

The Influence of Employees as Active Consumers of Human Resource Management

A case study exploring HRM consumption behavior and the generation of HRM value for employees

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Master thesis

University of Twente, Enschede, the Netherlands
Faculty of Behavioural Management and Social Sciences
Master Business Administration (Human Resource Management)

30 August 2016

UNIVERSITY OF TWENTE.



Title

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Keywords

Human Resource Management, employees, service-dominant logic, value-in-use, self-determination theory, HRM practices, HRM consumption, intellectual capital, experienced costs

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Preface

Dear reader,

This master thesis forms both a literal and metaphorical ending of my time as a student at the University of Twente. From this point on it is time to discover new ways in the future, which I am really looking forward to. After graduating with a bachelor in psychology I wanted to lay my focus more on individuals in an organizational context. Therefore I started my master in Business Administration with the focus on human resource management. This resulted in the fact that I wanted to write my master thesis in the field of HRM as well.

When arrived at the point that I wanted to explore whether my theoretical assumptions could also be observed in practice, I was provided the opportunity to collect my data at TUI Nederland. For a period of three months I was able to gather my data at the Enschede office of TUI. A special thanks goes to Wim Rouhof and Maartje Reekers for the support, enthusiasm, knowledge and insights they provided. Also HR colleagues Michelle Vennegoor and Rianne Poorthuis were really helpful for me to get to know the organization in a short period of time. Various employees at TUI participated in my data collection for which I am grateful. The understanding in how they make use of the various offered HRM services at TUI provided me useful and interesting insights for this thesis.

A very warm and special recognition goes to Jeroen Meijerink. After participating in an inspirational master course that was lectured by Jeroen I started to cooperate with him for my master thesis. During this project he acted as a true sparring partner to help me in the process of writing this thesis. With enthusiastic guidance, support and ideas he helped me to go in the right direction. From the standpoint that I wanted to lay my focus on the employee who makes use of HRM services, Jeroen provided clear theoretical and practical tools to build a thesis around this subject. Also at times that some focus and renewed direction was needed, Jeroen helped me with patience to regain my focus. The idea that small steps can make big difference became really applicable in my process, for which I am grateful that Jeroen helped when needed. I would also like to thank Anna Bos-Nehles for her constructive ideas and interest in my thesis. The tips she provided really helped me in finalizing this report.

Hopefully this thesis will provide the reader new insights in how employees engage in HRM consumption behavior and the value of HRM it generates. Concluding I would like to wish you a pleasant time reading my master thesis.

Kind regards,

R.J. Mol

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List of abbreviations

| | | | |
|-----------|----------------------------------|------|-------------------------------|
| HRM | Human Resource Management | Comp | Competence |
| POS | Perceived Organizational Support | Rel | Relatedness |
| KSA's | Knowledge, Skills and Abilities | Auto | Autonomy |
| S-D logic | Service-Dominant logic | TUI | Touristik Union International |
| COR | Conservation of Resource theory | BtB | Business to Business |
| IC | Intellectual Capital | BtC | Business to customer |
| HC | Human Capital | ICT | Information- and |
| SC | Social Capital | | Communication technology |
| OC | Organizational Capital | QM | Quality Monitoring |

Introduction

In recent years there is an increasing amount of research focusing on the impact human resource management (HRM) can have on the value for employees (e.g. Chang, 2005; Wright & Nishii, 2006; Uen, Ahlstrom, Chen, & Tseng, 2012; Meijerink, Bondarouk, & Lepak, 2016). This value can be regarded as how the individual employee experience the outcomes of HRM. For example learning new skills during a training can be perceived by the employee to be valuable, because it could enable him or her to work more efficiently. There is a wide set of such positive outcomes that can be affected by HRM. These are for example the perceived organizational support (Chiang & Wu, 2014) and the improvement of the knowledge, skills and abilities of employees (e.g. Bowen & Ostroff, 2004; Aguinis & Kraiger, 2009; Huselid, 1995). Furthermore HRM can improve the employability of employees (Van der Heijde & Van der Heijden, 2006) and feelings of autonomy (Langfred, 2000). It is important to understand why HRM has influence on this value, because eventually this leads to higher levels of affective commitment (Gilbert, DeWinne, & Sels, 2011; Tsui, Pearce, Porter, & Tripoli, 1997). Also higher levels of job satisfaction have been measured, as well as employee performance (Hallowell, Schlesinger, & Zornitsky, 1996; Chiang & Wu, 2014). As it is clear, HRM can cause employees to experience value in their employment relationship, which can be advantageous for both employees and employers. As a result therefore, it is important to understand what causes employees to experience HRM value.

Marketing theory has provided insights that employees themselves could impact this value. Namely, the service logic perspective, which originates from marketing research, states that consumers are the ones who create value (Vargo & Lusch, 2004). Moreover, as part of the service logic, the value-in-use principle states that by making use of a service, the consumers are the primary source creating the value of the service (Vargo & Lusch, 2004; Grönroos, 2011; Lusch & Vargo, 2006; Priem, 2007). Employees can be viewed as the consumers of HRM, because they consume HR practices by for example engaging in training opportunities or participating in performance appraisal and staffing meetings. Several scholars performed research on the active involvement of employees while they consume HRM (Lepak & Boswell, 2012; Janssens & Steyaert, 2009; Meijerink et al., 2016). For example, Lepak and Boswell (2012) state that employees actively think, (re)act and make choices that help fulfill their own interests and needs, and therefore their participation in HRM services should be acknowledged. The active involvement of employees, as consumers of HRM, is researched by Meijerink and colleagues (2016), who found that when the employees' competences (i.e. knowledge, skills and abilities) increase, the value of HRM for these employees rises as well. This gives a good indication that the active role of organizational employees is important in explaining why the value of HRM for employees differs among employees.

The work of Meijerink and colleagues (2016) however is merely focusing on the cognitive component of how the value of HRM could be explained. Therefore it is known whether the active involvement of employees is useful in explaining the value of HRM for employees, but only when it comes to cognitive aspects of this value. What is lacking is insight in how the behavioral aspects of employees can influence this value. Because employees are the active consumers of HRM services it is important to explore employees' consumption behaviors. Or in other words, how employees make use of the provided HRM services. An understanding on how the usage takes place is needed, since depending on the way in which HRM services are consumed, HRM services might provide different kinds of

value to employees (Vargo & Lusch, 2004). For example, when an employee attends a training in order to learn new things but fails to apply this knowledge while doing his or her job, the potential value of a training has likely failed. Since the usage determines the value, the actual consumption behavior of HRM practices by employees is likely to determine the benefits of a potential value as well. With an insight in the consumption of employees an explanation can be made of how the value of HRM for employees is established. Moreover, because employees are likely to behave in their own unique ways while they use HRM practices, the resulting value is likely to be different as well. Therefore the goal of this research is to explore the HRM consumption behavior of employees and the potential value this might generate. In doing so, this study contributes by gaining insights in how different forms of usage of similar HRM services by employees leads to different forms of value. This results in the statement of the research question of this study:

How does HRM consumption behavior by employees takes place and how does it generate its potential value of HRM?

The remainder of this study is organized as follows. First a conceptualization of the value of HRM for employees will be provided. This value of HRM for employees is regarded as a trade-off between both benefits and costs employees can experience. By drawing insight from intellectual capital theory, the various benefits will be clustered. Intellectual capital theory is useful because it can be subdivided into three overarching concepts of benefits, which are human capital, social capital and organizational capital (e.g. Leitner, 2011; Nahapiet & Ghoshal, 1998; Youndt, Subramaniam, & Snell, 2004; Subramaniam & Youndt, 2005; Kang & Snell, 2009). As a result the individual benefits that contribute to the experienced value of HRM for employees can be represented by these three benefits of intellectual capital theory. The costs are considered as nonmonetary, since employees do not have to pay literally for the HRM services they make use of. Then by drawing insight from the Service-Dominant logic (Vargo & Lusch, 2004), an explanation will be provided on why employees can be regarded as the creators of value. The following section discusses how the consumption behavior of HRM services manifests itself in such a way that HRM value can be established. This will be done by drawing insight from self-determination theory. This is an useful theory because it states that every person has three innate psychological needs that he or she pursues in their behavior (e.g. Deci & Ryan, 1985, 2000, 2002; Ryan & Deci, 2000). As a result also during HRM consumption behavior it is likely that these three needs, which are competence, relatedness and autonomy, are pursued. This will be concluded with the formulation of propositions. After this, in order to examine how employees actually consume HRM services on the work floor, a case study will be conducted at an office of TUI Nederland, located in Enschede, the Netherlands. First in order to measure the experienced value of HRM for employees, employees who work at TUI Nederland will fill in an online questionnaire. After that, based on their scores 16 of TUI's employees will be invited for an interview in order to explore their HRM consumption behaviors. In the empirical findings and discussion section the observed HRM consumption behaviors will be described as well as whether and how this HRM consumption also does influences the value of HRM employees experience. New propositions for future research will be stated before concluding this thesis.

1. Theoretical framework

1.1 Conceptualizing value of HRM for employees

In order to find an explanation for the proposed research goal, first an elaboration will be given how the value of HRM for employees is defined. Several conceptualizations of value can be used to explain what the value of HRM might be.

First in strategic management, Bowman and Ambrosini (2000) state that consumers of a good or a service perceive its value based on their beliefs of the good/service, their own needs, unique (prior) experiences, wants, wishes and expectations. In this valuation a distinction is made between use value and exchange value. Use value is explained as “specific qualities of the product perceived by customers in relation to their needs” (Bowman & Ambrosini, 2000, p. 2). For instance when one buys a new car, transportation comfort and potential status could be regarded as the consumer’s use value. Because this use value differs for every consumer, judgments are very subjective and therefore one can also speak of the perceived use value. Exchange value can be defined as the “amount paid by the user to the seller for the use value of the focal ... service” (Lepak, Smith, & Taylor, 2007, p. 182). In other words, the exchange value concerns the costs a consumer has to make for the perceived use value (Priem, 2007; Zeithaml, 1988). The term costs in this perspective is a rather broad definition, because costs can be viewed in both monetary as well as in nonmonetary ways. Monetary costs can be regarded as costs employees have to literally pay such as paying for food and beverages in the company’s canteen. Nonmonetary costs on the contrary, refer to the costs employees experience when they have to make sacrifices in terms of time and energy while they make use of the company’s facilities. This will be further elaborated upon in the costs section. Second in marketing research the overall value of a product or service is defined as the assessment of consumers based on their perceptions of what is given and what is received (Zeithaml, 1988). These perceptions on what is given can vary for every consumer. For example for one individual it matters how much money he or she has spent to obtain a service, while another could face issues like time and effort. This variance also applies on the perception on what is received. For example one needs convenience, while another consumer requires volume and a third party may be looking for quality (Zeithaml, 1988). Dodds and colleagues (1991) state that the perceived value of consumers can be described as a cognitive trade-off. In this trade-off a deliberation is made between the perceived quality and the sacrifices one has to make in order to obtain a product or a service. In this light it is found that the perceived quality of a service can have a strong influence on its value for employees (Cronin, Brady, & Hult, 2000). On the other hand the mentioned sacrifices could for example consist of time, effort and energy one has to invest in order to obtain or consume a service or a good (Dodds, Monroe, & Grewal, 1991).

When the comparison is made with HRM, employees who consume a HRM service are also likely to have certain expectations and needs of the HRM service. For instance employees can perceive a certain use value or quality of HRM services in terms of a helpful HR department or a fast service delivery in case HR related questions are asked. Also when employees have the perception that by attending a training their knowledge can be improved, their perceived needs are likely to be satisfied when they actually learn new things via the training. In this way consuming a HRM service (the training) can lead to benefits (new acquired knowledge), which ‘is received’ to the consumer. However, when employees consume a HRM service it is likely that they have to make certain exchange value or sacrifices as well. Using the training example, an employee has to put effort in

order to attend the training. For instance one has to make a long drive to a specific training location or he/she misses a regular working day at their office that has to be complemented on a later moment. In other words, while consuming a HRM service several benefits may be 'received' in return for some exchanges that have to be 'given'.

As it is made clear in the aforementioned elaboration, when consuming a service one can experience both its benefits (i.e. use value, 'what is received' and perceived quality) and the costs he or she has to make (i.e. exchange value, 'what is given', sacrifices and the cost of consumption). Besides, it is clear that the balance between these two constructs forms the common denominator. This balance can be seen as a trade-off between the benefits and costs which forms the value. This approach is also used in consumer-marketing theory, in which value is described as a trade-off between the benefits and the sacrifices one experiences when consuming a service (Sánchez-Fernández & Iniesta-Bonilla, 2007; Grönroos, 2011). Therefore in this paper the working definition of the value of HRM for employees is explained as a trade-off between both benefits and costs of HRM for employees. Both the benefits and costs that employees perceive will be discussed in the next sections.

1.2 Benefits

1.2.1. Intellectual capital theory as an overarching framework for the various benefits

There is a variety of studies that have examined the benefits of HRM practices for employees. For example these benefits are knowledge, skills and abilities as well as perceived organizational support. Because of the abundance of benefits the provision of a clarifying structure is needed that offers an overarching framework which orders the various benefits of HRM into more meaningful clusters. In order to create these clusters of benefits, intellectual capital theory can be used. This intellectual capital theory can be useful because it can be subdivided into three overarching concepts and as a result the earlier described individual benefits can be represented by these three dimensions. The three dimensions of intellectual capital are 1) human capital, 2) social capital and 3) organizational capital and can be regarded as a representation of knowledge that benefits the employee (e.g. Leitner, 2011; Nahapiet & Ghoshal, 1998; Youndt, Subramaniam, & Snell, 2004; Subramaniam & Youndt, 2005; Kang & Snell, 2009). In the current literature it is mainly considered that intellectual capital manifests itself only on the organizational level (e.g. Youndt et al., 2004; Leitner, 2011). For example, research examined the impact of intellectual capital on the organizational competitive advantage (Stewart, 1997; Nahapiet & Ghoshal, 1998) or a firm's innovative capabilities (Subramaniam & Youndt, 2005; Leitner, 2011). Therefore the general perspective of several authors considers intellectual capital as the accumulation and utilization of knowledge, that is embedded in the three dimensions and is only in favor of organizational benefits (Youndt et al., 2005; Subramaniam & Youndt, 2005; Nahapiet & Ghoshal, 1998). However, because in this study the focus lays on the individual employee and the benefits he or she personally perceives while consuming HRM practices, this study deviates from the traditional organization level approach. Therefore the three overarching aspects of intellectual capital have to be considered as constructs that reside on the individual level, rather than on the organizational level. As a result the three dimensions will be described as overarching concepts that represent the individual benefits employees can perceive while they consume HRM practices. The accommodation of these benefits into the three dimensions will be further elaborated upon in the following section.

1.2.2. Human Capital

First human capital can be viewed as the knowledge, skills and capabilities individual employees can gain and utilize in such a way that it is beneficial for them (Schultz, 1961; Leitner, 2011; Subramaniam & Youndt, 2005). Knowledge can be defined as the (acquired) knowledge an employee has in order to perform at his or her job. Two aspects of knowledge, declarative and procedural knowledge have been found to be beneficial for employees when trained (e.g. Taylor, Russ-Eft, & Chan, 2005; Aguinis & Kraiger, 2009; Kraiger, Ford, & Salas, 1993). Besides, an employee can learn to enhance his or her strategic knowledge (Kozlowski, et al., 2001), which can be described as knowing when to apply a specific knowledge or skill (Aguinis & Kraiger, 2009). Improvement of these aspects of knowledge can be advantageous for an employee via for instance training and development practices. As a result of this an employee can perform better and makes it more likely to become an expert in his or her job. Furthermore HRM practices can contribute to employees by the improvement of skills. Skills can be defined as the employee's expertise that enables him or her in order to perform at a job. These skills can both be improved by the acquisition of new skills (Hill & Lent, 2006) and existing skills (Davis & Yi, 2004; Barber, 2004), such as communication, negotiation and presenting techniques. Employees can also learn to enhance their skills concerning self-efficacy and self-management (Frayne & Geringer, 2000). Lastly, the employees' ability can be influenced by HRM practices. Ability can be defined as the capacity of an employee to perform at his or her job. Employees can for instance be trained in their adaptive expertise, which improves their ability to cope with for example new or unexpected situations on the work floor (Ford & Schmidt, 2000). In sum, as is described above can the several factors of knowledge, skills and abilities be improved by HRM in such a way that it is beneficial for the individual employee. Resulting that in this paper human capital is regarded as the knowledge, skills and abilities of the employee.

1.2.3. Social Capital

Social capital can be explained as the benefits individuals perceive due to the interactions and type of interrelationships they have with each other (e.g. Nahapiet & Ghoshal, 1998; Subramaniam & Youndt, 2005). Furthermore social capital is also based on the sharing of ideas and the norms for collaboration employees experience (Putnam, 1995). As a result social interactions can manifest themselves in such a way that (social) knowledge is exchanged and therefore that beneficial outcomes for individual employees are likely to occur. A benefit of HRM practices that can cause social capital for employees is perceived organizational support (POS). POS can be defined as the organizational valuation employees perceive from their employer. POS draws further upon the reciprocity perspective (Gouldner, 1960) and can be described as the degree to which employees have the perception that the organization values their contribution, cares about well-being and is trying to meet socio-emotional needs (Eisenberger, Huntington, Hutchison, & Sowa, 1986). There are several ways to positively affect the POS of employees, in which HRM can play an important role. For example approval, respect, payments, promotion, granting access to information, job enrichment and influence over organizational policies are all possibilities to positively affect an employee's perception of the support they receive from their organization (Rhoades & Eisenberger, 2002). These examples can be implemented in several HRM practices, such as performance appraisals and job design processes. Also the employees' identification with their company can be improved in such a way that strong ties between and among employees and the companies they work for are established (Kim, Lee, Lee, & Kim, 2010). The interactions employees have with each other can form a social network that is based on several ties. The intensity of a tie is based on variables such as time,

intimacy, emotional commitment and reciprocity (Granovetter, 1973). HRM can affect these ties in order to make them stronger, with the result that social networks within organizations are established. For example by recruitment practices HRM can search for potential employees that fit with the organization and the colleagues the applicant has to work with. Moreover by staffing practices employees can be brought together in order to enhance social interactions. This can also be improved by training opportunities and teambuilding activities. It is also found that strong ties are enhanced when internal recruitment and selection takes place (Rynes, 1991). This reinforces existing social networks, interactions among employees and is advantageous because employees are already familiar with the organization they work for (Rynes, 1991). HRM practices such as performance appraisal can improve social collaboration, teamwork and for example trust. The amount of trust an employee has in his or her management also be regarded as a benefit that resides in social capital. Trust in management can be defined as the willingness of employees to be vulnerable to their management (Davis, Schoorman, Mayer, & Tan, 2000; Mayer & Gavin, 2005). Because in most situations employees do not have the power to control or monitor their management, they need to trust that management looks after them. This trust can be regarded as a concept that manifests itself on the social level, because in order to create trust a social interaction is needed. In this case the interaction between an employee and his or her employer or manager. When the trust in management improves, employees are more likely to be able to pay attention and focus on their job instead of for example worrying about their futures at the company (Mayer & Gavin, 2005). Employees' feelings that they are looked after can result in the improvement of trust in management. This can be effectuated by for example constructive social interactions between employees and their management during performance appraisal and job design practices. As a result social capital in this paper can be regarded as knowledge exchange due to interactions and relationships of the employee.

1.2.4. Organizational Capital

Organizational capital can be regarded as the benefits employees perceive because the organizational systems, processes, routines and policies are embedded in such a way that they could be in favor of the employee (Kang & Snell, 2009). For example can HRM affect the employees' employability, which beneficial outcomes contribute to the employees' organizational capital. Employability can be defined as an employee's ability to stay employed within a company. It is beneficial because when it improves, it can be advantageous for individual career outcomes (Van der Heijde & Van der Heijden, 2006). Both present performances on the job as job security on the long run are both likely to improve when an employee becomes more employable (Van der Heijde & Van der Heijden, 2006). This implicates that when an employee's employability increases, he or she can become more confident about their position in the firm for the preset time and in the future. Drawing insights from strategic HRM (Capelli & Crocker-Hefter, 1996; Wright & Snell, 1998), individual adaptive and social competences are increasingly seen as important because improvements in these competences can lead to an improved employability. The employee's employability is, next to adaptive and social competences, also based on personal elements such as attitudes, motivation, personality and ability (Van der Heijde & Van der Heijden, 2006; Van Dam, 2004). HRM can affect an employee's employability for example by development programs such as training opportunities and career mobility practices. Next to that, practices that focus on job assessments and staffing can cause an employee to develop its employability (Van der Heijde & Van der Heijden, 2006). When an employee works for a company he or she can make use of several

facilities such as the employee's cafeteria, the gym, health insurance opportunities, information databases and for example to opportunity to lease a car via the firm. It is likely that when an employee's employability increases the opportunities to make use of the organization's facilities in the future are maintained as well. Furthermore authors examined the positive individual outcomes when autonomy and recognition is granted to employees (Langfred, 2000; Brunn & Dugas, 2008). Autonomy can be defined as the amount of room and freedom employees experience in order to perform at their job. Autonomy resides on the level of organizational capital because several systems and routines in an organization can be designed in such a way that employees have a certain amount of autonomy. For example when it is a company's policy that employees can decide on their own when to take a break or when to arrive at and depart from their work, they can experience autonomy. Furthermore by job design and staffing practices employees can be given specific autonomous aspects of their job. Recognition can be regarded as the amount of credit employees experience for the work they are doing. For example Brunn and Dugas (2008) examined the individual need for recognition employees have. Recognition can be regarded as a benefit that resides in organizational capital, because it can be a part of the organization's routines or policies. For example organizations can announce the so called 'employee of the month' for employees who performed well in a particular way. This employee is then recognized within the whole company. Furthermore recognition can be granted to employees via compensation and benefits practices, from (non)financial rewarding (Luthans, 2000; Wright, 2003) to public ('employees of the month') instead of individual praise (Bradler, Dur, Neckermann, & Non, 2013). Furthermore it is argued that individual benefits such as influence can be experienced due to organizational structures and routines (Bakker & Schaufeli, 2008). Influence can be described as the amount of power and control employees have to perform their job in their own way. For example it can be an organization's policy that employees have to design or seek their own work. A salesman for example is likely to have influence on which customers he approaches, as long as he meets his targets. Or a team is granted the influence to decide on their own how they work on a project. As a result various benefits can be experienced because of the organization's structures and policies. Therefore can organizational capital be described as codified knowledge that is stored within the organization, that can be used by the employee (Youndt et al., 2004).

In sum, from all the possible benefits for employees that can be caused by HRM, in this paper the benefits will be structured into the three clusters of benefits which are human capital, social capital and organizational capital. In Table 1 a visual display is provided that summarizes how the possible benefits of HRM for employees can be clustered into three categories – as human, social and organizational capital.

