The Employee as Active Consumer of HRM: Explaining Consumer Behaviour Using the AMO Theory

Robin Leijdekkers
University of Twente
P.O. Box 217, 7500AE Enschede
The Netherlands

ABSTRACT, In a world where HRM contributes more and more to company success, many companies attempt to optimize employee consumption of HR practices as these, in turn, have a positive effect on employee performance and commitment, when consumed. However, employees require resources to do so. This study considers the employee as active consumer of HRM and applies the AMO theory to explain employee consumption behavior of HR practices by identifying resources that enable them to consume HR practices. It takes a view of the AMO theory where abilities, motivations, and opportunities serve as resources for the employee to consume HR practices. Hence, this study applies the AMO theory to identify different forms of ability-, motivation-, and opportunity resources considered as required for employees' consumption of HR practices. An exploring case study consisting of interviews with employees, observations and an interview with a manager at a company in the cleaning sector delivers an overview of forms of ability-, motivation-, and opportunity resources that probably play a role in employees' consumption of HR practices. Besides these findings, this study provides some theoretical and practical implications such as the indication that employees can have different motivations to consume HR practices, which in turn can lead to different outcomes of these HR practices.

Keywords: HRM, HR practices, employees, active consumer, consumer behavior, consumption, coproduction, value-in-use creation, AMO, abilities, motivations, opportunities

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After doing my Bachelor thesis in the Information Management track I was convinced to do my Master thesis about a Marketing or HRM topic. After attending several courses during my Bachelor International Business Administration and my master Business Adminstration these two courses interested me the most. Eventually, I chose to pick a topic from the HRM track as some of those fascinated me the most. I was very interested in the active role employees have in the way HRM aids a company. This master thesis discusses a topic that focuses on the employee in an HRM context. I am glad to present you this master thesis.

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1.INTRODUCTION

Many studies try to assess the performance and commitment of their workforce by looking at the Human Resource (HR) practices an organization offers to their employees. Several studies pointed out that the use of HR practices plays a role in determining the performance of an organization (e.g. Becker & Gerhart, 1996; Harel & Tzafrir, 1999; Paul & Anantharaman, 2003). The fact that HR practices are related to firm performance has been well elaborated. Research on the HR practices performance relationship has shown that HR practices are positively related to a number of firm performance measures such as market value (Huselid, 1995), return on equity (Delery & Doty, 1996), and operational measures of performance (MacDuffie, 1995). However, there are more factors that influence firm performance. In this, it is more useful to look at what the literature says about the relationship between HR practices and the individual performance and commitment of employees. Existing literature demonstrated the role that HR practices have in determining the performance and commitment of employees. Recent examples such as the research of Lamba and Choudhary (2013) and the research of Khalid, Reyman, and Ilyas (2015) that examined the relationship between HR practices and employees' performance, aid the assumption that HR practices can play a role in the process of making an employee more committed to the organization and making them perform better. Hence, different researchers indicated that organizational performance could be achieved through employees' involvement. It is the employees who translate HR practices into organizational performance (Nishii, Lepak, & Schneider, 2008; Ramsay, Scholarios, & Harley, 2000). In other words: literature has indicated that HR practices influence the indivual performance and commitment of employees positively. In turn, individual performance and commitment of employees contributes to the performance of the firm.

However, employees have to be involved in HR practices in order to let them have their impact employee performance and commitment. Just the presence of well-designed HR practices does not mean that they will work as they are supposed to (Khilji & Wang, 2006), just like a well designed training programme does not help an employee that does not take part in it. By 'implementing' HR practices a firm makes its HR practices fulfil its purpose. For example, by implementing training & development practices, a company attempts to reach desired outcomes, probably including increasing employees' knowledge. However, besides those who develop HR practices, the employees theirselves play an important role in the implementation of HR practices. Research has rarely considered employees as active implementers of Human Resource Management (HRM) and therefore we know little about how they influence HRM; knowledge about whether and how they affect the implementation of HRM and its performance is still limited. This is striking, because employees think, (re)act, and make choices that help fulfil their interests and needs (Lepak & Boswell, 2012). This should imply that they have an active role in the implementation of HRM, because HRM is also about their interests and needs. Coyle-Shapiro and Shore (2007) also noted that this active involvement of employees will remain unexplored when the literature does not consider the strategic intent of employees to negotiate and obtain benefits through the employment relationship.

Therefore, this study advances an approach that views employees as 'active agents' in the implementation of HRM, as they are the most important 'consumers' of HR practices. By consuming HR practices I mean that employees 'take part' in HR practices and use them to reach desired outcomes. For example, when an employee takes part in a performance appraisal meeting and gets to hear what he or she could improve to increase his/her performance, the employee consumes performance appraisal practices. This implies that in some way, employees decide whether and how to consume these practices. Drawing insights from the service logic (Vargo, Maglio & Akaka, 2008) and the consumer perspective (Priem, 2007) helps clarifying this role because it suggests that those who consume services are the creators of their value. Consumers do this by coproducing the service but also their use of the services consumers satisfy their personal needs and therefore create the value of services (Priem, 2007; Vargo & Lusch, 2004). This view has also been used in HRM-related studies, where many consider HR practices as a service for employees to satisfy their own needs, but also stimulate their individual performance (e.g. Meijerink, Bondarouk, & Lepak, 2016). Furthermore, employees have been recognized as the primary consumers of HRM (e.g., Paauwe, 2009). In addition, several studies showed that their active participation in HRM influences important HRM outcomes (e.g., Hicks & Klimoski, 1987; Boon, Den Hartog, Boselie, & Paauwe, 2011; ALDamoe, Yazam, & Ahmid, 2012).

In order to strive for good firm performance outcomes, and therefore also high employee performance and commitment, firms would want to stimulate employee consumption of HR practices. This raises the interesting question of what enables employees to consume these practices. Stimulation of the consumption of HR practices requires better insight of what ensures the consumer (the employee) to consume the services (HR practices). In order to get a better insight in this process, it is necessary to define consumption and what enables consumption. According to Lazer (1969), consumption is the utilization of economic goods or services to satisfy needs. This means that in the HRM perspective of this study employees consume HR practices to fulfil their needs. Goodwin, Nelson, Ackerman, and Weisskopf (2008, p. 1) agreed with Lazer's definition of consumption but added that 'consumption is at the end of the line of economic activities that starts with and evaluation of available resources and proceeds through production of goods and services among people and groups and at last, the goods and services come to be used'. Therefore, I argue that a consumer combines and

integrates resources when he or she consumes a service in order to fulfil needs. In other words; employees require resources in order to consume a specific service, which are HR practices in this case. From this perspective, this study attempted to explain what enables the employee to consume HR practices on the basis of which resources the employee requires to do this. I applied the AMO (Ability-Motivation-Opportunity) model of Appelbaum, Bailey, Berg, and Kalleberg (2000) to identify the resources that play a role in determining employees' consumption of HR practices. In HRM research the theory of AMO has often been used in HRM-performance research (Boselie, Dietz & Boon, 2005; Paauwe, 2009) and here AMO guides the choice of which HR practices should be used to improve performance. However, in this study the AMO model was used differently. In marketing the theory of AMO has often been used to explain consumer behaviour (Thøgersen, 1995) and from an HRM perspective it is also relevant because it attempts to predict behaviour of people in a work-place context (Cox, Higgins, & Speckesser, 2009).

In this study I utilized the AMO model to identify forms of its three compenents that are needed for the employee to consume HR practices. Because abilities, motivations, and opportunities explain consumer behaviour and consumption requires resources, this study attempted to to identify required resources for the employee to consume HR practices based on abilities, motivations, and opportunities. In order to make this research purpose clearer, a research model is presented in Figure 1. The left side the model shows the AMO components as resources and their link with employee consumption of HR practices. In turn, employee consumption of HR practices is positively related to employee performance and commitment. However, this part of the model is made grey as the focus of this study does not lie on the relationship between the consumption of HR practices and employee performance and commitment. The focus of this study lies on identifying ability-, motivation-, and opportunity resources that play a role in determining employees' consumption of HR practices. Therefore, the research question of this study states:

Which ability-, motivation-, and opportunity resources play a role in determining employees' consumption of HR practices?

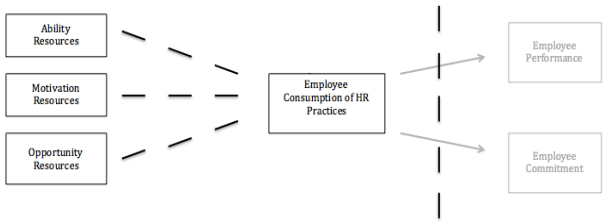
In short, the purpose of this research was to add another insight in what could increase the extent to which employees consume HR practices. The results of this study could potentially add value to the existing research on the consumption of HR practices by taking an employee's point of view on which resources are required for consumption of HR practices. In addition, it could provide valuable information in the attempt to stimulate consumption of these practices.

The attempt of answering the research question was based on a case study, consisting of interviews with employees, observations and an interview with a manager, which was designed to investigate the required resources for employees' consumption of HR practices.

In order to come with an effective research strategy, first the AMO model had to be operationalized for employees to deliver effective and representative questions, which could help me answering the research question. Thus, it was important to first operationalize the components of the AMO model for the employees. Furthermore, the concept of employee consumption of HR practices also had to be elaborated.

The main contribution of this research to the literature, but also for practice, was the identification of several forms of ability-, motivation-, and opportunity resources that probably play a role in employees' consumption of HR practices. Literature could build on the results of this study in order to strive for knowledge on what enables employees to be involved in HR practices and further research could perhaps focus on statistical relationships between the found resources and employee consumption of HR practices. In practice, this study constributes as it identified several resources which firms can take into account for developing HR practices and stimulating their consumption for example.

Figure 1. Research model



2. CONCEPTS FROM THE LITERATURE

In the following section I discussed the theoretical framework of my research and here I elaborated on the consumption of HR practices, the involvement of employee in these practices, and the application of the AMO model. Therefore, this theoretical framework is divided into three sections; 'Employee consumption of HR practices', 'Resources needed to consume HR practices, and ' Consumption of HR practices'.

2.1 Employee consumption of HRM practices

According to Gilbert (2012) HR practices are developed and implemented because they are crucial for the success of an organization's HRM performance and therefore they have a central role in the strategic contribution of HRM to the firm. Employees are on the receiving end of this process. As mentioned earlier, in this study employees are considered as consumers of HR practices. Since consumption is the utilization of products and services to fulfil needs (Lazer, 1969), employees can be considered as the consumer of services (such as HR

practices in this study) the firm provides them. Firms can utilize and offer HRM to stimulate employee performance for example (Gilbert, 2012), but it is also in the interest of the employee. Taking an employee's point of view, I consider HRM as a service to the employee, because when a firm offers their employees HR practices, it offers them a valuable action or effort to satisfy a need or to fulfil a demand. This assumption reconciles the true definition of services; "separately identifiable, intangible activities which provide satisfaction when marketed to consumers and/or industrial users and which are not necessarily tied to the sale or of a product or another service" (Verma, 2012, p. 33). Furthermore, employees consume these practices to satisfy a need. For example, an employee attents a training session in order to satisfy a need; the gain of knowledge or social interaction with collegues for instance. By attending the training, and thus integrating and utilizing all required resources for the training to be effective, the employee can be considered as consumer of a HRM service. In addition, Meijerink et al. (2016) mentioned that the service logic perspective, which discusses the interactive relationship between providers and consumers of a service, suggests that employees are active consumers of HRM such that employee-level attributes are likely to influence the value of HRM service value (a concept that captures both the quality and the nonmonetary costs of HRM services (Meijerink et al., 2016)). There are four key concepts addressed by the service logic that are relevant in explaining why employees, as active consumers affect HRM service value. Those are: *the unit of exchange, value propositions, coproduction,* and *value-in-use-creation.* Firstly, the service logic focuses on the *exchange of service*. Providing HRM practices meets the criteria for being a service because it involves the application and exchange of competences (Boselie & Paauwe, 2005) HRM capabilities (Maatman, Bondarouk, & Looise, 2010), and intellectual capital (Meijerink & Bondarouk, 2013). These specialized competences are applied in performing HR activities, aimed to benefit both parties involved (such as by increasing the firm's performance and an employee's well-being). Secondly, a related key feature of the service logic is the idea that *value* is not such as embedded in services (Vargo & Lusch, 2004; Vargo, Maglio, & Akaka, 2008). Gummesson (1998, p. 247) suggests that value creation is only possible when a good of service is consumed, which means that a service provider without customers cannot produce anything. He also suggests that the application of knowledge by a HRM service provider itself does not have value. Therefore, service providers can do no more than offer value propositions for users, which can potentially meet the needs of the consumers (Vargo & Lusch, 2004). These value propositions are basically value creation foundations, which sketch the value that a service can potentially provide to a consumer (e.g. competences, knowledge, but also accompanying tangibles), based on which this consumer decides if, how, and for what purpose the service is going to be used (Grönroos, 2008; Meijerink et al., 2016). Hence, HR practices are also not value laden because they can potentially meet employees' needs (Marescaux, De Winne, & Sels, 2013). Meijerink et al. (2016) therefore conceptualized HRM services as value propositions that can potentially result in HRM service value, depending on how they are used by employees and therefore, we should view employees as active consumers of HR practices. Using the service logic's concepts of coproduction and value-in–use creation, they conceptualize these two concepts as the two dimensions of "employees as active consumers" (Meijerink et al., 2016). Accordingly, they argue that the first reason why employees influence HRM service value is because of their role as *coproducers* of HRM. Coproduction can be defined as "the customers participation in the development of a value proposition" (i.e., a service; Grönroos, 2011; Vargo et al., 2008). Firstly, employees can become coproducers in the development of HRM services through their actions in the development of an HR practice (Meijerink et al.,2016). Here, mass customization literature stresses that a consumer's active participation in the development of a product (i.e. co-design or co-production) could already contribute to the overall satisfaction of this consumer, and thus also to the eventual value that comes from it. Moreover, scholars have argued that consumers are likely to appreciate initiatives in which they can provide input to product or service development, leading to a higher value due to symbolic benefits (e.g. pride-of-authorship) that result from this process (e.g., Piller, 2004; Franke & Piller, 2003). In addition, employees' actions in the implementstion/consumption of HR practices could also make them coproducers of HRM service value. These actions could for instance include raising questions and paying attention during training. Through such coproduction activities employees are able to affect the HRM value proposition. Paying attention and asking questions during training sessions could, of course, increase the positive effect of the training, which means that in this way the training can for example increase the knowledge of the employee to a greater extent. By coproducing HR practices employees are thus able to influence the qualitiy of the value propositions offered to them. The second reason why employees influence HRM service value is because of their role as creators of *value-in-use*, again according to the study of Meijerink et al.(2016). Because the provider can not do more than offer value propositions, it is the consumer of a service who is seen as the primary creator of value by service logic adherents (Gummesson,1998; Vargo & Lusch, 2004). The idea that potential value of services is only unleashed when consumers utilize them, a concept of labeled value-in-use creation, is the starting point of this view (Priem, 2007). In conclusion, the study of Meijerink et al. (2016) views employees as active consumers of HRM practices that create HRM service value for themselves through coproduction and consumption activities. Looking at the employee as active consumer of HRM in the perspective of Meijerink et al. (2016), this

means that employees can consume HR practices in two ways: 'coproduction' and 'value-in-use creation'.

Now it is clear that employees can be considered as active consumers of HRM services and that they play a significant role in bringing these services into practice, a good conceptualization of consumer behavior is required. In order to understand what employee consumption is, it could be wise to first look at the general meaning of consumption. As mentioned earlier, consumption is about the use of resources in order to fulfill need(s) (Lazer, 1969; Goodwin et al., 2008). Consequently, when it is about the consumption of services, then it is not about the use of a product, but utilization of an intangible activity that provides satisfaction when marketed to consumers and/or industrial users, which are not necessarily tied to the sale of a product or another service (Stanton, 1973, p. 545). Besides that, in order to consume a service, resources are needed when an consumer wants to fulfill its needs. Consumption, or use, generally refers to the integration, application, and possible transformation of resources in a specific context to fulfil the demands of the consumer, to which the extent of this fulfilment eventually determines the value that is created for and by an employee (e.g. Vargo & Lusch, 2004; Meijerink et al., 2016). Moreover, resources can be tangible and static objects although they might also be intangible and dynamic (e.g. knowledge), which is especially the case with regard to the consumption of services (Vargo & Lusch, 2004). In fact, the consumer is the integrator of all necessary resources for using the service. According to the service logic, only when this happens, the consumer creates the real value of the service (Grönroos, 2011). For instance, driving lessons are a service. In order to fulfill the needs of the participant, which are ultimately becoming a better driver and getting a driver's license, there are some resources needed to benefit from the driving lessons. These resources could be the money to pay the driving lessons, a car, a driving instructor, motivation, and so on. In fact, the participant/consumer is the one who integrates all the resources that enable him or her to benefit from the driving lessons. Without these resources, it is not possible to utilize them and consequently benefit from them. The same goes for consumption of HR practices. The consumer, the employee, needs different resources in order to integrate them, which makes it possible to benefit from the HR practice. For instance, in order to benefit from training practices some resources are required. One or more motivations, a room, a teacher and communicative skills are some examples of required resources. By integrating all these resources, the employee creates the real value of the training practice and only then the desirable outcomes can be reached. As such, the employee integrates all the required resources to fulfill its own needs. The goal of this study is to discover which resources play a role in determining the degree to which employees consume HR practices. In other words, the goal is to identify the resources that enable an employee to consume HR practices. In order to identify these required resources I use the AMO theory of Appelbaum, Bailey, Berg, and Kalleberg (2000).

2.2 Resources needed to consume HR practices

The consumption of HR practices of employees is influenced by several factors. This study takes a point of view that considers the three the main componenents of of the AMO as the main forms in which the required resources come to consume HR practices. These main resources are abilities, motivations and opportunities. The AMO theory (Appelbaum, Bailey, Berg, & Kalleberg, 2000) is relevant for explaining employee consumption of HR practices because abilities, motivations, and opportunities determinine the behaviour of people in a work-place context (Cox, Higgins, & Speckesser, 2009). As mentioned before, the AMO model has often been used in psychology, where it explains behaviour: motivation – the impetus toward a behavior; ability – skills and capabilities requisite to the performance of a behavior; and opportunity – contextual and situational constraints relevant to the performance of the behavior. Many marketing studies adopted this model to explain consumer bahaviour (e.g., Jaworski & MacInnis 1989; Hughes, 2007), showing that abilities, motivations and opportunities have a direct infuence on consumption, as a behaviour. Another view using constructs of ability, motivation and opportunity has been used as a basis for theory development in human resource management (Appelbaum et al., 2000), in which discipline it has been widely used (Boselie et al., 2005). Here motivations/incentives, abilities/skills, and opportunity are theorized to be direct determinants of effective discretionary effort by employees, which then determine performance of the firm. As this study tries to explain consumer behaviour as employees consuming HRM practices, I consider the AMO model as useful. However, the marketing view of the AMO model is more suitable for this research as it focuses on consumer behaviour. Hence, since the goal of this study is to try and explain employee consumption of HR practices by looking at which resources play a role in determining this consumption, the AMO model could be useful.

