Linking Perceived Supervisory Support and Self-Efficacy for Change to Individual Readiness for Change

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Abstract:

Dynamic business environment often forces many organizations to make change immediately, especially in the current coronavirus disease 2019 (COVID-19) pandemic outbreak. In turn, organizations need to make sure that their members accept and support change. The purpose of this research is to examine the role of supervisory support by using social exchange theory and self-efficacy for change by using social learning theory in predicting the multidimensional of individual readiness for change (i.e., cognition, affection, and intention). Also, this research sought to examine the mediation role of self-efficacy for change in the relationship between supervisory support and individual readiness for change. A total of 96 employees from Islamic Rural Bank in East Java, Indonesia has participated in this research. Partial least square structural equation modelling (PLS-SEM) is employed for analysing research hypotheses and revealed that the higher perceived supervisory support and self-efficacy for change, the higher cognitive, affective, and intentional readiness for change. Finally, this paper recommends several implications that worth considering, both theoretically and practically.

Keywords: *Individual Readiness for Change; Organizational Change; Perceived Supervisory Support; Self-Efficacy for Change*

JEL Classification:

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Introduction

Change in organization has been appeared to be one of the most interesting organizational studies to discuss so far, at least in the last three years (e.g., Alnoor et al., 2020; Bartsch et al., 2021; Hanelt et al., 2021; Ifenthaler & Egloffstein, 2020; Nadkarni & Prügl, 2021). By looking at the current situation, it is familiarly known as industrial revolution 4.0, in which several studies have discussed that digital transformation is the main proponent for imposing change in the current business environment (Haqq & Natsir, 2019; He et al., 2020; Shah et al., 2017). In this vein, organizations require to pay attention and adapt to digital transformation to improve their business, and in turn, may be able to survive in their environments (Alnoor et al., 2020). According to Heavin and Power (2018), digital transformation refers totechnological utilization for the purpose of organizational performance improvement.

In the context of organizational change, individual readiness for change have played an importatn role in change implementation (Borges & Quintas, 2020; Nwanzu & Babalola, 2019). Moreover, several studies recognized that individual readiness for change is a multidimensional concept, in which composed of cognition, affection, and intention (e.g., Bouckenooghe et al., 2009; Choi, 2011; Haqq & Natsir, 2019; Holt et al., 2007; Holt & Vardaman, 2013; Rafferty & Minbashian, 2018). On one hand, rationally, individual may agree with the change through rational consideration of the expected benefits of change, and in turn, tend to be willing to support the change. But, on the other hand, individual may also develop anxiety due to the uncertainty caused by a new situation, and in turn, possibly create discomfort and resist the change. This situation seems unfavorable for organizations in implementing change. By looking at this ambivalent situation, Piderit (2000) suggested analyzing the psychological aspects of individual to gain valuable feedback for leading the change effectively. According to Choi (2011), analyzing three dimensions of individual readiness for change may provide worthwhile information for supervisor to identify human-resource-related problems (such as hesitation, fear, unwillingness to accept, etc.), and in turn, is useful to overcome them. Hence, it is recommended for supervisor to increase and maintain a positive state for each dimension of individual readiness for change.

However, leading organizational change becomes more complex due to the coronavirus disease 2019 (COVID-19) pandemic (Collins et al., 2020). In the current pandemic outbreak, managers are expected to deal with several tremendous issues related to business activities, such as uncertainty, limited direct interaction in the term of work-from-home, and employees' physical and psychological discomfort (Arora & Suri, 2020). To achieve successful change, especially in the middle of a hard situation, managers need to pay attention on their pivotal role to motivate and support their employees. Furthermore, managers, as well as supervisors, represent the face of the organization and require to express favorable actions in change management. According to Alnoor et al. (2020), supervisor as a middle manager needs to create a supportive work environment to increase individual readiness for change. In addition, previous study suggested investigating perceived supervisory support due to the important role of leadership during change management that might influence individual responses to change (Neves et al., 2017). Then, this research captures the opportunity to assess the important role of supervisor support as human resource practice during change.