Table 1: Individual benefits of HRM incorporated by intellectual capital

| Intellectual Capital | | | | | |
|----------------------|---|--|--|------------------------|---|
| Human Capital | Definition | Social Capital | | Organizational Capital | Definition |
| Knowledge | The (acquired) knowledge an employee has in order to perform at a job | Perceived organizational support (POS) | The organizational valuation employees perceive from their employer | Employability | The ability of an employee to stay employed within the company |
| Skills | The employee's (acquired) expertise that enables the performance at a job | Strong ties | Favorable relations between and among the employee's coworkers and the company | Autonomy | The amount of room and freedom employees experience in order to perform at a job |
| Abilities | The (acquired) capacity of an employee to perform at a job | Trust in management | The willingness of employees to be vulnerable to their management | Recognition | The amount of credit employees experience for the work they are doing |
| | | | | Influence | The amount of power and control employees have to perform at their job in their own way |

1.3. Costs

When it comes to costs employees experience in consuming HRM services, it should not be regarded as monetary costs they make, because employees work for an organization they do not have literally pay cash for the HRM services they make use of. However, employees do make costs in other forms. These costs can be seen as the non-monetary sacrifices they make in terms of time, effort and energy that are required to obtain or consume a HRM practice (Meijerink et al., 2016; Dodds, et al., 1991; Cronin et al, 2000). In obtaining and utilizing HRM practices, for instance training and performance appraisals, the employees as users or consumers, could experience these non-monetary costs. For example, an employee has to put time and effort in attending a training. Next to the fact that an employee has to put time and effort in attending the training, it is also possible that he or she has to travel somewhere else for the training. When this training is takes place abroad or has a duration of several days it is also possible that the employee has to stay overnight. Moreover, during the time an employee attends a training it is likely that he or she misses regular work that needs to be done later on. These examples of possible costs could outweigh the perceived benefits such as the development of his or her human capital by learning new things. Moreover, costs such as time consuming and inefficiency could even lead to dissatisfaction with HRM services (Cooke, 2006; Meijerink &

Bondarouk, 2013). It is also found that high-performance work practices (HPWPs) intensifies job demands, which in turn also increases costs such as stress (Kroon, Van de Voorde, & Van Veldhoven, 2009). Because employees could experience a continuous feeling of high demands by HRM, the risk increases that emotional exhaustion emerges (Bakker, Demerouti, & Verbeke, 2004; Karasek & Theorell, 1990). This means that when employees experience too much HRM, the amount of job demands increases with the result that emotional exhaustion leads to an increased level of stress. Experiencing too much HRM could for example be a result of the fact that HRM practices increases the commitment to an employer. This increased commitment can cause employees to work too much for the company which leads to emotional exhaustions or stress. Next to stress that could have negative results such as a possible burnout, it is even stated that the well-being of employees, in terms of happiness, health and relationship, could deteriorate because of HRM (Van de Voorde, Paauwe, & Van Veldhoven, 2012; Peccei, 2004). These aforementioned examples could be regarded as costs employees experience while they make use of the provided HRM services. To cover these costs therefore in this paper the costs employees experience are expressed as non-monetary costs, which refer to the time, effort, energy and stress that employees experience.

1.4 Service dominant logic: Why consumers create value

With the aforementioned elaboration on how the value of HRM for employees is regarded and composed, it is important to know how this value can be created. In order to research the creation of value the service logic perspective will be used, because it views the consumers of a service as very important participants in the process of creating value. First used in consumer-marketing theory, the service dominant logic (S-D logic) is a new perspective which states that the users of a service are the creators of value (Vargo & Lusch, 2004, 2006; Grönroos, 2011; Lusch & Vargo, 2006). In the S-D logic value is understood as 'value-in-use' (e.g. Vargo & Lusch, 2004; Lusch & Vargo, 2006; Vargo, Maglio, & Akaka, 2008). This S-D logic states that it is only the consumer who is responsible for the actual creation of value, and therefore the role of the consumer of a service is regarded as very important. The term 'service' in this logic is considered as an incorporation of both goods and services and is conceptualized as the "application of specialized competences (knowledge and skills), through deeds, processes, and performances for the benefit of another entity or the entity itself" (Lusch & Vargo, 2006, p. 283). The suggestion is made that "value creation is only possible when a good or service is consumed. An unsold good has no value, and a service provider without customers cannot produce anything" (Gumneson, 1998, p. 247). A provider of a service therefore can do no more than create a proposition of a value for potential consumers, by providing a service that has the potential to meet the needs or expectations of a consumer (Vargo & Lusch, 2004). As a result of this a service can provide certain benefits to different consumers in different ways, but its value is only realized through the usage of the consumer. Therefore the role of consumers of a service has to be seen as very active, because value depends heavily on how consumers make use of a service. In order to further explain the construct of value-in-use, the example of a car can be given. When a car manufacturer produces a car, the company applies its competences to transform several parts such as metal, plastics and rubber into a car. In the S-D logic, the car is considered only an input into the value creation that occurs when the consumer uses the car (Vargo et al., 2008). This usage can be seen in different ways, such as for transportation, self-identity exposure and for example to sell again for profit. Besides, consumers integrate the usage of a car in combination with other resources. For instance someone needs to know how to drive and shift the gear, has to have access to fuel or electricity, or know how to drive towards a destination. For example by making use of a navigation

system. Therefore without the integration of these resources by the consumer, the car has limited to no value. In other words, consumers of a service are required to “learn to use, maintain, repair, and adapt the appliance to his or her unique needs, usage situation, and behaviors” (Vargo & Lusch, 2004, p. 11) As a result only the individual usage of a service determines its value which is called value-in-use. This value-in-use perspective states that by making use of a service, the consumers are the primary source creating the value of the service (Vargo & Lusch, 2004; Grönroos, 2011; Lusch & Vargo, 2006; Priem, 2007). Therefore the consumer can be considered as the creator of value-in-use. In other words, the consumer’s usage determines the value of a service.

Now that it is clear that the role of a consumer can be considered as the creator of value, through its use, the connection with human resource management can be made. Providing HRM practices can be considered as being a service. The application and exchange of specialized competences that are involved by a HR professional forms the service. These specialized competences could for instance be HRM competences, HRM capabilities and intellectual capital (e.g. Boselie & Paauwe, 2005; Meijerink et al., 2016; Maatman, Bondarouk, & Looise, 2010; Meijerink & Bondarouk, 2013). Moreover these competences are applied within HR activities with the aim to benefit both parties involved. In this case both the HR professional as the provider and the employee as the consumer of the HR service. These benefits include for example the improvement of the employee’s well-being, employability and the firm’s performance (Van de Voorde et al., 2012). With this insight employees can be regarded as the consumers of the offered HR services. Because employees make use of the provided HR services, such as HRM practices, they can be regarded as the consumers of these HR services. This can be explained by several examples. HR professionals, as providers of the HR service, can organize training opportunities for its employees. This HR practice, the training, is not value laden because it only has the potential to become of value for employees. The way the training is used however, determines the value. Employees could for example have certain needs to improve their skills or increase their knowledge, or to meet other participants of the training in order to increase their network. In order to fulfill these needs, employees will make use of the training in their own unique way. As a result the value of the training will be different for every employee, because they make use of it differently. Another example why employees can be regarded as the consumers of HRM are compensation and benefits practices. A company can design certain practices that focus on rewarding its employees for the work they do. For example employees can be compensated based on hourly or merit-based pay. They can obtain benefits such as the opportunity to a lease car or a refund for their telephone charges. Furthermore they can be rewarded by individual or group bonuses. However, the value of these forms of compensation and benefits depends on how the employees make use of these practices. When an employee does not need a car for his or her job, or when a company works only with group based bonuses which do not apply on employees who work only on an individual level, these HRM services have no value for the employee. Therefore the way the employee makes use of a service, in order to fulfill his or her needs, determines the actual value-in-use. As a result of the aforementioned elaboration the employees can be regarded as the consumers of HRM and by that they are the creators of the value of HRM. This is because through its usage, needs and expectations are satisfied, the value-in-use can be met.

Now that it is clear that employees as the consumers of HRM are the creators of the value of HRM, an explanation is needed in how employees create this value of HRM. As it is made clear that employees determine the value of HRM on their own via the consumption of HRM practices, the

consumption of HRM practices by employees has to be examined. This consumption of employees needs to be researched because every employee is likely to consume the offered HRM practices in his or her own unique way. Because this usage is likely to differ, the logical result is that the value of HRM for each employee differs as well. Therefore will different ways of consumption also affect different kinds of value. This makes it clear that in order to explain how value is generated, it is needed that the way how employees make use of HRM services is researched. Therefore the consumption of HRM practices by employees has to be researched, which will be further elaborated upon in the next section.

1.5 The consumption of employees as a determinant of value of HRM for employees

In the previous sections it is made clear that consumption is important and that the way how employees make use of HRM services determines the value of HRM. However, what the current marketing literature still lacks is a clear conceptualization or a typology of the different kinds of consumption that can be observed when employees consume HRM practices. Although it is known that consumption is important, it remains unclear how this consumption of HRM can be conceptualized. Therefore a definition of the consumption of a HRM service is needed. In doing so, first the concept of a HRM service will be explained where after the consumption of this HRM service will be elaborated upon.

1.5.1 HRM Service and defining resources

As explained in the Service-Dominant logic, a service that can be consumed can be conceptualized as the “application of specialized competences (knowledge and skills), through deeds, processes, and performances for the benefit of another entity or the entity itself” (Lusch & Vargo, 2006, p. 283). Moreover, a service is also regarded as the process of integrating one’s own resources in order to benefit another (Vargo & Lusch, 2004, 2008). In other words, a service can be regarded as a bundle of resources that is provided by the service’s provider. Which can be beneficial for the user of the provided bundle of resources. As an example the supply of a car can be explained, by which the provider of this car offers the bundle of several resources. For example a car can bring you to your next location and can the vehicle help a person by achieving a certain desired status. In a HRM context when a training is organized by a HRM professional, he or she provides a bundle of several resources. For example, the location of the training needs to be well facilitated, the study material has to be well prepared, and the instructor of the training needs to have gained enough experience and knowledge. This is because in order to be able to successfully train the participants, a proper preparation is needed. This provided bundle of resources does not only apply to training opportunities, but it can be applied on all the HRM practices organizations offer. As a result HR professionals offer several bundles of resources for either performance appraisal, staffing and compensation and benefits practices. Therefore can a service be considered as a bundle of resources which is integrated and provided by a provider.

Now that the concept of a HRM service is explained it is needed to further zoom in and define what these bundles of resources are, and more particular: what resources are. In the conservation of resource (COR) theory resources were first described as objects, states, conditions and other things that people value (Hobfoll, 1988; 1989). However, during the following years criticism grew with the common criticism that almost everything good could be considered as a resource (e.g. Gorgievski, Halbesleben, & Bakker, 2011; Thompson & Cooper, 2001; Halbesleben, Neveu, Paustian-Underdahl, & Westman, 2014). This criticism is based on two factors. First ‘value’ is a term that implies that a

resource must lead to a positive outcome to be a resource (Halbesleben et al., 2014). This is not logic when looking at a resource and its outcome, since research showed that good things can lead to bad outcomes. As an example the amount of work related resources can be provided. When someone has high levels of work related resources associated with engagement, this can lead to for example work-family conflicts (Halbesleben, Harvey, & Bolino, 2009). As a second aspect of the criticism, does the original definition emphasizes categories of resources such as objects, states and conditions. Identifying and categorizing resources however, is different from defining them (Halbesleben et al., 2014). As a result, therefore resources can be described as anything that is perceived by the employee to help attain his or her goals (Halbesleben et al., 2014). In this light goals can be defined as the object or aim for an action, for example, to attain a specific standard of proficiency. Usually goals are set to be achieved within a specified time limit (Locke & Latham, 2002, p. 705). As a result the term 'anything' can be translated into means that are deployed in order to attain an individual's goals. For example when someone wants to drive from point A to point B by car (the goal), he or she needs several means or resources to successfully attain this goal. First the car itself is needed, but also know-how how to use the car, fuel in the tank, enough time to travel and the availability of a navigation system are possible means that help the individual to attain the goal to go from point A to point B. In addition to the provided definition of resources, it is stated that there are several ways to achieve a goal (Halbesleben et al., 2014). Therefore goals can be attained via the use of multiple means, or resources. As an example, it has been shown that more than one resource can be bundled in order to achieve a common goal (Shah & Kruglanski, 2000; Kruglanski, 1996). Also has the suggestion been made that resources may be substituted for one another to achieve the same goal (Huang & Zhang, 2013; Kruglanski, Pierro, & Sheveland, 2011). As a result several different resources can be used, in order to attain a goal. This perspective perfectly aligns with the idea of value-in-use, that because every HRM service can be used in several ways, different sorts of value are likely to arise as well (Vargo & Lusch, 2004). As such different (bundles of) resources can be used in order to attain a goal. How this usage takes place to attain a goal will be further elaborated upon in the next section.

1.5.2. The consumption of a HRM service

As it is made clear earlier, in order to create value a service has to be consumed (e.g. Vargo & Lusch, 2004; Vargo et al., 2008; Grönroos, 2011). Still using the example of the car as a bundle of resources, the usage of this car determines its value. In order to successfully make use of this car, other resources need therefore to be integrated. For instance gasoline is required in order to make the engine work, you need to know how the navigation system works or you need friends to expose your desired status to. In other words, consumers of a bundle of resources (the car) integrate other resources with this bundle, in order to create value (Vargo & Lusch, 2004). This also can be applied in the field of HRM when employees make use of for example a training. While consuming a training, employees do also need to apply several resources of their own. For example, one has to spend time, energy and effort into the training as well as previous training experiences that can be implemented. Moreover, specific learning goals of the employee which could be set by the employee's (line) manager can also be applied while consuming a training. And as it is clear, employees do have to integrate the various resources while consuming each of the possible HRM practices they make use of.

As is also concluded, everyone behaves in his or her own unique way and as such displays different kinds of consumptions. The motivation to behave in different ways comes from the idea that everybody sets different goals in order to satisfy their different needs. For example a person can own a car to show off with or just to get from point A to point B. As a result one can state that in a general perspective, consumption manifests itself on the integration of bundles of resources in order to satisfy specific needs of the consumer. This can also be applied to how employees consume HRM practices. As it is made clear employees consume by integrating bundles of resources in order to create value. When they participate in a training, their needs to do so can vary. From the need to improve a social network, to the aim to improve his or her KSA's. In this way the needs of each training participant deviates and as a result the consumption in order to satisfy these needs will differ as well. In other words, the consumption of a service can be defined as the integration of bundles of resources by consumers in order to fulfill their needs. And because it is demonstrated that the usage determines value, the result of integration resource bundles in order to fulfill needs is that value is established (Vargo & Lusch, 2004). Now that the consumption of HRM is defined and made clear, a further understanding is needed in how this consumption is established and what factors can be considered as drivers for this particular consumption.

1.6. The three innate needs as drivers for HRM consumption

In order to research how consumption manifests itself via the satisfaction of needs, self-determination theory can be used. This theory is useful because it provides a useful tool to conceptualize the different kinds of drivers for consumption by stating that every person has innate psychological needs. And that these needs form a basis of self-motivation, individual growth, well-being, performance and personality integration (e.g. Deci & Ryan, 1985, 2000, 2002; Ryan & Deci, 2000). Self-determination theory incorporates the assumption that people are very motivated to achieve psychological growth and development and are willing to take on responsibilities (Deci & Ryan, 2000; Marescaux et al., 2010; Van den Broek, Vansteenkiste, De Witte, Lens, & Andriessen, 2009). This intrinsic motivation can be captured in three needs, that cannot be learned but are innate and differs for every person. These needs are 1) competence, 2) relatedness and 3) autonomy, which allow optimal function and growth once they are satisfied (e.g. Deci & Ryan, 2000, 2002).

First the need for competence can be described as feelings people have to be effective and skillful in their actions. Also the need to believe that a person can have influence on important outcomes can be translated to the need for competence (Stone, Deci, & Ryan, 2009; Vansteenkiste, Neyrinck, Niemiec, Soenens, De Witte & Van den Broek, 2007). Second, the fundamental need for relatedness can be described as a "sense of mutual respect, caring and reliance with others" (Deci et al., 2001, p. 931), and thus it concerns the desire to feel connected to others. It is stated that every person has the need to love and care, as well as the need to be loved and cared for (e.g. Baumeister & Leary, 1995; Bowlby, 1958; Deci & Ryan, 2000). There are two aspects of the need for relatedness. First it requires an individual to interact frequently and affectively with other people. Second it also requires persons to believe these people care about his or her welfare as well (Baumeister & Leary, 1995). As a result the need for relatedness in this paper is defined as the individual's sense to have mutual respect, caring and reliance with others and thus the desire to feel connected to others (Deci et al., 2001; Baumeister & Leary, 1995; Deci & Ryan, 2000). Third, because every person experiences that he or she wants to make choices, wants to feel like the initiator of his or her own actions and act based on their own interest and integrated values, all these needs can be incorporated as the need

for autonomy (Deci & Ryan, 2000, 2002; Deci, Ryan, Gagné, Leone & Kornazheva, 2001). It is important to remark that the need for autonomy is often compared with psychological factors such as individualism, ideas of internal locus of control and independence (see i.e. Ryan, 1995). Autonomy in the perspective of this study however, should be regarded as the experience of integration and freedom employees perceive while doing their job (Deci & Ryan, 2000). Satisfaction for this need can be met by being able to make choices of personal interest or by for example backing up externally induced requests (Deci & Ryan, 2000; Marescaux et al., 2010). As a result the need for autonomy can be defined as the individuals feeling's to make choices of personal interest and thus to experience integration and freedom while doing his or her job (Deci & Ryan, 2000; Marescaux et al., 2010).

1.6.1. Goals that derive from the needs in HRM consumption

In order to make an operationalization how the three needs that are described by Deci and Ryan (2002) can transform into actual goals that employees can achieve in order to create value, insights can be drawn from expectancy theory (Vroom, 1964; Van Eerde & Thierry, 1996; Oliver, 1974). This theory involves the behavioral aspects every individual is subjected to and explains why an individual chooses one behavioral option over another. First mentioned in 1964, Vroom studied organizational behavior of individual employees. He stated that every individual pursues goals when he or she considers these goals to be achievable. And as stated earlier, goals in this paper are described as the object or aim for an action (Locke & Latham, 2002, p. 705). As such when an individual expects that a certain behavior, that is focusing on achieving a goal, leads to a desired result he or she is more motivated to conduct this behavior (Vroom, 1964). Moreover, when goals are founded to be important the expectancy that these goals can be achieved may increase as well. Especially when an individual thinks that when a certain behavior satisfies an important need, he or she is more likely to put effort this need by making a goal out of it (Lawler & Suttle, 1973; Van Eerde & Thierry, 1996; Vroom, 1964). In this light when an individual has the need for either competence, relatedness or autonomy, these needs can evolve into goals that can be set. Because when one thinks that when achieving this goal results into value they are likely to put more effort in it and he or she will behave in such a way that goals are met so that this value can be established (Van Eerde & Thierry, 1996). In other words when goals derive from certain needs, individuals are more likely to conduct goal achieving behavior, because they expect that value can be established (Vroom, 1964). And as described earlier are resources, that are considered as means that help an individual to help attain his or her goals, very likely to be integrated in such a way that these goals are attained.

Because employees are assumed to pursue their three innate needs, it is likely that they set the goal to achieve either competence, relatedness and autonomy while they consume HRM services as well. As is made clear by Deci and Ryan (2002), the pursuit of the three needs can be regarded as a dynamic process in which the goals that derive from the needs can be universally applied. In pursuing these needs, some goals are more important for one individual than for another. However in a general perspective these needs do not have to be excluded from each other when pursued (Deci & Ryan, 2002). As a result one employee can pursue both autonomy, relatedness and autonomy at the same time. Because this process depends on each individual's context, time, culture and/or (prior) experience, one can for example pursue more autonomous needs than the need for relatedness and competences when compared to his or her co-worker (Deci & Ryan, 2002; Deci, 1980; Ryan, Sheldon, Kasser, & Deci, 1996). Therefore when an employee pursues the need for competences while

consuming a HRM service, he or she is likely to integrate just the bundles of resources that have a positive outcome when the goal is set for the improvement of competences. For example while in a training this employee can combine the offered resources of the HRM service provider, such as training facilities and study materials, with his or her own resources such as learning goals and previous experiences. In this way the bundles of resources are integrated in such a way that the competences of this employee can actually be pursued. This also applies when an employee pursues the need for relatedness while participating in a teamwork activity. Then the employee integrates the offered resources of the HRM service provider with his or her own resources such as communication skills that together enable the employee to fulfill the need for relatedness.

1.6.2. Three forms of HRM consumption

Despite the fact that an employee can pursue both competences, relatedness and autonomy at the same time at different levels while consuming HRM services (Deci & Ryan, 2002), HRM consumption can be divided into three free-standing kinds of consumption. These three distinct sorts of HRM consumption can be regarded as free-standing because of two reasons. First the resources that are integrated while making use of a HRM service can be different, because the needs that are pursued and with that the goals that are set, can differ. As a result when an employee pursues competences he or she is likely to integrate other resources than when other needs are pursued. When the example of the car is used again, an individual can drive a car because he or she wants to learn to become a better driver (driven by the need to become more competent). Therefore he is likely to integrate resources such as the car itself, past experience and learning goals regarding driving skills in order to become a more skillful driver. This differs from the resources that are integrated when the individual pursues his autonomy, because then resources such as the desire to drive whenever it suits him and the availability of enough fuel in the tank have to be integrated in order to actually meet the need for autonomy. This also applies in an organizational setting when employees consume a HRM service. Then for the same service, different kinds of resources can be integrated, depending on the needs that are pursued. For example the ability to share knowledge and communication skills that can be integrated in order to pursue relatedness, can differ from other resources. This could for example be the desire for new challenges and learning goals that are integrated when competences are pursued by the employee. The second reason why three distinct ways of HRM consumption can be defined is the way how resources are applied. This is because the same resources can be bundled by the employee, but in a different way. This can be explained with the car example, when an individual wants to show off with his car he needs several resources. Next to the car itself he needs driving skills, a full tank of fuel and friends to successfully show to that he is proud of his car. Next when you want to show off by showing how fast your car can drive the resources of a clear road and the absence of traffic police have to be added to successfully drive very fast. This differs when you just want to go from point A to point B with no rush, because then you can show off while you don't have the need for a clear road and you don't have to worry about getting pulled over by the police. As a result the same resources can be integrated for the pursuit of a specific need, but it depends on how you want to pursue this need. When compared with the integration of resources while consuming a HRM service this can also occur when the same resources are used for different kinds of needs. In this way the desired outcome, the employee's value, can be established in different ways because the way how the resources are applied differ as well.

This way of thinking aligns very well with two the earlier described perspectives. First, with the explanation of how resources are considered, it is made clear that resources can be regarded as the means that are used to attain a goal. Therefore because goals can differ, resources can differ as well. Moreover, because resources can complement and substitute each other, a goal can be attained in a very unique way, due to the unique resources that are used (Halbesleben et al., 2014; Shah & Kruglanski, 2000; Kruglanski et al., 2011). The second argument why the consumption of HRM services can be regarded as three-folded and therefore aligns very well within this study, comes from the perspective of value-in-use that states that value heavily depends on how a service is used (Vargo & Lusch, 2004). And because HRM consumption can be used differently, due to the integration of different resources and the different ways how these resources are applied, also different forms of value can be established. Therefore three different ways of HRM consumption have to be described.

First when competences are pursued in the consumption of HRM services, employees are likely to integrate resources because they are driven by their feelings to be effective and skillful in his or her actions. And because the employee has the believe that he or she can influence important outcomes (Stone et al., 2009; Vansteenkiste et al., 2007). This can be regarded as the definition of competence driven consumption. Second when employees integrate the resources for relatedness and apply them in their own way, they consume HRM services in such a way that the need for relatedness is pursued. Relatedness driven consumption can be defined as the integration of resources that are driven by the employee's sense to have mutual respect, caring and reliance with others and the desire to feel connected with others (Deci et al., 2001; Baumeister & Leary, 1995; Deci & Ryan, 2000). Third this applies also on the integration of resources for autonomy and their unique application of these resources, called autonomy driven consumption. This can be regarded as the integration of resources that are driven by the employees feelings to make choices of personal interest as well as the feeling to experience integration and freedom while doing his or her job (Deci & Ryan, 2000; Marescaux et al., 2010)(see appendix IV). In sum, the consumption of HRM services regards the integration of bundles of resources of both the HRM service provider and the employee's own resources that is driven by the need for competence, relatedness and autonomy. This results in the first proposition:

Proposition 1: HRM consumption refers to the integration of resources that is driven by the need for competences, relatedness and autonomy.

