Tilburg University

The employee experience of HR practices

van Beurden, J.

Publication date:
2021

Document Version
Publisher's PDF, also known as Version of record

Link to publication in Tilburg University Research Portal

Citation for published version (APA):
van Beurden, J. (2021). *The employee experience of HR practices: Understanding employee perceptions of HR practices in strategic human resource management* . Ridderprint.

The Employee Experience of HR Practices

Understanding Employee Perceptions of HR Practices in Strategic Human Resource Management

Jeske van Beurden

The Employee Experience of HR Practices

Understanding Employee Perceptions of HR Practices in

Strategic Human Resource Management

Jeske van Beurden

The Employee Experience of HR Practices

Understanding Employee Perceptions of HR Practices in

Strategic Human Resource Management

Proefschrift ter verkrijging van de graad van doctor aan Tilburg University,

op gezag van de rector magnificus, prof. dr. W. B. H. J. van de Donk,

in het openbaar te verdedigen ten overstaan van een door het college voor promoties

aangewezen commissie in de Aula van Tilburg University

op vrijdag 17 september 2021 om 13.30 uur

door

Jeske van Beurden

geboren op 6 april 1990

te Tilburg

Promotiecommissie

Table of Contents

INTRODUCTION

Chapter 1

Introduction

Human resource management (HRM) is an essential part of every organisation as it involves the employment relationship and the management of people and work (Boxall et al., 2007; Paauwe, 2009). In every organisation, employees encounter human resource (HR)-related practices; for example, employees experience a recruitment and selection process, they often have a yearly performance appraisal conversation, they participate in training to develop themselves, and they receive compensation for the work they perform. Employees interpret and form an evaluation about these practices, depending on, among other variables, how managers implement them (Liao et al., 2009). The importance of studying HRM and its associated HR practices arises from organisations investing in HR practices and consequently (HR) managers devoting their time and effort to implementing HR practices. Employees use and experience these practices, and therefore, these activities have expected consequences for organisational effectiveness such as financial performance and productivity (Huselid, 1995).

Strategic human resource management (SHRM) literature investigates the relationship between HRM and organisational performance. The general belief among HR professionals and HR scholars is that effective HRM contributes to organisational effectiveness (Jackson et al., 2014), as demonstrated by a number of meta-analyses (Combs et al., 2006; Jiang et al., 2012b; Surbramony, 2009). Most SHRM studies take a system or bundle approach to study the relationship between HR practices and organisational performance, as evidence suggests that combinations of HR practices, i.e., an HRM system, have a greater effect on organisational performance compared to individual HR practices (Subramony, 2009). Initially, the relationship between HRM and performance has been studied from the perspective of the (HR) manager, ignoring how employees experience the HR practices in place. In 1999, Guest argued that "in the absence of satisfactory data about workers' views on HRM, the radical critique takes place in something of a vacuum. It is easy to select the cases to prove a point. The use of management accounts of workers' responses is a legitimate, albeit an easy, target of criticism. To fill this vacuum, we need to know much more about how workers view HRM" (p. 10). In a response to the call to include workers' views of HRM, researchers started to include this stakeholder group alongside management

ratings of HR practices to investigate the relationship between HRM and employee and organisational outcomes (Guest, 2011).

Studies that included the employee experience of HR practices have shown that HR practices affect the performance of the organisation, as well as individual outcomes such as employees' attitudes and behaviours (Jiang et al., 2012b). This process of the development, implementation, and perceptions of HR practices and the consequences at the individual as well as organisational level can be explained by the SHRM process model (Nishii & Wright, 2008). In this model, a distinction has been made between the HR policies and practices that are developed by management on paper, line-manager reports about the implementation of these HR policies and practices, and the employee reports of how these policies and practices are experienced. According to this model, an employee's response to HR practices impacts individual and organisational performance. That is, employees are seen as the key recipient of the implemented HR practices by organisations (Guest, 1999). Therefore, if HR practices are to create their desired effects on employees' attitudes and behaviours, they first have to be experienced and interpreted subjectively by employees (Nishii & Wright, 2008).

Research assessing HR practices from an employee perspective has indeed found compelling results. First, research to date has highlighted that employees may have different experiences with the HR practices as compared to their managers (Liao et al., 2009; Nishii & Wright, 2008). In particular, studies have demonstrated only a moderate correlation between manager and employee perceptions of HR practices, highlighting that their perceptions differ substantially (Aryee et al., 2012; Den Hartog et al., 2013; Liao et al., 2009). Second, research has shown that it is the experience of employees regarding HR practices rather than the implemented HR practices as rated by managers that influences employees' behaviour and outcomes (Den Hartog et al., 2013; Jensen et al., 2013; Liao et al., 2009). Finally, studies have argued that even within the same organisation, there may be different experiences among employees because of the level of exposure to HR practices or because employees are treated differently. In addition, even though employees might be presented with the same HR practices, their interpretations of HR practices might differ because of, for example, their employment history (Liao et al., 2009), or the needs and preferences of the employee (Nishii & Wright, 2008). Therefore, employees may have different experiences of the HR practices in place. Accordingly, studying HR practices only from a managerial perspective does not provide a comprehensive picture of how employee attitudes and behaviours are affected. These

findings acknowledge the central importance of employees' views of HR practices in the relationship between HRM and performance (Guest, 2017).

Despite these arguments for including the employee experience of HR practices in SHRM research, important questions remain regarding the employee perspective on HR practices. First, while a growing number of studies include employee perceptions of HR practices as an important construct in the HRM–performance debate, it is unclear how cumulative insights into the employee experience of HR practices in the SHRM literature have developed over the years (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020). More than 40% of the SHRM studies published in the last years have included the employee perspective of HR practices (Beijer et al., 2019). However, the underlying theoretical perspective, conceptualisation, and measures regarding employee perceptions of HR practices remain unclear as studies include a variety of theoretical approaches, conceptualisations, and measures that may have an impact on how this construct affects employee outcomes (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020).

Second, recent studies have argued for distinguishing between descriptive (i.e., more objective/verifiable reports of HR practices) and evaluative (i.e., employees' interpretations of HR practices) types of employee perceptions of HR practices (Beijer, 2014; Beijer et al., 2019; Meijerink et al., 2020). The main reason for distinguishing these types of perceptions is that researchers have argued that different types of employee perceptions of HR practices can have different relationships with employee outcomes. Specifically, it has been argued and found that the evaluative type of perception is more strongly related to employee attitudes compared to the descriptive type of employee perception of HR practices (Beijer, 2014; Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020). However, how these different types of HR perceptions relate to employee outcomes is a question that remains a focus of research attention, as there is little empirical research to date that has clearly conceptualised the employee perspective on HR practices rooted in a particular theoretical approach and examined in relation to employee outcomes.

Finally, while research has shown considerable divergence in how managers and employees perceive HR practices, much is still unknown when it comes to the extent of (in)congruence in perceptions of HR practices and its relationship with employee outcomes (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). On the one hand, (in)congruence can exist at the intra-individual level, i.e., the extent to which the HR practices (not) offered by

the organisation fit with employees' needs and preferences regarding these HR practices. More specifically, for HR practices to contribute to the performance of the organisation, employees need to experience the present HR practices as effective for their work performance and should not perceive that HR practices are lacking to function properly (Mendelson et al., 2011). On the other hand, to date, studies have shown that the implementation of HR practices by line-managers relates to how employees perceive these HR practices, although this correlation is only moderate (Aryee et al., 2012; Den Hartog et al., 2013; Liao et al., 2009). Research has herewith implicitly assumed that perceptions of HR practices from the perspective of the manager or the employee is sufficient to describe the nature of the relationship, ignoring whether and why congruence (as opposed to incongruence) in these perceptions may impact employee outcomes (Nishii et al., 2008). In order to more fully understand the impact of HR practices on employee outcomes, it is important to examine the influence of (in)congruence effects of HR practices and how these impact employee outcomes. Based on these questions raised above, this dissertation focuses on the following overarching research question:

How can employee perceptions of HR practices be conceptualised and linked to employee outcomes?

More specifically, this dissertation aims to investigate this research question by addressing three challenges based on the questions discussed above that exist in extant SHRM research: (1) exploring the construct of employee perceptions of HR practices, (2) examining how descriptive and evaluative types of employee perceptions of (bundles of) HR practices relate to employee outcomes, and (3) examining (in)congruence effects of perceptions of HR practices and their relationship with employee outcomes. These challenges are now further explained in more detail.

<div align="center">**Challenges in this Dissertation**</div>

Challenge 1: Exploring the Construct of Employee Perceptions of HR Practices

While the SHRM literature has increasingly included the employee perspective to better understand the topic of employee perceptions of HR practices in relation to HRM and employee and organisational outcomes (Den Hartog et al., 2013; Kehoe & Wright, 2013; Liao et al., 2009), challenges remain in terms of clarifying the various ways, types, and theoretical

perspectives that have been used to examine employee perceptions of HR practices (Beijer et al., 2019; Boon et al., 2019). More specifically, studies often draw upon a wide range of different theoretical frameworks, such as the strength of the HRM system (Bowen & Ostroff, 2004), the job demands-resources model (Demerouti et al., 2001), and social exchange theory (Blau, 1964). However, since different theoretical frameworks have been used to explain the construct of employee perceptions of HR practices, the conceptualisations of employee perceptions of HR practices vary greatly from one study to the next (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020). For example, studies include a mixture of descriptive types of employee HR perceptions, such as the extent to which the HR practice is available or used by employees, as well as evaluative types of HR perceptions, such as employees' satisfaction with HR practices, the fairness of HR practices, and the effectiveness of HR practices (Beijer et al., 2019; Meijerink et al., 2020). This is problematic as the extent to which an HR practice is perceived as available or used by an employee does not imply that the employee perceives the practice as helpful for working effectively (Beijer et al., 2019; Meijerink et al., 2020). Therefore, there is a need to better understand how research on employee perceptions of HR practices have developed over the years in terms of they are conceptualised and rooted in particular theoretical approaches.

To explore this challenge, extant empirical SHRM research is reviewed in Chapter 2 to identify the theoretical frameworks and conceptualisations of employee perceptions of HR practices that have been used to explain employee perceptions of HR practices. Although SHRM research studies HR practices at the bundle or system level, the majority of studies include conceptualisations of employee perceptions of HR practices at the practice level. Therefore, the systematic literature review addresses the conceptualisations of employee perceptions of HR practices at the practice level. Furthermore, we studied how employee perceptions of HR practices are examined (as an antecedent, mediator, or outcome) in extant SHRM research. An integrative summary of these different theoretical frameworks and conceptualisations that are used to explain employee perceptions of HR practices are provided to devise recommendations and future avenues that may contribute to a more complete understanding of the employee perspective in SHRM research. Finally, the different types of theoretical perspectives that have been identified in the systematic literature review are incorporated in the empirical studies that are conducted in this dissertation and will be discussed below.

In Chapter 3, we draw from an occupational health perspective by including the job demands-resources model (Demerouti et al., 2001) to explore two types of employee perceptions of HR practices in relation to employee outcomes. In line with recent developments in HR research to differentiate the types of employee perceptions of HR practices and to explore how these types relate to employee outcomes, this chapter examines the perceived availability or presence of HR practices and the perceived effectiveness of HR practices in relation to employee work engagement and job performance. The main reason for examining employees' perceptions of the effectiveness of HR practices is that for employees to impact their functioning, they need to experience the HR practices as being effective for their work performance (Mendelson et al., 2011).

In Chapter 4, we draw from an exchange approach by including a person-environment fit (Kristoff-Brown et al., 2005) and psychological need fulfilment perspective to examine how organisational resources supplied and not supplied (i.e., present and absent HR practices) fit employees' needs to work effectively. In other words, we investigate whether employees perceive the supplied HR practices as indeed needed and the extent to which employees agree they do not need practices that are not supplied to work effectively. In addition, we examine how such fit evaluations relate to employee outcomes. We examine employees working in a variety of sectors, and we include three different types of employee well-being and performance outcomes: employee work engagement, proactive work behaviour, and exhaustion.

Finally, in Chapter 5, we draw from a communication perspective, using self- and other-rater theory (Atwater & Yammarino, 1997) and strength of the HRM system (Bowen & Ostroff, 2004) to explore the extent of (in)congruence in perceptions of HR practices. In this study, the extent of (in)congruence in how line-managers implement HR practices and how employees perceive these practices and its association with employees' level of affective organisational commitment and job performance is examined. In addition, we explore how congruence in HR perceptions can be strengthened, by investigating the moderating role of employees' perception of salience of the HR practices.

Challenge 2: Examining how Descriptive and Evaluative Types of Employee Perceptions of (Bundles of) HR Practices Relate to Employee Outcomes

As highlighted in the previous challenge, recent research on employee perceptions of HR practices advocates that a distinction should be made in descriptive and evaluative types of employee perceptions of HR practices (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020). The main reason for differentiating between these two types of perceptions is that the perceived availability of HR practices does not imply that employees evaluate the HR practices as satisfactory, effective, or valuable (Beijer et al., 2019). To address this challenge, in Chapter 2, we review existing empirical studies in the SHRM literature to identify the different types of employee perceptions of HR practices that have been examined in terms of descriptive and evaluative conceptualisations.

In addition, in Chapter 3, we conducted a quantitative study among primary and secondary (special) education teachers in the Netherlands. By contextualising this study in the education sector, we address this challenge more specifically by focusing on one particular group of workers, i.e., teachers, as it remains unclear how teachers respond to HR practices (DeArmond, 2013; Knies et al., 2017). We explore one particular descriptive type of HR perception and one particular evaluative type of HR perception and examine their relationships with employee outcomes (Beijer et al., 2019; Meijerink et al., 2020). More specifically, we investigate how teachers perceive the availability of HR practices and how they evaluate the effectiveness of HR practices for their functioning. In addition, to gain a better understanding of the HRM-employee outcomes relationship, there has also been a growing focus on dividing a set of HR practices into three HR bundles by applying the ability, motivation, and opportunity framework (Appelbaum et al., 2000). This framework argues that a set of HR practices consisting of ability- (e.g. training and career development), motivation- (e.g. performance appraisals and compensation), and opportunity-enhancing HR practices (e.g. participation and communication and information sharing) can enhance employee performance (Appelbaum et al., 2000; Jiang et al., 2012b). To contribute to the growing body of literature focusing of the differential effects of ability-, motivation-, and opportunity-enhancing HR bundles, we examine the perceived availability and effectiveness of these three HR bundles, as well as the overall set of HR practices, in relation to employee outcomes. We do this to gain better insight into which parts of HR practices are most relevant for increasing

teacher work engagement and job performance (De Reuver et al., 2019; Ogbonnaya & Messersmith, 2019).

