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ROLES AND COMPETENCIES OF FIRST LINE MANAGERS FOR EFFECTIVE WORKPLACE MANAGEMENT

THE CASE OF AMALGAMATED BEVERAGE INDUSTRIES (ABI)

MZIMKHULU SAMSON GAGA

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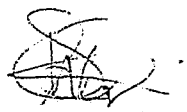
A research project submitted to the Faculty of Education, University of the Witwatersrand , in partial fulfilment of the requirements for the degree of Master of Education in Education Policy and Management

Johannesburg

September 1998

DECLARATION

I declare that this research project is my own unaided work. It is being submitted for the degree of Master of Education in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other university.



Mzimkhulu Samson Gaga

Signed on this ...16th... day of September 1998.

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Sincere thanks goes to my friends with whom I engaged in a healthy competition around who would be the first to complete a Masters programme and proceed to further academic pursuits. These jocular interlocutions infused me with renewed energy during difficult times when a cop-out seemed to be a sensible option for me. Particular thanks goes to DV Dlamini who spent his valuable time editing my work.

I further wish to thank ABI management, in particular the Human Resources Manager, Mr Pierre Bleeke, for allowing me to carry out research in their company during busy periods. Special thanks goes to the Training Manager, Karen Vipond and Maropeng Rapoo, the Training Administrator for their assistance in organising interviews for me and their readiness to provide information.

Finally, thanks to my supervisor, Dr Shirley Sebakwane for her professional guidance.

Abstract

This research sought out to establish the extent to which first line managers - team leaders, supervisors, foremen - are considered part of the management structure and, therefore, carry the attendant responsibilities. Secondly, the research aimed to ascertain whether supervisors are adequately developed and prepared to effectively manage all aspects of the workplace. To achieve these aims, the researcher studied the roles played by first line managers, and the attitudes of middle managers and shopfloor employees towards first line managers. So too, the competencies required by first line managers for effective workplace management were studied.

The research was a case study conducted at Amalgamated Beverages Industries (ABI). Interviews were conducted with the following people:

- the Human Resources Manager who provided information on the changes that had taken place in the company;
- the Training Manager who gave insight into training attended by team leaders; and
- the employees who offered their views on the role of team leader.

Team leaders and middle managers completed a questionnaire on various issues such as the competencies required by team leaders, the role of team leaders, and others. A research conducted by the National Productivity Institute (NPI) among some South African companies on similar issues was used in this research.

The researcher discovered that team leaders at ABI were generally regarded as part of management by both middle managers and shopfloor employees. However, the role of team leaders was not clear to many employees. It was recognised that there were certain activities that should be carried out by team leaders but were currently not. Some of these activities are performance management, goal setting, and budget control.

Concerning the development of team leaders, the researcher found that ABI had offered a variety of courses to team leaders, yet lacked a cohesive development approach and programme.

The researcher concluded that the status of team leaders, as well as their motivation, could be enhanced by allowing them to take full responsibility for shopfloor employee management. Also, it was concluded that the development of team leaders would be more effective if it was holistic and located within a planned programme. Recommendations for ABI's consideration have been made on some of these aspects.

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CHAPTER 1: INTRODUCTION

1.1 THE PROBLEM AND ITS SETTING

1.1.1 THE STATEMENT OF THE PROBLEM

The process of change both at a macro (i.e. at national and political), and micro (i.e. at work place) levels, that South Africa is undergoing at the moment requires effective change management strategies. A number of changes occurring at a micro level demand the development of new skills and competencies among the present cadre of management at all levels. One of the changes taking place in the working environment is the restructuring of organisations from deep hierarchical structures to flatter structures, that is, structures with fewer management levels. Significant in this change is the formation of self-directed work teams with team leaders who play a more meaningful role in terms of decision-making. These structural changes are said to be the foundation of good business practice, for among others, they lead to effective management of information as well as to prompt decision making. Another significant change is the promotion of historically disadvantaged groups - blacks and women - to more senior positions through affirmative action. The Employment Equity Bill (1997) aimed at anchoring this change, is likely to take effect and impact on employment practices. This development calls for new approaches to the management of people, both from new entrance into managerial positions and from those who have already been managers for a long time.

There is a general understanding that while change needs to be supported from above - by senior management - it needs to be driven by line management. However, for line managers, particularly first line managers to be able to manage the process of change effectively, they need to be fully equipped to do so. Holistic training that develops the technical expertise as well as the people skills such as the interpersonal, communication and diversity management skills of supervisors, is one way to equip them for effective management of change. Such training may well be lacking in South African industry. Another way of equipping supervisors

for effective management of change is acknowledging in word and deed that they are part of management. This is achieved by affording them the opportunity to take decisions on a wide range of issues. This too may not have been the case in South African industries.

Working in various companies as a human resources consultant, the researcher has observed a perception gap between senior and first line managers concerning the role of the latter at the work place. This gap arises from the difference between the actual activities undertaken by supervisors and the expectations of their seniors. While supervisors may be officially construed as being part of the management structure, they are not given all the managerial responsibilities that befit their position. In many instances supervisors claim that they are only expected to ensure employees work properly, are on time, and that the machines are in good working condition. They are not involved in other management activities such as conflict resolution, wage negotiations, staff appraisals, and others. These are handled by higher levels of management. Thus, supervisors do not perceive themselves as being part of management.

Another observation is that many supervisors in South Africa are not adequately trained to handle labour relations since their training is confined to the technical aspect of the job. In situations where the workforce is unionised, supervisors find themselves unable to resolve even minor shopfloor disputes due to their inferior knowledge of labour relations compared to that of shopstewards. Thus they refer all shopfloor disputes to senior management, a practice that is time consuming and counter-productive. In addition, supervisors are unable to motivate staff because they are not in control of rewards and sanctions. Their contribution in enhancing productivity is, therefore, limited.

Considering that these are observations and broad generalisations, the researcher undertook a study on one of the major companies in South Africa, Amalgamated

Beverages Industries (ABI). to determine the extent of realism in these observations and generalisations.

1.2 THE IMPORTANCE OF THE STUDY

The return of South Africa to the international markets and global competition has brought about challenges that require serious efforts to upgrade its human resources skills. So too. the demands of world class manufacturing and continuous changes within organisations call for an appropriately skilled and highly motivated labour force. The initial target for training should be the management echelons as they have a responsibility to lead and motivate the rest of the employees to higher levels of productivity. This means that substantial financial resources have to be allocated for the training of managers. particularly first line managers. If this be the case. the return on investment must be visible in the improved performance of these managers. Such improvement is enhanced by appropriate training. high motivational levels. and an enabling environment.

ABI spends approximately R500 000 per annum on the training of supervisors.[1] The training. according to the Human Resources (HR) manager. is aimed at creating a culture of continuous improvement through the promotion of self-analysis and increased skill level of employees. The expenditure on training of supervisors happens at a time when the company is undergoing structural changes.

ABI has changed its marketing strategy from one in which staff operated in certain designated areas to one of specialising in different channels. There is. for example. a channel that services each of the following retailers:

- Pick 'n Pay:

[1] Interview conducted with the HR Manager in May 1997.

- Cafes;[2]
- Service stations; and
- Education and leisure outlets.

On the production front, changes have occurred which include the merging of three departments, namely, Maintenance, Quality, and Production into a single unit. This was the result of a business process re-engineering exercise that discouraged the silo effect of operating and promoted a cohesion of activities. The purpose was to ensure proper multi-skilling and better results for the company as a whole.[3]

These changes mean that responsibility on a number of issues has been cascaded down to teams themselves, under the leadership of their team leaders. Decision making now takes place at the lowest level of management. There is an intention to give team leaders more responsibility in matters such as the hiring and dismissing of staff, team goal setting, performance management and performance feedback. These changes also mean that an individual supervisor will now be responsible for more and diversely competent employees in his or her team.

Such a scenario requires that supervisors be highly motivated through feeling that they are part of management. So too, the scenario demands that the training supervisors receive fully prepare them for the management of people.

1.3 AIMS OF THE RESEARCH

The research aims to :

- establish the extent to which first line managers are considered part of the management structure and, therefore carry the attendant responsibilities; and

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[2] HR Manager interview: May 1997

- ascertain whether or not supervisors are adequately developed and prepared to effectively manage all aspects of the workplace.

1.4 THE RESEARCH QUESTIONS

The research attempts to answer the following questions:

a) Are first line managers regarded as part of the management team?

b) Does the training currently provided to first line managers sufficiently meet the need to develop the required competencies for effective workplace management?

1.5 SCOPE AND LIMITATIONS

The research investigated the responsibilities of first line managers across race and gender at ABI. An attempt was made to reach all supervisors at the Midrand plant. However, only 60% of supervisors participated in the research. Whereas ABI has a number of plants within Gauteng and in other provinces, only one plant was approached for this exercise due to time constraints.

The research further looked at the training courses provided by ABI to supervisors and compared these to their stated roles, as well as what supervisors perceived to be their training needs. In keeping within the limited framework of the study, the researcher did not evaluate the training courses, thus an opinion on the efficacy of these courses cannot be expressed.

1.6 STRUCTURE OF THE STUDY

Firstly the literature related to this research project will be reviewed in Chapter Two. Chapter Three describes the research design, its effectiveness and its limitations. A presentation of the findings follows in Chapter Four. Finally, the researcher concludes with the discussion of the findings and some recommendations in Chapter Five.

CHAPTER 2: LITERATURE REVIEW

Although there is an abundance of literature on management training, for example, Bittel, R. L. and Newstrom, W.J (1990), Nanda R. (1988) etc. very little of this concerns itself with the training of supervisors in South Africa. This has serious implications for scholars of management development in this country because management is not a universal phenomenon. While some general lessons can be learned from other countries, every society and culture is unique. Therefore, an approach to management that takes into account the context within which it is practised, is required. Bettignies (1975:6), in support of this view, posits:

> Whether management is the science that academics would like it to be, or an art as practitioners would prefer to see it, or both, in today's environment, management principles are not universal. As Hagen put it, fifteen years ago: 'Principles of business administration are not absolute, they are relative to the culture of the society'.

This was true in 1975 as it is true today. Due to this lack of South African literature, the research relies, therefore, on Western literature in understanding the debates around the issues it seeks to investigate. Related literature will cover the following:

- the need for supervisory training;
- approach to supervisory training; and
- supervisory competencies.

2.1 THE NEED FOR SUPERVISORY TRAINING

In today's changing technology supervisory training needs to be recognised as a critical success factor in making organisations gain a competitive edge. This appears to be the theme in some literature dealing with the training of supervisors. Keitch and Scrine (1993:180) argue that since the late 1970s, technological changes have led to structural changes, thus encouraging many companies in the United Kingdom to "devolve more responsibility to work groups to plan, implement and monitor their own output, experimenting with various work group models." These new responsibilities demanded that a process of supervisory empowerment through training be embarked upon. Keitch and Scrine (1993) perceive the need for supervisory training as arising out of advancement in technology and the pressure for structural re-engineering of organisations.

The emphasis on technological changes as a catalyst for supervisory training is supported by other research. Senker (1994:46) contends:

> the principal need for training supervisors does not arise from the need for them to manage work groups, but from the need for them to play an active part both in facilitating organisational and technological change derived from more senior management initiatives....

Other writers, however, go beyond technological reasons in their perception of the need for supervisory training. A recognition of a supervisor's role that extends beyond mastering the technical aspect of his/her job, to understanding how to interact with and creatively utilise the human resources for the benefit of the organisation, is expressed. This additional role was in the past expected of managers, but Burrows (1984) argues that supervisors perform management tasks, albeit to a lesser degree. Required in their training, therefore, is a basic concept of a

'management role' as a dominant theme. Burrows posits that "Management is a practical subject; it can be defined as 'getting things done through the agency of people and other resources' and in supervisory training this management training must be practical" (1984:293).