The original AMO model, as known in an HRM context, is based on the formula P= f(A;M;O). This model predicts individual performance (P), which is a function of ability (A) plus motivation (M) plus opportunity (O). According to Jiang, Lepak, Han, Hong, Kim, and Winkler (2012) and Jiang, Lepak, Hu, and Baer (2012) different HR practices enhances employees' abilities, motivations and opportunities. However, using the AMO theory in this way is not useful to identify the different resources empoyees need to consume HR practices. As mentioned earlier, the application of the AMO is different in this study. Instead of focussing on the influence of the HRM practices on ability, motivation and opportunity, I focussed on exploring which ability-, motivation-, and opportunity resources play a role in the consumption of HR practices by employees. The AMO

theory has already been used to explain consumer behaviour in a marketing perspective, as the 'MOA model' (Thøgersen, 1995) and that is also the purpose of this study; but then in an HRM perspective. In this, I consider employees as active consumers of HR practices who in fact integrate the resources that enable them to benefit from the respective HR practice. Because abilities, motivations and opportunities are expected to explain consumer behaviour, yet for consuming a service like an HR practice there are resources needed which then are integrated by the consumer. On that account, I argue that for an employee resources based on abilities, motivations, and opportunities are required to consume an HR practice. A study of Bos-Nehles, van Riemsdijk, and Looise (2013) already applied AMO in an HRM context. Namely, they used the AMO theory to explain the effectiveness of line managers' HRM implementation. Here, Bos-Nehles and collegues separately discuss the three components of the AMO theory and crucial abilities, motivations, and opportunites of line managers in order to implement HR practices. Despite of the fact that this study investigated ability, motivation-, and opportunity resources required for employees, the view Bos-Nehles et al. (2013) take upon abilities, motivations, and opportunities could also be relevant for this study in order to explain and define AMO. In the remainder of this section I intended to give some clear explanations of abilities, motivations and opporutnties, also by referring to the definitions Bos-Nehles et al. (2013) provided in their study.

Abilities can be defined as competences (knowledge & skills) necessary to successfully implement HR practices on the work floor (Bos-Nehles et al., 2013). Abilities like flexibility (performing more than one task), listening, clear communication, and knowledge about the particular HR practices might be needed to use the HR practice in the first place. For instance, without clear communication, the consumption of performance appraisal practices would become very difficult. Without clear communication, a manager cannot report to the employee about his or her performance and with performance appraisal it is vital for the employee to understand the assessment interview in order to benefit from it. Therefore, employees require skills of clear communication when they want to consume these HR practices. So when it is about resources required for the consumption of HR practices in terms of abilities, I consider all abilities, knowledge and skills that an employee requires for consuming HR practices as required resources. Furthermore, Bos-Nehles et al. (2013) mentioned some characteristics of abilities that are crucial for line manager in order to implement HR practices. For example, they named knowledge, experience, people management skills, and effectiveness as crucial abilities for line-managers to implement HR practices. Apart from people management skills, because non-management employees generally do not manage other people, these abilities could also be applicable to employees for the consumption of HR practices. Moreover, Meijerink et al. (2016) also highlighted the importance of 'experience' in order to explain employee competences.

Motivation is the willingness and desire to use an HR practice. According to Lepak et al. (2006), motivation(s) can be defined as a combination of an individual's direction, intensity, and duration of effort. Increasing motivation of employees can be an important resource for stimulating employees to consume HR practices. In addition, the literature indicates that motivation itself is crucial for employees in order to consume HR practices. For instance, Lepak, Liao, Chung, and Harden (2006) indicated that when an employee has no motivation, he or she will probably not consume HR practices. Furthermore, the 'self-determination theory' (Ryan & Deci, 2000) names three important factors that play a role in increaseing motivation; competence, autonomy and relatedness. When an employee is aware of his or her competences, this can increase intrinsic motivation. The same goes for autonomy. The freedom to make own choices and actions is very important for increasing an employees' intrinsic motivation. When a supervisor constantly keeps an eye on the action of a subordinate employee, this limits the employees autonomy and therefore also his or her intrinsic motivation. Relatedness can also increase intrinsic motivation. Social connectedness with other employees creates for instance awareness of social support and security, which increase motivation. This can also strengthen competences. When an employees' task is an 'optimal challenge', which is not too easy but also not to hard, intrinsic motivation to do that task will also be increased. This all can be applied to the intrinsic motivation to consume HR practices. So when it is about motivations that are required for the consumption of HR practices, I consider these as goals that the employee wants to achieve by consuming HR practices. In this way, these motivations can be considered as required resources for the employee in order to consume HR practices. In other words, the motivation resources for consuming HR practices can be seen as the objectives that the employee wants to achieve by consuming the HR practice(s). Again refering to the study of Bos-Nehles et al. (2013), which linked AMO theory to the effectiveness of the implementation of HR practices by line-managers, motivation is crucial, also for line managers. In their study they defined motivations as the desire and willingness of a line-manager to perform HR tasks, which is likely also applicable for the motivation of employees to consume HR practices. Moreover, Bos-Nehles et al. (2013) mentioned some facilitators of motivation for line managers; responsibility, personal and institutional incentives, and appraisal. Also these could be applicable to employees when it is about motivations to consume HR practices.

According to Gilbert (2012), when it is about *opportunities* for employees, the work environment must provide necessary resources for them to do their job. Examples of resources are support, autonomy, money, time, trust, and assets; which are all necessary to use HR practices. For example, for attending a training programme all of these resources are needed. In this

study, opportunities are defined as the presence of all needed resources provided by the work environment, which are needed for an employee to consume an HR practice. So when it is about opportunity resources, the employee itself is not responsible for providing the resources. Instead, the work environment and particularly the HR management, has to deliver these resources to make the consumption of HR practices by employees possible. The study using AMO theory to explain the effectiveness of implementation of HR practices by line-managers by Bos-Nehles et al.(2013) stated that opportunities can be understood as covering the following aspects. First, line managers need support from HR professionals. Second, there should be adequate capacity in terms of time to get involved in HRM implementation. Third, roles should be clearly defined and allocated, such that ambiguity is minimalized and hence policies and procedures should be clear and supportive. Linking these aspects to opportunities for employees required for the consumption of HR practices, it seems quite logical that "support", "capacity in terms of time", and "clear policies and procedures" could also be crucial resources for employees in terms of opportunities.

2.3 Consumption of HR practices and AMO

HRM departments of organizations deliver services to the employees in the form of HRM practices. HRM practices are means by which organizations attempt to shape and influence an individials performance at work and thus achieve organizational goals (Collins & Clark, 2003; Martinsons, 1995). As mentioned earlier, in this study I consider these HR practices as services, which are 'consumed' by the employees and therefore are implemented. HR practices most common and most suitable for this research are based on the five key practices of Boselie (2010, p. 134-135) and include training & development, recruitment & selection, compensation, performance appraisal and employee involvement. Since these five practices are present in most firms and therefore are very common, this study considered these five HR practices as most important and useful to observe. Furthermore, Boselie (2010, p. 134-135) defined these HR practices as a set of key practices, which he calls 'high performance work practices (HPWP)'. These practices are aimed at reaching 'high performance' and therefore tend to stimulate employee performance. Hence, these HR practices are very applicable to the research model of this study. Furthermore, these practices are employee engagement-related (Albrecht, Bakker, Gruman, Macey, & Saks, 2015) and the role of the employee in these practices are significant and clear. Even though I addressed each HRM practice as a relatively discrete element of HRM services, the HRM literature suggest that synergistic systems or bundles of HR practices are more effective at influencing individual and organizational outcomes, than discrete or disconnected HR practices (Becker & Huselid, 2006). Therefore, despite of the fact that this study destinquishes five different HR practices, it attempts to explain which abiliy-, motivation-, and opportunity resources play a role in "employees' consumption of HR practices", instead of treating them separately when coming to conclusions.

Recruitment & Selection Practices

According to (Gary, 2008) recruitment is the process of locating potential individuals who might join an organization and encouraging them to apply for existing or anticipated job openings. It is the process of locating, identifying, and attracting capable applicants and in this process the effort is made to inform these applicants fully about the opportunities the organization can offer and the qualifications that are required for the job. It can also be explained as the development of a pool of job candidates. Selection is the process of choosing individuals who have relevant qualifications to fill existing or job projected openings (Gary, 2008). It can be explained as the process of assessing candidates and appointing a post holder to ensure the most appropriate candidates are chosen from the developed pool. The task of hiring can be one of the responsibilities with the most impact in the organization. Hiring 'mistakes' can be quite costly for an organization and can cause disruption in the workplace; an employee that does not perform to the desired standard can make the other staff less productive. Fixing these problems can cost a lot of money and time. According to Heathfield (2011), employee involvement is a key in in a successful employee recruitment and selection process. Because in creating an organization with transparent communication, the fit of new employees and potential collaboration with their colleagues is critical. For instance, when a current employee is part of the selection process that picks their new collegue, they are commited to making that co-worker succeed. In addition, current employees can indicate with whom they expect to collaborate well. For instance, O'Leary (2016) highlighted three roles that employees can play with which he or she is involved in the recruitment and selection process: the employee as an agent, the employee as evaluator, or the employee as mentor. When an employee has an agent role, he or she adds value to the recruitment process ass he or she encourages positive public relations and improves potential employees' perceptions of the firm. The employee as evaluator participates in the evaluation process and offers in regarding the candidates suitability and fit within an existing team structure. A mentor that is assigned to a candidate with all required information about the firm and 'helps' him or her in the recruitment process. Hence, when an employee has a role and uses it in the recruitment and selection process of new employees, this HR practice is considered as consumed. Also in this case, there are resources needed in order to benefit from recruitment and selection practices. The employee consumes these practices by combining these resources in order to fulfill needs.

Abilities that could be required for the consumption of recruitment and selection practices could for instance be; communicative skills towards the potential new employee and towards the management, knowledge of

the recruitment and selection procedures within the firm, and the knowledge of what employees are needed in the firm because without these abilities, the employee could not be of value in recruitment and development practices. Furthermore, regarding the three roles that employees can have in selection and recruitment according to O'Leary(2016) (agent, evaluator, mentor), it is likely that the employee that plays one or more of these roles needs the competences to fulfil this role in way such that it really contributes to the recruitment process. Therefore, required abilities could also be leadership skills, and the abilitiy to motivate and encourage people. Hence, *motivations* required for these practices could be the goal of finding and hiring personel who fit into the current employee staff or having more responsibility as employee having an impact in decision making within the firm. Again, regarding the three employee involvement roles suggested by O'Leary (2016), the purpose of employee involvement in recruitment and selection is not only to find the right personell for the firm, but for example also to make the integration of candidates or potential new employees run smoothly. This could also be a motivation that is required for the consumption of HR practices. *Opportunities* required for employees' consumption of recruitment and selection practices could for instance be the possibility to have a say in recruitment and selection practices. Furthermore, for employee involvement, it is also likely that leadership support, time, and the right policies and procedures are important resources.

Training & development Practices

In the field of HRM, training and development is the area concerned with organizational activity aimed at improving productivity and skills of individuals and groups in the organizational setting. According to Noe, Hollenbeck, Gerhart, and Wright (2008, p. 266) development refers to formal education, job experiences, relationships, and assessment of personalities and abilities that help individuals to prepare for the future. Training tends to be more narrowly focused and oriented toward short-term performance concerns. Development tends to be more oriented toward broadening and individual's skills for future responsibilities (Snell & Bohlander, 2007). Investments in training are expected to have a positive impact on the skills and knowledge of the employees of a firm. Employees that are working in firms with good technical and non-technical training programmes, realize that their market value grow more favourably than in other firms, if the training is of the general type that also increases productivity outside the firm (Rathnaweera, 2010). Therefore, they may have an interest of remaining longer in the firm. The role that employees have in the implementation of this practice is to consume it or not. As mentioned earlier, when an employee consumes a practice, he or she in a way 'integrates' all necessary resources in order to benefit from HR practices.

So, with training and development practices an employee for instance needs a place and equipment in order to benefit take benefit from training and development. When consuming training and development practices, an employee in fact brings together and integrates the ncesessary resources. In this way, the employee is an active consumer by combining the resources necessary to consume the training.

When looking at which abilities, motivations and opportunites are likely to be required for employees in order to benefit from training and development practices, some predictions can be made. For instance, it is likely that, when it comes to *abilities* for training and development practices, an employee requires communicative skills, pre-knowledge of the subject of the training, and the abilty to absorb information and to do something with it, to name some examples. In terms of *motivations*, an employee logically has to be motivated, but he or she also has to know what can be achieved by accomplishing training and development practices. Examples of motivations for training and development practices could be: becoming more productive, gaining knowledge, and building a social network with other participants. Furthermore, a study on the benefits of training and development by Aguines and Kraiger (2009) indicated that employees can also become better in innovativeness, communications, consistency, and handling stressors thanks to training and development practices. Therefore, employees could also consider these potential benefits as a goal or motivation to consume training and development practices. Furthermore, the reason for employees to consume training and development practices does not alsways have do with 'becoming better'. A motivation for employees to consume these practices could also be the fact that they concequently will be rewarded for attending training for instance. It is possible that an employee receives a salary raise for example, which could also be the motivator for employees to consume training and development practices. The employee also requires *opportunities* to benefit from training and development practices. For instance, facilities like a room for training sessions, a competent instructor, writing materials, computers and other trainees could all be resources that are required to consume training and development practices. In addition, the employee needs time in order to attent training sessions. Moreover, Hunt and Michael (1983) indicated that support from their suppervisors and/or mentorships can be a valuable resource for the consumption of these HR practices.

Compensation Practices

Employee compensation practices include all forms of pay and rewards received by employees for the performance of their jobs (Snell & Bohlander, 2007). Indirect compensation includes benefits supplied by employers. Non-financial compensation includes fringe benefits like free insurance, free lunch, a good work environment and flexible work hours. Direct

compensation includes employee wages and salaries, incentive-payments, commissions, and bonuses. According to Snell and Bohlander (2007) employee benefits constitute an indirect form of compensation intended to improve the quality of work lives and the personal lives of employees. Many studies on the relationship between performance-related pay and company performance indicated that there is a positive relationship. According to Delery and Doty (1996) performance related pay is the single strongest predictor of firm performance. When an employee makes use of compensation practices, I consider this practice as consumed. Moreover, in general, employees can also be in the position to influence the compensation design and administration (Crane, Kahnweiler, O'Neill, & Mercer, 1993). In both cases, again, there are resources needed in order to benefit from the practice. By combining the necessary resources the employee is able to consume compensation practices.

Examples of *abilities* that could play a role in employees' consumption of compensation practices could be the knowledge of the bonus system of the firm, the knowledge of performance measures of the firm, the knowledge of what is required to receive compensation and the ability to live up to these requirements. For instance, showing innovativeness is something that could be rewarded. When it is about employee involvement in compensation design, Crane et al. (1993) indicate when it is about employee involvement in compensation design, the outcomes of employee involvement efforts usally mediocre or short-lived when they are based on the fact that the economy has predicted to move in a certain direction for example. However, researchers and practioners agree that for employee involvement to be successful, a long term-commitment to change attitudes and company cultures is required. Therefore, the ability to be committed and to change attitudes in company cultures could also be required. Examples of required *motivations* could be an employee's goal to improve his or her personal life through compensation, receiving more appreciation for their work on the workfloor, or improving work life by receiving non-monetary bonuses for example. Given employee involvement in compensation design, Crane et al. (1993) indicated that employee driven innovation is mostly driven by internal forces within the organization. In this case, the motivations of employees to be involved in will mainly be caused by internal circumstances, like displeasure with the current compensation design. Here, a possible motivation for an employee to be involved in compensation design (when the firm gives their non-management employees the opportunity to be involved) could be the goal to tackle their displeasure with the current compensation design. Possible *opportunities* that are required could be the presence of a bonus-system, the presence of firm funds required to offer employees compensation, and an agreement which clarifies what an employee has to do in order to receive compensation. Moreover, it is likely that for both making use of compensation and being involved in compensation design, an employee requires support from suboridinates because for both, encouragement to voice opinions and giving suggestions and being motivated to do so, could be important.

Performance Appraisal Practices

Performance appraisal practices can be defined as processes, typically delivered annually by a supervisor to a subordinate, designed to help employees understand their roles, objectives, expectations and performance success (Snell & Bohlander, 2007). They are processes of evaluating performance and providing feedback upon which performance adjustments can be made. This feedback should be based on job analysis, job description and job specifications (Rathnaweera, 2010). The role of an employee in the implementation of these practices is based on his or her attendance/involvement during performance appraisal meetings, but also their involvement in the design of these practices. A manager can give an employee appraisal, but this employee does not necessarily need to accept this appraisal. In this case, accepting performance appraisal and thereby overthinking his or her actions and what could be improved can be considered as employee consumption of this practice. Just like the other practices, there are resources needed for the employee to consume performance appraisal practices. By combining and integrating these practices, the employee can benefit from performance appraisal in order to fulfil his or her needs.

Some examples of possible *abilities* that could play a role in employees'concumption of performance appraisal are the knowledge of their role, objectives and expectations, but also the ability to have look critically to their selves (self-reflection), communicative skills, and the ability to adapt. Moreover, Dransfield (2000, p. 72) mentioned that accurate assessment can only be achieved whenif appraisers and appraisees are both very clear about what criteria will be used in determining how strong or weak performance is. Appraisal that does have this foundation that it is likely to be very subjective and devoid of any clear direction for future development. Therefore, the ability to set clear criteria about the performance measures together with the appraiser could also be required for an employee on order to consume performance appraisal practices. *Motivations* that can play a role in determining an employee's consumption of performance appraisal practices could for instance be the goal of an employee to learn on the job, perform better, earn bonuses (compensation), or discover what the firm thinks of his or her performance so far. It is likely that most of these motivations are based on the goal of the employee and the firm to improve the performance of the employee. Furthermore, Dransfield (2000, p.72) mentioned four major purposes of performance appraisal: define specific job ciriteria against which performance will be measured, measure job performance accurately, justify the rewards given to employees (thereby discriminating between high and low performers), and define the development experiences that the appraisee needs to enhace their performance in the present job, and

to prepare them for future responsibilities. Although these are the major purposes for which firms implement performance appraisal practices, the employees also require these goals in order to fulfil these purposes together with the firm. Therefore, these motivations could be important in determining employee consumption of performance appraisal practices. *Opportunities* that could be required for the consumption of performance appraisal practices are a system that keeps track of the performance of employees, capable managers who lead assessment interviews, and a room where such interviews can take place. Furthermore, also here the presence of leadership support is likely to be important, because the employee might need support to attend performance appraisal practices, but also with using the feedback these practices profided, for better performance for example.