Challenge 3: Examining (In)Congruence Effects of Perceptions of HR Practices and their Relationship with Employee Outcomes

Although research has focused on the impact of employee perceptions of HR practices on employee outcomes, how perceptions of (in)congruence effects of HR practices influence employee outcomes has gained limited research attention (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). The extent of (in)congruence in perceptions of HR practices can exist within the employee as evaluator, as well as in the relationship between the employee and another rater. This dissertation focuses on (in)congruence in perceptions of HR practices within the employee as evaluator and (in)congruence in perceptions of HR practices between the employee and their line-manager. In particular, we focus on the extent to which employees' needs fit with organisational supplies in terms of HR practices. In addition, we explore the extent of (in)congruence in what managers offer and what employees perceive in terms of HR practices. We examine how these (in)congruence effects in perceptions of HR practices impact employee outcomes.

First, research studying the HRM–performance relationship is likely to benefit from an employee perspective on HR practices that focuses on gaining insight into how employees perceive HR practices as contributing to their functioning (Paauwe, 2009). A fit perspective on employee perceptions of HR practices, i.e., what the organisation supplies in terms of HR practice and the extent to which the HR practice fulfils the employees' need to achieve appropriate work performance, would contribute to a more in-depth understanding of how employee attitudes and behaviours are shaped (Boon, 2008; Boon & Biron, 2016). Therefore, we examine the extent of (in)congruence in how employees evaluate HR practices that are (not) offered to them and whether they are perceived as helping them work effectively in relation to employee outcomes.

Second, an examination of the extent of (in)congruence in how line-managers implement HR practices and how employees perceive these practices could provide a better understanding of what happens when line-managers overrate or underrate implemented HR practices compared to how employees perceive them (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). To date, most research has primarily focused on either manager ratings or

employee perceptions of high-performance work practices (HPWPs) or on the role of employee perceptions of HPWPs as a mediating mechanism in the relationship between manager-rated HPWP and outcomes (Nishii & Wright, 2008; Yanadori & Van Jaarsveld, 2014). However, to better understand the relationship between manager and employee ratings of HR practices and employee outcomes, research including both perspectives simultaneously is necessary to examine the effect of similarities and differences between these perspectives (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014).

Finally, although managers' ratings of HR practices have led to many key insights into the constitution of employee perceptions of HR practices, we argue that not considering factors that can enhance (in)congruence in manager and employee perceptions of HR practices represents an oversight, as research has shown only a moderate correlation between their HR perceptions (Den Hartog et al., 2013; Liao et al., 2009). Empirical research has shown that communication quality and demographic similarities strengthen the relationship between manager and employee perceptions of HRM (Den Hartog et al., 2013; Jiang et al., 2017). However, other factors that might contribute to congruence in HR perceptions are largely unknown. It has been argued that individual aspects, such as employees' needs and preferences, play an important role in how their perceptions are formed (Lepak & Boswell, 2012; Garg et al., 2020; Jiang et al., 2017). We therefore argue that depending on how important the employee perceives the offered HR practices by the manager, they will respond with more or less similar perceptions of the HR practices as compared to the manager perception of the offered HR practices. This perceived importance of HR practices according to the employee, is called HR salience (Garg et al., 2020). To gain a more comprehensive understanding of the factors that can enhance congruence in manager and employee perceptions of HR practices, we explore the influence of HR salience on this relationship.

To address this challenge, we conducted two empirical quantitative studies. In Chapter 4, we draw from person-environment fit theory (Kristoff-Brown et al., 2005) and in particular a needs-supplies fit perspective to investigate how (in)congruence in employees' evaluations of HR practices relate to their need to function effectively at work and herewith fit or match with the HR practices supplied by the organisation. In addition, we investigate how the fit between employees' needs and the HR practices offered by the organisation influence employee work engagement, exhaustion, and proactive work behaviour. In Chapter

5, an empirical quantitative manager-employee dyad study was conducted to study how the (in)congruence between manager and employee perceptions of HR practices relate to employee commitment and job performance. In addition, we examined the extent to which employee perceptions of the salience of HR practices may enhance congruence in manager and employee perceptions of HR practices.

Figure 1.1 presents an overview of how the different challenges and constructs in this dissertation are related.

Figure 1.1

Overview of the Challenges Addressed in the Chapters of this Dissertation.
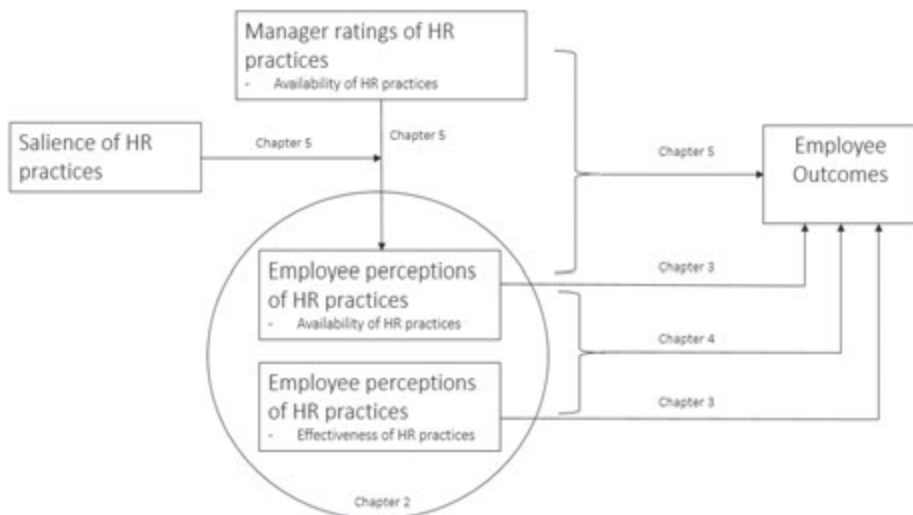
Note. The brace associated with Chapter 4 relates to (in)congruence in employee perceptions of HR practices, and the brace associated with Chapter 5 relates to (in)congruence in HR perceptions of managers and employees.

Dissertation Outline

This dissertation examines the main research question by addressing the three challenges presented above that are faced by researchers and practitioners when reviewing the literature on employee perceptions of HR practices. The main research question that is addressed, based on these three challenges, is discussed in the following chapters of the dissertation as presented below.

First, in Chapter 2, a systematic literature review is presented on the construct of employee perceptions of HR practices, as investigated in 45 empirical peer-reviewed journal

articles. The aim of this review is to provide an overview of (1) how employee perceptions of HR practices have been investigated in the SHRM literature (as an antecedent, mediator, or outcome), (2) the theoretical perspectives that explain employee perceptions of HR practices, and (3) the different conceptualisations of employee perceptions of HR practices that have been used. Based on the results of the literature review, a research agenda, including recommendations and avenues for future research is provided.

In Chapter 3, the results of an empirical study among 208 teachers are presented. This study examined how teacher perceptions of the availability and the effectiveness of HR practices in schools relate to teacher performance via work engagement. The aim of this study was to investigate teacher perceptions of the effectiveness of HR practices alongside perceptions of the availability of HR practices that have been investigated more often (Den Hartog et al., 2013). In addition, based on the ability, motivation, and opportunity framework (Appelbaum et al., 2002), parallel to examining the overall set of HR practices that are relevant for teachers, we explored the differential effects of ability-, motivation-, and opportunity-enhancing HR bundles in relation to teacher-relevant outcomes. This is important to improve one's understanding of the construct of employee perceptions of HR practices, as well as how different bundles of HR practices in schools can facilitate teacher work engagement and performance (Knies et al., 2017).

In Chapter 4, the results of an empirical study among 465 Dutch employees working in a variety of sectors are presented. The aim of this study was to include a person-environment fit perspective and in particular a needs-supplies fit approach to examine the fit between the HR practices that employees indicate to be present and absent based on their need to function effectively at work. In addition, the extent of (in)congruence between employees' need to work effectively and the HR practices offered by the organisation on employee outcomes is examined. The inclusion of a fit perspective of employee perceptions of HR practices contributes to the general HRM–performance debate, as this fit perspective focuses on the alignment between the organisational resources that employees use (and not use) to work effectively, which ultimately can enhance organisational performance (Paauwe, 2009).

In Chapter 5, the results of a dyad study among 252 managers and employees are reported. This study explores the agreement (as opposed to disagreement) or (in)congruence between manager and employee perceptions of HR practices. We focus on (in)congruence

between manager and employee perceptions of HR practices, as extant research on perceptions of HR practices has primarily focused on either manager or employee perceptions of HR practices or on the role of employee perceptions of HR practices as a mediating mechanism in the relationship between manager-rated HR practices and employee and organisational outcomes. However, by focusing on only one perspective or both perspectives separately from each other, research to date has ignored whether and why congruence (vs. incongruence) may impact employee and organisational outcomes. In addition, we explore the role of employees' perceptions of the salience of HR practices in the relationship between manager and employee perceptions of HR practices to investigate how congruence in perceptions of HR practices can be enhanced.

In Chapter 6, the main conclusions related to the challenges that are discussed in this dissertation are provided. In addition, the results of the different studies are synthesised and discussed. Furthermore, limitations and suggestions for future research on employee perceptions of HR practices in SHRM research are outlined, as well as implications for research and practice. An overview of the challenges, research approaches, and the related chapters can be found in Table 1.1.

Table 1.1

Overview of Challenges, Research Approach, and Chapters of the Dissertation.

Challenge	Research approach	Chapter
1. Exploring the construct of employee perceptions of HR practices	Clarifying the topic of employee perceptions of HR practices by providing an overview of extant SHRM research and examining employees' availability/presence and the effectiveness of HR practices	2, 3, 4, 5
2. Examining how descriptive and evaluative types of employee perceptions of (bundles of) HR practices relate to employee outcomes	Identifying and testing how employees' availability/presence and the effectiveness of HR practices of (bundles of) HR practices relate to employee outcomes	2, 3
3. Examining (in)congruence effects of perceptions of HR practices and their relationship with employee outcomes	Exploring (in)congruence effects in perceptions of HR practices by examining (a) the needs-supplies fit for effectiveness of present and absent HR practices, and (b) (in)congruence in manager and employee HR perceptions in relation to employee outcomes	4, 5

Scientific Relevance

The field of SHRM has been of great interest to researchers, while the role of employees in the relationship between HRM and performance has shown to be relevant for the last two decades (Bowen & Ostroff, 2004; Guest, 1999; Nishii & Wright, 2008). However, challenges remain regarding the topic of employee perceptions of HR practices in the SHRM literature, such as the type of descriptive and evaluative conceptualisations that have been used, how (in)congruence effects in perceptions of HR practices play a role, and how HR perceptions are related with employee outcomes (Beijer et al., 2019; Boon et al., 2019; Jiang & Messersmith, 2018; Meijerink et al., 2020). In this dissertation, the way employee perceptions of HR practices are investigated and the types of conceptualisations and theoretical frameworks that are used to examine employee perceptions of HR practices are explored. In addition, the studies in this dissertation include different theoretical approaches to conceptualise particular types of employee perceptions of HR practices. Such a theoretical

and conceptual overview of employee perceptions of HR practices is needed as a foundation to further investigate how different types of employee perceptions of HR practices affect employee outcomes. Furthermore, this dissertation aims to expand the body of empirical work on employee perceptions of HR practices. The field lacks empirical studies which investigate particular types of (manager and) employee perceptions of HR practices that are rooted in specific theoretical approaches and how they relate to employee outcomes (Beijer et al., 2019; Boon et al., 2019; Wang et al., 2020).

<div align="center">

Practical Relevance

</div>

Organisations aim to implement HR practices in such a way that they enhance employee attitudes and behaviours that will eventually benefit the organisation. Therefore, line-managers and (HR) managers invest a great deal of time, effort, and money in these activities to enhance the performance of the organisation. In addition, employees also spend time and effort in these HR practices that are distributed by (line) management, for example by following trainings, having performance appraisal conversations with their managers, and being involved in decision-making on matters that affect them. It is therefore of interest for organisations and employees to know whether the implemented HR practices contribute to employee attitudes and behaviors such as work engagement, commitment and job performance, but also to health related well-being aspects such as exhaustion, as these outcomes have shown to impact employee well-being and organisational performance. The aim of this dissertation is to provide scientifically underpinned clarifications for the employees experience of HR practices, how to understand (in)congruence in (manager and) employee perceptions of HR practices, and the effects upon their attitudes and behaviours.

In addition, nowadays, HR departments increasingly focus on the so-called *employee experience* (Plaskoff, 2017). The employee experience is the overall employee perception of the relationship with their organisation, in terms of how employees feel about what they experience and encounter during their career at an organisation (Plaskoff, 2017). The employee experience of HR practices is an important element of the overall employee experience. The employee experience of HR practices is about the extent to which HR systems and processes are optimised for employees to perform their work. From the employee perspective, this means that the employee perceives the HR practices that are offered to them as contributing to work effectively and that do not lack certain practices to function

properly. Research has shown that organisations that provide a good employee experience have optimised HR processes such as recruitment, performance management, career development and training, and are therefore able to serve their customers or clients better (Dery & Sebastian, 2017). In addition, organisations that invest in their employee experience show higher organisational performance (Morgan, 2017). Therefore, this dissertation on the employee experience of HR practices is relevant, as this may help create a better match between the investment in HR practices by management and the alignment with employees' needs and preferences, and how this fit converts into organisational outcomes.

THE EMPLOYEE PERSPECTIVE ON HR PRACTICES: A SYSTEMATIC LITERATURE REVIEW, INTEGRATION AND OUTLOOK

Chapter 2

J. Van Beurden, K. Van de Voorde,
M.J.P.M. Van Veldhoven

Abstract

With the growing number of studies investigating employee perceptions of HR practices, the field of SHRM is challenged with monitoring how cumulative insights develop. This paper presents a systematic review on employee perceptions of HR practices in terms of (1) how they are examined (as an antecedent, mediator, or outcome), (2) the theoretical perspectives that explain this construct, and (3) the way employee perceptions of HRM have been conceptualised in the extant SHRM research. The findings illustrate how scattered current approaches are in terms of how employee perceptions of HRM have been examined in prior research. In addition, a multitude of theoretical frameworks that advocate and support the employee perspective on HRM have been used, showing that a single perspective on employee perceptions of HRM is found wanting and is perhaps infeasible. Finally, a variety of descriptive and evaluative conceptualisations have been used. Recommendations and avenues for future research to gain a more comprehensive understanding of employee perceptions of HRM are provided.

Keywords: Strategic human resource management, employee perceptions of HR practices, systematic literature review, theoretical perspectives, conceptualisations, research agenda.

