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IS RELOCATION AN AFFAIR BETWEEN LEADERSHIP & HRM IMPLEMENTATION?

CASE STUDY AT BOSCH SECURITY SYSTEMS

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EXECUTIVE SUMMARY

When two locations of an organization integrate, this has a significant influence on the organizational structure, stability, culture, effectiveness and the future of the organization. Bosch Security Systems (BSS) has set a goal: 'to integrate both locations of Eindhoven and Breda into a new location in Eindhoven with the highest possible retention of personnel in the short and medium term'.

Leadership behavior is important in an organizational change situation and aims to influence employee attitudes and behavior and give direction by the way of managing people (Purcell & Hutchinson, 2007). Managers are important implementers of human resource management (HRM). The responsibilities of the HR-department are increasingly being devolved to managers. There might be differences in the way of working and leadership between the locations of Eindhoven and Breda, which might hinder the future relocation. The goal of this research is to explore the leadership style of the managers at BSS Breda and Eindhoven. Differences could influence the way HR-practices are implemented at the work floor of both locations, thus the implementation effectiveness of the managers. Therefore the second goal is to explore whether leadership style has an effect on effective HRM implementation by managers. The three main research questions are:

1. To what extent do managers at BSS locations Breda and Eindhoven differ in leadership style?
2. To what extent does leadership style affect effective HRM implementation?
3. To what extent do constraining/effectiveness factors moderate the relationship between leadership style and effective HRM implementation?

The dependent variable of the research model is effective HRM implementation, the independent variables are active and passive leadership (derived from the Full Range Model of Leadership) and the possible moderating variables are constraining/effectiveness factors that might hinder managers to effectively implement HRM: capacity, desire, competences, support and policy & procedures.

Managers filled in a questionnaire on the possible moderators. Employees filled in a questionnaire on the independent variable leadership and the dependent variable for satisfaction on effective HRM implementation by their own manager. After processing the first results they were presented to focus groups of employees and managers for additional qualitative data. Analyses have been done by using factor and reliability analyses, t-tests and multiple regression analyses.

Conclusions are that managers at BSS locations Breda and Eindhoven differ in leadership style. At location Eindhoven, the managers are more active and less passive than the managers from location Breda. This style does differ for different departments within the BSS organization. Qualitative data indicates that the results should be seen in the light of previous and current circumstances. The impact for employees from Breda is larger than Eindhoven and also the way of handling decision making and communication by senior management has had a negative effect, especially on employees from Breda. Managers could stimulate positivity and encourage the mindset with a more active style to focus on the future and opportunities.

Strong evidence has been found that leadership style affects effective HRM implementation. Active leadership has a significant positive effect on effective HRM implementation and passive leadership has a significant negative effect on effective HRM implementation. The results on effective HRM implementation are positive for both locations, while the structural pattern is continued that the scores of the location Eindhoven exceed the scores of location Breda.

In general managers are encouraged to effectively perform and implement their HR practices considering the outcomes of the constraining/effectiveness factors. Managers have enough time, are motivated, competent on the basis of experience and training, receive the correct amount of support and are supported by clear policy & procedures. There is evidence that the factor competences is a moderator, but additional research is necessary to conclude this. There are differences between the locations of Eindhoven and Breda for the factor support and a sub dimension of desire: amotivation. Qualitative data provides explanation for these differences.

PREFACE

With this thesis I will complete the Master of Business Administration at the University of Twente. It is stated in the description of the Human Resource Management track that: "It is a big challenge for every organization and for each manager to keep their employees motivated and productive in a healthy way during changes. It is the role of internal and external HRM specialists in particular to support line management with their specific knowledge and experience in the effective implementation of these changes." This is what drew me to change to Business Administration from my Bachelor education in Psychology and why my specialization became HRM.

I have been provided with the opportunity to involve myself in a research that is exactly based on the description above. In contact with supervisors Anna Bos-Nehles and Maarten van Riemsdijk the assignment was initiated and, combined with the challenges at Bosch Security Systems and consultations with supervisor Ivo Melis and HR-director Frank Leermakers, the foundations for this assignment were laid. In a later stage Harry van der Kaap became involved as an extra supervisor, specialized in statistics, during Anna's maternity leave. I would like to thank Anna for introducing me to the topic of constraining/effectiveness factors and guiding me with her knowledge and support. Her approachableness has made my graduating period a lot less stressful and more pleasant. I would like to thank Maarten for his knowledge and support on unraveling the deep waters of leadership. His storytelling and directions have made the pieces of the puzzle connect. I would like to thank Harry for his knowledge and guiding me in statistics. He is always open to lend a hand in need and go through statistics together to make them work.

During my graduation I first held office at Bosch Security Systems in Eindhoven and after a few months I moved office to Bosch Security Systems in Breda. This gave me a good opportunity to really get to know both locations and become familiar with the opinions and attitudes. During this time I got to know my supervisors and colleagues at both locations better. I would like to thank Frank for his views on HR and the organization of Bosch Security Systems. He has made me realize that it is far from easy being an HR-director in an International company. He has been unprejudiced in his opinions and has guided me in my development within an HR department. I would like to thank Ivo for his positive day to day interaction with me. Stimulating me to press on and think about subjects and act out of my comfort zone. He has trusted me to independently perform sessions with groups and really be involved in the change process at Bosch Security Systems. Although his critiques can be hard, they are constructive and aimed at learning situations. Lastly I would like to thank my other direct colleagues at Bosch Security Systems: Valery, Ernst, Arthur, Gerda en Kelly for their support and nice time during my internship.

I would like to thank all employees and managers from Bosch Security Systems for participating in my research, reading my e-mails, asking questions and providing me with enough baggage to write this thesis.

Finally, I would like to thank my family and friends for the support they have given me throughout my research and writing my thesis. It has not always been easy, but you have always provided a listening ear. Diane, Wies and Willemijn, you have been in a similar position writing theses and I wish you good luck with finalizing yours. Sharing experiences has helped me a lot. Last, and certainly not least, I am Martin very grateful for his patience (no, November didn't work out..), support, interest and really difficult questions. Thank you for reading my thesis and giving me the confidence that it is good.

Enjoy this thesis on leadership, devolvement, constraining/effectiveness factors, HRM implementation and Bosch Security Systems. I hope it is as pleasant for you, as it is for me!

Susanne van Aardenne
Dordrecht, 28th of March 2011

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1. INTRODUCTION

When two locations of an organization integrate, this has a significant influence on the organizational structure, stability, culture, effectiveness and the future of the organization. Bosch Security Systems Nederland intends to integrate the locations Breda and Eindhoven.

Bosch is a worldwide operating concern with a focus on technological quality. Bosch Security Systems (BSS) is part of the Bosch division Consumer Goods and Building Technology and is an innovative global provider of high quality security and communication products. It has effective systems to protect personnel and property. In the security industry BSS employs around 6,500 people. BSS Nederland employs approximately 400 people.

Breda's main activity is research and development for the Business Line Public Address and Conference Systems. Other activities of this location are: logistics for the Regional Sales Organization Europe, Middle-East and Africa (EMEA). At location Eindhoven the main activity is research and development for the Business Unit Video Systems. Other departments are: the Regional Sales Organization EMEA, National Sales Organization and Export. Staff functions (HRM, finance, IT and facility management) are responsible for both locations. The current plans for relocation are the result of a smaller population, due to previous reorganizations, and expiring rental agreements. The future situation is more cost-efficient in the long term for Bosch Security Systems NL.

Bosch Security Systems has set a goal: 'to integrate both locations of Eindhoven and Breda into a new location in Eindhoven with the highest possible retention of personnel in the short and medium term'. The organization has taken the model of Lewin (1947) on the basis of which they move through the stages of: Unfreeze – Change – Refreeze. In these phases the role of management is important to create movement and manage the constant changing environment. Management, or leadership behavior, is important in an organizational change situation and aims to influence employee attitudes and behavior and give direction by the way of managing people (Purcell & Hutchinson, 2007). Managers can affect the motivational and emotional state of employees and guide these in the right direction. They are also important implementers if it comes to human resource management (HRM). The responsibilities of the HR-department are increasingly being devolved to managers. Their role in the organization is becoming more important as it is shifting from operational supervision to team leadership and strategic business management (Brewster & Larsen, 1992; Storey, 1992).

The general research problem assumed by the management and HR-department of Bosch Security Systems is that there might be differences in the way of working and leadership between the locations of Eindhoven and Breda, which might hinder the future relocation. It is assumed that managers of both locations differ in leadership style and, because of these differences, it is assumed that there might be differences how the managers implement human resource management and that managers from Eindhoven lead and implement HRM more effectively. The leadership style and effective implementation of HRM are important for organizational performance, promoting change and encouraging the harmonization of Bosch Security Systems. This research is designed to explore differences in the 'before relocation'-stage for Bosch Security Systems to support the harmonizing of the two locations in the future. The starting point of the harmonization lies with the managers.

Therefore, the first goal of this research is to explore the leadership style of the managers at BSS Breda and Eindhoven. Differences could influence the way HR-practices are implemented at the work floor of both locations, thus the implementation effectiveness of the managers. Therefore the second goal is to explore whether differences in leadership style have an effect on effective HRM implementation by managers.

These goals lead to two central questions:

1. To what extent do managers at BSS locations Breda and Eindhoven differ in leadership style?
2. To what extent does leadership style affect effective HRM implementation?

1.1 IMPORTANCE & RELEVANCE OF RESEARCH PROBLEM

There is abundant research on the effect of leadership style. There is also abundant research on effective HRM implementation and constraining factors or hindrances to implement HRM effectively. What has not been researched yet is the effect of leadership style on effective HRM implementation by managers. Most of previous research on leadership style has focused on organizational effectiveness factors. Because this research is about a case study at Bosch Security Systems, the situation at hand has been observed and effective HRM implementation has been chosen as a dependent variable. Most of previous research on effective HRM implementation by management has focused on the HR-department. In this research, similar to the research by Bos-Nehles (2010), the managers themselves and their employees will be asked to provide their view on effective HRM implementation and possible hindrances. The combination between leadership style and effective HRM implementation has not been made in research literature before. Therefore this research can contribute to a gap in scientific research. Transformational leadership has been related to effectiveness and to satisfaction in previous research, but never before related to effective HRM implementation (Lowe, Kroeck & Sivasubramaniam, 1996).

Besides the scientific contribution there is also a practical contribution for Bosch Security Systems. This research will provide insight in the organization on an objective basis. The management and HR-department will receive an overview of the findings, relevant conclusions and possible recommendations to improve the situation for the future. The main objective is to ensure that the relocation will be done successfully with as much support from all employees as possible. Hopefully this report can contribute to the goals of Bosch Security Systems.

1.2 THESIS STRUCTURE

The thesis has 5 chapters. In chapter 2, the existing literature on leadership style and effective HRM implementation is reviewed and presented in a theoretical framework. In chapter 3 the research method will be presented. Chapter 4 will outline the results of the research of managers and employees in Eindhoven and Breda and will explore the relationship between independent, moderating and dependent variables. In chapter 5 answers will be provided on the research questions and the discussion, conclusion and recommendations will be presented.

2. THEORETICAL FRAMEWORK

In this paragraph existing literature on leadership style and effective HRM implementation will be reviewed and conceptually linked. This results into a research model and final research questions based on the case at Bosch Security Systems and the literature.

As mentioned in the introduction: managers are key-players during the organizational change that is occurring at Bosch Security Systems. On the one hand, they manage their employees on a daily basis to achieve targets and organizational performance. On the other hand, they are involved with HR-practices to motivate, commit and develop their employees (Kane, Crawford & Grant, 1999). The managers are important leaders to create movement in the changing environment and important implementers if it comes to HRM.

2.1 EFFECTIVE HRM IMPLEMENTATION

Effective human resource management not only depends on well-designed and internally consistent HR policies and practices, but also on effective HRM implementation (Huselid, 1995; Huselid, Jackson & Schuler, 1997; Kane, Crawford & Grant, 1999). Truss & Gratton (1994) already distinguished between intended human resource management and realized human resource management. Intended human resource management may differ from the actually realized human resource management implementation; those HR-activities that, in practice, take place within the organization. Literature on HRM often relies on intended HR strategies rather than human resource strategies that were actually implemented (Lengnick-Hall, Lengnick-Hall, Andrade & Drake, 2009). As a result, the application of the HR policy and practices is vital (Wright & Nishii, 2006). Responsibilities of the HR-department are increasingly being devolved to managers. Devolvement is 'the degree to which HR-practices involve and give responsibility to (line) managers, rather than personnel specialists' (Brewster & Larsen, 1992, p.412). While the HR-department is responsible for strategic HRM line managers become responsible for the execution of HR-practices.

Organizational change and transformation promote the devolution of HRM to the line (Heraty & Morley, 1995). It is believed that responsibilities should be located with management rather than specialist functions and thus there is pressure to include HRM in management responsibilities in the context of growing competition and the raise of efficiency (Heraty & Morley, 1995). Through effective management of people, organizations are likely to achieve objectives and goals (Geare, Edgar & Deng, 2006). Organizations realize they can achieve a competitive advantage through HRM and improve their performance. They can compete successfully if they devote special care to their human resources. Therefore, the importance of management of human resources at all organizational levels is growing (Andolsek & Stebe, 2005). It is suggested that devolving HR to the line saves costs, speeds up decision making, links HR-activities to other aspects of daily management and ensures a more effective resolution for workplace problems (Larsen & Brewster, 2003; Renwick, 2003; Kulik & Perry, 2008; McGuire, Stoner, Mylona, 2008). While managers work on people management the HR specialists can work on aligning the organizations systems and processes while being sensitive to the external environment (McGuire et al., 2008).

2.2 LEADERSHIP STYLE

Leadership is about influencing, motivating and enabling others to contribute toward the effectiveness and success of the organization (McShane & Von Glinow, 2008). A leader's behavior is very important regardless of varying situational conditions (Podsakoff, Niehoff, MacKenzie, & Williams, 1993). Actions by a leader can have a strong effect on the motivational and emotional states of followers and on the successful accomplishment of the task (Chemers, 2000). Leaders apply various forms of influence and arrange the work environment. Numerous aspects of the organizational culture are connected to the role of leaders in creating and maintaining particular types of culture (Ogbonna & Harris, 2000). Leadership makes its presence felt throughout the organization and its activities (Bass, 1990).

Over the last century leadership has been a well researched subject and it is possible to identify five perspectives on leadership: Competency perspective, Behavioral perspective, Implicit Leadership perspective, Contingency perspective and the Transformational perspective (McShane & Von Glinow, 2008).

Competency Perspective

Leadership from the competency perspective reflects the notion that people require specific Competences to fulfill leadership roles. Examples are emotional intelligence, integrity, drive, leadership motivation, self-confidence, intelligence and knowledge of the business. A limitation of this perspective (although gaining popularity) is: a universal list of traits for every situation is almost impossible in the complex world of leadership (McShane and Von Glinow, 2008).

Behavioral Perspective

Leadership from the behavioral perspective consists of people-oriented and task-oriented leadership. People-oriented behavior includes showing mutual trust and respect, demonstrating a genuine concern and having a desire to look out for the welfare of employees. Task-oriented behavior includes defining and structuring of work roles. Limitations of this perspective are that the categories are broad generalizations and do not identify the behavior specifically. Also the behavioral approach assumes that high levels of both styles are best in all situations, while in reality it depends on the situation (McShane & Von Glinow, 2008).

Implicit Leadership Perspective

Leadership from the Implicit Leadership Perspective consists of the collection of stereotyping, attribution errors and the need for situational control (McShane & Von Glinow, 2008). It questions the importance of leadership and is therefore not suitable for this research.

Contingency Perspective

Leadership from the Contingency Perspective (Path-Goal Leadership) receives support in scientific research by various authors (McShane & Von Glinow, 2008; House, 1971, 1977, 1996). House (1971) merged traditional behavioral approaches (people-oriented & task-oriented) with emerging developments in the study of motivation to understand the impact of the leader on the motivation and performance of followers (Chemers, 2000). According to the Path-Goal Theory the leader's main purpose is to motivate employees by helping them to see how their task-related performance could help them achieve their personal goals. It identifies four types of leadership (McShane & Von Glinow, 2008; House, 1996):

- Directive leader behavior (task-oriented): directed toward providing psychological structure.
- Supportive leader behavior (people-oriented): directed toward the satisfaction of needs and preferences.
- Participative leader behavior: directed toward encouragement of subordinate influence on decision making and work unit operations.
- Achievement oriented behavior: directed toward encouraging performance excellence

Limitations of the Path-Goal Theory are that evidence is far from complete and few contingencies have no direct association with any leadership style. Also when the theory expands the model can become too complex for use (McShane & Von Glinow, 2008).

Transformational Perspective

The fifth and final perspective of leadership is the Transformational perspective (House, 1977; Burns, 1978; Bass, 1985). Over the past twenty years, theories of charismatic, transformational and visionary leadership emerged to dominate much of the empirical and scientific literature on leadership (Tejeda, Scandura & Pillai, 2001). These theories investigate leader behaviors, which evoke confidence and acquire support of followers. This leadership often leads to productivity and satisfaction. The Full Range Model of Leadership provides a more complete view on leadership and is perhaps the most widely cited theory of leadership (Tejeda, et al., 2001). This model consists of three leadership styles: transformational, transactional and laissez faire Leadership, with a total of eight dimensions (Bass & Riggio, 2006). The transformational perspective is currently the most popular and important perspective on leadership. Bass developed the Multifactor Leadership Questionnaire to measure the concepts of transformational, transactional and laissez faire leadership, which is most commonly administered to subordinates who rate how frequently their leader uses each type of behavior (Yukl, 1999). Transformational leaders are agents of change. They communicate, create and model a shared vision for team or organization and inspire their employees. There is considerable evidence that transformational leadership is effective and it has been positively related to performance and employee satisfaction (Tejeda et al., 2001).

For further use in this research the Full Range Model of Leadership from the transformational perspective will be used (Burns, 1978; Bass, 1985; Bass & Riggio, 2006). This leadership model is chosen because of the characteristics of transformational leaders being agents of change (and change is what will occur at Bosch Security Systems). Transformational leaders can help an organization develop a new vision, gather support, guide the organization through a transformative phase and possess the capacity to institutionalize changes over time (Tichy & Ulrich, 1984). These leaders can create change by providing a vision that is attractive to followers, rather than creating dissatisfaction with the status quo. They create something new from something old. A good vision provides both a strategical and motivational focus (Eisenbach, Watson & Pillai, 1999). The Full Range Model of Leadership has a distinction between transactional and transformational leadership which can provide insight in differences between the locations of Bosch Security Systems.

2.3 TRANSFORMATIONAL & TRANSACTIONAL LEADERSHIP

The need for change within organizations and the need for leaders who can successfully manage change continue to grow. The importance of leadership to the change process is underscored by the fact that change requires creating a new system and then institutionalizing the new approaches. Transformational leadership qualities are uniquely appropriate for leading and bringing about change (Eisenbach et al., 1999; Daft, 2007). Transformational leaders encourage organizational innovation by creating a vision and at the same time creating an environment that supports exploration, risk taking and the sharing of ideas. Bass (1985) based his theory of transformational leadership on the conceptualization of Burns (1978). According to Burns, transformational and transactional leadership were opposite ends of a continuum. Bass did not agree and argued that they are separate, but complementary, concepts. According to him, transformational leaders not only display transformational, but also transactional leadership behavior (Avolio & Bass, 1988; Howell & Avolio, 1993; Lowe, Kroeck & Sivasubramaniam, 1996; Judge & Piccolo, 2004). This means that the leadership styles are not opposite ends of a continuum, but both should be exhibited by managers. It is even said that transactional leadership is a pre-condition for transformational leadership. The theory of transformational and transactional leadership has undergone several revisions since it was conceptualized. The most recent version contains four dimensions of transformational leadership, three dimensions of transactional leadership and a non-leadership dimension (Judge & Piccolo,

2004). The dimensions of the leadership styles are explained (Bass, 1985; Burns, 1978; Deluga, 1990, Bass & Riggio, 2006):

Transformational Leadership

Leaders are proactive, raise follower awareness for transcendent collective interests and help followers achieve extraordinary goals.

- Idealized Influence: the leader provides a sense of mission, wins the respect of followers and instills pride in his following. The leader reflects high levels of leader competency and trustworthiness. (Possible to divide further into attributed or behavioral idealized influence)
- Inspirational Motivation: the leader articulates a compelling vision, sets attractive goals and is confident employees will achieve them. It involves emotional, more or visionary goals.
- Intellectual Stimulation: the leader stimulates employees to be innovative and creative by questioning assumptions and approaching old situations in new ways. It encourages employees to think independently and creatively and to move away from limitations.
- Individualized Consideration: the leader approaches employees as individuals rather than as members of a group, pays special attention to their personal needs and goals for development by acting as coach or mentor.

Transactional Leadership

Leaders encourage an exchange process based on the fulfillment of contractual obligations and typically set objectives and monitor and control outcomes.

- Contingent Reward: the leader clarifies the role, task requirements and targets and rewards for the employee, so it is clear when goals are achieved.
- Management-by-Exception-Active: the leader actively monitors deviances of employees from standards, mistakes and errors and takes corrective action as necessary to ensure that standards are met.
- Management-by-Exception-Passive: the leader waits passively until deviances from standards, mistakes and errors occur; and only then he corrects employees.

Non-leadership

Laissez Faire Leadership: The leader withdraws from leadership responsibilities. Leaders are reluctant to influence and give direction, and give considerable freedom of action. They do not use their authority.

According to Bass (1999) most leaders have a profile of the full range model of leadership that includes both transformational and transactional factors. Transformational leadership styles build on the transactional leadership base. Transformational leadership complements transactional leadership and effective leaders show transactional leadership with additional transformational leadership. The transactional leader motivates the employee to perform as expected, while the transformational leader inspires followers to do more than originally expected. Transformational leaders therefore have followers who report greater satisfaction, more often exert extra effort, perform better and receive a higher rating of effectiveness and performance (Den Hartog, van Muijen & Koopman, 1997). In previous research transformational leadership has been positively correlated with how effective a leader is perceived by its employees. Overall it can be said that usually transformational leadership contributes to follower outcomes beyond transactional leadership (Hater & Bass, 1988).

The transformational dimensions are the most active and effective (Mesu, van Riemsdijk, Sanders, 2009). The managers who exhibit leadership from the Transformational Dimensions should have the most positive effect on their employees. Previous research on transformational and transactional leadership generally report statistic significant relationships between leader effectiveness and the transformational dimensions. Within the transactional dimensions the dimension of contingent reward has also been associated with effectiveness, but management-by-exception has had low correlations with effectiveness or even negative relations (Lowe et al., 1996). Other previous

research on the transformational and transactional dimensions, although conceptually linked, has also found differing effects. This empirical research shows that this is especially true for the dimensions of transactional leadership: Contingent Reward, Management-by-Exception-Active and Management-by-Exception-Passive (Mesu, van Riemsdijk, Sanders, 2009; Antonakis, Avolio and Sivasubramaniam, 2003; Tejada, et al., 2001; Yukl, 1999; Den Hartog, van Muijen and Koopman, 1997). Contingent reward has been related to transformational leadership. It is stated by Tejada et al. that contingent reward possibly lies at the interface of what is perceived transformational and transactional. Another explanation might be that transformational leaders effectively and consistently employ contingent reward behavior. Lowe et al. (1996) observed the management-by-exception dimensions and supports the contention that management-by-exception-active may be positive related to effectiveness, while management-by-exception-passive is to be considered as non-leader behavior; because it has zero or a negative effect relationship with effectiveness. Den Hartog et al. (1997) state that in theory, management-by-exception-passive is not the same as laissez faire leadership; with management-by-exception-passive the status quo is guarded and respected. With laissez faire leadership there is no attention for decision making and responsibility; behaviors of leadership. However, this distinction is not clear in the empirical data found in previous research. Both are extremely passive leaders, avoiding emerging issues rather than tackling them. Therefore, management-by-exception-passive seems closer related to laissez faire leadership and contingent reward seems closer related to the combined dimensions of transformational leadership (Yukl, 1999; Lowe et al., 1996).

According to Bass (1990) many executives still feel that leadership is like the weather – something to talk about, or that leadership ability is mystical – one needs to be born with it. Actually, much can be done to improve leadership in an organization and change the current style of leadership to a more transformational.

The previous research on transformational and transactional leadership has used the Multifactor Leadership Questionnaire. It has been revised several times, but in recent studies still modifications have been made to the MLQ. This could lead to an improvement of the measurement of Bass' constructs, but it is also more difficult to compare the results of previous research (Tejada, et al., 2001). The discussion in literature about the dimensions of transformational and transactional leadership is apparent. Because of this discussion it is important to control what findings we will find by using the Multifactor Leadership Questionnaire. It is possible that factor analysis and reliability analysis on data found in this research might provide suggestions that the model used in this thesis should be adjusted.

The first part of the research model is based on the theory on effective HRM implementation and theory on transformational and transactional leadership. Based on the theory discussed, transformational leadership is positively related effectiveness of HRM implementation and within transactional leadership, contingent reward is positively related to effectiveness of HRM implementation, management-by-exception-active is positive or zero related to the dependent and management-by-exception-passive is negatively related. In this model it will be explored what the outcomes are for this case study.

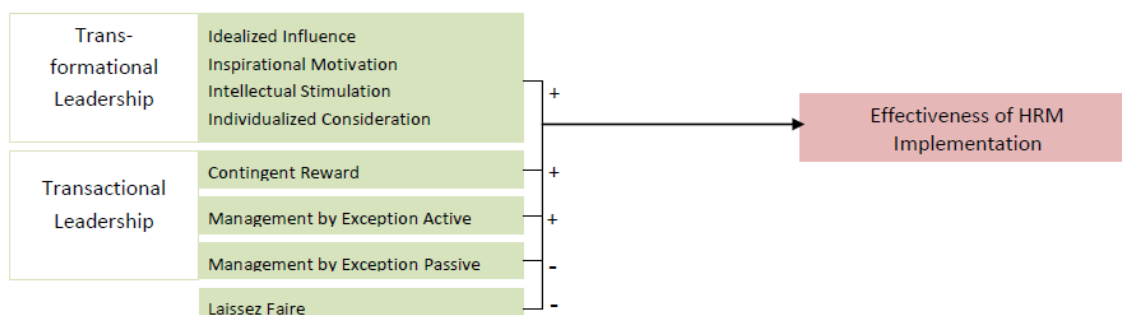


Figure 1. Research Model: part 1.

It is important to not ignore the previous discussion about the Full Range Model of Leadership measured by the MLQ. As previously mentioned in theory it is discussed that the dimensions of transformational leadership receive evidence for their validity. Also it is discussed that contingent reward might be more related to transformational leadership and management-by-exception-passive might be more related to the dimension laissez faire. Bycio, Hackett and Allen (1995) argue that, if these relationships are true in the actual data found in the research, a simpler two-factor Active-Passive model is a better reflection of this data. It is worth investigating this on the basis of the data found in this research and this might provide leads how to administer the model and maybe adjust the model based on those results. For an adjusted model the most likely composition would be as described below in table 1:

Table 1: Possible Alternative Model Leadership Style

Transformational Leadership	Transactional Leadership	Non-leadership
Idealized Influence	Management-by-exception-active	Management-by-exception-passive
Inspirational Motivation		Laissez Faire
Intellectual Stimulation		
Individualized Consideration		
Contingent Reward		

This would result into a model with transformational leadership having 5 dimensions, management-by-exception-active as a single dimension and non-leadership with two dimensions. This will be made definite after factor analysis and reliability testing with collected data. We will come back to this in chapter 3: Method.

2.4 FACTORS HINDERING EFFECTIVE HRM IMPLEMENTATION

In section 2.1 effective implementation of HRM and devolution of HRM have been addressed. While investigating available literature on effective HRM implementation by managers and leadership style, theory emerged on factors that might interfere with the relationship between leadership and effective HRM implementation by managers. This section will provide more insight into this emerging topic. Next to the benefits of devolution of HR-practices to managers there are also disadvantages. Problems could arise by giving managers the authority to execute HR-practices (Renwick, 2003; McGovern, Gratton, Hope-Hailey, Stiles and Truss, 2007). For instance, managers are in generally seen as reluctant, not capable or unmotivated to take on HR-related issues (Hall & Torrington, 1998; Hope Hailey, Farndale & Truss, 2005).

Different authors have identified factors that influence the effectiveness of the implementation of HRM by managers. First, Bond & Wise (2002) identified a number of issues around the consequences of devolution: lack of consistency of application, lack of competence/skills of line managers, lack of management time and increased workload, lack of training and support for line managers, and unwillingness of personnel professionals to let go of traditional personnel duties. Secondly, Nehles, van Riemsdijk, Kok and Looise (2006) identified five factors affecting the effectiveness of line managers to execute HR-practices. These factors are: desire to perform HR responsibilities, sufficient capacity to spend time on personnel and operational responsibilities, availability of sufficient HR-related competences, support and advice from HR managers and availability and application of policy & procedures concerning HR responsibilities. Third, McGuire et al. (2008) identified enablers and inhibitors. The enablers of line manager HR involvement are: greater degrees of responsibility and task variation, HR information systems, close relationships with employees and formation of strategic partnerships. The inhibitors of line manager HR involvement are: lack of training and support, excess workload, short-term priorities surpassing long-term development initiatives and political pressures.