According to Burrows (1984), supervisory training that incorporates this 'management' ethos is one that would include modules such as *the nature and purpose of supervisory management, the role of the supervisor, communication, the supervisor as a leader, motivation, supervising the working group*, and *industrial relations.*

Supporting this human side to the supervisor's role is Phillips (1985). In his discussion of the supervisor's role, Phillips (1985) points out that although the technical aspects of his/her job are important, the most important are the interpersonal skills. These include the ability to "interact with employees, peers, staff groups, and upper management" (1985:8). Philips further posits that most supervisors possess the necessary technical skills, but lack administrative and interpersonal skills. This situation could be corrected through training that incorporates these skills.

Nave and Thomas (1984:) argue that the ability to manage people is most critical to the success of an organisation. They see the lack of skills development in this area as the principal cause of organisational problems. According to Nave and Thomas (1984:3):

> One of the key elements in managerial success is the ability to motivate and manage people. However, the skills to work effectively with personnel do not automatically come with the title of manager. Ineffective management in this area is

undoubtedly the cause of more organisational problems than any other factor.

Nave and Thomas (1984) advocate for an approach to manage that takes seriously the development of interpersonal skills in supervisors. They, however, acknowledge that the development of these skills is a lengthy and costly process that requires investment in time cost.

While these two positions on the training of supervisors are not necessarily opposed, they place separate emphasis on the need for training. Also, the research referred to thus far raises universal concerns applicable in any business environment. Debates on supervisory training in South Africa would need to have an added dimension to them. Developments in the labour arena, such as the promulgation of the new Labour Relations Act 66 (LRA) of 1995, require an extra set of competencies from first line managers. The power given to workers in the LRA, to be more involved in decision making through the formation of workplace forums, may mean that supervisors should develop competencies to lead a more sensitised workforce. This may mean training in negotiation skills, conflict resolution and other relevant skills. Furthermore, the diverse cultural make-up of work-teams resulting from the implementation of affirmative action programmes, and the introduction of new business processes such as multidisciplinary teams, require supervisors to understand, value and gain competencies to manage diversity at the workplace.

2.2 APPROACH TO SUPERVISORY TRAINING

Another debatable issue among scholars of management development is the theoretical model from which supervisory training is premised. Contestants in the debate are views that effective supervisory training starts by changing attitudes, and those that believe that effective training starts by changing behaviours. The

Concise Oxford Dictionary defines attitude as a "settled mode of thinking"(1983:56). Behaviour, on the other hand, is defined as "way of conducting oneself" (1983:80).

The attitude modelling approach espoused by Nanda (1988) on the one hand, argues that a critical success factor in supervisory training is attitudinal change. Dodds (1987), on the other hand, holds the view that a behaviour modelling approach that seeks to change behaviours as a starting point will lead to other changes with minimal difficulty, and will ensure success.

Nanda (1988) classifies the changes into:

- knowledge;
- attitudes;
- individual behaviour; and
- group behaviour.

The most important in the training process is attitudinal change:

> What does the supervisor bring to (organisational change)? The most important trait is his or her attitude about change. The progression from worker to supervisor to, later, middle and top manager are all related to attitude. How comfortable an individual is with change will determine the person's success at developing into a supervisor and becoming an effective member of the management team (1988:27).

Nanda (1988) further emphasises the importance of time in the development of supervisors, and argues that the length of time is determined by the nature of the programme and the difficulty with which the desired changes are achieved. These changes are in order of difficulty with knowledge being the lowest and group

behaviour being the highest. The following diagram illustrates the process of change:

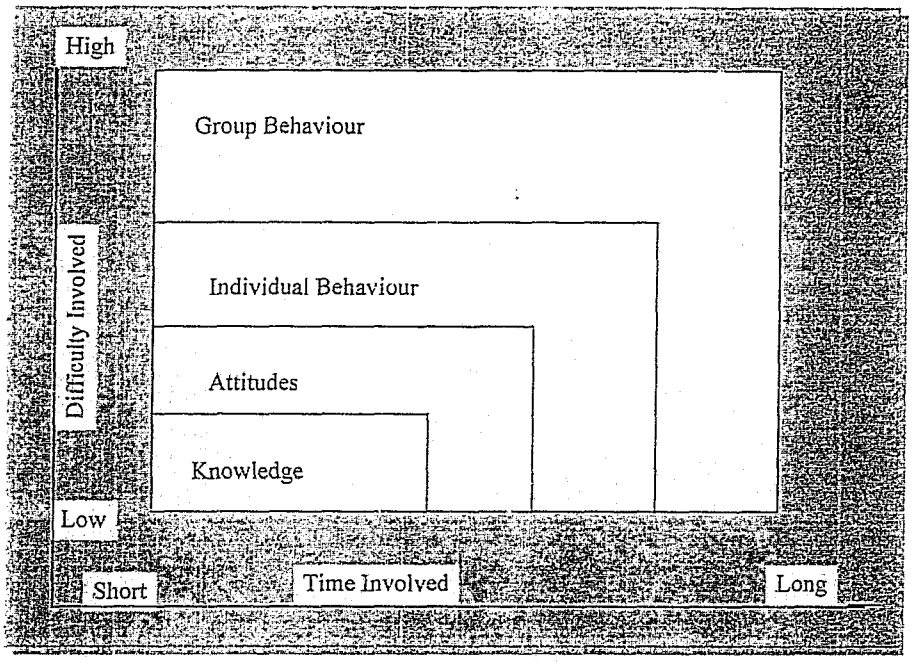


Diagram 1: Time and difficulty involved in making different types of change

The diagram above illustrates that it takes a shorter period of time to change the knowledge base of supervisors than it does to change behaviour.

A complete process of change from knowledge to group behaviour leads to organisational performance. For Nanda (1988), the failure of most development programmes is a result of attempts "to go directly from knowledge to supervising a group without a change in individual attitude..." (1988:27). Nanda (1988) sees attitudinal change taking place when people are informed of what changes are occurring in their organisations and in themselves, and how these changes affect them. He therefore calls for training programmes and self-assessment instruments that measure whether people have the abilities or skills to change or not. Only after

this stage can people develop strategies to set goals, manage change and seek new sources and directions for change (1988:27).

Dodds (1987) argues that the traditional approach of changing attitudes first is not as effective as the behaviour modelling approach in the training of supervisors. According to Dodds (1987), an effective learning process is one that begins by teaching people specific skills and giving them immediate feedback. This will lead to changes in behaviour, improved results and finally, changes in attitude. Dodds' approach places emphasis on:

> ...getting supervisors to experiment with and "try on" new, more effective *behaviours*. Through these new behaviours they achieve better results - results that, in the eyes of the participants, prove that they have increased their skills and effectiveness as supervisors. When this is accomplished, the need for the trainer to work actively at attitude change becomes superfluous: the attitude change comes automatically as a response to increased knowledge, ability, and results (1987:294).

The diagram below attempts to illustrate how diametrically opposed are Dodd's (1987) and Nanda's (1988) approaches.

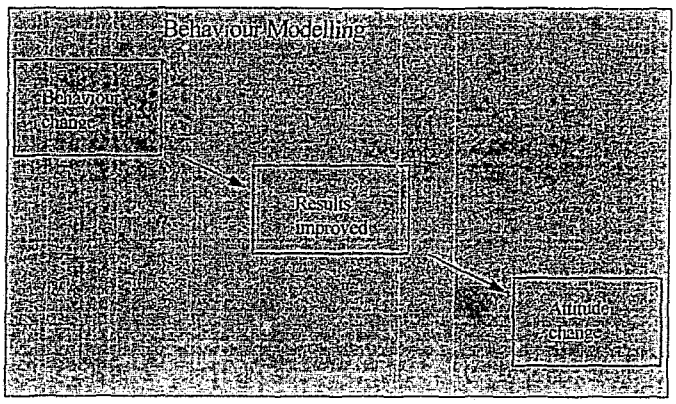


Diagram 2: Behaviour Modelling Challenges Tradition, Dodds (1987:294)

To strengthen his theory, Dodds draws an analogy between the behaviour modelling approach to supervisory training and giving coaching instructions to tennis players. The following diagram captures succinctly the analogy:

Behaviour Modelling

Learning Process	Tennis Instruction	Supervisor Training
Behavioural objectives	Step-by-step description of stroke	Critical steps
Positive model	Instructor demonstration	Film video of critical steps used successfully
Skill practice	Student practice stroke	Supervisor practices using critical steps
Immediate feedback	Instructor criticises	Supervisor receives feedback on use of steps

Diagram 3: Different methods of Imparting skills

The models presented thus far offer a basis on which a South African approach to supervisory development can be discussed. More than choosing one model over the other, an approach that recognises the strengths of both models and builds on them would seem to be appropriate to the South African supervisor. While Nanda's (1988) theory appears lucrative and relevant, it falls short of specifying the way in which supervisors will develop specific skills of coaching, motivating, resolving conflict - to mention just a few. Dodds' (1987) model, on the other hand, whereas it does indicate the process of skill development, it fails to take into account the changing context within which that development happens.

Another fundamental point that the two approaches fail to address is the environment within which the newly acquired skills are to be practised. Many a times supervisors are sent on courses that aim to improve their knowledge and skills without due consideration of the environment. The acquisition of knowledge and skills is but one of the elements that lead to improved performance. Performance is a result of the presence of ability - which is achieved through the acquisition of knowledge and skills - willingness, and opportunity. Willingness is an internal attribute that is dependent on motivation. Opportunity, however, is an environmental factor that is beyond the control of the trainee. Often the opportunity for the supervisor to practise new skills is dependent on the willingness of the middle manager as well as co-operation from the employees. Such willingness and co-operation is achieved through a common understanding, by all involved, of the training that the supervisor has undergone, and a common understanding of the role of the supervisor. A development approach, therefore, that focuses exclusively on the supervisor, and neglects to involve the middle manager and employees, is unlikely to change the environment in which the supervisor operates.

2.3 SUPERVISORY COMPETENCIES

The importance of training and development for an enterprise to achieve its business objectives cannot be overemphasised. A variety of training methodologies throughout the world have been applied to transfer knowledge and skills. A methodology with growing popularity both here and elsewhere is competency-based training. Competency-based training focuses on the ability of the learner to master specific skills, acquire underlying knowledge, and develop certain attitudes or values in order to perform a task. Meyer (1996:34), defines competence as:

> the integration of knowledge, skill and value orientation, demonstrated to a defined standard in a specific context.

He also states that a competency is only useful if it can be demonstrated or measured and this by definition requires standards of performance and statements of the parameters or context in which performance is required (Meyer, 1996:36).

Competency-based training is important in the workplace in that it assists employees to achieve a level of performance in a specific area in a measurable way. Gerber *et al* (1998:460) quotes Dubois (1993) as saying that competency based approach is the employee's capacity to meet or exceed a job's requirements by producing an expected level of quality within the constraints of the organisation's internal and external environment.

The job requirements of supervisors in many business enterprises demand a combination of technical and people oriented competencies. There appears to be consensus among practitioners of management development in terms of requisite competencies for supervisors and middle managers. Chamberlain (1995), in Gerber

et al (1998:461) considers the following competencies as crucial in the development of supervisors:

- Team motivation skills;
- People handling skills;
- Facilitation skills;
- Strategic thinking skills;
- Assertiveness skills;
- Communication skills;
- Innovative skills;
- Technical understanding; and
- Productivity understanding.