Employee Participation Practices

Many studies have indicated that employee involvement in decision-making is an important high performance HRM practices (Arthur, 1994; MacDuffie, 1994; Pfeffer, 1995). Employee involvement enhances the commitment of an employee to the organization. According to Wagner (1994) employee participation in decision-making can have a significant effect on employee satisfaction and performance at work. Considering the employee as an implementer of HR practices, what I consider as consumption of this practice is when an employee is in some way involved in decision-making. Again, there are resources needed in order to benefit from these practices. The employee consumes employee involvement practices by combining and integrating the necessary resources The employee implements, so consumes, this practice by having an influence on the decision making in ways that the firm wants him or her too. Employee involvement comes in many forms, because there are many ways in which an employee can influence decision-making in an organization. For instance, this involvement can come in the form of filling in a survey, or as representative of a group of employees in a meeting. By integrating all resources that are required for employee involvement, an employee consumes these practices.

Abilities that possibly play a role in determining employees' consumption of employee involvement practices are for example communicative skills, knowledge of decision-making processes within the firm, and knowledge of what is happening within the firm, and the ability to bear responsibility. *Motivations* that could be important for employees' consumption of these practices are for instance the goal of the employee to have more responsibility by having influence in the decision-making of the firm, but also the goal of forcing the firm to adapt to certain employee preferences. Possible motivations of the firm could be that the firm could use the opinion of employees in decision making, or using employee involvement as a reward for employees who are considered to perform well. Furthermore, *opportunities* that could play a role in employees' consumption of employee involvement practices could for instance be an employee involvement system that gives the employees the opportunites to give their opinion on matters and decision-making whithin the firm. For instance, surveys, suggestion boxes, and safety committees give the employee the opportunity to be involved in decision-making within the firm. Moreover, according to Nelson, Elliot, and Tarpley (2002) people have to be given the freedom to voice their opinions and make suggestions- whether these succeed or fail. In addition, employees need to know that their suggestions are taken seriously and that they can make a big difference. In many employee suggestion programmes the enthusiasm of the employee drops quickly, so the employees have stay encouraged by their subordinates. Given such, the freedom to voice opinions and support from subordinates are expected to be two important 'resources' for the consumption of employee involvement practices.

As I showed, there can be made quite an estimation of witch abilitiy-, motivation-, and opportunity resources play a role in determining employees' consumption of HR practices and some of them, like the required equipment for training & development practices, are quite obvious. Nevertheless, as consumption of HRM services is about gathering, integrating and using all required resources in order to fulfil demands, it is about the whole of resources that are necessary for consumption. The goal of this study is to identify these resources on the basis of subviding these resources into ability-, motivation-, and opportunity resources.

In order to clarify the research model of this study, in figure 2 a new research model is presented, with the five added HR practices.

Figure 2. Research model



3. METHODOLOGY

The following section elaborates on the way this study answered the research question. It describes the methodology and research methods I used in order to answer the research question but it also explains why these were most suitable for this study. Furthermore, it describes the sample and the techniques of analysis this study carried out in order to derive conclusions from the gathered data.

3.1 Case Study

The methodology I considered suitable for this study is a case study. Case studies investigate single persons, groups, events or communities. Data is gathered from a variety of sources by using several different methods (e.g. observations and interviews) (Mcleod, 2008). Case studies may also continue for an extended period of time, so processes and developments can be studied as they occur. A case study allowed me to investigate a topic in far more detail than might be possible as it attempts to deal with a large number of research participants. Case studies are widely used in psychology, mostly with the goal to analyze and examine human behavior (McLeod, 2008). As this study intends to examine employee consumption of HR practices (and which abilitiy-, motivation-, and opportunity resources play a role in determining employees' consumption of HR practices), a case study seems to be a suitable methodoly for this study. Also since we do not yet know which abilities, motivavations and opportunities play a role in determining employees' consumption of HR practices, this study can be considered as exploratory and it could benefit from detailed information, which likely makes this methodology suitable. As a case study is not in itself a research method, I had to select methods of data collection and analysis that will generate material suitable for case studies. Amongst the sources of data the researcher is likely to turn to when carrying out a ase study are observations of daily routine's, untrsuctured interviews with participants, diaries, personal notes, or official documents. Most of this information is likely to be qualitative, but the researcher in a case study might collect numerical data as well. Collected data can be coded using different theories.

The company or 'the case' that I investigated, and thus where I carried out several research methods, was a company named Visschedijk. Visschedjk is a company specialized in cleaning, catering, and facilitating cleaning products. The company is best known for cleaning buildings in several sectors such as the care sector, industrial sector, office sector, education sector, and the government. Here, Vischedijk takes care of the daily cleaining, maintenance of the floors, window cleaning, and façade cleaning, but also catering. Accordingly, Visschedijk's main activities are cleaning, specialized window-and floor cleaning, and catering. Besides that, the company is engaged in the supply of facility products and it can also provide security services in order to deliver it's services as complete as possible to companies or organizations. On their website they have a webshop in which they offer facility products, besides the facility products they provide to the organizations and firms in which Visschedijk is active in cleaning and/or catering. The company is mostly active in the eastern and northern municipalities of the Netherlands and its headquarters are located in the city of Hengelo. Furthermore, the company has about 1500 employees and three more branches in Deventer, Emmen, and Groningen. Since the three main business units consist of cleaners, floor-and window specialists, and catering associates, this study fully focusses on these three departments and treats these as the case that has to be investigated. Of course, the case had to meet several conditions in order to be valuable to investigate for this study. Therefore, the five highlighted HR practices (training and development, recruitment and selection, compensation, performance appraisal, and employee participation) had to be present at the company and employees had to be aware of them and preferably consume them or have consumed them in the past, before he or she can say something about which abilitiy, motivation, and opportunity resources play a role in determining the degree to which they consume HR practices. Because of that, beforehand, I had a talk with one of the managers and a board member in order to discuss whether Visschedijk was a suitable case to investigate. After one meeting, I was convinced that Visschedijk was an appropriate case to investigate for this study.

3.2 Research methods

In order to answer the main question of my research, I used a qualitative research method. The data required to perform this research came from interviews, observations and an interview with a manager. As mentioned earlier, I used a case study methodology. According to Edmondson & McManus (2007), qualitative data is useful for theory generation, elaboration and testing an effort to inspire other researchers to seek opportunities to expand their research and thinking. Because the AMO theory, which is used in this study, has not been linked to employee consumption of HR practices before, this is a relatively new perspective. Therefore, little is known about how ability-, motivation-, and opportunity resources influence employees' consumption of HR practices. Moreover, the purpose of this research is to discover which ability-, motivation- and opportunity resources play a role in determining employees' consumption of HR practices. As there has not been any research on which abilities, motivations, or opportunites are required for employees and consumption so far, and besides that it is also not exactly clear which resources are required, this research requires an exploratory research method. For this reason, I considered detailed data as vital to explore employees' consumption of HR practices and which ability-, motivation-, and opportunity resources play a role in determining employee consumption of HR practices and also for explaining why

the identified resources play a role in employees' consumption of HR practices.

3.2.1 Interviews with employees

Naturally, in order to conceive this rich and detailed information, employees themselves can provide information about which ability- and motivation resources they presume to require in order to consume HR practices. Moreover, employees can indicate which opportunities they presume to play a role in their consumption of HR practices. Qualitative interview questions could help indicating the ability-, motivation-, and opportunity resources employees consider as having an important role in determining the consumption of HR practices. Qualitative interview questions can provide rich and detailed information that could help answering the main question of this research, but they can also give information on 'why' employees consider the concerned abilities, motivations, and opportunities as having an important role in determining their consumption of HR practices.

As for the intrerview sample , five employees of each of the three main departments (cleaning, window- and floor cleaning, and catering) of Visschedijk where asked to participate in individual semi-structured interviews. Accordingly, a total of fifteen interviews were carried out. The participating employees were randomly chosen by one of Visschedijk's managers in the respective department. I asked the managers to randomly pick employees from their department working at different locations in order to get results from multiple angles. In addition, the chosen employees had to meet the condition of having at least two years of experience in their function as cleaner, floor-and window cleaning specialist, or catering employee. Furthermore, I set one more requirement for the sample. I wanted there to be at least one of each gender within a group of five chosen responderts from a department. For the sample of the cleaning- and the catering department this was the case. However, for the window-and cleaning department there appeared to be no employees of the female gender. So in the sample of the floor- and window cleaning department there were only male employees available for interviews. In addition, the respondents were chosen and scheduled by one of the managers from the respective department. For example, a manager from the cleaning department gave me five names of employees in the cleaning department that were available for interviews and met the sampling requirements. Four of them were male, and one of them was female. When it came to specialists in floor- and window cleaning, I got the opportunity to interview five male employees. Furthermore, the respondents from the catering department consisted of four female employees and one male employee.

The design of the interviews was mainly based on answering the research question of this study. First, the goal of this study had to be operationalized into relevant interview questions. As I argued earlier, consumption of HRM services can appear in two forms; coproduction and value-in-use creation(e.g. Meijerink et al., 2016). Therefore, during the interviews, for every highlighted HR practice I first asked the participating employees whether and how they coproduce these HR practices. Afterwards, I asked them which abilities, motivations, and opportunies were required to do so. Hence, I did the same for value-in-use creation. First I asked about value-in-use creation of the HR practice and then there were some questions on which abilities, motivations, and opportunities are required for them to obtain the benefits of the HR practice. In addition, the participants were also asked about the reason(s) why the given abilities, motivations, and opportunites were important for them. In this way, in the analysis of the interview results, interview transcipts of employees that consume HR practices in a different way than others could be compared with the rest of the participants. Accordingly, there could perhaps be discovered differences in abilities, motivations and opportunities of employees that consume HR practices by coproducing and value-in-use creating them. Thus, the respondents thus were conducted to an open-ended interview that asked them questions about their function within the company, and then the mentioned questions asked them about their coproduction and value-in-use of HRM practices and the abilities, motivations, and opportunities required for this consumption. Per HR practice, the same questions were asked. The interviews were semi-structured. This implies that the interviews were one-sided conversations with a list of predetermined questions. These unfold in a conversational manner offering participants the chance to explore issues they feel are important (Drever, 1995, p. 143). The questions I asked were open-ended. These questions were chosen to gave the respondent freedom in the way he/she wanted to answer the questions. Open-ended questions are useful for complex issues that do not have finite answers answers (Carey, Morgan, & Oxtoby, 1996). The operationalization tables and the interview protocol are presented in Appendices 1 and 2.

Furthermore, most interviews were carried out during the working hours of the employees and at their working location, but three interviews (two of the cleaning department and one of the floor- and windowcleaning department) had to take place outside working hours and at the residence of the respondent, due to time issues. The interviews were voice-recorded and transcribed afterwards for coding purposes. Beforehand, the respondents were asked permission for recording the interviews. Recording is preferred over taking notes, because taking notes at the time can interfere with the process of interviewing and notes written afterwards are likely to miss out some details (Britten, 1995). All interviews lasted between 45 minutes and an hour. The interview transcipts are not attached to this document as there was no permission of the respondents to present them. In the 'Findings' section of this study, quotes from the interviews are presented in order to describe and explain the conclusions I drew from the interview results.

3.2.2 Observations

After conducting qualitative interviews with the employees, performing another data collection method could also be suitable and useful; observations. Observations involve looking and listening to the research subject very carefully. Researchers carrying out observations study an individual or group in their natural settings, without being informed of the observation in advance. Observational data is usually detailed information about the parcitcilar individual, group, or situations. Furthermore, non-participant observation researchers observe behaviour of the subject without interacting with the subject whereas whereas in participant observation the researcher put him or herself in the subject's position. In this way the resesarcher becomes part of the world of the subject meanwhile focusing on their study. In direct observation, people know that the researchers is watching them, and there is concern that sometimes individuals change their ctions while ot showing at you are looking for or what they are really like (limitations). For this study, non-participant observations were suitable as it gave me the chance to fully focus on employees. Accordingly, in this way it was possible to observe HR practices being consumed. As mentioned earlier, employees consume HR practices and therefore probably integrate resources in the form of abilities, motivations and opportunities. By observing some of the highlighted practices while being consumed, I was able to get a good idea of which resources the employee integrates in order to consume these HR practices. Afterwards, these observations could be used to explain their consumption of HR practices and identify the ability-, motivation-, and opportunity resources required for this consumption. Consequently, this also could provide valuable information for answering the research question of this study. For example, by first observing a training session, I could identify motivations. For instance, when I saw employees actively communicating with eachother during the training, developing social contacts are probably a motivation to consume training & development practices. Accordingly, the observations were aimed at observing HR practices 'in practice' in order to identify ability-, motivation-, and opportunity resources employees need in order to consume these HR practices. However, I was not able to carry out observations for all five highlighted HR practices. Hence, I attended an introduction training session for cleaners to observe the HR practice training & development. I also attended an 'individual development meeting', in which I could observe the HR practice performance appraisal. For the other three HR practices (recruitment & selection, compensation, and employee participation) it was more difficult to find a moment to observe a specific practice. The nature of the other practices was not as tangible and clear in practice as training & development practices and performance appraisal practices.

The observed introduction training took place in a lecture room in at the main office of Visschedijk in Hengelo. During this training a teacher taught new cleaners basic information about the firm, the rules and materials on the work floor, and some basic practices cleaners have to perform at work. Besides me, seven employees attended this training and it lasted about an hour.

The observed development meeting also took place at the main office of Visschedijk. In this development meeting the area sales manager from district Oldenzaal met with one of the employees of the cleaning department. During the meeting they filled in an appraisal questionairre about the performance and attitude of the employee during past year. Points of interest were discussed on the basis of this questionnaire. While filling in this form, the area sales manager primarily let the word to the employee in order to hear her own experiences on the workfloor during past year. In addition, the manager asked about problems she faced past year and whether she wanted to see things change at the workfloor. Furthermore, the manager told the employee what she did well, but the manager also gave her tips to improve her performance and attitude at the work floor. The meeting lasted about an hour.

In both HR practices I participated and I made notes of my observations. With these notes I attempted to fill in the relevant parts of an interview template as if I were one of the respondents. I did this in order to get an idea of which ability-, motivation-, and opportunity resources I would need if I would consume these HR practices. The interview template I used for making notes of these observations is presented in Appendix 3.

3.2.3 Interview with a manager

In order to add another insight to this study, but also to compensate for the HR practices I could not observe, I discussed the interview questions for all HR practices with one of the managers at Visschedijk. The area sales manager of the Oldenzaal district to be more precise. This manager is responsible for the cleaners, floor- and window cleaning specialists, and catering employees active in Oldenzaal. In addition, she is responsible for the organization and administration within her area. She controls the employees, deals with the relationships with customers and strives for the achievement of the company's goals. This interview was somewhat more interactive and unstandardized than the fifteen interviews with the employees I performed, since I tried to answer the same interview questions together with the area sales manager. Yet, the interview could be considered as a semi-structured interview with open-ended questions. In this way I attempted to capture a manager's view of which ability-, motivation-, and opportunity resources could play a role in determining employees' consumption of HR practices. Since the interview addressed all five highlighted HR practices, the area sales manager shared her view on what she considered as abilities, motivations, and opportunities that are required for the employee to consume the five highlighted HR practices. The interview took place at the main office of Visschedijk in Hengelo and it lasted about an hour and a half. During the interview I made notes of what the area sales manager

said and together we attempted to answer the interview questions as if we were respondents of the interviews I performed earlier. This interview was not recorded and the notes with which we answered the interview questions are presented in Appendix 3.

3.4 Technique of analysis

As I attempted to identify the consumption of HR practices of the participating employees and which ability-, motivation-, and opportunity resources are required for the consumption, the results of the interviews and observations had to be pictured clear. Therefore I had to analyse all the qualitative data I gathered from the interviews with the employees, the observations, and the interview with the area sales manager. The purpose of analysing qualitative data is to determine categories, relationships, and assumptions that inform the view of he respondent in general, and of the topic in particular (McCracken, 1988). This can be reached by subviding the data and assigning categories. A good summary of the results of the study can be reached by coding the data. Codes are labels for allocating units with meaning to the descriptive information collected during a study (Basit, 2003). Therefore, the answers of the respondents were coded by giving them a label of each catergory. However, beforehand all interview transcripts were imported into a coding programme named "Atlas.ti". Coding gave me the opportunity to first divivide different sections of the interview and give them labels. In this way, the answers of the participating employees could be sorted out more easily even as it was easier to compare answers in this way. In this way, three main groups were made. Text passages concerning ability resources, motivation resources, and opportunity resources were destinquished. Despite the fact that in the concepts from the literature I indicated that consumption of services can occur in two forms, during the analysis of the data I focussed on consumption as a combination of coproduction and value-in-use creation. After distinquising the three groups, open coding was applied. Since I was looking for different forms of ability-, motivation-, and opportunity resources, I was open for new codes, dimensions, and constructs. Open coding gives the researcher the opportunity to do so. Moreover, the notes from the observations and the interview with the area sales manager were analyzed separately from the other interviews in order to see whether these research methods added some new insights on top of the results of the interviews. All different identified ability-, motivation-, and opportunity resources the interviews with employees, the observations, and the interview with the area sales manager indicated are presented in Table 1. After applying open coding to the interview transcripts and analyzing the notes from the observations and interview with the area sales manager different forms of ability-, motivation-, and opportunity resources were identified. These are further discussed in the findings section of this study.

4. FINDINGS

Performing fifteen interviews with employees, two observations and an interview with the area sales manager brought me a lot of valuable data for answering the research question. First, I tried to summarize the data to how it was most valuable to this study. Table 1 shows an overview of what the results of the interviews with the employees, the observations, and the interview with the area sales manager showed in therms of ability-, motivation-, and opportunity resources considered to be playing a role in the consumption of HR practices. Since the abilities, motivations, and opportunites that play a role in the consumption of HR practices were most important for answering the research question of this study, I focussed on these results. In order to comment on the received data and to come with conclusions, I attempted to extract subgroups for the abilities, motivations, and opportunities the data showed to be playing a role in employees' consumption of HR practices. In this, by extracting subgroups I identified different forms of ability-, motivation-, and opportunity resources that play a role in the consumption of HR practices in general, and not in specific HR practices. In order to explain and describe the different subgroups of ability-, motivation-, and opportunity resources I identified, this section uses quotation from the interviews with employees. These quotations are labelled on the basis of the employee's department and the order in which I interviewed them. In this, CL stands for cleaning department, FW stands for floor-and window cleaning specialists, and CA stands for catering department.