There are similarities between the factors of these authors. In this theoretical framework the constraining/effectiveness factors identified by Nehles et al. (2006) are the most suitable to explore. The model of Nehles et al. (2006) and Bos – Nehles (2010) already has been researched for the effect

on effective HRM implementation and the model is the most complete from the above mentioned. The factor desire of line managers is not taken into account in other models, whereas desire can be an important predictor of effective HRM implementation. The five effectiveness factors by Bos-Nehles (2010) will be further explained.

2.5 CONSTRAINING/EFFECTIVENESS FACTORS HINDERING IMPLEMENTATION OF HRM

The five constraining/effectiveness factors identified by Nehles et al. (2006) and Bos – Nehles (2010) could have a hindering effect on the implementation of HRM by managers. In this section these constraining/effectiveness factors will be further explained.

Competences

The experience and ability of line managers to take responsibility for HR issues may present a major barrier to devolvement (McGuire et al, 2008). It is possible that line managers do not have the skills and competences necessary to effectively perform the HR-aspects of their jobs (Hope Hailey, Fardale & Truss, 2005; Whittaker & Marchington, 2003). Competences in performing HR-activities can be developed through training (Nehles et al., 2006). Harris, Doughty and Kirk (2002) suggest that line managers do not know what their new role in HR entails and what skills are necessary and that few organizations provide the necessary training. Support and training from HR managers can develop these competences of line managers (Brewster & Larsen, 1992; Huselid, 1995).

Desire

Willingness and motivation of line managers is an essential condition to successfully implement HRM (Nehles et al., 2006). Personal incentives for using HR-practices involve intrinsic motivation to take on HR responsibilities (McGovern, 1999; Harris, Doughty & Kirk, 2002). Extrinsic motivation can persuade line managers to seriously reconsider their activities in HR-practices. This can be created by institutional incentives (McGovern, 1999; Whittaker & Marchington, 2003). Desire displays the willingness and enthusiasm of the line managers to execute HR-practices.

Capacity

Time should be available for line managers to implement HRM successfully (Nehles et al., 2006). Usually line managers are assigned to HR-tasks without having their regular tasks reduced (Brewster & Larsen, 2000). Short term operational tasks often get priority (Renwick, 2000). This might conclude that line managers do not have enough time to execute HRM (Gratton, Hope Hailey, Stiles and Truss, 1999). Also excess workload can lead to feelings of incompetence among line managers and reluctance to take on responsibility for devolved HR-activities (McGuire et al., 2008).

Support

HR specialists and line managers should work together to implement HR-activities. Interaction is essential for the implementation of HRM by line managers (Brewster & Larsen, 2000). Good advice and clear coaching are important predictors for the implementation (Whittaker & Marchington, 2003). If the HR-department is unwilling to provide support the line managers will lack sufficient HR skills (Gennard & Kelly, 1997; Renwick, 2000; Nehles et al., 2006). The HR-department must ensure that they are open and approachable for all questions that line managers may have (Hall & Torrington, 1998).

Policy & procedures

Well stated HR policy and procedures guide the line manager towards the execution of HR-practices (Gennard & Kelly, 1997). A consistent approach of the use and application of HR-practices is necessary. This should lead to a standardized application where individual judgment and bias are reduced to a minimum (Brewster & Larsen, 2000). This is necessary to make it clear to line managers which responsibilities of HR are devolved to them (Lowe, 1992, McGovern, 1999, Nehles et al., 2006).

It is often observed that there is a gap between what is required of HR and what is actually delivered by line managers (Purcell & Hutchinson, 2007). Recently empirical driven research by Bos – Nehles (2010) on the effect of these five factors on the execution of HRM by managers and the perceived implementation of HRM (by employees) has concluded the following: First, the constraining/effectiveness factors do not really hinder their implementation effectiveness in the managers’ perception. This is contrary to the expectations of the research. Secondly, in general employees are satisfied with the implementation of HRM by their managers. Third, the only factor which significantly influences the implementation of HRM is the factor competences of managers. The more managers feel they are competent in executing HR-practices, the more positive their implementation of HRM is perceived by their subordinates. Fourth, capacity, support and policy & procedures do not hinder effective implementation of HRM, and fifth, desire of managers to execute HR has an effect, but it is a negative effect. So the more desire they have to effectively implement HR, the less they actually succeed at this task.

HR effectiveness has an impact. According to Ulrich (1997) evidence is emerging which demonstrates the impact of HR-practices on business results. To be effective in the highly competitive environment, management activities need to devote a significant amount of skill, knowledge and attention to human resources (Belout, 1998). So, in addition to HR professionals, managers are held accountable, not only for the leadership process, but also for performing HR-practices (Yeung, 1997). Helping employees to develop their fullest potential, as an example, is an integral part of transformational leadership (Keegan & Den Hartog, 2004), but it is also an HR responsibility of every manager. This is an example that leadership and the implementation of HR-practices are often interwoven. Therefore it is suggested that HR implementation effectiveness might be influenced by the leadership of the manager, and it might be possible that this relationship is moderated by the five constraining/effectiveness factors.

In previous research several aspects have been used as moderators between the relationship of leadership style and an effectiveness of implementation. Lowe, et al., (1996) state that the potential of moderators on the relationship between transformational leadership and effectiveness, has not been empirically exhausted yet. Research has shown that effectiveness of HRM implementation influences organizational effectiveness. So it can provide insight and suggestions for recommendations to investigate whether the constraining/effectiveness factors moderate the relationship between leadership and effective HRM implementation.

The research model will take up all five constraining/effectiveness factors as moderating variables, because this model is explorative. As mentioned before, the first part of the research model investigates differences in leadership style and whether the leadership style has an effect on effective implementation of HRM. Subsequently, we explore whether the constraining/effectiveness factors moderate the relationship between leadership style and effective HRM implementation.

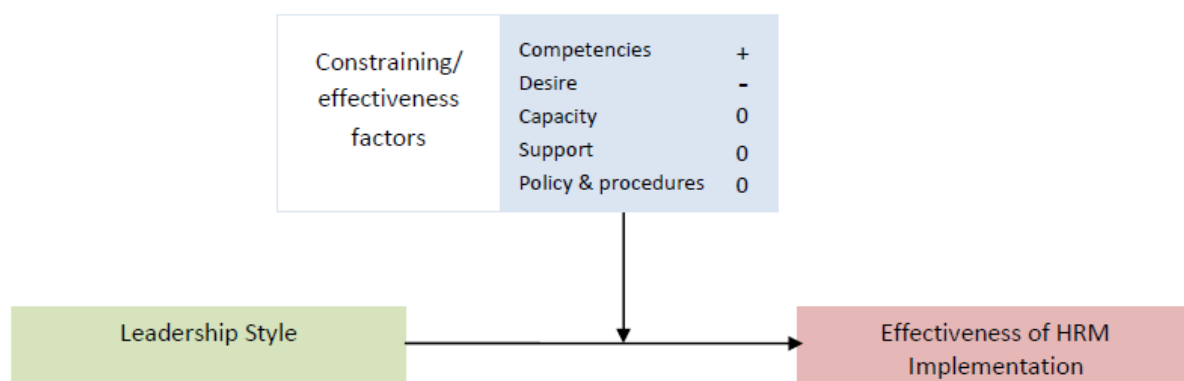


Figure 2: Research model part 2.

2.6 THEORY APPLIED TO BOSCH SECURITY SYSTEMS

In this paragraph the three theoretical subjects are applied to the situation at Bosch Security Systems. It will become clear why it is relevant to investigate these subjects at Bosch Security Systems.

HR-practices at Bosch Security Systems are devolved to the line. Managers are responsible to carry out a combination of HR-practices. HRM at Bosch Security Systems is implemented by managers. Managers have an important and difficult task to implement HRM and stimulate employees involved in the organizational change process so they will develop and are mobilized for the success of the change effort (Doorewaard & Benschop, 2003). Effective HRM implementation refers to the satisfaction of employees with the way their managers carry out the HR-activities in practice. It is the employee's experience of implemented HR-practices that will eventually determine organizational performance (Khilji & Wang, 2006). In this research we will explore whether HRM is implemented effectively by managers at Bosch Security Systems. When this is done effectively this can, not only, result in enhanced organizational performance, which is good for Bosch Security Systems, but also have a positive effect on openness to change of employees. This last effect is relevant in the current situation of relocation and integration at Bosch Security Systems.

In the second step of the research model leadership and effective HRM implementation come together. In the introduction it is stated that leadership styles between the locations of Breda and Eindhoven might differ from each other. This supports the part of the research model where differences between the locations of Breda and Eindhoven in transformational, transactional or laissez faire leadership style are explored. It is also assumed by the management of Bosch Security Systems that the management style at BSS Eindhoven is more active and visionary than the leadership style at BSS Breda.

The different leadership styles at Bosch Security Systems might also affect effective HRM implementation differently. Because of the results in previous research, discussed in previous paragraphs, it might be possible that transformational leadership has a positive effect on effective HRM implementation and it might be possible that transactional leadership has a negative effect on effective HRM implementation. This is relevant for Bosch Security Systems because, in the situation of occurring change, it is relevant to have managers which are more effective than others. The research model supports the exploration of the relationship between leadership style and effective HRM implementation and which leadership style implements HRM most effectively.

Finally, the third step of the research model introduces the constraining/effectiveness factors. The HR-department at Bosch Security Systems is one department divided over two locations. The same rules and approaches are used to instruct, advise and guide the managers with conducting their HR-practices. Therefore it is interesting to see what constraining/effectiveness factors the managers perceive as hindering and if these factors affect the relationship between leadership and effective HRM implementation. The constraining/effectiveness factors are very concrete, which can provide solid recommendations for the HR-department.

2.7 RESEARCH MODEL

To summarize: The first goal of this research is to explore whether there are differences in leadership style between the Bosch Security Systems locations of Breda and Eindhoven. The second goal is to explore whether these differences in leadership style influence the effective implementation HRM on the work floor. During the composition of the theoretical chapter a third variable emerged: constraining/effectiveness factors. An additional research question is formulated. The following research questions will be answered in this thesis:

4. To what extent do managers at BSS locations Breda and Eindhoven differ in leadership style?
5. To what extent does leadership style affect effective HRM implementation?
6. To what extent do constraining/effectiveness factors moderate the relationship between leadership style and effective HRM implementation?

These research questions will be explored by using the following model:

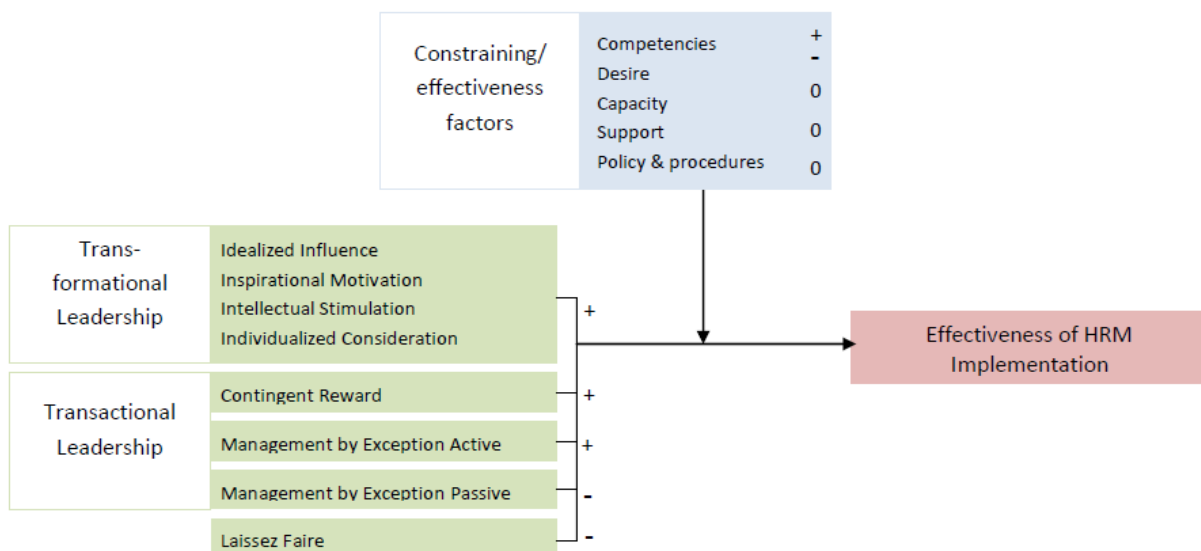


Figure 3: Research Model

This model indicates that I will explore differences in leadership style between the Bosch Security Systems locations of Breda and Eindhoven. I will investigate whether these leadership styles of the managers at Breda and Eindhoven have an effect on effective HRM implementation. Furthermore, I will explore the possibility of a moderation effect of the constraining/effectiveness factors on the relationship between leadership style and effective HRM implementation.

3 METHOD

In this section information will be given on the cases of the research, the measures used to collect data, the procedure of the research and the analysis of the data.

3.1 CASES

The research model involves research on two groups from the population of Bosch Security System. The first group is managers of BSS Eindhoven and Breda and the second group is employees of Bosch Security Systems Eindhoven (EHV) and Breda (BDA).

Managers BSS Eindhoven and Breda

The total population of Bosch Security Systems managers consists, on the 1st of July 2010, of 49 managers. The definition of managers in this case is: Every manager in the organization of Bosch Security Systems Eindhoven and Breda that directs at least 3 employees and has his base in either Eindhoven or Breda. It is important that the sample, visible in table 2, is representative for the organization and has a good distribution considering the locations of Eindhoven and Breda.

Table 2: Population and Sample of Managers

	BDA	EHV	Total
Managers population	24 (2 TB)	25	49
Managers sample	24 (2 TB)	25	49
% of managers	100%	100%	100%

(TB=Tilburg)

The response of managers is 100%. The spread between managers from Breda and Eindhoven is almost equal. Two managers have their responsibilities in Tilburg. For anonymity reasons, and because they report to their manager in Breda, they will be part of the sample from Breda in the analysis. The departments of the Product Line Care Solutions and After Sales Service (total of 3 managers) will be left out in the analysis, because, at the time of research, it was known that those departments would separate from Bosch Security Systems NL. This brings the total of managers to 46. The managers at the two locations have different responsibilities. The spread among departments is visible in table 3:

Table 3: Spread of Managers among Departments

	Mng BDA	Mng EHV	Total
Business Line Public Address & Conference Systems			
- R&D	6 mng		
- Other management functions	5 mng		11 mng
Business Unit Video Systems			
- R&D		4 mng	
- Other management functions		7 mng	11 mng
Regional Sales Organization		1 mng	
- RSO Video Systems		3 mng	
- RSO PACo	4 mng		
- RSO Logistics & Order desk	4 mng		12 mng
National Sales Organization		5 mng	5 mng
Export		1 mng	1 mng
Staff (General Management, HR, IT, finance & Facility Management)	2 mng	4 mng	6 mng
Product Line Care Solutions (sold 01 – 09 – 2010)	1 mng		1 mng
After Sales Service (Moved to Germany 01 – 08 – 2010)	2 mng		2 mng
Total	21 mng	25 mng	46 mng

Grey departments have been left out in total calculation.

The National Sales Organization and Export departments will be taken together in the analysis, because the management of Export only consists of one manager.

Table 4 presents additional information on the managers. The gender of all managers from Breda is male (21). In Eindhoven there is one female manager (1), all the other are male (24).

Table 4: Age and Education of Managers for Locations Breda and Eindhoven

Age	Mng BDA	Mng EHV	Education	Mng BDA	Mng EHV
16-25	-	-	Primary	-	-
26-35	3	1	Secondary	-	1
36-45	9	15	Middle Vocational	1	1
46-55	4	7	Higher Vocational	16	16
56-65	5	2	University	4	7
Total	21	25	Total	21	25

Employees BSS Eindhoven and Breda

In the tables below an overview is given of the respondents and total employee population for the locations of Breda and Eindhoven. A total of 177 employees completed the questionnaire. Again, the departments of the Product Line Care Solutions and After Sales Service (total of employees) are left out, because, at the time of research, it was known that those departments would separate from Bosch Security Systems NL. The spread, sample and population are visible in tables 5 and 6.

Table 5: Sample and Population of Bosch Employees Breda

Employees Breda	Sample BDA	Pop. BDA	% of total
Business Line Public Address & Conference Systems			
- R&D	31	66	47%
- Other functions	15	27	56%
Regional Sales Organization			
- RSO PACo	4	21	19%
- RSO Logistics & Order desk	13	34	38%
Staff	18	29	62%
Product Line Care Solutions (sold 01-09-'10)		12	
After Sales Service (Moved to Germany 01-08-'10)	8	13	32%
Total (Missing 1)	81	177	46%

grey = not part of total.

The department RSO PACo is very poorly represented (19%) and on the basis of that sample no reliable conclusions can be drawn for the department.

Table 6: Sample and Population of Bosch Employees Eindhoven

Employees Eindhoven	Sample EHV	Population EHV	% of total
Business Unit Video Systems			
- R&D	35	94	37%
- Other management functions	14	28	50%
Regional Sales Organization			
- RSO Video Systems	8	17	24%
National Sales Organization & Export	22	52	42%
Staff	5	13	38%
Total (Missing 3)	84	218	39%

The total population of Bosch Security Systems employees consists, on the 1st of July 2010, of 377 permanent employees and 43 temporary employees (between 0 and 2 years of employment through an agency). The number of respondents of permanent employees is 150 (78 Breda, 72 Eindhoven). The response is 40% of all employees with a permanent contract. The number of respondents of

employees on a temporary contract is 23 (11 Breda, 12 Eindhoven). 4 employees have not indicated what type of contract they have at Bosch Security Systems and have been taken up in the tables as missing (1 Breda, 3 Eindhoven). The total of employee respondents is n=177; this is a response of 42% of the total population. Leaving out the departments of Care Solutions and After Sales Service, the total of employee respondents is n=169; this is a response of 43 % of the total population.

Tables 5 and 6 indicate that for employees the sample is slightly more representative for the location Breda than for the location Eindhoven. The RSO departments for Public Address and Conference Systems and Video Systems are underrepresented compared to other departments. The sample does not provide any problems for analysis.

Table 7: Gender, Age and Education of Employees for Locations Breda and Eindhoven

Gender	Empl		Age	Empl		Education	Empl	
	BDA	EHV		BDA	EHV		BDA	EHV
Male	67	75	16-25	9	6	Primary	-	-
Female	14	8	26-35	16	16	Secondary	4	6
			36-45	22	30	Middle Vocational	19	12
			46-55	14	13	Higher Vocational	47	50
			56-65	13	11	University	10	16
Total	81	83	Total	74	76	Total	80	84
Missing	1	4	Missing	9	11	Missing		3

The presented characteristics of employees show that the sample is fairly similar between the locations of Breda and Eindhoven. The descriptive statistics show an almost equal spread of gender, age and education in table 7. With this in mind in the next section the measures used to collect data will be further explained.

Focus Groups

After collecting quantitative data focus groups have been organized to collect additional qualitative data to provide nuances and different perceptions. The total amount of participants to these focus groups is 25. All participants have previously filled out at least one of the questionnaires.

- From Eindhoven 6 employees and 10 managers participated in the focus groups
- From Breda 4 employees and 5 managers participated in the focus groups

These amounts are considerable smaller than the samples that participated in the questionnaire. Therefore the results from the focus groups are included as extra information, comments and perceptions to the found quantitative data. The empirical data from the questionnaires will provide the most reliable data.

3.2 MEASURES

To measure the dependent, moderating and independent variables of the research model two questionnaires were used (appendix 1 & 2 for English versions, appendix 3 & 4 for Dutch versions). The dependent factor effective HRM implementation and independent factor leadership style were part of the questionnaire for employees. The moderating factor of constraining/effectiveness factors was part of the questionnaire for managers. The composition of the questionnaires was based on questionnaires from previous research to ensure validity and reliability.

3.2.1 DEPENDENT VARIABLE: EFFECTIVE IMPLEMENTATION OF HRM

The dependent factor of effective implementation of HRM is defined as the satisfaction felt by employees with the implementation of HRM by their manager (Bos-Nehles, 2010). Employees were asked to rate their level of satisfaction with how their manager implements HRM and executes HR-tasks. Answers could be given on a five point Likert-scale ranging from 'dissatisfied' to 'satisfied' The satisfaction is measured on the implementation of six HR-practices: Administrative tasks related to

managing the team, personnel planning and changes, recruitment and selection of new employees, training and evaluating employees, determining and discussing salary and guiding, advising and motivating the team. The selection of these tasks was made by Bos – Nehles (2010) and was based on Truss (2001). The total measure consists of 30 items.

3.2.2 INDEPENDENT VARIABLE: LEADERSHIP STYLE

The independent factor style of leadership is administered to employees who rate how frequently their leader uses each type of behavior. Employees answer the questions about style of leadership of their own direct manager. The style of leadership questionnaire is based on the Multi-Factor Leadership Questionnaire (Bass & Avolio, 2004) used to measure leadership. This scale was translated into Dutch by Mesu, van Riemsdijk and Sanders (2009). Employees were asked how frequently their managers demonstrated certain leadership behavior on a five-point scale (from 'not at all' to 'frequently, if not always'). This research is mainly interested in leadership behavior; therefore the 'attributed' items of idealized influence were discarded. The questionnaire consists of 32 items: 16 items for transformational leadership, 12 items for transactional leadership and 4 items for laissez faire leadership.

3.2.3 MODERATING VARIABLE: CONSTRAINING/EFFECTIVENESS FACTORS

The independent factor of constraining/effectiveness factors is measured in the questionnaire for managers. Managers are first asked how much time they spend on HRM tasks. Managers could answer on a five point scale ranging from 'a little time' to 'a lot of time'. Next managers could answer on the same tasks how much time they should spend to achieve the optimal result. The answer could be given on a three point scale ranging from 'less time' to 'more time'.

Furthermore items have been taken up that measure the specific constraining/effectiveness factors: desire, competences, capacity, support and policy & procedures (for operationalization of these constructs, see appendix 5). Bos – Nehles (2010) has measured these factors, performed factor analysis and in this research constructs based on that research will be used. Desire was based on the constructs intrinsic motivation, identified regulation, amotivation and value added and consists of 15 items. The factor competences was based on the constructs occupational self-efficacy and training and consists of 9 items. Capacity was based on the construct role overload and consists of 5 items. Support was based on the constructs HR services and HR behavior and consists of 14 items. Finally, policy & procedures was based on the constructs role conflict, role ambiguity and user friendliness of HR forms and consists of 16 items. The items could be answered by using a five point scale ranging from 'disagree' to 'agree'.

3.2.4 CONTROL VARIABLES

To reduce the risk of false results because of other variables interfering with the outcomes it is necessary to control with certain control variables. Characteristics of managers that might influence the outcomes of leadership but also the outcomes of constraining/effectiveness factors are: the age of managers and their experience and training, the length of employment of managers, the span of control and the hierarchical position.

3.2.5 FOCUS GROUPS

The focus groups took place after a first analysis of the results of the previous sections. The focus groups aim to provide extra qualitative information to further confirm or question the results found by the quantitative measures. In the focus groups the data has been selected to be presented and the participants have been asked to react to the provided data and answer questions asked by the researcher. The focus groups have been recorded to ensure the best capture of the information.

3.3 PROCEDURE

After having selected the measures, they were pre-tested by the first employees and managers that filled in both questionnaires. The first five managers and the first five employees were asked to fill in all their remarks on the questionnaire and the time in which they completed the questionnaire. This led to some minor adjustments in the questionnaires. Spelling mistakes were reduced and some sentences were re-formulated. The most important change was that the category 'not applicable' was added to the constructs of leadership style. This change was implemented to avoid missing values.

The organizational climate at Bosch Security Systems is quite sensitive. Also the employees have been exposed to several questionnaires in the last year. The sensitivity meant that employees are reluctant to take part in research in which anonymity is not guaranteed. Also the exposure meant that a different approach was suitable for this organization. This situation made that the research was very vulnerable to premature failure, because of possible low response rates, and it was important to minimize this risk. Secondly, it was important for the research to be able to link the questionnaires of employees to the questionnaires of their managers, which might raise questions about anonymity. Without this link the analyses could not be performed as planned with relationships between the right variables. This is why the procedure was the following.

All managers were requested to accept an appointment with the researcher. The expectation was that the managers would find it difficult to be subject of the research. With this meeting more information was given about the goal of the research, the results and consequences of conclusions and recommendations, anonymity and the usage of data. In the meeting all managers were asked to fill in the questionnaire directly. Through the meeting it was possible to assign which questionnaire belonged to which manager without asking for the name in a question. In the meeting the oral agreement was made that the data would be treated anonymous in the processing of the data into the results. Most managers have been asked to fill in two questionnaires: The questionnaire for managers and the one for employees, because they also have a manager that manages them within Bosch Security Systems Eindhoven & Breda.

Employees have been approached in their offices. On numeral occasions the researcher has dropped in to ask employees to fill in the questionnaire. Consequently it was communicated that the researcher was available to pick-up the filled-in questionnaires on specific dates. Also it was possible to send the questionnaires through internal Bosch mail to the researcher. It was possible to link these questionnaires to the specific managers because the first question of the questionnaire asked who the manager is of the specific employee.

3.4 ANALYSIS

Of the dependent, independent and moderating variables the descriptive statistics, made out of frequencies, means and standard deviations, were analyzed to get results about the population of managers and sample of employees at Bosch Security Systems. In the following steps irregularities in the data were checked. A reliability analysis was performed to measure the reliability through Cronbach's alpha and when the data showed irregularities also an exploratory factor analysis was used to explore the loading of items on the factors. In these cases the variables were explored using factor analysis with varimax rotation.

3.4.1 DEPENDENT VARIABLE: EFFECTIVE IMPLEMENTATION OF HRM

In table 8 the results are shown for the reliability analysis of the constructs of effective HRM implementation. It is visible that all constructs have a Cronbach's alpha above .8 and the overall Cronbach's alpha is very high with .97.

Table 8: Reliability Analysis Effective HRM Implementation

Reliability Analysis	Construct	Cronbach's alpha	Dimensions	Cronbach's alpha
Effective HRM Implementation	Administrative tasks related to managing the team	.89	Effective HRM Implementation	.97
	Personnel planning and changes	.92		
	Recruitment and selection of new employees	.89		
	Training and evaluating employees	.95		
	Determining and discussing salary	.97		
	Guiding, advising and motivating the team	.93		

These figures provide enough strength to rely on the measure for effective HRM implementation for the analysis.

3.4.2 INDEPENDENT VARIABLE: LEADERSHIP STYLE

In this section the reliability of leadership style will be investigated to provide a solid measure for further analysis. In the theoretical framework an overview was given on the discussion about the dimensions of transformational, transactional and laissez faire leadership. Because of this discussion an exploratory factor analysis with varimax rotation has been performed.

The factor analysis (see appendix 6) shows that the four dimensions of transformational leadership and contingent reward, the first dimension of transactional leadership, load on to the same factor. It also shows that management-by-exception-passive and laissez faire leadership load onto the same factor. Finally it shows that management-by-exception-active loads onto two different factors. The possible alternative model as described in the theoretical framework has exactly been reproduced by the data found. Before any adjustments are made a reliability analysis is performed.

The reliability statistics for the dimensions of transformational, transactional and laissez faire leadership are reported in table 9.

Table 9: Reliability Analysis Leadership Style

Factors	Dimension	Cronbach's alpha
Leadership Style	Transformational Leadership	.91
	Transactional Leadership	.46
	Laissez Faire Leadership	.58

Transformational leadership has a high α of .91. However, transformational leadership also has the most items. Transactional leadership (.46) and laissez faire leadership (.58) both have α 's that are below the .70 criterion. As discussed, and as indicated by the factor analysis, the Cronbach's alpha would probably be higher with a different arrangement of the dimensions. In the following table, contingent reward is added to the dimensions of transformational leadership and management-by-exception-passive is combined with laissez faire leadership.

Table 10: Reliability Analysis Leadership alternative model

Factors	Dimension	Cronbach's alpha
Leadership Style	Transformational Leadership + Contingent Reward	.93
	Management-by-exception-active	.56
	Laissez Faire Leadership & Management-by-exception-passive	.82

As is visible in table 10, when contingent reward is added to the transformational dimensions, the α increases to .93 (with 20 items). Also, when management-by-exception-passive is included in the

laissez faire dimension the α increases to .82 (with 8 items). The α of management-by-exception-active, as a single dimension, when contingent reward and management-by-exception-passive are left out, also increases to .56 (with 4 items). This figure is still below the .70 criterion.

This research is focused on exploring differences between the Bosch locations Breda and Eindhoven and investigating if leadership has an influence on effective HRM implementation. The argument of Bycio, et al. (1995), noted in the theoretical framework and confirmed by other authors (Waldmann, Bass & Einstein, 1987 and Medley & LaRochelle, 1995), for a better reflection of the data in a simpler two-factor active-passive model is considered, because of the results of factor analysis and reliability analysis on the data. This means that the dimensions are split in active leadership and passive leadership. The dimensions of transformational leadership and contingent reward will then make-up active leadership and the dimensions of management-by-exception-passive and laissez faire make-up passive leadership. Because management-by-exception active loads on two different factors and has a Cronbach's alpha of only .56, which does not meet the criterion, the decision has been made to exclude this dimension from the analysis. The data show enough evidence that this alternative two-factor model suits this research. In table 11 an overview is given of the dimensions for analysis.