Bittel and Newstrom (1990:8) list similar competencies for supervisors. They indicate that in choosing supervisors, higher management normally looks for the following qualities:

- Energy and good health;
- Ability to get along with people;
- Job know-how and technical competence;
- Self-control under pressure;
- Dedication and dependability;
- Ability to stay on course;
- Teachability;
- Problem-solving skills;
- Leadership potential; and
- A positive attitude toward management.

Clearly, there is more propensity towards people management skills in supervisory competencies. In the South African context, people oriented competencies for

supervisors include such elements as Black language proficiency, cultural understanding and an understanding of Industrial Relations (IR). The National Productivity Institute (NPI) investigated supervisory competencies in a variety of industries and discovered a greater leaning towards people management skills. So too, the NPI research yielded a 60:40% separation between transactional and transformational competencies respectively. Appendix B provides a list of supervisory competencies as identified by the NPI among companies in South Africa in 1994. Of note among these competencies is the emphasis on people skills and understanding of labour relations. Understanding of labour relations is of particular importance in the context of the new Labour Relations Act.

An issue which the literature that has been surveyed is notably silent on is the differences between men and women team leaders. It is not clear whether the competencies referred to in this literature are applicable to across genders. It is also not clear whether women, given their particular needs and social standing, would require different competencies to perform effectively as team leaders or not. This issue was, nevertheless, raised with team leaders at ABI, as is discussed in Chapter Four.

CHAPTER 3: RESEARCH DESIGN

3.1 QUALITATIVE RESEARCH METHODOLOGY

The term qualitative research has no single universally agreed upon definition (Fidel 1993: 220). At times it is defined as an antithesis to quantitative research, and often in terms of the different approaches utilised such as field-work, naturalistic inquiry, grounded theory and participant observation. It, however, has the following fundamental beliefs: that events must be studied in their natural settings; and that events cannot be understood unless one understands how they are perceived and interpreted by the people who participated in them (Tuckman 1994: 389). Qualitative methods permit site-based analysis that can uncover the unique overt and covert workings of a particular context (Crowley 1995:57). Accordingly, Mackay and Schuh (1991: 424) and Tuckman (1994: 388) propose the following features of qualitative research:

- the natural setting as the data source and the researcher as the key data-collection instrument;
- it attempts primarily to describe and secondarily to analyse;
- the concern is with process, that is, with what has transpired as much as with the product or outcome;
- its data is analysed inductively as in putting together the parts of a jig-saw puzzle; and
- it is essentially concerned with the interpretation of phenomena, that is, the why as well as the what.

The features indicate a departure from the hitherto commonly used positivistic

method which emphasises detachment from the phenomenon and the setting being studied in order not to influence or be influenced by it. The features also emphasise the inductive approach rather than the positivistic deductive approach. Process and not only the product is of essence. Furthermore Mackay and Schuh (1991: 425), Morse (1994: 43) and Wilson and Hutchinson (1991: 266) maintain that the goal of qualitative research is understanding and discovering meaning. In so doing, Eisenhart and Howe (1992: 648) suggest that the following attributes are important for a good study:

Completeness:
Appropriateness:
Clarity:
Comprehensiveness:
Credibility: and
Significance.

This presupposes a well organised methodological approach that would demonstrate these characteristics from data collection to analysis and reporting. Careful preparation prior to the study, thoroughness during the study and taking into account the relevancy of the study in terms of its credibility and significance which are the attributes of scientific research but not necessarily a positivistic study, are essential. The next section therefore, presents the discussion of literature related to data collection taking into account these attributes and presuppositions.

Although qualitative research methodology has had a long history in studies of anthropology, philosophy, and sociology (Hasselkus 1995: 75), its use in education has only been acceptable in the last twenty to thirty years (Hopkin 1992: 133; Tierney & Lincoln 1994: 107). Examples of qualitative research in higher education are not many due to a lack of understanding of the method, training and the notion that for research to be scientific it has to be positivistic (Whitt 1991:

406). Much of the training in research has hitherto emphasised the "scientific" research methodology, which has been positivistic quantitative research methodology. Literature related to qualitative research methodology is further evidence of this as it is almost exclusively authored in the 80's and 90's. Nevertheless, qualitative research methodology has developed to become acceptable in research in education with specific traditions.

The term tradition, according to Evelyn Jacob (in Gall *et al* 1996: 592), refers to "...a group of scholars who agree among themselves on the nature of the universe they are examining, on legitimate questions and problems to study, and on legitimate techniques to seek solutions." This definition refers to researchers as well as theorists (Gall *et al* 1996: 592). These traditions are not isolated but do interact with each other and are influenced by each other resulting in cross-fertilisation (Gall *et al* 1996:592). This at times results into transformations of traditions with time. Gall *et al* (1996: 592) also contend that researchers within a given tradition may at times disagree on epistemological assumptions and other matters making it difficult to provide "an exhaustive list of and definitive description of research traditions."

Gall *et al* (1996: 593), however, provide one of the most comprehensive lists of qualitative research traditions classified into three main paradigm, based on the type of phenomena to be investigated. These are: investigation of lived experience; investigation of society and culture; and investigation of language and communication. He, however, mentions that the list is not exhaustive as the field of qualitative research is undergoing rapid development (Gall *et al*. 1996: 594).

3.2 THE CHOICE OF METHODOLOGY FOR THIS STUDY

3.2.1 The Survey Method

A survey was conducted in of one of ABI's plants in Johannesburg. ABI is a large firm that manufactures soft drinks for Coca Cola. It has a few factories in the Gauteng Province and in Durban. The researcher received permission from a factory in Midrand, north of Johannesburg, to conduct this research.

The factory employs a staff of about 160 and about 35 of these are supervisors. The structure of the organisation has been collapsed into smaller self-directed work teams with team leaders.

The survey method was chosen in this research for a number reasons. Part of the research deals with perceptions of individuals in different levels of the organisation. The most commonly used method of soliciting perceptions resident among a large population without necessarily contacting everyone is a survey (Cohen and Manion, 1980). This is achieved through employing sampling techniques that provide a representative opinion. Given the number of employees and supervisors at ABI, the survey method seemed most appropriate.

A survey methodology has both advantages and disadvantages. One of the advantages, according to Kerlinger (1973), is that a survey method ensures accuracy of information. Kerlinger (1973), argues that in order to maximise accuracy of information, the most effective method is the survey:

> Survey information is accurate – within sampling error, of course.
> The accuracy of properly drawn samples is frequently surprising.

> even to experts in the field. A sample of 600 to 700 individuals or families can give a remarkably accurate portrait of a community – its values, attitudes, and beliefs (Kerlinger, 1973:422).

Whereas the population surveyed was not as large as indicated by Kerlinger (1973), the principles of accuracy and ability to probe attitudes through interviews remain the same. Therefore, a survey method was used in this research to ensure the accuracy of information received, as well as to probe attitudes.

Another advantage of employing a survey is related to time and accessibility of respondents. Time and accessibility constraints necessitated the use of a survey in this enquiry. Ideally, the researcher would have liked to employ an observation technique in order to verify the information provided by respondents. However, lack of time and accessibility to the work environment prevented the use of such a technique. Thus, the researcher resorted to the use of sampling as one of the ways to gather data.

There are, however, some disadvantages associated with a survey as a research methodology. One of these is the potential, inherent in a survey interview, of temporarily removing the respondent from his or her social context. The awareness of being interviewed can, according to Kerlinger (1973), lead the respondent to interact with the interviewer in an unnatural manner, thus rendering the results of the survey invalid. It is possible, however, to limit the effects of removing respondents out of social context by handling them skillfully, especially through phrasing and asking questions carefully, as has happened in this research.

In this survey the researcher employed triangulation as a methodology. Cohen and Manion (1985:254) define triangulation as "the use of two or more methods of data collection in the study of the aspect of human behaviour". Triangulation was chosen because this research deals with perceptions and human behaviour in the

social sciences, and it requires both qualitative and quantitative information. Cohen and Manion (1985:254) point out that:

> triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data.

The researcher triangulated by collecting data from interviews and questionnaires, studying in-house documentation in the form of job descriptions, and using a research study conducted by the NPI.

3.3 DATA GATHERING METHODS

Wolcott (1992: 6) suggests that like all research, qualitative research has dual facets joined in complementary opposition like the two sides of a coin. These are ideas that drive the work, as well as inquiry procedures with which the researchers pursue these ideas. Sometimes these two are pulled apart to the extent that they become almost separated, and sometimes they are recognised as intertwined and complementing each other. The philosophical basis of qualitative research methodologies is, therefore, phenomenological interpretation and understanding, also referred to by Steckler *et al* (1992: 2) as the "insider's view." This is usually accomplished through a multi-method approach (McMillan & Schumacher 1993: 416-417).

The commonest data collection methods are observation, interviewing and document analysis (Anderson *et al.* 1994: 108; Tuckman 1994: 393). Morse (1994: 45) suggests attendance at meetings as another method which may be included in

observation. Wolcott (1992: 19) identifies these methods in daily language as watching, which is observation; asking, which is interviewing; and reviewing, which is archival or document analysis. These are also akin to experiencing, inquiring, and examining respectively which are natural phenomena.

Of the three methods the most common is interviewing. It is also used in quantitative research by utilising the questionnaire, which is also the most commonly used instrument in quantitative research (Ormala 1994: 46). The interview is referred to as the oral questionnaire (Best & Kahn 1993: 251) and is preferred in qualitative research because of its flexibility. The interviewer usually structures sessions loosely to allow the interviewees to discuss events that are important to them (Morse 1994: 46). The researcher is the key instrument for data collection (Tierney & Lincoln 1994: 110; Roy 1991: 105). This enhances flexibility in that the researcher may design subsequent questions based on the previous answer as well as the non-verbal expressions.

Being a multiple method approach, all three methods are usually used in a single study to complement each other. Document analysis, for example, provides insights into the setting and supports other data (Whitt 1991: 411). This enhances the credibility of the study by triangulation of methods. At times, conventionally positivistic methods such as questionnaires are also used in qualitative studies. Where used, they are either used as complementary methods for purposes of triangulation, or as follow-up methods to further examine the phenomenon being studied.

Qualitative researchers collect data by interacting with people and by obtaining relevant documents (McMillan & Schumacher 1993: 372-373). Sources of data are, therefore, information-rich persons and archival documents. Information-rich persons are selected by purposive sampling whereby the researcher purposively

selects individuals who are knowledgeable of the subject under study. Snow-ball also referred to as network sampling is then used, which means that one interviewee suggests the next person(s) who can provide relevant information. It is also called sampling by referrals (McMillan & Schumacher (1993: 378-381). Crowley (1995: 59) suggests case sampling and criterion sampling as two additional sampling methods that can be used. These are sampling based on a case and those based on certain criteria, such as age or gender. McMillan and Schumacher (1993: 382) further suggest that sampling is dynamic and the sample size depends on the following factors: the purpose of the study, the focus, the primary data collection strategy and availability of informants. The approach used in terms of data, its sources and how it was secured in this study is explained in relation to the research question mentioned in Chapter One.

3.3.1 Data Gathering For This Study

The collection of data for this study was linked to and aimed and answering the main questions the study attempts to investigate. The questions are whether or not line managers are regarded as part of the management team, and whether or not the training currently provided by ABI to first line managers sufficiently meets the need to develop the required competencies for effective workplace management.

Are first line managers regarded as part of the management team?

The above question is broad and extremely open-ended. A variety of issues had to be considered in seeking a response that would at least come close to answering it. The researcher explored the following issues with various respondents:

- the role of the team leader;
- activities that occupy most of the team leader's time;
- perceived status of the team leader; and

- the team leader's involvement in decision making.

Information on these issues was collected in a variety of ways. Information was received from ABI and from a separate research that was conducted by the National Productivity Institute (NPI).