The Employee Perspective on HR Practices:

A Systematic Literature Review, Integration and Outlook

Using the process model (Nishii & Wright, 2008), researchers within the field of SHRM describe the process of the development, implementation, and perceptions of HR policies and practices, from different stakeholders, and how these work towards increasing organisational performance. A key feature in this model is the particular attention devoted to the potential differences between the intended and developed HR practices by management, the actual or implemented HR practices by line-management, and the perceived HR practices by employees (Nishii & Wright, 2008). Based on the work of Bowen and Ostroff (2004) and Nishii and Wright (2008), the role of employees when investigating these relationships has received increased research attention, i.e., 40% of the studies in the last four years included employee perceptions of HR practices when studying the relationship between HRM and performance (Beijer et al., 2019). This has resulted in a wide range of conceptual models in which employee perceptions of HR practices have been researched (Wang et al., 2019). These studies have shown that it is employees' perception of HR practices that influences employee behavior, rather than manager-rated implemented HR practices, demonstrating the importance of investigating the employee perspective on HR practices (Den Hartog et al., 2013; Jensen et al., 2013; Kehoe & Wright, 2013).

With the growing number of studies investigating employee perceptions of HR practices, the field of SHRM is challenged with monitoring how cumulative insights have developed. Extant SHRM literature has examined the employee perspective of HRM using many different theoretical angles, resulting in a variety of conceptual models studied that include employee perceptions of HRM as an antecedent, mediator, or outcome (Beijer et al., 2019; Wang et al., 2019). In addition, there is a lack of transparency in the conceptualisations that are used to capture employee perceptions of HR practices. This is problematic, as it has been argued that different conceptualisations of employee perceptions of HR practices could have differential relationships with both actual HR practices and outcomes (Beijer et al., 2019; Boon et al., 2019; Wang et al., 2019). To date, we lack a systematic overview of how employee perceptions of HRM have served as an antecedent, mediator, and outcome, the theoretical perspectives that advocate the employee perspective on HRM, and the conceptualisations used to examine employee perceptions of HR practices. As such, it is important and timely to

review progress and to identify areas for improvement in the application of the employee perspective in HR research.

Therefore, the objective of this study is three-fold. First, we look back and map how employee perceptions of HRM are examined (as an antecedent, mediator, or outcome) in the extant SHRM literature. Second, we identify the key theoretical frameworks and perspectives that advocate and support the employee perspective on HRM used in the extant SHRM literature. Third, we analyse how employee perceptions of HR practices are conceptualised and operationalised in the existing empirical research. Based on this review, we look ahead, and highlight important ways in which the application of the employee perspective on HR practices can contribute to a more complete understanding of the impact of actual HRM on employee and organisational outcomes.

In doing so, we extend prior recent reviews on the employee perspective in HRM (Beijer et al., 2019; Wang et al., 2019). Beijer et al. (2019) offered an in-depth review on the conceptualisation of employee perceptions of HR practices. Our review builds on, but goes beyond Beijer et al. (2019), by paying attention to, not only the conceptualisation of employee perceptions of HRM, but also to how employee perceptions of HRM can serve as an antecedent, mediator, and outcome in SHRM research, and we map the theoretical perspectives used to explain this construct in the extant HRM research to date. Second, we build on the review by Wang et al. (2019), but extend their work by mapping and integrating the literature on how employee perceptions of HR practices are conceptualized, what type of theoretical perspectives have been used, as well as how this construct has been measured. On the basis of this, we formulate recommendations for future research that we envisage are central to a deeper understanding of how employees perceive HRM.

Below, we first provide an overview of how employee perceptions of HR practices are conceptualized (as an antecedent, mediator, or outcome), drawing from the SHRM process model (Nishii & Wright, 2008). We then identify and elaborate on the key theoretical frameworks that advocate and support the employee perspective on HRM and describe different types of conceptualisations that have been used in the extant SHRM research to date. Next, we review the existing empirical SHRM literature on these three components and present an integration of our findings. Finally, we offer recommendations for future research concerning employee perceptions of HRM.

Employee Perceptions of HR Practices as an Antecedent, Mediator, or Outcome

Nishii and Wright (2008) developed the SHRM process framework to unravel the underlying processes through which HR practices impact organisational performance (Jiang et al., 2013). The starting point of the SHRM process model is the concept of variation. The model makes a distinction between HR practices as intended HR practices, i.e., the practices that an organisation develops on paper, the implemented or actual HR practices implemented by line-managers, and the HR practices as experienced by employees (Nishii & Wright, 2008). Regarding the employee perspective on HR practices, the SHRM process model proposes that such perceptions may be different from the implemented HR practices by line-management.

According to the SHRM process framework, employee perceptions of HRM can serve as an antecedent, mediator, or outcome variable. That is, employee perceptions of HRM are included as a predictor of employee reactions, such as employees' attitudes and behaviors (Liao et al., 2009). Furthermore, employee perceptions of HRM are included as mediator in the SHRM process framework. More specifically, the SHRM process framework model argues that how management implements HR practices, influences how employees rate them (i.e. actual versus perceived HRM). Therefore, it is implied that employee perceptions of HRM act as a mediating mechanism in the relationship between manager-rated HRM and employee attitudes and behaviors (Nishii & Wright, 2008). Finally, employee perceptions of HRM can also be seen as an outcome variable that is predicted by the actual HR practices.

Theoretical Perspectives that Explain the Employee Perspective on HR Practices

Key theoretical perspectives that advocate and support the employee perspective on HRM will now be discussed. We have classified the theoretical perspectives into three types depending on their focus. The first set of theoretical perspectives focus on the exchange relationship between the individual and the organisation. These perspectives draw from the exchange relationship between the organisation and employee, and focus on the perspective that organisations offer inducements (i.e., HR practices) to their employees and that based on how employees perceive these inducements, they contribute to the organisation (Takeuchi et al., 2007). Second, a set of theoretical perspectives that focus on how the organisation communicates with their employees are identified. These theoretical perspectives highlight the more top-down focus from organisations towards its employees. Finally, a number of theoretical perspectives focusing on explaining employee well-being

emanating from the occupational health psychology literature are highlighted. These theoretical perspectives focus on the impact that HR practices have on individual well-being and pay explicit attention to the potential negative effects of HRM on employees health related well-being (Jackson et al., 2014; Jiang et al., 2013). An overview of the theoretical perspectives in each of the three categories can be found in Figure 2.1.

Figure 2.1.

Theoretical Perspectives Used to Explain Employee Perceptions of HRM.

Theoretical Perspectives from an Exchange Relationship Perspective

The *social exchange theory* (hereafter referred to as SET) provides a framework for understanding the quality of exchange relationships at the individual level as well as the level of the organisation (Blau, 1964). The norm of reciprocity within these exchange relationships is central in this theory. According to SET, social exchanges can be seen as actions that are voluntary. These actions may be caused by how an organisation's treats their employees (Gould-Williams & Davies, 2005). Based on how the organisation treats their employees, it is argued that employees who receive benefits feel obligated to respond in kind (Blau, 1964). With respect to HR practices, SET is helpful in explaining how HR practices can motivate employees, as the exchange of resources and benefits is shaped by the social relationship (Jiang, 2016; Jiang & Li, 2018; Lepak et al., 2012; Lepak et al., 2018).

The *psychological contract* is a kind of social exchange relationship between an employer and employee, which represents the beliefs, informal commitments and perceptions that exists between an employer and employee (Rousseau, 1989). A psychological contract is a relationship between an employer and an employee where both parties have undescribed mutual expectations (Rousseau, 1989). The set of obligations and promises are represented in this contract. In addition, the psychological contract addresses whether these commitments and promises made between the two parties are actually fulfilled (Rousseau, 1989; Lepak et al., 2012).

Closely related to perceptions of social exchange, breach and expectations, is the *equity theory* (Adams, 1965). This perspective is used to evaluate fairness and focuses not so much on the outcomes itself but more on whether the outcomes are perceived as fair (Lepak et al., 2012). In order to determine the extent to which the outcome was perceived as fair, one takes into consideration the ratio of the input and outcomes. This ratio provides the employee with information in terms of assessing equality or inequality (Lepak et al., 2012).

Person-environment (P-E) fit focuses on the match between a person and particular characteristics from the environment (Kristof-Brown et al., 2005). Examples of personal characteristics are the needs, values, and goals a person has. On the other hand, characteristics from the environment include intrinsic and extrinsic rewards, the demands of a job, and cultural values, and HR practices among others (Kristof-Brown et al., 2005). Research has shown that a fit between the person and the environment results in benefits for both the individual and the organisation, and positively impact employee attitudes and behaviors (Boon et al., 2011; Kristof-Brown et al., 2005; Lepak et al., 2012).

Theoretical Perspectives that Focus on Organisational Communication

In 2004, Bowen and Ostroff presented a framework articulating how a system of HR practices can stimulate employees to adopt desired behaviors and ultimately contribute to achieving organisational performance, also called *HRM system strength*. This model builds on the attribution theory of Kelley (1967), which aims to clarify how causal inferences are explained. These attributions are the people's beliefs about the motivations for the successes and failures that occur and which affect their individual expectations and behaviors (Martinko et al., 2007). Drawing from attribution theory, a strong HRM system is one whereby employees experience the HRM system as high in distinctiveness, consistency and consensus

(Bowen & Ostroff, 2004). First, the degree to which the HR practices are easy to distinguish, so that they are not ambiguous, have legitimate authority, and individuals experience that they are relevant to an important purpose, is called distinctiveness (Bowen & Ostroff, 2004; Lepak & Boswell, 2012). Second, consistency refers to the realization of the impact of the HR practices over time (Kelley, 1967). Finally, consensus is about the alignment between the senders of messages communicated in HR practices (i.e., agreement between HR departments and line managers) and is also about the fairness of the HRM system (Bowen & Ostroff, 2004).

The construct of *HR attributions* is based on social attribution theory (Fiske & Taylor, 1991). According to this theory, people value the social context differently and based on the way they interpret this, they respond differently in terms of displayed attitudes and behaviors (Fiske & Taylor, 1991; Nishii et al., 2008). The motives as to why management adopts HR practices are called HR attributions (Nishii et al., 2008). Related to the employee perspective on HR practices, research has shown that employees have different attributions about the motive(s) underlying why the HR practices are implemented in organisations (Hewett et al., 2018; Shantz et al., 2016; Van de Voorde & Beijer, 2015).

The process of understanding the communication and the environment is understood through the lens of *social information processing theory* (Salancik & Pfeffer, 1978). This theory supports the assumption that the social environment in which employees operate influences their attitudes in organisations (Jiang & Li, 2018; Takeuchi et al., 2009). According to this theory, the social environment creates variation in individual perceptions regarding job characteristics and these experiences in turn influence individuals' attitudes and behavior. This notion is also reflected in HRM system strength, as the interpretations of the HR system influence the consensus across employees (Bowen & Ostroff, 2004; Wang et al., 2019). Finally, a related theory that focuses on the communication from the organisation to employees, by sending signals to employees, is the *signaling theory* (Spence, 2002). According to this theory, HR practices that are offered by the organisation affect how employees perceive the HR practices, due to the signals that managers use (Wang et al., 2019).

Theoretical Perspectives from an Occupational Health Perspective

The third category of theoretical perspectives focuses on explaining employee well-being. Drawing from the *demand-control model* (D-CM) (Karasek, 1979) and the *job demands-*

resources (JD-R) model (Demerouti et al., 2001), HRM scholars have started to interpret HR practices by means of work demands and resources (Jackson et al., 2014; Peccei et al., 2013; Van de Voorde & Boxall, 2014). Job demands, such as high workload and emotional demands, can be associated with reduced employee health well-being (Bakker et al., 2004). Job resources, such as social support, are aspects of the job that contribute to the employees' work goals and can buffer the negative well-being effects of work demands (Bakker et al., 2004). These resources can exist at different levels, such as the organisational level (e.g., job security), the level of social relations (e.g., getting support from co-workers), the job level (e.g., clarity in the job role) and the task level (e.g., autonomy in work) (Bakker et al., 2004).

In line with the D-CM and JD-R model, *conservation of resources (COR) theory* focuses on the investment, development and protection of resources. The underlying logic of this theory is that people are motivated to maintain and obtain new resources, since losing resources can lead to higher levels of stress (Halbesleben et al., 2014). According to Hobfoll (1989), resources are defined as "objects, personal characteristics, conditions, or energies that are valued by the individual" (p. 516). Examples of job resources are social, personal, material or energetic resources, such as HR practices (Hobfoll, 1989). Following the reasoning of the JD-R model and COR theory, implemented HR practices could be perceived as demands and/or resources by employees (Conway et al., 2016; Peccei et al., 2013) and could potentially also have positive or negative effects on employee well-being (Jackson et al., 2014; Jiang, et al., 2013).

Descriptive Versus Evaluative Conceptualisations of Employee Perceptions of HR Practices

Within existing research on employee perceptions of HR practices, a large amount of diversity exists in the type of perceptions that are investigated. More specifically, the conceptualisation of what employee perceptions of HR practices actually constitute, and how these are measured, vary greatly from one study to the next (Beijer et al., 2019; Boon et al., 2019). For example, some studies investigate the perceived availability of HR practices, describing the offered HR practices that employees perceive in their work environment (e.g., Den Hartog et al., 2013). Other studies examine employees' satisfaction with the HR practices (e.g., Kinnie et al., 2005), the supportiveness of HR practices (Knies & Leisink, 2014), or the effectiveness of HR practices (Chang, 2005). Research concludes that "considerable

idiosyncrasy exists in measures of perceived HR practices, coupled with a lack of transparency in how these measures are often reported in existing studies" (Beijer et al., 2019, p. 1).

Therefore, Beijer et al. (2019) suggest that employee perceptions of HR practices should be separated into two types of perceptions: descriptive and evaluative perceptions of HR practices. Descriptive perceptions are employee reports of the actual HR practices in place or the extent to which they are exposed to the HR practices. Evaluative measures refer to the positive or negative assessment of HR practices that employees are exposed to (Beijer et al., 2019; Wang et al., 2019). Furthermore, the research by Boon et al. (2019) distinguished between three different types of employee perceptions of HR practices according to level: collective employee perceptions (at the organisation or group level), employee perceptions of the HR system (at the individual level), and employee attitudes towards the HR system (at the individual level). They argue that the (collective) employee perceptions of the HR system should focus on descriptive measures of HR practice perceptions, while employee attitudes towards the HR system should be investigated using evaluative measures (Boon et al., 2019). Following Beijer et al. (2019) and Boon et al. (2019), we map out the type of conceptualisation (descriptive versus evaluative) investigated in the extant SHRM research, including the level at which employee perceptions of HRM is analysed.