Table 11: Adjusted Dimensions Alternative Active-Passive leadership model

Active Leadership		Passive leadership
Idealized Influence Inspirational Motivation Intellectual Stimulation Individualized Consideration Contingent Reward	Management-by-exception-active	Management-by-exception-passive Laissez Faire

This has resulted in an alteration of the research model for leadership style. The model is now the following:

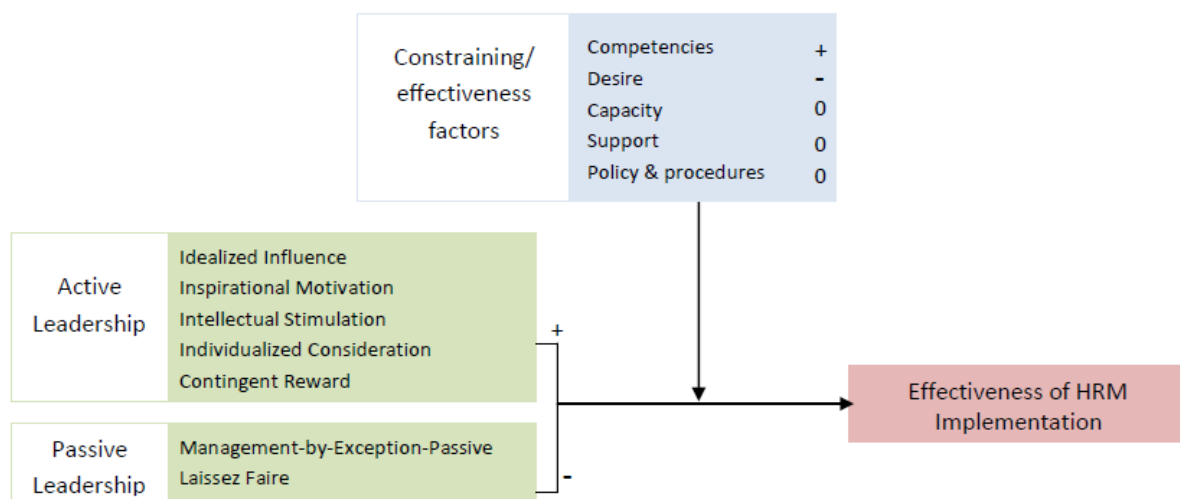


Figure 4. Alternative Research Model based on Factor and Reliability Analysis

3.4.3 MODERATING VARIABLE: CONSTRAINING/EFFECTIVENESS FACTORS

In this section the reliability of the constraining/effectiveness factors will be investigated to provide a solid measure for further analysis. First a reliability analysis is performed. In table 12 the results are shown for the reliability analysis of the constraining/effectiveness factors. It is visible that the dimensions of Competences, Support and Policy & Procedures meet the .70 criterion for α . It is also visible that the dimensions of Desire and Capacity do not meet the criterion for α of .70.

Table 12: Reliability Analysis Constraining/Effectiveness Factors

Factors	Dimensions	Cronbach's alpha
Constraining/ effectiveness Factors	Desire	.67
	Capacity	.50
	Competences	.78
	Support	.92
	Policy & procedures	.78

Subsequently a factor analysis and reliability analysis were also used to investigate the reliability of the constraining/effectiveness factors. In Appendix 7 & 9 the details on the factor analysis and reliability analysis are given. It had to be considered if the dimensions Desire and Capacity could be used for analysis in its original composition.

Desire

The dimension desire is made up out of four constructs: intrinsic motivation, identified regulation, amotivation and value added. The factor analysis in appendix 7 shows that the items of identified regulation load onto different factors. Removing the items of identified regulation increases the Cronbach's alpha to .74. This α is sufficient and meets the .70 criterion (see table 13). In appendix 9 it is visible which items have been removed for the analysis.

Capacity

The dimension capacity is made up out of five items. Because of the little amount of items it is not possible to adjust this dimension unlimited. A reliability analysis shows that if item 4 is removed, the α increases to .61 (see table 13). It is not possible, by removing other items, to increase the Cronbach's alpha any further.

Table 13: Reliability Analysis Constraining/Effectiveness Factors Adjusted Measure

Factors	Dimensions	Cronbach's alpha
Constraining/ effectiveness Factors	Desire	.74
	Capacity	.61
	Competences	.78
	Support	.92
	Policy & procedures	.78

3.4.4 FURTHER ANALYSIS

After processing the above statistics the data was used to investigate the research questions and the relations stated in the model with leadership style (questionnaire employees) and constraining/effectiveness factors (questionnaire managers) as independent variables and effectiveness of HRM implementation (questionnaire employees) as dependent variable. Descriptive statistics of the results will be given for Bosch Security Systems as a whole, for the locations of Breda and Eindhoven and also related to other contextual factors. Differentiation in the analysis has also been made on the variables of gender, age, fixed or temporary personnel, education and length of employment. Furthermore T-tests will be used for further comparisons between the locations of Eindhoven en Breda and testing for significance, e.g. between departments.

Correlation and regression analyses are attractive because they are appropriate any time when a research problem involves a dependent variable that is measured and has one or more independent variables (Schwab, 2007). To explore the relationships of the research questions correlation and multiple regression analysis are used. Interaction is measured by standardizing the possible moderating variables and adding them to the regression analysis.

4. RESULTS

In this section the data has been analyzed and the results will be provided to answer the central research questions of this thesis.

4.1 DIFFERENCES IN LEADERSHIP STYLE BETWEEN LOCATIONS BSS BREDA AND EINDHOVEN

In order to answer our first research question “To what extent do managers at BSS locations Breda and Eindhoven differ in leadership style?”, we need to investigate what the leadership style is at the location of Bosch Security Systems Breda and at the location of Eindhoven. Furthermore we have to compare the samples and investigate if there are significant differences between the two.

It might seem that the differences between the ratings on the scales are quite small. To interpret these results it is also possible to look at the scale in a different way. The scale is made up out of 4 pieces and each piece of this scale represents 25 percent of the whole scale. Employees could rate managers using the different leadership styles on a 5 point scale with the categories: (1) not at all; (2) once in a while; (3) sometimes; (4) fairly often; (5) frequent, if not always.

Table 14: Descriptive Statistics and T-test for Leadership Style

	Breda		Eindhoven		t-value	p≤
Sample	n=79		n=90			
Active Leadership	3.32	(.63)	3.53	(.63)	-2.16	.032*
Passive Leadership	2.46	(.71)	2.38	(.62)	.80	.424

*p ≤ 0.05 ** p ≤ 0.01

The data in table 14 shows that the managers at BSS Eindhoven use a more active leadership style than the managers of Breda. It also shows that they use a less passive leadership style than the managers of Breda. To recollect, in paragraph 2.6 it is stated that the management of Bosch Security Systems assumes that the leadership style of managers at BSS Eindhoven is more active than the leadership style of managers at BSS Breda. The results on the t-test support this assumption. Not only do the managers of BSS Eindhoven score higher on the active leadership style, but the difference is also significant. This means that the differences between the locations Breda and Eindhoven for active leadership are significant with an α of 0.05 (df=167, t=-2.16, p=.03). The differences between the locations for passive leadership are not significant (df=167, t=.80, p=.42).

The dimensions of active and passive leadership are made up of sub-dimensions. Active leadership contains the four dimensions of transformational leadership and contingent reward. Passive leadership contains management-by-exception-passive and laissez faire leadership.

Table 15: Descriptive Statistics and T-test Sub-Dimensions of Leadership Style

		Breda		Eindhoven		t-value	p≤
Sample		n=79		n=90			
Active Leadership	Idealized Influence	3.24	(0.75)	3.37	(0.63)	-1.26	.21
	Inspirational Motivation	3.40	(0.80)	3.78	(0.72)	-3.24	.00**
	Intellectual Stimulation	3.37	(0.68)	3.52	(0.70)	-1.43	.15
	Individualized Consideration	3.30	(0.75)	3.48	(0.80)	-1.49	.14
	Contingent Reward	3.31	(0.67)	3.52	(0.74)	-1.92	.06*
Passive Leadership	Management by Exception Passive	2.64	(0.82)	2.59	(0.78)	.38	.70
	Laissez Faire	2.28	(0.74)	2.16	(0.59)	1.13	.26

*p ≤ 0.05 ** p ≤ 0.01

Table 15 shows when comparing the locations on the basis of these sub-dimensions, differences between the two locations exist. Inspirational motivation is strongly significant which means that the managers at Eindhoven are better in communicating their vision, setting attractive goals and having confidence in their employees to achieve them. Contingent reward is also significant which means

that managers at Eindhoven clarify the roles of employees, their task requirements and rewards, when the goals are achieved, more than managers from Breda. Both dimensions of passive leadership do not indicate significant differences between the locations.

To further specify these sub-dimensions the following information on significant differences between the locations Eindhoven and Breda might be interesting (see appendix 10). For active leadership there are significant differences between the managers of Eindhoven and Breda for the items: 'specifies the importance for having a strong sense of purpose', 'considers moral and ethical consequences of decisions', 'talks optimistically about the future', 'talks enthusiastically about things that need to be accomplished', 'articulates a compelling vision of the future', 'expresses confidence that goals will be achieved', 'gets others to look at problems from many different angles', 'makes clear what one can expect to receive when performance goals are achieved' and 'expresses satisfaction when others meet expectations'. In all cases the scores of managers from Eindhoven outscore the scores of managers from Breda. There were no significant differences in the sub-dimensions for passive leadership: management-by-exception-passive and laissez faire leadership.

Let us take a further look at the results between the departments of Bosch Security Systems Breda and Eindhoven. The data have been divided by the location of the manager (if an employee works in Eindhoven, but his manager works in Breda, the manager has been categorized in Breda), the n is based on the amount of employees rating the manager of a specific department. The descriptive statistics and t-test results are given (table 16), to see whether there are significant differences between comparable departments of both locations.

Table 16: Descriptives of Comparable Departments Breda and Eindhoven and T-test Outcomes

		Breda		Eindhoven		t-value	p≤
R&D	Sample	n=31		n=38			
	Active Leadership	3.21	(.75)	3.17	(.63)	.27	.79
	Passive Leadership	2.54	(.86)	2.61	(.70)	-.36	.72
Other management functions Business Line/Business Unit	Sample	n=15		n=14			
	Active Leadership	3.00	(.55)	3.93	(.46)	-4.90	.00**
	Passive Leadership	2.71	(.65)	2.18	(.47)	2.56	.02*
Regional Sales Organization	Sample	n=4		n=8			
	Active Leadership	3.03	(.26)	3.83	(.30)	-4.53	.00**
	Passive Leadership	2.28	(.28)	2.38	(.26)	-5.83	.57
Staff	Sample	n=14		n=9			
	Active Leadership	3.49	(.30)	3.75	(.49)	-1.57	.13
	Passive Leadership	2.33	(.52)	2.06	(.41)	1.33	.20

*p ≤ 0.05 ** p ≤ 0.01

Table 16 shows that there are significant differences between the departments with other management functions (middle/senior management of business line or business unit) and regional sales organization. The departments of R&D and staff of the two locations do not differ from each other. In both occasions of significant differences the managers in Eindhoven score higher on active leadership style than managers from Breda. In the case of passive leadership the other management functions differ significantly with Breda having a relatively high score of 2.71.

Two departments that cannot be compared between the two locations are the RSO logistics and order desk from Breda (active leadership: n=13, m=3.78, s=.46; passive leadership: n=13, m=2.24, s=.55) and national sales organization & export for Eindhoven (active leadership: n=22, m=3.75, s=.56; passive leadership: n=22, m=2.21, s=.64). These departments are rated highest for active leadership. These results and results in table 16 show that at BSS Eindhoven four out of five departments have high scores between 3.75 and 3.93 on active leadership. The only department which stands out is R&D for Video Systems with a score of 3.17. At the same time the scores on passive leadership are low for the four departments that score high on active leadership. The R&D

department, that has a lower score on active leadership, has a relatively higher score on passive leadership with 2.61.

When analyzing the qualitative information gathered in the focus groups an important notion and a remark that has been made frequently is that the results should be seen in the light of previous and current circumstances at Bosch Security Systems, especially concerning the location Breda. Eindhoven has been observed as having a headquarters function, while Breda until recently was equipped with a factory plant, which provides differences in the type of organization that is managed and what could also influence organizational culture. Previous circumstances include the six past reorganizations and closing of the factory plant in the last three years and current circumstances include the relocation which has a larger impact on the employees from Breda than on the employees from Eindhoven. The explanation by the senior management for these decisions has never become fully clear and has changed along the timeframe. The reasons and arguments for many people have not been satisfactory. This has caused a breach of trust which cannot be overcome within a certain time.

Differences in leadership might be due to different requirements from management because of different types of activities at both locations, e.g. activities in Eindhoven are more international than activities in Breda. Differences might be caused by smaller groups being managed in Eindhoven and larger groups being managed in Breda, and also experience in managing and length of employment might have an influence according to the participants of the focus groups. In a previous associate survey the outcome was for Breda that there was not a lot of confidence in the senior management because of absence of vision. This might have still been in their mind and thus influenced the outcomes for Breda. Less distrust can be created by observing the organization as a whole and not emphasizing the different location of Breda and Eindhoven (us and them). The feeling of the employees from Breda is that location Breda is against everything and that is not reality according to the participants of the focus groups, but the impact of the move is considerably greater than for Eindhoven.

The managers, as participants, argue that they have not been informed about the decision making of the large decisions concerning reorganizing and relocating. They have had the same information as all employees. As a manager you cannot directly back all the decisions made, because they have been made without sufficiently informing and involving middle and line management. Then they have to act on it: making subjects discussable, pointing out the benefits, sharing opinions, the more often it is talked about in a correct way, the more normal and tolerable it will be.

4.2 RELATIONSHIP LEADERSHIP STYLE AND EFFECTIVE HRM IMPLEMENTATION

In order to answer our second research question “To what extent do differences in leadership style affect effective HRM implementation?”, we need to investigate the results on HRM implementation effectiveness and relate these results to the results on active and passive leadership.

As described before employees were asked to rate their level of satisfaction with how their manager implements HR-practices at the work floor of both locations, thus the implementation effectiveness of the managers. The results on effective HRM implementation at the whole organization of Bosch Security Systems and the two locations of Breda and Eindhoven are visible in table 18. Also the results on the performed t-test show the differences between the location Breda and Eindhoven.

The scales used in the questionnaire for employees to rate their satisfaction with how their manager performed a certain HR-practice ranged on a 5-point scale from ‘not satisfied’ to ‘satisfied’. The above results show that for the whole organization of Bosch Security Systems the levels of satisfaction are fairly high. With an overall score of 3.64 the satisfaction is well above the middle of the range. Considering the results the employees of the location Eindhoven are more satisfied with

the implementation of HRM by their managers than the employees of Breda. Not only the overall score shows a higher rating, structurally all dimensions of effective HRM implementation show a higher score for Eindhoven than for Breda. It counts for both locations that the highest satisfaction is for the 'administrative tasks related to managing the team' and the lowest satisfaction is for 'determining and discussing salary'.

Table 17: HRM Implementation Effectiveness for Bosch Security Systems, the Separate Locations and T-test on Differences Between Locations

	Bosch Security Systems			Breda			Eindhoven			t-value	p≤
	n	mean	s	n	mean	s	n	mean	s		
Administrative tasks related to managing the team	164	4.02	(.83)	77	3.96	(.83)	87	4.07	(.83)	-.86	.39
Personnel planning and changes	165	3.55	(.95)	77	3.41	(.90)	88	3.67	(.98)	-1.72	.09*
Recruitment and selection of new employees	119	3.62	(.93)	53	3.60	(.95)	66	3.64	(.93)	-.19	.85
Training and evaluating employees	164	3.54	(1.04)	77	3.43	(1.03)	87	3.63	(1.06)	-1.23	.22
Determining and discussing salary	144	3.21	(1.20)	67	3.08	(1.30)	77	3.32	(1.11)	-1.22	.23
Guiding, advising and motivating the team	161	3.59	(1.00)	75	3.49	(1.00)	86	3.68	(1.00)	-1.17	.24
Effective HRM Implementation	166	3.64	(.84)	77	3.54	(.82)	89	3.72	(.86)	-1.38	.17

*p ≤ 0.05 ** p ≤ 0.01

The t-test is used to analyze significant differences between the two locations of BSS Breda and Eindhoven for effective HRM implementation. The scores on this t-test show that in general the differences on HRM implementation between locations Breda and Eindhoven are not significant. Because the management of Bosch Security Systems has assumed that managers from Eindhoven implement HRM more effectively the significance can be divided by two. This provides a significant difference on personnel planning and changes between the locations of Breda and Eindhoven with an α of .05 (df=163, t=1.72, p=.09). It is important to note that although the other differences are not significant, they all are in the same direction, where employees of Eindhoven are more satisfied than employees of Breda, which shows a structural pattern.

More detailed information on effective HRM implementation has been made visible in appendix 11. In these tables it is visible that specific items of the dimensions indicate significant differences between locations Eindhoven and Breda. These items are scored by employees. They indicated how satisfied they are with the implementation of the following HR task by their manager: 'job classification', 'job description', 'competency determination', 'conducting appraisals and interviews' and 'social support'.

Now the relationship between leadership style and effective HRM implementation will be investigated. In appendix 14 there is an overview of the scores of all managers of leadership style and effective HRM implementation. The relationship will first be investigated by exploring whether the two factors correlate with each other. The degree of correlation between two variables is expressed by a value which can vary between -1 and +1. 0 means no linear relationship, 1 means a perfect positive linear relationship and -1 means a perfect negative linear relationship. Correlations only show that there is a (positive or negative) connection between the variables. They do not indicate a direction of the relationship, or that one variable is a precondition to the other.

Table 18: Pearson's Correlation for Relationship Between Leadership and HRM Implementation Effectiveness

		Active Leadership	Passive Leadership
Effective HRM Implementation	Pearson Correlation	.79	-.66
	p≤	.00**	.00**
	n	166	166

*p ≤ 0.05 ** p ≤ 0.01

As it is visible in table 18, the correlations between the variables active and passive leadership and effective HRM implementation are significant with an α of .00. Also the correlation statistics show a moderate to strong negative relationship for the correlation between passive leadership and effective HRM implementation (-.66). This means that for every 1 point passive leadership increases, the effectiveness of HRM implementation decreases with .66. At the same time the correlation statistics show that there is a strong relationship (.79) between active leadership and effective HRM implementation. This means that for every 1 point that active leadership increases, the effectiveness of HRM implementation decreases with .79. Overall these results are very strongly significant and also the correlation statistics show strong results.

A linear regression analysis is performed according to our research model, with the effective HRM implementation as our dependent variable and active leadership and passive leadership as our independent variables. This analysis provides the following graphs.

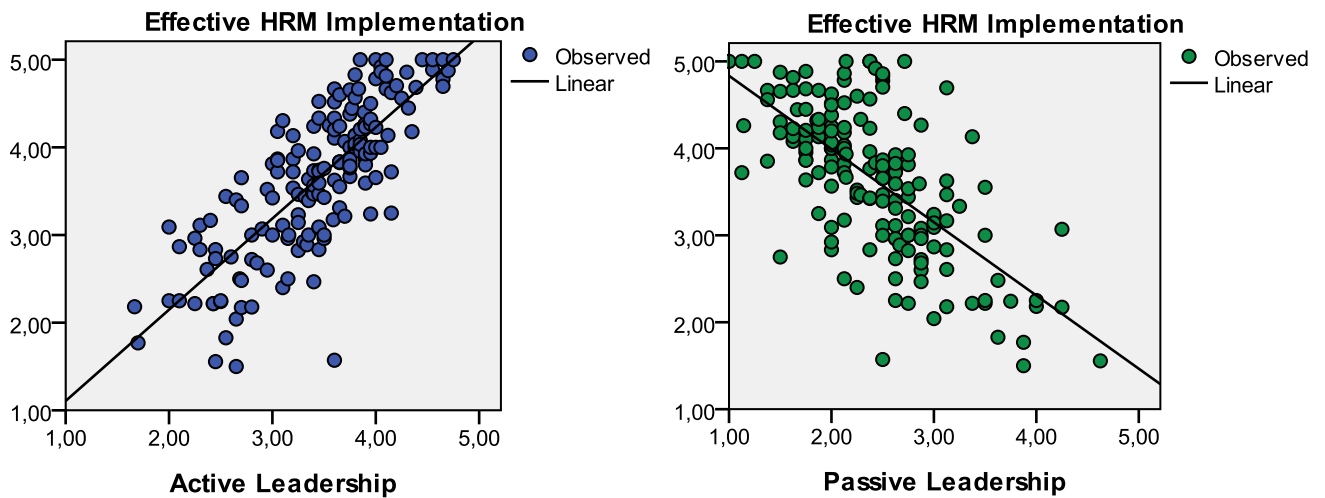


Figure 5 & 6: Linear Regression Curve Active & Passive Leadership (n=169)

In these graphs the positive strong relationship with effective HRM implementation is visible for active leadership and the negative strong relationship with effective HRM implementation is visible for passive leadership. To see if there is a different pattern for the locations the linear regression curve estimation has also been graphed for the locations of Eindhoven and Breda.

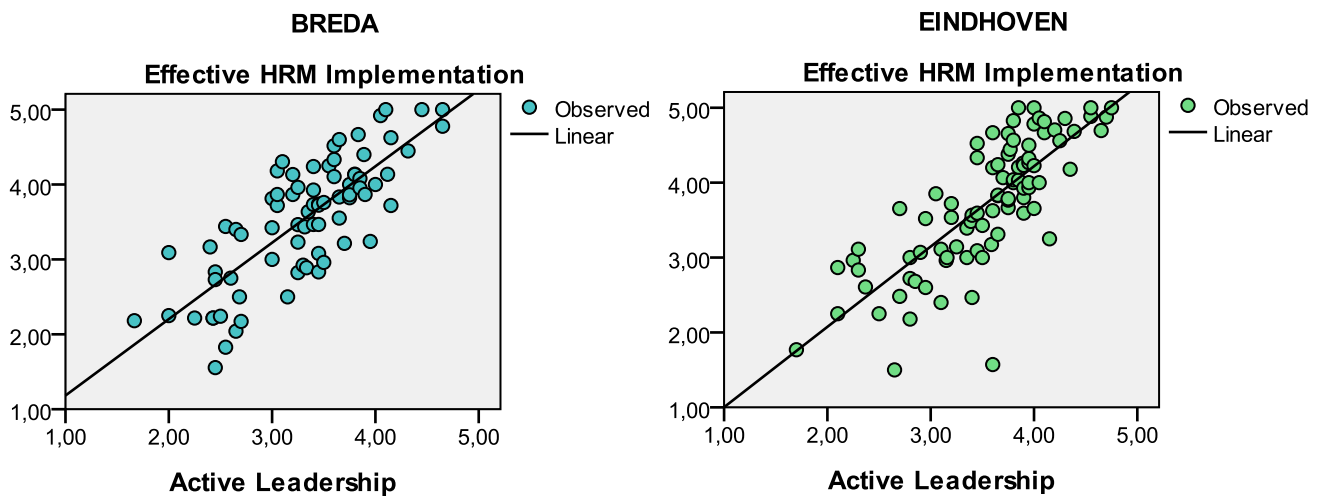


Figure 7 & 8: Linear Regression Curve Active Leadership Breda (n=79) & Eindhoven (n=90)

It is visible that the pattern for active leadership is quite similar for Breda and Eindhoven. The graph for Eindhoven is a little more clustered at the higher ranges of active leadership and effective HRM implementation.

The graphs for passive leadership are a little more spread out between the locations. Especially for Breda the scores are more fanned out and the regression line is less steep.

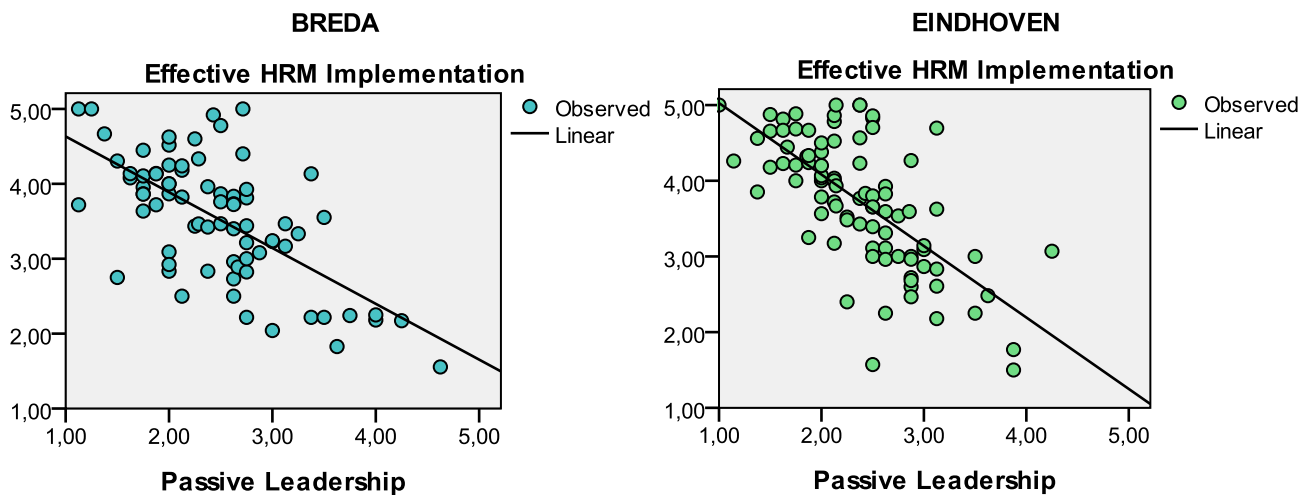


Figure 9 & 10: Linear Regression Curve Passive Leadership Breda & Eindhoven

In a standard multiple regression analysis the following components are the most important: Estimating the model parameters; testing the total model variance (the variance of the scores predicted from the complete regression function) and the unique contribution of each predictor (independent variable) to the model variance; and a measure of explanatory power of the model in terms of the percentage of explained variance. Our multiple regression analysis provides the table with coefficients on the predictive ability of the independent variables active leadership and passive leadership:

Table 19: Coefficients, ANOVA and Model Outcomes for Multiple Regression Analysis Leadership Style and Effective HRM Implementation

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	p≤
(Constant)	1.78	.38		4.70	.00**
Active Leadership	.81	.07	.61	11.10	.00**
Passive Leadership	-.38	.07	-.30	-5.37	.00**
	Sum of Squares	df	Mean Square	F	p≤
Regression	80.10	2	40.05	173.43	.00**
Residual	37.64	163	.23		
Total	117.74	165			
	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.83	.68	.68	.48	

*p ≤ 0.05 ** p ≤ 0.01

In table 19 the predictive ability of both active and passive leadership is significant. The results show that active leadership provides a unique positive significant contribution to the model variance. The results also show that passive leadership provides a unique negative significant contribution to the model variance. Both are significant with an α of .00. The second part of the analysis with Multiple Regression Analysis provides a table with ANOVA statistics. The information in table 19 shows chances are very small, that the model variance equals the residual variance.

To define the explanatory and predictable power of our model, the outcome that is most important is R^2 (table 19). This is the square of the multiple correlation coefficients, the correlation between the observed and predicted scores. The R square provides the percentage of variance of the dependent variable effective HRM implementation that is predicted based on the multiple regression model. In this case R square is .68, which means that almost 70 percent of the variance of effective HRM implementation is predicted using active leadership and passive leadership as independent variables.

When analyzing the qualitative information gathered in the focus groups the participants indicated that the variable effective HRM implementation should be seen in the light of previous and current circumstances at Bosch Security Systems, especially concerning the location Breda. In general the participants of the focus groups are surprised with the positive scores on effective HRM implementation for Eindhoven as well as Breda. Most participants are familiar with complaints in the organization and do not directly recognize the outcomes. They feel this might be due to the anonymity of this research being questioned by employees. It was asked in the focus groups whether other reference material was used as performance indicators. Managers feel that a lot of the items can be strongly influenced by situational leadership, e.g. absenteeism and how a manager deals with that. One manager is not surprised with the outcomes of the questionnaire. He states that it was very clear that the questionnaire was about the direct manager. Most of the unrest and discontent in the organization is caused by the senior management, which is on a different hierarchical layer in the organization. There is a lot more interaction with the direct managers and employees have intended to not punish them for the situation at hand.

4.3 MODERATING ROLE OF CONSTRAINING/EFFECTIVENESS FACTORS

In order to answer our third and last research question “To what extent do constraining/effectiveness factors moderate the relationship between leadership style and effective HRM implementation?”, we need to investigate the results on the constraining/effectiveness factors and their influence onto the relationship between leadership style and effective HRM implementation.