4.1 Ability resources

As the table with the overview of the research results indicates, I extracted three subgroups when it comes to ability resources that could play a role in determining employees' consumption of HR practices. In spite of the various answers it brought me, I could devide the results from the interviews with employees, observations, and the interview with the area sales manager into three main subgroups of abilities in which the abilities were more ore less connected. I could devide them in 'job-related knowledge', 'social abilities', and 'determination/self-discipline'.

Job-related knowledge

The results of the interviews with employees, the observations, and the interview with the area sales manager showed that job-related knowledge probably plays a role in the consumption of HR practices. In each of the five HR practices it seems to play a role, as for each HR practice it was considered as playing a role according to the results. In this, during the interviews several participants emphasized the importance of job-related knowledge in various forms. For example, 'experience on the job' and 'basic knowledge of the job'

were considered as important for the consumption of all of the HR practices. For example, here is what one of the employees from the cleaning department said about being involved in recruitment & selection practices:

"I think you need some years of experience to see whether someone is capable for the job or not. Therefore, you also have to know how job practices and materals work. And that knowledge is often the result of experience on the job.(CL3)"

Here, experience and the basic knowledge of the job was considered important for employees' consumption of recruitment & selection practices. In addition, most of the employees indicated for each of all five practices that experience on the job and basic knowledge of the job play a role in their consumption of HR practices. Besides results of the interviews with the employees, the observations and the interview with the area sales manager indicated more or less the same. When it was about basic knowledge of the job and experience on the job, the results showed especially plays a role in the coproduction of HR practices. However, there were also signs that it plays a role in value-in-use creation of HR practices. For instance, here is what one of the floor-and windowcleaning specialists said during the interview about the value-in-use creation of training & development practices:

"Experience and basic knowledge of the job is important, because then you can place the knowledge you receive in a context. In this way you understand the information better and you're more capable of applying it.(FW1)"

Furtheremore, the results mentioned some other abilities that are associated with job-related knowledge. The 'knowledge of performance measures', 'the knowledge of own performance', and 'the knowledge of collegues' performance' seemed to be important for the consumption of performance appraisal practices. In addition, the results also showed that there were some other abilities associated with job-related knowledge playing a role in the consumption of compensation practices. 'The knowledge of what is in an employee's payslip and contract' is presumed to be playing a role.
All in all, the results showed that job-related knowledge could play a valuable role in the consumption of HR practices and even more specifically in the coproduction of HR practices. For all highlighted HR practices, these ability resources could play a role in employees' consumption of these HR practices.

Social abilities

The next subgroup of ability resources I could extract from the results I named 'social abilities' because the results of the interviews with the employees, observations, and the interview with the area sales manager showed various abilities that play a role in the consumption of HR practices and are more or less associated with employees' abilities to interact with other people I the company(e.g. colleagues, supervisors, managers). In this, the interview results showed that social abilities seemed to play a role in the consumption of HR practices as the participants indicated for most of the highlighted HR practices they needed abilities that were associated with social abilities. The most common social ability from the interview results was "the courage to speak up (e.g.to a supervisor or manager)". This ability could play an important role in employees' consumption of HR practices. Here is an example from the interviews of what one of the floor-and window cleaning specialists said about this ability when it was about compensation practices:

"I don't think you need to have many abilities for that. Maybe a little bravery in order to stand up and speak to a manager and convince him to arrange something for the team. But the performance on the workfloor also has to be good, or else you maybe don't deserve it.(FW2)"

The results showed that this ability was associated with the consumption of all of the five highlighted HR practices. Some other social abilities that were mentioned in the interviews with employees were 'the ability to estimate people's capabilities and attitide' and 'knowing people'. Here is an example of what one of the employees of the cleaning department said when it was about the consumption of recruitment and selection practices:

"You need the knowledge of humans. My manager also has this knowledge. She is very good at estimating people in whether they are capable for the job and whether they could be pleasant to work with. I think I can do that too.(CL1)"

Furthermore, I identified some other social abilities from the interviews with the employees and interview with the area sales manager. 'Social skills' and 'openness for other employees' could also play a role in employees' consumption of HR practices according to the results. One of the employees of the catering department said something interesting about the importance of 'openness to new employees' in order to benefit from recruitment and selection practices:

"You have to give new people the opportunity to develop, because for every new employee work can be difficult at the start. New personell also has to feel at home when at work. That's why it's important to let them be theirselves and be open to them.(CA2)"

Accordingly, next to 'openness to new employees', 'social skills' were also presumed to be playing a role in employees' consumption of HR practices.
In general, the results showed that social abilities probably play a role in the consumption of HR practices and especially in the coproduction of these practices. The interviews with the employees and the interview with the area sales manager indicated that only for recruitment and selection practices social abilities could also play a role in employees' value-in-use creation of HR practices. Therefore, they seem to play a bigger role in the coproduction than in the value-in-use creation of HR practices.

Determination/self discipline

The third subgroup of ability resources I extracted from the interviews with the employees, observations and the interview with the area sales manager, I named 'determination/self-discipline'. I named this subgroup 'determination/self-discipline' because the results showed some mentioned abilities were more or less associated with the instrisic discipline and determination of employees. The results showed that 'determination' demanded several abilities that appeal the intrinsic self-discipline of the employee to really benefit from the respective HR practices. Several interview results indicated that abilities associated with determination and self-dicipline played a role in the consumption of HR practices, but also observations indicated this. Moreover, the area sales manager also mentioned some abilities that were associated with employees' determination to benefit from practices. For instance, I identified some forms of abilities from the results that have to do with employees' determination or self-discipline to benefit from the HR practices. For instance, 'positivism', 'selfcriticism', and 'openness to criticism' were also mentioned as important abilities for employees' consumption HR practices. These abilities were mentioned during the interviews with employees, but also the observations showed them. Positivism, selfcritisicm, and openness to criticism were considered as required, especially for the consumption of performance appraisal practices. These abilities are all associated with an employee's determination and self-discipline to consume and benefit from HR practices. Here is an example of what one of the employees of the cleaning department said about the importance of openness to criticism during performance appraisal practices:

"You have to be open for comments and criticism. If you're prepared to do something about the things you can improve, that's good. You also can't get lazy when you get a good review.(CL4)"

Moreover, I noticed that the employees also mentioned abilities like 'concinving power', 'determination', and 'patience' in association with employees' consumption of compensation practices and employee participation practices during the interviews with employees. I consider these abilities also as abilities associated with determination and self-discipline because both require inner determination and self-discipline to benefit from these HR practices. Some employees named patience as important ability for the consumption of employee participation practices because they sometimes needed to wait a long time before the company really used their opinions and/or ideas. Several employees mentioned convincing power and determination itself because they presumed they needed these abilities to convince people from the company during the constumption of compensation practices or employee participation practices. For example, here is a quote from one of the catering employees mentioning convincing power as an important ability for the consumption of employee participation practices:

I think you need determination or persistence to still get things done. I understand that not all our ideas can be carried out.(CA3)"

In general, the results from the interviews with the employees, the observations, and the interview with the area sales manager showed that determination and self-discipline seem to play an important role in the consumption of HR practices. However, these abilities were not associated with each of the five HR practices as the results made no connection between abilities associated with determination and self-discipline and recruitment & selection practices and training & development practices. Moreover, determination and self-discipline turned out to be considered as playing a role in both coproduction and value-in-use creation of several HR practices. For compensation practices, the results showed that these abilities could only play a role in the coproduction of these practices. In addition, for employee participation practices these abilities could only play a role in the value-in-use creation, and for performance appraisal practices they could play a role in both coproduction and value-in-use creation, according to the results. Accordingly, these forms of ability resources associated with determination/self-discipline seem to play a role in both coproduction and value-in-use creation of HR practices.
What I considered as quite striking was the fact the interview results showed that some employee indicated 'being motivated' as an ability to coproduce training &

development practices. As I considered 'being motivated' not as an ability and as it was mostly mentioned along with a reasons to consume training & development practices, I did not take this into account as an ability resources. Nevertheless, I noticed the fact that employees considered 'being motivated' as playing a role in the consumption of training & development practices and therefore focussed on what motivated them to consume these practices and discussed this later on in the findings section.

4.2 Motivation resources

After looking at what the results said about which ability resources could play a role in the consumption of HR practices, I focussed on which motivation resources of employees could play a role in their consumption of HR practices. Just like I did for abilities, I attempted to identify all kinds of motivations the interviews with employees, observations and the interview with the area sales manager provided to extract several subgroups of motivation resources that could play a role in employees' consumption of HR practices. After doing this, I could devide the motivations the results showed in four main subgroups: 'personal development', 'personal joy', 'team/company development' and 'social development'.

Personal development

After looking at what the results showed about employees' motivation resources needed to consume HR practices, I noticed the reasons why employees wanted to consume these practices somewhat had to do with employees' personal needs, especially needs associated with their urge to theirselves. These kind of motivations seem to be playing a role in the consumption of four of the five highlighted HR practices. For instance, the interviews with employees indicated that several reasons to consume training & development practices were associated with employees' need to develop theirselves by consuming these practices. Motivations like 'develop performance', 'needed to pass exam', 'receive more information/ clarification/ explanation' are examples of motivations for consuming training & development practices that are all associated with personal development. For instance, here is what one of the employees of the cleaning department said:

"Because development and confidence are important for your motivation on the workfloor. It gives you energy. It feels nice when you develop yourself.(CL3)"

As I mentioned earlier, the interviews with employees, observations, and the interview with the area sales manager showed that motivations associated with personal development also played a role in the consumption of compensation practices (in the form of 'wanting appreciation'), performance appraisal practices (clarity about how the company judges the employee, stand up for his/herself and solve personal problems, provides stimulation/motivations ,and improve performance), and employee participation practices (solving individual problems, stand up for his/herself, receiving appreciation, improving performance). The results show that the reasons the participating employees consume all HR practices (except recruitment & selection practices) concern personal needs. These motivations associated with personal development seem to occur in both coproduction and value-in-use creation of the named HR practices, but the result show that these motivations were mentioned more for the value-in-use creation of HR practices. There did not seem to be any considerable inconsistencies in the results from the interviews with employees among different departments, except for the fact that all interview participants from the cleaning department emphasized their motivation to participate training & development practices as it helped them pass their exam. For the other two departments, there was no exam attached to training sessions. Furthermore, there seemed not to be any considerable inconsistencies in what the interviews with employees, observations and the interview with the area sales manager showed.

Personal joy

Another subgroup of motivation resources I extracted from the results from the interviews with employees, observations, and the interview with the area sales managar I named 'personal joy'. The results showed that some of the employees indicated that another reason for them to consume HR practices could be associated with the fact that they enjoy consuming HR practices. However, these motivations of 'personal joy' seemed only to be mentioned by the employees during the interview and these motivations were only connected to two of the five highlighted HR practices; recruitment & selection practices and training & development practices. For recruitment and selection practices, some of the employees indicated that they wanted to benefit from these practices because they considered it as a fun experience to get new colleagues. In other words, employees could consume recruitment & selection practices and training & development practices because of a 'fun experience'. For example, one of the floor-and windowcleaning specialists said the following about getting new employees;

"Of course, it's always fun to get new colleagues. It's something new on a normal day.(FW2)"

Also for training and development practices some participating employees indicated that they wanted to participate training sessions bacause, among other reasons, they experienced it as a fun experience. However, it must be said that it were only the employees

from the catering department that emphasized the 'fun factor' of training and development practices. Accordingly, these employees indicated that they were motivated by the fact that they enjoy actively participating training and gaining new knowledge. Here is what one of the employees of the catering department said:

"I enjoy training because it adds variation to my work days. It can also help tackling the daily grind I'm in sometimes.(CA5)"

All in all, the results of the interviews with the employees indicated that employees' motivation resources for the consumption of recruitment and selection practices (only value-in-use creation) and training and development (in both coproduction and value-in-use creation) could be motivations associated with the degree to which employees enjoy these HR practices. Furthermore, motivations proved to be more present in the value-in-use creation than in the coproduction of HR practices according to the results.

Team/company development

The next subgroup of employee motivation resources I could extract from the results from the interviews with employees, observations and the interview with the area sales manager I named 'team/company development'. The results showed that some of the reasons employees consume HR practices were associated with them wanting to help their team or the company develop. Among other motivations, in some situations employees turned out to find it important to do something for the company or the team and consider this as an important reason to consume HR practices. For instance, the results of the interviews with the employees and the area sales manager showed that these kind of reasons could play a role in the consumption of recruitment & selection practices. In this, employees could be wanting to be involved in recruitment and selection practices to help the company or team getting new personell. For example, here is what one of the floor-and window cleaning specialists said about these motivations:

"But if you know someone that could be suitable for the job, then I try to help this person out. Then it is to help Visschedijk to hire new employees, but also for that person to help him or her to get a new job.(FW1)"

In addition, the results showed that motivations to help the team or company develop were also associated with other HR practices. Besides recruitment & selection selection practices, these motivations could also be associated with compensation practices, performance appraisal practices, and employee participation practices. For both compensation practices and employee participation practices, motivations to help the company and/or team could be playing a role in both coproduction and value-in-use creation according to the results from the interviews with employees and the interview with the area sales manager. Here is an example of what one of the employees from the catering department said about why she wanted to be involved in employee participation practices:

"Our work has to be carried out properly and accordingly, everything has to be right. When there are problems that cause us not to work properly, then you want to indicate this. Of course, you want the company to do something about it.(CA1)"

This quote shows that this employee wants the work carried out properly and therefore wants to help the company. Moreover, when it comes to performance appraisal practices, these kind of motivations seemed to be only associated with the coproduction of these practices as employees tried to influence performance appraisal practices to help the team or company. The interviews with employees and observations showed that employees wanted to say something about colleagues to help the company and team improve.
In general, the results showed that the motivation to help the team and/or company could play a role in recruitment & selection practices, compensation practices, performance appraisal practices, and employee participation practices. More specifically, for recruitment & selection practices and performance appraisal practices these motivations probably play a role in coproduction only. The results showed that these motivations proved to be more present for the coproduction than for value-in-use creation of HR practices.

Social development

The final subgroup of motivation resources I could extract from the interviews with employees, observations, and the interview with the area sales manager I named 'social development'. The results showed that employees' motivations to consume HR practices could also be associated with employees' need to improve their social connections and interactions with their colleagues. In this, by consuming HR practices they could attempt to develop their social connection and interactions among the team and/or colleagues. An obvious example of a situation where employees showed these motivations is for recruitment & selection practices. The interviews with employees showed that several employees from each of the three departments indicated 'social development motivations' played a role in employees' consumption of these practices. In this, several employees indicated that they, amongst other reasons, wanted to be involved and wanted benefit from recruitment & selection practices in order to get new colleagues that are pleasant to work with

and to connect with. For instance, here is a quote from the catering department:

"It's also always nice to see someone new and to get to know him or her. A new colleague could become a new friend.(CA3)"

Besides recruitment and selection practices the results showed that these motivations could also play a role in the consumption of training & development practices. Here, employees' reasons to participate and consume training & development practices could be the fact that in this enables them to connect and intereact with other participants of training & development practices. For example, here is a quote from one of the employees from the catering department:

"I enjoy it and you also get to see employees from other locations. Of course, you sometimes hear from your colleagues at other locations, but it is more fun to see them in person.(CA1)"

During the observation of a recruitment & selection practice I indicated that the participants enjoyed interacting with other participating employees. However, the interviews results showed that only employees from the catering department associated these 'social development motivations with training & development practices. The employees from this department seem to ache for social interaction with colleagues as they often work in small team of one or two members according to the interviews with employees.
In general, the results of the interviews with employees, observations, and the interview with the area sales manager indicated that these 'social development motivations' could play a role in the consumption of recruitment & selection practices and training & development practices. However, the interviews with employees indicated that these motivations for training & development practices are probably more applicable for the employees of the catering department, who work in small teams. Moreover, these motivations seem to play a bigger role in the value-in-use creation than coproduction of HR practices, according to the results.

4.3 Opportunity resources

When it is about the opportunity resources the results of the interviews with employees, the observations, and the interview with the area sales manager showed to have a role in the consumption of HR practices, again, I extracted different forms of opportunities. I could identify three different forms of opportunity resources playing a role in the consumption of HR practices; 'HR practice-related facilities', 'Complementary non-HR practice-related facilities', and 'Contact & support'.

HR practice-related facilities

The first form of opportunity resources I could distinquish from the results I named 'HR practice related facilities'. The results showed that the employees of Visschedijk needed quite some facilities from the company in order to consume HR practices. By facilities I mean the company has to give employees the tangible resources and the options to consume HR practices. The results of the interviews with employees, observations, and the interview with the area sales manager indicated for four of the five highlighted HR practices, opportunity resources associated with these HRM facilities play a role in the consumption of these HR practices. These facilities could be considered as quite evident, as these facilities can be seen as vital for the consumption of HR practices themselves. Moreover, these facilities were closely linked to the company and how it offers value propositions in the form of HR practices (therefore 'HR practice related' facilities). For instance, for training and development practices, the interviews with employees and the observations indicated that employees need to be given the chance to participate in training & development practices in the first place to consume them. In addition, in order to consume these practices they need the training to be interactive and the opportunity to ask questions and make remarks. Furthermore, the results showed employees could need 'a capable instructor,' 'clear and applicable content of a training', and 'applicable situations, examples, and materials' for the consumption of these practices. The interview with the area sales manager added to that employees could also need a proper lecture room in order to benefit from training & development practices. Thus, these facilities were considered as important in making the output of training & development practices valuable to them. Here is an example of what one of the employees of the cleaning department said about the importance of having a capable unstructor:

"Besides that, I liked the way in which the training was given. The instructor did it in a passionate way and it was really fun to sit there. I think that's also important. Bringing the information in a enthousiastic way.(CL1)"

The results showed that these kind of opportunity resources could also play a role in the consumption of compensation practices and performance appraisal practices. For compensation practices, the results only showed that employees need satisfying rewards for their job in order to benefit from it. I considered this opportunity resource as quite self-evident in making the output of these practices valuable to the employee. For performance appraisal practices, the results showed that employees in the first place need to be given the chance to participate in performance appraisal practices to consume them. Furthermore, they need the 'performance appraisal meetings' to be interactive in order to consume

these practices. What I considered as less evident was the fact that the area sales manager added that the room these meetings take place could also play a role. She indicated that in order to make the employee feel important, she sometimes invited employees over to the office to have a performance appraisal meeting.
In general, according to the results, HR practice related facilities probably play an important role in employees' consumption of training & development practices, compensation practices, and performance appraisal practices. For compensation practices, the results suggest it could only play a role in the value-in-use creation. In addition, I noticed that the most of these opportunities were quite self-evident as they mostly come directly with the specific HR practices and their importance was quite clear beforehand. Furthermore, they probably mainly play a role in the value-in-use creation of HR practices, according to the results.

