

# **Explaining the gap between actual and perceived performance management: the impact of the Big Five personality traits on co-implementation of employees**

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## **ABSTRACT**

This study draws on performance management practices and the Big Five personality traits. The primary objective is to investigate whether there exists a gap between actual and perceived HR practices, which personality traits of the Big Five are of influence on co-implementation and if the relationship between the personality traits of the Big Five and actual and perceived HR is mediated by the variable co-implementation. Therefore, the personality traits extraversion, agreeableness, conscientiousness, emotional stability and openness and co-implementation were the focus of this study. The sample includes nine line managers and 21 employees of Thales Huizen. Semi structured interviews were used to measure the variables actual HR, perceived HR and co-implementation. To identify the personality traits that are of influence on co-implementation, all employees were given a 20-item questionnaire. Qualitative data of the interviews was analyzed using Atlas.Ti, quantitative data of the questionnaires was analyzed using an Independent samples t-test to compare the means of employees that co-implement to a high degree and employees that co-implement to a low degree related to all five personality traits. The results of this study suggest that there is a positive relationship between co-implementation and the gap between actual and perceived HR. In addition, a positive relationship was found between the level of extraversion and co-implementation. In this particular study, no significant relationship was found between the other four personality traits and co-implementation.

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## **Keywords**

Employee co-implementation, Big Five, Actual and perceived HR practices, Performance Management, personality

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# 1. INTRODUCTION

Employees are generally considered ‘the organization’s most valuable assets’ (Delery & Doty, 1996). You can create higher productivity levels, improve service quality towards customers, expand sales and make more profits when you manage your workers according to human resource management (HRM) principles (Delery & Doty, 1996). HRM is a function in organizations designed to maximize employee performance in service of their employer’s strategic objectives (Johnson, 2009). Overall it is concluded in both theory and practice that employees matter and that the management of employees – HRM – is a potential source for achieving organizational goals (Boxall & Purcell, 2003). Therefore it can be said that the primary goal of HRM in an organization is to increase overall firm performance. Organizations attempt to reach this goal through an High Performance Work System (HPWS), which is a bundle or cluster of HR practices that increase organizational performance; for example, in terms of labor productivity, service quality and flexibility (Kepes & Delery, 2007). Another definition of a HPWS comes from Boselie (2010) who describes it as a bundle of specific HR practices that create employee abilities in terms of knowledge and skills, employee motivation through a sophisticated incentive structure, and employee opportunity to participate in decision making. The HR practices as mentioned in both definitions are called High Performance Work Practices (HPWP). The five key HPWP’s are; selective recruitment and selection, performance management, compensation, training and development and employee participation. This study focuses on the practice of performance management (PM), which is about goal setting and monitoring employees’ performance. It is a strategic way to improve overall performance and create business awareness among employees throughout the organization (Boselie, 2010).

In order to enhance the impact of HR practices, like PM, on employee outcomes and subsequent firm performance, researchers suggest aligning employee perceptions of HR practices with those of management (Jiang, 2013). In his study, Jiang (2013) tests the relationship between actual HR as implemented by line managers and perceived HR as experienced by employees and describes a gap that exist between these two variables. That this gap can actually be problematic for the effect of actual HR on overall firm performance is depicted in the causal HRM chain in Figure 1. It is shown that actual HR affects perceived HR and perceived HR affects the performance of employees, which will eventually affect overall firm performance. If actual HR wants to lead to a higher overall firm performance, all relationships in Figure 1 have to be positive. When this is not the case, and actual HR as implemented by managers differs from perceived HR as experienced by employees, a gap in the causal chain arises. This gap causes that there exists no causal relationship between actual HR and overall firm performance, which holds that actual HR does not contribute to overall firm performance. Therefore trying to find causes that create the gap between actual HR and perceived HR is of importance. To do this, it is necessary to look at managers as well as their employees.



Figure 1. Causal HRM Chain

## 1.1 Prior Research

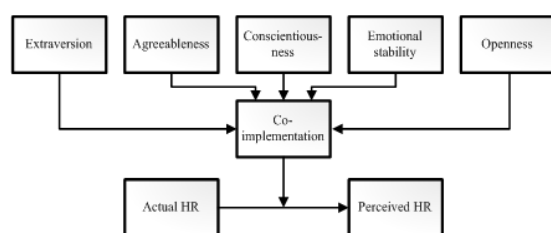
Looking at HRM from both line managers’ and employees’ perspective is not a new idea. Jackson, Schuler and Rivero (1989) suggested that it is useful to diagnose the extent to which employees’ perceptions and beliefs match the organization’s intended messages being sent through their system of HR practices. This study already suggests that perceptions of line managers about the HRM they implement, differs from the practices that their employees experience. In another article, Nishii and Wright (2008) make a distinction between intended HR practices as designed by the HR department, actual HR practices as implemented by line managers and employee perceived HR practices. This connects well with how Paauwe and Boselie (2005) indicated a few years ago that little is known about the actual enactment or implementation of HR practices and employees’ perception of them. Although previous studies have considered the effects of HR practices on employees, it often seems to be because researchers believe that the effects of HR practices on performance operate through employees in a way that tends to fall into excessive determinism (Giddens, 1993). Little or no attention has yet been given to the possibility that different employees actively engage in different ways with HR practices, undermining, delaying or supporting the implementation of HR practices (Janssens & Steyaert, 2009). This can for instance be concluded from a research done by Keegan and Boselie (2006) who found that a majority of studies rarely mention comparisons between individual employees or groups of employees as if employees lack any kind of agency in responding to the HR practices. In this study employees are regarded as the recipients and co-implementers, which holds that employees can or cannot support their line managers in executing tasks related to HR practices. This means that employees can refuse or alter HR practices. The way in which employees are actively involved in the delivery of HR practices is named co-implementation in this research. Co-implementation will be of importance, since this study aims to find out if the relationship between employee personality and the gap is mediated by this variable. Although prior research has discovered the gap between management initiatives and employee perceptions of HRM, little attention has been paid to exploring why employees differ in their HR perceptions from management intentions and how to narrow the gap between these two (Nishii & Wright, 2008). Nishii and Wright (2008) have suggested that individuals’ values, personalities, and past experiences can influence how employees seek and filter information to develop their HR perceptions. Thus a possible cause for the question why employees’ perception of HR practices differs from management intentions can lie in the personality of employees. Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences the person’s cognitions, emotions, motivations and behaviors in various situations. Another definition is that personality is a pattern of characteristics thoughts, feelings, and behavior that distinguish one person from

another and that persists over time and situations (Phares & Chaplin, 1997). For example employees with a highly proactive personality have a strong motivation for achieving their personal goals and career success (Crant, 1995). These employees are more likely to perceive HR practices as what is actually implemented, since they may actively gather information on these practices from managers. Research on personality and its influence on the involvement of employees in HR practices is interesting since it can help to explain the gap between actual and perceived HR. Therefore this study will aim to find causes for the gap between actual and perceived HR in the personality of employees.