For the results on the third research question the data has been further reduced, because it is important for this last section to be able to link the effective HRM implementation, leadership and the constraining/effectiveness factors to the same managers that were rated by employees. This means that for all managers the mean has been taken of active leadership, passive leadership and effective HRM implementation. This could also have an effect on the outcome of the results on the model which were noted down in the previous paragraph. The results in paragraph 4.2 were on the basis of the employee sample of 169; the results in this paragraph 4.3 are based on the managers' sample of 42. Four of the managers could not be coupled to information from their employees; therefore they were withdrawn from the analysis.

Moderation is a form of interaction between variables. Interaction means no more than that two variables have a joint effect on the dependent variable where the effect of one variable is dependent on the other variable. Interaction is moderation when, on the basis of theory, one variable is the predictor, in this case leadership style, and one variable is the moderator, in this case the constraining/effectiveness factors.

4.3.1 DESCRIPTIVE STATISTICS

Managers were asked to rate how much certain factors constrained them to perform the expected HR-practices. These factors are capacity, desire, Competences, support and policy & procedures. The results of these constraining/effectiveness factors are visible in the following table. For analysis certain items needed to be recoded (capacity, parts of desire and policy & procedures were already recoded for reliability analysis). This recode was important to ensure in the case of all factors that a high value on the scale from 1 to 5 indicates that the manager experiences no constraint of the certain factor and that a low value indicates that the managers does experience constraints by that certain factor.

Table 20: Descriptive Statistics for Constraining/Effectiveness Factors for Bosch Security Systems

	Bosch Security Systems	Breda	Eindhoven	t-value	p≤
Sample	46	21	25		
Capacity	3.26 (.74)	3.20 (.80)	3.31 (.70)	-.49	.63
Desire	4.06 (.44)	4.06 (.53)	4.05 (.36)	.11	.92
Competences	3.86 (.54)	3.84 (.55)	3.88 (.54)	-.27	.79
Support	3.30 (.65)	3.48 (.57)	3.14 (.69)	1.80	.08*
Policy & Procedures	3.75 (.45)	3.70 (.45)	3.79 (.45)	-.64	.53

*p ≤ 0.05 ** p ≤ 0.01

In table 20 a mean score of 5 represents the effectiveness of a factor; a mean score of 1 represents the factor being a constraint. It is visible that all scores rate above the middle of the scale of three, which means that none of the factors represent constraints and do not limit effective implementation of HR tasks by managers. These factors for Bosch Security Systems are effectiveness factors from the perspective of the managers. In the table it is visible that the means of the locations Breda and Eindhoven do not outrun each other by that much. The only larger gap within a factor between Breda and Eindhoven is on the factor support. These differences are confirmed by the t-test, where only the factors support shows a small significant difference between the locations. What is exceptionally striking is that in this case managers from location Eindhoven score support significantly less than location Breda. It is a figure what stands out. The managers from Breda experience that they receive more support by performing their HR-activities than the managers from Eindhoven. This might be due to the fact that the HR-department in Breda is better staffed than the HR department in Eindhoven. Still the score of Eindhoven is well above the middle point of the scale. Desire, competences and policy & procedures are highly scored by managers. The high score on desire could benefit the cooperation of managers in the process of relocation, because they see the advantage of HR tasks. They also know how to implement them, according to themselves, because the managers rate high on competences. Also policy & procedures are institutionalized and the roles of managers are clear, according to the results. This benefits the structural implementation of HR at both locations.

More detailed information has been made visible in appendix 12. In these tables it is visible that the scores on the sub-dimensions of the five constraining/effectiveness factors show that there are differences for the locations Eindhoven and Breda. These differences are on the factors desire and support. Managers from Eindhoven and Breda have not scored differently on the sub dimensions of desire intrinsic motivation or value added, but they have scored differently on the factor amotivation. The score on amotivation is high for both locations but Eindhoven scores significantly higher on amotivation. This means that the managers of Breda feel that it might not be worth it to perform the HR-tasks, while they are intrinsically motivated and they see the added value of HR-practices. For the factor support it is clear that the difference between Eindhoven and Breda is based on HR support services and not on HR support behavior. The factor HR-support-services shows a significant difference between Eindhoven and Breda with a higher score for Breda. This means that managers of Breda perceive to receive better HR-support services from the HR-department. Both locations are satisfied with the attitude and willingness to help of the HR-managers, but the managers at location Eindhoven are less satisfied with their actual service. As said before, this is likely to be due to less presence and approachableness of HR-managers in Eindhoven.

4.3.2 CORRELATIONS

Before we are going to look at the results for the factors as moderators on the relationship between leadership and effective HRM implementation we will have a look at the correlations between all the factors of our research model: independent, dependent and moderating. Furthermore, the same regression analysis of leadership and effective HRM implementation will be performed with the now smaller sample with the link to the managers. This will be the reference for the moderating variable. The moderators will be added on by one by making them into product variables with the

independent variables of active passive leadership style. Then again the predictive quality will be measured and the percentage of variance explained by the model will be determined.

As it is visible in table 21, the correlation between effective HRM implementation and active leadership (when they are linked to their manager) is even higher with .84 (from .79). The correlation of passive leadership has gone down a little from -.66 to -.63.

Table 21: Manager's Sample: Correlations Effective HRM Implementation and Leadership Style

		Active leadership	Passive leadership
Effective HRM implementation	Pearson Correlation	.84	-.63
	p≤	.00**	.00**
	N	42	42

*p ≤ 0.05 ** p ≤ 0.01

The correlations between the constraining/effectiveness factors and the leadership styles and effective HRM implementation are shown in table 22.

Table 22: Correlations for Effective HRM Implementation, Leadership Style and Constraining/Effectiveness Factors with Manager's Sample

		Capacity	Desire	Competences	Support	Policy & Procedures
Effective HRM implementation	Pearson Correlation	.23	.17	.07	-.24	-.00
	Sig. (2-tailed)	.15	.27	.67	.12	.98
	N	42	42	42	42	42
Active leadership	Pearson Correlation	.41**	.13	-.03	-.28	.07
	Sig. (2-tailed)	.01	.42	.84	.08	.67
	N	42	42	42	42	42
Passive leadership	Pearson Correlation	-.12	-.08	.16	.22	-.03
	Sig. (2-tailed)	.44	.62	.30	.17	.87
	N	42	42	42	42	42

*p ≤ 0.05 ** p ≤ 0.01

Table 22 shows that there is only one significant correlation between the moderating variable constraining/effectiveness factors and the independent and dependent variables of leadership style and effective HRM implementation. That one significant correlation is between capacity and active leadership. With a correlation of .41 this is only a weak to moderate correlation. It means for every 1 point that active leadership increases, the constraining/effectiveness factor capacity increases with .41. This means, that managers, with an active leadership style, feel that they have more capacity to perform the HR-practices. What is furthermore interesting to mention, is that support has a negative relationship with effective HRM implementation. The number shows a weak correlation and is not significant, but the direction of the correlation is curious. It means that the less support the manager receives, the better he or she will implement HRM effectively.

4.3.3 MULTIPLE REGRESSION ANALYSIS

Table 21 has shown that the correlation between active leadership and effective HRM implementation has increased. To use the right model as a reference, the regression analysis is performed again with the sample of the managers.

First the regression lines for active leadership and effective HRM implementation and passive leadership and effective HRM implementation are visualized:

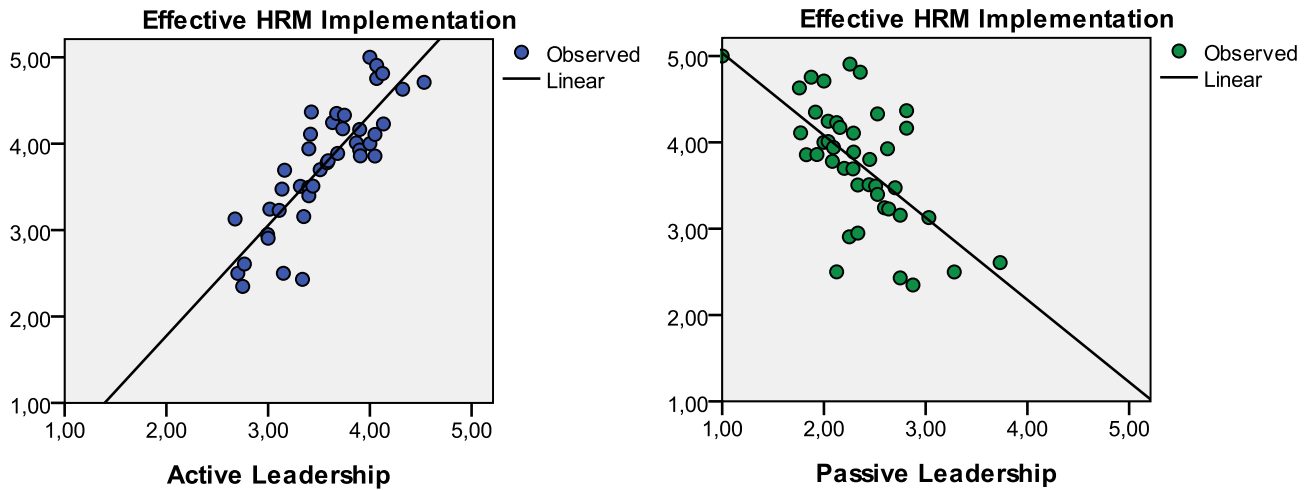


Figure 11 & 12: Linear Regression Curve Active and Passive Leadership Based on Manager's Sample (n=42)

It is also interesting to have an additional look at the differences on the linear regression curve between Eindhoven and Breda.

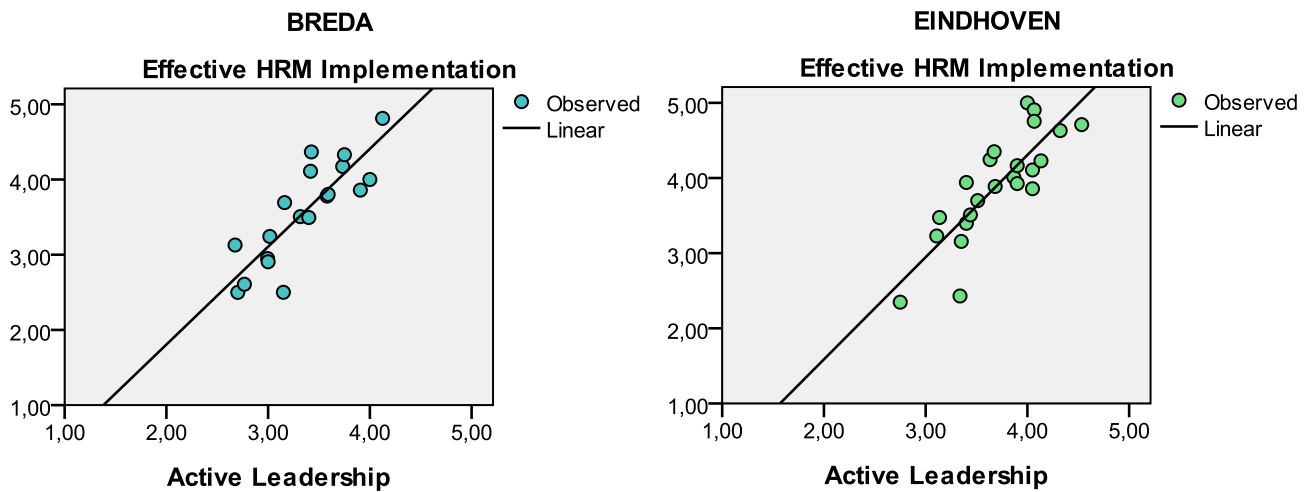


Figure 13 & 14: Linear Regression Curve Active Leadership for Breda (n=21) & Eindhoven (n=25) Based on Manager's Sample

The linear regression graph for active leadership is quite similar for both locations. The linear regression graph for passive leadership however is quite different between the two locations. The line for Breda is less steep and the scores are less clustered than for Eindhoven.

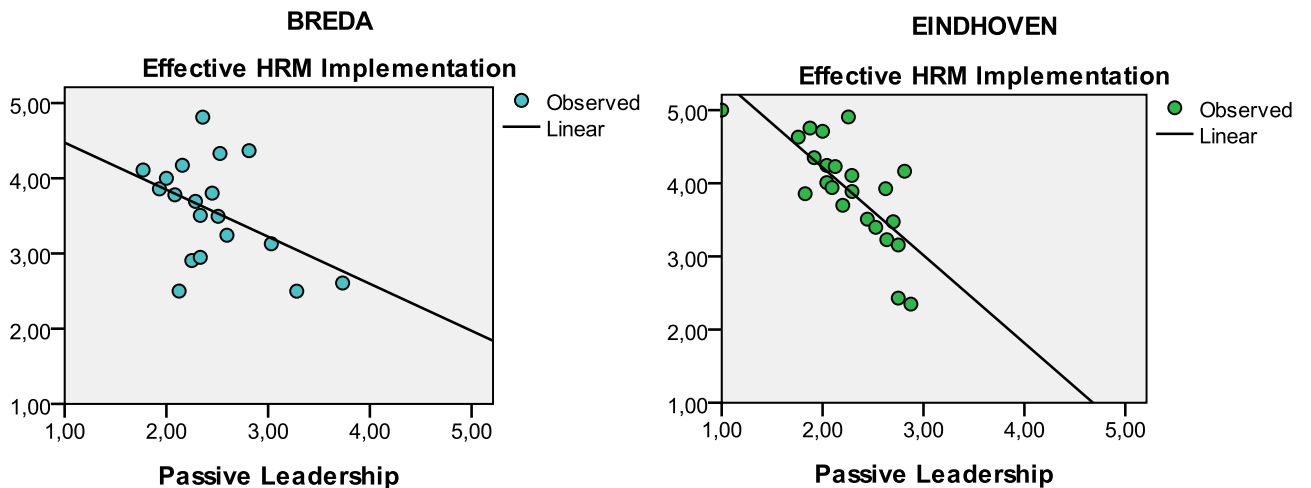


Figure 15 & 16: Linear Regression Curve Passive Leadership for Breda (n=21) & Eindhoven (n=25) Based on Manager's Sample

Subsequently the predictive ability of active and passive leadership on effective HRM implementation is evaluated.

Table 23: Coefficients, ANOVA and Model Outcomes for Multiple Regression Analysis Leadership Style and Effective HRM Implementation Manager's Sample

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	p≤
(Constant)	.29	.89		.33	.74
Active Leadership	1.13	.17	.75	6.85	.00**
Passive Leadership	-.23	.17	-.15	-1.42	.16
	Sum of Squares	df	Mean Square	F	p≤
Regression	14.72	2	7.36	51.54	.00**
Residual	5.57	39	.14		
Total	20.29	41			
	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.85	.73	.71	.38	

*p ≤ 0.05 ** p ≤ 0.01

Table 23 shows that, where in the previous paragraph 4.2 both active and passive leadership showed significant results, in the analysis with the smaller sample of managers only active leadership shows a significant result. This means that only active leadership provides a unique contribution to the model. The ANOVA statistics show, like the previous statistics, that the chances are smaller than .00 that the model variance equals the residual variance. Finally, the model summary shows the predictive ability of the model. Although this multiple regression analysis shows that only the independent variable active leadership has predictive ability, the results on the model summary show that in this analysis even more of the variance than in the previous analysis is predicted using active leadership and passive leadership as independent variables. The percentage of the variance predicted by the model is 73%.

4.3.4 MULTIPLE REGRESSION ANALYSIS WITH MODERATING VARIABLES

Now the final results will be recorded for the analysis of the data and to answer the third research question. To analyze the effect of the moderating variable on the relationship between active and passive leadership and effective HRM implementation, the moderating and independent variables will be made into product variables. Because in the previous section 4.3.3 only active leadership provided a significant result in the regression analysis, the following analyses will be made only on the basis of active leadership. The moderators and the independent variable first have been transformed into standardized variables (the mean has been subtracted and then the number has been divided by the standard deviation, to avoid collinearity). The multiple regression analysis will be performed with the standardized independent, moderator and interaction variable (the product) and effective HRM implementation as dependent variables. First the interpretation of the five moderating variables will be mentioned. Subsequently, the regression with each constraining/effectiveness factor will be visualized in a graph (the results are based on a sample of 42, so the graphs might provide ambiguous information), to provide clear graphs the moderators have been categorized in three categories and the independent variable active leadership has been categorized in two categories. In the last step, the results on the predictive ability will given and subsequently the ANOVA statistics.

Capacity

Capacity can be translated into time that a manager has available to spend on HR-practices. With capacity as a moderator variable it is assumed that: for managers with a lot of time, active leadership has a smaller effect on effective HRM implementation; and for managers with little time, active leadership has a larger effect on effective HRM implementation.

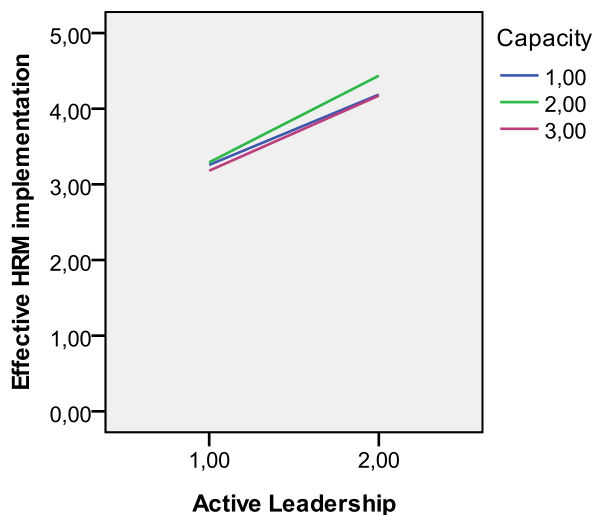


Figure 17: Linear Regression Curve Moderator Capacity

moderating variable capacity ($t=-1.60$; $p=.12$) and the interaction variable ($t=-.54$; $p=.60$) (active leadership x capacity) have no significant effect (see appendix 13).

The managers that score capacity in category 1 have less time available to perform HR-tasks, than the managers that score capacity in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. It is visible that the lines are parallel to each other; therefore it is likely that capacity has no moderating effect on the relationship between active leadership and effective HRM implementation. This reasoning finds evidence in the multiple regression analysis. The predictive ability of the model is still .73; active leadership has a significant effect ($t=9.72$; $p=.00$), both the

Desire

Desire is the motivation that a manager has to perform his or her HR-practices. With desire as a moderating variable it is assumed that: for managers with high motivation, active leadership has a smaller effect on effective HRM implementation; and for managers with low motivation, active leadership has a larger effect on effective HRM implementation.

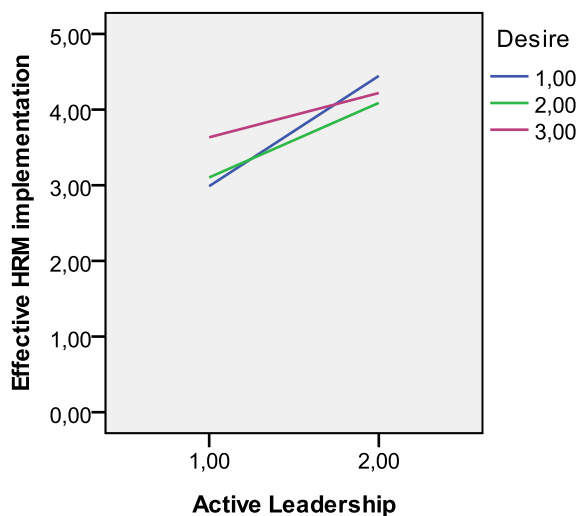


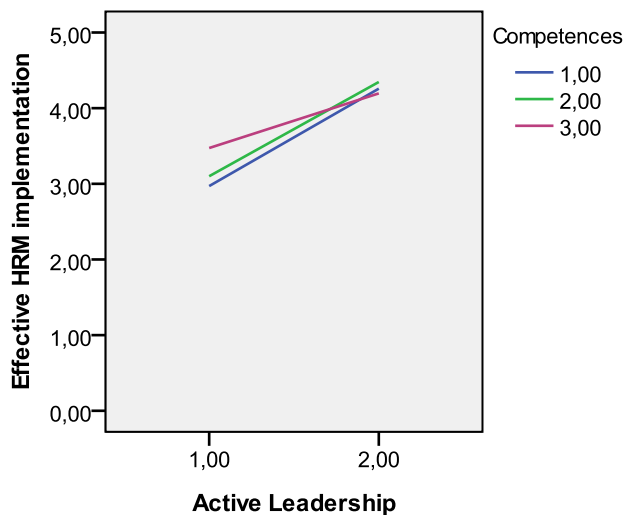
Figure 18: Linear Regression Curve Moderator Desire

decreased to .72; active leadership has a significant effect ($t=9.31$; $p=.00$), both the moderating variable desire ($t=.82$; $p=.42$) and the interaction variable ($t=.33$; $p=.74$) (active leadership x desire) have no significant effect (see appendix 13).

The managers that score desire in category 1 have less motivation to perform HR-tasks, than the managers that score desire in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. In the graph it is visible that for managers which score low on desire (1), the two levels of active leadership have a stronger effect on effective HRM implementation than for the levels 2 and 3 of desire. Although the image might indicate moderation this is not supported by the statistics (which might be due to the small sample of 42). The predictive ability of the model including desire has slightly

Competences

Each manager has competences that enable him or her to perform the HR-practices. With competences as a moderating variable it is assumed that: for managers that indicate they are highly competent, active leadership has a smaller effect on effective HRM implementation; and for managers that indicate they are less competent, active leadership has a larger effect on effective HRM implementation.



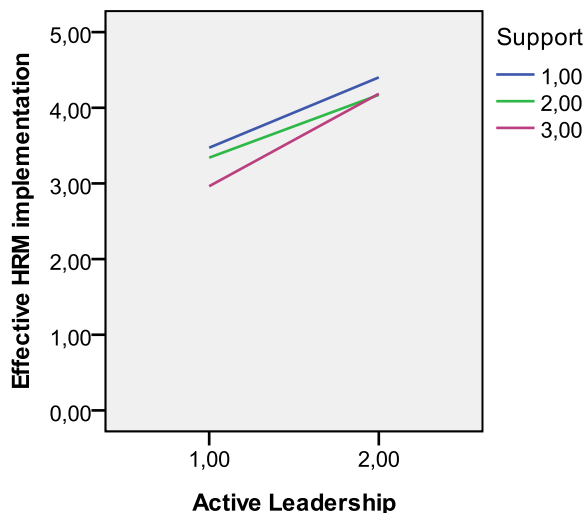
The managers that score competences in category 1 have fewer competences to perform HR-tasks, than the managers that score competences in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. In the graph it is visible that for the managers that score in category 1 and 2 of competences, the effect of active leadership on effective HRM implementation is stronger than for category 3. Managers in competences category 3 score low on active leadership and score reasonably higher on effective HRM implementation than category 1 and 2. The opposite is the case for the more active managers in category 2. Here the less competent managers, but managers with active leadership outperform the more competent, active managers on effective HRM implementation. This is moderately supported by statistics. The predictive ability of the model including competences has increased to .74; active leadership has a significant effect ($t=10.31$; $p=.00$), the moderating variable competences has no significant effect ($t=.84$; $p=.40$) and the interaction variable (active leadership x competences) has a small significant effect with an α of .10 ($t=-1.82$; $p=.08$) (see appendix 13).

Figure 19: Linear Regression Curve Moderator Competences

The managers that score competences in category 1 have fewer competences to perform HR-tasks, than the managers that score competences in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. In the graph it is visible that for the managers that score in category 1 and 2 of competences, the effect of active leadership on effective HRM implementation is stronger than for category 3. Managers in competences category 3 score low on active leadership and score reasonably higher on effective HRM implementation than category 1 and 2. The opposite is the case for the more active managers in category 2. Here the less competent managers, but managers with active leadership outperform the more competent, active managers on effective HRM implementation. This is moderately supported by statistics. The predictive ability of the model including competences has increased to .74; active leadership has a significant effect ($t=10.31$; $p=.00$), the moderating variable competences has no significant effect ($t=.84$; $p=.40$) and the interaction variable (active leadership x competences) has a small significant effect with an α of .10 ($t=-1.82$; $p=.08$) (see appendix 13).

Support

The managers receive support from the HR-department by their implementation and execution of HR practices. With support as a moderator variable it is assumed that: for managers that indicate they receive more support, active leadership has a smaller effect on effective HRM implementation; and for managers that indicate they receive less support, active leadership has a larger effect on effective HRM implementation.



The managers that score support in category 1 feel they receive less support from the HR-department to perform HR-tasks, than the managers that score support in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. In the graph it is visible that there is no straightforward moderation by the variable support. An interesting fact is that managers, who feel they receive the most support, actually perform the least on their implementation of HRM. This is especially true for less active managers. The predictive ability of the model including support has decreased to .72; active leadership has a significant effect ($t=9.42$; $p=.00$), both the moderating variable support ($t=-.62$; $p=.54$) and the interaction variable ($t=.95$; $p=.35$) (active leadership x support) have no significant effect (see appendix 13)

Figure 20: Linear Regression Curve Moderator Support

The managers that score support in category 1 feel they receive less support from the HR-department to perform HR-tasks, than the managers that score support in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. In the graph it is visible that there is no straightforward moderation by the variable support. An interesting fact is that managers, who feel they receive the most support, actually perform the least on their implementation of HRM. This is especially true for less active managers. The predictive ability of the model including support has decreased to .72; active leadership has a significant effect ($t=9.42$; $p=.00$), both the moderating variable support ($t=-.62$; $p=.54$) and the interaction variable ($t=.95$; $p=.35$) (active leadership x support) have no significant effect (see appendix 13)

Policy & Procedures

Policy & procedures guide the managers in the process of implementing HR-practices. With policy & procedures as a moderator variable it is assumed that: for managers that value policy & procedures as being available, correct and easy to use, active leadership has a smaller effect on effective HRM implementation; and for managers who value policy & procedures as being absent and incomplete, active leadership has a larger effect on effective HRM implementation.

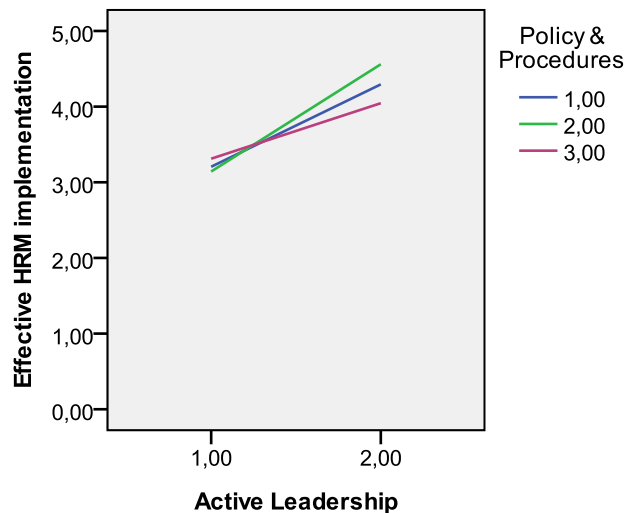


Figure 21: Linear Regression Curve Moderator Policy & Procedures and the interaction variable ($t=.78$; $p=.44$) (active leadership x policy & procedures) have no significant effect (see appendix 13).

The managers that score policy & procedures in category 1 feel these are less sufficient to perform the HR-tasks, than the managers that score policy & procedures in category 3. The managers that are scored in category 1 of active leadership are less active than the managers that are scored in category 2. In the graph it is visible that there might be a moderating role for policy & procedures, but this is not supported by the statistics. The predictive ability of the model including policy & procedures again has slightly decreased to .72; active leadership has a significant effect ($t=9.55$; $p=.00$), both the moderating variable policy & procedures ($t=-.84$; $p=.41$) and the

4.3.5 QUALITATIVE CONTRIBUTION FROM FOCUS GROUPS

When analyzing the qualitative information gathered in the focus groups a few participants indicate that they feel that the HR role is not as clear for managers as it could be. Some employees have experienced being sent from manager to HR-department and back to the manager several times concerning HR tasks. According to them this was due to vague task descriptions and communication between manager and HR-department. It has also happened that both the HR-department and the manager has not picked up or acted on important events, such as jubilees. When asking managers themselves this is not apparent. The role of the manager as HR responsible is part of the factor policy & procedures, which does not show that role ambiguity is a constraint. It is indicated that managers would like to be more involved with performing HR-tasks, but this should be managed intensely from above. At the moment the managers feel they do what is good for their employees. It is suggested that maybe it would be good to start discussing this and providing clarity. Some of the HR-tasks in the questionnaire are also partly more a responsibility of the HR-department, e.g. salary discussions. Also the time used on these practices is hard to indicate, because it happens once a year and not more often. Performing tasks at hand always involves time, but managers should want to take their time to perform HR tasks. That is a question of priorities. Managers have to make choices and most often those choices are for the business. It is accepted by HR that managers choose for the business, take their time and are delayed with their part of the processes of the HR-calendar.