At ABI an interview was conducted with the Human Resources Manager who provided an overview of the changes that were taking place in the company. A questionnaire soliciting the opinion of supervisors themselves was sent and completed by them. Another questionnaire was sent to departmental managers while interviews were conducted with employees. Questionnaires given to both supervisors and managers were self-administered and anonymous. Anonymous questionnaires were selected to maximise reliability and to encourage honesty and frankness. Kerlinger (1973) points to the advantages of self-administered anonymous questionnaires:

> With most or all of (the questionnaire's) items of the closed type, greater uniformity of stimulus and thus greater reliability can be achieved. ...A second advantage is that, if anonymous, honesty and frankness may be encouraged (Kerlinger, 1973:487).

The researcher further obtained job descriptions of a sample of supervisors so as to study the activities they perform. This would give an indication of their role and whether or not this carried enough weight to merit a management position. Ten job descriptions were obtained from supervisors working in different areas.

The NPI conducted research in 1996 among twelve South African companies. The research included a question on the role of the supervisor for organisational

renewal and efficiency, as well as their status in the workplace. The companies that participated in that research are:

- NISSAN SA (PTY) LTD
- EDGARS STORES LTD
- PROVINCIAL ADMINISTRATION OF THE FREE STATE: ROADS
- TELKOM SA LTD
- VOLKSWAGEN OF SA (PTY) LTD
- SENTRACHEM LTD
- FOSKOR LTD
- CON ROUX LTD
- NATREF (PTY) LTD
- DORBYL AUTOMOTIVE PRODUCTS
- FOODCAN: A DIVISION OF NAMPAK

Information received from the NPI research has been highly valuable in informing this research. In conducting its research the NPI consulted supervisors, their managers and their subordinates.

> *Does the training currently provided to first line managers sufficiently meet the need to develop the required competencies for effective workplace management?*

A variety of sources provided information on this matter. An unstructured interview was conducted with the Training Manager at ABI. The reason for the unstructured interview was to solicit as much information in a relaxed atmosphere. Kerlinger (1973) posits that unstructured interviews are more flexible and open, thus allowing the interviewer the liberty to define the content, sequence and wording of the questions. The result of such a technique is the vast amount of

information gathered due to the leeway permitted in alternating questions (Kerlinger. 1973:481).

To get an understanding of the adequacy of training. the researcher had to enquire about the kind of skills and knowledge that supervisors require in order to perform in their jobs. The literature provided an insight into this. Also. responses to a questionnaire sent to supervisors gave an indication of what they thought they need as well as the training they receive and the value they place on it.

At the time of the research ABI had not had a complete and packaged training course for supervisors. However. a list of modules that would constitute a training course had been developed. So too. ABI used the services of a training consultant to compile a list of generic competencies that would guide the development of a training course (Appendix C). The researcher studied the modules and the generic competencies and compared these to the competencies discussed in Chapter Two.

3.4 SAMPLE OF RESPONDENTS

A questionnaire was sent to 15 supervisors (Appendix A) and responses from 9 supervisors were returned. This amounts to a response rate of 60%. This is sufficient for the purposes of this research.

The biographical details requested in the questionnaire were level of education. age and gender. So too. the length of time in a supervisory position as well as the process by which an individual became a supervisor. were requested. The researcher felt that these factors could influence the kind of response the supervisor gave.

Five departmental managers were given questionnaires and a 100% response was received. These managers are second in the line management structure and team leaders report to them.

A third group of participants was the employees who form work teams that are led by team leaders. Due to low literacy levels among many of the employees, individual interviews were chosen instead of a questionnaire. A total of 11 employees were interviewed from three different departments. This is a spread of employees throughout the shopfloor. Their views, therefore, can be said to be representative of their co-workers. Employees in the support functions of the business were excluded from the research.

3.5 THE LIMITATIONS OF THE RESEARCH DESIGN

Whereas the researcher attempted to give questionnaires to as many and varied - in terms of race and gender – team leaders as possible, it was beyond the researcher's control to ensure that a diversity of people responds to ensure representivity. Also, due to sensitivities around issues of race, the researcher avoided to solicit information related to race. Fortunately, though, there were responses from both genders. The sample, therefore can be said to be representative in terms of gender.

Another limitation of this research design relates to the evaluation of the supervisors' training course at ABI. Due to time constraints and the fact that the course had not been fully developed at the time of the research, it was not possible to evaluate the effectiveness of the course. However, the modules presented to the researcher and the supervisor competencies developed provided sufficient information for the researcher to come to a conclusion about the efficacy of the course.

CHAPTER 4: FINDINGS

The findings in this section are reported in terms of the subquestions raised. Within each subquestion, both the responses from the questionnaire to supervisors, and the information gathered through a questionnaire with employees and management are reported. Findings from the documentation follow thereafter.

4.1 ARE FIRST LINE MANAGERS REGARDED AS PART OF THE MANAGEMENT TEAM?

The following issues were explored with respondents in order to get a composite understanding of whether or not supervisors are regarded as part of management:

- the role of the team leader;
- activities that occupy most of the team leader's time;
- perceived status of the team leader; and
- status of women team leaders.

Responses of participants to the research are reported on these issues in turn.

4.1.1 ON THE ROLE OF THE TEAM LEADER

Team Leaders:

33% of team leaders saw their role as the management of people. This role perception was couched in various language. The following were some of the responses:

"Efficient management of people in order to bring the best out of them";

"To be part of the team, interacting, advising and training":

"My role is to lead the team to its objectives through co-operative work by the team acting as a unit";

"Counselling and guiding workers to achieve optimum performance standards set up by the company".

Some team leaders (20%) saw themselves as a 'go-between' between management and employees. This was reflected in responses such as:

"I am an ear for management and workers to see that there is no holding back from both sides"

"...that of an interlink between senior management and employees".

10% mentioned the technical aspect of plant maintenance as part of their role.

Team leaders also mentioned some management tasks which they thought should be carried out by them but were in fact precluded from doing so. These included things such as:

- setting the budget for their division;
- deciding on the allocation of resources such as the type of trucks to use for specific deliveries;
- contributing to the business plan; and
- human resource issues such as recruiting and setting standards.

It is clear that team leaders at ABI would like to see themselves as part of management. However, the fact that there are activities which they regard as management activities that should be performed by themselves and yet are not, leaves them with a feeling of inadequacy and self-doubt. Thus, they continue regarding themselves as a conduit between management and team members.

Departmental Managers:

Various managers saw the role of the team leader as mainly being one of managing people within a team. Verbs such as "coach", "motivate", "guide", and "co-ordinate" were repeatedly used in their responses. 60% of managers described the role of team leaders as one of coaching and motivating to maximum performance. 40% highlighted communication as the main role of the team leader. Communication could be within the team and between management and the team. Yet another 40% saw the team leader in a leadership role. Of significance is the observation that all these roles have much to do with the management of people. Only 10% included the operational and technical aspects of the work as a team leader's role, in addition to that of people management. Tasks such as ensuring production output, housekeeping, safety, and maintenance of equipment were mentioned by this group. This, however, does not in any way lessen the importance of the operational and technical aspects of the team leader's role. Rather, it indicates the areas of emphasis and priority in what managers expect from team leaders.

Most managers see team leaders as part of management. The roles they ascribe to team leaders attest to that. However, they feel that team leaders need improvement in their people management skills, particularly communication skills.

Employees:

Although 30% of employees pledged ignorance as far as the role of team leaders is concerned, a substantial number (70%) described the role of the team leader as one of managing them. Employees saw the role of team leaders as:

"to ensure that all employees are present and work according to ABI standards";

"to listen to our problems";

"they relay management instructions to us";

"sometimes coaches us, sometimes sends us for training".

The above comments ascribe to the team leader a role of managing people. These views are similar to those expressed by team leaders themselves and by their managers.

It is significant to note that 30% of employees did not know the role of team leaders. More significant is the fact that some employees said they see the team leaders as an obstruction rather than the facilitators of effectiveness and efficiency. This allegation was supported by assertions that some team leaders create factions within the team through favouritism; do not want to take suggestions from workers; and have bad communication skills and often use vulgar language when addressing employees. Clearly for these employees, team leaders are not seen as part of management.

Some of these sentiments were corroborated by some managers who said that although team leaders know how to fix technical problems on the line, they need training on how to deal with their people. Suggestions were made by these

managers that team leaders need to be trained in interpersonal skills and need to improve their attitude.

Job Descriptions:

The ten job descriptions obtained from ABI represent a cross section of the business. Job descriptions are for the following positions:

- Team Leader Materials Handling:
- Merchandising Team Leader;
- Presence Manager (equivalent to a team leader):
- Channel Distribution manager (equivalent to a team leader):
- Senior Account Manager (equivalent to a team leader):
- Warehouse Supervisor:
- Team Leader Pet Production:
- Team Leader Wet End:
- Team Leader Dry End: and
- Settlement Supervisor.

All the job descriptions clearly indicate the following:

a) Purpose of the role of Team Leader:
b) Key Result Areas and Objectives:
c) Performance Standards and Criteria: and
d) Behavioural Dimensions.

For the purposes of this research the first two issues are paramount. In terms of the purpose of the role of the team leader and key result areas and objectives, the table below is an example of the contents of the job descriptions.

Position	Purpose	Key Result Areas
Team Leader: Materials Handling.	Leading, coaching and developing Materials Handling Team in order to provide a customer excellent service to Production and Distribution Department.	1. Facilitating people development and team cohesion. 2. Co-ordinating and organising daily material handling activities. 3. Administering stocktake. personnel safety records. 4. Maintaining housekeeping and safety standards. 5. Applying values.
Presence Manager	To achieve customer service excellence and contribute to profitable volume growth by managing brand presence and developing, implementing and maintaining merchandising standards at the point of purchase.	1. Leading Team and facilitating team development. 2. Increasing channel presence. 3. Implementing and Maintaining customer service programs. 4. Maintaining administration and keeping records. 5. Applying Values.
Senior Account Manager	To achieve customer service excellence, brand loyalty and increased volume growth by developing, implementing and maintaining effective account plans, and facilitating team training and development .	1. Developing and implementing account manager plans. 2. Achieved profitable volume growth. 3. Implementing and maintaining customer service plans and programmes. 4. Maintaining integrity of account systems, policies, procedures and standards. 5. Facilitating account managers and other team member development. 6. Applying values.

Table 1: Example of Job Descriptions

Most team leader jobs are similar in terms of the key result areas and objectives. Variations appear with respect to the specificity of the job or the area of responsibility. Behind each key result area and objective lies a list of activities that further explain what is expected of the job (Appendix D).

The team leaders' job descriptions maintain a balance between the operational and the people management aspects of the job. However, it is evident that greater emphasis is placed on aspects of facilitation, leading and coaching. All these are activities that require people management competencies. From the job descriptions therefore, it is clear that team leaders are, to a certain degree, regarded by the business as managers in their own right. They are expected to lead shopfloor employees as well as manage productivity. These expectations, however, do not match the expectations of other companies from their team leaders.