The study of personality has a broad and varied history in psychology with plenty of theoretical traditions. Therefore several types of theories can be used to describe employees' personality. The theory that will be used throughout this study is named the Big Five Theory (Lewis Goldberg, 1980) and consists of five dimensions that can be used to describe human personality: *extraversion, agreeableness, conscientiousness, emotional stability and openness*. The Big Five theory belongs to the trait theories and is chosen because theorists generally assume that traits are relatively stable over time, traits differ among individuals and traits influence behavior (Feist et al., 2009). Therefore a trait theory is ideal to describe whether some traits cause for employees to support their line managers in executing tasks related to HR practices, whilst other traits do not.

## 1.2 Research Model and Research Question

Figure 2 depicts the research model that will be used throughout this study. It is shown that the five dimensions of the Big Five theory, or in other words the personality traits of employees, influence the mediating variable co-implementation, which on its turn influences the strength of the relationship between actual and perceived HR.



**Figure 2. Research model**

The research question derived from this model will be as follows:

*Which personality traits of the Big Five influence the gap between actual and perceived HR and is this relationship mediated by co-implementation?*

## 2. CONCEPTUAL BACKGROUND AND HYPOTHESES

### 2.1 Research Concepts

#### 2.1.1 Actual HR

Actual HR refers to the HR practices as implemented by

line managers. These are the concrete actions of the intended practices that the line manager actually implements. Khilji and Wang (2007) describe actual HR as practices operationalized in organizations. As van den Berg and his colleagues note (1999:302), 'an organization may have an abundance of written policies concerning HRM, and top management may even believe that it is practiced, but these policies are meaningless until they are actually practiced and the individual perceives them as something important to his organizational wellbeing'. In this research, actual HR are the practices related to PM as executed by line managers.

#### 2.1.2 Perceived HR

Perceived HR refers to HR practices as experienced by employees. These are the actions of HR practices that the employee experiences. Chang (2005), suggests that studying employees' perception of HRM can increase understanding of employees' behavior in organizations. He defines employees' perception of HRM as the expression of the beliefs an employee has about the HR practices of an organization. The effect of actual HR practices does not reside in those practices, but rather in the perceptions that employees have of those practices (Nishii & Wright, 2007). A perceived HR practice can be measured in three different ways: by its presence, coverage and intensity. This research will rely on measures of presence, which is a dichotomous scale for whether the practice is actually in effect, 'yes' or 'no' (Bosell et al., 2005). These are readily attainable and comparatively easy to analyze, but managers and employees often disagree considerably on the presence or otherwise of workplace practices, let alone their effectiveness (Ichniowski et al., 1996). Nishii and Wright (2007) argue that people perceptually filter external information and therefore their attitudinal and behavioral responses to that information may differ. Furthermore, it is expected that employee perceptions of HR practices vary as a function of differences in personality. For example, a rather detached employee can have the perception that a certain conversation is only executed because it is mandatory, while the manager leading the conversation actually wants to find out what the future ambitions of this employee may be. It is these employee perceptions that are in turn associated with attitudinal and behavioral reactions on the part of employees, which are associated with co-implementation.

#### 2.1.3 Co-implementation

Co-implementation is a concept introduced in this paper, it refers to the degree to which employees support their line managers in executing tasks related to HR practices. It is a variable that is assumed to influence the strength of the relationship between actual and perceived HR. It is expected that the more an employee co-implements, the stronger the relation between actual and perceived HR will be. Co-implementation leads to communication, since line managers and employees have to communicate in for instance a performance conversation. Den Hartog et al. (2012) have proven that communication positively influences the gap between actual and perceived HR. When managers are able to provide employees with accurate and useful task and organizational information, this aids employees' sense making and reduces uncertainty (Kernan & Hanges, 2002). Similarly, Nishii and Wright (2008) suggest that employees' perceptions of the offered HR practices are likely to be more shared

and relate more to what HR practices the line managers indicate they implement when communication is clear, sufficient and consistent. A high degree of co-implementation leads to communication that is more clear, sufficient and consistent, which will enhance understanding, satisfaction and increase employee participation and therefore reduce the gap. Thus, we expect that communication positively influences co-implementation, which on its turn reduces the gap between actual and perceived HR.

In 2007, Auh et al. published a paper on co-production, a form of production in which customer are actively involved. The shift towards co-production as a mean to enhance perceptions of value seems entirely reasonable, particularly because the notion of customers creating value with the firm as opposed to the firm creating value for customers (Lengnick-Hall 1996; Prahalad & Ramaswamy 2004; Vargo & Lusch 2004) appears consistent with a market oriented organization. Also in this research, it is made clear that communication between the firm and the customer helps to improve task clarity (Lengnick-Hall et al., 2000). The clearer a customer's role expectations, the greater the likelihood that their contributions will lead to improved service outcomes (Mills et al., 1983). Three important concepts in the paper by Auh et al. (2007) can be linked to concepts in this paper, co-production and co-implementation, firms and line managers and last customers and employees. Auh et al. (2007) found that co-production relates positively to the gap that exists between firm and customer expectations. Therefore it is expected that co-implementation also relates positively to the gap that exists between actual and perceived HR. Thus, it is assumed that:

*H1. Co-implementation positively influences the relation between actual and perceived HR.*

## **2.2 The Big Five: The Relationship Between Employee Personality and Co-implementation**

An increasing number of studies consistently show that employees with certain personalities display common behavior that is beneficial to companies (Barrick & Mount, 1991). The Big Five Theory, as proposed by Lewis Goldberg (1980), is a theory commonly used in the area of psychology and consists of five dimensions that can be used to describe this human personality. The model used in this theory, the five-factor model (FFM), is the dominant approach for representing the human trait structure today (Sagiv et al., 2002). Personality traits can be defined as constructs that explain why people react to the same situation in a different way (Farrington, 2012). Since it has been proven that personality traits affect the behavior of employees (Feist et al. 2009), it can be assumed that these traits also affect co-implementation and therefore influence the gap between actual and perceived HR. Several assumptions can be made on how these traits affect co-implementation and the relationship between actual and perceived HR.

### **2.2.1 Extraversion**

Traits frequently associated with high extraversion include being sociable, gregarious, assertive, talkative and active (Barrick & Mount, 1991). Individuals low on

extraversion may be described as reserved, sober, aloof, task oriented, and introvert (Seibert & Kraimer, 2001). Extraversion relates to individuals' energy level, potency and positive affectivity. These are traits that promote positive and cooperative interactions with others in the course of accomplishing work (LePine & van Dyne, 2001). Therefore it is expected that employees high on extraversion cooperate, and therefore co-implement, with their line manager in a more active and entangled way than employees that have low levels of extraversion. Thus, it is proposed that:

*H2. Employees high on extraversion tend to engage in co-implementation more often than those who are low on extraversion.*

### **2.2.2 Agreeableness**

Traits associated with high agreeableness include being courteous, flexible, trusting, good-natured, cooperative, forgiving, soft-hearted and tolerant (Barrick & Mount, 1991). Individuals who score low on this dimension tend to be irritable, ruthless, suspicious, and inflexible (Sagiv et al., 2002). Agreeable individuals engage in more teamwork, are more cooperative and have higher quality interpersonal interactions (LePine & van Dyne, 2001). In addition, Auh et al. (2011) argue that employees who are high on agreeableness are more altruistic and cooperative rather than competitive. Therefore it is expected that these employees tend to co-implement more often than employees low on agreeableness. Since agreeable employees are motivated and naturally tempered to be cooperative, they will be appreciative, receptive and eager to process, embrace and internalize the HR practices that management desires to convey (Auh. et al, 2011). Therefore it is assumed that:

*H3. Employees high on agreeableness tend to engage in co-implementation more often than those who are low on agreeableness.*

### **2.2.3 Conscientiousness**

High conscientiousness reflects dependability; that is, being careful, thorough, responsible, organized and planful (Barrick & Mount, 1991). In addition, it incorporates volitional variables, such as hardworking, achievement-oriented and persevering (Barrick & Mount, 1991). Those low on conscientiousness tend to be irresponsible, disorganized, and unscrupulous (Sagiv et al., 2002). Because highly conscientious people are hardworking, achievement oriented and perseverant, they tend to do what needs to be done to accomplish work (LePine & van Dyne, 2001). These employees appreciate the resources and the training that the firm provides for them (Auh et al. (2011). Since conscientious employees take responsibility for their behaviors, they are willing to work hard and be cooperative (Auh et al., 2011). Accordingly, such employees will more readily embrace and support management endeavors to execute HR practices. Therefore it is proposed that:

*H4. Employees high on conscientiousness tend to engage in co-implementation more often than those who are low on conscientiousness.*

### **2.2.4 Emotional stability**

Common traits associated with high emotional stability

include being anxious depressed, angry, embarrassed, emotional, worried and insecure (Barrick & Mount, 1991). Those low on emotional stability tend to be calm, poised, and emotionally stable (Sagiv et al., 2002). Those scoring high in emotional stability are less cooperative and have lower quality interactions with others at work (LePine & van Dyne, 2001). In addition, several studies found that high emotional stability leads to less job satisfaction (Furnham & Zacherl 1986; Tokar & Subich 1997). Therefore emotionally unstable employees may interpret co-implementation as a burden because they may perceive the pressure to comply with line management endeavors as an attempt to impose extra work on them. This can trigger anxiety and anxious emotions that can paint a negative picture of management's attempt to talk about objectives and future ambitions (Auh et al., 2011). Therefore it is proposed that:

*H5. Employees high on emotional stability tend to engage in co-implementation less often than those who are low on emotional stability.*

### 2.2.5 Openness

Traits commonly associated with high openness include being imaginative, cultured, curious, original, broad-minded, intelligent and artistically sensitive (Barrick & Mount, 1991). Individuals who score low on openness are characterized as conventional, unartistic, and narrow in interests (Seibert & Kraimer, 2001). Individuals high in openness enjoy new experience and seek opportunities to learn new things; they value change (LePine & van Dyne, 2011). Consequently, rather than shying away from or taking a reactive posture towards management's actions regarding to HR practices, these individuals are eager to take a proactive and aggressive attitude towards learning different and new systems and practices. Barrick and Mount (1991) found that employees who were open to new experiences were a predictor of training proficiency in that these individuals were motivated to learn in the training program and took full advantage of such opportunities. Building on the above mentioned, employees open to experiences will be more engaged and motivated to co-implement. Thus, it is proposed that:

*H6. Employees high on openness tend to engage in co-implementation more often than those who are low on openness.*

## 3. METHODOLOGY

Hypotheses were tested in a field study of line managers and their employees working at Thales Huizen. This branch of Thales introduced the Annual Activity Discussion and Performance Development Discussion on the first of July 2013, which holds that all managers and employees are supposed to have completed one AAD and one PDD process. Research was done on e-HR together, a new online tool at Thales Huizen in which line managers and their employees are enabled to set goals, monitor progress, evaluate and appraise. The tool consists of two discussions, i.e. the Annual Activity Discussion (AAD) and the Performance Development Discussion (PDD). The AAD is a yearly conversation about evaluating last year's performance and setting goals for the upcoming year. It consists of a self appraisal, appraisal of one's manager and setting team and

individual goals. The PDD is about professional development. In this conversation, future ambitions, development needs, new skills and mutual expectations are discussed. Research regarding to the AAD and PDD is particularly interesting since it is a part of the Performance Management policy of Thales Huizen. PM is one of the HR practices in which active employee involvement is necessary to make the actions executed succeed.

## 3.1 Sample Characteristics

To measure both actual and perceived HR, the sample consist of respectively line managers and employees. Furthermore, the sample is based on a document of Thales which shows employees per line manager and their progress in the AAD process. Employees finished the AAD process if their Objective status, Self appraisal status and Appraisal status are all three finished. The employee did not finish its AAD process if one or more of the three statuses are in progress or not started.

### 3.1.1 Line managers

The nine sampled line managers all work at Thales Huizen and are responsible for four up to 32 employees. Line managers are divided into two groups, three line manager of which all employees finished the AAD and six line managers that are responsible for employees that have and have not finished the AAD. After sending all managers a request for an interview, eight line managers were able to participate in this research. The majority of line managers participating in this study were males (87,5 per cent) and 12,5 per cent were females.

### 3.1.2 Employees

All employees work under one of the interviewed line managers and range from low skilled mechanics to high skilled office workers. In total the sample consists of 21 employees of which 12 finished the AAD and 9 did not finish the AAD. After sending all sampled employees a request for an interview, 20 employees were able to participate in this research. The majority of participants were males (90 per cent) and 10 per cent were females. Most (55 per cent) have high skilled office functions, the other 45 per cent have low skilled functions as for example planner or mechanic.

**Table 1. Sample and measured variables**

| <i>Interviewee</i>                                      | <i>N</i> | <i>Actual<br/>HR</i> | <i>Perceived<br/>HR</i> | <i>Co-<br/>implementation</i> |
|---|----------|----------------------|-------------------------|-------------------------------|
| <b>Manager with employees finished</b>                  | 3        | X                    |                         | X                             |
| <b>Manager with employees finished and not finished</b> | 6        | X                    |                         | X                             |
| <b>Employee finished</b>                                | 12       |                      | X                       | X                             |
| <b>Employee not finished</b>                            | 9        |                      | X                       | X                             |

## 3.2 Measurements

First, two semi structured interview have been conducted, of which one was executed among eight line managers and the other among twenty employees of these managers. It was chosen to use semi structured interviews since the variable co-implementation has not been introduced before and therefore there are no scales