The score for desire is interesting for the location Breda. The managers score a relatively high score on intrinsic motivation; they score lower on amotivation, but significantly higher than the managers in Eindhoven. Participants to the focus groups suggest that this might be due to the relocation. It might be that managers feel like they want to perform HR correctly and do their best, at the same time the organizational information provides the feeling that managers could as well not do it, because the effect is turned around directly. The organizational information results often in dissatisfaction with employees which lessens the motivation and general well-being in the organization. If managers on the one hand are motivated to motivate and challenge their employees,

but on the other hand are hampered by external factors, this could be very de-motivating. Concerning competences; managers should know which competences they have to possess to correctly perform HR-tasks. They might find themselves to have the right competences, but the HR department should advise them. A possibility might be to provide the LEAD (internal Bosch) training to all managers so they have the right skills and can also serve as a good HR performer. The lesser score on HR support services for location Eindhoven is probably due to frequent staff turnover at the HR department and the feeling of standing in front of a closed door by managers. The HR-department for Eindhoven has had several shifts in responsibilities. This might affect the way managers feel familiar with the HR-responsible and the approachability. This has been mentioned by several participants in the focus groups as a possible cause for the lower score. The HR-department is also hidden away, this has been remarked for both locations. The visibility of HRM could be improved. Some extra information and support which the HR-department could provide is benchmarking the organization of Bosch Security Systems to other organizations in the same industry. Especially on the subject of salaries there is interest if the salaries meet those of potential competitors for personnel.

All participants of the focus groups have been very interested what the Bosch Security Systems management and HR-departments following steps will be in processing these results. They feel that this report should be used and not just set aside.

5. CONCLUSION, DISCUSSION & RECOMMENDATIONS

In this section the findings will be discussed, overall conclusions to the research questions will be given and recommendations will be made for the situation at Bosch Security Systems.

5.1 DISCUSSION

In this section a summary of main points will be given, these findings will be compared with the literature to see if they are consistent or inconsistent with previous findings. Also possible limitations will be discussed.

5.1.1 DIFFERENCES IN LEADERSHIP STYLE BETWEEN LOCATIONS BSS BREDA AND EINDHOVEN

Our results on differences in leadership style between the locations of Breda and Eindhoven are consistent with previous findings in literature. The results are also consistent with the assumptions made in the introduction and section 2.6.

The results show that there are significant differences between locations of Eindhoven and Breda for active leadership. Managers at location Eindhoven have a more active style than managers from Breda and a less passive style, although the latter is not significant. The difference within active leadership is made on the sub dimensions of inspirational motivation and contingent reward. When observing the results at the department level of the organization, there are significant differences for other management functions in the business line or unit and for the regional sales organization. Again, managers from the departments of Eindhoven have a more active and less passive leadership style. The R&D department has a low score for active leadership at both locations.

The qualitative data indicate strongly that the differences between the locations should be seen in the light of previous and current circumstances at Bosch Security Systems. Previous circumstances are that Bosch Security Systems Breda has had to cope with six reorganizations, including the renunciation of the factory plant. The current circumstance is the relocation and move of both locations to Eindhoven which has the largest impact for the employees of Breda and the, at times, unclear and changing explanation for the changes and lack of information to employees and managers by the senior management. The overall feeling of dissatisfaction should be so strong at location Breda that this could influence every outcome. Also it was indicated that employees wanted to signal their dissatisfaction with senior management, for not having enough vision and correct communication of decisions, by filling in the questionnaire. These considerations have been signaled by the participants of the focus groups. It might be that the employees and managers have a certain mindset to the activities happening and the way they happen at Bosch Security Systems. It is sometimes said that the management cannot communicate enough because always the negative aspects are picked up and not the positive. It feels like all the employees search for confirmation to their own ideas and are not open to view the circumstances and information in a fresh light. This might be due to the personal impact of the circumstances. An active leadership style by managers (especially for location Breda) could encourage employees to look further ahead in the future with vision for possibilities, provide stimulation and individual support and not only look at the task at hand. Active or transformational managers also have better relationships with their managers and make more of a contribution to the organization (Bass, 1990).

In literature it is argued that data fails to support the hypothesized structure of the Multifactor Leadership Questionnaire (Tejeda et al, 2001). In literature there are a lot of different views on the Full Range Model of Leadership. After performing various analyses, it became clear that the hypothesized structure was not the strongest structure for leadership style and the results from this research. Bycio, et al. (1995), Waldmann, et al. (1987) and Medley & LaRochelle (1995) provided guidance to restructure the dimension of transformational, transactional and laissez faire leadership into a two-factor active-passive leadership model with improved reliability. By letting go of the original structure it became clearer that this would be suitable for the data. This research confirmed

the possible structure with two-factor active-passive leadership. It would benefit scientific research if this model would be investigated additionally for a good alternative for the Full Range Model of Leadership.

The differences between the locations cannot be argued. What can be argued are the causes of these differences between the locations of Breda and Eindhoven. On an empirical basis the data provide enough evidence that there are differences between the locations and to harmonize these locations to benefit the future relocation interventions could be possible to bring them closer together. The research in this section has not investigated which leadership style would be more suitable for Bosch Security Systems, but with the transformation to a new location in mind, probably a more active leadership style would suit the whole organization of Bosch Security Systems best. It is apparent that the employees indicate that managers at Bosch Security Systems Breda manage their employees with a less active leadership style and a more passive leadership style than the managers at Bosch Security Systems Eindhoven. This means that both locations are best off when they harmonize their styles of leadership and that managers familiarize themselves with the principles of active and a more transformational way of leadership.

The qualitative data in the form of the focus groups and the additional data in the questionnaires provide nuances and possible causes for the found differences. These do not transcend the level of subjectivity based on the sample in the focus groups. They are mere perceptions and opinions which provide extra information and a sense of context.

5.1.2 RELATIONSHIP LEADERSHIP STYLE AND EFFECTIVE HRM IMPLEMENTATION

Our results on the relationship between leadership style and effective HRM implementation are consistent with previous findings in literature. According to the assumptions made in the introduction and section 2.6 the expectations of the results were slightly different.

The results show that active leadership has a strong positive effect on effective HRM implementation and that passive leadership has a strong negative effect on effective HRM implementation. It also shows that the implementation of HR practices at the work floor by all managers is seen as effective by employees. However, the managers from Eindhoven are rated more effective than the managers from Breda, which confirms the pattern that has become clear by the HR-department, management and previous findings.

The results on the qualitative data have provided extra insight into the results. Both the employees and managers of both locations that attended the focus groups were surprised with the positive results. Because of the circumstances at Bosch Security Systems Breda they were expecting the results based on satisfaction of employees with their manager to be lower than they actually are. This might in the first place be due to employees being satisfied with their direct manager, but not with the higher or senior management. They might not have wanted to reflect these feelings on their direct manager. It could also be possible that this is due to positive cognitive bias. This bias has been revealed in research into standards of satisfaction where a remarkable level of uniformity has occurred, with the mean values for the population clustering at around three-quarters of the measurement scale maximum (Cummins & Nistico, 2001). These biases are often related to self-esteem, control and optimism to maintain life satisfaction. It is possible that this has affected the employees while filling out the questionnaire and that this has reflected onto the results.

The authors Den Hartog et al. (1997) and Hater & Bass (1988) in literature all provided evidence that leadership style has a significant effect on dependent variables such as employee satisfaction and organizational effectiveness. In this case the dependent variable was different too previously observed, but can be seen in the same range as employee satisfaction and organizational effectiveness. This is why it was expected that leadership style would have a significant effect on effective HRM implementation. The results based on the general sample of employees are significant

for both active and passive leadership, although the first was a positive relationship and the latter a negative relationship, which is supported by previous research from Lowe et al. (1996), Den Hartog et al. (1997), Yukl (1999) and Tejada et al. (2001). The results, based on the connection between an employee and their own manager, provided only a significant relationship for active leadership. That passive leadership did not provide a significant effect is probably due to the size of the sample of managers and to the different spread and angle for the linear regression. The results are very strong and therefore difficult to discuss. A possible remark should be made that previous authors have warned for the common method bias or mono-method bias. This can occur when the rating of leadership style and the rating of the dependent variable, in this case effective HRM implementation are completed by the same source (Lowe, et al., 1996). These measures have been criticized (but still widely used) in research because the research then utilizes the effectiveness measure embedded in the Multifactor Leadership Questionnaire.

It was expected that the results of Eindhoven on effective HRM implementation would exceed the results of Breda, because this variable was based on satisfaction of employees with how their manager implements HRM and the assumptions were that the results would be influenced by a general feeling of dissatisfaction at Bosch Security Systems Breda. A level of satisfaction below the middle of the scales would not have been surprising. This is why the results have been observed as exceptionally positive, because the results for both locations have been good, with no results below the middle of the scale. There only have been a few significant differences on sub-dimensions between Eindhoven and Breda, where Eindhoven has outscored location Breda.

5.1.3 MODERATING ROLE OF CONSTRAINING/EFFECTIVENESS FACTORS

Our results on the moderating role of constraining/effectiveness factors are not consistent with most views presented in literature on devolution of HRM and constraints to perform HR tasks by managers. They are slightly consistent with the results Bos-Nehles (2010) found in her research. The results support the way managers perform their HR tasks and, although statistically not connected, they have found a way to perform their tasks to the satisfaction of their employees.

The results indicate that managers do not feel limited by certain factors and provide no evidence that these factors have an effect on the effective implementation of HRM. Results show that all five constraining/effectiveness factors encourage managers to effectively implement their HR practices at the work floor. There are only slight differences between the locations of Breda and Eindhoven. Within the factor desire the location score significantly different on amotivation. For the significant difference in the factor support it is noteworthy that Eindhoven scores lower than Breda. The factors do not have a strong moderating effect on the relationship between leadership style and effective HRM implementation. The graphs indicate possible effects, but this is not supported by the statistics (probably due to small sample of managers). The only factor with a little evidence is factor competences.

Qualitative data has provided nuances and possible causes for the significant differences between Eindhoven and Breda within the factors desire and support. Managers in Breda and Eindhoven are intrinsically motivated to perform HRM tasks, but simultaneously the managers from Breda score significantly higher than managers from Eindhoven on amotivation. The participants of the focus groups provide a possible cause: because of the differing environment and communication according to reorganizations and relocation the managers might want to perform the HR tasks, but feel that they are hindered by news, which gives them the feeling they are doing all for nothing. The factor HR support services of the HR-department in Eindhoven is the only factor which scores less than location Breda. This is probably due to high personnel turnover at the HR-department and the feeling that the 'door is closed often'. To satisfy managers and to encourage them to perform their HR practices as effective as possible, it is possible to look into these factors for improvements, but investing in this will not provide improvements in the satisfaction of employees with effective HRM implementation.

The results were not consistent with research by Bos-Nehles (2010), because in that research it was found that the factor competences had a positive relationship with effective HRM implementation and the factor desire had a negative relationship with effective HRM implementation. In this research all five factors did not have a direct effect on effective HRM implementation and there is limited evidence for one factor as a moderating variable: competences. It is possible that managers that are not very competent in performing HRM tasks fully rely on their leadership style, where strong active leadership will have a large effect. It is also possible that managers can rely on their competences by performing the HRM tasks and that leadership style is pushed to the background, because managers purely perform the tasks on the basis of experience and training.

It is visible that the HRM factors do not constrain managers to perform their HR tasks and they do not have a strong effect on effective HRM implementation. It is possible that these findings are due to two different ways of research and the knowledge that employees have about HR-tasks. An employee can be satisfied with an implementation of HRM that suits his personal preferences, but which costs a manager less time and does not rely on the five factors or a standard way of performing HR-activities. It could also be that managers perform the HR-activities according to 'the book' following all policy and procedures, but that this is not as much appreciated by his employees. The model and outcomes show that leadership style has a strong effect on effective HRM implementation. It is possible that the leadership style overrules all. The certain leadership style of a manager might decide how he goes about implementing HRM and how he goes about approaching his employees and the tasks he has at hand while he performs and acts on his responsibilities. Therefore in future investigation it might be a good idea to re-evaluate the measure for effective HRM implementation and explore alternative possibilities.

The provided opinions have pointed towards another factor that might be part of the constraining/effectiveness factors, but that might be interesting to further investigate. This is the subject of prioritizing. Managers are not constrained by the five factors, but often have to choose for the business priorities and therefore not perform HR-tasks of perform them in a different way. At the moment this is a part of the factors capacity, desire and policy & procedures, but because prioritizing also includes external influences and urgency in the business, this might be a topic to look in to.

5.2 CONCLUSION

To conclude this master thesis I would like to return to my research questions.

1. To what extent do managers at BSS locations Breda and Eindhoven differ in leadership style?

The managers at Bosch Security Systems locations Breda and Eindhoven differ in leadership style. At location Eindhoven, the managers have a more active and less passive leadership style than the managers from location Breda. This leadership style does differ for different departments within the Bosch Security Systems organization. Qualitative data indicates that the results should be seen in the light of previous and current circumstances. The impact for the employees from Breda is larger than for Eindhoven and also the way of handling decision making and communication by the senior management has had a negative effect, especially on the employees from Breda. Managers could stimulate positivity and encourage the mindset with a more active leadership style to focus on the future and opportunities.

2. To what extent does leadership style affect effective HRM implementation?

Strong evidence has been found that leadership style affects effective HRM implementation. Active leadership has a positive effect on effective HRM implementation and passive leadership has a negative effect on effective HRM implementation. The results on effective HRM implementation are positive for both locations, while the structural pattern is continued that the scores of the location Eindhoven exceed the scores of location Breda. Qualitative data indicate that the participants of the focus groups are surprised with the outcomes for effective HRM implementation for both locations

and especially Breda. Because of the unrest and dissatisfaction lower outcomes were expected. It is noted that employees in general are satisfied with their manager and have not wanted to project their dissatisfaction with senior management on their own manager.

3. To what extent do constraining/effectiveness factors moderate the relationship between leadership style and effective HRM implementation?

In general it can be said managers are encouraged to effectively perform and implement their HR practices by the outcomes of the constraining/effectiveness factors. Managers have enough time, are motivated, competent on the basis of experience and training, receive the correct amount of support and are supported by clear policy & procedures. There is no evidence that the constraining/effectiveness factors are hindering for managers at both locations and there is no strong evidence for a moderating role of four factors on the relationship between leadership style and effective HRM implementation. There is little evidence for a moderating role of factor competences. The factors have no direct effect on effective HRM implementation. There are differences between the locations of Eindhoven and Breda for the factor support and a sub dimension of desire: amotivation. The factor support is a larger constraint for managers at location Eindhoven than Breda, especially when it comes to HR-support services. Qualitative data provides explanation for these differences. The difference on support is made by the occupation of the HR-department in Eindhoven. The difference on amotivation is made by the current situation at location Breda. Managers feel they want to perform their HR tasks and guide and motivate their employees, but at the same time are obstructed by the decision making, communication and information of the senior management, which influences the attitudes of employees.

5.3 RECOMMENDATIONS

In this section I will provide recommendations for Bosch Security Systems.

1. To harmonize the locations of Breda and Eindhoven at Bosch Security Systems it is principally important that from now on all locations, including the smaller logistics location in Tilburg are considered Bosch Security Systems Nederland. Research should not be used to further identify differences between the locations, because this encourages distance between the locations. All locations should be appreciated by their activities and therefore the activities and success stories should be wider communicated, so all locations can get the appreciation they deserve.
2. To harmonize the leadership styles between Bosch Security Systems locations Breda and Eindhoven it is important that both styles come closer together. In addition, it has also been identified that a more transformational, active style of leadership will positively influence the imminent relocation. With attention for vision, inspiration and stimulation it should be possible to achieve a more positive attitude towards the upcoming relocation. Bass (1990) argues that much can be done to change the leadership style in and organization from a transactional to a more transformational style, from passive to active. The following steps could be taken:
 - Active and transformational leadership can be learned and should be subject of management training and development. Ensure that all managers participate in the LEAD training for managers at Bosch so all managers have the same knowledge base of leadership and communicate the same goals and objectives that Bosch uses as principles.
 - Support the training of managers by individual coaching. Confront managers with their leadership style and make them aware which techniques they use and could use to improve management skills. This could be done on the basis of periodical questionnaires (MLQ) and 360 degree feedback (also incorporating themselves).
 - Encourage and organize exchange of knowledge, opinions and skills between managers of both locations. Let managers visit both locations. Arrange workshops and share possibilities.
 - Inspire managers by an external noted leader, who performs an active form of leadership.

- Arrange an identical communication platform at both locations. This should not only be based on the town-meeting, but on all information that is shared within the organization. This includes the way managers discuss critical information with the employees and how the senior management communicates about goals and objectives, mission and vision. Also it includes the informing of all the management previous to communicating critical organizational (such as relocation) decisions, so all managers can provide guidance and support in dealing with the decisions. It is not about the amount of communication, but about right and timely communication. It is possible to ask a group of managers to design and implement this communication platform to encourage social innovation.
 - New management hires and candidates for transfers or promotions can be selected on the basis of active leadership and transformational criteria. These criteria can be included in assessments, selection and placement and guidance programs.
 - Assign high potentials within Bosch Security Systems to supervisors of managers that are active, because they will model their own leadership style after that of their immediate supervisors. Best and brightest people should be hired, nourished and encouraged. Innovation and creativity should be fostered at all levels of the organization.
 - Managers should be willing to delegate tasks and provide challenges and opportunities to their employees. This involves stimulating them intellectually and observing individualized consideration because of the personal needs of every employee.
 - To quote Bass (1990): "Problems, rapid changes and uncertainties call for a flexible organization with determined leaders who can inspire employees to participate enthusiastically in team efforts and share in organizational goals. Charisma, attention to individualized development and the ability and willingness to provide intellectual stimulation are critical in leaders whose firms are faced with demands for renewal and change."
3. The last recommendations are focused on the constraints. As discussed before, they do not have impact on the way managers effectively implement HRM, but they could influence the attitude of managers towards performing HRM.
- The focus groups in this research have provided information that the devolution trend within Bosch Security Systems is at the background. Most employees and managers were not aware of this trend and therefore their role might not be fully clear. It could provide an advantage to spend time on making clear the division of roles between the HR-department and the managers to avoid misunderstandings and occurring of errors in the future. An example is that managers do not know what competences they should have to be able to fulfill the HR-role of a manager.
 - It would help the managers by their desire to perform HR-tasks if the communication, mentioned also in the previous recommendation, would be further prepared together with managers and would be clear, precise and control expectations. Therefore managers will feel that their coaching, guiding and support are not done for nothing.
 - The scores on effective HRM implementation provide evidence that the location Breda scores lower. It might be an idea to consult employees about their feelings and to actually do something with the information that is provided by employees. Social innovation could be implemented to encourage this. Employees should get used to a more continual change or continual improvement. The senior management should provide trust and support, by frequent changes trust and support has to be built up again. Do not only provide opportunities, for instance flexible workplaces in Eindhoven and Breda, but stimulate the use of these possibilities and opportunities.
 - It would help managers by their feeling of support if the door at the HR department in Eindhoven would be often more open and that there is someone with enough continuity and experience to advise and help them. Both HR-departments are not ultimately visible. The HR-department is less a department for the employees and more and more a department to support the full management. Therefore visibility among this target group is important. Also communicating tasks and responsibilities of the employees staffing the HR-department would make the situation clearer.

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7. APPENDICES

APPENDIX 1: QUESTIONNAIRE ENGLISH ON LEADERSHIP STYLE AND EFFECTIVE HRM IMPLEMENTATION



Questionnaire on leadership and the HR-role of managers

Welcome

This questionnaire is about the leadership style and responsibilities of your HR manager. In this part of the research we want to identify the behavior of your manager and examine how satisfied you are with the way HR managers actually perform their tasks. Here you could think of attracting, developing, evaluating and supervising staff.

Completing this questionnaire will take approximately 10 minutes to complete. Thank you for filling it in.

Confidentiality and anonymity

Anyone who receives this questionnaire can feel free to fill it in. Confidentiality and anonymity is of the utmost importance. The University of Twente will deal completely confidential with the questionnaire. Individual questionnaires are not received by Bosch Security Systems. The report by the University of Twente will be completely anonymous. There will be reported on groups, where the data of all employees will be used in group analysis and not at the individual level. The questionnaires will be destroyed after the investigation. There will never be reported in a manner in which the results of an individual can be reduced.

Questions?

Do you have any questions about this research please contact Susanne van Aardenne.

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1. Leadership

To provide the link between information from you and your manager it is necessary to know who your manager is. Could you indicate who the manager is that deals with HR tasks on your job?

Who is your supervisor who is involved in performing HR functions?

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> R. Alberts | <input type="checkbox"/> F. Leermakers | <input type="checkbox"/> A. Schevers | <input type="checkbox"/> H. van Haren |
| <input type="checkbox"/> A. Bos | <input type="checkbox"/> R. Leurs | <input type="checkbox"/> R. Schout | <input type="checkbox"/> E. van Herk |
| <input type="checkbox"/> R. de Wit | <input type="checkbox"/> U. Mangold | <input type="checkbox"/> K. Smit | <input type="checkbox"/> M. van Herwijnen |
| <input type="checkbox"/> T. Everaers | <input type="checkbox"/> E. Metz | <input type="checkbox"/> R. ten Hove | <input type="checkbox"/> A. van Helvoort |
| <input type="checkbox"/> H. Goudsmits | <input type="checkbox"/> R. Michiels | <input type="checkbox"/> E. van de Leur | <input type="checkbox"/> M. van Meer |
| <input type="checkbox"/> I. Henckens | <input type="checkbox"/> J.B. Mul | <input type="checkbox"/> M. van de Pol | <input type="checkbox"/> M. van Overveld |
| <input type="checkbox"/> I. Hollenbeck | <input type="checkbox"/> K. Mulder | <input type="checkbox"/> L. van den Heuvel | <input type="checkbox"/> G. van Pol |
| <input type="checkbox"/> R. Jansen | <input type="checkbox"/> G. Mulders | <input type="checkbox"/> C. van der Velden | <input type="checkbox"/> A. van Schaik |
| <input type="checkbox"/> A. Janssen | <input type="checkbox"/> A. Nouwens | <input type="checkbox"/> J. van der Vorst | <input type="checkbox"/> M. van Westing |
| <input type="checkbox"/> J. Jubbega | <input type="checkbox"/> E. Oude Wesselink | <input type="checkbox"/> R. van Elsacker | <input type="checkbox"/> F. Verschuren |
| <input type="checkbox"/> M. Keskinilinc | <input type="checkbox"/> J. Rijnen | <input type="checkbox"/> R. van Gils | <input type="checkbox"/> H. Vogels |
| <input type="checkbox"/> R. Kleefman | <input type="checkbox"/> C. Rooijmans | <input type="checkbox"/> T. van Groningen | <input type="checkbox"/> G. Welling |
| <input type="checkbox"/> S. Koeter | <input type="checkbox"/> M. Scheepers | | |

Could you indicate of the following statements how often this behavior occurs with your daily manager?

My manager:	Never	Almost never	Sometimes	Regularly	Very often
Provides others with assistance in exchange for their efforts	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Re-examines critical assumptions to question whether they are appropriate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Fail to interferes until problems become serious	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Focuses attention on irregularities, mistakes, exceptions, and deviations from the standards	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Avoids getting involved when important issues arise	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Talks about his most important values and beliefs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is absent when needed	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Seeks differing perspectives when solving problems	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Talks optimistically about the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Discusses in specific terms who is responsible for achieving performance targets	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Waits for things to go wrong before taking action	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Talks enthusiastically about what needs to be accomplished	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Specifies the importance of having a strong sense of purpose	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Spends time teaching and coaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Makes clear what one can expect to receive when performance goals are achieved	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Shows a firm belief in "If it ain't broke, don't fix it."	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Treats others as individuals rather than just as a member of the group	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Demonstrates that problems must become chronic before he takes action	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Concentrates his full attention on dealing with mistakes, complaints and failures	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Considers the moral and ethical consequences of decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Keeps track of all mistakes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Articulates a compelling vision of the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

My manager:

Directs his attention toward failures to meet standards.

	Never	Almost never	Sometimes	Regularly	Very often
Avoids making decisions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Considers each individual as having different needs, abilities and aspirations from others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Gets others to look at problems from many different angles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Helps others to develop their strengths	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Suggests new ways of looking at how to complete assignments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Delays responding to urgent questions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Emphasizes the importance of having a collective sense of mission	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Expresses satisfaction when others meet expectations	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Expresses confidence that goals will be achieved	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

2. Use of HRM responsibilities and tasks by your HR manager

How satisfied are you with the way your boss carries out the following tasks?

Could you indicate for the following statements how satisfied you are with your tasks manager (as above) (from 1 to 5)? If the argument does not apply to you, then cross to 6.

Administrative tasks related to managing your team

	Not satisfied			Satisfied		N/A
Timekeeping/approving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Absenteeism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Archiving of employee data	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Translating organizational policies into your team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Safety	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Manage and analyze employee data (from the personnel or personnel information systems for operational purposes)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Quality of work (job content, working conditions, labor relations, workplace ergonomics, environmental conditions, etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Personnel Planning

	Not satisfied			Satisfied		N/A
Introduction of new employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Job classification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Job description	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Competency Determination	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Personnel Changes (placement, transfer, dismissal, promotion)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Operational personnel (matching staff availability and staffing needs in relation to operational planning)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Attracting and selecting

	Not satisfied			Satisfied		N/A
Attracting potential employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Selection (selection letters, attending selection interviews, tests or assessment centers, selection of new employees)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Evaluating

	Not satisfied			Satisfied		N/A
Evaluating existing training & education and provision of training needs, etc.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Training and instructing you and your colleagues (including the introductory course, function and task-oriented training)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Career guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Workmeetings with you and your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Conducting appraisals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Conducting interviews	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Monitoring of the agreements reached in the assessment and interviews	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Rewards

	Not satisfied			Satisfied		N/A
Determining salaries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Increase or decrease in salaries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Discussing salaries	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Guidance

	Not satisfied			Satisfied		N/A
Resolving conflicts between members of your team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Advising you and your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Maintaining harmonious group relationships within your team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Absenteeism counselling (conducting interviews with employees during their period of illness)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Social support (personal interviews, individually targeted employee accompaniment)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

3. General information

What is your age?

What is your gender?

Male

Female

What is the highest education you completed?

Primary school

Secondary education (MAVO, HAVO, VWO)

Vocational education (MBO)

Higher Vocational (HBO)

University

How long have you been working at Bosch Security Systems?

0 to 1 yr 6-10 yrs

1-2 yrs longer than 10 yrs

2-5 yrs

In which establishment are you and your manager working?

you

Breda

Eindhoven

your manager

Breda

Eindhoven

At which department are you working?

7115 PACO Controlling - used for SC only

7260 PACO R&D

7261 PACO R&D Engineering

7300 PACO PM Public Address

7301 PACO PM Congress

7341 PACO Logistics

7420 PACO Controlling

7421 PACO Purchasing

7422 PACO QM

7423 PACO Management

7250 CCTV R&D

7290 CCTV PM Imaging

7291 CCTV PM Recording

7411 CCTV Purchasing

7412 CCTV Quality

7413 CCTV Management

7560 RSO Management

7561 RSO SSO CCTV

7562 RSO Marcom

7563 RSO SSO COMM

7571 RSO CDC Management

7572 RSO Application Management

7573 RSO SHR CDC VAS

7574 RSO Orderdesk

7773 EXP Direct Export

7777 EXP Marketing & PM

7799 EXP Account Management

7824 EXP Export Orderdesk

7770 NSO NL Management

7775 NSO NL Marketing & PM

7780 NSO NL Account Management

7821 NSO NL Orderdesk

7610 SHR STNL/FCM - EHV

7611 SHR STNL/FCM - BRD

7615 SHR STNL/HRM

7620 SHR ST Int

7621 SHR IT CI

7622 SHR STNL/IT

7625 SHR STNL/CFA

7629 SHR STNL/GM - BRD

7585 ASA Handling

7586 ASA Support

7587 ASA Repair

7630 ASA Regional Management

7265 CRS R&D

7302 CRS PM

Which contract do you have?

- Fixed
- Temporary
- Flexible

How long have you been working under the direction of your current manager?

- 0 to 1 yr
- 1-2 yrs
- 2-5 yrs
- 6-10 yrs
- longer than 10 yrs

If you have any questions or comments, please let us know.

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Hartelijk dank voor uw deelname!



Questionnaire on the HR-role of managers

Welcome

This questionnaire is about the role of managers in implementing HR policies and possible challenges they experience while implementing them. By attracting, developing, evaluating and supervising staff, managers have an HR role. We ask in this research for your own perceptions and your own experience as a manager with HR tasks and responsibilities.

We will include questions about the time you spend on HR responsibilities and duties, your motivation to carry out HR activities, your own skills for HR, support from the HR department and the guidelines and procedures to perform your HR tasks. Completing this questionnaire will take max. 15 minutes. Thank you for your contribution!

Confidentiality and anonymity

Anyone who receives this questionnaire can feel free to fill it in. Confidentiality and anonymity is of the utmost importance. The University of Twente will deal completely confidential with the questionnaire. Individual questionnaires are not received by Bosch Security Systems. The report by the University of Twente will be completely anonymous. There will be reported on groups, where the data of all employees will be used in group analysis and not at the individual level. The questionnaires will be destroyed after the investigation. There will never be reported in a manner in which the results of an individual can be reduced.