Individual, as member of organization, also has a pivotal role towards change, in which his/her responses are able to encourage themselves to accept change (Choi & Ruona, 2011; Haqq & Natsir, 2019). In this context, readiness for change influences individual perception of new technology, and in turn, determines the successful change implementation (Kwahk & Lee, 2008). Several studies (e.g., Bouckenooghe et al., 2009; Holt & Vardaman, 2013; Weiner, 2009) explained that in the midst of the uncertainty and ambiguity situation caused by change, individual readiness for change may facilitate change implementation. Hence, it is important for organizations to understand individual responses toward change for information, evaluate the process, and anticipate unwanted issues (Borges & Quintas, 2020).

In the existing literatures, perceived supervisory support (e.g., Eby et al., 2000; Gigliotti et al., 2018; Kirrane et al., 2016; Matthysen & Harris, 2018; Rafferty & Minbashian, 2018) and self-efficacy for change (e.g., Afzal et al., 2019; Haqq & Natsir, 2019; Rafferty & Minbashian, 2018; Wanberg & Banas, 2000) have been studied as significant predictor toward individual readiness for change. Thus, by looking to the important role of

perceived supervisory support and self-efficacy for change during organizational change, this research, at least, has three purposes. First, this research is trying to assess the relationship between perceived supervisory support and self-efficacy for change toward individual cognition, affection, and intention readiness for change. Second, this research is sought to test the relationship between perceived supervisory support and self-efficacy for change. Third, this research is trying to ascertain the mediating role of self-efficacy for change in the relationship between perceived supervisory support and individual cognition, affection, and intention readiness for change. In the end, by doing so, this research offers several contributions, both theoretically in change.

The proliferation of uncertainty and ambiguity caused by change drives individuals to resist change. Consequently, individual readiness for change becomes an important predictor of successful change (Weiner, 2009). According to Eby et al. (2000), individual perception about the organization's ability to deal with new situations is tightly related to individual readiness for change. When individual receives change information as the initial stimulus, then sequentially, he/she possibly will give many responses, either positive or negative (Katsaros, Tsirikas, & Kosta, 2020).

Several studies offered the definition of individual readiness for change. Armenakis et al. (1993) define readiness for change as a rational consideration about the need for change and the organizational capacity to gain a successful change. Next, Holt et al. (2007) define readiness for change as individual thought and feeling to accept and support the change. Kirrane et al. (2016) define readiness for change as the extent to which individuals perceived change positively and perceived that it will be good for themselves and their organization.

However, the offered definitions are not specific yet and provide obstacles in describing some of the psychological responses of individual readiness to change. According to Piderit (2000), by looking at the ambivalent situation, analyzing psychological aspects of individual possibly give valuable feedback to organization for leading the change effectively. Ambivalent situations refer to the psychological states that contradicted each other on a particular object at the same time. On one hand, rationally, individuals may agree with the change through rational consideration of the expected benefits from the change, and in turn, may be willing to support the change. But, on the other hand, individuals may also develop anxiety due to the uncertainty that will be faced in new situations, and in turn, may create discomfort and resisting the change. This situation seems unfavorable for organizations in implementing the change.

Also, Choi (2011) suggested to analyze three-dimensions of individual readiness for change in order to identify and cope human-resource-related problems in the context of change (such as hesitation, fear, unwillingness to accept, etc.). Several studies (e.g., Haqq & Natsir, 2019; Matthysen & Harris, 2018; Rafferty et al., 2013) explained that individual readiness for change is a multidimensional concept, in which consisting of three psychological aspects (i.e., cognition, affection, and intention). Specifically, first, cognition refers to individual rational consideration towards an object (e.g., belief, disbelief). A positive consideration may encourage individual to accept and support the change (Gigliotti et al., 2018). Second, affection refers to individual emotion towards an object (e.g., glad, afraid). Individual positive emotions may develop desire and commitment to accept and support change (Shah et al., 2017). Third, intention refers to individual eagerness to involve in an event (e.g., bolstering, refusing). A positive intention may increase individual willingness to participate in the process of implementing change.

In order to successfully realizing change through increasing individual readiness for change, several studies suggested focusing on several important antecedents, such as perceived supervisory support (Bouckenooghe et al., 2009; Gigliotti et al., 2018; Kirrane et al., 2016; Matthysen & Harris, 2018; Rafferty & Minbashian, 2018) and self-efficacy for change (Afzal et al., 2019; Eby et al., 2000; Haqq & Natsir, 2019; Wanberg & Banas, 2000). If the supervisor is able to understand the psychological state (beliefs, feels, and intentions) of readiness for change, then the change is expected to be implemented without significant problems (Bouckenooghe et al., 2009).