**Table 2. Research concepts and respective questions or statements**

| <i>Concept</i>             | <i>Explanation</i>  | <i>Key questions</i>   |
|----------------------------|---|--|
| <b>Actual HR</b>           | HR practices as implemented by line managers.   | <ul style="list-style-type: none"> <li>- What are your tasks in the AAD/PDD process and what did you actually do?</li> <li>- What do you consider to be the most important steps in the AAD/PDD process?</li> <li>- Which steps do you execute?</li> <li>- Are there steps that you did not execute?</li> </ul>  |
| <b>Perceived HR</b>        | HR practices as experienced by employees.   | <ul style="list-style-type: none"> <li>- Did you finish the AAD/PDD process?</li> <li>- Is your work performance monitored and evaluated?</li> <li>- Do you have a personal development plan?</li> <li>- Do you develop personal goals together with your manager?</li> </ul>  |
| <b>Co-implementation</b>   | The degree to which employees support their line managers in executing tasks related to HR practices.   | <p>Manager</p> <ul style="list-style-type: none"> <li>- To what degree do you work together with your employee to implement the AAD/PDD?</li> <li>- Does the employee formulate his own career development plan?</li> <li>- What is the employee's role in the AAD/PDD and what does he actually do?</li> <li>- Do you think that your employees put enough effort in executing the AAD and PDD?</li> </ul> <p>Employee</p> <ul style="list-style-type: none"> <li>- What is your role in the AAD/PDD process and what did you actually do?</li> <li>- Did you finish your self-appraisal?</li> <li>- Did you formulate goals for the upcoming year?</li> <li>- Do you consider yourself to be proactive regarding to the PDD/AAD process?</li> <li>- To what degree do you work together with your manager to implement the AAD/PDD?</li> </ul> |
| <b>Extraversion</b>        | High levels of extraversion indicate sociability, warmth, assertiveness, and activity, whereas individuals low on extraversion may be described as reserved, sober, aloof, task oriented, and introvert (Seibert and Kraimer, 2001).                  | <ul style="list-style-type: none"> <li>- I feel bashful more than others.</li> <li>- I am quiet when with other people.</li> <li>- I am shy.</li> </ul>  |
| <b>Agreeableness</b>       | High levels of agreeableness indicate good-natured, compliant, modest, gentle, and cooperative, whereas individuals low on agreeableness tend to be irritable, ruthless, suspicious, and inflexible (Sagiv et al., 2002).                             | <ul style="list-style-type: none"> <li>- I am tender-hearted with others.</li> <li>- I am sympathetic.</li> <li>- I am kind to others.</li> </ul>  |
| <b>Conscientiousness</b>   | High levels of conscientiousness tend indicates careful, thorough, responsible, organized and scrupulous, whereas individuals low on conscientiousness tend to be irresponsible, disorganized, and unscrupulous (Sagiv et al., 2002).                 | <ul style="list-style-type: none"> <li>- I am precise.</li> <li>- I am organized.</li> <li>- I am sloppy.</li> <li>- I am orderly.</li> </ul>  |
| <b>Emotional stability</b> | High levels of emotional stability indicate anxiety, hostility, depression, and self-consciousness (Seibert and Kraimer, 2001), whereas individuals low on emotional stability tend to be calm, poised, and emotionally stable (Sagiv et al., 2002).  | <ul style="list-style-type: none"> <li>- I am moody more than others.</li> <li>- I am temperamental.</li> <li>- I am quickly envious.</li> <li>- My emotions go way up and down.</li> <li>- I am testy more than others.</li> </ul>  |
| <b>Openness</b>            | High levels of openness indicates intellectual, imaginative, sensitive, and open-minded (Sagiv et al., 2002), whereas individuals low on openness are characterized as conventional, unartistic, and narrow in interests (Seibert and Kraimer, 2001). | <ul style="list-style-type: none"> <li>- I frequently feel highly creative.</li> <li>- I am imaginative.</li> <li>- I appreciate art.</li> <li>- I easily find novel solutions.</li> <li>- I am more original than others.</li> </ul>  |

available to measure this variable yet. Second, all employees were asked to fill out a questionnaire to measure the Big Five personality traits. Interviews and questionnaires were all executed within three weeks time. The HR manager informed managers and employees about the organization's endorsement of the interviews and surveys and asked for their support and assistance.

### 3.2.1 Actual HR

To measure actual HR an interview was executed amongst eight line managers. The examined practices are the AAD and PDD. Managers answered questions about the tasks they were supposed to do related to the AAD and PDD. Later on, the managers were asked to describe the tasks they actually performed. This gives insight into the concept of actual HR since it is necessary to know what actually happens and what does not.

### 3.2.2 Perceived HR

To measure perceived HR an interview was executed amongst 20 employees. Employees were asked questions about concrete actions they performed and did not perform related to the AAD and PDD. This gives insight into the concept of perceived HR since it is important to know if employees experience concrete actions, as for example discussing performance and goals, to happen.

### 3.2.3 Co-implementation

The concept of co-implementation is measured using an interview executed amongst eight line managers and 20 employees. Line managers were asked questions about their perception of the involvement of their employees in the AAD and PDD process and collaboration between them and their employees. Employees were asked questions about their expected role in the AAD and PDD process and their actual actions. In addition, employees

were asked about collaboration with regard to the AAD and PDD between them and their line manager.

#### 3.2.4 Personality

Measuring the Big Five personality traits of the 20 employee was done by using a self-report questionnaire of Auh et al. (2011). This questionnaire consists of 20 items which can be measured on a five point Likert Scale. Answering possibilities are the same for every item, ranging from strongly disagree to strongly agree. One item was negatively phrased and therefore reverse-scored for the statistical analysis.

### 3.3 Data Analysis

Interviews were taped with permission and transcripts were sent to all 28 participant to get permission for usage. To make sense of the data, all transcripts were analyzed in Atlas.ti using codes: *Actual HR*, *Perceived HR* and *Co-implementation*. After coding was completed, analysis was performed to discover similarities and differences in between the group of employees and their line managers. Furthermore, deductive coding was used and common statements were found which were distinguished into three different forms of co-implementation. In order to link the gathered qualitative data to the quantitative data of the questionnaires, employees were divided into two groups: Employees that co-implement to a high degree and employees that co-implement to a low degree. First, the data obtained from the questionnaires was used to calculate the means for every employee per personality trait. Data was entered into SPSS, which was used to compare the means on each of the five personality traits of employees that co-implement to a high degree and employees that co-implement to a low degree. An Independent samples t-test shows if there exists a significant difference between the means of both samples per personality trait.

## 4. RESULTS

### 4.1 Forms of Co-implementation

After analyzing the interview transcript, a distinction can be made between three forms of co-implementation: *Employee-driven co-implementation*, *Manager-driven co-implementation* and *Resistive co-implementation*.

#### 4.1.1 Employee-driven co-implementation

Employees that actively co-implement regard participating in the AAD and PDD process as a mean to reach goals, think about future ambitions and grow in their function or to other functions. Therefore these employees are intrinsically motivated to actively participate and cooperate. *"I particularly participate in order to learn more skills and obtain theoretical knowledge, in addition I participate to develop myself and be better at my job"* (Employee 6). These employees started to independently find out how the system works and asked their manager or the HR department for help when necessary. *"I have told HR that both of my managers did not start on my PDD process, I would like to have advice on this. At the moment I am not getting proper feedback. That is why I started asking for feedback. I find personal development of great importance"* (Employee 7). In addition, employees that

are intrinsically driven to co-implement favor the AAD and PDD process above other methods of appraisal. *"When looking at the steps before the actual conversation: the employee fills out his self appraisal and the manager provides written feedback on this, I think that it is a proper way to prepare yourself for the conversation"* (Employee 7). *"The former system was not digital, this was just as good for the employee, but makes it less insightful. Outcomes were not reported online, but placed in the archive. This makes it impossible to do queries over all employees. Therefore the current system is more convenient"* (Employee 8). Regarding to the used sample, 10 employees are intrinsically driven to co-implement. Seven out of these 10 employees currently have high skilled functions in which they have the opportunity to develop themselves and get promoted. The other three employees currently have low skilled functions, but are of the meaning that it is important to set personal goals and get retrained to stay up to date with the latest technology.