Questions?

Do you have any questions about this research please contact Susanne van Aardenne.

Contactdetails:

Susanne van Aardenne
Universiteit Twente/Bosch Security Systems
Tel.: 040 25 77 264 of 0613675277
Fixed-term.susanne.vanaardenne@nl.bosch.com

1. HR responsibility and tasks

In the next section, we will ask about your management description with a focus on HR responsibilities and tasks for you to perform in your team. Leadership means not only leading, directing, motivating and coaching your team. Managers are also responsible for specific HR activities.

For which of the following HR-activities are you responsible?

- Administrative tasks related to managing your team
- Personnel planning and mutations
- Attracting and selecting new employees
- Training and evaluate your employees
- Determining and discussing salary (increase)
- Guiding, advising and motivating your team

In the following HR responsibilities and tasks are based on the above checked boxes!

2. Time spent on HR responsibilities and duties

Could you for the following questions indicate how much time you spend on the tasks listed (from 1 to 5)? If the statement does not apply to you, then cross 6.

Administrative tasks related to managing your team

	Little time			A lot of time		N/A
Timekeeping/approving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Absenteeism	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Archiving of employee data	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Translating organizational policies into your team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Safety	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Manage and analyze employee data (from the personnel or personnel information systems for operational purposes)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Quality of work (job content, working conditions, labor relations, workplace ergonomics, environmental conditions, etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Personnel Planning

	Little time			A lot of time		N/A
Introduction of new employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Job classification	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Job description	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Competency determination	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Personnel Changes (placement, transfer, dismissal, promotion)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Operational personnel (matching staff availability and staffing needs in relation to operational planning)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Attracting and selecting

	Little time			A lot of time		N/A
Attracting potential employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Selection (selection letters, attending selection interviews, tests or assessment centers, selection of new employees)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Evaluating

	Little time			A lot of time		N/A
Evaluating existing training & education and provision of training needs, etc.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Training and instructing you and your colleagues (including the introductory course, function and task-oriented training)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Career guidance	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Workmeetings with you and your colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Conducting appraisals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Conducting interviews	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Monitoring of the agreements reached in the assessment and interviews	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Evaluating

	Less time	Equal time	More time	N/A
Evaluating existing training & education and provision of training needs, etc.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Training and instructing you and your colleagues (including the introductory course, function and task-oriented training)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Career guidance	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Workmeetings with you and your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Conducting appraisals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Conducting interviews	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Monitoring of the agreements reached in the assessment and interviews	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Rewards

	Less time	Equal time	More time	N/A
Determining salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Increase or decrease in salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Discussing salaries	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Guidance

	Less time	Equal time	More time	N/A
Resolving conflicts between members of your team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Advising you and your colleagues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Maintaining harmonious group relationships within your team	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Absenteeism counselling (conducting interviews with employees during their period of illness)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
Social support (personal interviews, individually targeted employee accompaniment)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Could you indicate whether you agree with the following statements (from 1 to 5)?

- | | Mee oneens | | | Mee eens | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. I can't ever seem to get caught up with performing my HR responsibilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Sometimes I feel as if there are not enough hours in the day. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. Many times I have to cancel my commitments to my HR responsibilities. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. I find myself having to prepare priority lists to get all the HR responsibilities done that I have to do. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. I feel I have to perform HR responsibilities hastily and maybe less carefully in order to get everything done. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

3. Motivation for HR responsibility and performing HR tasks

Below are 24 statements about your own motivation to HR responsibilities and tasks. Could you for the following statements indicate how much you agree (from 1 to 5)?

Why are you involved in the execution of HR responsibilities and tasks?

- | | Disagree | | | | Agree |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Because I think that this activity is interesting. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 2. Because I am doing it for my own good. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 3. Because I believe that this activity is good for me. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 4. I do this activity but I am not sure if its worth it. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 5. Because this activity is fun. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 6. By personal decision. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 7. I don't know, I don't see what this activity brings me. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 8. Because I feel good when doing this activity. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 9. Because I believe that this activity is important for me. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 10. I do this activity, but I am not sure it is a good thing to pursue it. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 11. Because it helps the people in my team to grow, improve and develop themselves. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 12. Because it helps me to supervise my team. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 13. Because it helps me to reach my production goals. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 14. Because it helps me to treat employees in a fair and consistent way. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| 15. Because I always give human interest priority to business interests. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

4. Competencies for HR responsibilities and tasks

Below are some statements about your HR knowledge and abilities to perform your HR responsibilities and tasks. Could you for the following statements indicate how much you agree (from 1 to 5)?

- | | Disagree | | | | Agree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. I can remain calm when facing difficulties in performing my HR responsibilities because I can rely on my abilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 2. When I am confronted with a problem in performing my HR responsibilities I can usually find several solutions. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 3. Whatever comes my way in performing my HR responsibilities I can usually handle it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 4. My past experiences in my job have prepared me well for performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 5. I meet the goals I set for myself in performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

The next four propositions are about courses that you have followed regarding HR responsibilities and tasks and the experience you have to carry out these responsibilities. Could you for the following statements indicate how much you agree (from 1 to 5)?

- | | Disagree | | | | Agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. The courses I followed were relevant for performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 2. The course offerings were sufficient for performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 3. My experience as a manager is important to properly execute my HR tasks and responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 4. I have sufficient experience as a manager to properly execute the HR responsibilities and tasks. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

5. Support in carrying out your HR responsibilities and HR tasks

Below you will find statements about the kind of support you need to carry out your HR responsibilities and tasks and who you receive support from. In the following you will also find a series of statements on the support of the HR department.

Could you indicate how you agree (from 1 to 5) on the following statements? If the argument does not apply to you, then cross 6.

I am in need of..

	Disagree				Agree	N/A
1. support in practising HR responsibilities and tasks.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2. assistance in legal matters.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3. support in finding and using HR procedures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4. support in the administrative processes.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5. faster service throughout the HR-department.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6. more and better personnel policies (e.g. sick leave policy).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7. advice on handling of specific personnel problems (e.g. inadequate performance of individuals).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8. personal guidance in the implementation of the HR responsibilities and tasks.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
9. personal guidance in the use of HR tools.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
10. best practices of others.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
11. more and better development programs. (e.g. retention of staff, management & staff development programs).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

In carrying out my HR responsibilities and tasks I receive support from:

	Disagree				Agree	N/A
1. the HR-department/HR manager	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2. my manager	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3. Shared Service Center (SSC-HRA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4. my secretary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5. administrative employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6. my replacement	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7. the managementteam/Board	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8. my fellow managers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
9. the workscouncil	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
10. the occupational health service	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

The following 14 statements focus on the support provided by your HR department and especially the HR managers. Could you indicate how much you agree on the following statements (from 1 to 5)?

What is your opinion on the support you receive from the HR-department?

- | | Disagree | | | | Agree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. When the HR department promises to do something in a certain time frame, then it does happen. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 2. When I have problems, the HR department is sympathetic and reassuring. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 3. The HR department provides the service directly as it should, right from the first time. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 4. The HR department keeps their records accurately. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 5. The employees working in the HR department tell me exactly when services will be performed. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 6. The HR managers are expected to deliver prompt services. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 7. The HR managers are always willing to help. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 8. I trust the HR managers. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 9. I feel safe in my transactions with the HR department. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 10. The HR managers have the necessary knowledge to answer my questions. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 11. The HR department gives me individual attention. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 12. The availability of the HR department is convenient to their clients. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 13. The HR department has my best interest at heart. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 14. The HR department understands the specific needs of the (line) management. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

6. Policies and procedures for HR responsibility and HR tasks

Below are some statements about the HR policies and procedures available to you to perform your HR responsibilities and tasks.

Could you for the following statements indicate how much you agree (from 1 to 5)?

I experience the following conflicts while carrying out my HR responsibilities and tasks:

- | | Disagree | | | | Agree |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. I work under incompatible HR policies and HR guidelines. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 2. I receive an HR assignment without the manpower to complete it. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 3. I have to buck a rule or policy in order to carry out my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 4. I work with two or more groups who operate quite differently in performing HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 5. I perform HR tasks that are accepted by one person but not by others. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

For my HR responsibilities and tasks..

- | | Disagree | | | | Agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. I have concrete, planned goals for my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 2. I lack HR policies and guidelines to help me. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 3. I know that I have divided my time in performing my HR responsibilities properly. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 4. I have to feel my way in performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 5. Explanation is clear of what has to be done in performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 6. I have to work under vague directions and orders in performing my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

What is your opinion on the HR instruments that are available to you?

- | | Disagree | | | | Agree |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| 1. The HR instruments that I am provided with are clear and understandable. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 2. The HR instruments I am provided with are concrete enough to use them. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 3. I find HR instruments easy to use. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 4. I know how to use the HR instruments I am provided with. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |
| 5. The guidelines I get help me to perform my HR responsibilities. | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ |

7. General information

What is your age?

.....

What is your gender?

Male
Female

At which establishment of Bosch Security Systems do you work?

Breda
Eindhoven

What is the highest education you completed?

Primary school
Secondary education (MAVO, HAVO, VWO)
Vocational education (MBO)
Higher Vocational (HBO)
University

How long have you been working at Bosch Security Systems?

0 to 1 yr 6-10 yrs
1-2 yrs longer than 10 yrs
2-5 yrs

At which department are you working?

- | | | | | | |
|--------------------------|------|-------------------------------------|--------------------------|------|---------------------------|
| <input type="checkbox"/> | 7115 | PACO Controlling - used for SC only | <input type="checkbox"/> | 7773 | EXP Direct Export |
| <input type="checkbox"/> | 7260 | PACO R&D | <input type="checkbox"/> | 7777 | EXP Marketing & PM |
| <input type="checkbox"/> | 7261 | PACO R&D Engineering | <input type="checkbox"/> | 7799 | EXP Account Management |
| <input type="checkbox"/> | 7300 | PACO PM Public Address | <input type="checkbox"/> | 7824 | EXP Export Orderdesk |
| <input type="checkbox"/> | 7301 | PACO PM Congress | <input type="checkbox"/> | 7770 | NSO NL Management |
| <input type="checkbox"/> | 7341 | PACO Logistics | <input type="checkbox"/> | 7775 | NSO NL Marketing & PM |
| <input type="checkbox"/> | 7420 | PACO Controlling | <input type="checkbox"/> | 7780 | NSO NL Account Management |
| <input type="checkbox"/> | 7421 | PACO Purchasing | <input type="checkbox"/> | 7821 | NSO NL Orderdesk |
| <input type="checkbox"/> | 7422 | PACO QM | <input type="checkbox"/> | 7610 | SHR STNL/FCM - EHV |
| <input type="checkbox"/> | 7423 | PACO Management | <input type="checkbox"/> | 7611 | SHR STNL/FCM - BRD |
| <input type="checkbox"/> | 7250 | CCTV R&D | <input type="checkbox"/> | 7615 | SHR STNL/HRM |
| <input type="checkbox"/> | 7290 | CCTV PM Imaging | <input type="checkbox"/> | 7620 | SHR ST Int |
| <input type="checkbox"/> | 7291 | CCTV PM Recording | <input type="checkbox"/> | 7621 | SHR IT CI |
| <input type="checkbox"/> | 7411 | CCTV Purchasing | <input type="checkbox"/> | 7622 | SHR STNL/IT |
| <input type="checkbox"/> | 7412 | CCTV Quality | <input type="checkbox"/> | 7625 | SHR STNL/CFA |
| <input type="checkbox"/> | 7413 | CCTV Management | <input type="checkbox"/> | 7629 | SHR STNL/GM - BRD |
| <input type="checkbox"/> | 7560 | RSO Management | <input type="checkbox"/> | 7585 | ASA Handling |
| <input type="checkbox"/> | 7561 | RSO SSO CCTV | <input type="checkbox"/> | 7586 | ASA Support |
| <input type="checkbox"/> | 7562 | RSO Marcom | <input type="checkbox"/> | 7587 | ASA Repair |
| <input type="checkbox"/> | 7563 | RSO SSO COMM | <input type="checkbox"/> | 7630 | ASA Regional Management |
| <input type="checkbox"/> | 7571 | RSO CDC Management | <input type="checkbox"/> | 7265 | CRS R&D |
| <input type="checkbox"/> | 7572 | RSO Application Management | <input type="checkbox"/> | 7302 | CRS PM |
| <input type="checkbox"/> | 7573 | RSO SHR CDC VAS | | | |
| <input type="checkbox"/> | 7574 | RSO Orderdesk | | | |

Do you have a management position over other managers?

- Yes
- No

How long have you been working in a management position?

- | | | | |
|-----------|--------------------------|--------------------|--------------------------|
| 0 to 1 yr | <input type="checkbox"/> | 6-10 yrs | <input type="checkbox"/> |
| 1-2 yrs | <input type="checkbox"/> | longer than 10 yrs | <input type="checkbox"/> |
| 2-5 yrs | <input type="checkbox"/> | | |

How many direct reports do you have? (daily contact, directly responsible)
..... people (fill in amount)

How many indirect reports do you have? (indirect responsibility)
..... people (fill in amount)

If you have any questions or comments, please let me know.

.....
.....
.....
.....
.....
.....
.....

Hartelijk bedankt voor uw deelname!

APPENDIX 3: QUESTIONNAIRE DUTCH ON LEADERSHIP STYLE AND EFFECTIVE HRM IMPLEMENTATION



Vragenlijst over leiderschap en de HR-rol van leidinggevenden

Welkom

Deze vragenlijst gaat over de leiderschapsstijl en HR-verantwoordelijkheden van uw leidinggevende. In dit deel van het onderzoek willen we graag het gedrag van uw leidinggevende in kaart brengen en onderzoeken hoe tevreden u bent over de manier waarop leidinggevenden hun HR-taken daadwerkelijk uitvoeren. Hierbij kunt u bijvoorbeeld denken aan het aantrekken, ontwikkelen, beoordelen en begeleiden van medewerkers.

Het invullen van deze vragenlijst zal ca. 10 minuten in beslag nemen. Wij danken u voor het invullen.

Vertrouwelijkheid en anonimiteit

Iedereen die deze vragenlijst ontvangt moet zich vrij kunnen voelen om de vragenlijst in te vullen. Daarom zijn vertrouwelijkheid en anonimiteit van het grootste belang. De Universiteit Twente zal volstrekt vertrouwelijk met de ingevulde vragenlijst omgaan. Individuele vragenlijsten komen nooit bij Bosch Security Systems terecht. De rapportage die de Universiteit Twente maakt zal volstrekt anoniem zijn. Er wordt gerapporteerd over groepen, waarbij de gegevens van alle medewerkers per groep worden geanalyseerd en nooit op individueel niveau. De vragenlijsten worden na afloop van het onderzoek vernietigd. Er zal dus nooit gerapporteerd worden op een wijze waardoor resultaten tot een individu herleidt kunnen worden.

Vragen?

Heeft u vragen over dit onderzoek dan kunt u contact opnemen met Susanne van Aardenne.

Contactgegevens:

Susanne van Aardenne
Universiteit Twente/Bosch Security Systems
Tel.: 040 2577 264, 076 5721 518 of 0613675277
Fixed-term.susanne.vanaardenne@nl.bosch.com

1. Leiderschap

Om het verband te kunnen leggen tussen gegevens van u en uw leidinggevende is het noodzakelijk om te weten wie uw leidinggevende is. Zou u in het schema hieronder kunnen aangeven wie de leidinggevende is die zich bezig houdt met HR-taken omtrent uw functie?

Wie is uw leidinggevende die zich bezig houdt met het uitvoeren van HR-taken?

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> R. Alberts | <input type="checkbox"/> S. Koeter | <input type="checkbox"/> A. Schevers | <input type="checkbox"/> H. van Haren |
| <input type="checkbox"/> A. Bos | <input type="checkbox"/> F. Leermakers | <input type="checkbox"/> R. Schout | <input type="checkbox"/> E. van Herk |
| <input type="checkbox"/> R. de Wit | <input type="checkbox"/> R. Leurs | <input type="checkbox"/> K. Smit | <input type="checkbox"/> M. van Herwijnen |
| <input type="checkbox"/> J. Dubois | <input type="checkbox"/> U. Mangold | <input type="checkbox"/> R. ten Hove | <input type="checkbox"/> A. van Helvoort |
| <input type="checkbox"/> T. Everaers | <input type="checkbox"/> R. Michiels | <input type="checkbox"/> E. van de Leur | <input type="checkbox"/> M. van Meer |
| <input type="checkbox"/> H. Goudsmits | <input type="checkbox"/> J.B. Mul | <input type="checkbox"/> M. van de Pol | <input type="checkbox"/> M. van Overveld |
| <input type="checkbox"/> I. Henckens | <input type="checkbox"/> K. Mulder | <input type="checkbox"/> L. van den Heuvel | <input type="checkbox"/> G. van Pol |
| <input type="checkbox"/> I. Hollenbeck | <input type="checkbox"/> G. Mulders | <input type="checkbox"/> C. van der Velden | <input type="checkbox"/> A. van Schaik |
| <input type="checkbox"/> R. Jansen | <input type="checkbox"/> A. Nouwens | <input type="checkbox"/> J. van der Vorst | <input type="checkbox"/> M. van Westing |
| <input type="checkbox"/> A. Janssen | <input type="checkbox"/> E. Oude Wesselink | <input type="checkbox"/> R. van Elsacker | <input type="checkbox"/> F. Verschuren |
| <input type="checkbox"/> J. Jubbega | <input type="checkbox"/> J. Rijnen | <input type="checkbox"/> R. van Gils | <input type="checkbox"/> H. Vogels |
| <input type="checkbox"/> M. Keskinilinc | <input type="checkbox"/> C. Rooijmans | <input type="checkbox"/> T. van Groningen | <input type="checkbox"/> G. Welling |
| <input type="checkbox"/> R. Kleefman | <input type="checkbox"/> M. Scheepers | | |

Kunt u van de volgende uitspraken aangeven hoe vaak dit gedrag bij uw dagelijks leidinggevende voorkomt?

Mijn leidinggevende:	Nooit	Bijna nooit	Soms	Regelmatig	Heel vaak
Ondersteunt mij in ruil voor mijn inspanningen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Bekijkt steeds opnieuw of belangrijke uitgangspunten nog kloppen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Grijpt niet in totdat problemen ernstig worden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Richt de aandacht op onregelmatigheden, fouten, uitzonderingen en afwijkingen van de norm	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Houdt zich buiten belangrijke kwesties	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Praat over zijn/haar belangrijkste waarden en overtuigingen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is er niet wanneer hij/zij nodig is	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Bekijkt bij het oplossen van problemen de zaak van meer kanten	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Praat optimistisch over de toekomst	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Bespreekt wie er precies verantwoordelijk is voor welke prestatie	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Wacht tot dingen fout gaan, voordat hij/zij ingrijpt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Praat enthousiast over wat er bereikt moet worden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Geeft ons het gevoel voor een hoger doel te werken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Besteedt tijd om andere mensen dingen te leren en om ze te begeleiden	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Maakt duidelijk wat er tegenover staat als de resultaten worden behaald	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Is er stellig van overtuigd dat je pas moet ingrijpen als er wat aan de hand is	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Behandelt mij meer als een individu dan als zomaar een lid van een groep	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Laat problemen op hun beloop voordat hij/zij ingrijpt	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Richt zijn/haar volledige aandacht op het oplossen van fouten, klachten en mislukkingen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Laat zijn/haar geweten meespelen bij het nemen van beslissingen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Volgt alle fouten op de voet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Draagt een heldere en aantrekkelijke toekomstvisie uit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Wijst mij erop als ik de norm niet haal	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Mijn leidinggevende:

	Nooit	Bijna nooit	Soms	Regelmatig	Heel vaak
Ontloopt het nemen van besluiten	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ziet mij als iemand met eigen behoeften, capaciteiten en ambities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Krijgt mij zover dat ik problemen vanuit vele verschillende invalshoeken ga zien	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Helpt me om mijn sterke punten te ontwikkelen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Helpt me te zien hoe ik mijn werk anders aan kan pakken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Stelt het beantwoorden van dringende vragen uit	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Benadrukt het belang van het hebben van een gezamenlijke missie	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Toont tevredenheid wanneer ik aan de verwachtingen voldoe	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Toont vertrouwen dat we onze doelen zullen halen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

2. Gebruik van HRM verantwoordelijkheden en HR-taken door uw leidinggevende**Hoe tevreden bent u over de manier waarop uw directe leidinggevende de volgende taken uitvoert?**

Kunt u voor de volgende stellingen aangeven hoe tevreden u bent over uw direct leidinggevende (zoals hierboven aangegeven) (van 1 t/m 5)? Als de stelling voor u niet van toepassing is, kruis dan 6 aan.

Administratieve taken m.b.t. leiden van uw team

	Niet tevreden			Tevreden		n.v.t
Urenregistratie/accorderen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Ziekteverzuim	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Archivering van personeelsgegevens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Vertalen van het organisatiebeleid naar uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Veiligheid	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Beheren en analyseren van personeelsgegevens (<i>uit de personeelsadministratie c.q. personeelsinformatie-systemen voor operationele doeleinden</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Kwaliteit van de arbeid (<i>arbeidsinhoud, arbeidsomstandigheden, arbeidsverhoudingen, ergonomie van de werkplek, omgevingsklimaat e.d.</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Personeelsplanning

	Niet tevreden			Tevreden		n.v.t
Introductie van nieuwe medewerkers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Functie-indeling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Functie beschrijving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Competentie bepaling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Personeelsmutaties (<i>plaatsing, overplaatsing, ontslag, promotie</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Operationele personeelsplanning (<i>afstemmen van personeelsbeschikbaarheid en personeelsbehoefte in relatie tot de operationele planning</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Aantrekken en selecteren

	Niet tevreden			Tevreden		n.v.t
Aantrekken van potentiële werknemers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Selectie (<i>brievenselectie, bijwonen van selectiegesprekken, tests of assessment centers, selectie van nieuwe medewerkers</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Evalueren

	Niet tevreden			Tevreden		n.v.t
Evalueren van bestaande trainingen en opleidingen en bepaling van opleidingsbehoeften e.d.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Opleiden en instrueren van u en uw collega's (<i>inclusief introductiecursus, functie- en taakgerichte opleiding</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Loopbaanbegeleiding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Werkoverleg met u en uw collega's	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Voeren van beoordelingsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Voeren van functioneringsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Bewaking van de gemaakte afspraken uit de beoordelings- en functioneringsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Belonen

	Niet tevreden			Tevreden		n.v.t
Vaststellen van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Verhoging of vermindering van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Bespreken van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Begeleiden

	Niet tevreden			Tevreden		n.v.t
Oplossen van conflicten tussen leden van uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Adviseren van u en uw collega's	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Onderhouden van harmonieuze groepsrelaties binnen uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Ziekteverzuimbegeleiding (<i>voeren van gesprekken met medewerkers tijdens hun ziekteperiode</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Sociale begeleiding (<i>persoonlijke gesprekken, individueel gerichte personeelsbegeleiding</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

3. Algemene gegevens

Wat is uw leeftijd?

Wat is uw geslacht?

- Man
vrouw

Wat is de hoogste opleiding die u heeft voltooid?

- Lagere school
Voortgezet onderwijs (MAVO, HAVO, VWO)
Middelbare Beroepsopleiding (MBO)
Hogere Beroepsopleiding (HBO)
Universiteit

Hoelang bent u werkzaam bij Bosch Security Systems?

- 0 tot 1 jaar 6-10 jaar
1-2 jaar langer dan 10 jaar
2-5 jaar

In welke vestiging bent u en is uw leidinggevende werkzaam?

- | u zelf | uw leidinggevende |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Breda | <input type="checkbox"/> Breda |
| <input type="checkbox"/> Eindhoven | <input type="checkbox"/> Eindhoven |

Op welke afdeling bent u werkzaam?

- | | | | |
|-------------------------------|-------------------------------------|-------------------------------|---------------------------|
| <input type="checkbox"/> 7115 | PACO Controlling - used for SC only | <input type="checkbox"/> 7773 | EXP Direct Export |
| <input type="checkbox"/> 7260 | PACO R&D | <input type="checkbox"/> 7777 | EXP Marketing & PM |
| <input type="checkbox"/> 7261 | PACO R&D Engineering | <input type="checkbox"/> 7799 | EXP Account Management |
| <input type="checkbox"/> 7300 | PACO PM Public Address | <input type="checkbox"/> 7824 | EXP Export Orderdesk |
| <input type="checkbox"/> 7301 | PACO PM Congress | <input type="checkbox"/> 7770 | NSO NL Management |
| <input type="checkbox"/> 7341 | PACO Logistics | <input type="checkbox"/> 7775 | NSO NL Marketing & PM |
| <input type="checkbox"/> 7420 | PACO Controlling | <input type="checkbox"/> 7780 | NSO NL Account Management |
| <input type="checkbox"/> 7421 | PACO Purchasing | <input type="checkbox"/> 7821 | NSO NL Orderdesk |
| <input type="checkbox"/> 7422 | PACO QM | <input type="checkbox"/> 7610 | SHR STNL/FCM - EHV |
| <input type="checkbox"/> 7423 | PACO Management | <input type="checkbox"/> 7611 | SHR STNL/FCM - BRD |
| <input type="checkbox"/> 7250 | CCTV R&D | <input type="checkbox"/> 7615 | SHR STNL/HRM |
| <input type="checkbox"/> 7290 | CCTV PM Imaging | <input type="checkbox"/> 7620 | SHR ST Int |
| <input type="checkbox"/> 7291 | CCTV PM Recording | <input type="checkbox"/> 7621 | SHR IT CI |
| <input type="checkbox"/> 7411 | CCTV Purchasing | <input type="checkbox"/> 7622 | SHR STNL/IT |
| <input type="checkbox"/> 7412 | CCTV Quality | <input type="checkbox"/> 7625 | SHR STNL/CFA |
| <input type="checkbox"/> 7413 | CCTV Management | <input type="checkbox"/> 7629 | SHR STNL/GM - BRD |
| <input type="checkbox"/> 7560 | RSO Management | <input type="checkbox"/> 7585 | ASA Handling |
| <input type="checkbox"/> 7561 | RSO SSO CCTV | <input type="checkbox"/> 7586 | ASA Support |
| <input type="checkbox"/> 7562 | RSO Marcom | <input type="checkbox"/> 7587 | ASA Repair |
| <input type="checkbox"/> 7563 | RSO SSO COMM | <input type="checkbox"/> 7630 | ASA Regional Management |
| <input type="checkbox"/> 7571 | RSO CDC Management | <input type="checkbox"/> 7265 | CRS R&D |
| <input type="checkbox"/> 7572 | RSO Application Management | <input type="checkbox"/> 7302 | CRS PM |
| <input type="checkbox"/> 7573 | RSO SHR CDC VAS | | |
| <input type="checkbox"/> 7574 | RSO Orderdesk | | |

Welk contract heeft u?

- Vast
- Tijdelijk
- Flexibel

Hoelang bent u al werkzaam onder de leiding van uw huidige leidinggevende?

- 0 tot 1 jaar
- 1-2 jaar
- 2-5 jaar
- 6-10 jaar
- langer dan 10 jaar

Mocht u nog vragen en/of opmerkingen hebben dan horen wij dat graag.

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Hartelijk dank voor uw deelname!



Vragenlijst over de HR-rol van managers

Het Onderzoek

Deze vragenlijst gaat over de rol van managers bij het uitvoeren van het HR beleid en de mogelijke uitdagingen die zij daarbij ervaren. Door het aantrekken, ontwikkelen, beoordelen en begeleiden van medewerkers hebben managers namelijk ook een HR-rol. Wij vragen in dit onderzoek naar uw eigen opvattingen, en naar uw eigen ervaring als manager met HR taken en verantwoordelijkheden.

Wij zullen onder andere vragen naar de tijd die u aan HR verantwoordelijkheid en taken besteedt, uw motivatie om de HR activiteiten uit te voeren, uw eigen competenties voor HR, de ondersteuning van de HR afdeling (HR consultants en SSC-HRA) en de richtlijnen en procedures voor het uitvoeren van uw HR-taken. Het invullen van deze vragenlijst zal max. 15 minuten in beslag nemen. Bij voorbaat hartelijk dank voor u bijdrage!

Vertrouwelijkheid en anonimiteit

Iedereen die deze vragenlijst ontvangt moet zich vrij kunnen voelen om de vragenlijst in te vullen. Daarom zijn vertrouwelijkheid en anonimiteit van het grootste belang. De Universiteit Twente zal volstrekt vertrouwelijk met de ingevulde vragenlijst omgaan. Individuele vragenlijsten komen nooit bij Bosch Security Systems terecht. De rapportage die de Universiteit Twente maakt zal volstrekt anoniem zijn. Er wordt gerapporteerd over groepen, waarbij de gegevens van alle medewerkers per groep worden geanalyseerd en nooit op individueel niveau. De vragenlijsten worden na afloop van het onderzoek vernietigd. Er zal dus nooit gerapporteerd worden op een wijze waardoor resultaten tot een individu herleidt kunnen worden.

Vragen?

Heeft u vragen over dit onderzoek dan kunt u contact opnemen met Susanne van Aardenne.