Complementary non-HR practice-related facilities

Besides HR practice-related facilities, I could extract another subgroup of opportunity resources based on facilities from the results of the interviews with employees, observations, and the interview with the area sales manager. After observing the results, I indicated that there were mentioned some facilities that differed strongly from HR practice-related factilities. The main difference lies in the fact that HR practice-related facilities all play a role before or during the implementation of HR practices and are part, or should be part, of the service HR practices deliver. From the research results I could also identify some facilities that could play an important role in the value-in-use creation of HR practices as they play a role in the process were the output of the implementation of HR practices becomes valuable to them. Especially the interview results showed that the employees named some facilities that help them to benefit from the outcomes of HR practices and make them valuable to them. To name an example, the interviews with employees showed that some of the employees indicated that recruitment & selection practices bring them new colleagues and that team activities could help them to get to learn new employees and eventually benefit from them. Here is an example of one of the floor-and window cleaning specialists mentioning the importance of team activities:

'It's also nice to see your colleagues outside of work once in a while. In a 'gezellige' setting I mean. Then you really get to know eachother. You know, drinking a beer and having a laugh.(FW2)'

In addition, the interview results also showed that in order to benefit from training & development practices, some employees indicated that they need the company to provide them work situations where they can apply their gained knowledge. For example, one of the cleaning employees mentioned she could handle more tasks as a result of attending training. However, in this case, the employee needs a work situation where it can apply the gain knowledge in order to make it valuable, according to the interviews with employees. Furthermore, the interview results also showed that employees indicated that for both training & development practices and performance appraisal practices, they needed some form of control and reminders from a supervisor or manager in order to make sure they apply the things they learned from training and performance appraisal meetings. In this way, the employees receive a helping hand in making these HR practice valuable to them. Speaking of performance appraisal practices, the interview results also showed that some employees indicated that after having a performance appraisal meeting, they need repeating performance appraisal meetings in order to really benefit from it and track their development for example. For employee participation practices I could also identify facilities that could play a role making these HR practices valuable the implementation. Namely, some of the employees indicated that after the implementation of these practices (so after having shared their opinion and ideas in order to influence the company's decisions), they need the company to listen to their employees and apply the given opinions and ideas. Some employees indicated that without the company supporting and applying the ideas and opinions of the employees, employee participation practices are not valuable to them. Here is a quote from one of the floor-and windowcleaning specialists that illustrates the latter indication:

"The company has to do something with our input. Only then employees can reach what they intent to by attempting to influence company's decisions. Only then I get the feeling they listen to you.(FW3)"

These facilities probably play an important role consumption of HR practices, especially in the value-in-use creation. Furthermore, the results show that these opportunities could play a role in recruitment & selection practices, training & development practices, performance appraisal practices, and employee participation practices.

Contacts & Support

Besides 'HR practice related facilities' and 'complementary non-HR practice-related facilities', I extracted one other form of opportunity resources from the results of the interviews with employees, the observations, and the interview with the area sales manager. The results showed that employees also needed opportunities that I could allocate into a subgroup I named 'contacts' & support', in order to consume HR practices. I indicated that several employees emphasized that next to HRM and non-HRM facilities, they need opportunity resources in the form of social contact in order to consume HR practices. Primarily according to

the interview results, these opportunities can be characterized by the employees' intangible 'help' from other individuals or groups within the company. For instance, many employees indicated that they needed a contact in the form of a supervisor or manager in order to influence the content of an HR practice. The interview results indicated that many of the participating employees need a confidential or a contact from the company to talk to when then there are problems or they need to express theirselves for other reasons. Consequently, this presence of contacts probably play a role in employees' consumption of HR practices. More specifically, the results show that the presence of a contact person in the form of a supervisor or manager could play a role in the coproduction of recruitment & selection practices, compensation practices, performance appraisal practices, and employee participation practices. This means that the participating employees did not mention such opportunities for training & development practices. Here is an example of one of the catering employees mentioning the fact they she needs the opportunity to talk to her supervisor in order to coproduce practices.

"I need a good relationship with my supervisor. We have a good relationship because I have the feeling I can tell him everything.(CA1)"

I also indicated some other opportunity resources that are more or less in line with these opportunity resources. Namely, the interviews with employees and the area sales manager indicated that several employees suggested that they need 'support' from other people in the company in order to consume some HR practices. For example, I indicated that employees could require the support from the company, manager, or supervisor in order to coproduce recruitment & selection practices. Moreover, the interview results show that support from the company could also play a role in the value-in-use creation of training & development practices and performance appraisal practices as for both practices several employees indicated that they need the company to control and remind them of the things they learned during these HR practices. In addition, the results indicate that they probably need 'support from colleagues' and 'team spirit' in order to benefit from them. Thus, support could also play a role in the value-in-use creation of these HR practices. Here is a quote that illustrates an example of one of the floor-and windowcleaning specialists saying he needs the support of the company in order to coproduce recruitment & selection practices:

"Your supervisor or someone else from the company has to give you the responsibility to be involved in these processes.(FW4)"

Furthermore, I indicated the interview results showed that 'support from colleagues' could also play a role in the value-in-use creation of employee participation practices. Several participants indicated that they need the support of their colleagues in order to make the company listen and to something with their ideas and opinions they bring up during employee participation practices.
In general, the results showed that 'contacts and support' could also play a role in employees' consumption of HR practices and it probably only plays a role in the four of the five highlighted HR practices. For compensation practices, the results did not indicate any possible relationship between contact & support and the consumption of these practices. Furthermore, these opportunities mainly seem to play an important role in the coproduction of HR practices, according to the results.

All in all, from the results from the interviews with employees, the observations, and the interview with the area sales manager I could extract several forms of ability-, motivation-, and opportunity resources that probably play a role in employees' consumption of HR practices. I prosessed these extracted forms of abilities, motivations, and opportunities into a propositional research model, which is presented figure 3. A mentioned earlier, the interview transcripts are not presented in the appendices of this study since there was not permission from the employees to present them. The notations from the observations and the interview with the area sales manager are processed in an interview template and they are presented in appendix 3.

Figure 3. Propositional research model

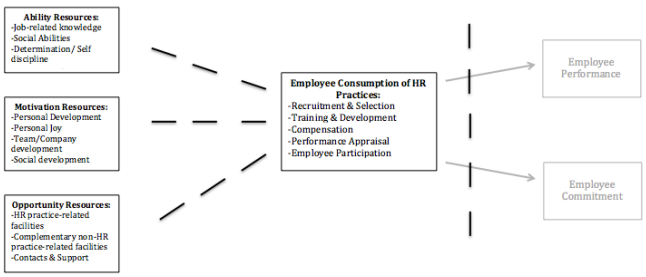


Table 1. Summarized Results of the Interviews and Observations

	Recruitment & Selection practices	**Training & Development practices**	**Compensation practices**	**Performance Appraisal practices**	**Employee Participation practices**	**Extracted subgroups of Ability-, Motivation, and Opportunity resources**
Ability Resources needed for employees' consumption of HR practices	-Experience on the job -Ability to estimate people's capabilities and attitude -Knowing people -Experience -Psychological knowledge -Social skills - Openness to new employees	-Motivation to learn -Ability to pay attention to what the training implies -Courage to speak up (asking questions, remarks/take initiative) - Basic knowledge of the job -Experience on the job -Ability to remember and apply the gain knowledge	-Experience on the job -Determination / convincing power - Courage to speak up/ convince supervisor or manager -Good performance on the job -Knowledge of contract and payslip -Knowing the amount of work(hours)	-Self criticism -Knowledge of own results/performance -Ability to judge critically -Knowledge of performance measures -Knowledge of other employees' performance - Positivism -Openness to criticism/deal with criticism -Motivation to develop	-Knowledge of the job -Experience on the job -Courage to speak up/ give opinions or ideas - Confidence -Patience -Determination	**-Job-related knowledge** **-Social abilities** **-Determination/ self-discipline**
Motivation Resources Needed for employees' consumption of HR practices	-Having responsibility -Wanting pleasant and motivated colleagues -Help the company -Help other people to get a job -Wanting to have new employee of quality/ fit -Nice/fun experience to have new employees - Reduce pressure/ problems -Gives more options in terms of planning/rosters - Better team performance	-Receive more information/clarification/explanation -Input employees adds value to the training/ teaches other participants -Urge to show obtained knowledge -Tell own experiences -See/ make contact with other employees - Develop performance/confidence on the job -Training is a fun experience -Obligatory - Needed to pass exam -Socializing with other participants	-Receive extra compensation -Receive team rewards/ do team activities -In order to pay daily expenses, bills, holidays -Increase team spirit due to rewards -Appreciation due to compensation and rewards	-Clarity about how the company judges employee and performance -Stand up for yourself/solve personal problems -Solve team problems/increase team performance -Improve performance on the job -Provides stimulation/motivation	-Importance of the involvement of employees -Importance of workers in practice to have a say in certain issues -Stand up for yourself -Solving team problems -Solving individual problems - Receiving appreciation /trust -Better performance on the work floor - Solve problems on the work floor -Increase team spirit -Help the team/company	**-Personal development** **-Personal joy** **-Team/company development** **-Social development**
Opportunity Resources needed for employees' consumption of HR practices	-Trust from the company/ supervisor/ manager -Contact with supervisor or manager -Motivated/ hard-working new employees -Good team spirit/ atmosphere -Team activities	-Interactive training -Opportunity to ask questions/ comment -Content of the training has to be clear/ applicable -Capable instructor -Time and faith of the company to apply the things learned -Applicable situation/examples/ materials -Proper lecture room -Control/reminders for using/applying the things learned - Working situations suitable for using the things learned	-Contact supervisor/ manager - Opportunity to make remarks on working hours form -Satisfying and fair rewards that fit to the job/ are sufficient/ for appreciation	-Contact supervisor/ manager -Opportunity to give own input/ interactive content of the performance appraisal meeting -Regularly planned performance appraisal meetings -Criticism in a positive way -Criticism based on facts -Suitable room -Control/reminders for using/applying the things learned	-Contact supervisor/manager -Moments/time to speak to manager/supervisor -Company using the ideas/opinion of employees -Supporting colleagues	**- HR practice-related facilities** **- Complementary non-HR practice -related facilities** **- Contacts & support**

5. DISCUSSION

As mentioned earlier, this study attempted to address the consumption of HR practices from an employee point of view. Since the presence of HR practices within a company does not immediately mean that they fulfil their potential, I argued that a consumer combines and integrates resources when he or she consumes a service in order to fulfil needs; employees need these resources to consume a specific service, HR services in this case. Following the service logic (Meijerink et al., 2016), HR services can be seen as value propositions and the active consumption of employees can influence the real value of these services in two ways: coproduction and value-in-use creation (Meijerink et al. 2016). On that account, in order to discover what enables employees to consume HR practices, I needed to explain consumer behaviour. To do so, I used the AMO theory of Appelbaum, Baily, Berg, and Kalleberg (2000) from a marketing perspective (Thøgersen, 1995) as it helped me identify different forms of resources that are needed for the employee to consume HR practices; abilities, motivations, and opportunities. By identifying which abilities, motivations, and opportunities employees require for the consumption of HR practices, I could get a clear view of what enables employees to get value out of these value propositions. In other words, by using the AMO model to idenifty ability-, motivation-, and opportunity resources that employees need to consume HR practices, I hoped to find out what makes employees play the important role of making HR practices valuable for themselves and the company.

Therefore, the primary goal of this study was to identify which ability, motivation-, and opportunity resources play a role in determining employees' consumption of HR practices. In order to make it easier to investigate employees' consumption of HR services, I defined the five HR practices that are present at most firm and are considered as 'high performance work practices' by Boselie (2010, p. 134-135) as groups of different forms HR practices available for the employees. These HR practices were; Recruitment & selection practices, training & development practices, compensation practices, performance appraisal practices, and employee participation practices. In order to identify the ability-, motivation-, and opportunity resources, I first carried out semi-structured interviews at the company Visschedijk. In this way I could identify how employees working in three different departments consume the five highlighted HR practices (taking copdroduction and value-in-use creation into account) and which ability-, motivation-, and opportunity resources they need to do so. In addition, I carried out observations for training & development practices and performance appraisal practices and I interviewed Visschedijk's area sales manager of district Oldenzaal to receive some extra insigts of which ability-, motivations-, and opportunity resources could play a role in determining employees' consumption of HR practices. Afterwards, I used the results of the semi-structured interviews with employees, the observations, and the interview with the area sales manager in order to indentfy which ability, motivation-, and opportunitu resources could play a role in employees' consumption of HR practices. Thereby I attempted to explain the consumer behaviour of employees. The results showed that in therms of the AMO theory, employees require different forms of abilities, motivations, and opportunities. Therefore I allocated the different found ability-, motivation-, and opportunity resources into three or four subgroups. Consequently, I identified several forms of abilities, motivations, and opportunities that could play a role in the consumption of HR practices, according to the results of the interviews with employees, the observations, and the interview with the area sales manager. The results indicated that job-related knowledge, social abilities, and determiantation/ self-discipline could be considered as ability resources that probably play a role in the consumption of HR practices for employees. The same goes for personal development, personal joy, team/company development, and social development as motivation resources that could also play a role in employees' consumption of HR practices. As for opportunity resources, the results showed that HR practice-related facilities, complementary non-HR practice-related facilities, and contacts & support could play a role in employees' consumption of HR practices. However, the results also showed that not all identified subgroups of abilities, motivations, and opportunities apply to all five highlighted HR practices and their coproduction and/or value in use creation. Some identified forms of ability, motivation-, and opportunity resources seemed to be more associated with one ore more specific HR practices or form of consumption.

5.1 Ability resources

In the theoretical section of this study I named several examples of ability resources I expected to be playing a role in employees' consumption of HR practices. Comparing the results to my expectations, firstly I noticed that abilities associated with job-related knowledge were mentioned several times and that was quite in line with my expectations. For all practices I expected to find abilities associated with job-related knowledge' (e.g. experience and pre-knowledge) and the results showed that this was indeed the case. The results also showed that abilities associated with job-related knowledge probably play a role idetermining employees' consumption of HR practices, but especially in their coproduction of HR practices. In conclusion, ability resources seem to play an important role in determining employees' consumption of HR practices, especially in coproduction. Moreover, ability resources associated with the 'social abilities' of employees were more present than I expected. In therms of these abilities, I only expected to find 'communicative skills' and the 'ability to motivate and

encourage people', but the results indicated that these social abilites were not really mentioned. However, 'knowing people', 'psychological knowledge', and 'the courage to speak up' turned out to be important in the consumption of several HR practices, where I expected it only to play a role in the consumption of recruitment & selection practices. Thus, according to the results, these social abilities play a bigger role in the consumption of HR practices than I expected. Accordingly, the results showed that ability resources associated with the social skills of employees could play a role in determining employees' consumption of HR practices. Moreover, these ability resources probably play a bigger role in coproduction than in value-in-use creation of HR practices according to the results. The final subgroup I extracted from the results I called 'determination/self-discipline'. The only expected abilities that could be associated with with determination/self-discipline were 'the ability to live up to requirements' and 'self criticism'. These expectations could also be extracted from the results, but the results showed some more ability resources that could be associated with determination/self-discipline. Abilities like 'concinving power' and 'positivism' are examples of these kind of abilities and the results show that also these abilities could play a role in more HR practices than I expected. I indicated that also abilities associated with determination and self-discipline play a bigger role than expected. In conclusion, the results of the interviews with employees, the observations, and the interview with the area sales manager showed that ability resources associated with determination and self discipline could play an important role in determining employees' consumption of HR practices. Furthermore, the research results showed that these ability resources are probably important in both coproduction and value-in-use creation of HR practices.

5.2 Motivation resources

In the theory section I also named several examples of what I expected to be needed motivation resources for employees to consume HR practices. In other words: my expectations of which motivations could play a role in in employees' consumption of HR practices. As mentioned in the findings section of this study, after analyzing the results of the interviews with employees, the observations, and the interview with the area sales manager, I could extract four main subgroups of motivation resources; 'personal development', 'personal joy', 'team/company development', and 'social development'. Motivation resources associated with employees' urge to develop theirselves were quite in line with my expectations, as I expected forms of these motivation resources for all five HR practices. The results of the interviews with employees, observations, and the interview with the area sales manager confirmed these expectations. These motivation resources associated with personal development seemed to occur in both coproduction and value-in-use creation of the named HR practices, but the results showed that these motivations were mentioned more for value-in-use creation of HR practices. In conclusion, from the results I could identify a form of motivation resources that is associated with employees' personal development. These motivations seem to play a role in determining employees' consumption of HR practices. In addition, these motivations resources seem to play a bigger rol in value-in-use creation than in the coproduction of HR practices.

On the contrary, motivations associated with personal joy were not in line with my expectations. I did not expect the 'joy' employees get out of consuming HR practices to be a motivation for them. However, the results showed that for recruitment & selection practices and training & development practices these motivations play a role, and therefore play a bigger role than I expected. The results show that these motivations can play a role in both the coproduction and value-in-use creation of HR practices, but they also suggest that they were mentioned more often for the value-in-use creation. Accordingly, motivation resources associated with employees' personal joy to consume HR practices seem to play an important role in employees' consumption of HR practices. More specifically, they probably especially play an important role in employees' value-in-use creation of HR practices.

Furthermore, I could indicate that motivation resources associated with 'team/company development' also played a bigger role than I expected. I identified this form of motivation resources as the results indicated that employees have several motivations to consume HR practice that are associated with the urge of an employee to help develop their team or the company. The results showed that these motivation resources could play a role in all five highlighted HR practices, where I only expected it playing a role in recruitment & selection practices. Other than the first two subgroups I identified, these motivations seem to play a bigger role in coproduction than value-in-use creation of HR practices. Overall, these motivation resources associated with 'team/company development' seem to play an important role in determining employees' consumption of HR practices, especially in their coproduction of HR practices.

The last subgroup I extracted from the results, motivations associated with 'social development', also played a bigger role than I expected. I expected this form of motivation resources only to play a role in training & development practices, but the results showed that they could play a role in both training & development practices and compensation practices. The results also showed that these motivations probably play a bigger role in value-in-use creation than in coproduction of HR practices. Hence, motivation resources associated with employees' social development seem to play an important role in employees' consumption of HR practices. Furthermore, these motivation resources probably mainly play an

important role in employees' value-in-use creation of HR practices.
The results of the interviews with employees, the observations, and the interview with the area sales manager showed that there were more (forms of) motivations and that several motivations played a bigger role than I expected.