#### 4.1.2 Manager-driven co-implementation

Employees that co-implement on a manager-driven basis regard participating in the AAD and PDD process as a part of their job and an expectation of their manager. They need to be extrinsically motivated to co-implement. *"It is important for the company to know what goals employees have, for me personally it is not relevant"* (Employee 4). These employees do not see setting goals and development as a necessary process for themselves and wait for their managers' invitation before starting to set goals and think about future ambitions within their work. *"The decision to start setting personal goals came from my manager"* (Employee 3). The greater part of these employees value the system, but do not think that it is tailored to their characteristics or are of the opinion that the system focuses on ambitions too much. *"I have been promoted from mechanic to planner, there are no plans for me to grow any further. This because I cannot do anything higher in the organization. If I wanted to, I would have to travel to Hengelo every day, and the traffic, no that is not something that I would like to do. (...) I do seriously set goals for myself in order to perform better in my job. For example I enrolled in some courses to keep up with recent developments"* (Employee 18). *"It is too far removed from what I want. I don't need this for my last years of employment."* (Employee 11). Regarding to the used sample, six employees co-implement manager-driven. Five out of these six employees have low skilled functions in which staying up to date with the latest technology is of importance, however the chance and moreover the ambition of these employees to grow to a higher function is nil.

#### 4.1.3 Resistive co-implementation

Employees that resistively co-implement do not want to be involved in the AAD and PDD process. These employees see both practices as complex, time consuming and unnecessary for themselves. *"I have so many things going on at work, the last thing I have time for are tasks like this (AAD & PDD). Therefore I am not going to do it. I am hired to do my job"* (Employee 16). Some of them did co-implement in previous practices, but do not want to support their line manager in the current AAD and PDD process. *"Just conversations between manager and employee are better than this computer program, that is how we usually did it"*

(Employee 1). For employees who stated that the process is time consuming, two underlying reasons were found. First the employee is close to his retirement and second the employee does not have possibilities for promotion. *"I do not have any ambitions anymore. My only ambition is to enjoy my pension from next year onwards"* (Employee 1). *"Motivation of senior employees does not come from tools like this (eHR together), filling everything out has become a goal on its own. Regarding to my wage and function, I already reached my limit. (...) There are no incentives for me anymore"* (Employee 5). Furthermore, some of these employees are not comfortable talking to their manager, since they are scared that the assessment comes with negative consequences or they do not think that the manager listens to them. *"In an appraisal conversations I always have the feeling that my manager and I talk differently. There are two monologues, but it does not come together"* (Employee 16). *"If I explain a problem to my manager, he does not say 'how are we going to fix this together' but instead 'how are you going to fix this'. That is hard for me. I would rather have a manager that is more involved in the process (AAD & PDD) and in what I do"* (Employee 17). Regarding to the used sample, four employees resistively co-implement. Out of these four, two work under the same manager. These employees both mentioned during the interview that they find it difficult to have a conversation about the problems they encounter during their work. Therefore, their resistive attitude towards the AAD and PDD process could be a result from the relationship these employees have with their manager. Furthermore, all four employees currently have a senior position at Thales, which makes it, regarding to interviews of these employees, more difficult and less necessary to think about future ambitions.

Now, what is remarkable is that in all three forms employees stated that they lacked motivation and support from their manager. *"They explained me once: the employee fills out a form, the manager fills out a form and then you just have to do a stupid conversation"* (Employee 7). *"The system is quite good, but I doubt if management does something with the outcomes"* (Employee 4). *"My manager does not motivate me, particularly because he himself does not know precisely how the system (eHR together) works"* (Employee 15). *"My manager does not motivate me at all, but I think that is due to the recent changeover"* (Employee 16).

## 4.2 Influence of co-implementation on the gap

The first hypothesis proposes that co-implementation positively influences the relation between actual and perceived HR. In 12 cases a high degree of co-implementation and a low gap was found. In addition, in five cases a low degree of co-implementation and a high gap was found. Therefore this proposition holds for 85 per cent of the researched cases and can be accepted. For the three cases that are not in line with the first hypothesis, multiple factors of influence can be thought of. Two cases show a high degree of co-implementation and a high gap. These employees are the only two recent university graduates with a high skilled function used in this research. Both showed that they were intrinsically motivated. However, their skeptic attitude towards the

results of the AAD and PDD process and their manager causes them to score in the upper left corner of Table 3. One case demonstrates a low degree of co-implementation and a low gap. This employee shows no active personal effort to contribute to the AAD and PDD process and only finished his AAD process. Therefore this employee shows a low degree of co-implementation. However the employee did have a good understanding of HR practices as implemented by his line manager, which results in a low gap

**Table 3. Interview cases grouped for co-implementation and the gap**

|          | Low degree of co-implementation | High degree of co-implementation          |
|----------|---------------------------------|---|
| High gap | 1, 5, 11, 16, 17                | 7, 10                                     |
| Low gap  | 4                               | 2, 3, 6, 8, 9, 12, 13, 14, 15, 18, 19, 20 |

## 4.2 Impact of Big Five on Co-Implementation

This section contains the results obtained from executing the Independent samples t-test with regard to the proposed hypotheses. The samples used in the test were employees that co-implement to a high degree (Sample 1) and employees that co-implement to a low degree (Sample 2). Table 4 presents the mean and the standard deviation per personality trait for both the samples. In addition, the table shows the significance per personality trait. Using a 95 per cent confidence interval, only the second hypothesis (H2) is assumed to be correct in this particular research. Each personality trait will be discussed in turn, starting with H2.

**Table 4. Descriptive statistics**

|                     | Co-implement | N  | Mean   | SD      | Sig. (2-tailed) |
|---------------------|--------------|----|--------|---------|-----------------|
| Extra version       | High         | 14 | 2.6929 | 0.59931 | 0.008           |
|                     | Low          | 6  | 1.8833 | 0.44907 |                 |
| Agreeableness       | High         | 14 | 3.8071 | 0.61201 | 0.933           |
|                     | Low          | 6  | 3.7822 | 0.44460 |                 |
| Conscientiousness   | High         | 14 | 3.7571 | 0.57874 | 0.478           |
|                     | Low          | 6  | 3.9500 | 0.44609 |                 |
| Emotional stability | High         | 14 | 2.4571 | 0.59963 | 0.525           |
|                     | Low          | 6  | 2.6333 | 0.42740 |                 |
| Openness            | High         | 14 | 3.4357 | 0.61219 | 0.912           |
|                     | Low          | 6  | 3.4667 | 0.41312 |                 |

### 4.2.1 Extraversion

On average, employees high on extraversion tend to engage in co-implementation more often than employees low on extraversion as it is argued that traits that belong to extraversion promote positive and cooperative interactions with others in the course of accomplishing work (LePine & van Dyne, 2001). In this particular study a significant  $t(18) = 2.954$ ,  $0.008 < 0.05$ , 95% CI [0.23378, 1.38527], difference was found between the sample that co-implements ( $M=2.6929$   $SD=0.59931$ ) and the sample that does not co-implement ( $M=1.8833$   $SD=0.44907$ ). Further, Cohen's effect size value ( $d=1.52$ ) suggests a very large practical significance. This indicates a large difference between the means of Sample 1 and Sample 2, moreover the positive value shows the result of



the test is in line with the proposition. Therefore this proposition can be accepted.