Scope of the Systematic Literature Review

A systematic literature search was conducted which involved the empirical studies investigating the relationship between perceived HRM and outcomes, published from 2000 to May 2019 in 11 refereed international journals in dedicated HRM, applied psychology and management journals. These journals include *Academy of Management Journal, Human Relations, Human Resource Management, Human Resource Management Journal, International Journal of Human Resource Management, Journal of Applied Psychology, Journal of Management, Journal of Management Studies, Journal of Organizational Psychology, Personnel Psychology,* and *Personnel Review*. The year 2000 was chosen as the start year for the analysis because, around this time, the employee perspective on HR practices started receiving more and more attention in research (Ostroff & Bowen, 2000; Guest, 1999).

A study had to meet the following criteria in order to be included in the review. First, we focused on research including multiple HR practices, as strategic HRM research has argued

that an HR system or multiple HR practices exert a stronger effect on outcomes compared to a single HR practice (Combs et al., 2006). In effect, this selection criterion means that we focus on studies that attempt to capture employee perceptions across a range of HR practices simultaneously, thus avoiding the single practices literature. Therefore, we selected studies that have investigated a combination of HR practices that enhance employees' abilities (e.g. training and development), their motivation (e.g. performance management and compensation), and provides them with the opportunity to participate (communication and information sharing, participation) (Appelbaum et al., 2000). The included HR practices are also among the most frequently studied HR practices in the SHRM literature (Boselie et al., 2005). Second, studies had to refer to a traceable, existing scale measuring employee perceptions of HR practices, or had to include the full measurement scale, in order to be able to directly evaluate in detail the conceptualisation and measures used. Third, in order to review the theoretical perspectives and conceptualisations used, studies were only included if they addressed the theoretical perspective that explained the conceptualisation of employee perceptions of HRM at least in some detail. Fourth, in order to be able to evaluate and compare the different conceptualisations and measures of employee perceptions of HR practices, item content needed to apply to the HR practices level. Therefore, it has been argued that employees are best able to answer questions based on their own experiences at the HR practice level, rather than at HRM system level (Arthur & Boyles, 2007). Accordingly, studies pertaining to an evaluation of the whole HRM system (e.g. HRM system strength) were excluded (e.g., Alfes et al., 2019). Finally, only studies that included employee perceptions of HR practices as the focal construct were selected. Therefore, studies investigating employee perceptions of HR practices as a moderating variable for example (e.g., Trevor & Nyberg, 2008) were excluded.

The study selection was independently conducted by the first author, while having intensive contact with the other authors during this process. In terms of search criteria, the first author read all the abstracts of the articles published in the selected time period in the 11 journals. Initially, 145 studies were found based on the abstracts. After the articles had been read in full, 100 studies were excluded because they did not meet (one of the) the selection criteria. In total, 45 studies that made use of employee perceptions of HR practices were ultimately included in the review. An overview of the selection process can be found in

Figure 2.2. The second and third author coded half of the articles. After discussing a few discrepancies in coding between the three raters, agreement was made.

Figure 2.2

Selection Process of the Systematic Literature Review
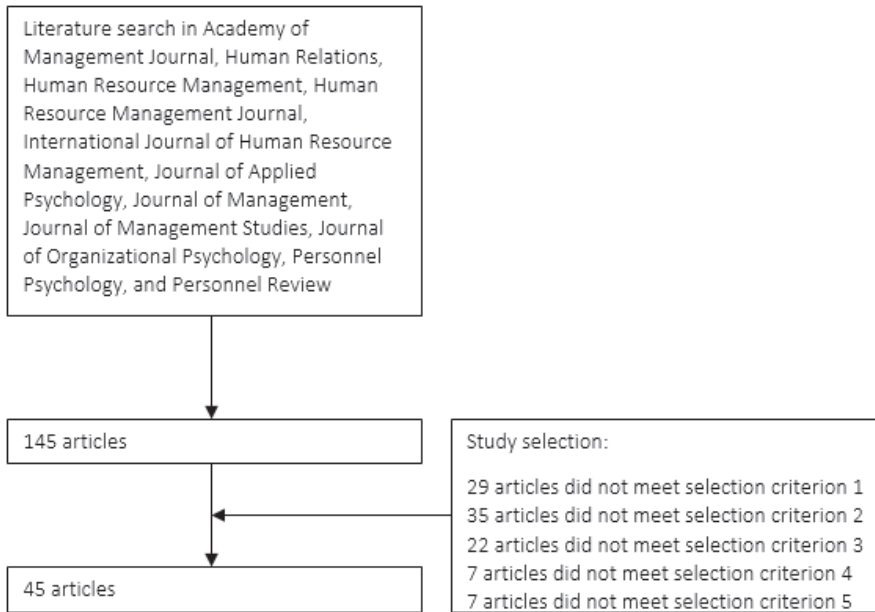
Description of the Studies

The majority of selected studies were published in dedicated HR-focused journals, such as the International Journal of Human Resource Management (17), Human Resource Management Journal (10) and Human Resource Management (6). Furthermore, studies were published in Journal of Management (4), Journal of Applied Psychology (3), Personnel Review (2), Human Relations (1), Journal of Management Studies (1) and Academy of Management Journal (1).

In terms of research design, 35 of the studies were cross-sectional, nine used a longitudinal design, and one study used a cross-sectional and a longitudinal study design. No qualitative research was included, as studies of this nature did not meet the selection criteria, mostly due to a lack of inclusion of the exact interview questions in the papers. The majority

of studies (38) investigated HR practices as a HRM index (e.g. high-commitment HR bundle or high-performance HR bundle). The other studies investigated the effects of separate HR practices (7).

Results

First, the results will be discussed per feature, i.e., how employee perceptions have been conceptualised, which theoretical perspectives have been used, and how they have been operationalised. Next, the integration of the different features will be described.

2

Table 2.2
Review of Empirical Studies on Employee Perceptions of HR Practices.

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Alfes, Shantz, & Truss, 2012	*Perceived HRM practices*	-	- Task performance (manager-rated) - Organizational citizenship behavior - Turnover intentions - Employee well-being	1. SHRM process framework 2. Descriptive and evaluative
Alfes, Shantz, Truss, & Soane, 2013	*Perceived HRM practices*	Engagement	- Turnover intentions - Organizational citizenship behavior	1. SHRM process framework 2. Descriptive and evaluative
Alfes, Truss, Soane, Rees, & Catenby, 2013	- Perceived line-manager behavior - *Perceived HRM practices*	Engagement	- Task performance - Innovative work behavior	1. SHRM process framework 2. Descriptive and evaluative
Allen, Shore, & Griffeth, 2003	- *Participation in decision making* - *Fairness of rewards* - *Growth opportunity*	Perceived organizational support → Organizational commitment → Job satisfaction → Turnover intentions	Turnover	Social exchange theory 2. Descriptive and evaluative

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Ang, Batram, McNeil, Leggat, & Stanton, 2013	Management high-performance work systems (unit level)	- *Employee high-performance work systems (unit level)* → - Engagement - Job satisfaction	- Affective commitment - Intention to leave	1. SHRM process framework 2. Descriptive and evaluative
Arthur, Herdman, & Yang, 2016	Level of top-management HR cause-effect beliefs (unit level)	Intensity high-performance work system program (unit level)	*Perceived high-performance work system practices (unit level)*	1. SHRM process framework 2. Descriptive and evaluative (unit level)
Aryee, Walumbwa, Seidu, & Otaye, 2012	Use of high-performance work systems (unit level)	- *Experienced high-performance work systems* - Empowerment climate (unit level) → Employee psychological empowerment → Service performance (unit level)	- Branch market performance (unit level)	1. Social information processing theory 2. Descriptive and evaluative

2

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Baluch, Salge, & Piening, 2013	*Employees' HR system perceptions (unit level)*	- Employee's job efficacy (unit level) - Employees' intention to leave (unit level) → Employees' civility toward patients (unit level)	Patient satisfaction (unit level)	1. SHRM process framework 2. Evaluative
Boon, Den Hartog, Boselie, & Paauwe, 2011	*Perceived HRM practices*	- Person-organization fit - Person-job fit	- Organizational commitment - Intention to show organizational citizenship behavior - Job satisfaction - Intention to leave	1. SHRM process framework 2. Descriptive and evaluative
Boon & Kalshoven, 2014	*High-commitment HRM*	Work engagement	Organizational commitment	1. SHRM process framework 2. Descriptive and evaluative

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Bos-Nehles & Meijerink, 2018	- Line-manager perceptions of HRM support - Line-manager perceptions of capacity - Employees' perception of LMX	- Line-managers' motivation to implement HR practices → *Employees' perceptions of the presence of HRM practices*	Employees' affective commitment	1. Social exchange theory 1. Social information processing theory 2. Descriptive and evaluative
Cafferkey & Dundon, 2015	*Employee perceptions of high-performance work systems*	Organizational climate	- Commitment - Satisfaction - Motivation - Discretionary effort	1. SHRM process framework 2. Evaluative
Chang, 2005	Company HR bundle (unit level)	- *Overall perception of HR effectiveness* → Procedural justice	Organizational commitment	1. Theory of reasoned action 2. Descriptive and evaluative
Cooper, Wang, Bartram, & Cooke, 2019	*Well-being oriented HRM (unit level)*	- Social climate (unit level) → Employee resilience	In-role performance	1. Social information processing theory 2. Descriptive and evaluative

2

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Dello Russo, Mascia, & Morandi, 2018	*Individual perceptions of HR practices*	- Individual perceptions of proactivity climate → Organizational climate for proactivity (unit level)	Appropriateness of care (unit level)	1. HRM system strength 2. Descriptive and evaluative
Den Hartog, Boon, Verburg, & Croon, 2013	Manager-rated HRM (unit level)	*Employee-rated HRM* (individual and unit level)	- Perceived unit performance (unit level) - Employee satisfaction	1. SHRM process framework 2. Descriptive and evaluative
Edgar & Geare, 2014	*Practices as experienced (actual and utility)*	- Job satisfaction - Affective commitment → Organizational citizenship behavior	Task performance	1. SHRM process framework 2. Descriptive and evaluative

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Ehrnrooth & Björkman, 2012	*HRM process (relevance, intensity, validity)*	Psychological empowerment (unit level)	- Creativity - Job performance - Workload	1. HRM system strength 2. Evaluative
Garcia-Cabrera, Lucia-Casademunt, & Cuellar-Molina, 2018	Institutions	-	*Employee perceptions of HR practices (unit level)*	1. SHRM process framework 2. Descriptive and evaluative
Garcia-Chas, Neira-Fontela, & Castro-Cassal, 2014	*High performance work systems*	- Satisfaction - Procedural justice - Intrinsic motivation	Intention to leave	1. SHRM process framework 2. Descriptive
Gould-Williams & Mohamed, 2010	*Employee perceptions of HR practices*	- Psychological climate - Trust	- Motivation - Job satisfaction - Organizational citizenship behavior - Stress - Quit intentions	1. SHRM process framework 2. Evaluative
Heffernan & Dundon, 2016	Manager-rated high-performance work systems (unit level)	*Organizational justice regarding high-performance work systems*	- Job satisfaction - Affective commitment - Work pressure	1. SHRM process framework 2. Evaluative

2

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Jensen, Patel, & Messersmith, 2013	Manager high-performance work system utilization (unit level)	*High-performance work system perception* ↗ - Anxiety - Role overload	Turnover intentions	1. Job demand-control theory 2. Evaluative
Katou, Budhwar, & Patel, 2014	*Perceived HR practices* (unit level)	- Motivation (unit level) - Commitment (unit level) - Engagement (unit level) - Organizational citizenship behavior (unit level)	- Productivity (unit level) - Growth (unit level) - Creativity (unit level)	1. HRM system strength 2. Evaluative
Kehoe & Wright, 2013	*Employee perceptions of HR practices* (unit level)	Affective organizational commitment (unit level)	- Employee absenteeism - Intent to remain with the organization - Organizational citizenship behavior	1. SHRM process framework 2. Descriptive
Kilroy, Flood, Bosak, & Chenevert, 2016	*High involvement work practices*	- Role conflict - Role overload - Role ambiguity	- Emotional exhaustion - Depersonalization	1. Job demands-resources model 2. Descriptive

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Kilroy, Flood, Bosak, & Chenevert, 2017	*High involvement work practices*	Person-organization fit	- Exhaustion - Depersonalization	1. Job demands-resources model 2. Descriptive
Kinnie, Hutchinson, Purcell, Rayton, & Swart, 2005	*Satisfaction with HR practices*	-	Commitment to the organization	1. SHRM process framework 2. Evaluative
Knies & Leisink, 2014	- *Supportive HR practices* - Implementation of tailor-made arrangements - Support of employees' commitment - Support of employees' career development	- Ability - Commitment - Autonomy	Extra-role behavior	1. SHRM process framework 2. Evaluative
Kooij, Guest, Clinton, Knight, Jansen, & Dikkers, 2013	- *Development HR practices* - *Maintenance HR practices*	-	- Employee performance - Job satisfaction - Organizational commitment	1. Social exchange theory 1. Signaling theory 2. Descriptive

2

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Li, Wang, Jaarsveld, Lee, & Ma, 2018	*Employee-experienced high-involvement work systems* (unit level)	-	Innovation (unit level)	1. SHRM process framework 2. Descriptive
Liao, Toya, Lepak, & Hong, 2009	Management high-performance work systems (unit level)	*- Employee high-performance work systems* (individual and unit level) ↑ - Employee human capital - Employee psychological empowerment - Employee perceived organizational support	- Employee individual service performance (individual and unit level) - Customer satisfaction (unit level)	1. HRM system strength 2. Descriptive and evaluative
Marescaux, De Winne, & Sels, 2013	*Perceived favorability of HR practices*	-	Affective organizational commitment	1. I-deals / HR differentiation 2. Evaluative
Ogbonnaya & Valizade, 2018	*High performance work systems* (unit level)	- Job satisfaction - Engagement	- Staff absenteeism (unit level) - Patient satisfaction (unit level)	1. Social exchange theory 2. Descriptive and evaluative