National Productivity Institute:

The NPI found in its study of twelve organisations that eleven had redefined the role of their supervisors to be of a higher status and with a higher level of autonomy and responsibility (NPI Report, 1996:8). The nature of the changes to the role of the supervisor was as stated in the following table:

From	To
Being described as called "team leader", "senior worker", "supervisor", "pace setter", "working foreman", "foreman", "assistant to manager".	Having a higher status and being described or called "working team-leader", "coach", "facilitator", "supervisor", "controller", "foreman", "junior manager", "future manager".
Having little autonomy over issues such as maintenance, equipment or materials purchasing in their own section; functioning as little more than an agent to forward management's decisions and operational targets to employees; being a buffer between management and	Having much more real decision-making and management autonomy over ideas such as budgeting, performance management, performance feedback and control over workers, work

workers.	planning/schedulling.
Being remote, office-bound administrator supervisor/foreman. providing inputs/assistance to management. administering staff matters such as time sheets. leave. discipline and performance problems.	Still having some responsibility for technical work. such as computer-based process control. quality control
Having some technical responsibility. or being technically the most competent person and pace-setting worker. doing operational troubleshooting.	Being accountable responsible for providing resources (tools. equipment) to teams. for preventive and reactive maintenance of machines and equipment.
	Participating with management in long-term operational planning and controlling. and strategic decision-making.
	Having an individual and team-coaching responsibility: clarifying individual and team roles goals: facilitating contact between customers vendors and the team

Table 2: The Role of the Supervisor for Organisational Renewal and Efficiency:NPI

A comparison of the role of team leaders at ABI and best practices in other companies yields areas of commonality. An improved role of a supervisor in other companies encompasses responsibility for team coaching. responsibility for providing resources to teams, and being responsible for preventive and reactive machine maintenance. These activities are also expressed in the job descriptions for team leaders at ABI.

There are. however. also significant areas of difference in what is expected of team leaders at ABI and these other companies. Team leaders in the NPI companies are also expected to participate with management in long-term operational planning and strategic decision-making; and have real decision-making and management autonomy over budgeting, performance management and performance feedback.

These activities require competencies such as strategic thinking and budgeting, which are associated with management. They also require well developed communication skills due to the component of performance management and feedback. Team leaders at ABI are not required to undertake these activities. Thus their "management" role is less profound than that of team leaders in other companies that have redefined the role of a supervisor and allocated a higher status to the position.

4.1.2 ON ACTIVITIES THAT OCCUPY MOST OF THE TEAM LEADER'S TIME

Some team leaders responded to this question by allocating percentage points to the activities that occupied most of their time. Percentages were allocated to the activities in the following manner:

ACTIVITIES	PERCENTAGE
Team purpose (meaning not clear)	64
Team building and moral	2
Housekeeping	3
Breakdowns	15
Meetings	3
Personnel matters	3
Overtime	1
Training	3
Ordering spares	2
First Aid	2

Other team leaders mentioned a variety of activities which can be separated into two groups. people-oriented and technical-oriented. Activities which can be classified as people-oriented are:

- Communicating;

- On the job training: and
- Guiding subordinates to perfect performance.

These were mentioned by almost 20% of the respondents. Other activities, which were mentioned by almost 80% of the respondents, can be classified as operational and technical-oriented. These are:

- Controlling distribution costs:
- Managing shortages:
- Recording production:
- Maintenance:
- Planning and checking: and
- Administration.

The above activities occupy most time of the majority of team leaders. These are management activities. However, they have little to do with the management of people. It might appear that there is a discrepancy between the high percentage that has been allocated to what some team leaders refer to as "team purpose" and the activities mentioned above. It should be mentioned that it is only 10% of team leaders who spend 64% of their time on "team purpose".

The split between people management tasks and operational tasks is consistent with the job descriptions of team leaders. It is also consistent with the views of team leaders regarding their role. Furthermore, the low percentage (20%) of team leaders who are occupied with communicating, coaching and guiding activities corroborates the employees' opinion that most team leaders need to improve on their communication skills.

4.1.3 ON THE PERCEIVED STATUS OF THE TEAM LEADER

Team Leaders:

Team leaders were directly asked whether they see themselves as part of the management team. To this, 66% responded in the affirmative. Reasons for this were cited as mainly the fact that team leaders were empowered to take decisions and were responsible for the decisions made in their respective teams.

However, 33% did not see themselves as part of the management team. Some of these felt that team leaders have to be 'hands on' part of the team and 'follow management direction'. Others indicated that they were not included in decisions and thus did not feel as being part of management. This is a significant number whose feelings may lead to lack of motivation and hence a negative effect on performance.

Departmental Managers:

Asked whether they viewed team leaders as part of the management team, 90% of managers responded in the affirmative. Their reasons were all based on the involvement of team leaders in decision making. Most managers posit that team leaders are allowed to make decisions on operational matters such as ordering spares, working on employee leave and others. The other 10% of managers regarded team leaders as part of management sometimes but not always. They felt that team leaders made decisions only on the day-to-day running of the business. They were not involved in long-term planning and therefore were not really part of management.

Employees:

90% of employees viewed team leaders as part of management whilst 10% did not. The reasons for the minority view were that team leaders took sides with employees on many issues, such as when they need capacity and demand that casual workers be employed. Ironically, the reason cited should make these employees view team leaders as managers. The following are the reasons mentioned by those who viewed team leaders as managers:

"they relay instructions and decisions from management";

"they attend management meetings and represent us";

"they side with management in many issues";

"they enforce authority over us and we respect them as managers".

Generally, most shopfloor employees and some managers see team leaders as part of management. Various reasons are forwarded for this opinion. Decision making appears to be the primary reason for this status of the team leader at ABI. Team leaders are seen to be involved in decisions that affect employees on the shopfloor. However, some team leaders and managers feel that the scope of decisions is not wide enough for team leaders to be regarded as part of the management team.

4.1.4 ON THE STATUS OF WOMEN TEAM LEADERS

Although there are some women supervisors, especially in Channel Distribution at ABI, there is a shortage of women in Production and Warehouse. Asked about this shortage of women supervisors, team leaders gave varying responses. 45% of team leaders, including 20% of women said that management does not think that women

are fully capable to do the job. 10% pointed to what they referred to as 'cultural tendencies of the work force', as a cause for the under-representation of women in supervisory positions. This was construed by the researcher to refer to the fact that the workforce is predominantly male.

Asked whether women team leaders would need a different kind of training to be able to do their job. 77% stated that this was not necessary. They felt that women were just as capable as men, and in some cases, even more capable than men, to be in supervisory positions. The remaining 23% felt that women would probably need technical training as they lacked mechanical or electrical experience.

4.2 DOES THE TRAINING CURRENTLY PROVIDED TO FIRST LINE MANAGERS SUFFICIENTLY MEET THE NEED TO DEVELOP THE REQUIRED COMPETENCIES FOR EFFECTIVE WORKPLACE MANAGEMENT?

In soliciting views on the effectiveness of training it became necessary to examine the respondents' perceptions of what the important competencies that a team leader requires were. For the sake of simplicity respondents were asked to comment on important skills and knowledge required by the team leader, rather than on his or her competencies. The researcher also enquired about the contents of the training that team leaders are currently undergoing as well as contents of the planned training programme. These are captured under the following sub headings:

- Important competencies required by the team leader; and
- Contents of the available training.

4.2.1 IMPORTANT COMPETENCIES REQUIRED BY THE TEAM LEADER

Team Leaders:

Skills:

All team leaders identified people related skills as the most important skills required by the team leader. 70% of the team leaders mentioned skills such as;

- Communication;
- interpersonal;
- team building;
- coaching;
- counselling; and
- facilitation.

Facilitation skills were seen to be important due to the fact that team leaders are expected to facilitate the development of their team members. Other skills identified are more operational and these are *problem assessment and solving, planning and organising,* as well as *prioritising and delegation of tasks.* 10% of the respondents mentioned *plant maintenance* as a requisite skill for team leaders.

Knowledge:

20% of team leaders mentioned *Business Communication* as the important knowledge they needed. Another 30% recognised the understanding of the *Labour Relations Act* as critical to the success of the team leader. Other knowledge areas mentioned are:

- knowledge of the production plant;
- knowledge of team's background;

- knowledge of the team leaders' level of authority and understanding of key performance measures; and
- knowledge of available training programmes.

Team leaders were further asked to indicate which of these skills and knowledge they needed to improve. The only skills mentioned by 10% of the respondents are assertiveness and written communication. Other team leaders thought that they were adequately competent and did not need further skill improvement.

In the knowledge arena, 30% needed to know the Labour Relations Act, while 20% needed to learn more about cross-cultural communication and knowledge of the background of team members. So too, company rules and key performance measures were mentioned as knowledge that is lacking among some team leaders.

Departmental Managers:

Managers felt that team leaders needed the following skills and knowledge:

Skills:

- motivation;
- interpersonal;
- leadership;
- active listening;
- communication;
- assertiveness;
- coaching.

The above people skills were mentioned by 80% of the managers as important. Other skills identified are operational and technical and these are:

- time management:
- maintenance:
- administrative:
- planning:
- organising:
- computer skills.

Knowledge:

Knowledge required by team leaders was identified as:

- knowledge of ABI Midrand Bottling:
- awareness of quality:
- knowledge of team members:
- Industrial Relations procedures:
- Knowledge of the process and machinery problems.

The skills and underpinning knowledge identified by both team leaders and their managers collectively comprise the competencies needed by the team leader at ABI. There is similarity between these competencies and those discussed in Chapter Two. The only difference is that Chamberlain (1995) includes *Strategic Thinking Skills* among the skills required by a team leader.

Greater emphasis is placed on people oriented competencies both in the literature and in the research conducted. Also, there is agreement that team leaders need to be technically competent and possess a thorough understanding of the operational issues. Undefined at this stage is the level of technical competence that team leaders need. There is certainty that the job requirements of team leaders involve high level of interaction with people on the job in order to ensure maximum productivity and effectiveness. Therefore, it can be concluded that team leaders need more training in people oriented competencies.

4.2.2 CONTENTS OF AVAILABLE TRAINING

All team leaders who participated in the research have attended training of one form or another. Some respondents have attended a one-day, in-house training course. 55% of the respondents have attended training on Industrial Relations. This appears to be the most frequently attended course by team leaders at ABI. Other training that has been given to team leaders is in the areas of :

- personal empowerment,
- learning techniques,
- train the trainer,
- interaction management, and
- mega manufacturing.

The training areas or courses referred to above are isolated modules rather than parts of a whole training programme. At the time of conducting the research, ABI was negotiating with an external training provider, Livni & Associates, who would assist with a training programme for team leaders. The envisaged training programme is broad and covers a wide range of competencies. Included in these are those that have been identified by both employees and middle managers as lacking among team leaders. These are *team leading and relationship building*, and *communication* (see Appendix C for a comprehensive list).

The group of competencies that Livni & Associates will be developing among team leaders appear to meet most of the requirements of the job descriptions. In fact, there are competencies that the nature of the job does not require at this stage, or that the environment does not provide for practical implementation. Computer literacy is one of the competencies that the current job descriptions of many team leaders, particularly in production, does not require. This, however, does not imply that computer literacy is not a useful skill to be acquired by team leaders.

Another competency that Livni & Associate's programme will develop is competence with regard to financial management. One of the elements in this unit is the management of the team budget. The job descriptions currently do not require team leaders to manage team budgets. Furthermore, it has been reported by team leaders that they are not involved in the management of team budgets at this stage. Therefore, training them in these areas might prove to be a futile exercise if the acquired skill is not going to be immediately applied.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

This study sought out to establish the extent to which first line managers are considered part of the management structure and. therefore carry the attendant responsibilities. Secondly, the research aimed to ascertain whether supervisors are adequately developed and prepared to manage all aspects of the workplace effectively. The term 'first line managers' has been used in this research to refer to all leaders at the bottom end of the management structure. or the top end of the shopfloor employee level. These may be known as supervisors. team leaders. foremen. or channel leaders. In this research the term supervisor and team leader has been used interchangeably to refer to the same individual.

The overall purpose of the research was to assist Amalgamated Beverages Industries (ABI) to understand employee and management perceptions of team leaders. the role they play in workplace management. and the competencies they require for effective management. This would assist ABI to embark on a team leader development programme that would be relevant to the needs of the individuals and of the company.