#### 4.2.2 Agreeableness

On average, employees high on agreeableness tend to engage in co-implementation more often than employees low on agreeableness as it is argued that traits associated with agreeableness promote teamwork, cooperative behavior and higher quality interpersonal interactions (LePine & van Dyne, 2001). However, in this particular study no significant  $t(18) = 0.086, 0.933 > 0.05$ , 95% CI [-0.56099, 0.60861], difference was found between the sample that co-implements ( $M = 3.8071$   $SD = 0.61201$ ) and the sample that does not co-implement ( $M = 3.7822$   $SD = 0.44460$ ). Further, Cohen's effect size value ( $d = 0.0466$ ) suggests small practical significance. The positive value indicates that, although the outcome of the t-test is not significant, the result of the test is in line with the proposition. However, the results suggest that this proposition can be rejected.

#### 4.2.3 Conscientiousness

On average, employees high on conscientiousness tend to engage in co-implementation more often than employees low on conscientiousness as it is argued that traits associated with conscientiousness promote appreciation for resources and the training that the firm provides for employees (Auh et al. (2011). Moreover, conscientious employees take responsibility for their behaviors, they are willing to work hard and be cooperative (Auh et al. (2011). However, in this particular study no significant  $t(18) = -0.725, 0.478 > 0.05$ , 95% CI [-0.75171, 0.36600], difference was found between the sample that co-implements ( $M = 3.7571$   $SD = 0.57874$ ) and the sample that does not co-implement ( $M = 3.9500$   $SD = 0.44609$ ). Further, Cohen's effect size value ( $d = -0.373$ ) suggests small to moderate practical significance. The negative value does not only indicate that the result of the t-test is not significant, moreover it shows a reversed outcome compared to what was proposed. Therefore the results suggest that this proposition can be rejected.

#### 4.2.4 Emotional stability

On average, employees low on emotional stability tend to engage in co-implementation more often than employees high on emotional stability as it is argued that traits associated with emotional stability promote being less cooperative and have lower quality interactions with others at work (LePine & van Dyne, 2001). However, in this particular study no significant  $t(18) = -0.648, 0.525 > 0.05$ , 95% CI [-0.74736, 0.39498], difference was found between the sample that co-implements ( $M = 2.4571$   $SD = 0.59963$ ) and the sample that does not co-implement ( $M = 2.6333$   $SD = 0.42740$ ). Further, Cohen's effect size value ( $d = -0.338$ ) suggests small to moderate practical relevance. Since this hypothesis is reversely written compared to the others, the negative outcome of Cohen's  $d$  indicates that the result of the t-test is in the same direction as the hypothesis. However, the results suggest that this proposition can be rejected.

#### 4.2.5 Openness

On average, employees high on openness tend to engage in co-implementation more often than employees low on openness as it is argued that individuals high in openness enjoy new experience and seek opportunities to learn new things; they value change (LePine & van Dyne, 2011).

Consequently, rather than shying away from or taking a reactive posture towards management's actions regarding to HR practices, these individuals are eager to take a proactive and aggressive attitude towards learning different and new systems and practices. However, in this particular study no significant  $t(18) = -0.112, 0.912 > 0.05$ , 95% CI [-0.60912, 0.54722], difference was found between the sample that co-implements ( $M = 3.4357$   $SD = 0.61219$ ) and the sample that does not co-implement ( $M = 3.4667$   $SD = 0.41312$ ). Further, Cohen's effect size value ( $d = -0.059$ ) suggests very small practical relevance. The negative value does not only indicate that the result of the t-test is not significant, moreover it shows a reversed outcome compared to what was proposed. Therefore the results suggest that this proposition can be rejected.

## 5. DISCUSSION

### 5.1 Implications

#### 5.1.1 Theoretical implications

The discrepancies among actual HR practices and employee perceived HR practices have recently attracted growing attention of strategic HRM researchers (e.g. Bowen & Ostroff, 2004; Nishii & Wright, 2008; Wright & Boswell, 2002). Researchers have demonstrated that employee perceptions of HR practices may not necessarily be consistent with manager perceptions (e.g., Aryee et al., 2012; Liao et al., 2009; Nishii et al., 2008), but left an important following question unanswered – which personality traits are of influence on the degree to which an employee supports his line manager in executing tasks related to HR practices. This paper contributes to existing knowledge in several ways. First it proves once again that a gap exists between actual and perceived HR. Second, a positive relationship between co-implementation and the gap was found. This provides future studies with a variable that is of influence on the discrepancies between actual and perceived HR practices and will hopefully encourage researchers to explore the concept of co-implementation more in depth. For instance, future studies can draw upon this finding by developing a scale to measure the effectiveness of co-implementation rather than only measuring its presence. Moreover, since co-implementation is coherent with employee behavior, this study stimulates researchers to further explore the influence of employee behavior on their perception of HR practices. Third, this research draws upon the Big Five theory and proposes that all five personality traits are of influence on co-implementation. A significant result was found for the positive influence of extraversion on co-implementation. This is consistent with previous research, in which was found that extraversion promotes positive and cooperative interactions with others in the course of accomplishing work (LePine & van Dyne, 2001). For the influence of Agreeableness and Emotional stability on co-implementation no significant result was found, however both tests showed that results are in the same direction as the hypothesis. One possible explanation of these findings is that data for the personality trait emotional stability may be biased, since all items to measure this trait were negatively phrased (e.g. I am quickly envious). Regarding to agreeableness, this particular research suggests that traits associated with this variable (e.g. flexible, trusting, forgiving) do not influence whether an employee supports his line manager in executing tasks

related to HR practices or not. Future research is therefore encouraged to use different scales in order to measure the Five traits from a different perspective. Finally it was interesting to observe that for personality traits conscientiousness and openness no significant and moreover reversed results were found compared to what was proposed. It is difficult to explain these results, although it is possible that conscientious and open employees consider themselves responsible, careful, imaginative and intelligent enough to draw their own plan regarding to objectives and career development rather than strictly following the organization's practices. However, given that these results are based on only 20 examples, they should be interpreted cautiously. Furthermore, it would be interesting for future research to discover if relations between personality traits exists and how these influence co-implementation. Moreover, the Big Five theory is a useful theory to clarify co-implementation and future studies are encouraged to explore the effects of personality on co-implementation more closely. However, researchers should not forget that personality cannot be the only factor that is of influence on co-implementation

### 5.1.2 Practical implications

Actual HR practices cannot result in expected employee attitudes and behaviors until they are perceived and experienced by employees (Nishii & Wright, 2008; Wright & Boswell, 2002). Therefore, studying the gap between employee and management perspectives of HR practices is beneficial for organizations to maximize the effect of HR practices on employee and organizational outcomes. The results of this study can help inform managers and employees as to what personality traits are of influence on co-implementation and can reduce the gap. At first, organizations should be aware of the gap between actual and perceived HR practices. This study highlights the degree to which an employee co-implements in relation to this gap. It is proven to be of importance that employees have a close perception of actual HR practices in order to lower the gap. Therefore this research suggests that organizations, managers and employees should put more effort in fostering active co-implementation behavior. By doing so, employees will have a better understanding of HR practices as executed by line managers, which holds that the gap will decrease. Furthermore, findings suggest that extraversion can contribute to a higher degree of co-implementation. Brown et al. (2002) asserted that basic traits such as personalities are enduring dispositions that behave consistently in diverse situational contexts. Therefore, such dispositions are difficult to change and as a result, altering personalities, even with training and education, can be challenging (Auh et al., 2011). This implies that organizations that possess employees who lack a co-implementation focused personality can encounter difficulties in supporting their manager in executing tasks related to HR practices. Accordingly, HR managers can make use of the findings by identifying potential employees in interviews and screening who possess co-implementation focused personalities.