Contactgegevens:

Susanne van Aardenne
Universiteit Twente/Bosch Security Systems
Tel.: 040 25 77 264 of 0613675277
Fixed-term.susanne.vanaardenne@nl.bosch.com

1. HR verantwoordelijkheid en taken

In het volgende deel zullen wij vragen stellen over uw leidinggevende functie, met een focus op de HR verantwoordelijkheid en taken die u voor uw team moet uitvoeren. Leidinggeven betekent niet alleen het leiden, aansturen, motiveren en coachen van uw team. Managers zijn ook verantwoordelijk voor bepaalde HR-activiteiten.

Voor welke van de volgende HR-activiteiten bent u verantwoordelijk?

- | | |
|---|--------------------------|
| Administratieve taken mbt het leiden van uw team | <input type="checkbox"/> |
| Personeelsplanning en -mutaties | <input type="checkbox"/> |
| Selecteren van potentiële nieuwe werknemers | <input type="checkbox"/> |
| Evalueren, trainen en beoordelen van uw medewerkers | <input type="checkbox"/> |
| Vaststellen en bespreken van salaris(verhoging) | <input type="checkbox"/> |
| Begeleiding, adviseren en motiveren van uw team | <input type="checkbox"/> |

Met HR verantwoordelijkheid en taken worden in het vervolg die activiteiten bedoeld die u hier aangegeven heeft!

2. Tijdbesteding aan HR verantwoordelijkheid en taken

Wilt u bij onderstaande vragen aangeven hoeveel tijd u zelf (in uw functie) aan de genoemde taken besteedt (van 1 t/m 5)? Als de stelling voor u niet van toepassing is, kruis dan 6 aan.

Administratieve taken m.b.t. leiden van uw team

	Weinig tijd			Veel tijd		n.v.t
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Urenregistratie/accorderen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Ziekteverzuim	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Archivering van personeelsgegevens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Vertalen van het organisatiebeleid naar uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Veiligheid	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Beheren en analyseren van personeelsgegevens (uit de personeelsadministratie c.q. personeelsinformatie-systemen voor operationele doeleinden)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Kwaliteit van de arbeid (arbeidsinhoud, arbeidsomstandigheden, arbeidsverhoudingen, ergonomie van de werkplek, omgevingsklimaat e.d.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Personeelsplanning

	Weinig tijd			Veel tijd		n.v.t
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Introductie van nieuwe medewerkers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Functie-indeling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Functie beschrijving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Competentiebepaling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Personeelsmutaties (plaatsing, overplaatsing, ontslag, promotie)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Operationele personeelsplanning (afstemmen van personeelsbeschikbaarheid en personeelsbehoefte in relatie tot de operationele planning)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Aantrekken en selecteren

	Weinig tijd			Veel tijd		n.v.t
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Aantrekken van potentiële werknemers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Selectie (brieveselectie, bijwonen van selectiegesprekken, tests of assessment centers, selectie van nieuwe medewerkers)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Evalueren

	Weinig tijd			Veel tijd		n.v.t
	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Evalueren van bestaande trainingen en opleidingen en bepaling van opleidingsbehoeften e.d.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Opleiden en instrueren van uw werknemers (inclusief introductiecursus, functie- en taakgerichte opleiding)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Loopbaanbegeleiding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Werkoverleg met uw medewerkers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Voeren van beoordelingsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Voeren van functioneringsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Bewaking van de gemaakte afspraken uit de beoordelings- en functioneringsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Belonen

	Weinig tijd			Veel tijd		n.v.t
Vaststellen van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Verhoging of vermindering van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Bespreken van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Begeleiden

	Weinig tijd			Veel tijd		n.v.t
Oplossen van conflicten tussen leden van uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Adviseren van uw werknemers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Onderhouden van harmonieuze groepsrelaties binnen uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Ziekteverzuimbegeleiding (<i>voeren van gesprekken met medewerkers tijdens hun ziekteperiode</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
Sociale begeleiding (<i>persoonlijke gesprekken, individueel gerichte personeelsbegeleiding</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Wilt u nu ook aangeven hoeveel tijd u *zelf* (in u functie) aan de genoemde taken zou moeten besteden om een optimaal resultaat te willen bereiken (1 minder, 2 gelijk, 3 meer)?

Administratieve taken m.b.t. leiden van uw team

	Minder tijd	Evenveel tijd	Meer tijd	n.v.t
Urenregistratie/accorderen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Ziekteverzuim	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Archivering van personeelsgegevens	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Vertalen van het organisatiebeleid naar uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Veiligheid	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Beheren en analyseren van personeelsgegevens (<i>uit de personeelsadministratie c.q. personeelsinformatie-systemen voor operationele doeleinden</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Kwaliteit van de arbeid (<i>arbeidsinhoud, arbeidsomstandigheden, arbeidsverhoudingen, ergonomie van de werkplek, omgevingsklimaat e.d.</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Personeelsplanning

	Minder tijd	Evenveel tijd	Meer tijd	n.v.t
Introductie van nieuwe medewerkers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Functie-indeling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Functie beschrijving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Competiebepaling	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Personeelsmutaties (<i>plaatsing, overplaatsing, ontslag, promotie</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Operationele personeelsplanning (<i>afstemmen van personeelsbeschikbaarheid en personeelsbehoefte in relatie tot de operationele planning</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Aantrekken en selecteren

	Minder tijd	Evenveel tijd	Meer tijd	n.v.t.
Aantrekken van potentiële werknemers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Selectie (<i>briefselectie, bijwonen van selectiegesprekken, tests of assessment centers, selectie van nieuwe medewerkers</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Evalueren

	Minder tijd	Evenveel tijd	Meer tijd	n.v.t.
Evalueren van bestaande trainingen en opleidingen en bepaling van opleidingsbehoeften e.d.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Opleiden en instrueren van uw werknemers (<i>inclusief introductiecursus, functie- en taakgerichte opleiding</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Loopbaanbegeleiding	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Werkoverleg met uw medewerkers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Voeren van beoordelingsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Voeren van functioneringsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Bewaking van de gemaakte afspraken uit de beoordelings- en functioneringsgesprekken	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Belonen

	Minder tijd	Evenveel tijd	Meer tijd	n.v.t.
Vaststellen van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Verhoging of vermindering van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Bespreken van salarissen	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Begeleiden

	Minder tijd	Evenveel tijd	Meer tijd	n.v.t.
Oplossen van conflicten tussen leden van uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Adviseren van uw werknemers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Onderhouden van harmonieuze groepsrelaties binnen uw team	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Ziekteverzuimbegeleiding (<i>voeren van gesprekken met medewerkers tijdens hun ziekteperiode</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Sociale begeleiding (<i>persoonlijke gesprekken, individueel gerichte personeelsbegeleiding</i>)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

Kunt u aangeven in hoeverre u het met de volgende stellingen eens bent (van 1 t/m 5)?

- | | Mee oneens | | | Mee eens | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Het lijkt of het uitvoeren van mijn HR verantwoordelijkheid en taken nooit afkomt. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Soms heb ik het gevoel dat de dag te kort is. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Vaak moet ik mijn verplichtingen voor mijn HR verantwoordelijkheid en taken afzeggen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Het is nodig dat ik een prioriteitenlijstje maak om alle activiteiten die tot mijn leidinggevende taak behoren, te kunnen uitvoeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ik heb het gevoel dat ik HR verantwoordelijkheid en taken gehaast en wellicht minder zorgvuldig uitvoer om alles af te kunnen krijgen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Motivatie voor HR verantwoordelijkheid en uitvoeren van HR-taken

Hieronder vindt u 24 uitspraken over uw eigen motivatie om HR verantwoordelijkheid en taken uit te voeren. Kunt u voor de volgende stellingen aangeven in hoeverre u het ermee eens bent (van 1 t/m 5)?

Waarom houdt u zich bezig met het uitvoeren van HR verantwoordelijkheid en taken?

- | | Mee oneens | | | Mee eens | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Omdat ik vind dat het uitvoeren van deze activiteiten interessant is. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Omdat ik dit doe voor mijn eigen bestwil. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Omdat ik vind dat het goed voor me is om deze activiteiten uit te voeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ik voer deze activiteiten uit maar ik ben er niet van overtuigd dat ze de moeite waard zijn. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Omdat het leuk is deze activiteiten te verrichten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Dat heb ik zelf zo besloten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Ik weet het niet, ik zie niet in wat deze activiteiten me opleveren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Omdat ik me prettig voel bij het uitvoeren van deze activiteiten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Omdat ik geloof dat het verrichten van deze activiteiten belangrijk voor me is. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Ik verricht deze activiteiten, maar ik ben er niet zeker van dat het verstandig is hiermee door te gaan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Omdat het de mensen in mijn team helpt te groeien, zichzelf te verbeteren en te ontwikkelen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Omdat deze activiteiten me helpen mijn team aan te sturen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Omdat het me helpt bij het bereiken van mijn productieafspraken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Omdat het me helpt mijn medewerkers op een eerlijke en consistente manier te behandelen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Omdat ik menselijk belang altijd de prioriteit geef boven zakelijk belang. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. Competenties voor HR verantwoordelijkheid en uitvoeren van HR-taken

Hieronder vindt u een aantal uitspraken over uw eigen HR kennis en vaardigheden om uw HR verantwoordelijkheid en taken uit te voeren. Kunt u voor de volgende stellingen aangeven in hoeverre u het ermee eens bent (van 1 t/m 5)?

- | | Mee oneens | | | Mee eens |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ik kan kalm blijven wanneer ik geconfronteerd word met moeilijkheden in het uitoefenen van mijn HR verantwoordelijkheid en taken, omdat ik kan terugvallen op mijn vaardigheden. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Wanneer ik geconfronteerd word met een probleem bij het uitoefenen van mijn HR verantwoordelijkheid en taken, dan vind ik meestal verschillende oplossingen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Wat er ook gebeurt in het uitvoeren van mijn HR verantwoordelijkheid en taken, ik kan het gewoonlijk wel aan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. De ervaringen die ik in het verleden in mijn HR verantwoordelijkheid en taken heb opgedaan, hebben me goed voorbereid op mijn HR-toekomst. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ik bereik de doelstellingen die ik aan mezelf stel in het uitoefenen van mijn HR verantwoordelijkheid en taken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

De volgende vier stellingen gaan over cursussen die u gevolgd heeft m.b.t. HR verantwoordelijkheid en taken en de ervaring die u heeft in het uitoefenen van deze verantwoordelijkheden. Kunt u voor de volgende stellingen aangeven in hoeverre u het ermee eens bent (van 1 t/m 5)?

- | | Mee oneens | | | Mee eens |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. De cursussen die ik gevolgd heb zijn belangrijk om de HR verantwoordelijkheid en taken goed te kunnen uitvoeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Het cursusaanbod was voldoende om de HR verantwoordelijkheid en taken goed te kunnen uitvoeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Mijn ervaring als manager is belangrijk om de HR verantwoordelijkheid en taken goed te kunnen uitvoeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ik heb voldoende ervaring als manager om de HR verantwoordelijkheid en taken goed te kunnen uitvoeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Ondersteuning bij uw HR verantwoordelijkheid en het uitvoeren van HR-taken

Hieronder vindt u een aantal uitspraken over de soort ondersteuning die u nodig heeft om uw HR verantwoordelijkheid en taken uit te kunnen voeren en van wie u deze ondersteuning krijgt. Vervolgens willen wij ons op de ondersteuning van de HR afdeling concentreren en u vragen een aantal stellingen hierover te beantwoorden.

Kunt u voor de volgende stellingen aangeven in hoeverre u het ermee eens bent (van 1 t/m 5)?

Als de stelling voor u niet van toepassing is, kruis dan 6 aan.

Ik heb behoefte aan

	Mee oneens			Mee eens		n.v.t
1. ondersteuning bij het uitvoeren van de HR verantwoordelijkheid en taken.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2. ondersteuning in juridische aangelegenheden.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3. ondersteuning bij het vinden en gebruiken van de HR -procedures.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4. ondersteuning bij de administratieve processen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5. een snellere dienstverlening door de HR afdeling.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6. meer en beter personeelbeleid (b.v. ziekteverzuimbeleid).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7. advies over de omgang van bepaalde specifieke personeelsproblemen (b.v. onvoldoende prestatie van individuen).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8. persoonlijke begeleiding bij het uitvoeren van de HR verantwoordelijkheid en taken.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
9. persoonlijke begeleiding bij het gebruik van de HR-instrumenten.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
10. best practices van anderen.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
11. meer en betere ontwikkelingsprogramma's. (b.v. behoud van staf, management & medewerkers development programma's).	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

Bij het uitvoeren van mijn HR verantwoordelijkheid en taken krijg ik ondersteuning van:

	Mee oneens			Mee eens		n.v.t
1. de HR afdeling/HR consultant	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
2. mijn leidinggevende	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
3. Shared Service Center (SSC-HRA)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
4. mijn secretaresse	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
5. administratieve medewerkers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
6. mijn vervanger	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
7. het managementteam /directieteam	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
8. mijn collega managers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
9. de ondernemingsraad	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
10. de arbodienst	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6

De volgende 18 stellingen gaan om de ondersteuning die u van de HR afdeling en speciaal van de HR consultants krijgt. Kunt u voor de volgende stellingen aangeven in hoeverre u het ermee eens bent (van 1 t/m 5)?

Wat is uw mening over de ondersteuning die u van de HR afdeling krijgt?

- | | Mee oneens | | | Mee een | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Als de HR afdeling belooft iets te doen binnen een bepaalde tijd dan gebeurt dit ook. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Als ik een probleem heb en hiermee naar de HR afdeling ga dan toont men oprechte interesse om het op te lossen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. De HR afdeling verleent de dienst direct zoals het moet, in één keer goed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. De HR afdeling staat erop foutloze HR gegevens te beheren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. De HR consultants (of het SSC-HRA) informeren mij precies over het tijdstip waarop bepaalde diensten geleverd zullen worden. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. De HR consultants verlenen mij hun diensten snel en adequaat. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. De HR consultants zijn altijd bereid mij te helpen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Het gedrag van de HR consultants wekt mijn vertrouwen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. De contacten met de HR afdeling geven mij een vertrouwd en veilig gevoel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. De HR managers beschikken over de kennis die nodig is om mijn vragen te beantwoorden. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. De HR consultant geeft mij individuele aandacht. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. De bereikbaarheid van de HR consultant sluit aan bij de wensen van de klanten. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. De HR afdeling heeft het beste met mij voor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. De medewerkers van de HR afdeling begrijpen de specifieke problematieken van het management. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6. Beleid en procedures voor uw HR verantwoordelijkheid en het uitvoeren van HR-taken

Hieronder vindt u een aantal uitspraken over het HR-beleid en de procedures die u ter beschikking staan bij het uitvoeren van uw HR verantwoordelijkheid en taken.

Kunt u voor de volgende stellingen aangeven in hoeverre u het ermee eens bent (van 1 t/m 5)?

Ik ervaar de volgende conflicten bij het uitvoeren van mijn HR verantwoordelijkheid en taken:

- | | Mee oneens | | | Mee eens | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ik werk met tegenstrijdig HR-beleid en -richtlijnen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ik krijg HR verantwoordelijkheid en taken toegewezen zonder de bijbehorende menskracht om het uit te voeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ik moet regels en gedragslijnen negeren om bepaalde HR verantwoordelijkheid en taken uit te voeren. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ik werk met twee of meer groepen die ieder op geheel verschillende wijze opereren, bij het uitoefenen van mijn HR verantwoordelijkheid en taken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ik voer HR verantwoordelijkheid en taken uit die acceptabel zijn voor de ene persoon maar niet worden geaccepteerd door anderen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Voor mijn HR verantwoordelijkheid en taken geldt:

- | | Mee oneens | | | Mee eens | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ik heb duidelijke, geplande doelstellingen voor mijn HR verantwoordelijkheid en taken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ik mis richtlijnen en gedragsregels om me te helpen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ik weet dat ik mijn tijd op de juiste wijze indeel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ik moet gevoel krijgen voor het uitvoeren van mijn HR verantwoordelijkheid en taken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. De uitleg van wat er moet gebeuren bij het uitoefenen van mijn HR verantwoordelijkheid en taken is duidelijk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Ik moet werken met vage aanwijzingen en opdrachten bij het uitoefenen van mijn HR verantwoordelijkheid en taken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Wat is uw mening over de HR-formulieren en -richtlijnen die u ter beschikking heeft?

- | | Mee oneens | | | Mee eens | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. De HR-formulieren die mij ter beschikking staan zijn duidelijk en begrijpelijk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. De HR-formulieren die mij ter beschikking staan zijn concreet genoeg om ze te kunnen gebruiken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Ik vind de HR-formulieren gemakkelijk te gebruiken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Ik weet hoe ik de HR-formulieren die mij ter beschikking staan, moet gebruiken. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. De richtlijnen die ik krijg helpen me mijn HR-verantwoordelijkheden uit te oefenen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

7. Algemene gegevens

Wat is uw leeftijd?

.....

Wat is uw geslacht?

man
vrouw

In welke vestiging van Bosch Security
Systems bent u werkzaam?

Breda
Eindhoven

Wat is de hoogste opleiding die u heeft voltooid?

Lagere school
Voortgezet onderwijs (MAVO, HAVO, VWO)
Middelbare Beroepsopleiding (MBO)
Hogere Beroepsopleiding (HBO)
Universiteit

Hoelang bent u werkzaam bij Bosch Security Systems?

0 tot 1 jaar 6-10 jaar
1-2 jaar langer dan 10 jaar
2-5 jaar

Op welke afdeling bent u werkzaam?

- | | | | | | |
|--------------------------|------|-------------------------------------|--------------------------|------|---------------------------|
| <input type="checkbox"/> | 7115 | PACO Controlling - used for SC only | <input type="checkbox"/> | 7773 | EXP Direct Export |
| <input type="checkbox"/> | 7260 | PACO R&D | <input type="checkbox"/> | 7777 | EXP Marketing & PM |
| <input type="checkbox"/> | 7261 | PACO R&D Engineering | <input type="checkbox"/> | 7799 | EXP Account Management |
| <input type="checkbox"/> | 7300 | PACO PM Public Address | <input type="checkbox"/> | 7824 | EXP Export Orderdesk |
| <input type="checkbox"/> | 7301 | PACO PM Congress | <input type="checkbox"/> | 7770 | NSO NL Management |
| <input type="checkbox"/> | 7341 | PACO Logistics | <input type="checkbox"/> | 7775 | NSO NL Marketing & PM |
| <input type="checkbox"/> | 7420 | PACO Controlling | <input type="checkbox"/> | 7780 | NSO NL Account Management |
| <input type="checkbox"/> | 7421 | PACO Purchasing | <input type="checkbox"/> | 7821 | NSO NL Orderdesk |
| <input type="checkbox"/> | 7422 | PACO QM | <input type="checkbox"/> | 7610 | SHR STNL/FCM - EHV |
| <input type="checkbox"/> | 7423 | PACO Management | <input type="checkbox"/> | 7611 | SHR STNL/FCM - BRD |
| <input type="checkbox"/> | 7250 | CCTV R&D | <input type="checkbox"/> | 7615 | SHR STNL/HRM |
| <input type="checkbox"/> | 7290 | CCTV PM Imaging | <input type="checkbox"/> | 7620 | SHR ST Int |
| <input type="checkbox"/> | 7291 | CCTV PM Recording | <input type="checkbox"/> | 7621 | SHR IT CI |
| <input type="checkbox"/> | 7411 | CCTV Purchasing | <input type="checkbox"/> | 7622 | SHR STNL/IT |
| <input type="checkbox"/> | 7412 | CCTV Quality | <input type="checkbox"/> | 7625 | SHR STNL/CFA |
| <input type="checkbox"/> | 7413 | CCTV Management | <input type="checkbox"/> | 7629 | SHR STNL/GM - BRD |
| <input type="checkbox"/> | 7560 | RSO Management | <input type="checkbox"/> | 7585 | ASA Handling |
| <input type="checkbox"/> | 7561 | RSO SSO CCTV | <input type="checkbox"/> | 7586 | ASA Support |
| <input type="checkbox"/> | 7562 | RSO Marcom | <input type="checkbox"/> | 7587 | ASA Repair |
| <input type="checkbox"/> | 7563 | RSO SSO COMM | <input type="checkbox"/> | 7630 | ASA Regional Management |
| <input type="checkbox"/> | 7571 | RSO CDC Management | <input type="checkbox"/> | 7265 | CRS R&D |
| <input type="checkbox"/> | 7572 | RSO Application Management | <input type="checkbox"/> | 7302 | CRS PM |
| <input type="checkbox"/> | 7573 | RSO SHR CDC VAS | | | |
| <input type="checkbox"/> | 7574 | RSO Orderdesk | | | |

Geeft u leiding aan leidinggevende medewerkers?

- Ja
Nee

Hoelang bent u werkzaam in een leidinggevende functie?

- | | | | |
|--------------|--------------------------|--------------------|--------------------------|
| 0 tot 1 jaar | <input type="checkbox"/> | 6-10 jaar | <input type="checkbox"/> |
| 1-2 jaar | <input type="checkbox"/> | langer dan 10 jaar | <input type="checkbox"/> |
| 2-5 jaar | <input type="checkbox"/> | | |

Hoeveel mensen werken onder uw directe verantwoordelijkheid (dagelijks contact, rechtstreeks verantwoordelijk)?

..... mensen (aantal invullen)

Hoeveel mensen werken onder uw indirecte verantwoordelijkheid?

..... mensen (aantal invullen)

Mocht u nog vragen en/of opmerkingen hebben, dan horen wij dat graag.

.....
.....
.....
.....
.....
.....
.....

Hartelijk bedankt voor uw deelname!

APPENDIX 5: OPERATIONALIZATION CONSTRAINING/EFFECTIVENESS FACTORS

Table 24 : Operationalization Constraining/Effectiveness Factors

Factors	Constructs	Items
Desire	Situational Motivation Scale (Guay, Vallerand & Blanchard, 2000)	15
	- Intrinsic Motivation	3
	- Identified Regulation	4
	- Amotivation (R)	3
	Value added of performing HR-activities (developed on basis of pilot case study by Bos – Nehles, 2010)	5
Capacity	Role Overload (Reilly, 1982) (R)	5
Competences	Occupational Self-Efficacy (Schyns & van Collani, 2002)	5
	Training & Experience	4
Support	Service aspects of the HR function (Parasuraman et al., 1988; Biemans, 1999)	14
	- Reliability & Responsiveness (HR behavior)	
	- Assurance & Empathy (HR services)	
Policy & Procedures	Role conflict (Rizzo, House & Lirtzman, 1970) (R)	5
	Role ambiguity (Rizzo, House & Lirtzman, 1970) (R)	6
	User friendliness of HR forms (developed on basis of pilot case study by Bos – Nehles, 2010)	5

APPENDIX 6: FACTOR ANALYSIS – INDEPENDENT VARIABLE: LEADERSHIP STYLE

Table 25: Factor Analysis Leadership Style

	Rotated Component Matrix ^a						
	Component						
	1	2	3	4	5	6	7
ID.INF Talks about his most important values and beliefs	0,25	-0,15	0,19	-0,08	0,13	0,63	0,16
ID.INF Specifies the importance of having a strong sense of purpose	0,77	-0,17	-0,06	-0,07	0,07	0,13	0,22
ID.INF Considers the moral and ethical consequences of decisions	0,14	-0,04	0,01	0,04	0,88	-0,01	0,03
ID.INF Emphasizes the importance of having a collective sense of mission	0,61	-0,18	0,27	0,00	0,07	0,16	0,38
INSP.MOT. optimistically about the future	0,62	-0,11	-0,06	0,03	-0,03	0,47	0,00
INSP.MOT. Talks enthusiastically about what needs to be accomplished	0,73	-0,13	-0,07	-0,13	0,11	0,28	-0,04
INSP.MOT. Articulates a compelling vision of the future	0,78	-0,25	0,08	0,04	0,07	0,13	0,10
INSP.MOT. Expresses confidence that goals will be achieved	0,79	-0,11	-0,08	0,07	-0,03	0,20	-0,08
INT.ST. Re-examines critical assumptions to question whether they are appropriate	0,58	-0,32	0,26	0,08	0,28	-0,09	0,05
INT.ST. Seeks differing perspectives when solving problems	0,57	-0,16	-0,25	0,15	0,25	0,29	-0,12
INT.ST. Gets others to look at problems from many different angles	0,81	-0,15	0,02	0,09	0,02	-0,08	-0,20
INT.ST. Suggests new ways of looking at how to complete assignments	0,76	-0,06	0,23	0,10	0,08	-0,24	0,02
IND.CON.S. Spends time teaching and coaching	0,69	-0,28	0,07	0,09	0,25	-0,08	0,16
IND.CON.S. Treats others as individuals rather than just as a member of the group	0,26	-0,03	-0,18	0,31	0,55	0,27	-0,15
IND.CON.S. Considers each individual as having different needs, abilities and aspirations from others	0,65	-0,22	-0,26	0,30	0,10	-0,04	-0,06
IND.CON.S. Helps others to develop their strengths	0,83	-0,22	0,12	0,05	-0,02	-0,10	-0,07
C.REW. Provides others with assistance in exchange for their efforts	0,69	-0,28	0,12	0,07	0,25	-0,04	0,00
C.REW. Discusses in specific terms who is responsible for achieving performance targets	0,54	-0,11	0,18	-0,09	0,30	0,14	0,27
C.REW. Makes clear what one can expect to receive when performance goals are achieved	0,53	-0,18	0,21	0,27	0,05	0,00	0,15
C.REW. Expresses satisfaction when others meet expectations	0,72	-0,19	-0,04	0,17	0,11	0,10	-0,04
M.E.A. Focuses attention on irregularities, mistakes, exceptions, and deviations from the standards	-0,05	0,04	0,60	0,26	0,09	0,36	-0,17
M.E.A. Concentrates his full attention on dealing with mistakes, complaints and failures	0,13	-0,15	-0,01	0,75	0,06	0,08	0,26
M.E.A. Keeps track of all mistakes	0,13	-0,01	0,29	0,73	0,09	-0,12	-0,04
M.E.A. Directs his attention toward failures to meet standards	0,15	0,06	0,83	0,08	-0,10	-0,01	-0,08
M.E.P. Fail to interferes until problems become serious	-0,22	0,55	0,18	0,18	-0,13	0,37	0,08
M.E.P. Waits for things to go wrong before taking action	-0,34	0,73	0,02	-0,20	-0,03	-0,07	0,02
M.E.P. Shows a firm belief in "If it ain't broke, don't fix it."	0,00	0,74	0,08	0,06	0,15	-0,20	0,14
M.E.P. Demonstrates that problems must become chronic before he takes action	-0,25	0,82	0,00	-0,16	0,07	-0,06	-0,01
L.F. Avoids getting involved when important issues arise	-0,26	0,70	-0,03	0,00	-0,29	0,03	0,14
L.F. Is absent when needed	-0,32	0,48	0,05	-0,11	-0,07	0,31	-0,26
L.F. Avoids making decisions	-0,06	0,14	-0,23	0,19	-0,06	0,06	0,78
L.F. Delays responding to urgent questions	-0,26	0,54	-0,08	-0,03	-0,10	-0,09	-0,18

APPENDIX 7: FACTOR ANALYSIS – MODERATING VARIABLE: CONSTRAINING/EFFECTIVENESS FACTORS

Table 26: Factor Analysis Constraining/Effectiveness Factor Desire

	Rotated Component Matrix ^a				
	Component				
	1	2	3	4	5
Intrinsic Mot. Because I think that this activity is interesting	-,009	,849	-,032	,180	-,068
Intrinsic Mot. Because this activity is fun	,129	,852	,107	-,247	-,049
Intrinsic Mot. Because I feel good when doing this activity	,145	,735	-,135	,194	,158
Ident. Reg. Because I am doing it for my own good	-,103	-,093	,907	-,090	,013
Ident. Reg. Because I believe that this activity is good for me	-,060	,104	-,026	,846	-,028
Ident. Reg. By personal decision	,007	,405	,350	,348	-,047
Ident. Reg. Because I believe that this activity is important for me	,016	,155	,448	,491	,008
Amotivation ^R I do this activity but I am not sure if it's worth it	,391	,177	-,296	-,376	,471
Amotivation ^R I don't know, I don't see what this activity brings me	,695	,074	,113	-,135	,366
Amotivation ^R I do this activity, but I am not sure it is a good thing to pursue it	,122	,011	,141	-,024	,853
Value Added Because it helps the people in my team to grow, improve and develop themselves	,862	,057	,004	-,173	,152
Value Added Because it helps me to supervise my team	,855	,162	,107	-,002	,053
Value Added Because it helps me to reach my production goals	,380	,008	,644	,156	,122
Value Added Because it helps me to treat employees in a fair and consistent way	,875	-,039	-,079	,178	-,277
Value Added Because I always give human interest priority to business interest	,433	,252	,077	-,371	-,489