1.7 The effect of HRM consumption on the value of HRM for employees

Resources that are integrated can be combined, complemented, substituted and integrated together in order to attain a goal and by that effectuate value (Halbesleben et al., 2014; Shah & Kruglanski, 2000; Kruglanski et al., 2011). Therefore when one consumes a HRM service because he or she is driven by a certain need, the other forms of consumptions which are driven by other needs do not have to be excluded from each other. This is because the pursuit of the three needs can occur at the same time (Deci & Ryan, 2002). This just depends on how the HRM service is consumed and therefore by which resources are integrated and how they are applied. Therefore, because several ways of value can be established due to the integration of different sort of resources, value can be

affected by each of the HRM consumption types in the form of either human capital, social capital and organizational capital. Each of the HRM consumption types however, is expected to have a tendency to affect a specific value.

Every employee is assumed to have the need to be competent (e.g. Deci & Ryan, 2000). As a result of this, he or she will consume HRM services in such a way that resources are integrated and applied, which is driven by the employee's feelings to be effective and skillful in his or her actions and by the belief that important outcomes can be influenced (Stone et al., 2009; Vansteenkiste et al., 2007). This aligns with the ideas that are derived from expectancy theory, that when one makes a goal to fulfill a need he or she is more determined to actually achieve this goal (Vroom, 1964). Especially when the employee feels that by pursuing a goal value can be established, it is more likely that actual effort will be put in the achievement of this goal (Locke, 1980; Locke & Latham, 2002). As a result when an employee integrates and applies resources such as his or her effectiveness and skillfulness because he/she is driven by the need for competences, value can be achieved in the form of knowledge, skills and abilities of the employee, which are incorporated by human capital. This value that one can expect to be achievable can therefore act like an accelerator to actually consume HRM services in such a way that competences are improved. As a result when one integrates and applies resources because they are driven by the need for competences, he or she is more likely to experience value in the form of the trade-off between human capital and costs. When an employee integrates and applies resources because he or she is driven by the need for relatedness, and as such driven by his or her sense to have mutual respect caring and reliance with others and the desire to feel connected with others (Deci et al., 2001; Baumeister & Leary, 1995; Deci & Ryan, 2000). As it is clear, this involves social interactions the employee can be involved in while doing his or her job and making use of HRM practices. What these interactions and/or relationships of the employee can yield is that knowledge is provided and shared, this resulting value incorporates the benefits of social capital. Therefore, because valuable knowledge can be a result, the employee is more likely to make a goal out of the need for relatedness and will consume HRM services by integrating (social) resources and also apply them in a social and beneficial manner.

Consuming HRM services which is driven by the need for autonomy can be translated as the integration and application of resources by the employee because he or she is driven by feelings to make choices of personal interest as well as the feeling to experience integration and freedom while doing his or her job (Deci & Ryan, 2000; Marescaux et al., 2010). Also when one strives to feel that he or she is the initiator of his or her own actions and has the possibility to act based on their own interest and values, autonomy can be improved (Deci & Ryan, 2000; Gagné et al. 2001). The valuable outcome that one can expect to arise when he or she consumes HRM services in this way, can be the codified knowledge that the employee makes use of. This outcome that could be valuable for the employee is beneficial and is incorporated by organizational capital. When this value is expected to be achievable, the employee is more likely to make a goal out of the need for autonomy and accordingly integrates and applies the resources in such a way that this value can be established.

As a result all the HRM consumption types affect value, but most likely does each of the three HRM consumption types have the tendency to affect one value more than another (see figure 1). Leading to the statement of the next proposition:

Proposition 2A: Employees who engage in competence driven consumption are most likely to experience high levels of human capital;

Proposition 2B: Employees who engage in relatedness driven consumption are most likely to experience high levels of social capital;

Proposition 2C: Employees who engage in autonomy driven consumption are most likely to experience high levels of organizational capital.

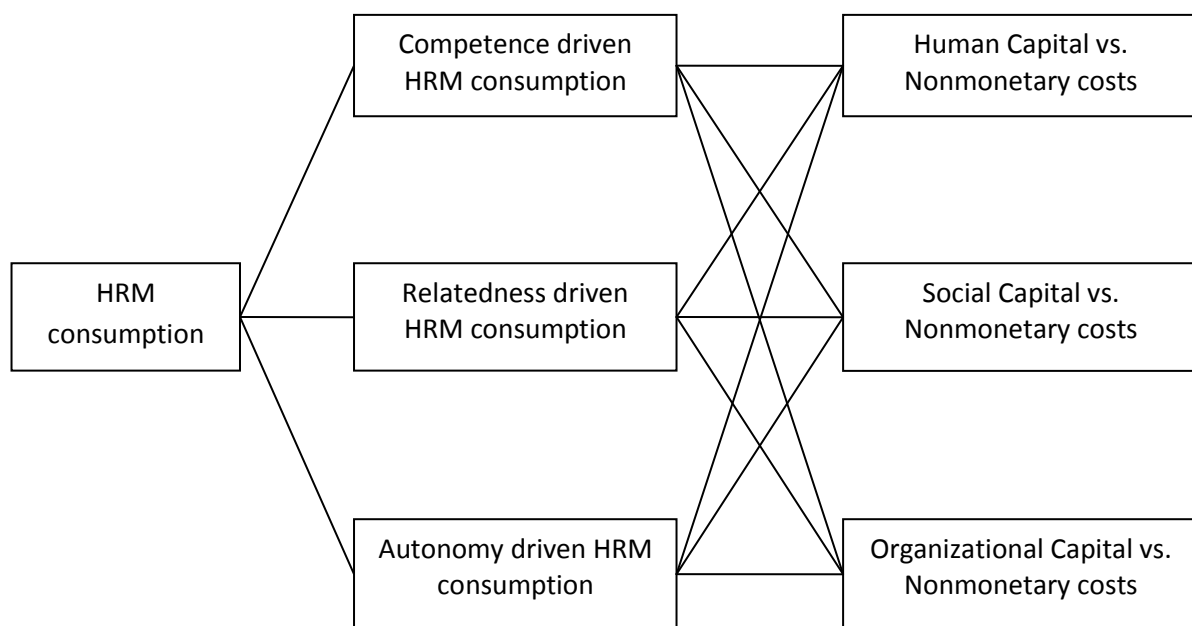


Figure 1: The three drivers of HRM consumption and the value of HRM

2. Method

2.1 Research design and context

As concluded in the theory section it was needed to explore which resources are integrated by employees while they consume HRM services as well as how employees apply these resources in order to pursue their needs during HRM consumption. As such the pursuit of the described needs and perhaps also other goals that are set needed to be explored. Furthermore the levels of human capital, social capital and organizational capital and costs that are experienced by employees were needed to be researched. As a result because insights had to be gained on how employees make use of HRM services and how they experience the dimensions of intellectual capital, the individual employees themselves formed the unit of analysis. Because of the explorative nature of this study the best suitable research design is that of a case study. Case studies are useful because they allow the researcher to study a contemporary phenomenon within a real-life context. This is applicable in this research because it aimed to explore which and how resources are integrated and applied by employees (Yin, 2014). As a result the organization TUI Nederland formed the case that is studied in this case study research. This organization is suitable for this research because employees at TUI Nederland are offered various HRM practices. This provided the opportunity to explore how employees consume the offered HRM services and how this generates value.

2.1.1. Organizational context

In order to research the phenomenon of which and how resources are integrated and applied by employees, this case-study is set out at a Dutch office of TUI (Touristik Union International) Nederland located in Enschede, the Netherlands. To create a better understanding first an overview of this organization is provided where after an elaboration is given on the context in which employees of TUI Nederland make use of the provided HRM services. Information is retrieved from the annual report of TUI of the year 2015, employees as well as TUI's HR professionals. Various documents, for example TUI's personnel guide, are also consulted to provide a good understanding of the organizational context of TUI.

TUI Nederland is market leader in the Dutch leisure and tourism industry and is part of TUI Group. With a recorded turnover of €20.1 billion and a net profit of €379.6 million in 2015, TUI Group is one of the biggest travel organizations on the world (DeutscheWelle, 2014). Worldwide it has a number of approximately 76.000 employees serving over 30 million customers annually. Customers can travel to over 180 destinations, by for example one of the 140 aircrafts and 13 cruise ships and can stay at over 300 hotels that TUI group owns. TUI Group exists out of local brands, which are all part of the TUI Group (TUI/d, 2015). Together with TUI België, TUI Nederland forms the TUI Benelux cluster. Each country serves their own source market, but on a lot of aspects however both countries work heavily together and take advantage of the joint scale of operations. TUI Nederland has 2500 employees in the Netherlands who served 1,6 million travelers in front and behind the scenes in 2015. Moreover, TUI Nederland owns its own airline, TUIfly that has a fleet of nine aircrafts. TUI Nederland offers holidays for travelers by its brands TUI, Holland International, Kras, Wedding Unlimited and Extravacanza. Not only do these brands fall under TUI Nederland, also local physical travel agencies are owned or franchised by TUI Nederland (TUI/a, 2016). TUI Nederland has headquarters in both Rijswijk and Enschede and the airline TUIfly is located at Schiphol-Rijk.

Approximately 300 employees work at the Enschede office of TUI Nederland. This TUI Nederland headquarters consists of four departments: customer services, product management, ICT and channel management. The customer services department consists of several sub departments, from business to business (BtB) to business to customer (BtC) in order to inform and sell to travel agencies and customers respectively. The customer support section is mainly busy with supporting the customer before and during their holidays. For example this section informs customers concerning changes before departures, changes during traveling and they stay in contact with customers in case tour leaders are absent. Also during calamities employees of customer support act as an intermediary for customers. Next the division 'klantenservice' takes care of complains after the holiday. Therefore employees check the daily report of tour guides, check ANVR (Dutch national travel agency association) conditions and also have to evaluate the nature of the complaints. If necessary employees of this section can provide certain compensations for customers. Also costs could be reclaimed by this section from hotelkeepers. Also feedback is continuously provided for other departments, in order to constantly improve TUI's holidays. Employees who work at the product management department of the Enschede office create the holiday products concerning flight holidays, holidays that go over land and cruises. A wide range of destinations are covered by this department, from flight holidays to the United States to holidays over land for example by car to Germany or France. Moreover, also cruise holidays are covered by this department. Each destination has its own product manager and a number of product employees. At this department holidays are 'produced' and therefore employees have to travel a lot – to their responsible destination. These employees are continuously busy with improving their products, create new holidays and have to work together with other departments in selling their products. Other departments these employees work with are for example communications in order to create advertisements, content and printed matter for the creation of guides and third the ICT department for the online environment. Channel management is covered by the content and printer matter (content en drukwerk) department. This department is responsible for the visual and textual content of all the TUI Nederland channels and media. Also the physical creation and production of guides and brochures is the responsibility of this department. Fourth the ICT department consists of employees who work with TUI's ICT systems covered by the sections system engineering, system management center, technical support, system development and the service desk. These employees make sure that current systems work properly and that new systems are developed. New developments are continuously needed due to the highly technical environment TUI operates in, for example online booking platforms. Furthermore the Enschede office of TUI Nederland has a HRM staff department that consists of HR professionals. For a full display of the TUI Enschede office organization chart see Appendix I.

2.2 Data collection

In order to explore whether theory could be build in regard to HRM consumption by employees and the value of HRM for employees it might generate, this involved the process of theoretical sampling. Theoretical sampling can be defined as 'the process of data collection for generating theory whereby the analyst collects, codes, and analyses his data and decides which data to collect next en where to find them, in order to develop his theory as it emerges. This process of data collection is controlled by the emerging theory, whether substantive or formal' (Glaser, 1978, p. 36). As stated the unit of analysis is formed by individual employees who work at TUI Nederland and consume its offered HRM practices. Most of qualitative studies know where to start the initial sampling which is acknowledged by for example Chenitz and Swanson (1986), who state that in theoretical sampling the sample is 'not

selected from the population based on certain variables prior to the study, rather the initial sample is determined to examine the phenomena where it is found to exist' (p.9) (Coyne, 1997). For this research data is collected by mixed methods. Mixed methods can be described as the combination of both quantitative as qualitative data collection for the broad purposes of breadth and depth of understanding and corroboration (Johnson, Onwuegbuzie, & Turner, 2007). Data collection in this study started with measuring experienced levels of intellectual capital and costs. This is conducted by requesting TUI's employees to fill in an online questionnaire. The aim of this data collection phase was to find employees who had either a high or low score on these levels. The second phase involves the qualitative data collection. In this phase interviews with HR professionals and a document analysis are conducted to provide a contextual understanding of TUI's HRM services as well as which resources are provided by the HRM service providers at TUI. Next based on the quantitative results a qualitative sample is chosen. Interviews with TUI's employees are conducted in this qualitative data collection phase to explore HRM consumption behavior. Only the employees who had a high or low score on the questionnaire formed the sample and were invited to participate in the interviews. As a result the findings in the quantitative data collection provided insight in who had to be invited for the qualitative collection, which makes this mixed methods very suitable for this research. This is because first by using a questionnaire, consisting of existing scales, a large group of employees at TUI could be approached to fill in the online survey. This provided the opportunity to specifically select a sufficient number of employees who had a high or a low score on the measured levels of intellectual capital. To gain a good contextual insight in TUI's HRM services and which resources are provided the interviews and document analysis formed a proper tool in the qualitative data collection phase. Besides, interviewing TUI's employees was a logic tool to gain a good understanding of how their HRM consumption behavior takes place. Moreover, in exploring whether different HRM consumption behaviors also lead employees to experience different values of HRM, this mixed methods approach formed a good tool. This is because it provided the opportunity to combine both the insight in HRM consumption behavior (by qualitative data collection) as the insight in the experienced value of HRM (via quantitative data collection). These steps will be explained in the following sections.

2.2.1 Quantitative data collection to measure constructs of intellectual capital and costs

The first part of data collection focused on the experienced levels of human capital, social capital and organizational capital as well as the experienced costs by the employees. In order to measure these levels, employees were asked to fill in a detailed online questionnaire. A survey is used for this data collection phase because in this way a large amount of employees could be reached. Besides, by using existing scales to measure the dimensions of intellectual capital, the aim for a proper reliability and validity is met. Moreover, the gathered quantitative data provided the opportunity to use the statistical analysis software SPSS to make a distinction between employees who scored either low or high on the measured levels (IBM Corp., 2013). Which made it clear which employee had to be invited for an interview, due to their scored levels.

The questionnaire was sent to 148 employees of TUI Nederland. The period of time in which the quantitative data is gathered (April-May 2016) forms a very busy period for the employees, due to the upcoming holiday season. Therefore the decision is made to not send the questionnaire to all the 300 employees who work at the Enschede office, in order to not further increase demands. Besides it was aimed for to distribute the questionnaire among an equal amount of employees of the four departments of the TUI Nederland Enschede office. Resulting in sending the questionnaire to half the

amount of employees who work at the Enschede office. Employees were invited by email to fill in the questionnaire. A number of 47 employees started to fill in the questionnaire. One questionnaire had to be excluded because it was unfit for use because the employee aborted the questionnaire in an early stage. Therefore 46 questionnaires were fit for use because they were filled in completely, resulting in a response percentage of 31,1%.

In order to design the questions for this questionnaire first a conceptualization of the constructs was made (see appendix II). Based on the theoretical conceptualization of the constructs in this paper and on the work of both Youndt, Subramaniam and Snell (2004) and Subramaniam and Youndt (2005), the questions were designed. It is important to remark again that both Youndt and colleagues (2004) and Subramaniam and Youndt (2005) measured the constructs of intellectual capital on the organizational level and thus designed their questions accordingly. Because the focus of this study lays on the dimensions of intellectual capital on the individual employee's level, the questions had to be redesigned specifically for this research(see appendix III).

The questionnaire was based on a five point Likert scale, with 1 for totally disagree and 5 for totally agree. To measure the level the experienced human capital five items were used and the questions stated for example 'I am highly skilled' and 'I am developing new ideas and knowledge'. A reliability analysis showed a Cronbach's alpha of: 0,86. See appendix VI for the descriptive statistics of the scores on human capital. To measure the experienced levels of social capital, five items were used. Questions included for example 'I do share information and learn from one another', 'I do interact and exchange ideas with people from different areas of the company' and 'I do apply knowledge from one area of the company to problems and opportunities that arise in another'. The reliability of this construct measured a Cronbach's alpha of: 0.76. See appendix VI for the descriptive statistics of the scores on social capital. The experienced levels of organizational capital is measured by using a scale with six items. Question for example included: 'The organization I work for uses patents and licenses as a way to store knowledge' and 'The organization I work for embeds much of its knowledge and information in structures, systems and processes'. This construct measured a Cronbach's alpha of: 0.56. This rather low Cronbach's alpha could not be improved by deleting any items. A cause for this low reliability can be found in the aspect that the questions designed by Youndt and colleagues (2004) are heavily focusing on the organizational level. In order to redesign these questions for the individual employee, a few questions had to be deleted for which in return new questions are drafted. These questions are based on the stated benefits employees can experience mentioned in table 1. As a result questions are drafted with a focus to measure employability, recognition, autonomy and influence. A factor analysis showed two factors, which relate to codified knowledge as well as the mentioned benefits from table 1. As a result the items 13, 14 and 15 related to each other, focusing on autonomous aspects. On the other hand did the items 11 and 12 relate to the codified knowledge that is embedded within TUI Nederland. This variance in the factors could also explain a rather low coherence of this scale. See appendix VI for the descriptive statistics of the scores on organizational capital. A new scale is designed in order to measure the costs employees could experience during HRM consumption (see appendix IV). Questions are drafted based on the nonmonetary costs as stated in the theory section. Therefore eight questions were used in this new scale to measure effort, time, stress and energy. Questions are for example 'It takes me a lot of effort to make use of the HRM services' and 'It takes me a lot of energy to make use of the HRM services'. The reliability of this construct measured a Cronbach's alpha of: 0,94.

Besides these 23 questions, control variables were included to measure for example age, gender and level of education. Besides the position within the organization and the amount of years that the employee worked for the organization were asked. Of the 46 respondents were 10 male and 36 female. Variance in ages was 23 to 59 years (Mean= 37,9 Standard deviation= 10,20). The respondents have the following distribution in the highest level of education. 7 employees attended intermediate education (15,2%), a majority of 32 respondents higher education (69,6%) and 7 scientific education (15,2%). The variance in the amount of years working at TUI Nederland is 0 (less than a year) to 37 years (Mean= 12,5 Standard deviation= 10,1). Moreover contact details were asked, in order to be able to contact the participants in case they were selected for the follow up research. In appendix V a display of the questionnaire is provided in both English and Dutch.

After the data to measure the levels of human capital, social capital and organizational capital as well as the experienced costs was collected and analyzed, a number of 16 employees were approached to participate in follow up research. They were selected on either their low or high score on the levels of intellectual capital. By using the statistical analysis software SPSS, scores were based by using SPSS on ultimate Z scores that were above or under 1 (IBMCorp., 2013). In appendix VI an overview is provided of the descriptive statistics and the Z-scores of the employees. In table 2 an overview is provided of the 16 interviewed employees and classification on the levels of intellectual capital.

Table 2. Overview of the 16 interviewed employees

| Respondent | Department | HC | HC | SC | SC | OC | OC |
|--------------|--------------------|-----|------|-----|------|-----|------|
| | | Low | High | Low | High | Low | High |
| 1. | Customer Services | X | | X | | X | |
| 2. | Channel Management | X | | X | | | |
| 3. | Product Management | X | | | | | |
| 4. | Customer Services | X | | X | | | |
| 5. | Channel Management | X | | X | | X | |
| 6. | ICT | | X | | | | |
| 7. | Product Management | | X | | | | |
| 8. | ICT | | X | | X | | |
| 9. | Customer Services | | X | | X | | X |
| 10. | Channel Management | | | X | | X | |
| 11. | Product Management | | | | X | | |
| 12. | Product Management | | | | | X | |
| 13. | Product Management | | | | | X | |
| 14. | Customer Services | | | | | | X |
| 15. | Product Management | | | | | | X |
| 16. | ICT | | | | | | X |
| Total | | 5 | 4 | 5 | 3 | 5 | 4 |

2.2.2 Qualitative data collection to explore HRM consumption

To explore how HRM consumption behavior takes place at TUI, in the qualitative data collection phase consists of two parts. First insight is gained in the offered HRM services at TUI, to get a contextual understanding of what HRM services employees actually consume. And what resources are provided by the HRM service providers. Next the actual HRM consumption behavior is explored by interviewing the 16 employees that are selected based on their scores in the questionnaire.

2.2.2.1 Human Resource Management at TUI Nederland – Enschede

To provide an understanding of the offered HRM services at TUI Nederland first an exploratory analysis is conducted. By interviewing TUI's HR professionals and a document analysis insight is gained in the offered HRM practices and its context in which the practices are applied within the organization (TUI/b, 2016). Five main HRM practices can be observed at TUI Nederland. The practices are 1) Recruitment & Selection, 2) Training & Development, 3) Job design, 4) Performance Appraisal and 5) Compensation & Benefits. These practices are operated by either HRM professionals working at TUI, as well as the employee's team leaders and managers. Therefore HRM service providers at TUI are regarded as both HR professionals and the employee's managers. To give a contextual explanation how the various practices are provided to employees, in the next sections each of the practices are elaborated upon. In table 3 an overview is displayed of the provided bundles of resources by the HRM service providers of TUI.

Recruitment and selection opportunities at TUI vary from external and internal selection. Vacancies are displayed at the organization's intranet as well as job vacancies website of TUI (TUI, 2016). Furthermore from time to time employment agencies are used to recruit new employees. Selection takes place at extensive (multiple) job interviews, in which both HR professionals and department managers are involved. Also are employees informed via TUI's mailings as well as HR professionals who have a clear insight in the offered job opportunities.

Training and development at TUI is highly valued and therefore a wide range of training opportunities are offered to TUI's employees. These vary from personal to classical training opportunities. Furthermore are training opportunities provided with a focus on the employees' personal level as well as at organizational level. Classical trainings are leaded by TUI's own professional trainers and by the employee's managers. In the customer services department the section quality monitoring (QM) also provides trainings and provide feedback for employees in order to keep high qualities in the delivered work of the employees who work at customer services. This department is also related to the performance appraisal of the customer services department. There also is the opportunity to search for external trainings when needed. For employees of the touroperating and retail departments there is a possibility to participate in (organized) study tours. Employees who attend these tours have to write a report and prepare a presentation to share their experiences. In this who gained information during the study tours is available for every employee of the organization. E-learning opportunities are provided at TUI as well. These platforms are called Cap 11 and Goodhabitz. Employees are allowed to follow the various offered E-learning modules during work time and they can do these courses at home as well. The modules vary from agile SCRUM (tool to develop software at a team based level in an effective and flexible way), to courses in Microsoft office as well. Also E-learning courses in communication, commercial, management and personal effectiveness skills are provided via Goodhabitz for example.

Job design is applied using the HAY method for which each employee has a clear job description (HAY-Group, 2016). This method focuses on three aspects of the employee's job design. First know-how focuses on knowledge and skills that are required to successfully perform at a function. Second does the aspect problem solving focuses on the complexity of the decisions a employee is required to make and three the scope of the responsibility that comes with the function. The job descriptions consist of a clear goal of the function which is worked out in several areas of results. In those areas an elaboration is given of what has to be achieved and not how it has to be done. As a result employees have a clear goal of the function with several areas of results.