## 5.2 Limitations and Future Research

This research has a couple of limitations that should be mentioned and may lead to future research directions. The first weakness of this approach is that the mere

presence of a practice does not speak to its perceived effectiveness (Wall & Wood, 2005). This holds that the presence of co-implementation that was measured in this research, does not say anything about its effectiveness. Therefore future studies should develop a scale to which the perceived effectiveness of co-implementation can be measured. Second, the sample size and characteristics are not large and diverse enough to generalize the results. This can for example be concluded from the low Cohen's d's, which demonstrate the necessity of larger sample sizes. To make the sample more representative a variety of companies and a larger sample size is needed. In addition, the sample is based on a document provided by Thales which shows employees progress on their Objective status, Self appraisal status and Appraisal status. After analyzing the interviews, data in this document turned out to be outdated and therefore not correct anymore. The third limitation is based on the validity of the methods used to gather data. This study uses self-reported data, which means that respondents read or heard the questions and selected the answers themselves without interference of a researcher. Self-reports have many sources of bias (Crowne & Marlowe, 1964). Furthermore, the questionnaire makes use of a Likert scale and there is a tendency with this type of scales for people to respond towards the middle of the scale, perhaps to make them look less extreme. Therefore it is possible that participants give the answer that they think they should give, instead of the answer that represents their true state. To increase validity, for example peer ratings can be used. These ratings by others who know respondents well have proven to be useful as a criterion for the measurement of personality traits (Norman, 1963; Hamilton, 1971). The fourth limitation is based on the Big Five theory. On the one side, the Big Five theory is seen as the best representation of trait structure, as it allows describing various traits in terms of five basic dimensions (McCrae, 1990; Lefebvre, 1992; Saucier, 1994; Judge et al., 1999). On the other side, it can be argued whether these five dimensions are enough to incorporate all relevant information needed in order to analyze co-implementation. Other factors such as motivation, ability or workplace might influence the degree to which employees support their line managers in executing tasks related to HR practices. Therefore future research should incorporate other traits or other factors that might be of influence on co-implementation. As a final limitation, the t-test used to analyze the impact of the Big Five on co-implementation is a commonly used and valuable test, but quite simple. Furthermore, the t-test does not hold anything in account apart from the difference between both groups. In future research it is important to analyze the spreading of these scores.

## 5.3 Conclusion

To conclude, this research was designed to answer the following research question: *Which personality traits of the Big Five influence the gap between actual and perceived HR and is this relationship mediated by co-implementation?* Results show that a gap exists between actual and perceived HR. Evidence is provided for the proposition that co-implementation positively influences this gap. Furthermore, this particular study highlights that co-implementation is significantly influenced only by the personality trait extraversion and not necessarily by the other traits of the Big Five.

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## **8. ANNEXES**

### **Interview Manager**

Naam:

Datum:

#### **Introductie**

Dit interview gaat over de e-HR together, oftewel de AAD (Annual Activity Discussion) en PDD (Performance Development Discussion), die per 1 juli 2013 zijn ingevoerd. De AAD gaat over beoordeling van activiteiten van het voorgaande jaar en het stellen van doelen voor het komende jaar. De PDD gaat over professionele ontwikkeling en loopbaanrichting. Thales is geïnteresseerd in de inzichten en meningen van medewerkers.

#### **Algemeen**

1. Wat is uw functie binnen Thales?
2. Hoe lang bent u al werkzaam binnen Thales?

#### **Actual HR**

3. Wat is uw rol in het AAD/PDD proces?
  - a. Doet u dit ook daadwerkelijk, kunt u een voorbeeld geven?
4. Wat zijn volgens u de belangrijkste acties in het AAD/PDD proces?
  - a. Doet u dit ook daadwerkelijk, kunt u een voorbeeld geven?
5. Welke stappen van de AAD doorloopt u daadwerkelijk met uw personeel? Waarom wel/niet?
6. Zijn er stappen uit het AAD proces die u niet doorloopt? Waarom?
7. Welke stappen van de PDD doorloopt u daadwerkelijk met uw personeel? Waarom wel/niet?
8. Zijn er stappen uit het PDD proces die u niet doorloopt? Waarom?

#### **Co-implementatie**

9. In hoeverre werkt u samen met uw medewerkers om de AAD/PDD te implementeren? Of: heeft u de medewerking nodig van uw medewerkers in de AAD/PDD processen? Welke acties behelzen deze medewerking? Kunt u hier voorbeelden van geven. Leveren medewerkers ook daadwerkelijk deze bijdrage? Waarom wel/niet?
10. Stelt de medewerker zijn eigen loopbaan plan op? Waarom?
  - a. Hoe doet hij dit, kunt u een voorbeeld geven?

11. Welke rol heeft de medewerker in het AAD/PDD proces?
  - a. Wat zou hij moeten doen?
  - b. Wat doet hij daadwerkelijk?
  - c. Wat zijn de redenen hiervoor?
12. In hoeverre vindt u dat uw medewerkers genoeg tijd en aandacht besteden om u te helpen bij het implementeren van de AAD/PDD?
13. Waarom bent u nog niet begonnen met de beoordeling van medewerkers?\*

\*Alleen stellen wanneer manager nog niet is begonnen met beoordeling.

## **Interview Medewerker**

Naam:

Datum:

### **Introductie**

Dit interview gaat over de e-HR together, oftewel de AAD (Annual Activity Discussion) en PDD (Performance Development Discussion), die per 1 juli 2013 zijn ingevoerd. De AAD gaat over beoordeling van activiteiten van het voorgaande jaar en het stellen van doelen voor het komende jaar. De PDD gaat over professionele ontwikkeling en loopbaanrichting. Thales is geïnteresseerd in de inzichten en meningen van medewerkers.

### **Algemeen**

1. Wat is uw functie binnen Thales?
2. Hoe lang bent u al werkzaam binnen Thales?

### **Perceived HR**

3. Heeft u het AAD/PDD proces doorlopen?
  - a. Waarom wel/niet?
4. Zijn er voor uw baan prestatiedoelstellingen vastgesteld? Waarom wel/niet?
5. Wordt uw werkprestatie gemeten/bijgehouden en besproken? Waarom wel/niet? Door wie?
6. Maakt u deel uit van een persoonlijk ontwikkeltraject? Waarom wel/niet? Of: houdt u zich bezig met uw loopbaanplanning- of ontwikkeling?
7. Zit u met uw manager om tafel om prestatiedoelen omtrent u werk te stellen?
  - a. Waarom doet u dit?

