and achieve expected results

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

23. I receive sufficient support to perform in my role

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

24. I am applying the skills from training provided

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

25. I find the new computerised SharePoint system useful

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

26. I use SharePoint

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

27. I am encouraged to come up with new ways of doing things

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

28. I feel empowered

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

29. I am adequately informed to do my job effectively

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

30. The change will yield positive results

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

31. The change has improved my relationship with my subordinates

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

32. The change has not added to my work load

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

33. This change has led me to consider leaving the company

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

34. I believe these changes are:

For the better

Stayed the same

For the worse

35. What are your concerns, if any, regarding the changing role of First line managers?

36. Please elaborate by giving or making a recommendation of how the change in the role of first line managers could be introduced successfully.

End of the Questionnaire

Thank you for taking the time to complete the questionnaire.

Appendix II

Ethical Clearance



17 April 2013

Mr Sibusiso Andrew Khathi 211529406
Graduate School of Business and Leadership
Westville Campus

Dear Mr Khathi

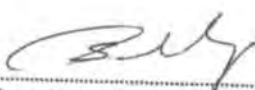
Protocol reference number: HSS/0218/013M
Project title: First Line Manager's perceptions of their changing role at Amalgamated Beverage Industries

I wish to inform you that your application has been granted Full Approval through an expedited review process. **EXPEDITED APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


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Professor Steven Collings (Chair)

/pm

cc Supervisor: Mr Muhammad Hoque
cc Academic Leader: Dr E Munapo
cc School Admin.: Ms Wendy Clarke

Professor S Collings (Chair)
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