The role of supervisor is exceptionally prominent in shaping individual attitudes toward organizational programs (e.g., organizational change) (Gordon et al., 2019; Rafferty & Minbashian, 2018). Bouckenooghe et al. (2009) stated that support from supervisor related to how individual deal with change. By provided support, supervisor has opportunities to improve individual well-being (Kuoppala, Lamminpää, Liira, & Vainio, 2008) and eliminate work-related stress (Rhoades & Eisenberger, 2002), and in turn, may lead individual to be ready for challenging situation like organizational change. In daily activities, individual needs to be leaded and supported to cope any change-related barriers (Kirrane et al., 2016). A. Day et al. (2017) stressed that supervisor support is crucial during times of change, in which able to create supportive working relationships. Also, supervisor support for individual is expected to provide a competitive advantage by increased job embeddedness and higher performance, which in turn are beneficial for change implementation (Gordon et al., 2019).

Moreover, several studies provided definitions of supervisor support. Kottke & Sharafinski (1988) define supervisor support as an individual perception of the extent to which his/her supervisor values his/her efforts given for the organization and the extent to which his/her supervisor concerned about his/her well-being. Eisenberger et al. (2002) define supervisor support as individual consideration of whether his/her supervisors concern or not about himself/herself and worth him/her effort. Bouckenooghe et al. (2009) define supervisor support as an individual perception that support is provided by organizational leaders (such as senior leaders and direct supervisors as well as one's peers) in dealing with programs proposed by the organization.

Drawing from social exchange theory, individual who treated well by his/her supervisor will evaluate and appreciate it and then will gives a positive feedback (Blau, 1964). In this research, social exchange theory depicts workplace behaviour and social relationship between individual and his/her supervisor. Social exchange theory explained the way to improve social interaction and work group structure as well as enhance personal obligation, trust and gratitude (Cropanzano & Mitchell, 2005). Social exchange between individual and his/her supervisor is a continuous repetitive cycle of benefits and develops responsibility to retaliate. When individual receives favorable actions (such as a motivational attitude) from his/her supervisor, then he/she might give favorable actions too (such as willingness to obey) to his/her supervisor (Afzal et al., 2019; Gigliotti et al., 2018). The basic principle of social exchange theory is that individual attempts to understand and appreciate his/her social relationships and opts whether it should be preserved or otherwise, or also called as perceived supervisory support.

In the context of implementing change, perceived supervisory support may encourage individual readiness to accept and support change. Previous study found that the perception of support will increase positive attitude and behavioral outcomes (Chami-Malaeb, 2021). Hence, perceived supervisory support is expected to develop individual readiness (whether it is cognition, affection, or intention) to deal with change.

R. Day & Allen (2004) stated supervisor support plays pivotal role in creating employees' self-confidence (i.e., self-efficacy). While promoting individual readiness for change, supervisor needs to encourage the individual self-efficacy in order to reduce anxiety and discomfort while implementing change (Armenakis et al., 1993). Moreover, Gigliotti et al. (2018) explained that supervisor support is also able to develop individual confidence in something he/she has never encountered before, such as change. Ding & Yu (2020) found that individual with high self-efficacy is delicate to supervisor support, in which would enable himself/herself to create a positive psychological state. By well-given and intensive supports from his/her supervisor, individual may become more confident to deal with change and try to implement it properly (Bayraktar & Jimenez, 2020). Also, Budhiraja (2020) stated that individual confidence to deal with change also influenced by continuous interaction with his/her supervisor. Thus, perceived supervisory support is predicted to increase self-efficacy deal with change.

According to Bandura (1977), self-efficacy is an extension concept of social learning theory, which refers to individual belief in his/her ability to perform particular task. Self-efficacy is a perception resulted from considering and evaluating information about a person's ability to deal with an event (Appelbaum & Hare, 1996). That perception may vary over time according to new information and experience, so self-efficacy is a dynamic concept also.