Performance appraisal at TUI consists of two separate parts, performance appraisal and performance evaluations. First the appraisal of the employee's performances takes places once a year. Every employee has a job description, covered by the HRM practice job design, which is build up by using the HAY method (HAY-Group, 2016). In performance appraisals the manager appraises the amount of fulfillment of the employee in terms of the goal and the areas of results of the job description. Next to the job description, managers also use goals of the department to appraise in which amount the employee contributed in the realization of the department's goals. In appraising this contribution it is not necessary that the department's goals are achieved, but it matters how the employee contributed to its realization. The overall score of this performance appraisal is expressed in letters, ranging from A (insufficient), B (moderate), C (good), D (Excellent) and E (exceptional). TUI provides a range of manuals, forms and mailings to notify employees about performance appraisal meetings and provide them information about its procedures. At TUI performance appraisals are subject to every employee. Next to performance appraisals, TUI provides the opportunity to plan performance evaluation interviews. The goals of these interviews to test how the employee is functioning and whether there are bottlenecks that need to be discussed. Moreover during these meetings it is possible to discuss personal development opportunities of the employee. In this way employees are encouraged to make a decent evaluation of their functioning and to think about broaden and intensify their functioning. In this way employees can actively work on their personal development. Therefore personal development plans can be formulated. It needs to be remarked that employees at TUI make use of performance evaluation interviews in different ways. This is because of the different departments and different kinds of employees, plus the fact that performance evaluation interviews are not mandatory. For example for customer services employees, these meetings are planned by their managers and mandatory for everyone. At the product management department the use varies, because for example employees or managers don't have the need to plan these interviews. That is for instance because employees do have regular contact and meetings with their managers, in which they feel free to discuss the matter that can also be discussed in the evaluation interviews. Channel management has little to none performance evaluation meetings, likely because this is a relatively small department and therefore employees have a lot of (informal) contact with their manager. At the ICT department the use varies, from annual meetings to meetings that are planned every two months to evaluate the performances of the employee as well as the team performances. There also is a variation on whether employees form personal development plans in these interviews.

Compensation and benefits at TUI can be divided into a primary and secondary form. For the primary form TUI has a salary system that is used for every employee. Salaries at TUI Nederland are in line with the Dutch travel industry market. In secondary form compensation is granted for employees

such as scheduled days of (with a minimum of 24 days a year), pension, holiday allowances (8% of the bruto salary) and a cafeteria system. With these systems employees have the possibility to buy or sell scheduled days of. Furthermore have employees at TUI the possibility to book holidays at the organization with a discount rate of 40%. Also do employees receive an individual bonus of a certain percentage, depending on their score in the performance appraisal. In order to receive a bonus employees need to receive a C or higher. Depending on whether TUI achieved its organizational budgeted profits, employees receive an annually distribution of this profits. This also depends on their own score at the performance appraisal which has to be a C or higher. Also travel expenses are reimbursed for employees as well as the opportunity to participate in the bicycle plan, for which they can receive a bike.

Table 3. Provided bundles of resources by the HRM service providers of TUI

| HRM Practice | HRM service provider's resources | |
|----------------------------------|---|---|
| Recruitment and Selection | <ul style="list-style-type: none"> • Intranet • Company mailings • Internet (werkenbijTUI.nl) | <ul style="list-style-type: none"> • Employment agencies • Opportunity to apply |
| Training and development | <ul style="list-style-type: none"> • Company mailings • Training opportunity • Training materials • Study tour • External Training | <ul style="list-style-type: none"> • E-learning Goodhabitz • E-learning Cap11 • Classical training • Feedback • Study costs reimbursements |
| Job design | <ul style="list-style-type: none"> • Goal of the function | <ul style="list-style-type: none"> • Areas of results |
| Performance Appraisal | <ul style="list-style-type: none"> • Performance evaluation interview • Performance evaluation form • Performance appraisal • Performance appraisal form • Performance appraisal manual | <ul style="list-style-type: none"> • Company mailings • Quality monitoring • Feedback • Personal development plan |
| Compensation and Benefits | <ul style="list-style-type: none"> • Salary • Distribution of profits • 40% Discount on holidays • 10% Family discount on holidays • Discount for employees • Bonus • Travel expenses • Cafeteria system • Scheduled days off • Pension | <ul style="list-style-type: none"> • Health care leave • Parental leave • Pregnancy leave • Unpaid leave • Holiday allowances • Bicycle plan • Expense reimbursements • Telephone costs reimbursements • Moving reimbursements • Irregularity allowance |

2.2.2.2. HRM consumption behavior

In order to research which resources are integrated and how they are applied these 16 have been interviewed by making use of semi-structured open ended questions in face-to-face interviews. This created the possibility to ask additional questions if necessary and as such provided the opportunity to gain in-depth knowledge about which resources are in which way integrated (Yin, 2014). The interviews had a duration of approximately 60 minutes. Collecting data in a qualitative way had both strength and weaknesses. Strengths were that targeted questions could be asked that focus directly on the study topics. Also insightful information could be gained because qualitative data provided

explanations as well as personal views. As a result for example perceptions, attitudes and meanings could be retrieved. This method also had limitations because validity problems could arise. For example when questions were poorly articulated this could cause the employees to give biased answers. Furthermore response bias as well as inaccuracies could occur when employees had for example a limited insight in what goals they pursue or which resources they bring and need from others. Also due to reflexivity employees could provide answers that the interviewer wanted to hear (Yin, 2014, p. 106). These aspects were important to keep in mind when conducting the interviews with the employees.

The concepts that are described in the theory section are operationalized. Therefore an operationalization table has been developed in order to transform the concepts into open ended questions (see Appendix VI). These particular questions are displayed in both English and Dutch (see Appendix VII). As such for each of the five HRM practices that are provided within the company the employees were questioned. As mentioned did this involve the following practices 1) Recruitment & Selection, 2) Training & Development, 3) Job design, 4) Performance Appraisal and 5) Compensation & Benefits. First they were asked which goal they pursue during the consumption of the particular practice. After that they were asked which means they needed in order to successfully pursue their mentioned goal. They were also asked which means they had to bring up and which means they needed from others, and from whom. Also they were asked about nonmonetary costs they could experience. After that integration activities were asked in order to determine how the integration of resources takes place when employees consume the HRM practices. A rather broad perspective is used in this approach because of two reasons. First this broad and open approach enabled the employees to state in their own opinion what their goals are, which resources they make use of and how they integrate the mentioned resources, while they consume HRM practices. In this way an exploration could be made in order to test whether that three ways of HRM consumption are actually be observable. As a result a categorization could be made of the different kinds of HRM consumption behaviors. The gathering of this qualitative data took place in the period May-June 2016.

The analysis of the interviews' transcripts is carried out by using qualitative analysis software Atlas.ti 7.0 (Atlas.ti, 2013). The transcripts first have been coded deductively coded where after additional inductively retrieved codes are added. Codes have deductively been formed based on the findings in the theory sections. For example codes were given to the goals employees could pursue as well as resources that employee need to integrate in order to successfully pursue their goals. These include for example knowledge, skills and abilities. Furthermore codes are given to resources that are bundled and provided by the HRM service providers at TUI Nederland (see table 3). Next to the deductive codes also inductive codes are formed which are based on the goals, own resources, provided resources, costs and integration activities that employees mentioned during the interviews that were not deductively formed. This ended in a list of in total 124 codes. For a full list of the codes see appendix VIII.

3. Empirical findings and Discussion

3.1 Quantitative data - levels of intellectual capital and costs

After the quantitative data collection, the levels of experienced human capital, social capital, organizational capital and costs are analyzed by using SPSS (IBM Corp., 2013). The descriptives of these findings are displayed in table 4. All the three dimensions of intellectual capital have a mean that is higher than 3.6. This implicates in the first place that all the three dimensions are experienced by the respondents. Second because the means are well above average, this indicates that the three dimensions are experienced above average as well. Keeping this in mind the results of the quantitative data show that the three dimensions are experienced by the employees that contribute to their experienced value of HRM. When it comes to the experienced costs this scale has a mean of 2,52 with a standard deviation of 0,71. This indicates that employees do experience costs when they consume HRM services at TUI. However these findings do not provide insight in how the experienced costs relate to the benefits employees perceive. Therefore it is not clear whether the costs outweigh the benefits or vice versa. It could for example be the case that the costs are 'worth it' or perceived as part of the benefits when HRM services are consumed. As a result the experienced costs are assumed to be present and contributing to the value of HRM at the same time as benefits are perceived. Both human capital, social capital and organizational capital are thus expected to involve costs at the same time. Resulting in experienced benefits that also consist of costs. In order to explore how costs are involved in these benefits when employees consume HRM services, this is asked for during the interviews with the employees.

Table 4. Descriptives of intellectual capital dimensions and costs

| | Mean | St. Deviation | Min. | Max. | Cronbach's Alpha |
|------------------------|------|---------------|------|------|------------------|
| Human Capital | 3.82 | 0.58 | 2.4 | 5 | 0.86 |
| Social Capital | 3.77 | 0.61 | 2.4 | 5 | 0.76 |
| Organizational Capital | 3.64 | 0.45 | 2.33 | 4.67 | 0.56 |
| Costs | 2.52 | 0.71 | 1 | 3.75 | 0.94 |

3.2 Exploring HRM consumption behavior

In order to research whether HRM consumption refers to the integration of resources that is driven by the need for competences, relatedness and autonomy, each of the three HRM consumption behaviors are explored. As assumed in the theory section is also observed that employees do engage in multiple types of HRM consumption behavior at the same time. A three folded examination of the HRM consumption behaviors is conducted. Next to focusing at one type of HRM consumption behavior at a time, a fourth HRM consumption behavior has been found. In the next sections this will be elaborated upon.

3.2.1. Compliance driven HRM consumption behavior

During the interviews, the employees showed to display or told about to engage in what can be regarded as compliance driven HRM consumption. This is illustrated by the following quotes:

Respondent 10: *"The performance appraisal comes out of the employer, so he can tell me how I'm doing. I don't try to get more salary out of it for example. I just listen to it. It is a one way road. The performance appraisal is focusing on assessing me."*

Respondent 10: *"I don't do anything with the compensation and benefits. I don't negotiate about my salary. It is like it is. Because I know it has no use to stand up against it."*

Respondent 4: *"I don't go to performance appraisals to get the best out of it. I'm satisfied when I'm delivering good work."*

Respondent 4: *"On a certain moment at the customer support department you reach your ceiling when it comes to new things that can be learned Then it's also difficult for me to set new goals which I can discuss during for example a performance appraisal or performance evaluation."*

Respondent 7: *"I think I always do the Cap11 because it has a hard deadline. And maybe because of such a deadline I don't see it as an informal opportunity and therefore I make time for it With Cap11 it is decided for you that you have to do it."*

As a result, next to the three mentioned HRM consumption behaviors a fourth HRM consumption behavior can be found. This results in the following new proposition:

New proposition 1A: HRM consumption behavior could also be oriented at compliance

3.2.2 Competence driven HRM consumption behavior

Two tendencies can be observed within the group of employees who pursue their need for competence while consuming HRM. First there is a group of employees who tend to consume the HRM practices in such a way that their competences are improved, in favor of the organization. On the other hand there is a group of employees who are more self oriented, and pursue their need for competences in such a way that advantages for themselves are met. Despite the fact that there is an overlap of mentioned costs, (provided) resources and integration activities, a clear distinction can be observed which supports this tendencies (see appendix IX). In the next sections this distinction will be elaborated upon.

3.2.2.1 Competence driven HRM consumption behavior – Organization oriented

The first competence driven HRM consumption behavior that can be observed has a tendency to be organization oriented. The founded resources and integration activities are displayed in table 5. Employees who engage in this type of HRM consumption behavior want to be able to perform well on their job, rather than pursuing their own individual competences. As a result employees make use of the various HRM services at TUI because in their perspective it helps them to perform well on their job. Often because employees who engage in this type of consumption have a stricter job design in which they have to follow procedures and protocols, their usage of the HRM services is focusing on these organizational procedures. For example training opportunities are consumed in order to perform better during telephone conversations by employees of the customer services department at TUI. As a result employees are busier with meeting requirements with high accuracy for which they have to apply their (gained) competences. This does not mean that employees do engage in this type of consumption behavior to comply, employees are also found to be very aware of their own needs to improve their competences. But they pursue this improvement in favor of the organization. This is illustrated by the next quotes:

Respondent 2: *"In performance evaluation meetings I reconcile with my manger how my workflow is to be continued in order to avoid sticking at the same level. I do so in order to improve myself and to bring my work to a higher level."*

Respondent 4: *"A big part of my performance appraisal relies on how I follow procedures, such as telephone etiquette."*

Respondent 5: *"A training should deliver an expansion of my knowledge, so I can develop myself continuously. For example if I want to know certain aspects that are beneficial for my work. Then such a training optimizes my work performances. Which benefits the organization."*

Respondent 2: *"The performance appraisal can be stressful, because I want to do my job well."*

Respondent 4: *"At a training I discuss what is going well and what needs to be improved, that helps to create my own perspective in how I want to improve my work."*

3.2.2.1 Competence driven HRM consumption behavior – Self oriented

The second type of competence driven HRM consumption behavior that can be observed has a tendency to be self oriented. The founded resources and integration activities are displayed in table 5. These employees pursue the improvement of their own competences when they make use of the provided HRM practices. This need for improving own competences relates to the personal ambitions employees have which they try to accomplish. Employees set high demands for themselves and therefore they expect that the organization and its HRM services contribute to their personal development. This contributions they expect from others sometimes has its obstructions and boundaries when employees pursue this self oriented competence driven HRM consumption behavior. This is illustrated by the next quotes:

Respondent 11: *"I really do this for myself, for my personal development. In order to look for new challenges, or to develop my own qualities on new aspects."*

Respondent 11: *"If I want to work at a new position but it is not available my manager can discuss it with his manager. But when there are no functions available and it*

will not be created as well he can't do anything for me. And that was it for now, with hopefully better luck in the future."

Respondent 7: *"That's because I have ambitions, I don't want to pick up calls my whole life."*

Respondent 13: *"Of course you can apply the things you learned in a training during you work, but for me it is also to widen my general knowledge. If something catches my interest I want to learn more about it. So that you can improve yourself on multiple aspects."*

Respondent 16: *"In performance appraisals I discuss knowledge, themes and disciplines that I need for my personal development."*

Respondent 12: *"Despite the fact that I am only a small part of the organization, for myself I want to achieve as much as possible. Therefore I have to apply my skills and prior experience to create and sell top products with the highest possible margin. That satisfies me the most."*

Table 5 - Competence driven HRM consumption behavior

| Competence driven HRM consumption | <u>Costs</u> | <u>Resources</u> | <u>Provided Resources</u> | <u>Integration activities</u> |
|--|--------------------------|--|--|---|
| <u>Organization oriented</u> (respondents 1,2,3,4,5) | Stress | Abilities, flexibility, accuracy, motivation, awareness, communication, openness for new perspectives | Structure, procedures, performance of others | Make and use notes, planning, prioritize, processing, introspection, meet demands/requirements/agreements, create own perspective |
| <u>Overlapping</u> | Activities, time, effort | Knowledge, skills, own perspective/vision/insight, prior experiences, clear expectations | E-learning Cap11, E-learning Goodhabitz, feedback, tips/help/coaching, training opportunity, salary, understanding manager, openness for employee, knowledge/skills/experiences from others, opportunity, pressure, preparation/insight, performance evaluation interview, performance appraisal | Performance, preparation, learn from others, share knowledge, brainstorming/consulting, ask for help/feedback, performance with others, application gain experience/development |
| <u>Self oriented</u> (respondents 6,7,11,12,13, 14,16) | Passivity | Take responsibility, independency, pleasure in doing job/organization, ambition, focus/attention, assertiveness, persistence, enthusiasm | 40% Discount on holidays, cooperation, distribution of profits, appreciation/recognition, repetition, (regular) meetings, reminder, responsibility, quality of the training | Await/let it go |

Overall employees who engage in this self oriented HRM consumption behavior use different resources and apply overlapping resources in such a way that their own competences are pursued. Integration activities have an overlap with the first mentioned consumption behavior, but the aim lays more on the individual employee. When compared to employees who want to improve their job performances, these employees also have the urge to perform well, but there is a stronger focus on and awareness of their own competences. This leads to the statement of the next new proposition:

New proposition 1B: Competence driven HRM consumption behavior is either organization oriented or self oriented

3.2.3 Relatedness driven HRM consumption behavior

Employees who pursue their need for relatedness tend to engage in two types of relatedness driven HRM consumption behavior. First there is a group of employees who make use of the provided HRM practices at TUI in such a way that their job performances are improved. This type of consumption behavior will therefore be described as relatedness driven HRM consumption behavior that is organization oriented. The second group of employees tends to aim for social interactions and pursue their need for relatedness in order to perform better as a team. Therefore this type can be described as relatedness driven HRM consumption behavior that is team oriented. Despite the fact that there is an overlap of mentioned costs, (provided) resources and integration activities, a clear distinction can be observed in the specific focuses which supports this described tendencies (see appendix X). In the next sections this distinction will be elaborated upon.

3.2.3.1. Relatedness driven HRM consumption behavior – organization oriented

Employees who engage in relatedness driven HRM consumption behavior that is organization oriented do so because working together with others enables them to perform well on their job. The founded resources and integration activities are displayed in table 6. There is a tendency that all the interactions employees have with for example their colleagues are meant to be advantageous for the employee's own work performances. Therefore everything employees learn and the knowledge they exchange, from each other and trainings for example, is actively applied during the normal work activities. That helps them to keep a high standard in their delivered work in favor of the organization. Because of the reliance on others to be able to work well, employees also experience negative aspects when engaging in this type of consumption behavior. This all is illustrated by the following quotes:

Respondent 3: *"It is possible to attend a training during working hours. I co-ordinate it with my colleagues, that we attend the training together. Or that we do it alternately. I have to communicate that, which suits me well."*

Respondent 3: *"At this moment I'm doing a new project, for which I can work with the same systems. However, I need some supplementary information. Therefore I have extensive contact with a colleague who knows more about this project whom I can rely on."*

Respondent 2: *"I experienced tension and some stress, because I was curious whether they decided I got the job or not. I also had to put in a lot of effort to write a good and creative letter."*

Respondent 4: *"In a lot of classical trainings we listen to each other's telephone conversations. Then we discuss with the trainers and colleagues how the conversation went. In that way I can learn from others to improve my own work. It's always good to learn from others."*

3.2.3.2. Relatedness driven HRM consumption behavior – Team oriented

Employees who engage in team oriented relatedness driven HRM consumption tend to be more team players and are driven by the need to perform as a team. The founded resources and integration activities are displayed in table 6. These employees actively share knowledge with their colleagues and often make use of for example training opportunities together. Employees who engage in this type of consumption behavior also have to work with others in doing their job, rather than more individualistic operating employees. These employees are very willing to cooperate with others which often is an aspect of their motivations and ambitions. This clear type of HRM consumption behavior is illustrated with the following quotes:

Respondent 8: *"Training and development is something we want as a team, that not only one person has specific knowledge on only one subject. We want knowledge to be gained together so that we can apply it together as well."*

Respondent 16: *"I have the motivation to work very hard, and I am eager to learn. From colleagues and from my field of expertise."*

Respondent 9: *"Because I have been working in the travel industry for many years, I have a lot of experience and knowledge which I can share with my colleagues. I also try to tell a lot in an enthusiastic manner."*

Respondent 16: *"While in a training with my team we aim for the development of knowledge, to be more productive. Especially when you do this in a group with colleagues I experience that such a training stimulates me and my colleagues to generate ideas."*

Respondent 12: *"I try to pass on everything I've learned in a training. Therefore I have to acquire the matter myself, in order to share it to others. That enables me to help others, so I want to do it as good as possible. I find that important."*

Table 6 - Relatedness driven HRM consumption behavior

| Relatedness driven HRM consumption | <u>Costs</u> | <u>Resources</u> | <u>Provided Resources</u> | <u>Integration activities</u> |
|--|----------------------------------|--|---|--|
| <u>Organization oriented</u> (respondents 2,3,4,5,6) | Stress | | Structure, E-learning Cap11 | Meet demands/requirements/ agreements, introspection, make and use notes, create own perspective, processing, planning, prioritize |
| <u>Overlapping</u> | Time, effort, activities, energy | Motivation, knowledge, skills, communication, Openness for new perspectives, prior experiences, own perspective/vision/insights, clear expectations, pleasure in doing job/organization, | E-Learning Goodhabitz, preparation/insight, knowledge/ skills/experiences from others, tips/help/coaching, (regular) meetings, feedback, salary, opportunity, openness for employee, training opportunities, performance evaluation interview, performance appraisal, procedures, understanding manager | Application, gain/experience/ development, performance, learn from others, share knowledge, brainstorming/consulting, ask for help/questions/feedback, performance with others |
| <u>Team oriented</u> (respondents 8,9,11,12,,15,16) | | Assertiveness, take responsibility, ambition, independency, persistence, eagerness to learn, focus/attention, enthusiasm, flexibility | Appreciation/recognition, learning goal, quality of training, repetition, pressure, reminder, cooperation, responsibility | Stimulate others, preparation |

As is observed employees tend to engage in two types of relatedness driven HRM consumption behavior. A clear distinction can be found. On the one hand of employees who cooperate with others in order to perform well on the job. As well as employees who are more team players and make use of the offered HRM practices with the aim to perform well as a team. The observations of the two discussed types of relatedness driven HRM consumption result in the following new proposition:

New proposition 1C: Relatedness driven HRM consumption behavior is either organization oriented or team oriented

3.2.4. Autonomy driven HRM consumption behavior

In this type of consumption behavior a distinction can be observed of two sub variants of autonomy driven HRM consumption behavior. First employees who engage in autonomy driven consumption tend to do this with a focus on job related aspects. This type can thus be described as autonomy driven HRM consumption behavior that is job oriented. The second type of consumption behavior is engage by employees with a more team oriented focus. As a result this type is described as autonomy driven HRM consumption that is team oriented. Despite the fact that there is an overlap of mentioned costs, (provided) resources and integration activities, a clear distinction can be observed in the specific focuses which supports this described tendencies (see appendix XI). In the next sections this distinction will be elaborated upon.