5.3 Opportunity resources

Also when it comes to opportunity resources, I named some examples of which opportunities could play a role in the consumption of HR practices. Just like I did for ability- and motivation resources, I analysed the results of the interviews with employees, observations, and the interview with the area sales manager. This resulted in several opportunity resources that could play a role in the consumption of HR practices according to the results, which I allocated in three subgroups of opportunities: 'HR practice-related facilities', 'complementary non-HR practice-related facilities', and 'contact & support'. Opportunities associated with HR practice-related facility resources were quite in line with my expectations. I already mentioned that the opportunities associated with this subgroup are quite evident, which is probably the reason of the similarities between my expectations and the opportunities I allocated to HR practice-related facilities. For each practice I expected some of these opportunities to play a role and the results show that these HR practice-related facilities could indeed play a role in the consumption of HR practices. The results also showed that these facilities probably mostly play a role in the value-in-use creation of HR practices. In conclusion, these HR practice-related facilities seem to play an important role in determining employees' consumption of HR practices, especially in their value-in-use creation of HR practices.
The second group I extracted from the results I named 'complementary non-HR practice-related facilities', which was to a lesser extent in line with my expectations. These non-HR practice related facilities concern opportunity resources (beyond the implementation of HR practices) that help the employee make the HR practice valuable to employees and the company. I did not expect these forms of opportunity resources to play a role in employees' consumption of HR practices. However, the results showed that these opportunity resources probably play a role in employees' consumption of recruitment & selection practices, training & development practices, performance appraisal practices, and employee participation practices. Accordingly, the results suggest that these facilities probably play an important role in the consumption of HR practices, especially in the value-in-use creation. Furthermore, the last subgroup of opportunities I extracted from the research results I named 'contact & support'. Beforehand, I expected that forms of support could be important opportunity resources for employees' consumption of HR practices, which the results confirmed. However, opportunity resources associated with employees' 'contact' with their supervisors and/or colleagues seemed to play a bigger role in determining employees' consumption of HR practices than I expected. Moreover, these opportunity resources associated with contacts and support probably mainly play a role I coproduction of HR practices, according to the results. The results also showed that they probably only play a role in employees' consumption of training & development-, recruitment & selection-, performance appraisal-, and employee participation practices. In conclusion, opportunity resources associated with employees' 'contacts and support' probably play an important role in employees' consumption of HR practices and especially in their coproduction of HR practices.

5.4 Implications for research

This study has multiple implications for research and it provides additional insights into the consumer behaviour of employees, regarding them as active consumers of HR services. On the basis of the AMO theory, this exploring study aims to explain this consumer behaviour by stating that it is dependant on several resources. Existing literature has not attempted to explain employee consumption of HR practices in such a way, and the fact that this study specifically focussed to identify different forms of 'required resources' in therms of abilities, motivations, and opportunities to explain this consumer behaviour is the biggest theoretical implication. This specific focus, combined with the use of the AMO theory, therefore adds value to the existing literature in an unique way. This value is mainly based on the fact that this study provides new insights in what makes HR practices fulfil their purpose; being consumed by the employees in order to reach their value. By identifying several forms of resources needed for employees to consume HR practices, this study provides valuable insights in what makes HR practices valuable to a company. Future research could build on the focus of this study by adapting the different forms of resources needed for employees' consumption of HR practices this study identified. The identified forms of ability-, motivation-, and opportunity resources can be can be considered as new insights in which resources enable employees to consume HR practices. Future studies can build on these new insights. For instance, studies on the effectiveness of HR practices could benefit from the new insights this study provides about the resources employees need to consume HR practices. Furthermore, this study shows that next to the basic knowledge of their trade, employees could also need social abilities and abilities associated self-discipline and determination in order to consume HR practices. However, especially when it comes to which motivation resources play a role in the consumption of HR practices, this study provides some interesting insights, which could add value to existing literature. First, this study identified four forms of motivation

resources that could play a role for employees in consuming HR practices. Next to the obvious employees' motivations of developing theirselves personally and helping collegues or the company by consuming HR practices, this study identified two other forms of motivation resources that were not so obvious: motivation resources associated with employees' urge to enjoy their selves and to develop socially. Besides these different forms of motivations employees can have for consuming HR practices, this study also indicated that different motivations to consume HR practices can lead to different outcomes for employees, even at the same HR practice. For example, this study discussed training & development practices and it indicated that employees could for instance be motivated to consume these practices by the urge to develop theirselves socially or to develop theirselves personally. This means that the desired outcome of this consumption is different en dependable on the motivation of the employee. The desired outcome for an employee that attents training to develop socially can be meeting colleagues, where this outcome for employees that want to develop personally can be the gain of new knowledge for example. Furthermore, when speaking of training & development practices, this study also indicated that the motivation to consume training & development practices could be related with the size of the group within an employee is working, as only employees working in the smallest groups (two group members) indicated to be motivated to consume training & development practices because of their urge to see other colleagues and develop theirselves socially. In this, the value of these HR practices might differ as a result of groupsize. Since employees working in small groups indicated that they for instance wanted to conceive the value of training & development practices in a form of meeting other colleagues, this value could differ from employees who aim at a different value of these HR practices. The results of this study show that employees working in larger groups did not emphasize their urge to meet other collegues during training & development practices and therefore their perceived value of these practices could differ as a result of group size they work in. Therefore, this could also be an important theoretical implication. Another theoretical implication could be about the different forms of consumption. Namely, this study suggests that several found forms of abilities, motivations, and opportunities play a greater role in coproduction than in value-in-use creation of HR practices and vice versa. For instance, speaking of ability resources, the results of this study indicated that 'job related knowledge' probably mainly plays a role in employees' coproduction of HR practices. Also 'social abilities' seem to play a bigger role in employees' coproduction than in value-in-use creation of HR practices. 'Determination/ self discipline' probably plays a role in both coproduction and value-in-use creation according to the results. Next, speaking of motivation resources, motivations associated with employees' personal development probably play a bigger role in employees' value-in-use creation than coproduction of HR practices. Also 'Personal joy' seemed to play a bigger role in employees value-in-use creation than in the coproduction of HR practices. On the other hand, the results of this study showed that motivations associated with 'team/company development' probably mainly play a role in employees' coproduction of HR practices. Morover, motivations associated with employees' 'social development' seemed to play a bigger role in employees' value-in-use creation than in coproduction of HR practices. The results of this study also indicated that the identified opportunity resources could also play a bigger role in employees' coproduction than in their valie-in-use creation of HR practices or vice versa. In this way, the results of this study indicated that opportunity resources associated with 'HR practice-related facilities' probably primarily play a role in employees's value-in-use creation of HR practices. The same goes for opportunity resources associated with 'complementary non-HR practice-related facilities'. Opportunity resources associated with 'contacts & support' however seemed to play a bigger role in employees' coproduction than in their value-in-creation of HR practices.

Moreover, another theoretical implication of this study concerns the insights this study provides about which opportunity resources could play a role in employees' consumption of HR practices. This study identified three forms of opportunity resources that could play a role in the consumption of HR practices. Next to the obvious facilities that are required during the implementation of HR practices, the results of this study also indicated that employees need facilities outside of the implementation of these HR practices and they need contact and support of their supervisor and colleagues to consume HR practices. As a result of these notable findings, future studies should take these non-HRM related factors into account to explain the value of HRM for employees. More specifically, the non-HRM related factors this study identified as opportunity resources associated with 'complementary non-HR practice-related facilities' and 'contacts & support' probably play an important role in employees' consumption of HR practices. This implies that, for instance, situations or opportunities for employees to apply their gain knowledge could be an important factor in determining the value of HRM for employees. A similar example is the presumable importance of support from colleagues and supervisors for employees' consumption of HR practices.

5.5 Implications for practice

As mentioned earlier, the results of this study provide new insights in what could enable employees to consume HR practices. Extensively examining the results of the interviews with employees, observations and the interview with the area sales manager resulted in an overview of different forms of ability-,

motivation-, and opportunity resources. But what do these findings mean for professionals in the field? Therefore I will discuss some practical implications.

By doing this, I assume that HR professionals would want to stimulate the consumption of HR practices by employees, in order to reach the desired outcomes of these practices. First, when it is about ability resources, this study argues that employees require ability resources associated with job-related knowledge, social abilities, and self-discipline and determination. Employees thus need job-related knowledge and an implication would be that the company should make this knowledge easy to acces for employees by learning on the job and experience, but also by offering knowledge enhancing HR practices like training & development practices. In this way, by letting employees consume HR practices, the company stimulates the development of employees' knowledge, which in turn provides them an ability they need to consume HR practices. When it comes to employees' need for social abilities, perhaps HR professionals should focus on developing employees socially, and making them comfortable to express theirselves to others. In this, private meetings with employees and supervisors, but also team activities could perhaps help them express theirselves and develop theirselves in a social way. Furthermore, the results suggesting that employees need ability resources associated with 'self-discipline and determination' could imply that HR professionals should want to stimulate employees in self-discipline and determination. For instance, by making employees understand the importance of their work or giving goals and setting conditions to live up to. When it is about the the forms of motivation resources this study indicates to be important in employees' consumption of HR practices, HR professionals could perhaps try to adress employees' most important needs which they want to fulfil by consuming HR practices. In other words, HR professionals should deal with designing HR practices in a way that they fulfil employees' needs (which are described by their most important motivations). Following the results of this study, these needs are associated with the forms of motivations they found to be important; 'personal development', 'personal joy', 'team/company development', and 'social development'. Next to the awareness of the possibility of multiple employee motivations to consume an HR practice, emphasis on fulfilling these needs through HR practices and giving the employee a prospect of fulfilling their needs could therefore improve the process of employee consumption of HR practices. HR professionals should also pay attention to the fact that different employee motivations probably lead to different perceived values of HR practices. Therefore, HR professionals should keep track of employees' motivation resources to consume HR practices in order to see whether the reached value of HR practices is in the company's best interest. A firm probably would probably prefer employees to develop their knowledge due to training & development practices over employees enjoying theirselves during the same training & development practices. In addition, HR professionals should also take into account the possibility that employees' perceived value might differ as a result of groupsize. As mentioned earlier, the results of this study showed that employees' motivations to consume training & development practices might differ as a result of group size. Furthermore, practical implications related to the conclusions of this study draw upon which opportunity resources probably play a role in the consumption of HR practices are somewhat more obvious. This study indicated the possible importance of different forms of opportunity resources, HR practice-related facilities, complementary non-HR practice-related facilities, and contacts & support, which play a role in employees' consumption of HR practices according to the results. HR professionals should take these into account and therefore put effort in facilitating these different forms of opportunity resources as much as possible. This would mean that they should also take into account facilitating non-HRM-related factors that presumably play an important role in determining employees' consumption of HR practices. For instance, emphasis on facilitating support by supervisors could be valuable. By living up to the different forms of opportunity resources employees indicate to be playing a role in employees' consumption of HR practices, perhaps this consumption can be stimulated.

6. LIMITATIONS & FURTHER RESEARCH

Although this study attempted to produce a valid and reliable research, it has some limitations. The first one is that in the attempt of this study to find which ability-, motivation-, and opportunity resources play a role in employees' consumption of HR practices; it only focussed on five HR practices. Namely, there are more than the five HR practices Boselie (2010, p. 134-135) named 'high performance work practices'. For instance, HR planning is not taken into account in this study, and addressing all HR practices could perhaps have changed the forms of abilities, motivations, and opportunities it identified. Therefore, the generizability of the addressed five HR practices as 'HR practices in general' is not optimal in this study. Next, this study uses the AMO theory in a way that it suggests that employee consumer behaviour is dependant on the three components of the model equally. However, the real impact of the three components of the AMO theory on consumer behaviour is not clear, just like their mutual differences and correlations in their relationship with consumer behaviour. Furthermore, there were some limitations that concern the methodology and the execution of the interviews and observations of this study. First, all methods were carried out within one company where the main activities on the workfloor

can be carried out by employees that have no educational degree. This means that the educational level of the participants in the interview was not very high and their performance mostly is dependable on their practical skills. Therefore, this study cannot preclude the fact that other companies with another line of work and with other employees (that perhaps do need an educational degree to do their work) could have gave this study different results. In this, despite the fact that I carried out interviews in all three main departments of the company to get a complete view of what the employees suggest about which abilities, motivations, and opportunities play a role in their consumption of HR practices, in order to strengthen the generizability of results, this research also has to be carried out in other companies with different sizes, organizational structures, and perhaps within other industries. Furthermore, the observations I carried out also suffered from limitations. As I mentioned earlier, only for two of the five highlighted HR practices observations were made because of practical reasons. Doing observations for all five HR practices would perhaps have resulted into a more complete view. In addition, in the two observations (one training & development practice and one performance appraisal practice) that were carried out, there were only employees involved from the cleaning department. This was also because of practical reasons, but observations carried out in all three departments would perhaps also have given a more complete picture as there could be practical differences in the HR practices among the departments. In order to compensate for the HR practices that were not observed, this study also gathered data by interviewing an area sales manager. Here, a limitation could be the fact that the view of this area sales manager could be not representative for the view of the management. Gathering data from more than one manager could perhaps have strengthened the reliability and validity of the results. In addition, the results of this study also have some limitations. The the results of this study showed signs that the several identified forms of the needed ability-, motivation-, and opportunity resources could be more applicable for one HR practice than for the other. For instance, motivation resources associated with 'personal development' play a bigger role in training & development practices than in recruitment & selection practices. Therefore, several identified ability-, motivation-, and opportunity resources say more about which resources employees' need to consume a specific HR practice than HR practices in general. This could be considered as a limitation in terms of the generizability of the results when it comes to HR practices.

Focussing on future research, I can make several suggestions about and around the subject of this study. First of all, I would suggest researchers to carry out a similar research in more company's in order to get an even clearer view of which ability-, motivation-, and opportunity resources play a role in employees' consumption of HR practices. Taking into account more HR practices could also perhaps lead to new insights on this matter. Furthermore, I want to stimulate researchers to do a quantitative research on the subject of this study in order to see whether statistical facts can prove relationships between the different forms of ability-, motivation-, and opportunity resources I found and employees' consumption of HR practices. A quantitative study can perhaps strengthen the importance of the found forms of ability-, motivation-, and opportunity resources for employees' consumption of HR practices, but it could also reject them and prove otherwise. Therefore, I think a quantitative study around employees' consumption of HR practices and the needed resources could be very useful. Furthermore, I would suggest researchers to more specifically have a look into which motivations are required for an employee in order to consume HR practices. For instance, this study discovered that employees can have several motivations to consume HR practices and that these different motivations can lead to different outcomes, even for the same HR practice. Further research can perhaps look into this found phenomenon and investigate even more HR practices about this matter. In addition, I suggest researchers to have a look at what the size of a team means for an employee's motivation to be involved in training & development practices (or other HR practices), as this study's results suggest that team size could be influencing employees' motivations to consume HR practices. Moreover, I already indicated that several of the found forms of ability-, motivation-, and opportunity resources are more applicable to the one HR practice than the other. Therefore, it could perhaps also be interesting to investigate which forms of ability-, motivation-, and opportunity resources employees need to consume specific HR practices separately. In this way, future reseach would provide even more speficic insights in what enables employees to consume certain HR practices.

7. CONCLUSION

This study describes an exploring research on the employee as active consumer of HRM and thereby attempted to draw conclusions about their consumer behaviour. Applying the AMO theory of Appelbaum, Baily, Berg, and Kalleberg (2000) this study aimed to identify several resources that play a role in employees' consumption of HR practices and therefore could help explain employee consumption behaviour of HRM. A case study with interviews with employees, observations, and an interview with a manager carried out at three different departments of the company Visschedijk produced an overview of ability, motivation-, and opportunity resources that could play a role in employees' consumption of five highlighted HR practices. These five HR practices are based on the five 'high performance work practices' Boselie (2010,

p. 134-135) distinquished: recruitment & selection, training & development, compensation, performance appraisal, and employee participation. The different identified abilites, motivations, and opportunities could be allocated into several forms of ability-, motivation-, and opportunity resources that probably play an important role in employees' consumption of HR practices. When it is about ability resources, the results showed that 'job-related knowledge', 'social abilities' and 'determination & self-discipline' could play an important role in employees' consumption of HR practices. In addition, motivation resources associated with 'personal development', 'personal joy', 'team/company development', and 'social development' have shown to be possible important motivations for employees to consume HR practices. When it comes to opportunity resources, the results showed that 'HR practice related facilities', 'complementary non-HR-practice related facilities', and 'contact & support' could play an important role in employees' consumption of HR practices. The practical implications of this study mostly involve the importance of the awareness of HR professionals of the ability, motivation-, and opportunity resources that probably play an important role in employees' consumption of HR practices. Being aware of these resources and taking them into account in the development and implementation of HR practices, it could help fulfilling employees' needs even better and also stimulate employees' consumption of HR practices. This research also has some theoretical implications. Future research on this subject should be aware of the point of view this study takes and could benefit from the focus on the employee as active consumer of HRM and the exploration of the needed resources for the this consumption, to which this study used the AMO theory. Next to the fact that future research could build on the different identified forms of ability-, motivation-, and opportunity resources employees need to consume HR practices, this study provided some interesting insights for future research, especially when it comes to motivations that play a role in employees' consumption of HR practices. Its results suggest that employees can have multiple motivations to consume HR practices, which lead to multiple (desired) outcomes, even for the same HR practice. In addition, the results of this study suggested that the size of a work team could be influencing employees' motivations to consume training & development practices. When it comes to different forms of consumption, the results of this study also suggest that several found forms of ability-, motivation-, and opportunity resources play a greater role in coproduction than in value-in-use creation of HR practices and vice versa. Besides these theoretical implications, this study also suggests that employees need facilities outside of the implementation of these HR practices and they need contact and support of their supervisor and/or colleagues to consume HR practices. Furthermore, this study encourages researchers to do more research about this specific subject in different contexts and taking more HR practices into account. For instance, focussing specifically on which ability-, motivation-, and opportunity resources play a role in employees' consumption of separate HR practices could provide more detailed information about what enables employees to consume certain HR practices. Above all, the performance of a quantitative study on the relationship between the different forms of ability-, motivation-, and opportunity resources and employees' consumption of HR practices could add statistical value to the findings of this study. In this way, the importance of different forms of ability-, motivation-, and opportunity resources for employees' consumption of HR practices can be proven in a statistical way.