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Piening, Baluch, & Salge, 2013	- *Changes in employee perceptions of HR* (unit level) - Changes in financial performance (unit level) - Changes in customer satisfaction (unit level)	- *Changes in employee perceptions of HR* (unit level) - Changes in job satisfaction (unit level) - Changes in job satisfaction (unit level)	- *Changes in employee perceptions of HR* (unit level) - Changes in customer satisfaction (unit level) - Changes in financial performance (unit level) - Changes in job satisfaction (unit level)	1. Social information processing theory 1. Social exchange theory 2. Descriptive and evaluative
Plimmer, Bryson, & Teo, 2017	*High involvement work systems* (unit level)	- Organizational system (unit level) → Organizational ambidexterity (unit level)	Organizational performance (unit level)	1. SHRM process framework 2. Evaluative
Raineri, 2017	*High-performance work system indices* (unit level)	- Collective affective commitment (unit level) - Human capital (unit level)	Business unit performance (unit level)	1. Social information processing theory 2. Descriptive and evaluative
Schopman, Kalshoven, & Boon, 2017	*Perceived high-commitment HRM*	- Transformational leadership → Intrinsic motivation	Motivation to continue to work	1. Social exchange theory 2. Descriptive and evaluative

2

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Searle, Den Hartog, Weibel, Gillespie, Six, Hatzakis, & Skinner, 2011	- High involvement work practices - Procedural justice	Perceived organizational trustworthiness	Trust in the organization	1. HRM system strength 2. Descriptive and evaluative
Shantz, Arevshatian, Alfes, Bailey, 2016	- HRM-performance attributions - HRM-cost attributions	- Job involvement - Work overload	Emotional exhaustion	1. HR attribution theory 2. Evaluative
Topcic, Baum, & Kabst, 2016	High-performance work practices	-	Stress	1. Job demands-resources theory 2. Descriptive
Van de Voorde, Paauwe, & Van Veldhoven, 2010	Employee perceptions of HR practices (unit level)	-	Productivity (unit level)	1. SHRM process framework 2. Descriptive and evaluative

2

Study	Predictor(s)	Mediator(s)	Outcome(s)	Employee perception of HR practices (1. Theory, 2. Descriptive vs. evaluative conceptualization)
Vermeeren, 2014	- Transformational leadership (unit level)	- Implemented HRM (unit level) → *Perceived HRM (unit level)*	Perceived unit performance (unit level)	1. SHRM process framework 2. Descriptive and evaluative
Wright, Gardner, & Moynihan, 2003	*HR practices* (unit level)	- Organizational commitment (unit level) → Operational performance (unit level) → Expenses (unit level)	- Profits (unit level)	1. SHRM process framework 2. Descriptive
Yousaf, Sanders, & Yustantio, 2018	*High commitment HRM* (unit level)	Affective occupational commitment	Organizational and occupational turnover intentions	1. Social exchange theory 2. Descriptive and evaluative

Note. The variable in italics represents employee perceptions of HR practices (as an antecedent, mediator, or outcome). Each new step in a path analytic chain is indicated with an arrow (→).

An Overview of how Employee Perceptions of HR Practices are Examined (as an Antecedent, Mediator, or Outcome) in Existing Empirical Studies

As shown in Table 2.1, our analysis shows that the majority of studies (34) investigated employee perceptions of HR practices as an antecedent. Most of these studies examined the effect of employee perceptions of HR practices on individual or organisational performance outcomes (53%), while eight studies examined the effect on employee well-being outcomes and six studies on both outcome types. This table shows that ten studies have investigated the employee perspective of HR practices as a mediator. Of these studies, the majority (70%) included employee perceptions of HR practices as a mediating variable in the relationship between management-rated HRM and outcomes. Other management-related factors that are used as a predictor, when employee perceptions of HR practices are investigated as mediating mechanism, are employees' perceptions of leader-member exchange (LMX) (Bos-Nehles & Meijerink, 2018) and transformational leadership (Vermeeren, 2014). Finally, three studies investigated employee perceptions of HR practices as an outcome variable. These studies investigated different types of antecedents in their research, namely the level of top-management HR cause-effect beliefs (Arthur et al., 2016), institutions (Garcia-Cabrera et al., 2018), and changes in financial performance and customer satisfaction (Piening et al., 2013). It should be noted that the study of Piening et al. (2013) included employee perceptions of HRM as an antecedent, mediator, and outcome variable and is therefore included in all three categories.

An Overview of Theoretical Perspectives that Advocate and Support Employee Perceptions of HR Practices

Results in Table 2.1 show that a variety of theoretical perspectives and frameworks are used to explain the concept of employee perceptions of HR practices. The SHRM process framework is used in more than half of the studies (23 out of the 45 studies). From the theories drawing from an exchange perspective, only the social exchange theory is used (six studies). From the studies that included a theoretical perspective from a communication point of view, four studies used the social information processing theory, five studies the HRM system strength theory, and one study used HR attributions theory. In addition, from the theoretical perspectives that advocate and support employee perceptions of HR practices using an occupational health perspective, three studies used the job demands-resources

model and one used the job demand-control model. Finally, two other theoretical perspectives were used, the theory of reasoned action (one study) (Ajzen & Fishbein, 1980), and HR differentiation (one study).

An Overview of Conceptualisations of Employee Perceptions of HR Practices

Table 2.2 illustrates the different approaches to how employee perceptions of HR practices are operationalized. Results show that 18% of the studies included a conceptualisation of employee perceptions of HR practices that is descriptive and 27% of the studies included a conceptualisation that is evaluative in nature. The other 55% of the studies included a mixture of descriptive and evaluative conceptualisations of employee perceptions of HRM. When analysing all items that have been used in the measurement scales of the included studies, the results show that descriptive items are included in 33 studies. A descriptive item that relates to the perceived availability of HR practices is for example "The organization offers me the opportunity to participate in decision-making processes" (Boon et al., 2011). Furthermore, results of this analysis shows that a diverse range of evaluative items have been used too, of which the mental evaluation of HR practices is most often used (28 studies). An evaluative item is, for example, the extent to which the HR practice is considered supportive. Such an example is "I experience the following HR practices as being implemented to support me: training and development" (Knies & Leisink, 2014). Next is a type of evaluation about the effectiveness of HR practices according to the employee (eight studies), fairness of the HR practice (seven studies), and satisfaction with the HR practices (five studies). Other types of evaluative conceptualisations are used as well (see Table 2.2). It should be noted that 25 studies included descriptive as well as evaluative items, or a mixture of different evaluative items in their measure of employee perceptions of HR practices.

2

Table 2.2

Item Illustrations of Different Approaches to Conceptualizing and Measuring Employee Perceptions of HR Practices.

Conceptualisations	No. of studies	Example item	Reference
Descriptive conceptualisations			
Presence of HR practices, use of HR practices, availability of HR practices	33	'The organization offers me the opportunity to participate in decision-making processes'	Boon et al., 2011
Evaluative conceptualisations			
Mental evaluation of HR practice	28	'The company has provided you with extensive training-and-development opportunities'	Ehrnrooth & Bjorkman, 2012
HRM-performance and HRM-cost attributions	1	'Training and development in my organization are designed to maximize employees' performance'	Shantz et al., 2016
Supportiveness of HR practice	3	'I experience the following HR practices as being implemented to support me: training and development'	Knies & Leisink, 2014
Satisfaction with HR practice	5	'How satisfied do you feel with the level of training you receive in your current job?'	Kinnie et al., 2005
Relevance of meaningfulness of HR practice	1	'Your current performance appraisal at the company are very meaningful to you'	Ehrnrooth & Bjorkman, 2012
Perceived favorability of HR practice	1	'Indicate whether you receive less, the same amount or more than your referent colleagues: deciding autonomously how to perform one's job'	Marescaux et al., 2013
Fairness of HR practice	7	'I am fairly paid for the amount of work I do'	Heffernan & Dundon, 2016
Effectiveness of HR practice	8	'I have received the necessary training to do my job effectively'	Cafferkey & Dundon, 2015
Utility of HR practice	1	'Performance is recognized in a way that is valued'	Edgar & Geare, 2014

Note. 25 of the 45 studies included a combination of conceptualisations in one measurement scale.

Integrating the Theoretical Perspectives and How Employee Perceptions of HRM are Examined

When it comes to employee perceptions of HR practices examined as an antecedent, mediator, or outcome, in relation to the various theoretical perspectives used to explain employee perceptions of HRM, findings show that the SHRM process framework is the most frequently used framework to explain employee perceptions of HRM as predictor and mediator, as well as an outcome variable (see Table 2.3). Next, social exchange theory is used in six studies to explain employee perceptions of HRM as a predictor and mediator in the relationship between manager-rated HRM and employee and organisational outcomes. From a communication perspective, five studies used HRM system strength theory, one study used HR attribution theory, and five studies used social information processing theory, to explain in studies where employee perceptions of HRM are examined as a predictor and mediator in the relationship between manager-rated HRM and employee and organisational outcomes. From an occupational health perspective, the job demands-resources model and job demand-control theory are used to explain employee perceptions of HR practices in studies where HRM is investigated as a predictor or mediator.

2

Table 2.3

Theoretical Perspectives used for Explaining Employee Perceptions of HRM as an Antecedent, Mediator, or Outcome.

	Employee perceptions of HRM as predictor	Employee perceptions of HRM as mediator	Employee perceptions of HRM as outcome
Exchange perspective	5	1	
Communication perspective	8	3	1
Occupational Health perspective	3	1	
Other perspectives (I-deals/HR differentiation, Theory of planned behavior)	1	1	
SHRM process framework	17	5	1
Total	35	10	2

Note. One studies included employee perceptions of HRM as antecedent, mediator, and outcome variable (Piening et al., 2013).

Integrating the Conceptualisations and How Employee Perceptions of HR Practices are Examined

Next, we explore how employee perceptions of HRM are conceptualised in relation to whether studies examined employee perceptions of HRM as an antecedent, mediator, or outcome. As can be seen in Table 2.4, the highest number of studies (16) included a mixture of a descriptive and evaluative conceptualisation in their research, when investigating employee perceptions of HRM as an antecedent variable. Next, the evaluative conceptualisation is used the most when employee perceptions of HRM are investigated as a predictor variable. It is interesting to note that a clear conceptualisation of employee perceptions of HRM has not been examined as an outcome variable. In addition, when it comes to the descriptive conceptualisation, no study included this conceptualisation as a mediator in the relationship between manager-rated HRM and employee or organisational outcomes. A descriptive conceptualisation of employee perceptions of HRM has only been used when this construct is studied as a predictor variable.

Table 2.4

Type of Conceptualisation in Relation to Employee Perceptions of HRM as an Antecedent, a Mediator, or Outcome.

	Descriptive Conceptualisation	Evaluative Conceptualisation	Combination Conceptualisations
Employee perceptions of HRM as predictor	8	10	16
Employee perceptions of HRM as mediator		2	8
Employee perceptions of HRM as outcome			3

Note. One studies included employee perceptions of HRM as antecedent, mediator, and outcome variable (Piening et al., 2013).

Integrating Theoretical Perspectives and Conceptualisations of Employee Perceptions of HRM

A variety of theoretical perspectives have been used to explain employee perceptions of HR practices. Regarding the studies using a descriptive conceptualisation, four studies relied on the SHRM process model. One study used the social exchange theory to explain employee perceptions of the presence or availability of HR practices. Three studies draw from an occupational health perspective and use the job demands-resources model (Demerouti et al., 2001). No study has used the communication perspective to explain a descriptive type of conceptualisation.

In terms of evaluative conceptualisations, seven studies draw from the SHRM process model to explain a certain type of evaluative conceptualisation. In addition, studies that draw from a communication perspective used the HRM system strength theory or HRM attribution theory to investigate an evaluative conceptualisation, such as employees' satisfaction with HR practices, their mental evaluations of HR practices, and the relevance or meaningfulness of HR practices. Furthermore, the occupational health perspective is used by one study to

investigate an evaluative conceptualisation, drawing from job demand-control theory. Finally, one other perspective, HR differentiation, is used to explain an evaluative conceptualisation.

Looking at Table 2.5, the results show that in 25 out of the 45 studies, a mixture of a descriptive and evaluative conceptualisation of employee perceptions of HRM is used. The theoretical perspective that most often uses a mixture of different types of employee perceptions is the SHRM process framework (Nishii & Wright, 2008). In addition, from an exchange perspective, in five studies, social exchange theory is used to describe employee perceptions of HRM using a descriptive and evaluative conceptualisation. Furthermore, seven studies draw from a communication perspective to describe how the social context affects how employees perceive HR practices, in which a mixture of descriptive and evaluative conceptualisations have been used. One other theory, the theory of reasoned action, has been used to describe a mixture of conceptualisations. Finally, it is interesting to note that studies using an occupational health perspective do not employ a combination of perceptions. For example, studies using the JD-R model tend to use items that are more conceptually clear.

Table 2.5

Theoretical Perspectives Used in Empirical Research to Understand Employee Perceptions of HR Practices.

Theory / Category	Descriptive	Evaluative	Combination Descriptive & Evaluative
Exchange perspective	1		5
Communication perspective		3	7
Occupational health perspective	3	1	
Other perspectives (I-deals/HR differentiation, theory of reasoned action)		1	1
SHRM process model	4	7	12
Total	8	12	25

Discussion

The aim of this paper was to systematically investigate studies using employee perceptions of HR practices. Below we discuss our findings and offer recommendations related to (1) how employee perceptions of HR practices can serve as an antecedent, mediator and outcome and what needs to be explored further, (2) what can be done to integrate different perspectives to understand the employee perspective on HR practices better, and (3) how research could improve the conceptualisation and operationalization of employee perceptions of HR practices in the future. On this basis, we broaden the discussion and consider recommendations related to the integration of the three elements.

A first major finding related to how employee perceptions of HR practices have been examined, concerns the fact that this construct is mostly investigated as an antecedent variable in the studies included in our review. A restricted number of studies examined antecedents of employee perceptions of HR practices, and only a small number of studies investigated employee perceptions of HR practices as outcome variable in their study. These studies focused primarily on the implementation of HRM by line-managers as an antecedent of employee perceptions of HR practices. Alternative antecedents of employee perceptions of HR practices have received little attention to date. One of the few exceptions are the studies of Bos-Nehles and Meijerink (2018) and Vermeeren (2014), where employee perceptions of LMX and transformational leadership, respectively, were examined as antecedents of employee perceptions of HR practices. However, the SHRM process model argued that the background of the employee, employees' previous experience with HR practices, and their personality, might also influence how they experience HR practices (Nishii & Wright, 2008). In addition, recent research has shown that manager and co-workers' HR perceptions and demographic dissimilarities affect employee perceptions of HR practices (Jiang et al., 2017). Including such alternative antecedents could help to advance our knowledge on predictors of employee perceptions of HR practices, and in particular how different factors together explain how employees perceive HR practices. The following recommendation is therefore provided:

Recommendation 1: Predictors of employee perceptions of HR practices are largely unknown and only a small number of studies investigated employee perceptions of HR practices as an outcome variable. Future research could examine other antecedents of employee perceptions of HR practices (apart from manager-rated implemented HRM), such as the background of employee, their experiences with HR practices, their personality, and the work environment more generally (Nishii & Wright, 2008).