3.2.4.1. Autonomy driven HRM consumption behavior – Job oriented

First employees tend to engage in autonomy driven HRM consumption behavior that is job oriented because they experience room and freedom to fill in their work as they think it is right (see table 7). This means that employees pursue their need for autonomy, but within the frames of their job. This job orientation also has a focus to perform as well on the job on a rather individual and independent level. Therefore employees engage in this consumption behavior with more individualistic motives. That does not mean that they do not work together with others, but it has an oriented that is focusing on performing well. Employees are well aware how they want to perform well and therefore they need a certain amount of freedom. This is illustrated by the following quotes:

Respondent 6: *"What I do with my managers is that we make certain agreements. That if I meet them by doing specific work related activities, and I do it well, that it counts in my performance appraisal. It is possible to make such agreements. You don't have to, but I did."*

Respondent 7: *"Sometimes they have less attention for me, but when I see my numbers I know I am doing good. I simplify my frustrations more and I stand above the situation."*

Respondent 7: *"I am good in what I am doing, and I don't want someone looking over my shoulder all the time."*

Respondent 12: *"I need that freedom, because in the end I want to do my work right. To do so I need this independency."*

Respondent 6: *"When I do a project I have a lot of contact with various external parties. As the project leader I arrange everything by myself. For example do I arrange meetings and make agreements with them in order to benefit the organization."*

Respondent 7: *"For a lot of things there aren't training opportunities. But because you need to improve your work activities that is often done by just doing it. Practice makes perfect, so sometimes you need a little more time than normal to improve yourself. Therefore you have to read more and search for background information. That helps me in gaining knowledge which I can apply it in my work."*

3.2.4.2. Autonomy driven HRM consumption behavior – Team oriented

Secondly employees engage in autonomy pursuing behavior that is team oriented. The founded resources and integration activities are displayed in table 7. Employees have the aim to do their work as they think is right, but they tend to rely on and cooperate with others to make choices how they do their work. They are aware that they can do their job in the way they think it is right, but to do so they have to consult others and exchange perspectives, knowledge and ideas. That helps them to experience integration and freedom while doing their work. As a result this type of consumption is more focusing on the reliance of others that help employees in their pursuit for autonomy rather than performing as a team. This is illustrated by the following quotes:

Respondent 14: *"I see the rewards as a piece of appreciation and recognition for the work I'm delivering. That's not only covered in the discount regulations et cetera, for me recognition is to hear from others that you did a great job."*

Respondent 16: *"In my opinion I need a cooperative team leader, with whom I experience a short distance. I appreciate that. That I have a low threshold to ask questions or to consult. I find this low threshold important, the opportunity to start an open conversation. That there is a certain notion for employees, as well as reasonableness."*

Respondent 14: *"I'm busy with a new project, in which I experience the support from TUI although I have to work on my own. That takes responsibilities from me, but I want grow at this aspect."*

Respondent 16: *"So I apply that feedback so I can continuously adjust the way I do my job. Because in the end it matters how I fulfill my functioning. And knowing the perspectives of the members of my team and team leader helps me in doing it."*

Table 7 - Autonomy driven HRM consumption behavior

| Autonomy driven HRM consumption | Costs | Resources | Provided Resources | Integration activities |
|---|--------------|---|---|---|
| <u>Job oriented</u> (respondents 6,7,12,13) | Effort | Motivation, enthusiasm, accuracy, clear expectations | Performance appraisal, structure, performance of others, responsibility, distribution of profits, E-Learning Cap11 | Performance, prioritize, create own perspective, processing, introspection |
| <u>Overlapping</u> | Time | Skills, prior experiences, communication, own perspective/ vision/insight, focus/attention, pleasure in doing job/organization, assertiveness, ambition, independency | E-Learning Goodhabitz, salary, 40% discount on holidays, opportunity, feedback, openness for employee, appreciation/recognition, understanding manager, preparation/insight, cooperation, tips/help/coaching, knowledge/skills/experiences from others, training, opportunity | Meet demands/ requirements/ agreements, application, gain experience/development, preparation, learn from others, share knowledge, brainstorming/consulting, ask for help/questions/feedback, performance with others |
| <u>Team oriented</u> (respondents 14,15,16) | Activities | Awareness, concentration, persistence, take responsibility, knowledge | Quality of training, classical training, training materials, procedures, pressure, reminder, (regular) meetings, performance evaluation interview | |

As is observed employees tend to engage in two types of autonomy HRM consumption behavior. A clear distinction can be found. On the one hand of employees who seek autonomy to fill on their job as they think is right. As well as employees who tend to rely more on others when it comes to recognition and feedback. As a result they engage more in autonomy driven HRM consumption that is team oriented. The observations of the two discussed types of autonomy driven HRM consumption result in the following new proposition:

New proposition 1D: Autonomy driven HRM consumption behavior is either job oriented or team oriented

Based on the statement of the aforementioned new propositions 1A to 1D, figure 2 displays an overview of the founded types of HRM consumption behaviors that are observed at TUI Nederland.

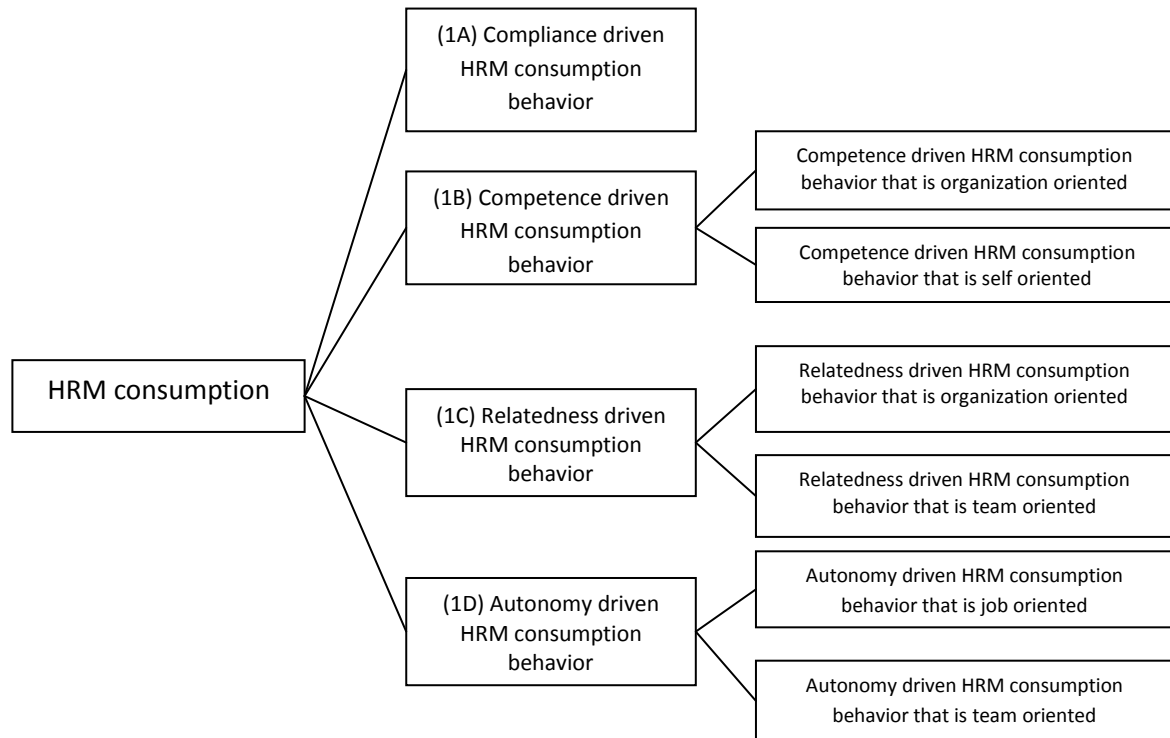


Figure 2. Display of stated HRM consumption behaviors

3.3 Exploring proposition 2

In order to explore the last three stated propositions, the HRM consumptions behaviors are linked to the categories the employees placed in, based on their scores in the questionnaire. Therefore it is compared whether the employees in the groups of HRM consumption behaviors scored either low or high on the dimensions of intellectual capital. It gives an indication that when employees use the various resources and conduct the stated integration activities, the particular need pursuing HRM consumption behavior is likely to result in experiencing high levels of either human capital, social capital or organizational capital. On the other hand it can also be the case that particular consumption behaviors are likely to result in low levels of the dimensions of intellectual capital. Then it gives an indication that when employees consume the offered HRM services, they are more likely to score a low level of experienced benefits. Resulting in a low value of HRM for employees. This will be discussed in the next sections.

3.3.1. Proposition 2A

Because two forms of competence driven HRM consumption behaviors are observed, both types of behaviors are compared with the scores on experienced levels of human capital. Table 8 and 9 provide an overview of their presence in the bundle of resources linked to the scores of human capital.

Table 8 – Presences in organization oriented competence driven behavior and experienced human capital

| Exploring propositions 2a | | Human Capital | |
|---|----------------|---------------|------------|
| | | High | Low |
| Competence driven HRM consumption (Organization oriented) | Bundle Present | (0) | (5) |
| | Bundle Absent | (4) | (0) |
| | Total | (4) | (5) |

In the first bundle of competence driven HRM consumption behavior that is organization oriented all the employees experience a low level of human capital (see table 8). This would lead one to assumption that this type of consumption behavior is more likely to result in a low benefit in the form of human capital. However, assuming this would be a jump to conclusions too fast. When an employee engages in competence driven HRM consumption, he or she is likely to gain knowledge skills and benefits because those are pursued in this type of consumption. Therefore human capital – that consists of ksa's – is likely to be experienced anyway, no matter what type of competence driven consumption employees engage in. A difference can be detected in the two types of competence driven consumption. When employees engage in self oriented consumption they are more likely to do this out of their own will, to improve their own competences. And employees who engage in organization oriented consumption are more likely to do this because for example they have to attend a training or that they have no choice because trainings are planned for them. This motivation to engage in both types of competence HRM consumption may differ, but the gained knowledge, skills and abilities (human capital) should be the same. This can be supported by the quantitative finding that the measured levels of human capital are above average. Indicating that there is a tendency that all respondents experience a certain level of human capital. Stating that five employees experience low levels of human capital therefore does not hold, because low human capital can still be above average. Furthermore are the items in this human capital scale focusing on generic skills which can be applied in every organization. These rather broad and generic questions differ from questions that are more firm specific. This can also be an explanation, because one can assume that employees who engage in organization oriented consumption are more focusing on the pursuit of firm specific skills. But because these firm specific skills are not measured in this human capital scale this can explain why employees experience this measured level of human capital. Therefore one cannot state that the tendency is that employees who engage in this type of consumption behavior also experience low human capital. Because when in this study firm specific skills were measured, this could have ended in a high experienced level of human capital. A last explanation why this tendency is not that logic could be found in the type of job design employees have. One can imagine that when employees have a job design that consists of more standardized tasks and working by a certain protocol it is more likely that they engage in organization oriented consumption. Because they could experience less opportunities to pursue their intrinsic need for own competences. As a result employees could lay their focus more on improving their work performances during HRM consumption that generate more firm specific skills. When compared to employees who have more room and freedom to bring in ideas of themselves and to be creative, it is more likely that they also engage in self oriented consumption that generates more generic skills. Concluding, the way human capital is measured, the above average level of human capital that is measured and the job design could explain why employees who engage in this type of consumption could also experience higher levels of human capital. As a result one cannot state that engaging in

this type of consumption tend to experience low levels of human capital. However on the other hand it could be the case that employees experience low levels of human capital due to insufficient knowledge, skills and abilities to perform well on their job. Then because of this low experienced human capital they could be more motivated and willing to engage in organization oriented HRM consumption. For example can an employee attend a training because of this low human capital. Then this training could enable the employee to improve its work performances. This results in stating the following new proposition:

New proposition 2AA: Employees who experience low levels of human capital are more likely to engage in competence driven HRM consumption behavior that is organization oriented

In the type of competence driven consumption behavior that is self oriented two employees also do experience high human capital (see table 9). Furthermore are employees with low and high scores absent in this particular type of HRM consumption behavior. Especially because employees with low scores on human capital are absent in this bundle, this gives an indication that employees who pursue self oriented competences also experience high human capital. When organizations want to improve their employees' levels of human capital, these observation indicates that they are more likely to succeed when employees engage in this self oriented consumption behavior. The other way around can also occur. When employees experience a high level of human capital they could be more encouraged to improve their competences even more which lead them to engaging in competence driven HRM consumption behavior that is self oriented. Proposition 2a can be met, because it is shown that employees who engage in competence driven consumption are likely to experience high human capital. However this only applies in the described form of self oriented consumption behavior. This results in the next two new propositions:

New proposition 2AB: Employees who engage in competence driven HRM consumption behavior that is self oriented, are more likely to experience high levels of human capital

New proposition 2AC: Employees who experience high levels of human capital, are more likely to engage in competence driven HRM consumption that is self oriented

Table 9 – Presences in the self oriented competence driven behavior and experienced human capital

| Exploring propositions 2a | | Human Capital | |
|---|----------------|---------------|-----|
| | | High | Low |
| Competence driven HRM consumption (Self oriented) | Bundle Present | (2) | (0) |
| | Bundle Absent | (3) | (5) |
| | Total | (4) | (5) |

3.3.2. Proposition 2B

Tables 10 and 11 display the presences of the two observed types of relatedness driven behavior and the scores on experienced levels of social capital. The first bundle of resources and integration activities in the pursuit for relatedness that is organization oriented has three employees with a low score on social capital and no employee experiences a high social capital (see table 9). This means

that when employees engage in this relatedness driven HRM consumption behavior, they are likely to experience low levels of social capital. Despite the fact that employees interact with others that helps them to perform well on their job, low benefits in the form of social capital are experienced. This could be because employees for example regard the social interactions as a necessity for their job performance rather than experiencing the benefit from it. As a result experiencing a low level of social capital can lead an employee to engage more often in relatedness driven consumption behavior that is organization oriented. As a result when organizations want to improve experienced levels of social capital, both relatedness driven consumption that is organization oriented and compliance driven consumption should not be encouraged. Future research can therefore explore the new propositions:

New proposition 2BA: Employees who engage in relatedness driven HRM consumption behavior that is organization oriented, are more likely to experience low levels of social capital.

New proposition 2BB: Employees who experience low levels of social capital, are more likely to engage in relatedness driven HRM consumption that is organization oriented.

Table 10 – Presences in the organization oriented relatedness driven behavior and experienced social capital

| Testing propositions 2b | | Social Capital | |
|--|----------------|----------------|------------|
| | | High | Low |
| Relatedness driven HRM consumption (Organization oriented) | Bundle Present | (0) | (3) |
| | Bundle Absent | (3) | (2) |
| | Total | (3) | (5) |

Comparing relatedness driven HRM consumption that is team oriented with the experienced levels of social capital show that three employees experience high social capital and no one experiences low social capital (see table 11). All the five employees who had a low score on social capital are absent of this type of relatedness consumption behavior. This indicates that when that the benefits from social capital are likely to be experienced when employees engage in team oriented consumption behavior. Therefore proposition 2B can be met, but only when employees engage in this specific type of HRM consumption behavior. On the other hand when employees experience a high social capital they could be more motivated to engage in a relatedness consumption behavior that is team oriented, because the employee has the need to exchange his knowledge with others. This results in the following new propositions:

New proposition 2BC: Employees who engage in relatedness driven HRM consumption behavior that is team oriented, are more likely to experience high levels of social capital.

New proposition 2BD: Employees who experience high levels of social capital, are more likely to engage in relatedness driven consumption behavior that is team oriented

Table 11 – Presences in the team oriented relatedness driven behavior and experienced social capital

| Testing propositions 2b | | Social Capital | |
|--|----------------|----------------|-----|
| | | High | Low |
| Relatedness driven HRM consumption (Team oriented) | Bundle Present | (3) | (0) |
| | Bundle Absent | (0) | (5) |
| | Total | (3) | (5) |

3.3.3. Proposition 2C

Tables 12 and 13 display the two bundles of resources and integration activities that refer to the two types of autonomy driven HRM consumption. Two employees who engage in autonomy driven HRM consumption behavior that is job oriented experience low organizational capital and no one scores on high organizational capital (see table 12). This is rather remarkable because it was assumed that employees who engage in autonomy driven consumption would experience high levels of organizational capital. Two possible reasons can be found for this low experienced levels of benefits in the form of organizational capital. First employees who engage in this type of consumption behavior could experience insufficient benefits from this type of behavior due to the boundaries they still experience in their job. Despite the fact that they have opportunities to do their work in their own way it may be the case the these boundaries obstruct the employees to successfully pursue their needs for autonomy. Because no observations have been found that employees experience such boundaries this tendency cannot be stated. Secondly in measuring organizational capital a scale is designed that consists of questions that are based on the work of Youndt et al. (2004) as well as questions based on the findings in the theoretical framework. As a result of this, this scale is focusing both on the codified knowledge that employees can make use of as well as more autonomous aspects employees can experience in their work. Therefore it could be the case that measuring organizational capital this way is not the proper way to do so. In sum because of these two explanations at this point no new proposition can be stated regarding a tendency that employees who engage in this type of HRM consumption are also more likely to experience low levels of organizational capital.

Table 12 – Presences in the job oriented autonomy driven behavior and experienced organizational capital

| Testing propositions 2c | | Organizational Capital | |
|--|----------------|------------------------|------------|
| | | High | Low |
| Autonomy driven HRM consumption (Job oriented) | Bundle Present | (0) | (2) |
| | Bundle Absent | (4) | (3) |
| | Total | (4) | (5) |

In the group of employees who is observed to engage in team oriented autonomy driven HRM consumption behavior, three employees also experience high levels of organizational capital (see table 13). This indicates that when employees engage in this type of consumption behavior they are more likely to experience the benefits in the form of organizational capital. Also when a high level of organizational capital is experienced, employees could be more encouraged to actively cooperate with others in order to retain or improve this high level of organizational capital. This helps them in their pursuit for autonomy. As a result employees are then more likely to engage in autonomy driven HRM consumption that is team oriented. This leads to the statement of the next new propositions:

New proposition 2CA: Employees who engage in autonomy driven HRM consumption behavior that is team oriented, are more likely to experience high levels of organizational capital.

New proposition 2CA: Employees who experience high levels of organizational capital, are more likely to engage in autonomy driven consumption behavior that is team oriented

Table 13 – Presences in the team oriented autonomy driven behavior and experienced organizational capital

| Testing propositions 2b | | Organizational Capital | |
|---|----------------|------------------------|-----|
| | | High | Low |
| Autonomy driven HRM consumption (Team oriented) | Bundle Present | (3) | (0) |
| | Bundle Absent | (1) | (5) |
| | Total | (4) | (5) |

4. Conclusions and limitations

4.1 Limitations and future research opportunities

A limitation of this research could be found in the way both human capital and organizational capital are measured. The scales to measure the dimensions of intellectual capital are adapted from existing scales (Youndt et al., 2004; Subramaniam & Youndt, 2005). Because the questions in those scales are designed with a focus on the organizational level, the questions had to be redesigned to be used on the individual level. First it is found that human capital is focusing on more generic knowledge and skills rather than a firm specific orientation of the questions. This could have formed the remarkable observation that employees who engage in organization oriented competence driven HRM consumption to experience low levels of human capital. As is discussed the distinction between generic and firm specific knowledge and skills that are measured can form a limitation for this research and therefore future research could design a human capital scale that is focusing on both aspects. Or by designing two human capital scales that measure these aspects separately. Then human capital can be covered in a better way which could result in tendencies of experienced human capital that are more logic. Especially when it comes to employees who engage in organization oriented competence HRM consumption. Second the scale that measured organizational capital is also redesigned for the individual level. A few questions had to be deleted for which in return new questions are drafted. These questions are based on the theoretical founded benefits employees can experience. As a result questions are drafted with a focus to measure employability, recognition, autonomy and influence (Van der Heijde & Van der Heijden, 2006; Langfred, 2000; Brunn & Dugas, 2008; Bakker & Schaufeli, 2008). As a result the questions in this scale are focusing on both codified knowledge as well as autonomous aspects. This could have led to find only a tendency when employees engage in team oriented autonomy HRM consumption. Therefore this way of measuring organizational capital could form a limitation that caused to find no tendency between autonomy driven HRM consumption behavior that is job oriented and organizational capital. Therefore a recommendation for future research would be to, when studying this type of consumption behavior, adjust this organizational capital scale so its benefits that employees can experience can be found. Furthermore research can study whether employees may still perceive boundaries in their job to experience autonomy when engaged in this type of consumption behavior that could cause this low level of organizational capital.

In measuring the experienced levels of intellectual capital the results showed that the means were well above average. These high average scores indicate that the levels are well experienced, but it could also be the case that questions on the scales were too generic and thus applicable for every respondent. Also could employees experience the need to fill in the questionnaire with a better presentation of themselves, which could have caused self-serving biased answers. Also self-serving biased answers could have been given by employees during the interview, which could form a limitation. An open approach was handled to give the employee the opportunity to state in their own words which goals they pursue and how they do this during HRM consumption. This could have led employees to state the goals of the offered HRM services in the perspective of TUI's HRM services providers instead of stating their own goals. Because it was the purpose of this study to explore the HRM consumption behavior in the perspective of the employees. Getting answers that came not out of the employees' perspectives was therefore not the purpose that could form a limitation. However, in the interviews' introduction it was made clear to the employees that the researcher was

interested in the employee him- or herself and not in what they thought was TUI's best answer. Furthermore were interviews conducted in an independent conference room at the Enschede office of TUI. And not for example in a HR conference room, at the HR department itself or at the employees own department. In these situations a distance from HR and the employees' managers was tried to create. This in order to cause an independent sphere that should lead employees to experience a comfortable setting in which they could speak freely.

During the interviews it is found that employees sometimes do not have a well thought idea which goals they pursue and that there sometimes is a certain lack of awareness in how they consume the offered HRM services. This has led to the observation that employees could engage in a compliance driven HRM consumption behavior. However, during the interviews the interviewer could have asked more probing questions to find whether the employees really were not fully aware why and how they consume HRM or that the employees indeed are more complying in their consumption behavior. Also when employees did state their goals and they were asked how they pursued it in their HRM consumption, sometimes employees stated that they did it by 'just doing it' or 'performing well'. In those situations the interviewer could have asked more in depth and probing questions how this aim for the right application and well performance then looked like. Because gaining those insights was the aim of the interviews. Then a more in depth insight could have been achieved that come to the essence of the HRM consumption behaviors of the employees.

Because a new type of consumption behavior is found that is compliance oriented, future research can explore how the resulting value of HRM is experienced when employees engage in this type of consumption behavior. It is likely that it is not contributing for employees in a beneficial manner and thus resulting in a low value of HRM. Therefore future research can explore whether this is the case. When such a tendency is found, this means that if a high value of HRM for employees is desired, compliance driven consumption should not be encouraged. Future research could for example research how this type of HRM consumption can be transformed in a more effective type of consumption behavior. Furthermore is it found that employees do engage in multiple types of consumption behaviors at the same time. Future research can explore whether there is a tendency that compliance driven consumption occurs more often together with specific other consumption behaviors. Moreover, research can explore whether and how all the types of HRM consumption behavior can be transformed into more effective and desired types. This helps organizations to let employees engage in a desired type of HRM consumption behavior with outcomes that are likely to be positive. Next a tendency is found that employees who have a job design that is stricter and consist of a clear structure and protocol engage more often in self oriented competence driven HRM consumption. Also when employees have more room and freedom in their job to pursue their own competence, they tend to engage in self oriented competence HRM consumption. Future research can explore whether this type of consumption behavior indeed occurs more often by employees who have more opportunities to pursue their own competences. And whether employees with a stricter job design engage in job oriented competence consumption. It could be the case that when employees have less opportunities, they are also obstructed to pursue their own competences. Therefore future research can explore whether a distinction can be observed between employees with more and less job related opportunities, room and freedom and the type of competence driven HRM consumption they engage in. It can also be researched whether these differences can be found when employees engage in the described types of HRM consumption behavior that is driven by both

the need for relatedness and autonomy. For example it could be the case that when employees experience certain boundaries of a job that they are more obstructed to successfully engage in autonomy driven HRM consumption behavior that leads them to experience the benefits of organizational capital.

4.2 Conclusion and practical implications

This thesis contributes by bringing insight in seven clear distinct forms of need pursuing behaviors that employees engage in while making use of the HRM practices at TUI Nederland. These need pursuing behaviors are incorporated by the three needs – competences, relatedness and autonomy - in HRM consumption. Furthermore is a new HRM consumption behavior observed, that is focusing on compliance. Insights are provided in which resources are integrated in different ways. This shows that either the same resources can result in the different outcomes as well as different resources that lead to the same outcomes. The distinctions between the types of consumption behaviors depend on which goals are pursued and how the various resources are integrated. The observations show that the integration activities vary because employees pursue different needs. There are tendencies that employees either engage in HRM consumption behavior that is focusing on a more compliance based, organizational, individualistic as well as a cooperative level. Moreover because employees often engage in more types of consumption behaviors at a time, this gives an indication that the need pursuing behaviors are not behaviors that stand on their own, but that they do occur interactively. This indicates that need pursuing behaviors do occur interactively during HRM consumption. Therefore one can state that HRM consumption refers to the integration of resources that is driven by the need for competences, relatedness and autonomy. And that HRM consumption can also be oriented at compliance. The resulting value of HRM for employees is found to be different because it depends on which particular HRM consumption behavior is engaged by employees. As a result the observations show that different HRM consumption behaviors are likely to affect different values of HRM. These values of HRM range from beneficial to disadvantageous. This indicates that specific HRM consumption behaviors are likely to result in low benefits in the form of either human, social or organizational capital. Because the assumption is made that different consumption behavior types can occur at the same time, also beneficial outcomes are likely to occur interactively. As a result the conclusion can be made the organizational employee can influence the value of HRM they experiencing by engaging in the found types of HRM consumption behavior.