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

APPENDIX 8: ITEMS FOR ANALYSIS - INDEPENDENT VARIABLE: LEADERSHIP STYLE

Table 27: Items for Analysis – Leadership Style

Idealized Influence	Talks about his most important values and beliefs Specifies the importance of having a strong sense of purpose Considers the moral and ethical consequences of decisions Emphasizes the importance of having a collective sense of mission
Inspirational Motivation	Talks optimistically about the future Talks enthusiastically about what needs to be accomplished Articulates a compelling vision of the future Expresses confidence that goals will be achieved
Intellectual Stimulation	Re-examines critical assumptions to question whether they are appropriate Seeks differing perspectives when solving problems Gets others to look at problems from many different angles Suggests new ways of looking at how to complete assignments
Individualized Consideration	Spends time teaching and coaching Treats others as individuals rather than just as a member of the group Considers each individual as having different needs, abilities and aspirations from others Helps others to develop their strengths
Contingent Reward	Provides others with assistance in exchange for their efforts Discusses in specific terms who is responsible for achieving performance targets Makes clear what one can expect to receive when performance goals are achieved Expresses satisfaction when others meet expectations
Management-by-exception-active	Focuses attention on irregularities, mistakes, exceptions, and deviations from the standards Concentrates his full attention on dealing with mistakes, complaints and failures Keeps track of all mistakes Directs his attention toward failures to meet standards
Management-by-exception-passive	Fail to interferes until problems become serious Waits for things to go wrong before taking action Shows a firm belief in "If it ain't broke, don't fix it." Demonstrates that problems must become chronic before he takes action
Laissez Faire	Avoids getting involved when important issues arise Is absent when needed Avoids making decisions Delays responding to urgent questions

APPENDIX 9: ITEMS FOR ANALYSIS - MODERATING VARIABLE: CONSTRAINING/EFFECTIVENESS FACTORS

Table 28: Items for Analysis – Constraining/Effectiveness Factors

Capacity		I can't ever seem to get caught up with performing my HR responsibilities	√
		Sometimes I feel as if there are not enough hours in the day	√
		Many times I have to cancel my commitments to my HR responsibilities	√
		I find myself having to prepare priority lists to get all the HR responsibilities done that I have to do	x
		I feel I have to perform HR responsibilities hastily and maybe less carefully in order to get everything done	√
Desire	Intrinsic Motivation	Because I think that this activity is interesting	√
		Because this activity is fun	√
		Because I feel good when doing this activity	√
	Identified regulation	Because I am doing it for my own good	x
		Because I believe that this activity is good for me	x
		By personal decision	x
	Amotivation ^R	Because I believe that this activity is important for me	x
		I do this activity but I am not sure if its worth it	√
		I don't know, I don't see what this activity brings me	√
	Value Added	I do this activity, but I am not sure it is a good thing to pursue it	√
		Because it helps the people in my team to grow, improve and develop themselves	√
		Because it helps me to supervise my team	√
		Because it helps me to reach my production goals	√
Because it helps me to treat employees in a fair and consistent way		√	
		Because I always give human interest priority to business interest	√
Competences	Occupational Self-Efficacy	I can remain calm when facing difficulties in performing my HR responsibilities because I can rely on my abilities	√
		When I am confronted with a problem in performing my HR responsibilities I can usually find several solutions	√
		Whatever comes my way in performing my HR responsibilities I can usually handle it	√
		My past experiences in my job have prepared me well for performing my HR responsibilities	√
		I meet the goals I set for myself in performing my HR responsibilities	√
		My experience as a manager is important to properly execute my HR tasks and responsibilities	√
		I have sufficient experience as a manager to properly execute the HR responsibilities and tasks	√
	Training	The courses I followed were relevant for performing my HR responsibilities	√
		The course offerings were sufficient for performing my HR responsibilities	√
Support	HR Services	When the HR-department promises to do something in a certain time frame, then it does happen	√
		When I have problems, the HR-department is sympathetic and reassuring	√

		The HR-department provides the service directly as it should, right from the first time	✓
		The HR-department keeps their records accurately	✓
		The employees working in the HR-department tell me exactly when services will be performed	✓
		The HR managers are expected to deliver prompt services	✓
	HR Behavior	The HR managers are always willing to help	✓
		I trust the HR managers	✓
		I feel safe in my transactions with the HR-department	✓
		The HR managers have the necessary knowledge to answer my questions	✓
		The HR-department gives me individual attention	✓
		The availability of the HR-department is convenient to their clients	✓
		The HR-department has my best interest at heart	✓
		The HR-department understands the specific needs of the (line) management	✓
Policy & Procedures	Role Conflict ^R	I work under incompatible HR policies and HR guidelines	✓
		I receive an HR assignment without the manpower to complete it	✓
		I have to buck a rule or policy in order to carry out my HR responsibilities	✓
		I work with two or more groups who operate quite differently in performing HR responsibilities	✓
		I perform HR tasks that are accepted by one person but not by others	✓
	Role Ambiguity	I have concrete, planned goals for my HR responsibilities	✓
		I lack HR policies and guidelines to help me ^R	✓
		I know that I have divided my time in performing my HR responsibilities properly	✓
		I have to feel my way in performing my HR responsibilities ^R	✓
		Explanation is clear of what has to be done in performing my HR responsibilities	✓
		I have to work under vague directions and orders in performing my HR responsibilities ^R	✓
	User friendliness of HR forms	The HR instruments that I am provided with are clear and understandable	✓
		The HR instruments I am provided with are concrete enough to use them	✓
		I find HR instruments easy to use	✓
		I know how to use the HR instruments I am provided with	✓
		The guidelines I get help me to perform my HR responsibilities	✓

APPENDIX 10: T-TEST FOR EQUALITY OF MEANS LEADERSHIP STYLE

Table 29: T-test for Equality of Means – Independent Variable: Leadership Style

	t-test for Equality of Means				Std. Error Diff.
	t	df	Sig. (2- tailed)	Mean Diff.	
ID.INF. Talks about his most important values and beliefs	-1,57	166	0,12	-0,24	0,15
ID.INF. Specifies the importance of having a strong sense of purpose	-2,19	164	0,03*	-0,34	0,15
ID.INF. Considers the moral and ethical consequences of decisions	1,66	153	0,10*	0,25	0,15
ID.INF. Emphasizes the importance of having a collective sense of mission	-1,46	164	0,15	-0,23	0,16
INSP.MOT. Talks optimistically about the future	-2,23	165	0,03*	-0,30	0,13
INSP.MOT. Talks enthusiastically about what needs to be accomplished	-4,13	166	0,00**	-0,55	0,13
INSP.MOT. Articulates a compelling vision of the future	-2,34	165	0,02*	-0,38	0,16
INSP.MOT. Expresses confidence that goals will be achieved	-2,02	164	0,05*	-0,27	0,13
INT.ST. Re-examines critical assumptions to question whether they are appropriate	-0,63	166	0,53	-0,08	0,13
INT.ST. Seeks differing perspectives when solving problems	-0,37	166	0,71	-0,04	0,12
INT.ST. Gets others to look at problems from many different angles	-1,94	162	0,05*	-0,24	0,12
INT.ST. Suggests new ways of looking at how to complete assignments	-1,11	162	0,27	-0,16	0,15
IND.CON.S. Spends time teaching and coaching	-1,01	163	0,31	-0,16	0,16
IND.CON.S. Treats others as individuals rather than just as a member of the group	-0,87	164	0,39	-0,15	0,17
IND.CON.S. Considers each individual as having different needs, abilities and aspirations from others	-0,75	164	0,45	-0,11	0,14
IND.CON.S. Helps others to develop their strengths	-1,18	163	0,24	-0,18	0,16
C.REW. Provides others with assistance in exchange for their efforts	-0,30	166	0,77	-0,04	0,14
C.REW. Discusses in specific terms who is responsible for achieving performance targets	-1,09	167	0,28	-0,14	0,13
C.REW. Makes clear what one can expect to receive when performance goals are achieved	-1,77	163	0,08*	-0,25	0,14
C.REW. Expresses satisfaction when others meet expectations	-2,27	164	0,02*	-0,35	0,15
M.E.P. Fail to interfere until problems become serious	-0,70	162	0,49	-0,12	0,17
M.E.P. Waits for things to go wrong before taking action	0,48	164	0,63	0,07	0,14
M.E.P. Shows a firm belief in "If it ain't broke, don't fix it."	1,01	162	0,32	0,15	0,15
M.E.P. Demonstrates that problems must become chronic before he takes action	0,09	166	0,93	0,01	0,15
L.F. Avoids getting involved when important issues arise	0,67	166	0,50	0,10	0,15
L.F. Is absent when needed	0,80	166	0,43	0,12	0,15
L.F. Avoids making decisions	1,07	161	0,29	0,16	0,15
L.F. Delays responding to urgent questions	0,29	165	0,77	0,04	0,14

APPENDIX 11: T-TEST FOR EQUALITY OF MEANS EFFECTIVE HRM IMPLEMENTATION

Table 30: T-test for Equality of Means – Dependent Variable: Effective HRM Implementation

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.
A Timekeeping/approving	-0,48	122	0,63	-0,08	0,16
A Absenteeism	0,57	109	0,57	0,09	0,15
A Archiving of employee data	0,77	112	0,44	0,13	0,17
A Translating organizational policies to your team	-1,47	156	0,14	-0,25	0,17
A Safety	0	121	1	0	0,16
A Managing and analyzing employee data	-0,52	100	0,61	-0,10	0,19
A Quality of work	-0,33	153	0,74	-0,05	0,17
B Introduction of new employees	-0,73	145	0,47	-0,14	0,19
B Job classification	-1,73	154	0,09*	-0,27	0,16
B Job description	-2,03	155	0,04*	-0,34	0,17
B Competency determination	-1,87	142	0,06*	-0,35	0,18
B Personnel changes	-1,31	134	0,19	-0,25	0,19
B Operational personnel planning	-0,79	149	0,43	-0,14	0,17
C Recruiting potential employees	0,03	117	0,98	0,00	0,18
C Selecting	-0,54	103	0,59	-0,09	0,17
D Evaluating existing training & education and provision of training needs	0,22	138	0,82	0,04	0,20
D Training and instructing you and your colleagues	-0,25	136	0,80	-0,05	0,20
D Career guidance	-0,34	149	0,73	-0,07	0,20
D Work meetings with you and your colleagues	-1,50	152	0,13	-0,26	0,17
D Conducting appraisals	-1,72	147	0,09*	-0,30	0,17
D Conducting interviews	-1,98	145	0,05*	-0,39	0,20
D Monitoring of the agreements made in appraisals and interviews	-0,77	146	0,44	-0,14	0,18
E Determining salaries	-1,11	137	0,26	-0,23	0,20
E Increase or decrease in salaries	-0,80	129	0,42	-0,17	0,21
E Discussing salaries	-1,66	136	0,1*	-0,35	0,21
F Resolving conflicts between members of your team	0,57	117	0,57	0,11	0,19
F Advising you and your colleagues	-0,81	151	0,42	-0,13	0,16
F Maintaining harmonious group relationships within your team	-0,52	151	0,61	-0,09	0,18
F Absenteeism counseling	0,53	77	0,60	0,11	0,22
F Social support	-1,85	147	0,07*	-0,36	0,19

*p ≤ 0.05 ** p ≤ 0.01

APPENDIX 12: T-TEST FOR EQUALITY OF MEANS CONSTRAINING/EFFECTIVENESS FACTORS

Table 31: T-test for Equality of Means – Moderating Variable: Constraining/Effectiveness Factors

	t	df	t-test for Equality of Means		
			Sig. (2-tailed)	Mean Diff.	Std. Error Diff.
Capacity	,49	44	,63	,10	,22
Desire – Intrinsic Motivation	1,13	44	,26	,27	,24
Desire – Amotivation	-1,90	44	,06*	-,25	,13
Desire – Value Added	,12	44	,90	,02	,17
Competences – Occupational Self-efficacy	-,78	44	,44	-,11	,14
Competences – Training & Experience	,21	44	,84	,04	,23
HR Support Services	2,31	44	,03*	,47	,20
HR Support Behavior	1,18	44	,24	,23	,20
Policy & Procedures – Role Conflict	-,22	44	,83	-,04	,20
Policy & Procedures – Role Ambiguity	-1,54	44	,13	-,23	,15
Policy & Procedures – User Friendliness of HR Forms	,28	44	,79	,04	,18

* $p \leq 0.05$ ** $p \leq 0.01$

APPENDIX 13: MULTIPLE REGRESSION ANALYSIS – MODERATING VARIABLE: CONSTRAINING/
EFFECTIVENESS FACTORS

Tables 32 to 34 : Multiple Regression Analysis Moderator Capacity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,854 ^a	,730	,708	,37989

a. Predictors: (Constant), Interaction Active leadership x Capacity, Standardized Active leadership, Standardized Capacity

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,804	3	4,935	34,194	,000 ^a
	Residual	5,484	38	,144		
	Total	20,288	41			

a. Predictors: (Constant), Interaction Active leadership x Capacity, Standardized Active leadership, Standardized Capacity

b. Dependent Variable: Effective HRM Implementation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,763	,065		58,203	,000
	Standardized Active Leadership	,632	,065	,899	9,723	,000
	Standardized Capacity	-,114	,072	-,163	-1,597	,118
	Interaction Active leadership x Capacity	-,039	,072	-,051	-,536	,595

a. Dependent Variable: Effective HRM Implementation

Tables 35 to 37 : Multiple Regression Analysis Moderator Desire

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,846 ^a	,716	,694	,38906

a. Predictors: (Constant), Interaction Active Leadership x Desire, Standardized Active Leadership, Standardized Desire

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,536	3	4,845	32,011	,000 ^a
	Residual	5,752	38	,151		
	Total	20,288	41			

a. Predictors: (Constant), Interaction Active Leadership x Desire, Standardized Active Leadership, Standardized Desire

b. Dependent Variable: Effective HRM Implementation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3,754	,060		62,182	,000
	Standardized Active Leadership	,593	,064	,843	9,314	,000
	Standardized Desire	,051	,062	,075	,822	,416
	Interaction Active Leadership x Desire	,017	,052	,032	,334	,740

a. Dependent Variable: EffHRMimpl

Tables 38 to 40 : Multiple Regression Analysis Moderator Competences

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,862 ^a	,743	,722	,37057

a. Predictors: (Constant), Interaction Active Leadership x Competences, Standardized Active Leadership, Standardized Competences

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15,069	3	5,023	36,578	,000 ^a
	Residual	5,218	38	,137		
	Total	20,288	41			

a. Predictors: (Constant), Interaction Active Leadership x Competences, Standardized Active Leadership, Standardized Competences

b. Dependent Variable: Effective HRM implementation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,751	,057		65,519	,000
	Standardized Active Leadership	,597	,058	,849	10,308	,000
	Standardized Competences	,051	,061	,070	,844	,404
	Interaction Active Leadership x Competences	-,158	,087	-,151	-1,816	,077

a. Dependent Variable: Effective HRM implementation

Tables 41 to 43 : Multiple Regression Analysis Moderator Support

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,847 ^a	,718	,696	,38788

a. Predictors: (Constant), Interaction Active Leadership x Support, Standardized Active Leadership, Standardized Support

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,571	3	4,857	32,283	,000 ^a
	Residual	5,717	38	,150		
	Total	20,288	41			

a. Predictors: (Constant), Interaction Active Leadership x Support, Standardized Active Leadership, Standardized Support

b. Dependent Variable: Effective HRM implementation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,767	,061		61,428	,000
	Standardized Active Leadership	,595	,063	,846	9,418	,000
	Standardized Support	-,046	,073	-,067	-,623	,537
	Interaction Active Leadership x Support	,051	,053	,100	,953	,347

a. Dependent Variable: Effective HRM implementation

Tables 44 to 46: Multiple Regression Analysis Moderator Policy & Procedures

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,848 ^a	,720	,697	,38689

a. Predictors: (Constant), Interaction Active Leadership x Policy & Procedures, Standardized Policy & Procedures, Standardized Active Leadership

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14,600	3	4,867	32,512	,000 ^a
	Residual	5,688	38	,150		
	Total	20,288	41			

a. Predictors: (Constant), Interaction Active Leadership x Policy & Procedures, Standardized Policy & Procedures, Standardized Active Leadership

b. Dependent Variable: Effective HRM implementation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,753	,060		62,707	,000
	Standardized Active Leadership	,613	,064	,871	9,552	,000
	Standardized Policy & Procedures	-,054	,065	-,073	-,839	,407
	Interaction Active Leadership x Policy & Procedures	,054	,069	,072	,784	,438

a. Dependent Variable: Effective HRM implementation

APPENDIX 14: OVERVIEW SCORE PER MANAGER

Tables 47: Overview scores per manager for leadership and effective HRM implementation

Department	Manager		N	Min.	Max.	Mean	Std. Dev.
PACo R&D	Manager 3	Active Leadership	7	2,25	3,83	<u>3,16</u>	,57
		Passive Leadership	7	1,38	2,75	<u>2,29</u>	,47
		Eff. HRM impl.	6	2,22	4,67	<u>3,69</u>	,84
	Manager 6	Active Leadership	2	2,55	3,25	<u>2,90</u>	,49
		Passive Leadership	2	2,75	2,75	<u>2,75</u>	,00
		Eff. HRM impl.	2	2,82	3,44	<u>3,13</u>	,44
	Manager 8	Active Leadership	6	2,00	4,45	<u>3,42</u>	,83
		Passive Leadership	6	1,13	2,00	<u>1,77</u>	,35
		Eff. HRM impl.	6	3,09	5,00	<u>4,11</u>	,66
	Manager 15	Active Leadership	6	1,67	3,70	<u>2,62</u>	,65
		Passive Leadership	6	2,75	4,63	<u>3,77</u>	,68
		Eff. HRM impl.	6	1,56	3,33	<u>2,45</u>	,69
	Manager 25	Active Leadership	3	2,00	3,25	<u>2,77</u>	,67
		Passive Leadership	3	2,00	4,00	<u>3,00</u>	1,00
		Eff. HRM impl.	3	2,25	3,87	<u>3,12</u>	,81
	Manager 26	Active Leadership	2	3,45	4,05	<u>3,75</u>	,42
		Passive Leadership	2	2,43	2,63	<u>2,53</u>	,14
		Eff. HRM impl.	2	3,74	4,92	<u>4,33</u>	,84
	Manager 28	Active Leadership	4	3,10	4,65	<u>3,92</u>	,70
		Passive Leadership	4	1,50	2,50	<u>2,01</u>	,46
		Eff. HRM impl.	4	4,30	4,78	<u>4,47</u>	,22
Manager 31	Active Leadership	1	4,00	4,00	<u>4,00</u>	.	
	Passive Leadership	1	2,00	2,00	<u>2,00</u>	.	
	Eff. HRM impl.	1	4,00	4,00	<u>4,00</u>	.	
PACo other	Manager 6	Active Leadership	1	3,25	3,25	<u>3,25</u>	.
		Passive Leadership	1	2,29	2,29	<u>2,29</u>	.
		Eff. HRM impl.	1	3,46	3,46	<u>3,46</u>	.
	Manager 12	Active Leadership	4	2,45	3,50	<u>3,00</u>	,55
		Passive Leadership	4	1,50	2,88	<u>2,25</u>	,62
		Eff. HRM impl.	4	2,75	3,08	<u>2,91</u>	,14
	Manager 15	Active Leadership	1	3,65	3,65	<u>3,65</u>	.
		Passive Leadership	1	3,50	3,50	<u>3,50</u>	.
		Eff. HRM impl.	1	3,55	3,55	<u>3,55</u>	.
	Manager 25	Active Leadership	1	2,40	2,40	<u>2,40</u>	.
		Passive Leadership	1	3,13	3,13	<u>3,13</u>	.
		Eff. HRM impl.	1	3,17	3,17	<u>3,17</u>	.
	Manager 28	Active Leadership	1	3,00	3,00	<u>3,00</u>	.
		Passive Leadership	1	2,75	2,75	<u>2,75</u>	.
		Eff. HRM impl.	1	3,00	3,00	<u>3,00</u>	.
	Manager 29	Active Leadership	3	2,45	3,85	<u>3,32</u>	,76
		Passive Leadership	3	1,75	2,63	<u>2,33</u>	,51
		Eff. HRM impl.	3	2,73	3,95	<u>3,51</u>	,67
	Manager 35	Active Leadership	4	2,43	3,40	<u>2,70</u>	,47
		Passive Leadership	4	2,63	3,63	<u>3,28</u>	,45
		Eff. HRM impl.	4	1,83	3,73	<u>2,50</u>	,84
VS R&D	Manager 9	Active Leadership	17	1,70	3,95	<u>3,14</u>	,60
		Passive Leadership	17	1,38	4,25	<u>2,70</u>	,81
		Eff. HRM impl.	17	1,50	4,57	<u>3,47</u>	,86
	Manager 22	Active Leadership	11	2,10	4,39	<u>3,11</u>	,79
		Passive Leadership	11	1,75	3,50	<u>2,64</u>	,50
		Eff. HRM impl.	11	2,25	4,83	<u>3,23</u>	,84
Manager 27	Active Leadership	6	2,70	3,95	<u>3,44</u>	,47	
	Passive Leadership	6	2,00	3,63	<u>2,44</u>	,60	

		Eff. HRM impl.	6	2,48	4,38	<u>3,51</u>	,66
	Manager 33	Active Leadership	3	2,50	2,95	<u>2,75</u>	,23
		Passive Leadership	3	2,63	3,13	<u>2,88</u>	,25
		Eff. HRM impl.	3	2,18	2,60	<u>2,34</u>	,23
VS other	Manager 11	Active Leadership	3	3,75	4,00	<u>3,87</u>	,13
		Passive Leadership	3	1,63	2,38	<u>2,04</u>	,38
		Eff. HRM impl.	3	3,77	4,23	<u>4,01</u>	,23
	Manager 16	Active Leadership	3	3,90	4,55	<u>4,13</u>	,36
		Passive Leadership	3	1,75	2,50	<u>2,13</u>	,38
		Eff. HRM impl.	3	3,80	4,88	<u>4,23</u>	,58
	Manager 32	Active Leadership	3	4,00	4,10	<u>4,07</u>	,06
		Passive Leadership	3	1,63	2,13	<u>1,88</u>	,25
		Eff. HRM impl.	3	4,67	4,81	<u>4,75</u>	,08
	Manager 34	Active Leadership	3	3,25	4,55	<u>4,05</u>	,70
		Passive Leadership	3	1,50	3,00	<u>2,29</u>	,75
		Eff. HRM impl.	3	3,14	5,00	<u>4,11</u>	,93
	Manager 41	Active Leadership	1	4,00	4,00	<u>4,00</u>	.
		Passive Leadership	1	1,00	1,00	<u>1,00</u>	.
		Eff. HRM impl.	1	5,00	5,00	<u>5,00</u>	.
	Manager 42	Active Leadership	2	2,80	3,90	<u>3,35</u>	,78
		Passive Leadership	2	2,63	2,88	<u>2,75</u>	0,18
		Eff. HRM impl.	2	2,72	3,59	<u>3,16</u>	0,62
RSO VS	Manager 1	Active Leadership	1	3,50	3,50	<u>3,50</u>	.
		Passive Leadership	1	2,75	2,75	<u>2,75</u>	.
		Eff. HRM impl.	1	3,00	3,00	<u>3,00</u>	.
	Manager 7	Active Leadership	3	3,35	3,90	<u>3,68</u>	0,29
		Passive Leadership	3	2,00	2,50	<u>2,29</u>	0,26
		Eff. HRM impl.	3	3,39	4,23	<u>3,89</u>	0,44
	Manager 18	Active Leadership	1	3,90	3,90	<u>3,90</u>	.
		Passive Leadership	1	2,63	2,63	<u>2,63</u>	.
		Eff. HRM impl.	1	3,93	3,93	<u>3,93</u>	.
	Manager 20	Active Leadership	3	3,85	4,30	<u>4,07</u>	0,23
		Passive Leadership	3	2,13	2,50	<u>2,26</u>	0,21
		Eff. HRM impl.	3	4,86	5,00	<u>4,91</u>	0,08
RSO PACo	Manager 19	Active Leadership	3	2,68	3,30	<u>2,99</u>	0,31
		Passive Leadership	3	2,00	2,63	<u>2,33</u>	0,31
		Eff. HRM impl.	3	2,50	3,42	<u>2,95</u>	0,46
	Manager 37	Active Leadership	1	3,15	3,15	<u>3,15</u>	.
		Passive Leadership	1	2,13	2,13	<u>2,13</u>	.
		Eff. HRM impl.	1	2,50	2,50	<u>2,50</u>	.
RSO logistics & orderdesk	Manager 17	Active Leadership	2	3,40	3,80	<u>3,60</u>	0,28
		Passive Leadership	2	1,88	2,50	<u>2,19</u>	0,44
		Eff. HRM impl.	2	3,47	4,14	<u>3,80</u>	0,47
	Manager 23	Active Leadership	4	3,80	4,65	<u>4,16</u>	0,39
		Passive Leadership	4	1,25	2,71	<u>1,87</u>	0,62
		Eff. HRM impl.	3	4,13	5,00	<u>4,51</u>	0,44
	Manager 36	Active Leadership	5	3,00	3,90	<u>3,40</u>	0,33
		Passive Leadership	5	1,75	3,13	<u>2,51</u>	0,53
		Eff. HRM impl.	5	2,89	3,87	<u>3,49</u>	0,39
	Manager 39	Active Leadership	2	4,10	4,15	<u>4,13</u>	0,04
		Passive Leadership	2	2,00	2,71	<u>2,36</u>	0,51
		Eff. HRM impl.	2	4,63	5,00	<u>4,81</u>	0,27
NSO & Export	Manager 2	Active Leadership	3	3,95	4,15	<u>4,05</u>	0,10
		Passive Leadership	3	1,75	1,88	<u>1,83</u>	0,07
		Eff. HRM impl.	3	3,25	4,32	<u>3,86</u>	0,55

	Manager 5	Active Leadership	2	3,60	4,20	<u>3,90</u>	0,42
		Passive Leadership	2	2,50	3,13	<u>2,81</u>	0,44
		Eff. HRM impl.	2	3,63	4,70	<u>4,16</u>	0,76
	Manager 10	Active Leadership	3	3,60	3,65	<u>3,63</u>	0,03
		Passive Leadership	3	1,63	2,63	<u>2,04</u>	0,52
		Eff. HRM impl.	3	3,83	4,67	<u>4,24</u>	0,42
	Manager 17	Active Leadership	3	3,40	3,95	<u>3,58</u>	0,32
		Passive Leadership	3	2,13	3,00	<u>2,63</u>	0,45
		Eff. HRM impl.	3	3,24	4,24	<u>3,80</u>	0,51
	Manager 21	Active Leadership	3	4,25	4,70	<u>4,53</u>	0,25
		Passive Leadership	3	1,38	3,13	<u>2,00</u>	0,98
		Eff. HRM impl.	3	4,56	4,88	<u>4,71</u>	0,16
	Manager 23	Active Leadership	2	2,65	4,15	<u>3,40</u>	1,06
		Passive Leadership	2	1,13	3,00	<u>2,06</u>	1,33
		Eff. HRM impl.	2	2,04	3,72	<u>2,88</u>	1,19
	Manager 24	Active Leadership	4	2,30	3,85	<u>3,40</u>	0,74
		Passive Leadership	4	1,50	3,13	<u>2,09</u>	0,72
		Eff. HRM impl.	4	2,83	4,66	<u>3,94</u>	0,78
	Manager 38	Active Leadership	2	3,15	3,65	<u>3,40</u>	0,35
		Passive Leadership	2	2,43	2,63	<u>2,53</u>	0,14
		Eff. HRM impl.	2	2,96	3,83	<u>3,40</u>	0,62
Staff Eindhoven	Manager 4	Active Leadership	2	3,89	4,75	<u>4,32</u>	0,60
		Passive Leadership	2	1,14	2,38	<u>1,76</u>	0,87
		Eff. HRM impl.	2	4,26	5,00	<u>4,63</u>	0,52
	Manager 13	Active Leadership	2	3,60	3,95	<u>3,78</u>	0,25
		Passive Leadership	2	2,00	2,00	<u>2,00</u>	0,00
		Eff. HRM impl.	2	4,20	4,50	<u>4,35</u>	0,21
	Manager 14	Active Leadership	5	3,16	4,00	<u>3,51</u>	0,36
		Passive Leadership	5	1,88	2,50	<u>2,20</u>	0,29
		Eff. HRM impl.	5	3,00	4,33	<u>3,70</u>	0,47
Staff Breda	Manager 1	Active Leadership	3	2,85	3,60	<u>3,28</u>	0,39
		Passive Leadership	3	2,50	2,88	<u>2,75</u>	0,22
		Eff. HRM impl.	3	1,57	2,68	<u>2,24</u>	0,59
	Manager 30	Active Leadership	2	3,20	3,65	<u>3,43</u>	0,32
		Passive Leadership	2	2,25	3,38	<u>2,81</u>	0,80
		Eff. HRM impl.	2	4,13	4,60	<u>4,37</u>	0,33
	Manager 40	Active Leadership	9	3,25	4,12	<u>3,58</u>	0,26
		Passive Leadership	9	1,63	2,63	<u>2,08</u>	0,39
		Eff. HRM impl.	9	2,83	4,14	<u>3,78</u>	0,39