In the perspective of organizational change, self-efficacy refers to individual perception that he/she is able to complete the change task (Holt & Vardaman, 2013). Wanberg & Banas (2000) defined self-efficacy for change as an individual perceived ability to handle change without neglecting the prior assignments. Also, Weiner (2009) defined self-efficacy for change as individual perception regarding his/her capability to complete change well.

Previous studies found that individual with a high level of self-efficacy, with all the resources he/she has, is more likely confident in accomplishing task goals (Stajkovic & Luthans, 1998), engaged in work (Consiglio, Borgogni, Di Tecco, & Schaufeli, 2016), to tend to give positive attitude and behavior outcomes (Chami-Malaeb, 2021), to believe in his/her ability to adapt to new situation (Nwanzu & Babalola, 2019), and ready to support the change (Eby et al., 2000; Rafferty & Minbashian, 2018).

According to Cunningham et al. (2002), individual with high self-efficacy is more likely to have an active problem-solving personality, which is useful for dealing with the change process. Jimmieson et al. (2004) specifically explained that, on one hand, individual with low self-efficacy tend to doubt his/her own capacities and focus more on their inability to cope with the change. On the other hand, individual with high self-efficacy tend to develop enthusiasm and optimism to deal with the change. Also, individual with a high level of self-efficacy tends to manage stressful situations more effectively by coping with threats, challenges, and obstacles (Luszczynska et al., 2005), such as change implementation.

Eby et al. (2000) explained that individuals who believe themselves capable of dealing with new situations that have never been met before are more able to accept and ready for change plan. Individual who perceived their ability for adapting to the unpredictable new situation is possible to have a more positive attitude towards the change (Nwanzu & Babalola, 2019). Hence, self-efficacy is identified as an important predictor to increase acceptance of change (Vakola, 2013) and encourage individual readiness for change (Neves, 2009), whether it is cognition, affection, and intention to deal with change.

Also, drawing from social learning theory (Bandura, 1971), environmental factors may influence individuals and groups, vice versa – individuals and groups may also influence their environments and regulate their own behavior, which is also known as reciprocal determinism. The concept explained that when supervisor provides favorable treatments to individual (i.e., support), then, in turn, individual may develop a perception of self-efficacy.

In more detail, self-efficacy formed by supervisor support is more inclined to one of the functions of self-efficacy proposed by Bandura (1977), namely verbal persuasion. Simply put, verbal persuasion is an attempt to tell the person that he/she has the capability to do a particular task. Strong support may increase the perception of self-efficacy enough to drive an initial attempt at behavior change. By the high self-efficacy, individuals and groups are able to create a common understanding regarding what must be done to deal with an event, in this case, is organizational change.

A previous study found that supervisor support was significantly related to self-efficacy, and in turn, increased individual task performance (Afzal et al., 2019). In addition, Bayraktar and Jimenez (2020) explained that individual with high self-efficacy is more likely to use a problem-focused approach, in which he/she is proactively responding to task challenges with self-motivation for increased performance. Hence, self-efficacy for change is expected to have a mediation role between perceived supervisory support and individual readiness for change.

Research Method

This research employed a quantitative approach in which partial least square structural equation modelling (PLS-SEM) as an analysis technique for testing hypothesis. To running the partial least square structural equation modelling, this research employed SmartPLS 3.0. Morevoer, the participants of this research are the employees of Islamic Rural Bank based in East Java, Indonesia, in which census sampling was used to generate a better

cross-sectional data response rate (n = 96) by distributing the designed-questionnaire. In the term of measurement, perceived supervisory support was measured by four-indicator items (e.g., "my work supervisor cares about my opinion") adapted from Rhoades et al. (2001). Self-efficacy for change was measured by four-indicator items (e.g., "wherever the change takes me, I'm sure I can handle it") adapted from Wanberg and Banas (2000). Cognition, affection, and intention were measured by three-indicator items (e.g., cognition: "most change projects that are supposed to solve problems around here will do much good"; affection: "I have a good feeling about the change project"; and intention: "I am willing to make a significant contribution to the change") adapted from Bouckenooghe et al. (2009).