Practical implications

This study has also a set of practical implications for organizations. The insights in what type of HRM consumption behaviors employees tend to engage and what value of HRM it can generate, this can benefit organizations in the improvement of the offered HRM services. For example can the insights help organizations which resources could be stimulated or improved or that experienced costs could also be decreased. Which could lead to the engagement of employees in a by the organization desired type of HRM consumption behavior. The findings in this research also provide practical implications for employees. This will be discussed in the next sections.

First when HRM and the employees' managers want employees to engage in specific types of consumption behaviors, they can actively stimulate employees to make use of the offered HRM services in the desired manner. As a result a desired level of value of HRM for employees can then be met. For example when it is needed that employees improve their competences to perform better at

their work, competence driven HRM consumption behavior that is job oriented should be encouraged. Because it is found that employees who engage in this type of consumption behavior need a certain structure and procedures in their job design, then HRM and managers can provide this for their employees. When the cooperation between employees and their managers needs to be improved the two types of relatedness driven consumption can be stimulated. Then it must be kept in mind that the resulting outcomes between the two types are likely to differ. When aiming for cooperation to improve the employees' work performances organization can stimulate organization oriented relatedness consumption. Although then the experienced level of social capital may be low, it does stimulate employees to pursue improving their work performances through cooperation with their peers and managers. The team oriented relatedness consumption is found to be beneficial for employees on levels of social capital. Then employees tend to exchange more knowledge in a beneficial manner. Because when employees engage in this type of consumption they tend to be more pro active in stimulating others, organizations can lay their focus on how this stimulation can be increased. For example by teamwork activities and by offering trainings that learn employees to cooperate with others. Also job design can be adjusted to give employees more opportunity to work on a team based level, rather than on a more individual based level. When HRM and managers want employees to experience more autonomy in their employment relationships, especially team oriented autonomy driven HRM consumption can be stimulated. In this case also the cooperation between employees can be stimulated by for example creating opportunities for employees to discuss each other's work and the exchange of feedback.

When HRM and managers want employees to engage in specific types of HRM consumption, they can adjust the offered HRM services in such a way that it aligns better with the consumption type. For example trainings can be focusing more on the improvement of teamwork or on the improvement of firm specific knowledge and skills when higher job performances are desired. The finding that employees also can engage in compliance oriented consumption can lead employers to re-examine whether their offered HRM practices do have any use. It could be the case that providing a performance evaluation meeting is not used appropriately because employees tend to comply in their consumption, these meetings could have no beneficial use. However, rather than stop providing the opportunity for a performance evaluation meeting or any other HRM practice that is consumed in a compliance based way employers have better options. First compliance oriented consumption is likely to have no beneficial contributions for employees, therefore HRM and managers should lay their focus on diverting employees to engage in more productive and contributing HRM consumption. Second can as discussed HRM practices be adjusted so that they can be consumed in such a way that it aligns with consumption types that is beneficial. Next when it is found that employees with a certain job design tend to engage in a specific type of consumption, also job designs can be adjusted. Then the type of consumption can be stimulated or when on the other hand the consumption type is not desired, job design can divert employees to engage in other consumption types. For example can employees be provided with more room and opportunities while doing their job to stimulate employees to engage in autonomy driven consumption. Or on the other hand by providing more structure and protocols to let employees to engage in competence consumption that is job oriented.

Furthermore can managers lay more attention on the individual employee. When knowing why and how employees make use of the various HRM practices, managers can gain insight whether the type of consumption aligns with the pursued needs or that an other type of consumption can better be encouraged. Also can managers help employees to engage in a desired type of consumption by designing personal development plans and the personal guidance to achieve these plans. Because it is found that employees sometimes are not fully aware why and how they consume HRM, managers can stimulate employees to create an awareness of their own goals while making use of HRM practices. For example can these goals be discussed during performance evaluation meetings or can self awareness be stimulated with the help of specific trainings. Insight in the individual employees also corresponds with the mentioned desire of employees for recognition and appreciation as a part of the compensation and benefits. Because this recognition and appreciation can motivate employees more to engage in for example autonomy driven consumption. Improving managers' insight in the individual employee thus is likely to be beneficial for improving the employees' engagement in specific HRM consumption behavior. Therefore also training opportunities could be designed for managers to increase their ability to gain these insights of the employees' motives. It is very likely that such improved abilities of managers stimulate employees to engage in desired types of HRM consumption that also can lead employees to experience higher levels of value of HRM. Not only is this beneficial for the employee themselves, a higher experienced value of HRM of employees can be beneficial for organizations as well.

The gained insights of this study also have practical implications for employees. First when employees want to experience a higher value of HRM the findings of this study can help employee to know which type of HRM consumption can lead them to experience a higher HRM value. Then they can for example with the help of their managers design personal development plans or by participating in specific training opportunities that are focusing on improving teamwork abilities. Next can employees become more aware of why, with which goals and how they make use of the HRM services they are provided. These better insights in their own consumption can lead them to engage in other types or improve their current way of making is of HRM. Therefore as is concluded, can employees by engaging in the described types of HRM consumption behavior influence their own experienced value of HRM.

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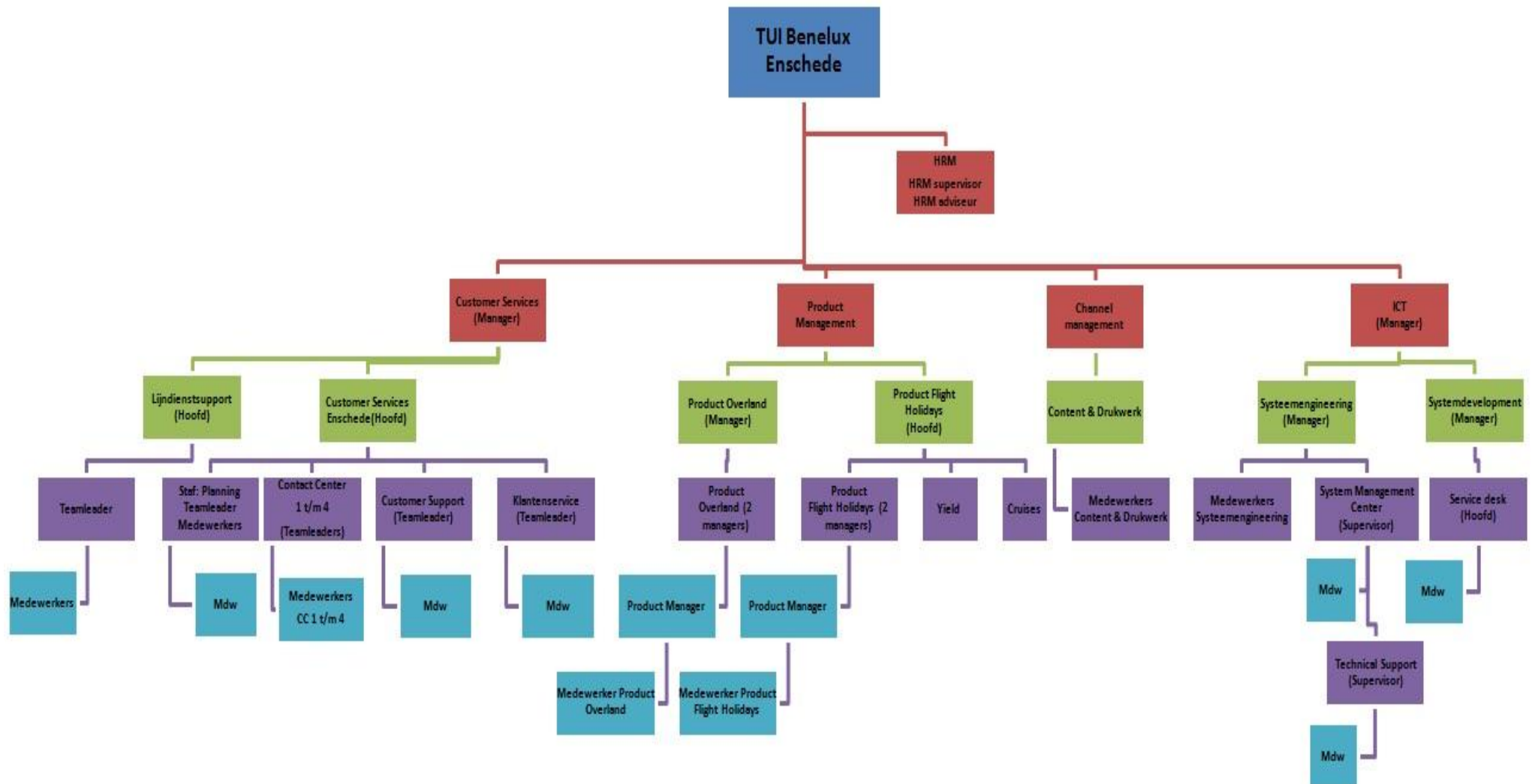
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Appendix

Appendix I - Organization chart of the TUI Benelux Enschede office, the Netherlands



Appendix II - Operationalization table: Intellectual Capital. Designing questions to measure benefits

| First order concept | Second order concept | Operationalization questions – Youndt et al., (2004) |
|---|---|--|
| Intellectual capital (Knowledge that benefits the employee, consisting of human capital, social capital and organizational capital) | Human Capital (Knowledge, skills and abilities of the employee) | 1. I am highly skilled 2. I can widely be considered the best in my industry 3. I am creative and bright 4. I am an expert in my particular job and function 5. I am developing new ideas and knowledge |
| | Social Capital (knowledge exchange due to interactions and relationships of the employee) | 1. I am collaborating with others to diagnose and solve problems 2. I do share information and learn from one another 3. I do interact and exchange ideas with people from different areas of the company 4. I do partner with customers, suppliers, alliance partners, etc., to develop solutions 5. I do apply knowledge from one area of the company to problems and opportunities that arise in another |
| | Organizational Capital (Codified knowledge used by the employee) | 1. The availability of manuals, databases within the organization are advantageous for me 2. The organization embeds much of its knowledge and information in structures, systems and processes which I can use 3. I am capable to deliver my work and I am employable within the organization 4. I have a lot of freedom in order to perform at my job 5. I experience enough recognition and credit for the work I am doing (for example during performance appraisals) 6. I have a lot of power and control to perform at my job in my own way |

Appendix III - Questions to measure intellectual capital on the organizational (1) and individual (2) level and in Dutch (3)

| 1. Human Capital on the organizational level: (Youndt et al., 2004) | 2. Human Capital on the individual employee's level: | 3. Human Capital on the individual employee level in Dutch: |
|--|---|---|
| 1. Our employees are highly skilled 2. Our employees are widely considered the best in our industry 3. Our employees are creative and bright 4. Our employees are experts in their particular job and functions 5. Our employees develop new ideas and knowledge | 1. I am highly skilled 2. I can widely be considered the best in my industry 3. I am creative and bright 4. I am an expert in my particular job and function 5. I am developing new ideas and knowledge | 1. Ik ben erg vaardig en bekwaam 2. Ik kan worden beschouwd als de beste in mijn vakgebied 3. Ik ben creatief en slim 4. Ik ben een expert in het uitoefenen van mijn werk en functie 5. Ik ontwikkel nieuwe ideeën en kennis |

| 1. Social Capital on the organizational level: (Youndt et al., 2004) | 2. Social Capital on the individual employee's level: | 3. Social Capital on the individual employee's level in Dutch: |
|--|---|---|
| 1. Our employees are skilled at collaborating with each other to diagnose and solve problems. 2. Our employees share information and learn from one another. 3. Our employees interact and exchange ideas with people from different areas of the company. 4. Our employees partner with customers, suppliers, alliance partners, etc., to develop solutions. 5. Our employees apply knowledge from one area of the company to problems and opportunities that arise in another. | 1. I am collaborating with others to diagnose and solve problems 2. I do share information and learn from one another 3. I do interact and exchange ideas with people from different areas of the company 4. I do partner with customers, suppliers, alliance partners, etc., to develop solutions 5. I do apply knowledge from one area of the company to problems and opportunities that arise in another | 1. Ik ben vaardig en bekwaam in het samenwerken met anderen om problemen te herkennen en op te lossen 2. Ik deel informatie en leer van anderen 3. Ik heb contact en wissel ideeën uit met mensen die elders werkzaam zijn binnen de organisatie 4. Ik beschouw klanten, leveranciers, relaties van de organisatie, etc., als partners waar ik oplossingen mee kan ontwikkelen 5. Kennis die ik heb opgedaan binnen de ene afdeling van de organisatie pas ik toe op problemen en mogelijkheden die ontstaan binnen andere afdelingen |

| 1. Organizational Capital on the organizational level: (Youndt et al., 2004) | 2. Organizational Capital on the individual employee's level: | 3. Organizational Capital on the individual employee's level in Dutch: |
|--|--|--|
| 1. Our organization uses patents and licenses as a way to store knowledge. 2. Much of our organization's knowledge is contained in manuals, databases, etc. 3. Our organization's culture (stories, rituals) contains valuable ideas, ways of doing business, etc. 4. Our organization embeds much of its knowledge and information in structures, systems, and processes | 1. The availability of manuals, databases within the organization are advantageous for me 2. The organization embeds much of its knowledge and information in structures, systems and processes which I can use 3. I am capable to deliver my work and I am employable within the organization 4. I have a lot of freedom in order to perform at my job 5. I experience enough recognition and credit for the work I am doing (for example during performance appraisals) 6. I have a lot of power and control to perform at my job in my own way | 1. Ik doe veel voordeel op aan handboeken, databases die binnen TUI Benelux beschikbaar zijn 2. TUI Benelux legt veel kennis en informatie vast in structuren, systemen en processen waar ik gebruik van kan maken 3. Ik ben goed in staat om werk te leveren en ik ben nuttig binnen TUI Benelux 4. Ik heb veel vrijheden om mijn werk goed uit te kunnen voeren 5. Voor het werk dat ik lever krijg ik genoeg erkenning en waardering (bijvoorbeeld tijdens beoordelingsgesprekken) 6. Ik heb zelf veel controle en ik kan invloed uitoefenen op de manier hoe ik mijn werk uitvoer |

Appendix IV - Questions to measure the dependent variable: The experienced costs in English (1) and in Dutch (2)

| Experienced costs in English (1) | Experienced costs in Dutch (2) |
|--|--|
| 1. It takes me a lot of effort to make use of the HRM services | 1. Het kost mij veel moeite om gebruik te kunnen maken van deze HRM diensten |
| 2. Making use of the HRM services takes me a lot of time | 2. Het gebruikmaken van de HRM diensten kost mij veel tijd |
| 3. Making use of the HRM delivers me stress | 3. Het gebruikmaken van de HRM services levert mij stress op |
| 4. It takes me a lot of energy to make use of the HRM services | 4. Het kost mij erg veel energie om gebruik te kunnen maken van de HRM diensten |
| 5. While making use of a HRM service, it takes me a lot of effort to make the best of it | 5. Bij het gebruik maken van een HRM dienst moet ik zelf erg veel moeite doen om dat wat er voor mij in zit uit te halen |
| 6. Making use of a HRM service as is presented to me, delivers me stress | 6. Gebruik maken van de HRM dienst zoals deze mij wordt aangeboden, levert mij stress op |
| 7. I have to put in a lot of time to make use of the HRM services | 7. Ik moet veel tijd spenderen om gebruik te kunnen maken van de HRM diensten |
| 8. Making use of a HRM service requires a lot of energy from me | 8. Gebruik maken van een HRM dienst vraagt veel energie van mij |

*Appendix V - Data collection Part 1 – Questionnaire
(English)*

Questionnaire for measuring experienced benefits and costs during the consumption of HRM services of TUI Benelux

This research is conducted by the University of Twente

The research

This questionnaire involves the experiences you have after you made use of the HRM services of TUI Benelux (for example training and development, compensation and benefits, performance appraisal), and is conducted by the University of Twente. In this questionnaire special attention is paid to the level in which you experience benefits and costs during the consumption of the HRM services of TUI Benelux. By participating in this research you will be enabled to share your experiences with the HRM service provision of TUI Benelux. Your contribution is important because in the end it supports TUI Benelux in optimizing its HRM services for you as an employee. Your answers are per definition not 'good' or 'false'; rather is it of great importance that your answers form a good representation of your experiences with the HRM services of TUI Benelux. Filling in this questionnaire will take you approximately 5 to 8 minutes.

Confidentially and anonymity

Everyone who receives this questionnaire, must feel free to fill it in as well. Therefore confidentiality and anonymity are very important and of course your data will be handled with serious caution. The University of Twente wants to, next to this questionnaire, interview approximately 20 employees of TUI Benelux. When you fill in this questionnaire, you could be approached with the invitation to participate in this interview as well. The filled in questionnaires will not be send to TUI Benelux or its HRM department, but it will be send directly to the University of Twente. The University of Twente will handle your data confidentially and the report of this research' results will be completely anonymously.

Questions?

If you have questions about this research, you can contact Ruben Mol of the University of Twente (see contact information). We would like to thank you very much in advance for your participation in this research

Ruben Mol
Graduation student of the University of Twente

Contact information

| | |
|-----------------|---|
| Contact person: | Ruben Mol |
| E-mail: | XXXXXX @student.utwente.nl XXXXXX@tui.nl |
| Phone: | XXXXXX |
| Mail: | XXXXXX |

1. Experiencing Benefits

(Human Capital - 5 point Likert scale with 1 (totally disagree) to 5 (totally agree))

The following statements involve the benefits you experience as an employee of TUI Benelux. Can you give an indication to what extent you do agree with the following statements?

1. I am highly skilled
2. I can widely be considered the best in my industry
3. I am creative and bright
4. I am an expert in my particular job and function
5. I am developing new ideas and knowledge

2. Experiencing Benefits

(Social Capital - 5 point Likert scale with 1 (totally disagree) to 5 (totally agree))

The following statements involve the benefits you experience as an employee of TUI Benelux. Can you give an indication to what extent you do agree with the following statements?

6. I am collaborating with others to diagnose and solve problems
7. I do share information and learn from one another
8. I do interact and exchange ideas with people from different areas of the company
9. I do partner with customers, suppliers, alliance partners, etc., to develop solutions
10. I do apply knowledge from one area of the company to problems and opportunities that arise in another

3. Experiencing Benefits

(Organizational Capital - 5 point Likert scale with 1 (totally disagree) to 5 (totally agree))

The following statements involve the benefits you experience as an employee of TUI Benelux. Can you give an indication to what extent you do agree with the following statements?

11. The availability of manuals, databases within the organization are advantageous for me
12. The organization embeds much of its knowledge and information in structures, systems and processes which I can use
13. I am capable to deliver my work and I am employable within the organization
14. I have a lot of freedom in order to perform at my job
15. I experience enough recognition and credit for the work I am doing (for example during performance appraisals)
16. I have a lot of power and control to perform at my job in my own way

Experiencing Costs

(Costs - 5 point Likert scale with 1 (totally disagree) to 5 (totally agree))

The following statements involve time, effort, stress and energy which you may experience as an employee of TUI Benelux while making use of the HRM services. For example this could be while participating in a training, a performance appraisal meeting, or when it comes to compensation and rewards. Can you give an indication to what extent you do agree with the following statements?

1. It takes me a lot of effort to make use of the HRM services
2. Making use of the HRM services takes me lot of time
3. Making use of the HRM delivers me stress
4. It takes me a lot of energy to make use of the HRM services
5. While making use of a HRM service, it takes me a lot of effort to make the best of it
6. Making use of a HRM service as is presented to me, delivers me stress
7. I have to put in a lot of time to make use of the HRM services
8. Making use of a HRM service requires a lot of energy from me

Background questions

Now some background questions will be presented to you. Would you be so kind to fill these in?

1.Name

2. e-mailaddress

5. Amount of years working at TUI Benelux

6. Gender

7. Age

8. Highest level of education

- Elementary education
- Primary education
- Intermediate education
- Higher education
- Scientific education

Thank you very much for your cooperation!

In case you still have questions or remarks, we would like to hear from you. Also if you would like to receive a summary of the research results at the end of this study, you can contact TUI Benelux' HR department.

*Appendix V - Data collection Part 1 – Questionnaire
(Dutch)*

Vragenlijst over de ervaren voor- en nadelen bij gebruik van HRM diensten TUI Benelux
Onderzoek in uitvoering door de Universiteit Twente

Het onderzoek

Deze vragenlijst gaat over de ervaringen die u heeft nadat u gebruik hebt gemaakt van de HRM diensten van TUI Benelux (zoals training en ontwikkeling, compensatie en beloning, beoordeling en functionering), en wordt uitgevoerd door de Universiteit Twente. In de vragenlijst zal stilgestaan worden bij de mate waarin u voor- en nadelen ervaart bij het gebruik maken van HRM diensten van TUI Benelux. Door deel te nemen aan dit onderzoek wordt u in staat gesteld om uw ervaringen met de HRM dienstverlening van TUI Benelux te delen. Uw bijdrage is belangrijk, omdat het uiteindelijk TUI Benelux kan ondersteunen bij het optimaliseren van haar dienstverlening voor u als medewerker. Uw antwoorden zijn per definitie niet 'goed' of 'fout'; belangrijker is dat ze uw ervaringen met de HRM diensten het beste weergeven. Het invullen van de vragenlijst zal ongeveer 5 à 8 minuten in beslag nemen.

Vertrouwelijkheid en anonimiteit

Iedereen die deze vragenlijst ontvangt, moet zich vrij kunnen voelen om deze in te vullen. Vandaar dat vertrouwelijkheid en anonimiteit van groot belang zijn, waar vanzelfsprekend met uiterste zorg mee omgegaan zal worden. De Universiteit Twente wil naast deze vragenlijst ongeveer 20 medewerkers interviewen. Als u deze vragenlijst invult, kunt u mogelijk benadert worden met de uitnodiging om deel te nemen aan deze interviews. Daarom wordt er enkel naar uw persoonlijke gegevens gevraagd omdat u hier mogelijk voor uitgenodigd kunt worden.

Graag willen wij benadrukken dat uw ingevulde vragenlijst niet bij TUI Benelux of haar afdeling HRM terecht komt, maar direct naar de Universiteit Twente doorgestuurd worden. De Universiteit Twente zal vertrouwelijk met uw gegevens omgaan en haar rapportage van de onderzoeksuitkomsten zal volstrekt anoniem zijn.

Vragen?

Als u vragen heeft over dit onderzoek, dan kunt u contact opnemen met Ruben Mol van de Universiteit Twente (zie contact gegevens). Bij deze willen wij u bij voorbaat danken voor uw medewerking aan dit onderzoek.

Ruben Mol
Afstudeerder van de Universiteit Twente

Contactgegevens

| | |
|-----------------|--|
| Contactpersoon: | Ruben Mol |
| Email: | XXXXXX@student.utwente.nl XXXXXX@tui.nl |
| Telefoon: | XXXXXX |
| Post: | XXXXXX |

1. Het ervaren van voordelen

(Human Capital - 5 punts likert schaal met 1 (totaal mee oneens) tot 5 (totaal mee eens))

De onderstaande stellingen hebben betrekking op de voordelen die u als medewerker bij TUI Benelux ervaart. Wilt u aangeven in hoeverre u het met deze stellingen eens bent?