It is important at this stage to conclude the research under the following headings:

- the role of the team leader at ABI:
- important competencies required by team leaders:
- recommendations.

5.1 THE ROLE OF THE TEAM LEADER AT ABI

The question of whether or not team leaders are regarded as part of management hinges around the role that team leaders play in an organisation. Empirical research

has established that shopfloor employees at ABI generally do not know what the role of the team leader is. Some see the team leader only as a conduit between senior management and themselves, and for these employees such a role is not important. Others see the team leader as a person who listens to their problems and tries to solve them. Nevertheless, most employees view team leaders as part of management because team leaders, according to them, attend management meetings and relay management decisions and instructions to the shopfloor.

It has emerged from this research that middle managers view team leaders as part of management because the latter are allowed to take decisions that affect the shopfloor. However, some managers feel that the team leader's management role is less significant as their level of decision making is limited to the day-to-day running of the production plant. Similar sentiments have been echoed by some team leaders.

Most team leaders also see themselves as part of management despite the fact that there are some activities they would like to carry out, but are currently not allowed to do so. These activities include budgeting for their teams, hiring, team goal setting and performance management. Documentary evidence in the form of job descriptions attests to this assertion. Thus some team leaders feel disempowered and hence not fully part of management.

Job descriptions at ABI show that team leaders are not expected to carry out the above activities (see Appendix D). Similar research conducted in 12 South African companies by the National Productivity Institute (NPI) reveals that the changing role of team leaders encompasses higher levels of responsibility. Team leaders in these companies are expected and are trained to conduct performance reviews with their team members. Also, they are responsible for team budgets as well as for recruiting team members. These responsibilities enhance their status as managers, thus raising their levels of motivation.

5.2 IMPORTANT COMPETENCIES REQUIRED BY TEAM LEADERS

Literature reveals that team leaders require technical, operational, and leadership competencies to be able to manage the workplace effectively. The following competencies are identified in the literature review (Chapter Two) as essential for team leaders:

- Team motivation skills;
- People handling skills;
- Facilitation skills;
- Strategic thinking skills;
- Assertiveness skills;
- Communication skills;
- Innovative skills;
- Technical understanding; and
- Productivity understanding

With the exception of strategic thinking and facilitation, all of these competencies were also identified by both team leaders and middle managers at ABI. Most of these competencies fall within the sphere of leadership, thus placing greater emphasis on the people management facet of the team leader's role.

It has also emerged in the empirical study that most team leaders at ABI lack communication skills. Both middle managers and shopfloor employees have raised this as a cause for great concern. This indicates that the training of team leaders has not successfully instilled the importance of communication as a necessary tool for team cohesion.

The development of team leaders at ABI has hitherto been piecemeal and isolated. Team leaders have been sent on short courses on issues such as personal empowerment, learning techniques, train the trainer, industrial relations and others. The application of newly developed skills on the job has not been successful for some team leaders.

5.3 RECOMMENDATIONS

The main purpose of the research was to investigate the status of first line managers at ABI, the role they play in workplace management and the competencies they require for the fulfilment of that role. Empirical research conducted in the company through interviews, questionnaires and document reviews has culminated in the following recommendations.

5.3.1 RECOMMENDATION 1

ABI should strive for the achievement of clarity among team leaders on what their role in workplace management is. Whilst the job description indicates the purpose of the team leader's job, the document does not sufficiently explicate the importance of this role. This clarity can be achieved through constant feedback and performance management with senior management. The benefit will be the elimination of feelings of inadequacy among some team leaders, and hence increase levels of motivation.

5.3.2 RECOMMENDATION 2

The role of team leaders should be clearly articulated to shopfloor employees who form part of the teams. Team cohesion that leads to improved team output can only be achieved when there is a shared understanding of each other's roles. Team building sessions should be regularly held with teams so as to increase this

understanding. The benefit will be the achievement of a common purpose and an alignment towards a common goal.

5.3.2 RECOMMENDATION 3

The responsibilities of team leaders should be increased to include aspects such as the recruitment of team members, performance review of team members and team goal setting. This will maximise delegation at shopfloor level and allow teams to be truly self directed. It will also increase the status of the team leader and positively affect morale.

5.3.3 RECOMMENDATION 4

ABI should conduct diversity management training on the shopfloor. This training will assist team leaders to gain a better knowledge of their team's background, improve cross-cultural understanding and attempt to solve some of the communication problems identified by employees.

5.3.4 RECOMMENDATION 5

The development of team leaders should be holistic and integrated. A programme that will develop all the important competencies should be selected. Unit Standards for team leaders need to be developed and aligned with the requirements of the National Qualifications Framework (NQF). This means that those Unit Standards would need to, among others, reflect the presence of critical cross-field outcomes as defined by the NQF. Although a Standard Generating Body (SGB) for team leaders has not yet been established, a proactive approach to the development of Standards for team leaders will place ABI in a good position in the sense that its Standards can influence national Standards.

A good programme alone is, however, not a panacea for non-performance. The environment within which team leaders operate should also be made conducive for the practice of new skills. This implies that the development of team leaders should include employees and middle managers. By understanding the development that their team leader is undergoing, team members will support and co-operate with the team leader. That will make the team work closer together and thus improve team performance.

The involvement of middle managers in team leader development should be more than merely informing the former about such development. Middle managers control the environment in which team leaders operate. They should therefore be closely involved in the development of team leaders. This can be achieved through a programme that encourages middle managers to jointly select and monitor assignments or projects that team leaders will be doing.

5.3.5 SUGGESTIONS FOR FURTHER RESEARCH

This research has provided insight into the role played by team leaders at ABI. Secondly, the research has highlighted the status of team leaders and the competencies they require. Thirdly, the research has concluded by offering recommendations on how to improve some of the weaknesses among the team leader community. Key among these recommendations is the process that should be followed in developing team leaders.

An area of further research, particularly for ABI, would be to assess the extent of change after team leaders have gone through a development process. Although return on investment is difficult to measure in financial terms, improvements in work culture, communication and team cohesion can be immediately measured. Success in these areas would reflect positively on ABI's quest to be counted among World Class companies

It is notable that the majority of respondents did not see the difference between men and women with regards to the competencies required by team leaders. This difference might not be readily visible at ABI, especially because women supervisors are currently found in the Distribution function, and not in Warehouse and Production. A challenge would be to employ women team leaders in the other two, historically male dominated functions, monitor and measure their performance against the performance of their male counterparts. This could be an area for further research.

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APPENDIX A:

QUESTIONNAIRES AND INTERVIEW SCHEDULE FOR TEAM LEADERS, EMPLOYEES AND MIDDLE MANAGERS

RESEARCH QUESTIONNAIRE: Team Leaders

1. How long have you been a team leader

2. How did you become a team leader

3. How do you define your role as team leader

4. What activities occupy most of your time

5. Do you see yourself as part of the management team? Please explain

6. Do you think senior management see you as part of the management team?

7. What kind of support do you get from senior management in performing your duties?

8. Do workers in your team see you as part of management?

9. Does the union (shopstewards) see you as part of the management team?

10. Does management involve you in decisions taken in your division?

11. Are there any management tasks that you think should be undertaken by you but are presently not?

12. If yes to 11. which tasks and why are you not undertaking them?

13. What do you think are the important skills and knowledge required by a team leader?
Skills (e.g. counselling, time management, organising)

Knowledge (e.g. cross-cultural communication, managing diversity, the LRA)

14. Which of these skills and knowledge do you need?
Skills:

Knowledge:

15. Do you think ABI is committed to the training and development of first line managers? Please explain

16. Have you attended any training course(s) since you became team leader?

17. Can you briefly explain what the course(s) covered?

18. How has the course(s) you attended helped you in your job?

19. Why, in your opinion, are there no women supervisors at ABI?

20. Would women need a different kind of training to be able to do your job?

21. Any other comments?

QUESTIONNAIRE FOR DEPARTMENTAL MANAGERS

1. Do you view team leaders in your department as part of the management team?

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2. What do you see as the key role(s) of a team leader in your department?

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3. What do you think are the important skills and knowledge required by a team leader?

SKILLS	KNOWLEDGE

4. To what extent are team leaders involved in decision making?

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5. Do you think team leaders are adequately prepared to perform their duties at ABI?

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6. If anything, what would you improve about your team leaders?

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INTERVIEW SCHEDULE FOR EMPLOYEES

1. Do you view team leaders in your department as part of the management team?

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2. What do you see as the key role(s) of a team leader in your department?

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3. To what extent are team leaders involved in decision making?

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4. Do you think team leaders are adequately prepared to perform their duties at ABI?

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5. If anything, what would you improve about your team leaders?

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APPENDIX B:

LIST OF SUPERVISOR COMPETENCIES IDENTIFIED BY THE NPI

TEAM LEADER : ROLES AND COMPETENCIES MATRIX

Competencies	Leader	Communicator	Planner	Std assurer	Ops Practi	ETDP	Admin
1. Team leading and relationship building							
1.1 Conflict management	x	x					
1.2 Personal knowledge of team members	x	x			x	x	
1.3 Build rapport with team members	x	x				x	
1.4 Be flexible in relation to team members							
1.5 Instill team cohesion (through actions, knowledge, skills and values)	x						
1.6 Support team members in achieving needs and personal goals	x						
	x		x			x	
2. Delegating and controlling							
2.1 Performance management (various types of performers)	x	x		x			
2.2 Plan, delegate (match needs with resources) and follow-up	x		x	x			
2.3 Control system for productivity enhancement			x				
2.4 Monitor and measure team performance	x			x			
3. Development of self and team							
3.1 Plan, develop and manage career path for own and team members	x	x				x	
3.2 Coaching / Mentoring in technical and non-technical skills		x				x	
3.3 Guiding / Counseling	x	x				x	
3.4 Facilitation (one-to-one; one-to team)						x	
3.5 Empowering	x					x	
3.6 Self confidence	x						
3.7 Analysis of Job profile and employee ability and needs	x						
3.8 Link development with business needs	x		x			x	
4. Management of self and team							
4.1 Knowledge and understanding of team concept, team dynamics and self directed teams	x						
4.2 Time management	x		x			x	
4.3 Assertiveness	x					x	
4.4 Stress management	x				x		
4.5 Work ethics	x	x	x	x	x	x	
4.6 Participative management	x				x		
4.7 Manage by example	x				x		

4.8 Knowledge of recruitment (permanent and casual) and contracting	X						
4.9 Understanding the impact of the Team Leader on own and other teams	X						
4.10 Understanding the dynamics of role change from Team Leader to a Team Member	X				X		
4.11 Managing performance of the Team and of individuals	X			X			
4.12 Managing change	X	X			X		
4.13 Sincere	X	X			X	X	
4.14 Enthusiasm	X						
4.15 Integrity, tactful	X	X				X	X
4.16 Attention to details	X		X	X			X
5. Motivating self and team							
5.1 Knowledge of motivation theories	X					X	
5.2 Plan motivation of team members	X						
5.3 Identify differences in motivating each team member	X	X				X	
5.4 Set objective (self, team, individual members)	X	X				X	
6. Planning and organising							
6.1 Setting goals	X		X				
6.2 Planning to meet company's operational / team / self goals, policies, values	X		X				
6.3 Knowledge and understanding of planning techniques	X		X				
6.4 Forecasting (marketing) methods			X				
6.5 Analyze and optimally link needs with resources			X				
6.6 Scheduling techniques			X				
6.7 Knowledge & understanding of relevant regulations			X				
6.8 Knowledge and understanding of company planning systems			X				X
6.9 Analysing plans, understand their meaning and act upon it			X				
6.10 Understanding of logistic plans			X				
6.11 Knowledge and understanding of impact of stock levels on own operations			X				
6.12 Methodical	X		X				X
7. Information management							
7.1 Gather relevant information (resources, validation)	X	X	X	X		X	
7.2 Analyze and interpret information	X	X	X	X		X	
7.3 Communicate information to team members		X				X	
7.4 React upon information	X		X	X		X	
7.5 Capture the information in a meaningful manner	X		X	X		X	X
8. Communication competency							
8.1 Understand and communicate company vision and business needs to the team	X	X					