Results

Outer Model: Validity and Reliability Testing

To test the validity and reliability of research indicator items, this research used a procedure similar to that used by Sukoco et al. (2021). First, validity test is assessed by (1) evaluating the average variance extracted (AVE) (≥ 0.50) for convergent validity and (2) comparing the average variance extracted (AVE) to the squared correlation coefficient for discriminant validity (Hair, Risher, Sarstedt, & Ringle, 2019). As shown in Table 1, the results show that the value of average variance extracted (AVE) of all indicator items were above the minimum requirement. Thus, the validity requirement was adequate. Next, for discriminant validity requirement, Fornell and Larcker (1981) explain that discriminant validity is fulfilled if the square root of AVE must be greater than the correlation between constructs. As shown in Table 2, the results met this requirement. Thus, discriminant validity of each indicator item was valid.

Second, reliability test is assessed by (1) evaluating composite reliability (CR) (≥ 0.70) for internal consistency and (2) evaluating outer loading for indicator reliability (≥ 0.70) (Hair et al., 2019). As shown in table 1, the results show that the value of composite reliability and the value of outer loading from all indicator items were above the minimum requirement, concluding that the level of reliability was adequate.

Table 1. Reliability and Validity Test Results

	Indicator Items	CR	Outer Loadings	AVE
Perceived Supervisory Support	PSS1		0,923	
	PSS2	0.947	0,874	0,817
	PSS3		0,889	
	PSS4		0,928	
Self-Efficacy for Change	SEC1		0,871	
	SEC2	0.915	0,889	0,729
	SEC3		0,886	
	SEC4		0,762	
Cognitive Readiness for Change	CRC1		0,871	
	CRC2	0,909	0,900	0,768
	CRC3		0,858	
Affective Readiness for Change	ARC1		0,859	
	ARC2	0,906	0,846	0,763
	ARC3		0,913	
Intentional Readiness for Change	IRC1		0,866	
	IRC2	0,915	0,884	0,782
	IRC3		0,902	

Source : Data Processed (2021)

Table 2. Matrix Correlation and Discriminant Validity

Variable	Mean	SD	1	2	3	4	5	6	7	8	9
Gender	1.27	0.447	n.a.	0.324	0.010	0.000	0.000	0.003	0.021	0.000	0.000
Age	2.17	0.829	-0.180*	n.a.	0.034	0.125	0.053	0.066	0.097	0.025	0.024
Education	2.58	0.660	0.101	0.186*	n.a.	0.104	0.025	0.007	0.005	0.000	0.015
Tenure	2.24	0.867	0.021	0.354**	0.323**	n.a.	0.000	0.000	0.000	0.000	0.001
Perceived	3.666	0.892	-0.022	0.232*	0.159	-0.018	0,817	0.649	0.527	0.592	0.606

Variable	Mean	SD	1	2	3	4	5	6	7	8	9
Supervisory Support Self-Efficacy for Change	3.591	0.790	-0.056	0.258**	0.084	0.025	0.806**	0,729	0.597	0.693	0.697
Cognitive Readiness for Change	3.701	0.842	-0.146	0.313**	0.077	-0.021	0.726**	0.773**	0,768	0.588	0.688
Affective Readiness for Change	3.621	0.842	-0.014	0.161	0.016	-0.028	0.770**	0.833**	0.767**	0,763	0.648
Intentional Readiness for Change	3.663	0.839	-0.016	0.157	0.124	0.035	0.779**	0.835**	0.830**	0.805**	0,782

Source : Data Processed (2021)

Inner Model: Hypothesis Testing

To test the proposed hypothesis, a bootstrap method was employed, in which evaluating the constructs by using 300 random sub-samples from the original data. A structural model is assessed based on the significance of paths, R^2, and Q^2. As exhibited in Figure 1, the hypothesis tests confirm the relationships between antecedents and consequences. For instance, the results revealed a significant effect of perceived supervisory on cognitive readiness for change ($\beta = 0.295$; t = 2.729; p = 0.003), affective readiness for change ($\beta = 0.287$; t = 3.124; p = 0.001), and intentional readiness for change ($\beta = 0.305$; t = 2.646; p = 0.004). Therefore, H1a, H1b, and H1c were supported. Also, the results revealed as significant effect of perceived supervisory support on self-efficacy for change ($\beta = 0.807$; t = 21.036; p = 0.000). Therefore, H2 is supported.