1. Ik ben erg vaardig
2. Ik kan worden beschouwd als de beste in mijn vakgebied
3. Ik ben creatief en slim
4. Ik ben een expert in het uitoefenen van mijn werk en functie
5. Ik ontwikkel nieuwe ideeën en kennis

2. Het ervaren van voordelen

(Social Capital - 5 punts likert schaal met 1 (totaal mee oneens) tot 5 (totaal mee eens))

De onderstaande stellingen hebben betrekking op de voordelen die u als medewerker bij TUI Benelux ervaart. Wilt u aangeven in hoeverre u het met deze stellingen eens bent?

6. Ik werk samen om problemen te herkennen en op te lossen
7. Ik deel informatie en krijg dit ook van anderen
8. Ik heb veel ideeën opgedaan van mensen die elders werkzaam zijn binnen de organisatie
9. Ik werk samen met klanten, leveranciers, relaties van TUI Benelux om oplossingen voor vraagstukken te ontwikkelen
10. Kennis die ik heb opgedaan binnen de ene afdeling van TUI Benelux pas ik toe op problemen en mogelijkheden die ontstaan binnen andere afdelingen

3. Het ervaren van voordelen

(Organizational Capital - 5 punts likert schaal met 1 (totaal mee oneens) tot 5 (totaal mee eens))

De onderstaande stellingen hebben betrekking op de voordelen die u als medewerker bij TUI Benelux ervaart. Wilt u aangeven in hoeverre u het met deze stellingen eens bent?

11. Ik doe veel voordeel op aan handboeken, databases die binnen TUI Benelux beschikbaar zijn
12. TUI Benelux legt veel kennis en informatie vast in structuren, systemen en processen waar ik gebruik van kan maken
13. Ik ben goed in staat om werk te leveren en ik ben nuttig binnen TUI Benelux
14. Ik heb veel vrijheden om mijn werk goed uit te kunnen voeren
15. Voor het werk dat ik lever krijg ik genoeg erkenning en waardering (bijvoorbeeld tijdens beoordelingsgesprekken)
16. Ik heb zelf veel controle en ik kan invloed uitoefenen op de manier hoe ik mijn werk uitvoer

Het ervaren van nadelen

(Ervaren kosten - 5 punts likert schaal met 1 (totaal mee oneens) tot 5 (totaal mee eens))

De onderstaande stellingen hebben betrekking op de tijd, moeite, stress en energie die u als medewerker van TUI Benelux ervaart tijdens het gebruik maken van HRM diensten. Dit kan bijvoorbeeld zijn tijdens een training, een beoordelingsgesprek, of wanneer het gaat om beloning en waardering. Wilt u aangeven in hoeverre u het met deze stellingen eens bent?

1. Het kost mij veel moeite om gebruik te kunnen maken van deze HRM diensten
2. Het gebruikmaken van de HRM diensten kost mij veel tijd
3. Het gebruikmaken van de HRM diensten levert mij stress op
4. Het kost mij erg veel energie om gebruik te kunnen maken van de HRM diensten
5. Bij het gebruik maken van een HRM dienst moet ik zelf erg veel moeite doen om dat wat er voor mij in zit uit te halen
6. Gebruik maken van de HRM dienst zoals deze mij wordt aangeboden, levert mij stress op
7. Ik moet veel tijd spenderen om gebruik te kunnen maken van de HRM diensten
8. Gebruik maken van een HRM dienst vraagt veel energie van mij

Achtergrondvragen

Nu volgen nog enkele achtergrondvragen. Zou u zo vriendelijk willen zijn deze in te vullen?

1. Naam
2. e-mailadres
5. Aantal jaren werkzaam bij TUI Benelux
6. Geslacht
7. Leeftijd
8. Hoogst genoten opleiding
 - Basis onderwijs
 - Lager onderwijs
 - Middelbaar onderwijs
 - Hoger onderwijs
 - Wetenschappelijk onderwijs

Hartelijk dank voor uw deelname!

Mocht u nog vragen en/of opmerkingen hebben, dan hoor ik dat graag. Mocht u op het einde van het onderzoek een samenvatting van de onderzoeksresultaten willen ontvangen, dan kunt u zich tot de afdeling HRM van TUI Benelux wenden.

Appendix VI - Classification of the interviewed employees based on Z-scores

| | Mean | St. Deviation | Min. | Max. | Cronbach's Alpha |
|-------------------------------|------|---------------|------|------|------------------|
| Human Capital | 3.82 | 0.58 | 2.4 | 5 | 0.86 |
| Social Capital | 3.77 | 0.61 | 2.4 | 5 | 0.76 |
| Organizational Capital | 3.64 | 0.45 | 2.33 | 4.67 | 0.56 |
| Costs | 2.52 | 0.71 | 1 | 3.75 | 0.94 |

Human Capital - Low

| Respondent | Department | Mean | Z-score < -1 |
|------------|--------------------|------|--------------|
| 1. | Customer Services | 2.4 | -2.45 |
| 2. | Channel Management | 2.8 | -1.76 |
| 3. | Product Management | 3 | -1.41 |
| 4. | Customer Services | 3 | -1.41 |
| 5. | Channel Management | 3.2 | -1.07 |

Human Capital - High

| Respondent | Department | Mean | Z-score > 1 |
|------------|--------------------|------|-------------|
| 6. | ICT | 5 | 2.04 |
| 7. | Product Management | 5 | 2.04 |
| 8. | ICT | 4.8 | 1.70 |
| 9. | Customer Services | 4.6 | 1.35 |

Social Capital - Low

| Respondent | Department | Mean | Z-score < -1 |
|------------|--------------------|------|--------------|
| 1. | Customer Services | 2.4 | -2.24 |
| 4. | Customer Services | 2.4 | -2.24 |
| 10. | Channel Management | 2.4 | -2.24 |
| 5. | Channel Management | 2.8 | -1.59 |
| 2. | Channel Management | 3 | -1.26 |

Social Capital – High

| Respondent | Department | Mean | Z-score < 1 |
|------------|--------------------|------|-------------|
| 8. | ICT | 5 | 2.03 |
| 11. | Product Management | 4.8 | 1.70 |
| 9. | Customer Services | 5 | 2.03 |

Organizational Capital - Low

| Respondent | Department | Mean | Z-score < -1 |
|------------|--------------------|------|--------------|
| 1. | Customer Services | 2.33 | -2.88 |
| 10. | Channel Management | 3 | -1.41 |
| 4. | Customer Services | 3 | -1.41 |
| 12. | Product Management | 3.17 | -1.05 |
| 13. | Product Management | 3.17 | -1.05 |

Organizational Capital - High

| Respondent | Department | Mean | Z-score < 1 |
|------------|--------------------|------|-------------|
| 9. | Customer Services | 4.67 | 2.26 |
| 14. | Customer Services | 4.5 | 1.89 |
| 15. | Product Management | 4.33 | 1.52 |
| 16. | ICT | 4.17 | 1.16 |

Appendix VI - Operationalization table for designing interviewing questions

| First order concept | Second order concept | Third order concept | Fourth order concept | Interviewing questions |
|---|--|---|---|--|
| HRM Consumption (The integration of bundles of resources that are driven by the need for competences, relatedness and autonomy) | Competence driven consumption (The integration of resources that is driven by the employee's 1) feelings to be effective and skillful in his or her actions and 2) the believe that the employee can influence important outcomes) | Resources (Anything that the employee perceives to realize the goal he or she has set to 1) improve his or her feelings to be effective and skillful in his or her actions and 2) the believe that the goals can be influenced) | Goals (The object or aim for an action) | <ul style="list-style-type: none"> - When you make use of this HRM practice, can you describe the goal you have while using this practice? - Would you say you have one specific goal, or do you pursue multiple goals? If yes, could you describe them? |
| | | | Anything (The means that are deployed in order to attain the employee's goals) | <ul style="list-style-type: none"> - What is, according to you, needed in order to achieve this goal? - What do you need to bring up to achieve this goal? - What do you need from others to achieve this goal? And who are those others? - How do you experience time, effort, energy and stress are involved in attaining this goal? |
| | | | Integration activities (The employee's particular behavior to attain his or her goal with use of the mentioned means) | <ul style="list-style-type: none"> - With the described means that help you to achieve your described goal, how are these means applied by you in order to successfully achieve your goal? - How do you bring these means together? - What do you do with these means? |
| | Relatedness driven consumption (The integration of resources that are driven by the employee's 1) sense to have mutual respect, caring and reliance with others and 2) the desire to feel connected with others) | Resources (Anything that the employee perceives to realize the goal he or she has set to 1) sense to have mutual respect, caring and reliance with others and 2) the desire to feel connected with others | Goals (The object or aim for an action) | <ul style="list-style-type: none"> - When you make use of this HRM practice, can you describe the goal you have while using this practice? - Would you say you have one specific goal, or do you pursue multiple goals? If yes, could you describe them? |
| | | | Anything (The means that are deployed in order to attain the employee's goals) | <ul style="list-style-type: none"> - What is, according to you, needed in order to achieve this goal? - What do you need to bring up to achieve this goal? - What do you need from others to achieve this goal? And who are those others? - How do you experience time, effort, energy and stress are involved in attaining this goal? |
| | | | | |

| | | | | |
|--|---|---|--|--|
| | | | Integration activities (The employee's particular behavior to attain his or her goal) | <ul style="list-style-type: none"> - With the described means that help you to achieve your described goal, how are these means applied by you in order to successfully achieve your goal? - How do you bring these means together? - What do you do with these means? |
| | Autonomy driven consumption (The integration of resources that are driven by the employees 1) feelings to make choices of personal interest and 2) experience integration and freedom while doing his or her job) | Resources (Anything that the employee perceives to realize the goal he or she has set to 1) feel to make choices of personal interest and 2) experience integration and freedom while doing his or her job) | Goals (The object or aim for an action) | <ul style="list-style-type: none"> - When you make use of this HRM practice, can you describe the goal you have while using this practice? - Would you say you have one specific goal, or do you pursue multiple goals? If yes, could you describe them? |
| | | | Anything (The means that are deployed in order to attain the employee's goals) | <ul style="list-style-type: none"> - What is, according to you, needed in order to achieve this goal? - What do you need to bring up to achieve this goal? - What do you need from others to achieve this goal? And who are those others? - How do you experience time, effort, energy and stress are involved in attaining this goal? |
| | | | Integration activities ((The employee's particular behavior to attain his or her goal) | <ul style="list-style-type: none"> - With the described means that help you to achieve your described goal, how are these means applied by you in order to successfully achieve your goal? - How do you bring these means together? - What do you do with these means? |

Appendix VII - Questions for interviews in English (1) and Dutch (2)

| 1. Interviewing questions in English | 2. Interviewing questions in Dutch |
|--|--|
| <ul style="list-style-type: none"> - When you make use of this HRM practice, can you describe the goal you have while using this practice? - Would you say you have one specific goal, or do you pursue multiple goals? If yes, could you describe them? | <ul style="list-style-type: none"> - Gebruik makend van deze HRM praktijk, kunt u dan beschrijven met welk doel u gebruik maakt van deze praktijk? - Heeft u een specifiek doel, of streeft u meerdere doelen na? Zo ja, zou u ze kunnen beschrijven? |
| <ul style="list-style-type: none"> - What is, according to you, needed in order to achieve this goal? - What do you need to bring up to achieve this goal? - What do you need from others to achieve this goal? And who are those others? - How do you experience time, effort, energy and stress are involved in attaining this goal? | <ul style="list-style-type: none"> - Wat is er volgens u nodig om dit doel te bereiken? - Wat moet u inbrengen om dit doel te bereiken? - Zijn er ook zaken die u van anderen nodig heeft om dit doel te bereiken? En wie zijn deze anderen? - Hoe ervaart u dat zaken als tijd, moeite, energie en stress betrokken zijn in het bereiken van uw beschreven doel |
| <ul style="list-style-type: none"> - With the described means that help you to achieve your described goal, how are these means applied by you in order to successfully achieve your goal? - How do you bring these means together? - What do you do with these means? | <ul style="list-style-type: none"> - Nu u een beschrijving heeft gegeven van welke zaken/middelen u gebruikt om uw doel na te streven, kunt u beschrijven hoe u ze vervolgens toepast om uw doel te bereiken - Hoe brengt u deze zaken/middelen samen? - Wat doet u met deze zaken/middelen? |

Appendix VIII - List of Codes and descriptions

| Code nr. | Code | Description |
|-------------------------|--|--|
| <u>Goals</u> | | |
| 1 | Comp_Effective and skillful in actions | Feeling effective and skillful in actions |
| 2 | Comp_Influence on outcomes | Believe that important outcomes can be influenced |
| 3 | Rel_Mutual respect, caring, reliance | Sense to have Mutual respect, caring, reliance with others |
| 4 | Rel_Connection | Desire to Feel connected with others |
| 5 | Auto_Choices | Feelings to Make choices of personal interest |
| 6 | Auto_Integration/Freedom | Experience integration and freedom while doing job |
| <u>Costs</u> | | |
| 7 | Costs_Time | Time |
| 8 | Costs_Effort | Effort |
| 9 | Costs_Energy | Energy |
| 10 | Costs_Stress | Stress |
| 11 | Costs_Activities | Other job activities that have to wait |
| 12 | Costs_Passivity | Unable to get forward due to experienced obstruction |
| <u>Resources</u> | | |
| 14 | R_Knowledge | Knowledge |
| 15 | R_Skills | Skills |
| 16 | R_Abilities | Abilities |
| 17 | R_Motivation | Motivation |
| 18 | R_Prior Experiences | Prior Experiences/examples/insights from the work floor |
| 19 | R_Awareness | Awareness of own functioning |
| 20 | R_Openness for new perspectives | Stay open for new perspectives from others |
| 21 | R_Flexibility | Employee's flexibility |
| 22 | R_Honesty | Employee's honesty |
| 23 | R_Concentration | Own concentration and punctuality |
| 24 | R_Persistence | Persistence to get it done |
| 25 | R_Pleasure in doing job/organization | Pleasure in doing job and satisfied with organization |
| 26 | R_Enthusiasm | Employee's enthusiasm |
| 27 | R_Clear expectations | Clear insight in own (realistic)expectations |
| 28 | R_Independency | Be able to work and make choices on your own |
| 29 | R_Communication | Proper communication(skills) |
| 30 | R_Ambition | Employee's ambitions |
| 31 | R_Creativity | Employee's creativity |
| 32 | R_Assertivity | Be assertive |
| 33 | R_Intelligence | Employee's intelligence |
| 34 | R_Status | Status employee's experience |
| 35 | R_Interest | Interest an employee has for job/work/tasks |
| 36 | R_Eagerness to learn | Eagerness to learn |
| 37 | R_Happiness | Have good spirits and be happy |
| 38 | R_Kindness | kindness to others |
| 39 | R_Take responsibility | Own responsibility |
| 40 | R_Empathy | Be able to have empathy for others/situations |
| 41 | R_Own perspective/vision/insight | Employee's perspective/vision/insight |
| 42 | R_Tactical decision making | Be able to make tactical decisions |
| 43 | R_Self-confidence | Self confidence of the employee |
| 44 | R_Personality | Employee's personality |

| | | |
|----------------------------------|---|---|
| 45 | R_Moral/standards | Moral and standards of the employee |
| 46 | R_Focus/attention | Focus and paying attention to performance |
| 47 | R_Accuracy | Accuracy while doing job |
| 48 | R_Authenticity | Be yourself |
| 49 | R_Personal situation | Private situation of the employee |
| <u>Provided Resources</u> | | |
| 50 | R_(P)Procedures | Provided procedures in how to do work |
| 51 | R_(P)Reminder | Provided Reminder for procedures, how to do work (line management/QM) |
| 52 | R_(P)QM | Quality monitoring. Monthly results |
| 53 | R_(P)Preparation/insight | Provider takes care of proper preparation and has insight in employee's work performances |
| 54 | R_(P)E-learning_Goodhabitiz | TUI's E-learning environment Goodhabitiz |
| 55 | R_(P)E-learning_Cap11 | TUI's E-learning environment Cap11 |
| 56 | R_(P)Classical training | Classical training opportunities |
| 57 | R_(P)Opportunity | Provided opportunity from (line)manager |
| 58 | R_(P)Repetition | Repetition/refreshment of prior provided knowledge/skills/training opportunities |
| 59 | R_(P)Tips/help/coaching | Tips and help/coaching from others |
| 60 | R_(P)Study costs reimbursements | The reimbursement of made study costs |
| 61 | R_(P)Feedback | Feedback from others |
| 62 | R_(P)Understanding manager | Manager that understands a situation |
| 63 | R_(P)Distribution of profits | Distribution of company profits over well-performing employees |
| 64 | R_(P)Salary | Salary of the employee |
| 65 | R_(P) 10% Family discounts | 10% family discounts on holidays |
| 66 | R_(P)40% Discount on holidays | Discount for employees who book holidays at the company |
| 67 | R_(P)Performance of others | Performance of colleagues/company/the (tourist)industry/environment |
| 68 | R_(P)_Pressure | Pressure from managers/work load |
| 69 | R_(P)Training opportunity | Opportunity for training and development |
| 70 | R_(P)Knowledge/skills/experiences from others | Knowledge, skills and experiences others have which can be used |
| 71 | R_(P)Appreciation/Recognition | Appreciation and recognition for delivered work |
| 72 | R_(P)(Regular) meetings | Regular planned meetings with colleagues/managers to discuss work |
| 73 | R_(P)Structure | Organizational structure/(HRM)systems |
| 74 | R_(P)Scheduled days off | Amount of days that you are scheduled off for work |
| 75 | R_(P)Openness for employee | Openness for ideas/experiences/perspectives/questions of the employee |
| 76 | R_(P)Training materials | Materials from trainings and courses |
| 77 | R_(P)Discount for employees | Discount on various products/services for employees |
| 78 | R_(P)Bicycle plan | Opportunity to buy a bike with large discount |
| 79 | R_(P)Intranet | TUI's Intranet |
| 80 | R_(P)Travel expenses | Reimbursement of travel expenses |
| 81 | R_(P)Pension | Building the employees' pension |
| 82 | R_(P)Bonus | Bonus for the employee when sufficient appraisal is met |
| 83 | R_(P)Responsibility | Responsibility/trust |
| 84 | R_(P)External Training | External training/course opportunities |
| 85 | R_(P)Cooperation | Cooperation of others/customers/colleagues/manager |

| | | |
|--------------------------------------|--|---|
| 86 | R_(P)Pregnancy leave | Opportunity to stay at home in case of pregnancy |
| 87 | R_(P)Parental leave | Opportunity to stay at home to take care of children |
| 88 | R_(P)Health care leave | Opportunity to stay at home to take care of relatives |
| 89 | R_(P)Flexibility | Flexible manager/colleagues |
| 90 | R_(P)Quality of training | Clear, understandable provided trainings' content/expert trainers |
| 91 | R_(P)Company mailings | Mailings to employees with organizational information |
| 92 | R_(P)Expense reimbursements | Reimbursement of expenses made for training/hotel/food and beverage costs etc. |
| 93 | R_(P)Cafeteria system | Opportunity for employees to buy or sell free days |
| 94 | R_(P)Goal of the function | A clear goal of the function in the job description |
| 95 | R_(P)Areas of results | Areas of results in the job description |
| 96 | R_(P)Performance evaluation interview | Interview once a year to evaluate performance |
| 97 | R_(P)Performance appraisal form | Form to write down the appraisal of performances |
| 98 | R_(P)Performance appraisal | Appraisal of performances of the current year |
| 99 | R_(P)Performance appraisal manual | Manual for performance appraisals |
| 100 | R_(P)Study tour | study trip for employees |
| 101 | R_(P)Personal development plan | Opportunity to make a personal development plan |
| 102 | R_(P)Learning Goal | Learning goal for i.e. study tour |
| 103 | R_(P)Functioning form | Form to write down own functioning |
| <u>Integration activities</u> | | |
| 104 | Integration_Preparation | Preparation for i.e. training/performance appraisal meeting |
| 105 | Integration_Performance | Performance while doing job |
| 106 | Integration_Learn from others | Learn from and with others/colleagues/training |
| 107 | Integration_Brainstorming/consulting | Brainstorming and consulting with others/manager/colleagues(on a regular basis) |
| 108 | Integration_Ask for help/questions/feedback | Ask others for help and questions |
| 109 | Integration_Performance with others | Perform as a team with colleagues/section/customers |
| 110 | Integration_Make and use notes | Make and use notes for recollection |
| 111 | Integration_Create own perspective | Create own perspectives/insights on matters |
| 112 | Integration_Introspection | Examination of own ideas/motivation/perspective/performances |
| 113 | Integration_Meet demands/requirements/agreements | Actively meet demands/requirements/agreements |
| 114 | Integration_Share knowledge | Actively share own knowledge/ideas/experiences with others |
| 115 | Integration_Processing | Process gained and learned information/knowledge/skills/experience |
| 116 | Integration_Planning | Planning for future achievements |
| 117 | Integration_Gain Experience/development | Gain (new)experience/knowledge while doing job |
| 118 | Integration_Await/let it go | Await what comes at you/get over things |
| 119 | Integration_Application | Application of gained information/knowledge/experience |
| 120 | Integration_Learn from mistakes | Make mistakes and learn from it |
| 121 | Integration_Healthy work/private balance | Actively seek healthy balance between work and private life |
| 122 | Integration_Prioritize | Set priorities |
| 123 | Integration_Stand up | Stand up for yourself |
| 124 | Integration_Stimulate others | Stimulate others/colleagues |

Appendix IX - Competence driven HRM consumption (Costs and resources)

| | resp1 | resp2 | resp3 | resp4 | resp5 | resp6 | resp7 | resp11 | resp12 | resp13 | resp14 | resp16 |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| Costs | | | | | | | | | | | | |
| Stress | X | X | | | X | | X | | | | | |
| Activities | X | X | X | X | | | | X | | X | X | X |
| Time | X | X | X | X | X | X | X | X | X | X | X | X |
| Effort | | X | X | X | X | X | X | X | X | | | X |
| Passivity | | | | | | | X | X | | X | | |
| Resources | | | | | | | | | | | | |
| Abilities | X | | | X | | X | | | | X | X | |
| Flexibility | X | | X | | | | | | X | X | | |
| Accuracy | X | X | | X | | | X | | X | | | |
| Motivation | X | X | X | X | | X | X | | X | | | X |
| Awareness | X | X | X | | | | | | | X | | X |
| Communication | | X | X | X | X | X | X | | | X | | X |
| Openness for new perspectives | X | X | X | X | X | X | | X | | | | X |
| Knowledge | X | X | X | X | X | | X | X | | X | X | X |
| Skills | X | X | | X | X | X | X | X | X | X | X | X |
| Own perspective/vision/insight | X | X | X | X | X | X | X | X | | X | X | X |
| Prior Experiences | X | X | X | X | X | | X | X | X | X | X | X |
| Clear expectations | | | X | | X | X | X | X | | X | | |
| Take responsibility | | | | | | | | X | X | X | X | X |
| Independency | | | X | | | X | X | | X | X | X | |
| Pleasure in doing job/organization | | X | X | | X | | X | X | X | X | X | X |
| Focus/attention | X | | | | | | X | | X | X | X | X |
| Ambition | | | X | X | | X | X | | X | X | X | X |
| Assertiveness | | | | | | X | X | X | | X | | X |
| Persistence | | X | | | | | | | | X | | X |
| Enthusiasm | | X | | | | | X | | X | | | |