8.2 Verbal and written communication with team members, peers, suppliers, customers	X	X				X	
8.3 Presentation skills to team members and direct managers	X	X				X	
8.4 Respect to team members	X	X	X	X	X	X	
8.5 Communicating under pressure	X	X					
8.6 Listening skills (sensitive/empathy to audience needs)	X	X				X	
8.7 Knowledge and understanding of communication techniques audience profile and needs	X	X				X	
8.8 Knowledge and understanding of briefing procedures	X	X					
8.9 Understanding confidentiality and selective communication	X	X					
8.10 Consistency in communication	X	X				X	
8.11 Negotiation skills	X						
8.12 Managing conflict	X						
8.13 Use of technology (telephone, fax, network, E-mail)	X	X				X	
8.14 Feedback skills at different levels	X	X				X	
8.15 Ability to chair meetings, prepare agenda and take minutes	X	X					
8.16 Interviewing skills	X						
9. Cross-functional and thinking competencies							
9.1 Big picture thinking	X		X				
9.2 Lateral thinking	X		X		X	X	
9.3 Systems analysis and thinking	X		X	X	X		
9.4 Analyze and plan reaction to trends			X		X		
9.5 Multi-skilling (technical)			X	X	X		
9.6 Understanding the impact of self on the team, of own team on other teams and on the business	X						
9.7 Idea generating	X	X	X			X	
9.8 Pro-active	X		X		X		
9.9 Establish and plan direction to the team in line with company direction	X		X				
9.10 Analytical skills	X		X			X	
10. Functional competency (Specialization)							
10.1 Technical knowledge and understanding of own work section			X		X	X	
10.2 Analyse areas of short coming in the technical discipline of self and team members	X					X	
10.3 Adapt technical skills to technology changes					X	X	
10.4 Benchmark technical skills across industry	X					X	
10.5 Knowledge and understanding of production needs			X		X		
10.6 Knowledge and understanding of Engineering needs			X		X		
10.7 Knowledge and understanding of company store system			X		X		
10.8 Knowledge and understanding of sectional Standards Operating Procedures				X	X		
11. Fundamental competencies							

11.1 Mathematics at NQF level 4	X		X	X	X	X	X
11.2 English at NQF level 4	X	X	X	X		X	X
11.3 Science at NQF level 4	X			X	X	X	
11.4 Chemistry at NQF level 4	X			X	X	X	
12. Financial competency							
12.1 Manage team budget	X						
12.2 Knowledge of company budgeting system							X
12.3 Understanding financial operating statement				X			X
13. Legal requirements and Regulatory procedures							
13.1 Knowledge and understanding of the disciplinary procedures and code of conduct	X			X			X
13.2 Knowledge, skills and attitude to conduct IR procedures within the team	X						
13.3 Knowledge, skills and attitude to monitor and reinforce Safety, Health and Environment for the team	X			X			
13.4 Knowledge and understanding of performance management	X			X			
13.5 Knowledge and understanding of company agreements with the union	X						
13.6 Knowledge and understanding of company Operation (Induction programme)						X	
13.7 Knowledge and understanding of company policies	X						X
13.8 Knowledge and understanding of company values system	X						
13.9 Knowledge and understanding of the Standard Operating Procedures	X			X			X
14. Problem solving and decision making							
14.1 Analyze situations	X	X	X	X		X	
14.2 Identify concerns	X	X	X	X		X	
14.3 Analyze cause	X	X	X	X		X	
14.4 Evaluate possible options	X	X	X	X		X	
14.5 Assess risks	X	X	X				
14.6 Decide upon a course of action	X	X	X	X		X	
14.7 Set priority	X	X	X	X		X	
14.8 Plan actions	X	X	X	X		X	
14.9 Identify potential problems	X	X	X	X		X	
14.10 Plan preventative actions	X	X	X				
14.11 Plan contingency actions	X	X	X	X		X	
15. Administration							
15.1 Knowledge and understanding of admin procedures							X
15.2 Knowledge and understanding of admin. systems							X
15.3 Knowledge and understanding of personnel and finance departments						X	X

15.4 Knowledge and understanding of Red-File system		x				x	x
15.5 Knowledge and understanding of how to set a filing system							x
16. Industry understanding							
16.1 General knowledge and understanding of market forces effecting the industry	x		x			x	
16.2 Awareness of Group and Industry direction and development	x	x	x	x		x	
16.3 Knowledge and understanding of competitiveness in the industry	x	x	x	x		x	
16.4 Knowledge and understanding of the standards used in the industry (benchmark)				x		x	
17. Company understanding							
17.1 Knowledge and understanding of company policies, mission and values	x	x		x		x	x
17.2 Identify with company mission and values	x					x	
17.3 Demonstrate brand loyalty	x	x				x	
17.4 Communicate company mission and values to team members	x	x				x	
17.5 Big picture knowledge and understanding of the plant and the company within industry	x		x				
18. Computer literacy							
18.1 Ability to use MS office	x	x	x			x	
18.2 Ability to use maintenance system							x
18.3 Ability to use productivity report system							x
18.4 Ability to use spread sheet		x	x			x	x
18.5 Ability to use MS project			x				
19. Quality and standards							
19.1 Knowledge and understanding of the concept "quality"	x			x			
19.2 Knowledge and understanding of quality control and standards	x			x			
19.3 Knowledge of how standards are measured				x			
19.4 Knowledge and understanding of the concept "standards"	x			x			
19.5 Knowledge and understanding of Standards Operating Procedures, processes and objectives (be able to write, ' follow independently, use judgment in application)	x			x			x
				x			
19.6 Knowledge and understanding of Position Master File				x			x
19.7 Knowledge and understanding of standards expected of a Team Leader	x			x			
19.8 Knowledge and understanding of targets, work standards, capacities, conditions, machinery and equipment, legal requirements (rules and acts), housekeeping standards, safety ,health and environment, QA 2000, SABS, NOSA, ASIB				x	x		
				x	x		
				x	x		
19.9 Knowledge and understanding of standards used in the industry				x			
19.10 Monitor implementation of standards				x			
Ability to set standards for own section and communicate them to team		x		x		x	

APPENDIX C:

GENERIC TEAM LEADER COMPETENCIES COMPILED BY LIVNI AND ASSOCIATES

LIVNI & ASSOCIATES (Member of SACOB, JCCI, IPM)
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Training Systems Analyst

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GENERIC COMPETENCY LIST

The listed competencies integrate the following components :

Core : subjects that link to work, dept, company, industry, quality, SHE, work organisation, scientific concepts, tools, equipment,planning)
Fundamental : language & communication, maths, Pc literacy
Specialisation : theory & practice referring to the work, particular skill application (fitting, machin ops)

Level of competence : Each competence can be applied by Team Leaders at 3 levels: Basic (B), Intermediate (I), Advanced (A).

1. Team leading and relationship building

1.1 Conflict management
1.2 Personal knowledge of team members
1.3 Build rapport with team members
1.4 Be flexible in relation to team members
1.5 Instill team cohesion
1.6 Support team members in achieving needs and personal goals

2. Delegating and controlling
2.1 Performance management : various types of performers:
2.2 Plan, delegate (match needs with resources) and follow-up
2.3 Control system for productivity enhancement
2.4 Monitor and measure team performance

3. Developing self and team
3.1 Plan, develop and manage career path for self and team members
3.2 Coach / Mentor in technical and non-technical skills
3.3 Guide / Counsel
3.4 Facilitate (one-to-one; one-to-team)
3.5 Empower
3.6 Self confidence
3.7 Analyse Job profile, employee ability and needs
3.8 Link development with business needs

4. Managing self and team

4.1 Knowledge and understanding of team concept, team dynamics and self directed teams
4.2 Time management
4.3 Assertive
4.4 Stress management
4.5 Work ethics
4.6 Participative management
4.7 Manage by example
4.8 Knowledge of recruitment (permanent and casual) and contracting
4.9 Understand the impact of the Team Leader on own and other teams
4.10 Understand the dynamics of role change from Team Leader to a Team Member
4.11 Manage performance of the Team and of individuals
4.12 Manage change
4.13 Sincere
4.14 Enthusiast
4.15 Integrity, tactful
4.16 Attention to details

5. Motivating self and team

5.1 Knowledge of mouvation theories
5.2 Plan mouvation of team members
5.3 Identify different motivational needs of team members
5.4 Set objective (self, team, individual members)

6. Planning and organising

6.1 Set goals
6.2 Plan to meet company's operational (team / self) goals, policies, values
6.3 Knowledge and understanding of planning techniques
6.4 Forecast (marketing) methods
6.5 Analyze and optimally link needs with resources
6.6 Scheduling techniques
6.7 Knowledge and understanding of company planning systems
6.8 Analyse plans, understand their meaning and act upon it
6.9 Understand logistics of plans
6.10 Knowledge and understanding of impact of stock levels on own operations
6.11 Methodical

7. Managing information

7.1 Gather information
7.2 Analyse and interpret information
7.3 Communicate information to team members
7.4 React upon information
7.5 Capture the information in a meaningful manner

8. Communicating

8.1 Understand and communicate (to Team) company vision and business needs
8.2 Verbal and written communication with team members, peers, suppliers, customers
8.3 Presentation skills to team members and direct managers
8.4 Respect to team members
8.5 Communicate under pressure
8.6 Listening skills (sensitive/empathy to audience needs)
8.7 Knowledge and understanding of communication techniques, audience profile and needs
8.8 Knowledge and understanding of briefing procedures
8.9 Understanding confidentiality and selective communication
8.10 Consistency in communication
8.11 Negotiation skills

8.12 Use of technology (telephone, fax, network, E-mail)
8.13 Feedback skills
8.14 Ability to chair meetings, prepare agenda and take minutes
8.15 Interviewing skills

9. Cross-functional and thinking competencies
9.1 Big picture thinking
9.2 Lateral thinking
9.3 Systems analysis and systems thinking
9.4 Analyse trends and plan reaction
9.5 Understand the impact of self on the team, of own team on other teams and on the business
9.6 Idea generating
9.7 Pro-active
9.8 Establish and plan direction to the team in line with company direction
9.9 Analytical skills

10. Functional competency (Specialisation)
10.1 Technical knowledge and understanding of own work section
10.2 Analyse areas of short coming in the technical discipline of self and team members
10.3 Adapt technical skills to technology changes
10.4 Benchmark technical skills across industry
10.5 Knowledge and understanding of production needs
10.6 Knowledge and understanding of Engineering needs
10.7 Knowledge and understanding of company store system
10.8 Knowledge and understanding of sectional Standards Operating Procedures
10.9 Multi-skilling

11. Fundamental competencies
11.1 Mathematics at NQF level 4
11.2 English at NQF level 4
11.3 Science at NQF level 4
11.4 Chemistry at NQF level 4

12. Financial competency
12.1 Manage team budget
12.2 Knowledge of company budgeting system
12.3 Understanding financial operating statement