In addiiton, the results confirmed a significant effect of self-efficacy for change on cognitive readiness for change ($\beta = 0.539$; t = 5.231; p = 0.000), affective readiness for change ($\beta = 0.606$; t = 7.099; p = 0.000), and intentional readiness for change ($\beta = 0.589$; t = 5.885; p = 0.000). Therefore, H3a, H3b, and H3c were supported. Furthermore, the results revealed the goodness of the model (R^2) and the predictive relevance (Q^2) of each endogenous construct, in which self-efficacy for change ($R^2 = 0.651$; $Q^2 = 0.445$), cognitive readiness for change ($R^2 = 0.633$; $Q^2 = 0.449$), affective readiness for change ($R^2 = 0.730$; $Q^2 = 0.513$), and intentional readiness for change ($R^2 = 0.731$; $Q^2 = 0.531$) have decent coefficient of determination (R^2) and predictive relevance (Q^2). Interpretically, it was revealed that all endogenous constructs have a moderate coefficient of determination (R^2) – the existed value is between 0.25 and 0.75 – and a good predictive relevance (Q^2) – the existed value more than zero – (Hair, Hult, Ringle, & Sarstedt, 2014).

Mediation Analysis

Mediation analysis was undertaken to assess the mediating role of self-efficacy for change in the relationship of perceived supervisory support and cognitive, affective, and intentional readiness for change. As shown in Table 3, the results show that perceived supervisory support has a significant total effect on cognitive readiness for change ($\beta = 0.729$; t = 14.245; p = 0.000), affective readiness for change ($\beta = 0.776$; t = 20.395; p = 0.000), and intentional readiness for change ($\beta = 0.781$; t = 17.313; p = 0.000).

Table 3. Mediation Analysis

	Total Effect		Direct Effect		Indirect Effect		
	β	t-value	β	t-value	Hypothesis	β	t-value
PSS → CRC	0.729	14.245	0.295	2.729	PSS → SEC → CRC (H4a)	0.434	4.787
PSS → ARC	0.776	20.395	0.287	3.124	PSS → SEC → ARC (H4b)	0.489	6.501
PSS → IRC	0.781	17.313	0.305	2.646	PSS → SEC →IRC (H4c)	0.475	5.159

Source : Data Processed (2021)

Figure 1. Research Model and Analysis Results
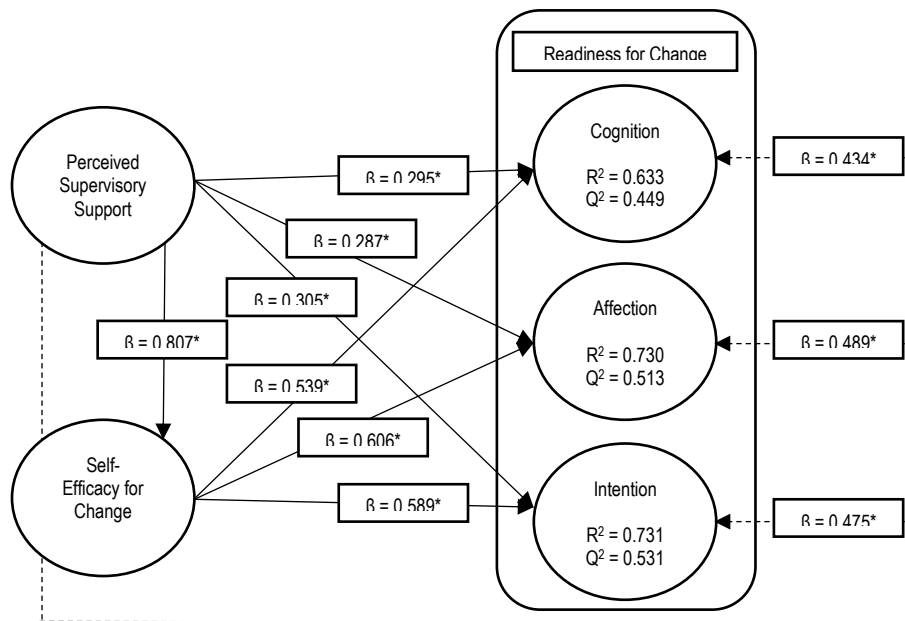
Source : Data Processed (2021)