In line with the original thoughts of the SHRM process model (Nishii & Wright, 2008), we see that the majority of studies investigate employee perceptions of HR practices as a mediating mechanism in the relationship between manager-rated HRM and motivational employee outcomes and/or organisational outcomes (e.g. Ang et al., 2013; Den Hartog et al., 2013). Based on these findings, we conclude that much is still unknown about how employee perceptions of HRM serve a mediating mechanism in relation to other predictors (see also recommendation 1), and outcomes other than motivational outcomes (e.g., job satisfaction, organizational commitment, and work engagement) such as employee health well-being. This type of well-being has shown to be predicted by employee perceptions of HR practices (Kilroy et al., 2016; Topcic et al., 2016), but is less often investigated compared to other well-being types such as organisational commitment and job satisfaction (Marescaux et al., 2013). We therefore provide the following recommendation:

Recommendation 2: Given that employee perceptions of HR practices are relatively more often investigated as a mediating mechanism in the relationship between manager-rated HRM and motivational employee outcomes, we recommend future studies to investigate employee perceptions of HR practices as mediating mechanism in relationships other than manager-rated HRM and motivational outcomes. In particular, employee health-related well-being (such as job stress and burnout) which is currently a relatively underexplored area, but has shown to be an important outcome of employee perceptions of HR practices (Kilroy et al., 2016; Topcic et al., 2016), could be explored.

The second major point to note relates to the theoretical frameworks that have been used to explain the employee perspective on HR practices in the existing studies. The results

of our review show that the SHRM process framework (Nishii & Wright, 2008) is mostly used to inform the employee perspective on HR practices. As noted, however, this approach is more like a general framework that focuses on the different levels in which variation can exist between, for example, (line) managers and employee perceptions of HR practices (Nishii & Wright, 2008) and how these levels can be connected across time, thereby increasing organisational performance. Therefore, studies that use this perspective as a "theoretical" basis tend to run the risk of a rather sloppy conceptualisation of employee perceptions of HR practices and how such perceptions are connected to other study elements. Relatedly, the theoretical explanation of employee perceptions of HR practices is largely only briefly and in broad sense described in such studies. Indeed, most of these studies lack theoretical substance when it comes to the explanation of employee perceptions of HR practices. We therefore provide the following recommendation:

2

> *Recommendation 3*: Given the wide range of theoretical perspectives used to explain employee perceptions of HR practices, as well as the different roles that employee perceptions of HRM have in conceptual models, no single overall theory can account for all relationships that are of interest. However, the theoretical argumentation and underpinning for explaining the employee perspective on HRM can be strengthened and deserves more attention in future research. Therefore, in order to explain the particular conceptualisation of employee perceptions of HR practices used in an empirical paper, we recommend studies to use a clear theoretical perspective to provide a detailed explanation. We recommend studies to "be cautious" when using the SHRM process model. Using this framework is not an excuse for specifying in greater detail how the researched links might work and why from a theoretical perspective.

As the results of our review show, apart from the SHRM process framework, a number of other theoretical perspectives are used to explain the employee perspective on HRM, and in a more detailed/specific way to argue for any linkages investigated. In particular, an exchange perspective, the communication perspective, and the occupational health psychology perspective are identified to explain employee perceptions of HR practices. These theoretical frameworks are more advanced and specific in describing causes and consequences of employee perceptions of HRM, and in explaining particular

conceptualisations of employee perceptions of HRM, compared to the SHRM process framework. Following the job demands-resources model, for example, a recent study showed that some implemented HR practices are perceived as demands and others as resources, and that these perceptions are differentially related to employee well-being outcomes (e.g. Conway et al., 2016). This also reflect results and recommendations from previous overview studies in the area of employee perceptions of HRM. In particular, the review of Wang et al. (2019) also argues that theories of HR communication could be enriched by theoretical knowledge advanced to understand information processing, sense making and communication from management to their employees. Based on the above, the following is recommended:

> *Recommendation 4*: In order to determine the type of theoretical perspective a study wants to use, we recommend studies to utilize the distribution of theories explained in this study, i.e., theoretical perspectives drawing from (1) an exchange perspective, (2) a communication perspective, or (3) an occupational health psychology perspective, to identify the theoretical perspective that suits the particular research question best.

The third point that stands out in this respect is that other exchange related theoretical perspectives, such as person-environment fit theory and psychological contract theory, have been suggested but not applied yet to explain employee perceptions of HR practices and how these perceptions are linked to motivational outcomes (Lepak et al., 2012). These theories could help addressing this gap by studying the extent to which the needs of the employee fit or match with the HR practices that are offered to employees and how the employees' evaluation of how their work behavior is facilitated or hindered by the HR practices influences their behavior. Future research could, for example, examine whether employees who use HR practices and who perceive HR practices as contributing to their performance differ from employees who do not use HR practices but argue that receiving the HR practice would have contributed to their performance (discussed in P-E fit theory). These perceptions about the added value of HR practices on an individual level might provide valuable information for organisations, because the aim of (S)HRM is to design and implement HR practices in such a way that HR practices contribute to desired employee attitudes and

performance that will ultimately benefit the organisation (Jiang et al., 2012a; Lepak & Bowell, 2012). We therefore recommend the following:

> *Recommendation 5*: Future studies are recommended to examine employee perceptions of HR practices from other exchange related theoretical perspectives such as psychological contract theory and person-environment fit theory to investigate the fit or match between the offered HR practices and the employees' needs.

On the conceptualisation side, results of our review show that employee perceptions of HR practices are investigated using different conceptualisations from on a descriptive and evaluative approach (Beijer et al., 2019). However, more than half of the studies in this review included a combination of conceptualisations in their study, resulting in measures of employee perceptions of HR practices that include a mixture of descriptive and evaluative conceptualisations or different evaluative conceptualisations in one measure. Given this observation, there is a need for more transparency to be created by categorizing the conceptualisations and to be more specific in the type of conceptualisation used in research measures (Beijer et al., 2019). We therefore recommend the following:

> *Recommendation 6*: In line with the need for more transparency that can be created by categorizing the conceptualisations and to be more specific in the type of conceptualisation used in research, separate measures, especially with regard to descriptive and evaluative approaches, to improve the quality of the item content that fits the type of conceptualisation, should be used.

In particular, the evaluative category of employee perceptions of HR practices would appear to be in need of further specification when looking at the different evaluative conceptualisations in Table 2.2. That is, employee perceptions of the mental evaluation of the implemented HR practices (e.g., the extent to which the employee receives extensive training opportunities) can be seen as something different compared to, for example, the effectiveness of HR practices for individual performance (e.g., the extent to which the employee received the trainings that are necessary to perform the job effectively). More affective types of evaluations might yet be another category, for example evaluations in terms of fairness, justice, or job satisfaction facets.

It might be informative for HR research to study carefully what has been explored from a cognitive psychology perspective on surveys, as most of the research we reviewed in this paper relies heavily on employee surveys (Neisser, 1967; Schwarz & Sudman, 2012). Any survey response can be considered a "cognitive task in a social setting". In cognitive psychology, a distinction is often made into cognitive evaluations about the stimulus (in the environment), about mediational process (mental events), or about responses (behavior) (Miller, 1960; Schwarz & Sudman, 2012). For our purpose of conducting HR research using employee surveys, we might want to create measures of HR practices that align well with the fundamental three stages described above (stimulus-mediation-response). One could measure how employees evaluate the stimulus (HR practices), or what mental events are triggered by the HR practices (including emotional responses) according to employees, and finally how employees think that their behavior is influenced by such HR practices. One alternative would be to measure each of these three options as clear and separate as possible. Alternatively, one could design employee measures to reflect an optimal balance of each of the three types of cognitive evaluations mentioned. Based on these findings, the following recommendation is provided:

> *Recommendation 7:* A further distinction in employee perceptions of HR practices could be made. Drawing from the cognitive psychology approach to surveying (Schwarz & Sudman, 2012), evaluations about the stimulus itself (i.e., HR practices), the mediational process triggered by the stimulus (i.e., HR practices), and responses/behaviors as related to the stimulus (i.e., HR practices) can be distinguished. A further systematic exploration of the types of evaluative perceptions of HR practices would be desirable in future research and could be used to design measures that are as "clear/separate" as possible or as "balanced" as possible according these three categories of evaluations.

Looking Ahead: An Integration of the Findings

When looking at the integration of the three elements in our review, it becomes clear that due to the different starting points in theoretical perspectives, studies use different conceptualisations and measures, which results in a variety of different ways in how employee perceptions of HRM have been examined. Building on our review findings, we

purport that it is particularly fruitful for the further development of the employee perspective on HRM to distinguish between two lines of research.

The first stream of research could focus on applying a more situational view on employee perceptions of HRM. This conceptualisation tends to be descriptive in nature, which is mostly used by studies that draw from the occupational health psychology literature. Therefore, these studies could use only one particular conceptualisation and use a single theoretical perspective that fit this line of research, such as the occupational health perspective (e.g. Jensen et al., 2013; Kilroy et al., 2016). A second stream of research could use a well-considered combination of different conceptualisations. These studies mostly draw from the exchange or communication perspective, which tend to be less clear in the type of conceptualisation and measurement of employee perceptions of HRM. This stream of research is better off taking this well-considered combination of conceptualisations in their study. That is, studies could incorporate a descriptive, mental event, as well as a behavioral component of employee perceptions of HRM in their study, using specific measures. For example, with regard to training, it could be asked whether the training (1) is offered or used by employees, (2) whether employees are satisfied with the training, and (3) whether the training helps employees in performing their job. The development of cumulative insights in research on employee perceptions of HRM can be better monitored by following these two lines of research.

Limitations

Although the coding of the item content did not cause any substantial problems, the coding of the theoretical perspective and the type of conceptualisations used, turned out to be challenging to do for some studies. This was because the theoretical framework was not always explicitly mentioned, or because the type of conceptualisation that the authors investigated incorporated different types of categorisations compared to what was reflected in the conceptualisation by the authors of the study. For example, studies reported to investigate a descriptive type of conceptualisation, while a detailed analysis of the items of this scale showed that evaluative conceptualisations were also included. In order to overcome ambiguity in coding, studies that did not incorporate a clear section on the theoretical perspective used, were excluded. On top of this, studies that did not include a full measurement scale or did not refer to an existing validated measure were also excluded. This

resulted in a considerable number of studies (57) that were excluded for this review for these two reasons (e.g. Castanheira & Chambel, 2010; Macky & Boxall, 2007).

Second, the systematic literature review conducted for the empirical studies, is based on articles published in 11 refereed international journals in dedicated HRM, applied psychology and management journals. We selected these journals as they are seen as top journals in their field, but we are aware that other relevant studies have been published in other journals and therefore this review is not exhaustive (e.g. Paré & Tremblay, 2007).

A final limitation is that studies had to include an ability, motivation and opportunity enhancing component of HR practices in their study. As there is no fixed set of HR practices that belongs to the categories mentioned, our review includes studies that investigated different types of HR practices, and sometimes also included HR practices that were included as additional HR practices, next to HR practices that fitted our definition. We explicitly did not incorporate single practices literature in this review.

Practical Implications

The extent to which the organisation's intended HR practices are successfully implemented by (line) managers and how employees perceive these practices, is a question that is of significant interest to HR practitioners. In order to accomplish the goals determined by the HR practices, it is important to identify the factors that affect HR practices and how they impact organisational performance (Nishii et al., 2008; Nishii & Wright, 2008). This study shows that employee perceptions of HR practices are an important predictor of outcomes such as employee motivational outcomes, employee well-being, and organisational performance. Therefore, these perceptions may at least partially account for the success of HR practices that ultimately impact performance (Nishii et al., 2008). Furthermore, by systematically investigating the construct of employee perceptions of HR practices, this study highlights that managers should pay attention to the different types of perceptions during daily conversations with their employees and should distinguish between these different types, as they provide the (HR) manager with different types of valuable information. Furthermore, it would be helpful for (HR) managers to distinguish between employee perceptions of HR practices in terms of how employees evaluate the HR practices in terms of what is offered to them, or what mental events, such as the satisfaction with the HR practices, are triggered by the HR practices (including emotional responses). Finally, how employees

think that their behavior is influenced by such HR practices would contribute to the desired attitudes and performance that ultimately benefit the organisation. All in all, we believe that both research and practice might benefit from insight into employee perceptions of HR practices and the interpretation of HR practices that we have laid out in this paper.

2

HOW EMPLOYEE PERCEPTIONS OF HR PRACTICES IN SCHOOLS RELATE TO EMPLOYEE WORK ENGAGEMENT AND JOB PERFORMANCE

Chapter 3

J. Van Beurden, M.J.P.M. Van Veldhoven,
K. Van de Voorde

Abstract

This study examines how employee perceptions of the perceived availability and the effectiveness of ability-, motivation- and opportunity-enhancing human resource (HR) practices in schools relate to employee performance via work engagement. Incorporating the views of 208 Dutch primary and secondary education teachers, this study's findings show that the effectiveness of the overall set of HR practices, the effectiveness of ability-enhancing HR practices, and the availability of opportunity-enhancing HR practices positively relate to teacher performance through a work engagement mechanism. Our results can provide schools with relevant information on the differential effects that bundles of perceived HR practices have on teacher-relevant outcomes.

Keywords: Human Resource Management, Employee Perceptions of HR Practices, Work Engagement, Job Performance, Education.

How Employee Perceptions of HR Practices in Schools Relate to

Employee Work Engagement and Job Performance

Human resource management (HRM) practices, defined as all activities that are related to the management of people in organisations, have been shown to positively impact employee outcomes and organisational performance (Boxall & Purcell, 2003; Jiang et al., 2012b). Consistent with this finding is that HR practices have been demonstrated to positively affect employee motivation and performance in the public sector (Messersmith et al., 2011). In addition, previous research has acknowledged that HR practices play a key role in increasing performance in the education field, in particular by generating more professional and effective services (Knies et al., 2017). This is due to the fact that teachers play an important role in students' accomplishments, and teachers' competencies and efforts influence the success of schools (Rivkin et al., 2005). HR practices can serve as resources that stimulate teachers to contribute to the goals of the school (Vekeman et al., 2018). Unfortunately, teacher shortages are a problem all over the world, as it is difficult to attract sufficiently talented and motivated people to the teaching profession. Even when schools find young, talented teachers, it is difficult to retain them, as many teachers quit because school environments fail to comply with their expectations (Runhaar, 2017). Implementing HR practices can help schools attract as well as retain skilled and committed employees (Cheng, 2016).