13. Legal requirements and regulatory procedures
13.1 Knowledge and understanding of the disciplinary procedures and code of conduct
13.2 Knowledge, skills and attitude to conduct IR procedures within the team
13.3 Knowledge, skills and attitude to monitor and reinforce Safety, Health and Environment in the team
13.4 Knowledge and understanding of performance management
13.5 Knowledge and understanding of company agreements with the union
13.6 Knowledge and understanding of company operation (Induction programme)
13.7 Knowledge and understanding of company policies
13.8 Knowledge and understanding of company value system
13.9 Knowledge and understanding of the Standard Operating Procedures

14. Problem solving and decision making
14.1 Analyse situations
14.2 Identify concerns
14.3 Analyse cause

14.4 Evaluate possible options
14.5 Assess risks
14.6 Decide upon a course of action
14.7 Set priority
14.8 Plan actions
14.9 Identify potential problems
14.10 Plan preventative actions
14.11 Plan contingency actions

15. Administrating
15.1 Knowledge and understanding of admin. procedures and systems
15.2 Knowledge and understanding of personnel and finance departments
15.3 Knowledge and understanding of Red-File system
15.4 Knowledge and understanding of how to set a filing system

16. Industry understanding
16.1 Knowledge and understanding of market forces affecting the industry
16.2 Awareness of Group and Industry direction and development
16.3 Knowledge and understanding of competitiveness in the industry
16.4 Knowledge and understanding of the standards used in the industry (benchmark)

17. Company understanding
17.1 Knowledge and understanding of company policies, mission and values
17.2 Identify with company mission and values
17.3 Demonstrate brand loyalty
17.4 Communicate company mission and values to team members
17.5 Big picture knowledge and understanding of the plant and the company within industry
17.6 Big picture knowledge and understanding of the company within industry

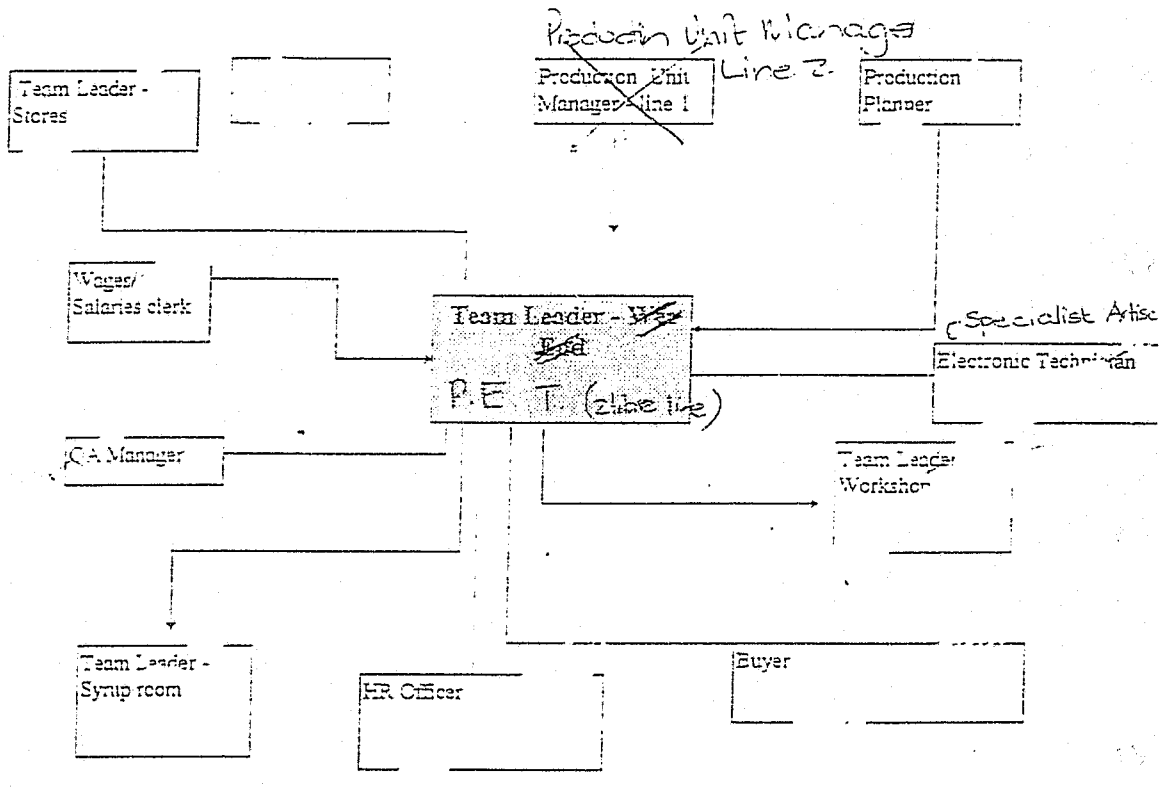
18. Computer literacy
18.1 Ability to use MS office
18.2 Ability to use maintenance system
18.3 Ability to use productivity report system
18.4 Ability to use spread sheet
18.5 Ability to use MS project

19. Quality and standards
19.1 Knowledge and understanding of the concept "quality"
19.2 Knowledge and understanding of quality control and standards
19.3 Knowledge of how standards are measured
19.4 Knowledge and understanding of the concept "standards"
19.5 Knowledge and understanding of Standards Operating Procedures, processes and objectives (be able to write, follow independently, use judgment in application.
19.6 Knowledge and understanding of Position Master File
19.7 Knowledge and understanding of standards expected of a Team Leader
19.8 Knowledge and understanding of targets, work standards, capacities, conditions, machinery and equipment, legal requirements (rules and acts), housekeeping standards, safety ,health and environment, QA 2000, SABS, NOSA, ASIB
19.9 Knowledge and understanding of standards used in the industry
19.10 Monitor implementation of standards
19.11 Ability to set standards for own section and communicate them to team

APPENDIX D:

JOB DESCRIPTION OF A TEAM LEADER AT ABI

Part A — Position Master File



ABI Business Purpose

To always provide fun-filled refreshment through the world's favourite soft-drink, ice-cold *Coca-Cola*

Purpose of the role of Team Leader - ~~Wet End~~ P.E.T.

To achieve production, quality and maintenance targets by co-ordinating and leading team activities

Team goal:

To strive for continuous improvement in productivity and line performance with the ultimate aim of achieving world class manufacturing standards

Position Title: Team Leader - Wet End Department: Mega Manufacturing Reporting to: Production Unit Manager - Line 1 Location: Midrand Mega-Manufacturing	Team leader and team member skills: Janitors, Machine Operators, Sighters, Fitter, Quality Controller	Grade / Band: Evaluation Date:

Key Result Areas and Objectives	Performance standards and criteria	Behavioural Dimensions
1. Facilitating people development and team cohesion 1.1 Facilitated training and development - Determined training needs - Co-ordinated training - Conducted coaching and counselling - Facilitated intra-team training, multi-skilling and development 1.2 Facilitated team communication - Represented team at manufacturing meetings and provided feedback - Facilitated conflict resolution discussions 1.3 Monitored team functioning against agreed ABI values and ethics 1.4 Facilitated team cohesion - Established team identity by motivating and leading the team by example	Productivity increase Reduced absenteeism Increased morale Skilled team members Implemented 360 degree appraisals	Teamwork / Collaboration - Working effectively with team/work group or those outside the formal line of authority (e.g. peers, senior managers) to accomplish organizational goals, taking actions that respect the needs and contributions of others; contributing to and accepting the consensus; subordinating own objectives to the objectives of the organisation or team Individual Leadership/Influencing - Using appropriate interpersonal styles and methods to inspire and guide individuals (direct reports, peers, superiors) toward improved goal achievement; modifying behaviors to accommodate tasks, situations and individuals involved
2. Meeting production, maintenance targets and quality standards 2.1 Established operating procedures 2.2 Planned and co-ordinated daily, weekly and monthly production, maintenance and quality tasks - Delegated tasks to team members - Monitored and inspected completed tasks - Achieved production targets and quality standards	Achieved established manufacturing standards - production, maintenance, quality Achieved production plan	Analysis/ Problem Assessment - Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources; identifying cause effect relationships Judgment/Problem Solving - Committing to an action after developing alternative courses of action that are based on logical assumptions and factual information and that take into consideration resources, constraints, and organisational values
3. Maintaining housekeeping, sanitation and safety standards 3.1 Co-ordinated delegated and monitored sanitation processes in accordance with production plan 3.2 Monitored adherence to housekeeping standards 3.3 Counselled team members about safety regulations in accordance with OHS Act - Monitored adherence to safety regulations	Established sanitation system as confirmed by Quality Assurance Established team safety and health meeting system	Coaching - Facilitating the development of others' knowledge and skills; providing timely feedback and guidance to help them reach goals Tolerance for stress - Maintaining stable performance and/or opposition (e.g. time pressure, job ambiguity); relieving stress in manner acceptable to the person, others, and the organisation
4. Administering records, reports, budgets 4.1 Administered personnel records (maintained clock cards, attendance registers, sick/annual leave book) 4.2 Reported on safety 4.3 Reported on trends	All administrative records are up to date Expenses are controlled within budget	Meeting facilitation/Meeting leadership - Using appropriate interpersonal styles and methods to guide participants toward a meeting's objective; modifying behavior according to tasks and individuals present Safety awareness - Being aware of conditions that affect employee safety

5. Applying values 5.1 Treated people with dignity 5.2 Demonstrated Trustworthiness 5.3 Encouraged and demonstrated innovation 5.4 Acknowledged the contribution of individuals 5.5 Demonstrated and recognised Brand Commitment	Demonstrated ethics and behaviours according to the ABI value system	Initiative - Making active attempts to influence events to achieve goals; self-starting rather than passively accepting; taking action to achieve goals beyond what is required; being proactive Developing organisational talent - Developing subordinates' skills and competencies by planning effective development activities related to current and future jobs

Job Content

Impact of Position

Internal Contacts and purpose of contact	External Contacts and purpose of contact
Other PET Team leader(other shift)for purpose of information sharing and handover: Other PET Team Leaders for information sharing; Production planner for information sharing purposes: HR for personnel queries: Electronic Technician to obtain technical advise: Buyer to discuss raw materials and spares orders; Team Leader stores/Syrup room to enquire about spares/raw materials availability. Wages/Salaries clerk for wages/salaries queries. Team Leader - workshop to request engineering service	Suppliers for the purpose of technical information sharing

Minimum Qualifications and Experience	Budgetary Indicators
Matric and a 2 year technical/Mechanical or production qualification (M + 2) 3 years production experience in a bottling environment and 1 year supervisory experience	Nil

Nature of problem-solving	Decisions, Accountability, and Judgment
Employee relations, leadership and motivation, productivity and development of team members, conflict resolution, coaching and counselling, safety, planning, co-ordinating; refers advanced technical and quality problems to Unit Manager: personnel and wages, basic technical and quality problems	Making daily operational decisions within established guidelines Performance, motivation and productivity related decisions Personnel related decisions (annual leave, training needs, recruitment) Quantity of raw materials/spares to be ordered

Variety of Tasks	Types of communications to be understood
Planning(daily, weekly, monthly) Leadership, motivation and conflict resolution Facilitating and co-ordinating team activities. Coaching, and counselling team members, Facilitating group problem-solving activities. Administration of personnel and safety records. Recruitment	Business memos and documentation, verbal communications, written reports and plans, basic technical communication, graphics

Application of knowledge
Production, maintenance and quality application Employee relations

Approval - Job Content Experts

Incumbents: ..... Date: .....
Team leader / divisional manager: ..... Date: .....
Human resources consultant: ..... Date: .....
Job Analyst: ..... Date: .....

Author Gaga M S
Name of thesis Roles And Competencies Of First Line Managers For Effective Workplace Management: The Case Of Amalgamated Beverages Industries (Abi) Gaga M S 1998

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