Notes: * = significant at t-statistics value ≥ 1.96 or p-value ≤ 0.05; —— = direct relationship, --- = indirect relationship

Then, when self-efficacy for change as the mediator was included into the model, the direct effect of perceived supervisory support towards cognitive readiness for change (β = 0.295; t = 2.729; p = 0.003), affective readiness for change (β = 0.287; t = 3.124; p = 0.001), and intentional readiness for change (β = 0.305; t = 2.646; p = 0.004) was still found significant while the indirect effect of perceived supervisory support towards cognitive readiness for change (β = 0.434; t = 4.787; p = 0.000), affective readiness for change (β = 0.489; t = 6.501; p = 0.000), and intentional readiness for change (β = 0.475; t = 5.159; p = 0.000) was also found significant. Hence, the results reveal a partial mediating role of self-efficacy for change in the relationship between perceived supervisory support and cognitive, affective, and intentional readiness for change. In addition, this research also follows the variance accounted for (VAF) method that was suggested by Hair et al. (2014) to support the evaluation of the type of mediation. Variance accounted for (VAF) generates the size of the indirect effect in relation to the total effect, and in turn, allows to decide the type of mediation (e.g., VAF < 20% as no mediation; 20% ≤ VAF ≤80% as partial mediation; VAF > 80% as full mediation).

It reveals that variance accounted for (VAF) of self-efficacy for change on the relationship of perceived supervisory support and cognitive readiness for change (VAF = 0.595 or 59.5%), affective readiness for change (VAF = 0.630 or 63%), and intentional readiness for change (VAF = 0.608 or 60.8%) was between 20% and 80%. Therefore, it concludes that self-efficacy for change partially mediates the relationship of perceived supervisory support and cognitive readiness for change, affective readiness for change, and intentional readiness for change, specifically as a complementary partial mediation. In this vein, Nitzl et al. (2016) also stated that a complementary partial mediation appears when the direct effect and the indirect effect were in the same direction, whether it is positive or negative.

Discussion

This research investigates the effect of perceived supervisory support and self-efficacy for change toward the multifaceted of readiness for change (i.e., cognition, affection, and intention) in Islamic Rural Bank, East Java, Indonesia. Also, this research examined the mediation role of self-efficacy for change between perceived supervisory support and the multifaceted of readiness for change (i.e., cognition, affection, and intention).

The Relationship between Perceived Supervisory Support and Cognitive, Affective, and Intentional Readiness for Change

Based on the results, perceived supervisory support is proven to be a significant predictor on cognitive readiness for change, affective readiness for change, and intentional readiness for change. It in line with previous studies (e.g., Gigliotti et al., 2018; Gordon et al., 2019; Rafferty & Minbashian, 2018), which stated that when individual treated well as his/her supervisor support him/her in challenging-change situation such as the current coronavirus disease 2019 (COVID-19) pandemic, in turn, he/she will create a positive consideration and emotion about change, also build his/her intention to support change.

Not surprisingly, this result also in vein with social exchange theory (Blau, 1964), which explained that when supervisor give favorable actions to individual (e.g., supportive attitude), then in turn, he/she might give kind of favorable actions (e.g., willingness to obey) to his/her supervisor. It possibly happens because the kind of social interaction between supervisor and individual is a continuous repetitive cycle of benefits and promoting responsibility to retaliate (such as enhance personnel obligation, trust and gratitude). The rationale of this justification lied in the basic principle of social exchange theory, in which that individual attempt to understand and appreciate his/her social relationship and decide whether it should be preserved or otherwise.

The Relationship between Perceived Supervisory Support and Self-Efficacy for Change

Similar to the findings by previous studies (e.g., Bayraktar & Jimenez, 2020; Eby et al., 2000; Nwanzu & Babalola, 2019; Rafferty & Minbashian, 2018), this research found that self-efficacy for change has a significant impact on creating positive responses toward change, such as cognitive, affective, and intentional readiness for change. The results prove that in dealing a challenging-change situation like the current coronavirus disease 2019 (COVID-19) pandemic, self-efficacy for change becomes critical to generate positive perceptions and feelings, and also favorable intentions toward change. Individual who believes themselves capable to cope with new situations that have never been met before is more likely to accept and ready for them. Specifically in the term of change, a high level of self-efficacy for change is beneficial to create readiness attitude and develop support act to the change (Rafferty & Minbashian, 2018).