Although existing research acknowledges the importance of HRM in education (DeArmond, 2013), research regarding HRM is still in its infancy in the education sector. This is also reflected in the difficulties schools experience in implementing HR practices in a consistent and effective way (Shen, Benson, & Huang, 2014). As a result, it remains unclear how teachers respond to HR practices and how these influence teachers' attitudes and behaviours. Research conducted mainly in the private sector has shown that employee perceptions of HR practices are the main predictor of employee attitudes and behaviours, which in turn affect performance (Liao et al., 2009). Employee work engagement has proven to play a central role in fostering teacher job performance (Bakker & Bal, 2010). Teachers who are engaged in their work are enthusiastic, intensely involved in work, able to work to full capacity, and able to perform well (Bakker et al., 2007). We therefore investigate the role of

work engagement as mediating mechanism in the relationship between teacher perceptions of HR practices and teacher performance.

Schools put much effort into the implementation of HR practices such as coaching, career development, performance management, and communication and information sharing. However, the way teachers experience HR practices remains mostly unclear, which is an important oversight as teachers are the key recipients of HR practices. Recent research on employee perceptions of HR practices advocates that a distinction can be made between two types of employee perceptions of HR practices (Beijer et al., 2019): descriptive and evaluative. Descriptive perceptions concern employees' views on the HR practices in place and on the degree to which those activities are available to them (Beijer et al., 2019). Evaluative perceptions concern employees' positive or negative judgements of HR practices (Beijer et al., 2019). The main reason for distinguishing between these two types of perceptions is that the perceived availability of HR practices does not imply that employees evaluate the HR practices as satisfactory, effective or valuable (Beijer et al., 2019; Boon et al., 2019). In line with these recent developments in HR research, this study examines an evaluative conceptualisation of teacher judgments, i.e., the teachers' evaluations as to how effective HR practices are for their functioning as teachers, and argues that the mere presence of a practice would only work when the practice is also found to be effective by the teacher (Beijer et al., 2019; Van Beurden et al., 2020).

As part of the attempt to gain a better understanding of the HRM-employee outcomes link, there has also been a growing focus on decomposing a set of HR practices into three HRM bundles by applying the ability, motivation, and opportunity (AMO) framework (Appelbaum et al., 2000). The ability-enhancing HRM bundle focuses on increasing teachers' knowledge, skills and abilities. The motivation-enhancing HRM bundle concentrates on increasing teachers' motivation and effort. The opportunity-enhancing HRM bundle focuses on increasing teachers' potential to effectively fulfil their tasks (Appelbaum et al., 2000). This study investigates the effects of the overall set of HR practices consisting of these three types of HRM bundles and of the separate ability-, motivation-, and opportunity-enhancing HRM bundles. In doing so, we contribute to a growing body of literature that has found differential effects of the ability-, motivation-, and opportunity-enhancing HRM bundles on employee outcomes (De Reuver et al., 2019; Kundu & Gahlawat, 2018). Although this bundle-approach

is rarely applied in the educational literature, it provides insight into which parts of HR practices are most relevant for increasing teacher engagement and job performance.

In sum, this paper contributes to HRM literature in three ways. Firstly, this study focuses on the relationship between HRM, work engagement and teacher performance in the education sector; this is a research area within the context of education that is highly important yet still in its infancy (Knies et al., 2017; Vekeman et al., 2016). Secondly, this study responds to recent HR research by exploring employee perceptions of HR practices. It distinguishes two types of employee perceptions of HR practices to create more transparency with respect to how different types of HRM perceptions relate to employee outcomes (Beijer et al., 2019; Meijerink et al., 2020; Van Beurden et al., 2020). Thirdly, in addition to investigating the effect of the overall set of HR practices that is relevant for teachers, this study explores the differential effects of ability-, motivation-, and opportunity-enhancing HRM bundles (De Reuver et al., 2019; Jiang et al., 2012b).

A Teacher Perspective on HR Practices in Schools

In this study, HRM is defined as 'all those activities associated with the management of people in firms' (Boxall & Purcell, 2003, p. 1). This definition highlights a combination of multiple HR practices rather than focusing on a single HR practice. Following this line of reasoning, research has indeed shown that a combination of such HR practices has a larger effect on performance than individual HR practices (Subramony, 2009). A growing body of recent research, however, has shown the need to divide the overall set of HR practices into bundles of HR practices that enhance employees' abilities (e.g., training, coaching, and career development), enhance employees' motivation (e.g., performance appraisals), and that provide the opportunity to participate (e.g., communication and information sharing) (Appelbaum et al., 2000). Earlier studies have shown that the three sets of HR practices, the ability-, motivation-, and opportunity-enhancing HRM bundles, impact employee outcomes in a heterogeneous way (De Reuver et al., 2019; Jiang et al., 2012b; Kundu & Gahlawat, 2018; Ogbonnaya & Messersmith, 2019). This study therefore focuses on the overall set of HR practices and on three HRM bundles that enhance respectively teacher abilities (i.e., coaching and career development), teacher motivation (i.e., performance management), and teacher opportunities (i.e., communication and information sharing) (Boselie et al., 2005). These HR

practices are particularly relevant in the context of education and are perceived as beneficial to both schools and teachers due to the participative character (Vekeman et al., 2018).

The strategic human resource management process model offers an explanation as to why HRM is expected to influence performance. It describes the process from the development and implementation of HRM policies and practices to the perception of these practices by teachers (Wright & Nishii, 2007). This process model distinguishes between intended HR practices (the HRM policies and activities designed by school management), actual or implemented HR practices (the HR practices implemented by team leaders), and perceived HR practices (the way in which teachers perceive the actual HR practices) (Wright & Nishii, 2007). In order to achieve the desired effects of HRM, employees, as key recipients of HRM policies and practices, need to experience and evaluate these practices based on whether they contribute to their job performance (Browning & Edgar, 2004). Teacher job performance refers to the extent to which an individual fulfils the prescribed requirements of the job (Griffin et al., 2007).

Although there is a substantial increase in studies investigating employee perceptions of HR practices, there is still a lack of clarity about this construct (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Van Beurden et al., 2020). This arises from the lack of transparency and clarity regarding conceptualisations of employee perceptions of HR practices. That is, studies investigating employee perceptions of HR practices include different types of conceptualisations, such as the availability of HR practices, the use of HR practices, the satisfaction with HR practices or their effectiveness (Van Beurden et al., 2020). In order to clarify the construct of HR practices, recent studies advocate to distinguish between descriptive and evaluative conceptualisations of perceived HRM, and they argue that different types of perceptions may have different effects on employee outcomes (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Van Beurden et al. 2020). In light of this, the current study explores teacher perceptions of HR pratices by differentiating between a descriptive and an evaluative type of HRM perceptions.

Descriptive perceptions of HRM investigated concern the availability of HR practices as perceived by teachers. This refers to the teachers' perceptions regarding the HR practices that are offered to them (Boon et al., 2011; Den Hartog et al., 2013). For example, this refers to whether the teacher has coaching and career development opportunities, has performance appraisal conversations with their supervisor, or receives information about

school policies and procedures. Evaluative perceptions of HRM concern the employees' subjective experiences with HR practices (Beijer et al., 2019). Different types of evaluative perceptions of HRM can be distinguished, such as the satisfaction with, fairness of, and effectiveness of HR practices (Van Beurden et al., 2020). The current study includes teachers' perceptions of the effectiveness of HR practices with respect to teachers' fulfilling their functions. We focus on this type of evaluative perception of HRM because research on HR practices' contribution to school performance is likely to benefit especially from positive teacher perceptions regarding this type of effectiveness of HR practices (Runhaar, 2017). Thus, HR effectiveness perceptions are defined as teachers' perceptions of the extent to which HR practices affect their functioning as teachers. The effectiveness perceptions refer, for example, to the degree to which a teacher has perceived the coaching and career development opportunities, performance appraisal conversations or information about policies and procedures offered as contributing to their job performance. By focusing on the effectiveness of HR practices while controlling for the availability of HR practices, we endorse the reasoning that the mere presence of a practice only works when the practice is also found to be effective for a teacher's functioning (Beijer et al., 2019; Van Beurden et al., 2020).

The Mediating Role of Teachers' Work Engagement

Based on the motivational process of the JD-R model, we expect that teachers who experience more job resources, i.e., effective HR practices for their functioning, will show higher levels of work engagement and in turn higher levels of teacher performance (Bakker et al., 2007; Bakker & Bal, 2010). The defining characteristic of job resources is that they are physical, psychological, social, or organisational aspects of a job that facilitate the achievement of work goals (Demerouti et al., 2001). Following previous research, we argue that effective HR practices can be viewed as job resources that help employees achieve work-related goals by providing them with necessary skills, motivation and opportunities to do so (Conway et al., 2016). In particular, we expect that the mere presence of the HR practices only work when the practice is also found to be effective by teachers. Most empirical research focusing on HR practices as job resources stems from the private sector, but shows a positive association between employee perceptions of HR practices and employee engagement (Alfes et al., 2012; Demerouti et al., 2001). Moreover, previous research in schools has demonstrated a positive relationship between work-related resources and work engagement

(Simbula et al., 2011). Teachers who are engaged in work are enthusiastic and intensely involved and use their full capacity to solve problems. Moreover, they perform well and committedly strive to reach challenging goals (Bakker et al., 2007; Hakanen et al., 2006).

In line with the JD-R model and the empirical evidence, we expect that teacher perceptions of the effectiveness of the overall set of HR practices, as well as of ability-, motivation-, and opportunity-enhancing HRM bundles, are positively related to teacher work engagement, which is in turn positively related to teacher performance. Therefore, we formulated the following hypotheses:

Hypothesis 1: The relationship between teacher perceptions of the effectiveness of the overall set of HR practices and teacher performance is mediated by teacher work engagement.

Hypothesis 2: The relationship between teacher perceptions of the availability of the ability- (2a), motivation- (2b) and opportunity-enhancing (2c) HRM bundles and teacher performance is mediated by teacher work engagement.

Hypothesis 3: The relationship between teacher perceptions of the effectiveness of ability-(3a), motivation- (3b) and opportunity-enhancing (3c) HRM bundles and teacher performance is mediated by teacher work engagement.

Figure 3.1 below depicts the conceptual model of the study.

Figure 3.1

Conceptual Model of the Study
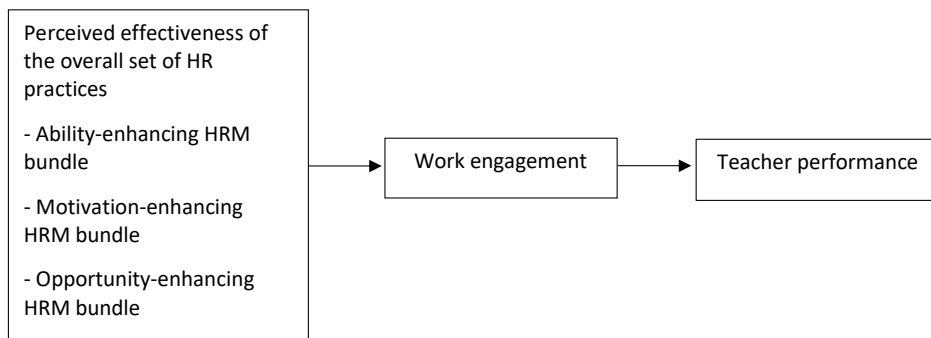
Method

Data and Sample

The current study was conducted among primary and secondary [special] education teachers of different educational institutions in the Netherlands. Teachers were selected through a network of masters students in HR studies as part of their thesis projects, under the close supervision of the authors. Convenience sampling by means of student networks is a common way to collect data in our field of study (see e.g., Biron & Van Veldhoven, 2016). In addition, combining the different student networks makes a study design possible in which data is collected from individual teachers (Demerouti & Rispens, 2014). In total, 303 teachers were recruited via the following means: contacting the headmaster of a school, the head of a teacher team, or the HR manager of a school and by asking individual teachers to approach their colleagues. As we were interested in teacher experiences of HR practices, we used an individual approach via the student researcher network in order to increase the heterogeneity of perceived HRM in our sample. A disadvantage of this approach is that there is no information as to the extent to which teachers belong to the same school nor as to the geographical location of the schools. However, as this study is targeted at individual teacher perceptions regarding HR practices, this lack of information about schools is not expected to have a major influence on the outcomes. The participating teachers then received an e-mail with a link to the digital questionnaire, a set of instructions, and a guiding letter, in which confidentiality and anonymity were emphasised. To create a representative sample reflecting the population, employees working in primary and in secondary [special] educational institutions, young and old employees, and male and female employees were approached to participate in the research. Before distributing the invitation e-mail, a pilot study was performed among three primary school and three secondary school teachers to check whether the questions were clearly formulated. No changes were made to the questions based on the results of this pilot. To increase the response rate, a reminder was sent by e-mail after one week.

In total, 208 respondents completed the questionnaire (a response rate of 69%). Of the respondents, 76.1% were female, the average age was 41.2 years ($SD = 13.7$), and 73.7% of the participants were married or cohabitating. 57.6% of the respondents had children. 39% of the respondents were working in primary schools, 42.9% in secondary schools and 18.1%

at schools for children with special needs. Our sample reflects the Dutch labour force of teachers working in primary and secondary (special) education in terms of gender composition (72% of Dutch teachers working in primary and secondary (special) education are female), and average age (the average age of Dutch teachers is 43 years) (Duo, 2018).

Measures

Teacher performance was self-assessed by the teachers and was measured with a scale consisting of three items, developed and validated by Griffin et al. (2007). A sample item is, 'I carried out the core parts of my job well'. Items are answered on a 5-point Likert scale, ranging from 1 ('never') to 5 ('always'). The reliability of the scale was .88.

Work engagement was measured with the Utrecht Work Engagement Scale (UWES), developed and validated by Schaufeli et al. (2002). The scale consisted of nine items that reflect the three underlying dimensions of work engagement (vigour, dedication and absorption). An example statement is, 'When I get up in the morning, I feel like going to work'. Items were answered on a 7-point scale from 1 ('never') to 7 ('always'). The item 'I can hardly detach from my work' was deleted as the corrected item-total correlation was below .30. After deleting this item, the reliability of the scale was .88.