- b. Welke doelen heeft u afgesproken?
- c. Worden deze gevalueerd?
- d. Hebt u het gevoel dat de opgestelde doelen een uitdaging zijn, zodat u uzelf verder kunt ontwikkelen? Waarom wel/niet? Kunt u hiervan een voorbeeld geven?

### **Co-implementatie**

- 8. Wat is volgens u uw rol in het AAD proces?
  - a. Doet u dit ook daadwerkelijk? Waarom wel/niet?
- 9. Wat is volgens u uw rol in het PDD proces?
  - a. Doet u dit ook daadwerkelijk? Waarom wel/niet?
- 10. Bespreekt u met uw manager eventuele loopbaanambities? Waarom wel/niet?
- 11. In hoeverre werkt u samen met uw manager om de AAD/PDD te implementeren? Kunt u hiervan voorbeeld geven? Waarom wel/niet?
- 12. Stelt u zelf uw loopbaanplan op?
  - a. Waarom wel/niet? Hoe doet u dit? Alleen of met hulp van anderen?
- 13. Stelt u zelf de doelen die u wilt behalen voor het komende jaar op?
  - a. Waarom wel/niet? Hoe doet u dit?
- 14. Heeft u uw zelfbeoordeling al afgerond?
  - a. Waarom wel/niet?
- 15. Ziet u uzelf als proactief wanneer het gaat over het AAD/PDD proces?



## Questionnaire Big Five

Naam:

Deze vragenlijst heeft als doel om inzicht te krijgen in uw persoonlijkheid. Wilt u aangeven in hoeverre u het met de onderstaande stellingen eens bent?

|  | Ze<br>er<br>mee<br>oneens             | Mee<br>oneens                         | Neutraal                              | Mee<br>eens                           | Ze<br>er<br>mee<br>eens               | N.v.t                                 |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Ik voel me meer terughoudend dan anderen.              | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben stil als ik met andere mensen samen ben.        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben verlegen.                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben precies.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben georganiseerd.                                  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben slordig.  | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben geordend.                                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben meer humeurig dan anderen.                      | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben temperamentvol.                                 | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben snel jaloers.                                   | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Mijn emoties zijn veranderlijk.                        | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben meer kribbig dan anderen.                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik voel me vaak erg creatief.                          | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik heb een levendige fantasie.                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik waardeer kunst.                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik vind gemakkelijk nieuwe oplossingen voor problemen. | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben origineler dan anderen.                         | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben begaan met anderen.                             | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben sympathiek.                                     | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |
| Ik ben vriendelijk naar anderen.                       | <input type="checkbox"/> <sub>1</sub> | <input type="checkbox"/> <sub>2</sub> | <input type="checkbox"/> <sub>3</sub> | <input type="checkbox"/> <sub>4</sub> | <input type="checkbox"/> <sub>5</sub> | <input type="checkbox"/> <sub>6</sub> |

## SPSS outcomes Independent samples t-tests

### Extraversion

#### T-Test

| Group Statistics  |     |    |        |                |
|-------------------|-----|----|--------|----------------|
| Co implementation |     | N  | Mean   | Std. Deviation |
| Extraversion      | Yes | 14 | 2,6929 | ,59931         |
|                   | No  | 6  | 1,8833 | ,44907         |

| Independent Samples Test |                             |   |      |                              |        |                 |                 |                       |   |         |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|---------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |         |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |         |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper   |
| Extraversion             | Equal variances assumed     | 1,038                                   | ,322 | 2,954                        | 18     | ,008            | ,80952          | ,27405                | ,23378                                    | 1,38527 |
|                          | Equal variances not assumed |   |      | 3,325                        | 12,700 | ,006            | ,80952          | ,24345                | ,28232                                    | 1,33672 |

### Agreeableness

#### T-Test

| Group Statistics  |     |    |        |                |
|-------------------|-----|----|--------|----------------|
| Co implementation |     | N  | Mean   | Std. Deviation |
| Agreeableness     | Yes | 14 | 3,8071 | ,61201         |
|                   | No  | 6  | 3,7833 | ,44460         |

| Independent Samples Test |                             |   |      |                              |        |                 |                 |                       |   |        |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Agreeableness            | Equal variances assumed     | ,986                                    | ,334 | ,086                         | 18     | ,933            | ,02381          | ,27836                | -,56099                                   | ,60861 |
|                          | Equal variances not assumed |   |      | ,097                         | 13,097 | ,924            | ,02381          | ,24433                | -,50365                                   | ,55126 |

### Conscientiousness

#### T-Test

| Group Statistics  |     |    |        |                |
|-------------------|-----|----|--------|----------------|
| Co implementation |     | N  | Mean   | Std. Deviation |
| Conscientiousness | Yes | 14 | 3,7571 | ,57874         |
|                   | No  | 6  | 3,9500 | ,44609         |

| Independent Samples Test |                             |   |      |                              |        |                 |                 |                       |   |        |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|                          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Conscientiousness        | Equal variances assumed     | ,689                                    | ,418 | -,725                        | 18     | ,478            | -,19286         | ,26600                | -,75171                                   | ,36600 |
|                          | Equal variances not assumed |   |      | -,807                        | 12,345 | ,435            | -,19286         | ,23894                | -,71185                                   | ,32614 |

## Emotional stability

### T-Test

Group Statistics

|                     | Co implementation | N  | Mean   | Std. Deviation | Std. Error Mean |
|---------------------|-------------------|----|--------|----------------|-----------------|
| Emotional stability | Yes               | 14 | 2,4571 | ,59963         | ,16026          |
|                     | No                | 6  | 2,6333 | ,42740         | ,17448          |

Independent Samples Test

|                     |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|---------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|                     |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                     |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Emotional stability | Equal variances assumed     | ,896                                    | ,357 | -,648                        | 18     | ,525            | -,17619         | ,27186                | -,74736                                   | ,39498 |
|                     | Equal variances not assumed |   |      | -,744                        | 13,342 | ,470            | -,17619         | ,23691                | -,68668                                   | ,33430 |

## Openness

### T-Test

Group Statistics

|          | Co implementation | N  | Mean   | Std. Deviation | Std. Error Mean |
|----------|-------------------|----|--------|----------------|-----------------|
| Openness | Yes               | 14 | 3,4357 | ,61219         | ,16362          |
|          | No                | 6  | 3,4667 | ,41312         | ,16865          |

Independent Samples Test

|          |                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |   |        |
|----------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|--------|
|          |                             | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|          |                             |   |      |                              |        |                 |                 |                       | Lower                                     | Upper  |
| Openness | Equal variances assumed     | ,330                                    | ,573 | -,112                        | 18     | ,912            | -,03095         | ,27520                | -,60912                                   | ,54722 |
|          | Equal variances not assumed |   |      | -,132                        | 14,053 | ,897            | -,03095         | ,23498                | -,53475                                   | ,47285 |