Also, the findings supported by social learning theory (Bandura, 1971), in which explain that individual and group are influenced by environmental factors and it reciprocally happens. When supervisor provides treatment (such as verbal persuasion – an attempt to tell the person that he or she can do it) to individual in the form of support, then, in turn, he/she may develop self-efficacy perception.

The Mediating Role of Self-Efficacy for Change in the Relationship between Perceived Supervisory Support and Cognitive, Affective, and Intentional Readiness for Change

Interestingly, the findings of this research reveal that self-efficacy for change has a mediation role between perceived supervisory support and cognitive, affective, and intentional readiness for change. As supported by Bayraktar and Jimenez (2020), self-efficacy for change has been proven to have a mediation role in the relationship between the leadership aspect (e.g., supervisory support) and individual attitude (e.g., readiness for change) in the context of organizational change. It reveals a sequential pattern of this research framework, in which when supervisor provides support to individual during the time of change, individual will develop self-confidence to deal with the situation, and in turn, this self-confidence is able to encourage individual readiness (e.g., cognition, affect, and intention) to cope with a challenging situation, such as organizational change. Similarly, supportive attitude by the supervisor in a challenging-change situation like the current coronavirus disease 2019 (COVID-19) pandemic may increase the individuals' efficacy beliefs on change, and in turn, may create positive considerations and emotions, and also favorable intentions to support change.

Conclusion

Based on the findings in this research, it concludes several things. First, perceived supervisory support is a significant predictor of individual readiness for change. This reveals that support from supervisor is able to encourage individual readiness (e.g., cognition, affection, and intention) to face a new and different circumstance, such as organizational change. Theoritically, by using the social exchange theory (Blau, 1964; Cropanzano & Mitchell, 2005), the findings of this research imply that when the individual receives supervisor support, he/she has more opportunities to develop positive considerations and emotions, and also favorable intentions to support change. Also, empirically, the findings suggest that supervisor would benefit by giving supportive attitudes to the individual actively. Hence, individual may develop a positive psychological state (i.e., perception, emotion, and intention to support) towards change. Second, perceived supervisory support is a significant predictor of self-efficacy for change. It implies that the individual's self-confidence to face organizational change is influenced by the support from his supervisor. Theoritically, by using the social learning theory (Bandura, 1971), the findings of this research clarifies that self-efficacy beliefs on change may become a favorable antecedent to develop positive considerations and emotions, and also intentions to support change. Third, self-efficacy for change is a significant predictor of individual readiness for change. It reveals that the individual's self-confidence to face something new is able to encourage individual readiness (i.e., cognition, affection, and intention) to deal with it. Employees with a high level of self-efficacy for change tend to be ready to deal with change. In contrast, employees with a low level of self-efficacy are likely to be passive, or even resist, during the time of change. Lastly, apart from being a significant predictor of self-efficacy for change towards individual readiness for change, self-efficacy for change also has a mediating role in the relationship between perceived supervisory support and individual readiness for change (i.e., cognition, affection, and intention). The empirical findings imply that supportive attitude by the supervisor in a challenging-change situation like the current coronavirus disease 2019 (COVID-19) pandemic may increase the individuals' efficacy beliefs on change, and in turn, may create positive considerations and emotions, and also favorable intentions to support change.

This research also has several limitations and noteworthy suggestions for further research. First, the empirical cross-sectional data might not capture the never-ending and wide-spreading phenomenon of organizational change. Thus, further research may conduct organizational change research with the different context with longitudinal design for examining organizational change. Second, due to the nature of supervisor support in this research is a motivational aspect, then, future researchers may investigate informational and educational support by supervisor in the organizational change context. Third, this research investigated individual intention to support organizational change, rather than individual behavior. Thus, in future, researchers may investigate individual change supportive behavior as a manisfestation of positive psychological state, such as thoughts, feelings, and intentions. Finally, this research investigates the positive form of the psychological response to change (i.e., readiness to change). In this vein, further research may assess the opposite form (i.e., resistance to change). It is expected to provide a beneficial distinctive understanding from the other psychological point of view in the organizational change literature.

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