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Appendix 1: Operationalisation Tables

HRM Consumption (definition)	Forms of HRM consumption (definition)	Items (Selection & Recruitment practices)
"Integration, application, and possible transformation of resources in a specific context to fulfil the demands of the employee. This can take place in the form of coproduction and value-in-use creation."	**Coproduction** "Employees' participation in the development and implementation of an HRM practice."	- Wat weet u van werving en selectie binnen het bedrijf? - Bent u betrokken bij werving en selectie? Ja: Op welke manier bent u betrokken? Nee: Op welke manier bent u betrokken? - Kunt u op een of andere manier invloed uitoefenen op de manier waarop werving en selectie (processen) plaatsvindt binnen het bedrijf - Kunt u op een of andere manier invloed uitoefenen op de weving en selectie binnen het bedrijf tijdens werving/selectie processen?
	Value-in-use creation "Employees' participation in the use/application of the resources provided by the HRM practices."	- Levert werving en selectie u wat op? Ja: Wat dan? - Wat doet u met datgene wat het u oplevert? Waarom? - Wat zou u willen dat het u oplevert? Waarom? - Hoe zorgt het voor betere prestaties op het werk?
		Items (Training & Development practices)
	Coproduction	- Wat weet u van training en ontwikkeling binnen het bedrijf? - Maakt u gebruik van training en ontwikkeling binnen het bedrijf? - Heeft u invloed op de manier waarop training en ontwikkeling plaatsvinden binnen het bedrijf? - Kan u tijdens training en ontwikkelingsprocessen uw invloed uitoefenen op deze processen? - Waarom doet u dat? Wat wil u er mee bereiken?
	Value-in-use creation	- Levert training en ontwikkeling u wat op? Wat levert het op? - Wat zou u willen dat het oplevert? Waarom? - Wat doet u met datgene dat het u oplevert? Hoe en waarom? - Hoe zorgt het voor betere prestatie op het werk?
		Items (Compensation practices)
	Coproduction	- Wat weet u van vergoeding/beloningspraktijken binnen het bedrijf? - Maakt u gebruik van deze procedures/ wat is uw rol? - Kan u invloed uitoefenen op de aard van deze procedures en/of tijdens deze procedures? Hoe? - Zou u invloed willen uitoefenen op deze procedures? Waarom?

	<u>Value-in-use creation</u>	- Wat leveren beloning/vergoedingspraktijken binnen het bedrijf u op? - Wat doet u met datgene dat het u oplevert? Hoe? Waarom? - Wat zou u willen dat het u oplevert? - Hoe zorgt het ervoor dat u beter gaat presteren op het werk?
		Items (Performance Appraisal practices)
	<u>Coproduction</u>	- Wat weet u van beoordelingsmomenten/technieken van u prestaties binnen het bedrijf? Wordt u ook beoordeeld? - Kan u invloed uitoefenen op de manier waarop u beoordeeld wordt voor of tijdens de beoordelingsmomenten? Ja: hoe dan? - Zou u dat willen? Waarom?
	<u>Value-in-use creation</u>	- Wat levert de beoordeling van uw prestaties u op? - Wat zou u willen dat het u oplevert? - Wat doet u met datgene dat het u oplevert? Hoe? - Hoe zorgt het voor betere prestaties op het werk?
		Items (Employee Participation practices)
	<u>Coproduction</u>	- Wat weet u van betrokkenheid van werknemers bij belangrijke beslissingen binnen het bedrijf? Maakt u er gebruik van? - Kan u invloed uitoefenen op de manier waarop de werknemers binnen u bedrijf inspraak hebben in (voor of tijdens) het nemen van belangrijke beslissingen ? Hoe? - Waarom zou u het willen?
	<u>Value-in-use creation</u>	- Wat levert deze betrokkenheid u op? - Wat doet u met datgene dat het u oplevert? Hoe doet u dat? - Wat zou u willen dat het u oplevert? - Hoe zorgt het voor betere prestaties op het werk?

Abilities **M**otivations **O**pportunities	**AMO's for the use of HRM practices**	**Items for Recruitment & Selection practices (AMO)**
Abilities "Knowledge, skills, and capabilities requisite to the use of HRM practices"	**Abilities** for **coproduction** of **Recruitment & Selection** practices	- Wat moet u weten om invloed te hebben op de manier waarop er (voor en tijdens) werving en selectie plaatsvindt? Waarom? - Wat voor een vaardigheden moet u hebben om invloed te hebben op (tijdens en voor)de manier waarop werving en selectie plaatsvindt? Waarom? - Wat moet u kunnen om invloed te hebben op (tijdens en voor) de manier waarop werving en selectie plaatsvindt? Waarom?
	Abilities for **value-in-use creation** of **Recruitment & Selection** practices	-Wat levert werving en selectie u op? -Wat moet u weten om datgene dat het u oplevert te kunnen ontvangen, gebruiken en toe te passen? Waarom? -Wat voor een vaardigheden moet u hebben om het te ontvangen, te gebruiken of toe te passen? Waarom? -Wat moet u kunnen om het te gebruiken? Waarom?
Motivations "Impetus/incentives in order to use HRM practices"	**Motivations** for **coproduction** of **Recruitment & Selection** practices	-Waarom zou u invloed willen hebben op de werving en selectie binnen het bedrijf? Wat zou u motiveren om invloed te hebben? - Wat levert u het op?
	Motivations for **value-in-use creation** of Recruitment & selection practices	-Waarom zou u datgene dat werving en selectie u oplevert willen ontvangen/gebruiken/toepassen? - Wat levert u het op?
Opportunities "Contextual & situational constraints relevant to the use of HRM practices"	**Opportunities** for **coproduction** of **Recruitment & Selection** practices	-Wat heeft u nodig om invloed te hebben op de werving en selectie binnen het bedrijf? Waarom?
	Opportunities for **value-in-use creation** of **Recruitment & Selection practices**	- Wat is er nodig om datgene dat werving en selectie u oplevert goed te kunnen ontvangen/ gebruiken/ toepassen? Waarom?
		Items for Training & Development practices (AMO)
Abilities	**Abilities** for **coproduction** of **Training & Developmen**t practices	-Wat moet u weten om invloed te hebben op (voor of tijdens) training en ontwikkelingspraktijken binnen het bedrijf? Waarom? - Welke vaardigheden hebt u nodig om invloed te hebben op (voor of tijdens) training en ontwikkelingspraktijken? Waarom? - Wat moet u kunnen om invloed te hebben op (voor of tijdens) ontwikkelingspraktijken? Waarom?
	Abilities for **value-in-use creation** of **Training & Development** practices	-Wat levert training/ontwikkeling u op? -Wat moet u weten omdat gene dat het u oplevert te ontvangen en te gebruiken of toe te passen? Waarom? -Welke vaardigheden hebt u nodig om datgene dat het u oplevert te ontvangen en te gebruiken of toe te

		passen? Waarom? -Wat moet u kunnen om datgene dat het u oplevert te ontvangen en te gebruiken of toe te passen? Waarom?
Motivations	Motivations for coproduction of **Training & Development** practices	-Waarom zou u invloed willen hebben op training en ontwikkelingspraktijken binnen het bedrijf? Wat motiveert u om dat te doen? - Wat levert u het op?
	Motivations for **value-in-use creation** of **Training & Development** practices	-Waarom zou u datgene dat training en ontwikkelingspraktijken u opleveren willen ontvangen/gebruiken/toepassen? Wat motiveert u om dat te doen? -Wat levert u het op?
Opportunities	**Opportunities** for **coproduction** of **Training & Development** practices	- Wat is er nodig om invloed te krijgen op training en ontwikkelingspraktijken(voor of tijdens proces)? Waarom?
	Opportunities for **value-in-use creation** of **Training & Development** practices	-Wat is er nodig om datgene dat training en ontwikkelingspraktijken u opleveren te ontvangen en gebruiken of toe te passen? Waarom?
		Items for Compensation practices (AMO)
Abilities	**Abilities** for **coproduction** of **Compensation** practices	-Wat moet u weten om invloed te hebben op beloning/compensatiepraktijken binnen het bedrijf (tijdens of voor het proces)? Waarom? -Welke vaardigheden heeft u nodig om invloed te hebben op beloning/compensatieprocessen binnen het bedrijf? Waarom? -Wat moet u kunnen o invloed te hebben op beloning/compensatiepraktijken binnen het bedrijf? Waarom?
	Abilities for **value-in-use creation** of **Compensation** practices	-Wat leveren beloningen/compensatiepraktijken u op? -Wat moet u weten om datgene dat beloningen/compensatiepraktijken u opleveren te ontvangen en te gebruiken of toe te passen? Waarom? - Welke vaardigheden heeft u nodig om datgene dat beloningen/compensatiepraktijken u opleveren te ontvangen en te gebruiken of toe te passen? Waarom? -Wat moet u kunnen om datgene dat beloningen/compensatiepraktijken u opleveren te ontvangen en te gebruiken of toe te passen? Waarom?
Motivations	**Motivations** for **coproduction** of **Compensation** practices	-Waarom zou u invloed willen hebben op de beloning/compensatiepraktijken binnen het bedrijf? Wat motiveert u om dat te doen? -Wat levert het u op?
	Motivations for **value-in-use creation** of **Compensation** practices	-Waarom zou u datgene dat beloning/compensatiepraktijken u opleveren willen ontvangen en gebruiken of toepassen? Wat motiveert u om dat te doen? -Wat levert u dat op?
Opportunities	**Opportunities** for **coproduction** of **Compensation** practices	-Wat is er nodig om invloed te hebben op beloning/compensatiepraktijken hebben(voor of tijdens deze praktijken)? Waarom?
	Opportunities for **value-in-use creation** of	-Wat is er nodig om datgene dat beloning/compensatiepraktijken u opleveren te

	Compensation practices	ontvangen en te gebruiken of toe te passen? Waarom?
		Items for Performance Appraisal practices (AMO)
Abilities	**Abilities** for **coproduction** of **Performance Appraisal** practices	-Wat moet u weten om invloed te hebben op prestatiebeoordelingen (voor of tijdens dit proces) binnen het bedrijf? Waarom? -Welke vaardigheden heeft u nodig om invloed te hebben op prestatiebeoordelingen (voor of tijdens dit proces) binnen het bedrijf? Waarom? -Wat moet u kunnen om invloed te hebben op prestatiebeoordelingen (voor of tijdens dit proces) binnen het bedrijf? Waarom?
	Abilities for **value-in-use creation** of **Performance Appraisal** practices	-Wat moet u weten om datgene dat prestatiebeoordelingspraktijken u opleveren te ontvangen en te gebruiken of toe te passen? Waarom? -Welke vaardigheden hebt u nodig om datgene dat prestatiebeoordelingen u opleveren te ontvangen en te gebruiken of toe te passen? Waarom? -Wat moet u kunnen om datgene dat prestatiebeoordelingen u opleveren te ontvangen en te gebruiken of toe te passen? Waarom?
Motivations	**Motivations** for **coproduction** of **Performance Appraisal** practices	-Waarom zou u invloed willen hebben op de prestatiebeoordelingspraktijken (voor of tijdens het proces)? Wat motiveert u om dit te doen? -Wat levert het u op?
	Motivations for **value-in-use creation** of **Performance Appraisal** practices	-Waarom zou u datgene wat prestatiebeoordelingspraktijken u opleveren willen ontvangen en te gebruiken en toepassen? Wat motiveert u hiertoe? - Wat levert het u op?
Opportunities	**Opportunities** for **coproduction** of **Performance Appraisal** practices	-Wat heeft u nodig om invloed te hebben op prestatiebeoordelingspraktijken (vooraf of tijdens deze processen)? Waarom?
	Opportunities for **value-in-use creation** of **Performance Appraisal** practices	-Wat is er nodig om datgene dat prestatiebeoordelingen u opleveren toe te ontvangen en te gebruiken of toe te passen? Waarom?
		Items for Employee Participation practices (AMO)
Abilities	**Abilities** for **coproduction** of **Employee Participation** practices	-Wat moet u weten om invloed te hebben op de manier waarop werknemers betrokken zijn bij belangrijke beslissingen die het bedrijf moet nemen? (voor of tijdens het proces) Waarom? -Welke vaardigheden heeft u nodig om invloed te hebben op de manier waarop werknemers betrokken zijn bij belangrijke beslissingen die het bedrijf moet nemen? (voor of tijdens dit proces) Waarom? -Wat moet u kunnen om invloed te hebben op de manier waarop werknemers betrokken zijn bij belangrijke beslissingen die het bedrijf moet nemen (voor of tijdens het proces) Waarom?
	Abilities for **value-in-use creation** of **Employee Participation** practices	-Wat moet u weten om datgene dat uw betrokkenheid bij belangrijke beslissingen die het bedrijf moet nemen u oplevert te ontvangen en te gebruiken of toe te

		passen? Waarom? -Welke vaardigheden heeft u nodig om datgene dat uw betrokkenheid bij belangrijke beslissingen die het bedrijf moet nemen u opleveren te ontvangen en te gebruiken of toe te passen? Waarom? -Wat moet u kunnen om datgene dat uw betrokkenheid bij belangrijke beslissingen dat het bedrijf moet nemen u oplevert te ontvangen en te gebruiken of toe te passen? Waarom?
Motivations	**Motivations** for **coproduction** of **Employee Participation** practices	-Waarom zou u invloed willen hebben op de manier waarop werknemers betrokken worden bij belangrijke beslissingen die het bedrijf moet nemen? Wat motiveert u hiertoe? -Wat levert het u op?
	Motivations for **value-in-use creation** of **Employee Participation** practices	-Waarom zou u datgene dat uw betrokkenheid bij belangrijke bedrijfsbeslissingen u oplevert willen ontvangen en te gebruiken of toepassen? Wat motiveert u hiertoe? -Wat levert dit u op?
Opportunities	**Opportunities** for **coproduction** of **Employee Participation** practices	-Wat is er nodig om invloed uit te oefenen op de manier waarop werknemers betrokken worden bij belangrijke bedrijfsbeslissingen (voor of tijdens dit proces)? Waarom?
	Opportunities for **value-in-use creation** of **Employee Participation** practices	-Wat is er nodig om datgene dat uw betrokkenheid bij belangrijke bedrijfsbeslissingen u oplevert te ontvangen en te gebruiken of toe te passen? Waarom?

Appendix 2: Interview Template

Interview protocol Visschedijk

Algemeen:

Wat is uw naam en leeftijd?

Wat is uw functie binnen Visschedijk?

Werving en selectie (het zoeken, selecteren en het aannemen van nieuwe collega's)

Wat weet u van de manier waarop Visschedijk nieuwe collega's zoekt, selecteert en aanneemt?

Bent u betrokken bij (hoe) Visschedijk nieuwe collega's zoekt, selecteert en aanneemt? Hoe?

Welke vaardigheden, kennis heeft u hiervoor nodig en wat moet u ervoor kunnen om invloed te hebben op het zoeken, selecteren en aannemen van nieuwe collega's? Waarom?

Waarom zou u betrokken willen zijn bij het zoeken, selecteren en aannemen van nieuwe collega's?

Wat heeft u nodig om invloed te hebben op het zoeken, selecteren en aannemen van nieuwe collega's?

Wat levert het zoeken, selecteren en aannemen van nieuwe collega's u op?

Welke vaardigheden en kennis heeft u nodige om van datgene dat het u oplevert te profiteren? Waarom?

Waarom zou u datgene dat het zoeken, selecteren en aannemen van collega's u opleveren willen hebben?

Wat is ervoor nodig om van datgene dat het u oplevert te profiteren?

Wat doet u met datgene dat het u oplevert en verbetert het uw prestaties op het werk?

Training en ontwikkeling (cursussen of trainingen)

Wat weet u van trainingen of cursussen binnen Visschedijk en heeft u hier ooit wel eens aan deelgenomen?

Bent u betrokken bij hoe trainingen en cursussen worden gegeven binnen Visschedijk? Hoe dan?

Welke vaardigheden en kennis heeft u hiervoor nodig en wat moet u kunnen om invloed te hebben op training en cursussen? Waarom?

Waarom zou u betrokken willen zijn bij training en cursussen?

Wat heeft u nodig om betrokken te zijn bij training en cursussen?

Wat leveren training en cursussen u op?

Welke vaardigheden en kennis heeft u nodig om te kunnen profiteren van datgene dat training en cursussen u opleveren?

Waarom zou u datgene dat training en cursussen u opleveren willen hebben?

Wat is er voor nodig om te profiteren van training en cursussen?

Wat doet u met datgene dat het u oplevert en verbetert het uw prestaties?

Beloning en compensatie

Wat weet u van beloning en compensatie bij Visschedijk?

Bent u betrokken bij de manier waarop u beloond wordt voor uw werkzaamheden? Hoe?

Welke kennis en vaardigheden hebt u hier voor nodig en wat moet u ervoor kunnen?

Waarom zou u hierbij betrokken willen zijn?

Wat is er voor nodig om betrokken te zijn bij de manier waarop u beloond wordt voor uw werkzaamheden?

Wat levert de beloning voor uw werkzaamheden u op?

Welke vaardigheden en kennis hebt u nodig en wat moet u kunnen om te profiteren van datgene dat het u oplevert?

Waarom zou willen profiteren van de beloningen die u krijgt voor uw werkzaamheden?

Wat is er voor nodig om er van te profiteren?

Wat doet u met datgene dat het u oplevert en zorgt het voor betere prestaties?

Prestatiebeoordelingen

Wat weet u van het beoordelen van de prestaties van werknemers binnen Visschedijk en wordt u zelf beoordeeld?

Bent u betrokken bij hoe werknemers beoordeeld worden?

Welke kennis en vaardigheden zou u hiervoor moeten hebben en wat moet u ervoor kunnen?

Waarom zou u er betrokken bij willen zijn?

Wat is er nodig om betrokken te zijn bij het beoordelen van prestaties van werknemers?

Wat leveren prestatiebeoordelingen u op?

Welke vaardigheden en kennis hebt u nodig om te profiteren van prestatiebeoordelingen en wat moet u ervoor kunnen?

Waarom zou u willen profiteren van prestatiebeoordelingen?

Wat is er nodig om te kunnen profiteren van prestatiebeoordelingen?

Wat doet u met datgene dat het u oplevert en zorgt het voor betere prestaties?

Inspraak werknemers

Wat weet u van de inspraak van werknemers bij dingen die binnen Visschedijk gebeuren en heeft u zelf inspraak?

Bent u betrokken bij de manier waarop werknemers inspraak hebben op dingen die gebeuren binnen het bedrijf/ bedrijfsbeslissingen (denk aan inspraak bij nieuwe werkkleding of schoonmaakmiddelen)?

Welke kennis en vaardigheden zijn hier voor nodig en wat moet u er voor kunnen?

Waarom zou u invloed willen hebben op de manier waarop werknemers inspraak hebben op dingen die er gebeuren binnen het bedrijf?

Wat is er nodig om betrokken te zijn bij de manier waarop werknemers betrokken zijn bij dingen die er binnen het bedrijf gebeuren?

Wat levert uw betrokkenheid/inspraak bij bedrijfsbeslissingen u op?

Welke vaardigheden en kennis heeft u nodig en wat moet u kunnen om te profiteren van datgene wat betrokkenheid/inspraak bij bedrijfsbeslissingen u opleveren?