Appendix IX - Competence driven HRM consumption (Provided resources)

| | resp1 | resp2 | resp3 | resp4 | resp5 | resp6 | resp7 | resp11 | resp12 | resp13 | resp14 | resp16 |
|--|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| Provided Resources | | | | | | | | | | | | |
| 40% Discount on holidays | x | | | | | x | x | x | | x | x | |
| Cooperation | | | | | | x | x | x | x | x | x | x |
| Distribution of profits | x | | | | | x | x | | x | | | |
| Appreciation/Recognition | | x | | x | | | x | | | x | x | x |
| Repetition | x | | | x | | | | x | x | | x | |
| (Regular) meetings | | x | x | | | | x | | | x | | x |
| Reminder | x | | | x | | | | | x | | x | x |
| Responsibility | | | x | | | x | x | x | x | x | | |
| Quality of training | | | | | | | x | x | | | x | x |
| E-learning Cap11 | | x | | | x | x | x | x | | | x | |
| E-learning Goodhabit | x | x | | | x | x | x | x | | | x | x |
| Feedback | x | x | | x | x | x | x | x | x | x | x | x |
| Tips/help/coaching | x | x | | x | x | x | x | x | x | x | x | x |
| Training opportunity | | x | x | x | x | x | x | x | x | x | x | x |
| Salary | x | | x | x | x | x | x | x | | x | x | x |
| Understanding manager | x | x | x | x | | | x | x | x | x | | x |
| Openness for employee | | x | x | x | x | x | x | x | | | x | x |
| Knowledge/skills/experiences from others | x | x | x | x | x | x | x | x | x | x | x | x |
| Opportunity | x | x | x | x | x | x | x | x | x | x | x | x |
| Pressure | x | x | x | | | | | x | | x | | x |
| Preparation/insight | x | | | x | x | x | x | | | x | x | x |
| Performance evaluation interview | x | x | | x | x | | | x | | x | x | x |
| Performance appraisal | x | x | x | x | x | x | x | x | | | x | |
| Structure | | x | x | | x | x | x | | | | | |
| Procedures | x | x | x | x | x | | | x | | x | x | |
| Performance of others | x | | | x | | x | x | | | | | x |

Appendix IX - Competence driven HRM consumption (Integration activities)

| | resp1 | resp2 | resp3 | resp4 | resp5 | resp6 | resp7 | resp11 | resp12 | resp13 | resp14 | resp16 |
|---|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|
| Integration activities | | | | | | | | | | | | |
| Make and use notes | x | x | | x | | | | | | x | | |
| Planning | | x | x | | | x | | | | x | | |
| Prioritize | | | x | | x | x | x | | | | | x |
| Processing | | x | x | x | x | x | x | | x | | x | |
| Introspection | x | x | x | x | | | x | | x | x | | |
| Meet demands/requirements/agreements | | x | | x | x | x | x | | | x | x | |
| Create own perspective | x | x | x | x | x | | x | x | x | | | |
| Performance | x | x | x | x | | x | x | x | x | | x | |
| Preparation | x | x | | | x | x | x | x | x | | x | x |
| Learn from others | x | x | x | x | | x | x | x | x | x | | x |
| Share knowledge | | x | x | x | x | x | x | x | x | | x | x |
| Brainstorming/consulting | x | | x | | x | x | x | x | x | x | x | x |
| Ask for help/questions/feedback | x | x | x | x | x | x | x | x | x | x | x | x |
| Performance with others | x | | x | x | | x | x | x | x | x | | x |
| Application | | x | x | x | | x | x | x | x | x | x | x |
| Gain Experience/development | | x | x | x | x | x | x | x | x | x | x | x |
| Await/let it go | | x | | | x | | x | x | | x | | |

| | resp2 | resp3 | resp4 | resp5 | resp6 | resp8 | resp9 | resp11 | resp12 | resp15 | resp16 |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| Costs | | | | | | | | | | | |
| Stress | X | | | X | | X | | | | | |
| Time | X | X | X | X | X | X | X | X | X | X | X |
| Activities | X | X | X | | | | | X | | X | X |
| Effort | X | X | X | X | X | X | X | X | X | X | X |
| Energy | | | | X | | X | | | | X | X |
| Resources | | | | | | | | | | | |
| Motivation | X | X | X | | X | X | | | X | X | X |
| Openness for new perspectives | X | X | X | X | X | | X | X | | X | X |
| Prior Experiences | X | X | X | X | | | X | X | X | X | X |
| Own perspective/vision/insight | X | X | X | X | X | | X | X | | X | X |
| Skills | X | | X | X | X | | X | X | X | X | X |
| Knowledge | X | X | X | X | | X | X | X | | X | X |
| Communication | X | X | X | X | X | | | X | | X | X |
| Clear expectations | | X | | X | X | X | | X | | X | |
| Pleasure in doing job/organization | X | X | | X | | X | X | X | X | X | X |
| Ambition | | X | X | | X | | | | X | X | X |
| Assertiveness | | | | | X | X | X | X | | X | X |
| Take responsibility | | | | | | X | X | X | X | X | X |
| Independency | | X | | | X | X | | | X | X | |
| Persistence | X | | | | | X | | | | X | X |
| Eagerness to learn | | | | | | X | | | | X | X |
| Focus/attention | | | | | | X | | | X | | X |
| Enthusiasm | X | | | | | X | | | X | X | |
| Flexibility | | X | | | | | | | X | X | |

Appendix X - Relatedness driven HRM consumption (Provided Resources)

| | resp2 | resp3 | resp4 | resp5 | resp6 | resp8 | resp9 | resp11 | resp12 | resp15 | resp16 |
|--|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| Provided Resources | | | | | | | | | | | |
| Structure | X | X | | X | X | X | | | | | |
| Learning Cap11 | X | | | X | X | | | X | | X | |
| Learning Goodhabit | X | | | X | X | X | | X | X | X | X |
| Preparation/insight | | | X | X | X | X | X | | | | X |
| Knowledge/skills/experiences from others | X | X | X | X | X | X | X | X | X | X | X |
| Tips/help/coaching | X | | X | X | X | X | X | X | X | X | X |
| (Regular) meetings | X | X | | | | | | | | X | X |
| Feedback | X | | X | X | X | X | X | X | X | | X |
| Salary | | X | X | X | X | X | | X | | X | X |
| Opportunity | X | X | X | X | X | X | | X | X | X | X |
| Openness for employee | X | X | X | X | X | | | X | X | X | X |
| Training opportunity | X | X | X | X | X | X | X | X | X | X | X |
| Performance appraisal | X | X | X | X | X | X | X | X | X | | |
| Procedures | X | X | X | X | X | X | X | X | | X | |
| Understanding manager | X | X | X | | | | | X | X | X | X |
| Performance evaluation interview | X | | X | X | | | X | X | | X | X |
| Appreciation/Recognition | X | | X | | | | X | | | X | X |
| Learning Goal | | | | | | | X | | X | X | |
| Quality of training | | | | | | | | X | | X | X |
| Repetition | | | X | | | | X | X | X | | |
| Pressure | X | X | | | | | | X | | X | X |
| Reminder | | | X | | | X | X | | X | | X |
| Cooperation | | | | | X | X | X | X | X | X | X |
| Responsibility | | X | | | X | X | | X | X | | |

Appendix X - Relatedness driven HRM consumption (Integration)

| | resp2 | resp3 | resp4 | resp5 | resp6 | resp8 | resp9 | resp11 | resp12 | resp15 | resp16 |
|--------------------------------------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| Integration Activities | | | | | | | | | | | |
| Stimulate others | | | | | | x | | | | | x |
| Preparation | x | | | x | x | x | | x | x | x | x |
| Application | x | x | x | | x | x | x | x | x | x | x |
| Gain Experience/development | x | x | x | x | x | x | x | x | x | x | x |
| Performance | x | x | x | | x | | x | x | x | x | |
| Learn from others | x | x | x | | x | x | x | x | x | x | x |
| Share knowledge | x | x | x | x | x | x | x | x | x | x | x |
| Brainstorming/consulting | | x | | x | x | x | | x | x | x | x |
| Ask for help/questions/feedback | x | x | x | x | x | x | | x | x | x | x |
| Performance with others | | x | x | | x | x | | x | x | x | x |
| Meet demands/requirements/agreements | x | | x | x | x | x | | | | x | |
| Introspection | x | x | x | | | | | | x | x | |
| Make and use notes | x | | x | | | x | | | | | |
| Create own perspective | x | x | x | x | | x | | x | x | | |
| Processing | x | x | x | x | x | | x | | x | | |
| Planning | x | x | | | x | x | | | | x | |
| Prioritize | | x | | x | x | | | | | x | x |

Appendix XI -Autonomy driven HRM consumption (Costs and Resources)

| | resp6 | resp7 | resp12 | resp13 | resp14 | Resp15 | resp16 |
|------------------------------------|-------|-------|--------|--------|--------|--------|--------|
| Costs | | | | | | | |
| Effort | x | x | x | x | | | x |
| Time | x | x | x | x | x | x | x |
| Activities | | | | x | x | x | x |
| Resources | | | | | | | |
| Awareness | | | | x | | x | x |
| Concentration | | | | | | x | x |
| Persistence | | | | | | x | x |
| Take responsibility | | | x | x | x | x | x |
| Knowledge | | x | | x | x | x | x |
| Skills | x | x | x | x | x | x | x |
| Prior Experiences | | x | x | x | x | x | x |
| Communication | x | x | | x | | x | x |
| Own perspective/vision/insight | x | x | | x | x | x | x |
| Focus/attention | | x | x | x | x | | x |
| Pleasure in doing job/organization | | x | x | x | x | x | x |
| Assertiveness | x | x | | x | | x | x |
| Ambition | x | x | x | x | x | x | x |
| Independency | x | x | x | x | x | x | |
| Motivation | x | x | x | | | x | x |
| Enthusiasm | | x | x | x | | x | |
| Accuracy | | x | x | | | | |
| Clear expectations | x | x | | x | | | |

Appendix XI -Autonomy driven HRM consumption (Provided Resources)

| | resp6 | resp7 | resp12 | resp13 | resp14 | resp15 | resp16 |
|--|-------|-------|--------|--------|--------|--------|--------|
| Provided Resources | | | | | | | |
| Performance appraisal | x | x | x | | x | x | |
| Structure | x | x | | | | | |
| Performance of others | x | x | | x | | | x |
| E-learning Cap11 | x | x | | | x | x | |
| Responsibility | x | x | x | x | | | |
| Distribution of profits | x | x | x | | | | |
| Salary | x | x | | x | x | x | x |
| 40% Discount on holidays | x | x | | x | x | | |
| Opportunity | x | x | x | x | x | x | x |
| Feedback | x | x | x | x | x | | x |
| Openness for employee | x | x | x | | x | x | x |
| Understanding manager | | x | x | x | | x | x |
| Preparation/insight | x | x | | x | x | | x |
| Cooperation | x | x | x | x | x | x | x |
| Tips/help/coaching | x | x | x | x | x | x | x |
| Knowledge/skills/experiences from others | x | x | x | x | x | x | x |
| Appreciation/Recognition | | x | | x | x | x | x |
| Training opportunity | x | x | x | x | x | x | x |
| E-learning Goodhabit | x | x | x | | x | x | x |
| Quality of training | | x | | | x | x | x |
| Classical training | | | | | x | | x |
| Training materials | | | | | x | | x |
| Procedures | x | | | | x | x | |
| Pressure | | | | x | | x | x |
| Reminder | | | x | | x | | x |
| (Regular) meetings | | x | | x | | x | x |
| Performance evaluation interview | | | | x | x | x | x |

Appendix XI -Autonomy driven HRM consumption (Integration activities)

| | resp6 | resp7 | resp12 | resp13 | resp14 | resp15 | resp16 |
|--|-------|-------|--------|--------|--------|--------|--------|
| <u>Integration activities</u> | | | | | | | |
| Meet demands/ requirements/agreements | X | X | | X | X | X | |
| Application | X | X | X | X | X | X | X |
| Gain Experience/development | X | X | X | X | X | X | X |
| Preparation | X | X | X | | X | X | X |
| Learn from others | X | X | X | X | | X | X |
| Share knowledge | X | X | X | | X | X | X |
| Brainstorming/consulting | X | X | X | X | X | X | X |
| Ask for help/questions/feedback | X | X | X | X | X | X | X |
| Performance with others | X | X | X | X | | X | X |
| Performance | X | X | X | | X | X | |
| Prioritize | X | X | | X | | X | X |
| Create own perspective | | X | X | | | | |
| Processing | X | X | X | | X | | |
| Introspection | | X | X | X | | X | |

Appendix XII - Complete overview of assigned codes

| Resources | rsp1 | rsp2 | rsp3 | rsp4 | rsp5 | rsp6 | rsp7 | rsp8 | rsp9 | rsp10 | rsp11 | rsp12 | rsp13 | rsp14 | rsp15 | rsp16 |
|--|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| Comp_Effective and skillful in actions | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Comp_Influence on outcomes | x | x | x | x | x | x | x | | | | x | x | x | x | | x |
| Rel_Mutual respect, caring, reliance | | x | x | x | x | x | | x | x | x | x | x | | x | x | x |
| Rel_Connection | x | x | x | x | x | x | | x | x | | x | x | | | x | x |
| Auto_Choices | | | | | | x | x | | | | | x | x | x | x | x |
| Auto_Integration/Freedom | | x | | | | x | x | x | | | x | x | x | x | x | x |
| Costs_Stress | x | x | | | x | | x | x | | | | | | | | |
| Costs_Time | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Costs_Effort | | x | x | x | x | x | x | x | x | x | x | x | x | | x | x |
| Costs_Activities | x | x | x | x | | | | | | x | x | | x | x | x | x |
| Costs_Energy | | | | | x | | | x | | | | | | | x | x |
| Costs_Passivity | | | | | | | x | | | | x | | x | | | |
| R_Accuracy | x | x | | x | | | x | | | | | x | | | | |
| R_Prior Experiences | x | x | x | x | x | | x | | x | | x | x | x | x | x | x |
| R_Abilities | x | | | x | | x | | | | x | | | x | x | | |
| R_Skills | x | x | | x | x | x | x | | x | x | x | x | x | x | x | x |
| R_Knowledge | x | x | x | x | x | | x | x | x | x | x | | x | x | x | x |
| R_Communication | | x | x | x | x | x | x | | | x | x | | x | | x | x |
| R_Clear expectations | | | x | | x | x | x | x | | x | x | | x | | x | |
| R_Pleasure in doing job/organization | | x | x | | x | | x | x | x | x | x | x | x | x | x | x |
| R_Own perspective/vision/insight | x | x | x | x | x | x | x | | x | x | x | | x | x | x | x |
| R_Openness for new perspectives | x | x | x | x | x | x | | | x | | x | | | | x | x |
| R_Ambition | | | x | x | | x | x | | | | | x | x | x | x | x |
| R_Motivation | x | x | x | x | | x | x | x | | | | x | | | x | x |
| R_Awareness | x | x | x | | | | | | | | | | x | | x | x |

| | rsp1 | rsp2 | rsp3 | rsp4 | rsp5 | rsp6 | rsp7 | rsp8 | rsp9 | rsp10 | rsp11 | rsp12 | rsp13 | rsp14 | rsp15 | rsp16 |
|---------------------------------------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| R_Flexibility | x | | x | | | | | | | | | x | x | | x | |
| R_Authenticity | | x | | | | | | | | | x | | | | | |
| R_Status | | | | | | | x | | | | | | | | | |
| R_Creativity | | | | | x | | | | | | | | | | | |
| R_Moral/standards | | | | | | | | | | | | | | | | x |
| R_Self-confidence | | | | | | | | | | | | | | | x | |
| R_Happiness | | | | | | | | | x | | | | | | | |
| R_Empathy | | | | | | | | | | | | x | | | | |
| R_Honesty | x | | | | x | | | | | | x | | | | | |
| R_Kindness | | | | | | | | | x | | | | | | | |
| R_Enthusiasm | | x | | | | | x | | x | | | x | x | | x | |
| R_Personal situation | | | x | | | | | | | | x | x | | | | |
| R_Take responsibility | | | | | | | | x | x | x | x | x | x | x | x | x |
| R_Independency | | | x | | | x | x | x | | x | | x | x | x | x | |
| R_Assertivity | | | | | | x | x | x | x | x | x | | x | | x | x |
| R_Focus/attention | x | | | | | | x | | x | | | x | | x | | x |
| R_Persistence | | x | | | | | | | x | | | | x | | x | x |
| R_Eagerness to learn | | | | | | | | | x | | | | | | x | x |
| R_Concentration | | x | | | | | | | | | | | | | x | x |
| R_Interest | | | | | | | | x | | | | | x | | x | |
| R_Intelligence | | | | | | | x | | | | | | x | | | |
| R_Personality | | | | | | | | | | | | | | | | x |
| R_Tactical decision making | | | | | | | | | | | | | x | | | |
| R_(P)Personal development plan | | | | | | | | | | | | | | | | |
| R_(P)Functioning form | | | | | | | | | | | | | x | | | |
| R_(P)Performance evaluation interview | x | x | | x | x | | | | x | | x | | x | x | x | x |
| R_(P)Performance appraisal manual | | | | | | | | | | | | | | | | |
| R_(P)Performance appraisal | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | |
| R_(P)Performance appraisal form | | | | | | | | | | | | | | | | |
| R_(P)Appreciation/Recognition | | x | | x | | | x | | x | | | | x | x | x | x |

| | rsp1 | rsp2 | rsp3 | rsp4 | rsp5 | rsp6 | rsp7 | rsp8 | rsp9 | rsp10 | rsp11 | rsp12 | rsp13 | rsp14 | rsp15 | rsp16 |
|---|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| R_(P)Preparation/insight | x | | | x | x | x | x | x | x | | | | x | x | | x |
| R_(P)Knowledge/skills/experiences from others | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x |
| R_(P)Performance of others | x | | | x | | x | x | x | | | | | x | | | x |
| R_(P)Procedures | x | x | x | x | x | x | | x | x | | x | | x | x | x | |
| R_(P)Company mailings | | | | | | | x | | | | | | | | x | x |
| R_(P)Intranet | | | | | x | | | | | | | | | x | | |
| R_(P)Flexibility | | | | | | | x | | | x | | | | | | |
| R_(P)Structure | | x | x | | x | x | x | x | | x | | | | | | |
| R_(P)Responsibility | | | x | | | x | x | x | | | x | x | x | | | |
| R_(P)Opportunity | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x |
| R_(P)Openness for employee | | x | x | x | x | x | x | | | x | x | x | | x | x | x |
| R_(P)Understanding manager | x | x | x | x | | | x | | | x | x | x | x | | x | x |
| R_(P)Training opportunity | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| R_(P)Quality of training | | | | | | | x | | | | x | | | x | x | x |
| R_(P)Training materials | | | x | | | | | | | | | | | x | | x |
| R_(P)Study tour | | | | | | | | | x | | | | | | | |
| R_(P)Study costs reimbursements | | | | | | | | | | | | | | | | |
| R_(P)External Training | | | | | | x | | | | | | | | | | x |
| R_(P)E-learning_Goodhabitz | x | x | | | x | x | x | x | | | x | x | | x | x | x |
| R_(P)E-learning_Cap11 | | x | | | x | x | x | | | x | x | | | x | x | |
| R_(P)Classical training | x | | | x | | | | | | | | | | x | | x |
| R_(P)Pressure | x | x | x | | | | | | | | x | | x | | x | x |
| R_(P)Repetition | x | | | x | | | | | x | | x | x | | x | | |
| R_(P)Learning Goal | | | | | | | | | x | | | x | | x | x | |
| R_(P)Goal of the function | | | | | | | | | | | | | | | | |
| R_(P)Areas of results | | | | | | | | | | | | | | | | |
| R_(P)QM | x | | | x | | | | | | | | | | x | | |
| R_(P)(Regular) meetings | | x | x | | | | x | | | x | | | x | | x | x |
| R_(P)Reminder | x | | | x | | | | x | x | | | x | | x | | x |
| R_(P)Tips/help/coaching | x | x | | x | x | x | x | x | x | | x | x | x | x | x | x |
| R_(P)Feedback | x | x | | x | x | x | x | x | x | | x | x | x | x | | x |

| | rsp1 | rsp2 | rsp3 | rsp4 | rsp5 | rsp6 | rsp7 | rsp8 | rsp9 | rsp10 | rsp11 | rsp12 | rsp13 | rsp14 | rsp15 | rsp16 |
|--|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| R_(P)Cooperation | | | | | | x | x | x | x | x | x | x | x | x | x | x |
| R_(P)Salary | x | | x | x | x | x | x | x | | x | x | | x | x | x | x |
| R_(P)Pension | | | | | | | | | | | | | | | | |
| R_(P)Distribution of profits | x | | | | | x | x | | x | x | | x | | | | |
| R_(P)10% family discount | | | | | | | | | | | | | | | | |
| R_(P)40% Discount on holidays | x | | | | | x | x | | | x | x | | x | x | x | |
| R_(P)Discount for employees | | | x | | | | | | | | | | | x | | |
| R_(P)Bonus | | | | | | x | | | | | | | | | | |
| R_(P)Travel expenses | | | | | x | | | | | | | | | | x | |
| R_(P)Health care leave | | | | | | | | | | | | | | | | |
| R_(P)Pregnancy leave | | | | | | | | | | | | | | | | |
| R_(P)Cafeteria system | | | | | | | | x | | | | | | | | |
| R_(P)Scheduled days off | | x | | | | | | | | | | | | | | x |
| R_(P)Parental leave | | | | | | x | | | | | | | | | | x |
| R_(P)Bicycle plan | | | x | | | | | | | | | | | | | x |
| R_(P)Expense reimbursements | | | | | | | | x | | | | | | | | x |
| Integration_Gain Experience/development | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Integration_Application | | x | x | x | | x | x | x | x | | x | x | x | x | x | x |
| Integration_Introspection | x | x | x | x | | | x | | | | | x | x | | x | |
| Integration_Processing | | x | x | x | x | x | x | | x | x | | x | | x | | |
| Integration_Performance | x | x | x | x | | x | x | | x | x | x | x | | x | x | |
| Integration_Learn from mistakes | | | | | | | | | | | x | | x | | | |
| Integration_Meet demands/requirements/agreements | | x | | x | x | x | x | | x | | | | x | x | x | |
| Integration_Await/let it go | | x | | | x | | x | | x | x | x | | x | | | |
| Integration_Create own perspective | x | x | x | x | x | | x | x | | | x | x | | | | |
| Integration_Make and use notes | x | x | | x | | | | | x | | | | x | | | |
| Integration_Planning | | x | x | | | x | | x | | | | | x | | x | |
| Integration_Prioritize | | | x | | x | x | x | | | | | | x | | x | x |
| Integration_Stimulate others | | | | | | | x | | x | | | | | | | x |
| Integration_Healthy work/private balance | | x | | | | | x | | x | | | | | | | x |

| | rsp1 | rsp2 | rsp3 | rsp4 | rsp5 | rsp6 | rsp7 | rsp8 | rsp9 | rsp10 | rsp11 | rsp12 | rsp13 | rsp14 | rsp15 | rsp16 |
|--|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| Integration_Stand up | | | | | | | x | x | | | | | | x | | |
| Integration_Preparation | x | x | | | x | x | x | x | | x | x | x | | x | x | x |
| Integration_Learn from others | x | x | x | x | | x | x | x | x | | x | x | x | | x | x |
| Integration_Share knowledge | | x | x | x | x | x | x | x | x | | x | x | | x | x | x |
| Integration_Brainstorming/ consulting | x | | x | | x | x | x | x | | x | x | x | x | x | x | x |
| Integration_Ask for help/questions/feedback | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x |
| Integration_Performance with others | x | | x | x | | x | x | x | | x | x | x | x | | x | x |