Waarom zou u willen profiteren van uw betrokkenheid bij bedrijfsbeslissingen?

Wat heeft u nodig om te kunnen profiteren van uw betrokkenheid bij bedrijfsbeslissingen?

Wat doet u met datgene dat deze betrokkenheid u oplevert en verbetert het uw prestaties op het werk?

Appendix 3: Notations From Observations and The Interview with the Area Sales Manager

Algemeen:

Wat is uw naam en leeftijd?
-
Wat is uw functie binnen Visschedijk?
-
Werving en selectie(het zoeken, selecteren en het aannemen van nieuwe collega's) (Conversation manager)

Wat weet u van de manier waarop Visschedijk nieuwe collega's zoekt, selecteert en aanneemt?
-
Bent u betrokken bij (hoe) Visschedijk nieuwe collega's zoekt, selecteert en aanneemt? Hoe?
Betrokkenheid van de werknemers komt best veel voor. Volgens de rayonmanager hebben veel werknemers invloed op wie het bedrijf aanneemt en ze kunnen vaak ook zelf met namen komen. Ook hebben ze wel eens een rol als 'mentor' van een nieuwe werknemer. Ook kunnen ze gevraag worden om over een nieuwe werknemer te oordelen.

Welke vaardigheden, kennis heeft u hiervoor nodig en wat moet u ervoor kunnen om invloed te hebben op het zoeken, selecteren en aannemen van nieuwe collega's? Waarom?
Mensenkennis, ervaring, kennis van het vak, en de benodigde competencies voor het uitvoeren van en de eigen taken en extra taken mbt recruitment & selection practices.

Waarom zou u betrokken willen zijn bij het zoeken, selecteren en aannemen van nieuwe collega's?
Het bedrijf helpen om het team te versterken, kennissen aan een baan helpen, leuke collega's krijgen waarmee ere en klik is.

Wat heeft u nodig om invloed te hebben op het zoeken, selecteren en aannemen van nieuwe collega's?
De kans om gevraagd te worden om ee bepaalde mening te geven of een mentor rol op je te nemen, maar ook de kans om een leidinggevende aan te spreken met zijn/haar mening.

Wat levert het zoeken, selecteren en aannemen van nieuwe collega's u op?
Nieuwe collega's, meer opties, leuke ervaring, versterking van het team, leuke groep.

Welke vaardigheden en kennis heeft u nodige om van datgene dat het u oplevert te profiteren? Waarom?
Sociale vaardigheden, openheid om nieuwe collega's een kans te geven.

Waarom zou u datgene dat het zoeken, selecteren en aannemen van collega's u opleveren willen hebben?
Wellicht minder werkdruk, leukere contacten/collega's , meer opties.

Wat is ervoor nodig om van datgene dat het u oplevert te profiteren?
Gemotiveerde nieuwe collega's, geode huidige werksfeer/teamsfeer waar nieuwe werknemers makkelijk in opgenomen kunnen worden.

Wat doet u met datgene dat het u oplevert en verbetert het uw prestaties op het werk?
-

Training en ontwikkeling (cursussen of trainingen) (Observations & Conversations)

Wat weet u van training of cursussen binnen Visschedijk en heeft u hier ooit wel eens aan deelgenomen?
Bij Visschedijk zijn de afgelopen jaren trainingen en cursussen steeds belangrijker geworden. Zo is het bij de schoonmaak(waar ik voor bij een intro-cursus aanwezig ben) dat nieuwe werknemers eerst een contract krijgen voor 9 maand en na deze 9 maand wordt het contract alleen verlengd als het schoonmaak diploma is gehaald. Dit is een cursus die wordt afgesloten met een examen waarin er in de praktijk enkele handelingen worden voorgedaan. Ik ben zelf aanwezig bij de introductie cursus, die enkele inzichten binnen het bedrijf Visschedijk geeft, informatie over de materialen, maar ook handelingen die in het examen getoetst gaan worden.

Bent u betrokken bij hoe trainingen en cursussen worden gegeven binnen Visschedijk? Hoe dan?
Ja, de werknemer is erg betrokken bij de training, aangezien deze erg interactief is. De vrouw die de training geeft loopt een powerpoint door en aan de hand daarvan stelt ze vragen. Aangezien de meeste deelneemster al een paar dagen of weken hebben gewerkt, kan ze de te bespreken onderwerpen ook laten vertellen door de deelneemster (wat weten we al?) Mochten ze iets niet weten, dan vult zij aan. Ook valt het dus op dat de huidige werknemers die aangewezen worden om een nieuwe schoonmaakster in te werken, een grote rol spelen in de ontwikkeling en kennis van de deelneemsters. Daar raken ze immers als eerst in contact met het werk.

Welke vaardigheden en kennis heeft u hiervoor nodig en wat moet u kunnen om invloed te hebben op training en cursussen? Waarom?

Hiervoor is betrokkenheid nodig, interesse, motivatie, en dus ook eventuele ervaring die tijdens de eerste werkdagen is opgedaan. Hierdoor kunnen vragen dan beantwoord worden. Voor de huidige werknemers die een rol spelen bij het inwerken van een nieuwe werkneemster, is vooral ervaring nodig. Verder moet die het duidelijk kunnen uitleggen en moet ze geduld hebben als iets niet in een keer goed gaat.

Waarom zou u betrokken willen zijn bij training en cursussen?
De deelneemster willen interesse tonen, laten zien dat ze al enige kennis hebben. Werknemers die nieuwe collega's moeten inwerken doen het voor de collega, voor Visschedijk, om het eigen team te versterken, maar vooral omdat het bij de taken hoort.

Wat heeft u nodig om betrokken te zijn bij training en cursussen?
Tijdens een training is dat de ruimte of opmerkingen of vragen te stellen. De interactiviteit van een training. Voor werknemers die nieuwe collega's moeten inwerken is het de kwestie of ze de taak toegewezen krijgen of niet.

Wat leveren training en cursussen u op?
Nieuwe inzichten, de regels van Visschedijk, voorschriften, maar ook het oefenen van handelingen. Het levert dus kennis op die in de praktijk uitgeoefend moet worden.

Welke vaardigheden en kennis heeft u nodig om te kunnen profiteren van datgene dat training en cursussen u opleveren?
Open staan voor de dingen die aangeleerd worden, concentratie en aandacht, basiskennis(opgedaan tijdens eerste werkdagen). Ook het besef is nodig, dat de dingen die uitgelegd worden heel belangrijk zijn. Dat de gevolgen duidelijk zijn als bepaalde handelingen niet uitgevoerd worden bijvoorbeeld.

Waarom zou u datgene dat training en cursussen u opleveren willen hebben?
Vooral om het diploma te halen, en omdat het moet. Daarnaast is de extra kennis die opgedaan kan worden handig voor het werk in de praktijk, het is zelfs nodig. Ook is het belangrijk voor de ontwikkeling(beter worden).

Wat is er voor nodig om te profiteren van training en cursussen?
Tijd(buiten de werkuren om), een geschikte ruimte voor de cursus met een PowerPoint en de materialen die worden beschreven worden en uitleg over wordt gegeven. Ook is er natuurlijk een capabele instructeur nodig, die de cursus ook interactief houdt. Er moet ook ruimte zijn voor inbreng van de deelnemers, zoals vragen en opmerkingen. Die leveren ook kennis op, dat wordt wel duidelijk. Er worden toch dingen aangestipt die de instructeur niet uit zichzelfmt.

Wat doet u met datgene dat het u oplevert en verbetert het uw prestaties?
Het lijkt me wel dat het de prestaties verbetert, mits de deelnemers ook bewust de handelingen die uitgelegd zijn echt uit gaan voeren. Met besef dus.

Beloning en compensatie (Conversation manager)

Wat weet u van beloning en compensatie bij Visschedijk?

Bent u betrokken bij de manier waarop u beloond wordt voor uw werkzaamheden? Hoe?
Het komt niet veel voor dat werknemers echt invloed hebben op hun beloningen. Wel is het zo dat soms werknemers er iets extra's proberen uit te halen voor zichzelf of voor zijn/haar team. Ook geven ze weleens aan als ze het niet eens zijn over het aantal uren dat ze gewerkt hebben dat staat geregistreerd. Daar kunnen zee en opmerking over maken.

Welke kennis en vaardigheden hebt u hier voor nodig en wat moet u ervoor kunnen?
Doortastendheid en lef om op een leidinggevende af te stappen of om kantoor op te bellen. Ook is kennis van hun contract nodig, maar ook de kennis van wat de beloningen precies zijn, waar ze recht op hebben.

Waarom zou u hierbij betrokken willen zijn?
Meer beloningen ontvangen, meer waardering ontvangen.

Wat is er voor nodig om betrokken te zijn bij de manier waarop u beloond wordt voor uw werkzaamheden?
Aanspreekpunten(manager of leidinggevende), ook een manier om ontevredenheid uit te drukken, zoals het formulier waar kan worden aangegeven dat de gemaakte uren niet kloppen.

Wat levert de beloning voor uw werkzaamheden u op?
Beloningen, team activiteiten, loon, extraatjes, nieuwjaarsborrel/kerstpakket.

Welke vaardigheden en kennis hebt u nodig en wat moet u kunnen om te profiteren van datgene dat het u oplevert?
Kennis van waar een werknemer recht op heeft, maar ook de motivatie en kunde om het werk zo te blijven uitvoeren dat het bedrijf tevreden is en met genoegen beloningen uitkeert.

Waarom zou willen profiteren van de beloningen die u krijgt voor uw werkzaamheden?
Salaris om rekeningen mee te betalen, onderhouden van een gezin. Ook spreekt het waardering uit en kan het motiveren. Gevoel van waardering is erg belangrijk.

Wat is er voor nodig om ervan te profiteren?
Passende en motiverende beloningen. Genoeg om de werknemer te plezieren en tevreden testellen, maar ook om hem/haar te motiveren.

Wat doet u met datgene dat het u oplevert en zorgt het voor betere prestaties?
-

Prestatiebeoordelingen (Observations & Conversation manager)

Wat weet u van het beoordelen van de prestaties van werknemers binnen Visschedijk en wordt u zelf beoordeeld?
Volgens de Rayonmanager worden prestatiebeoordelingen steeds belangrijker. Er is nog geen protocol vanuit Visschedijk dat werknemers een aantal gesprekken in het jaar moeten hebben, maar het wordt wel gestimuleerd. Je ziet ook nu dat het steeds vaker gebeurt. De Rayonmanager probeert ook steeds vaker zo'n ontwikkelingsgesprek (term binnen Visschedijk) te laten plaatsvinden. Ze probeert voor zich zelf het gesprek te plannen met de werknemers rond diens verjaardagen, om zo er vastigheid in te krijgen, zodat het niet snel vergeten wordt. Tijdens zo'n gesprek laat de rayonmanager vooral de werknemer aan het woord, waarbij ze een formulier afwerken. Dit formulier werkt een aantal punten af, waarbij de werknemer wel of geen ontwikkeling heeft laten zien. Er kunnen dan cijfers gegeven worden.

Bent u betrokken bij hoe werknemers beoordeeld worden?
De werknemer is zeker betrokken bij hoe het gesprek loopt. Zoals vermeld, de rayonmanager laat vooral de werknemer aan het woord en het gaat er vooral om dat hij of zij dan uit zichzelf komt met verbeterpunten, maar ook met punten die wel goed gaan. De gespreksleider, de rayonmanager, en het formulier hebben hierbij een sturende en controlerende rol. Het is de bedoeling dat de werknemer in feite bepaalt wat de specifieke onderwerpen van het ontwikkelingsgesprek zijn.

Welke kennis en vaardigheden zou u hiervoor moeten hebben en wat moet u ervoor kunnen?
Volgens de rayonmanager moet de werknemer, om goed betrokken te zijn bij zo'n gesprek, zelfkennis hebben, de emoties onder controle houden, goede bedoelingen hebben met het gesprek. Ze moeten vooral komen met de interesse en motivatie om er beter van te worden.

Waarom zou u er betrokken bij willen zijn?
Zoals vermeld, om beter te willen worden en dus om even kritisch naar jezelf te kijken en aan de hand daarvan jezelf te verbeteren. Het dient als een soort handvat, om prestaties en verbeterpunten aan te pakken.

Wat is er nodig om betrokken te zijn bij het beoordelen van prestaties van werknemers?
De gespreksleider moet de werknemer wel aan het woord laten en hem of haar zelf laten komen met punten die hem of haar zijn opgevallen in zijn of haar ontwikkeling. De werknemer moet het gesprek vorm geven eigenlijk. Om die goed te kunnen heeft de gespreksleider (volgens de rayonmanager) wel goede gesprekstechnieken nodig. Als voorbeeld geeft zij het feit dat ze de werknemer soms speciaal naar kantoor laat komen voor zo'n gesprek, in plaats van het op locatie te doen. Dan krijgt de werknemer al snel het gevoel dat dit gesprek van een serieuze aard is. Dan is de instelling van zo iemand al heel anders.

Wat leveren prestatiebeoordelingen u op?
Volgens de rayonmanager levert zo'n ontwikkelingsgesprek voor de werknemer op: Het levert als een het ware een handvat op voor de werknemer om zichzelf te verbeteren. De gespreksleider probeert het gesprek te sturen, maar laat de werknemer dus aan het woord. Als de onderwerpen die de gespreksleider wil aansnijden niet benoemd worden door de werknemer zelf, dan probeert hij of zij het gesprek die kant op te sturen. Zo moeten er wat verbeterpunten uitkomen en deze moeten dan verbeterd zijn ten tijde van het volgende gesprek. Vandaar dient het gesprek als handvat; als motivatie om er wat mee te doen. Ook levert het voor de werknemer duidelijkheid op. Hij of zij weet door zo'n gesprek waar hij of zij staat.

Welke vaardigheden en kennis hebt u nodig om te profiteren van prestatiebeoordelingen en wat moet u ervoor kunnen?
Open staan voor kritiek, gemotiveerd het gesprek ingaan, zelfmotivatie, kritisch zijn op jezelf, de motivatie om ook de verbeterpunten aan te pakken en een volgend gesprek in willen gaan met het gevoel dat de verbeterpunten zijn aangepakt en geen verbeterpunten meer zijn.

Waarom zou u willen profiteren van prestatiebeoordelingen?
Om waardering te krijgen, omdat veel werknemers het leuk vinden om te horen dat ze het goed doen. Ze krijgen graag complimenten. Ook om gewoon ambitie te laten zien en te vervullen en te laten zien dat je wil groeien(voor jezelf). Ook willen werknemers de kans nog wel eens pakken om tijdens zo'n gesprek hun hart te luchten en dingen aangeven. Dingen waar ze dan hopen dat er wat aan word gedaan. Ook vinden ze het fijn dat ze even stil staan bij hoe ze het nou eigenlijk doen op de werkvloer en zijn ze even uit de werksfeer.

Wat is er nodig om te kunnen profiteren van prestatiebeoordelingen?
Volgens de rayonmaner is er tijd nodig, een geschikte plek, een dossier van de desbetreffende werknemer, een capabele gespreksleider(met eventueel een opleiding voor gesprekstechnieken).

Wat doet u met datgene dat het u oplevert en zorgt het voor betere prestaties?
Volgens de rayonmanager is het wel zo dat de gesprekken betere prestaties opleveren. Het ligt echter aan zelfstandigheid en de zelfmotivatie van de werknemer zelf in hoeverre de prestaties beter zijn. De leidinggevenden moeten erop blijven controleren en stimuleren, zodat ze eraan herinnerd worden. In dat geval worden veel aandachtspunten wel aangepakt.

Inspraak werknemers (Conversation manager)

Wat weet u van de inspraak van werknemers bij dingen die binnen Visschedijk gebeuren en heeft u zelf inspraak?
Zeker mogelijk en aanwezig. Wel op iedere locatie anders. Ligt ook aan de behoefte en aan de locatiemanager/voorwerker/voorwerkster.

Bent u betrokken bij de manier waarop werknemers inspraak hebben op dingen die gebeuren binnen het bedrijf/ bedrijfsbeslissingen (denk aan inspraak bij nieuwe werkkleding of schoonmaakmiddelen)?
Het is zeker mogelijk om invloed te hebben op de manier waarop werknemers kunnen meebeslissen in beslissingen van het bedrijf, maar ook tijdens het proces kan er zeker invloed uitgeoefend worden. Bijvoorbeeld tijden teambijeenkomsten.

Welke kennis en vaardigheden zijn hier voor nodig en wat moet u er voor kunnen?
Ervaring op het werk en kennis van het vak om mening te kunnen verkondigen, maar ook om met ideeen te komen. Vindingrijkheid en interactief denken is ook belangrijk. Ook is er lef nodig om deze mening te verkondigen, maar ook om leidinggevenden aan te spreken bijvoorbeeld. Overtuigingskracht is daarin ook wellicht een belangrijk punt.

Waarom zou u invloed willen hebben op de manier waarop werknemers inspraak hebben op dingen die er gebeuren binnen het bedrijf?
Drang om de werksituatie te verbeteren, het oplossen van problemen op de werkvloer, het bedrijf helpen met meningen en zienswijzen, maar ook productiviteit verbeteren.

Wat is er nodig om betrokken te zijn bij de manier waarop werknemers betrokken zijn bij dingen die er binnen het bedrijf gebeuren?
Teambijeenkomsten bijvoorbeeld, bedoeld voor de meningen van werknemers, bedoeld voor het uiten van deze. Ook de mogelijkheid om buiten deze processen om leidinggevenden aan te spreken voor het verkondigen van een mening of idee.

Wat levert uw betrokkenheid/inspraak bij bedrijfsbeslissingen u op?
Oplossen van problemen, waardering, beter werksfeer/situatie.

Welke vaardigheden en kennis heeft u nodig en wat moet u kunnen om te profiteren van datgene wat betrokkenheid/inspraak bij bedrijfsbeslissingen u opleveren?
Overtuigingskracht, ervaring op het werk, kennis van het vak. Eventueel geduld.

Waarom zou u willen profiteren van uw betrokkenheid bij bedrijfsbeslissingen?
Het team of het bedrijf verder willen helpen, prestaties verbeteren, problemen oplossen op de werkvloer.

Wat heeft u nodig om te kunnen profiteren van uw betrokkenheid bij bedrijfsbeslissingen?
Het bedrijf moet ook echt wat doen met de mening van werknemers, anders wordt de waarde van deze praktijken niet bereikt en raakt de werknemer wellicht gedemotiveerd om uberhaupt deel te nemen aan deze praktijken. Waardering komt ook wanneer de werknemer het gevoel krijgt dat er naar hem/haar geluisterd wordt en dat hij/zij er echt toe doet voor het bedrijf.

Wat doet u met datgene dat deze betrokkenheid u oplevert en verbetert het uw prestaties op het werk?
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