Perceived effectiveness of HR practices. Based on items measuring the perceived availability of HRM that is more common in HRM literature, we developed a measure for perceived effectiveness of HRM, as this measure is not present in existing literature. The item content was adapted from Boon et al. (2011) and Veld et al. (2010) in order to match our HRM item content with that of previous literature on perceived HRM. Effectiveness of HR practices was measured with nine items and included the following HR practices: coaching and career development (i.e., ability-enhancing HRM bundle), performance management (i.e., motivation-enhancing HRM bundle), and communication and information sharing (i.e., opportunity-enhancing HRM bundle). We asked the teachers to evaluate the activities according to how these HR practices affect their functioning in work. Evaluations ranged from 1 (a very negative effect) to 5 (a very positive effect). An example item of perceived effectiveness of HR practices was: 'How is the periodical assessment of your performance by your supervisor affecting your functioning at work?' Since teachers who indicated that they did not perceive a particular HRM activity as available were not able to rate the degree of effectiveness but only the expected effectiveness, we have fixed their effectiveness score to neutral at 3. We preferred this type of scoring to mean substitution because a neutral score

is in our opinion more accurate to the interpretation of the respondents' individual answers. All items were totalled in order to reach one overall measurement that represents the effectiveness of the overall set of HR practices.

Several HR practices that are considered to be standard HR practices were not included in this study, with the following arguments: we decided to exclude the HR practices of recruitment and selection from our study as most individual teachers in the Netherlands are typically not directly involved in recruitment and selection processes in their schools and are therefore unlikely to have an accurate perception of this HR practices (Den Hartog et al., 2013). We also excluded items measuring workplace learning, job design and rewards, because we found too little variation in the availability of these HR practices between and within schools. In the Netherlands, pay levels in the education sector are largely determined by a collective bargaining agreement (CBA), therefore the availability of rewards is considered low (Piening et al., 2014). In addition, in Dutch primary and secondary education, workplace learning is common as part of a teacher's job and is therefore considered high (CAOP, 2018). Finally, teachers report relatively positively on the design of their jobs in terms of control, variety and challenging work (Bakker et al., 2007; Hakanen et al., 2006).

We performed a confirmatory factor analysis using Mplus (version 8.3) and the maximum likelihood estimator to examine the validity of the perceived effectiveness of the HR practices scale. In order to evaluate model fit, we followed the recommendation by Hu and Bentler (1998) to use multiple fit indices, including the Tucker Lewis Index (TLI) and the Comparative Fit Index (CFI), for which values of .90 are acceptable and .95 or higher indicate a good fit. In addition, we used the Root Mean Square Error of Approximation (RMSEA) and the Standardised Root Mean Square Residual (SRMR), for which values of .08 or lower indicate an acceptable fit and below .05 indicate a good fit (Hu and Bentler, 1998). The effectiveness of the overall set of HR practices, in which the ability-, motivation-, and opportunity-enhancing HRM bundles were the first-order factor and the overall set of HR practices was the second-order, showed a sufficient model fit (CFI = .994, TLI = .991, RMSEA = .032, SRMR = .048). The full list of items used, their factor structure and factor loadings can be found in Appendix 3.1. The Cronbach's alpha of the overall set of the effectiveness of HRM activity scale was .83. The Cronbach's alphas of the ability-, motivation-, and opportunity-enhancing HRM bundles were, respectively, .59, .88 and .85. For the ability bundle, internal consistency is relatively low, but still deemed sufficient (Salvucci et al., 1997).

Control variables. We controlled for teacher *gender* (0 = male, 1 = female), *type of school* (1 = primary (special) education, 2 = secondary (special) education), teacher *tenure* (in years), and teacher perceptions of the perceived *availability of HR practices*. Previous research has shown that the gender and tenure of employees affect employee engagement as well as performance (Kidder, 2002; Ng & Feldman, 2010). In addition, the type of school could affect teacher performance, as primary school teachers teach every subject to the same group of pupils whereas secondary education teachers usually teach one subject to different groups of pupils (Betoret, 2009). Perceived availability of HRM (0 = not available, 1 = available) was assessed using dichotomous indicators of the perceived availability of HR practices to ascertain as objectively as possible whether the employees perceived that the activity was available or not (Bal et al., 2013). An example item of availability of HR practices was: 'My performance is periodically assessed by my supervisor'. All available HRM items were added up to one overall measure that represents the overall set of HR practices. The availability of the overall set of HR practices, in which the ability-, motivation-, and opportunity-enhancing HRM bundles were used as the first order factor and the overall set of HR practices as second order, showed sufficient model fit (CFI = .998, TLI = .997, RMSEA = .030, SRMR = .068). The full items, factor structure and factor loadings can be found in Appendix 3.2. We used the Kuder and Richardson Formula 20 (KR20) to check the internal consistency of the availability of HRM measures as these contain dichotomous items (Kuder & Richardson, 1937). The value KR20 of the availability of overall set of HR practices was .73 and shows that the scale is reliable. In addition, KR20 of the availability of ability-, motivation-, and opportunity-enhancing HRM bundles were .52, .84 and .64, respectively. The values for ability- and opportunity-enhancing HRM bundles were relatively low but are still deemed acceptable (Salvucci et al., 1997).

Common Method and Common Source Bias

This study used self-reported data derived from a single questionnaire. We believe that self-reported data is appropriate and valuable for research on individuals' perceptions and experiences with HRM. However, this form of data collection has its drawbacks (Lee et al., 2011). The self-reported data, and in particular the self-rated performance, might be prone to common method bias and social desirability bias (Podsakoff et al., 2003). In order to reduce these biases, we performed the following actions. Firstly, as the data are from a single

source, we conducted a Harman's one-factor test (Podsakoff et al., 2003) to examine whether the concepts captured different constructs. A factor analysis was conducted where all the items measuring the key constructs were set to load on a single factor. This factor accounted for only 21% of the variance, which suggests that common method bias was not a serious concern in our data. Secondly, we used measures with established psychometric properties when possible. As there was no validated scale on the perceived effectiveness of HRM, we based this scale on existing validated scales (see Boon et al., 2011; Veld et al., 2010). Thirdly, anonymity was guaranteed, and only teachers who were willing to participate voluntarily filled out the questionnaire (Podsakoff et al., 2003).

Analysis

To test the hypotheses, we used the Hayes PROCESS macro in SPSS (Hayes, 2013). This macro allows for testing mediation models according the most current standards. The significance of the effects was determined by comparing the probability level (p) at a significance level of 0.05 (one-tailed testing). The SPSS macro included 90% bias-corrected confidence intervals for the indirect effect using 5000 bootstrap samples. When the interval does not include zero, the indirect effect is considered to be significant. We used model 4 (Hayes, 2013) to test Hypothesis 1, with teacher performance as the criterion variable, effectiveness of the overall set of HR practices as the predictor variable, work engagement as mediator, and the availability of the overall set of HR practices and the other control variables were included as covariates. We used the availability of the ability-, motivation-, and opportunity-enhancing HRM bundles as predictor variables to test Hypothesis 2, and we used the effectiveness of the ability-, motivation- and opportunity-enhancing HRM bundles as predictor variables to test Hypothesis 3. Again, work engagement was included as mediator, and the control variables were included as covariates.

Results

Table 3.1 reports the means, standard deviations and correlations for all of the study's variables. Availability and effectiveness of the overall set of HR practices correlate positively with work engagement (r = .21, p < .01, and r = .29, p < .01, respectively) and negatively with the control variable type of school (r = -.21, p < .01, and r = -.20, p < .01 respectively). Availability of the ability- and opportunity-enhancing HRM bundle correlates positively with work engagement (r = .26, p < .01, and r = .19, p < .01, respectively), and so does the

effectiveness of the availability-, motivation- and opportunity-enhancing HRM bundle (r = .28, p < .01, r = .20, p < .01, and r =.20, p < .01). Work engagement correlates positively with teacher performance (r = .18, p < .01).

Tables 3.2 and 3.3 report the results of the regression analyses using Hayes' PROCESS macro. Firstly, we tested the mediating role of work engagement in the relationship between effectiveness of the overall set of HR practices and teacher performance (Hypothesis 1). In support of Hypothesis 1, results show that work engagement act as a mediating mechanism in the relationship between effectiveness of the overall set of HR practices and teacher performance (B = .08, LL = .02, UL = .17; see Table 3.2).

Secondly, we tested the mediating role of work engagement in the relationship between the availability of ability-, motivation- and opportunity-enhancing HRM bundles and teacher performance (Hypothesis 2) and in the relationship between effectiveness of ability-, motivation- and opportunity-enhancing HRM bundles and teacher performance (Hypothesis 3). The results show that work engagement did act as a mediating mechanism in the relationship between the availability of the opportunity-enhancing HRM bundle (B = .08, LL = .01, UL = .15; see Table 3.3) and teacher performance and between effectiveness of the ability-enhancing HRM bundle (B = .06, LL = .01, UL = .13; see Table 3.3) and teacher performance. Work engagement did not act as a mediating mechanism in the relationship between perceived availability of the ability- and motivation-enhancing HRM bundle and teacher performance. It also did not act as a mediating mechanism in the relationship between perceived effectiveness of the motivation- and opportunity-enhancing HRM bundle and teacher performance. Therefore, we accept Hypotheses 2c and 3a while we reject Hypotheses 2a and b and 3b and c. These results show that the HRM bundles relate to teacher outcomes in a heterogeneous way.

Table 3.1

Correlation Matrix

	Mean (SD)	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Gender¹	.76 (.43)													
2. Type of school²	1.47 (.50)	-.36**												
3. Tenure (years)	15.70 (12.32)	-.21**	.16*											
4. Availability HR	.62 (.26)	.01	-.21**	-.11										
5. Effectiveness HR	3.38 (.38)	.09	-.20**	-.21**	.65**									
6. Av. Ability HR	.33 (.26)	.24**	-.34**	-.33*	.75**	.61**								
7. Av. Motivation HR	.64 (.42)	-.12	.03	.04	.76**	.40**	.32**							
8. Av. Opportunity HR	.78 (.30)	-.10	-.19**	.05	.64**	.40**	.30**	.20**						
9. Eff. Ability HR	2.50 (.32)	.15**	-.26**	-.30**	.54**	.75**	.71**	.23*	.24**					
10. Eff. Motivation HR	3.40 (.51)	.06	-.06	-.10	.58**	.81**	.44**	.54**	.22**	.48**				
11. Eff. Opportunity HR	3.41 (.54)	.01	-.17*	-.12	.42**	.77**	.32**	.17*	.45**	.35**	.39**			
12. Work engagement	5.60 (.87)	.23**	-.11	-.10	.21**	.29**	.26**	.03	.19**	.28**	.20**	.20**		
13. Teacher performance	4.05 (.61)	.01	.16*	-.06	-.01	-.02	-.10	.04	.05	-.09	.02	.10	.18**	

Note. ** p < .01. * p < .05. Av. = availability. Eff = effectiveness. ¹0= male, 1= female. ²1= primary [special] education, 2 = secondary (special) education.

3

Table 3.2

Regression Results with Teacher Performance as Dependent Variable.

Predictor	B	s.e.	t	R²
Model 1 – Work engagement F(5,197) =5.80**				
Constant	3.30**	.67	4.97	.13
Effectiveness of overall set of HR practices	.53**	.20	2.61	
Availability of overall set of HR practices	.22	.30	.74	
Gender	.43**	.15	2.91	
Type of school	.04	.13	.31	
Tenure	-.00	.00	-.05	
Model 2 – Teacher performance F(6,196) =2.54*				
Constant	3.34**	.51	6.50	.07
Work engagement	.15**	.05	2.81	
Effectiveness of overall set of HR practices	-.13	.15	-.87	
Availability of overall set of HR practices	.07	.22	.31	
Gender	.02	.11	.19	
Type of school	.23**	.09	2.43	
Tenure	-.00	.00	-1.16	

Indirect effect of work engagement on teacher performance			90% Confidence Interval	
Independent variable	B	s.e.	LL	UL
Effectiveness of HR practices	.08[1]	.04	.02	.15

Note. ** p < .01. * p < .05. [1]Confidence interval does not contain zero, indirect effect is considered to be significant. s.e. = standard error, 5000 bootstrap samples. Unstandardized regression coefficients are reported,

Table 3.3

Regression Results with Teacher Performance as Dependent Variable

Predictor	B	s.e.	t	R^2
Model 1 – Work engagement: $F_{(9,193)} = 4.04$**				.16
Constant	2.96**	.73	4.04	
Ability HR bundle (availability)	.20	.34	.58	
Ability HR bundle (effectiveness)	.42[+]	.27	1.58	
Motivation HR bundle (availability)	-.20	.17	-1.16	
Motivation HR bundle (effectiveness)	.15	.15	.98	
Opportunity HR bundle (availability)	.46*	.23	2.01	
Opportunity HR bundle (effectiveness)	.08	.13	.62	
Gender	.44**	.15	2.87	
Type of school	.12	.13	.90	
Tenure	-.00	.00	-.27	
Model 2 – Teacher performance: $F_{(10.192)} = 2.40$*				.11
Constant	3.28**	.55	5.92	
Work engagement	.15**	.05	2.95	
Ability HR bundle (availability)	-.39[+]	.25	-1.55	
Ability HR bundle (effectiveness)	-.22	.19	-1.12	
Motivation HR bundle (availability)	.13	.13	1.01	
Motivation HR bundle (effectiveness)	.03	.11	.27	
Opportunity HR bundle (availability)	.21	.17	1.25	
Opportunity HR bundle (effectiveness)	.00	.09	.03	
Gender	.07	.11	.65	
Type of school	.18*	.10	1.91	
Tenure	-.01*	.00	-2.01	

3

Indirect effect of work engagement on teacher performance				
Independent variable			90% Confidence Interval	
	B	s.e.	LL	UL
Ability HR bundle (availability)	.03	.05	-.05	.12
Ability HR bundle (effectiveness)	.06[1]	.04	.01	.13
Motivation HR bundle (availability)	-.03	.03	-.08	.01
Motivation HR bundle (effectiveness)	.02	.02	-.01	.06
Opportunity HR bundle (availability)	.08[1]	.05	.01	.15
Opportunity HR bundle (effectiveness)	.01	.02	-.02	.05

Note. ** $p < .01$. * $p < .05$. + $p < .10$. [1]Confidence interval does not contain zero, indirect effect is considered to be significant. s.e. = standard error. 5000 bootstrap samples. Unstandardized regression coefficients are reported.

Discussion

Our findings highlight that in line with the JD-R model (Demerouti et al., 2001) work engagement is a mediator in the relationship between teacher perceptions of the effectiveness of the overall set of HR practices and teacher performance. In order to affect work engagement and in turn teacher performance, teachers need to experience HRM as effective. This supports the argument that the perceived availability of HRM does not imply that employees evaluate HRM as effective or valuable (Beijer et al., 2019). Although the two types of employee perceptions of HRM overlap to an extent, both constructs can also be seen as substantially different concepts (Beijer et al., 2019; Meijerink et al., 2020). Hence, this study shows that perceived effectiveness of HRM appears to differ in its relationships with employee attitudes and behaviour from the perceived availability of HR practices (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Van Beurden et al., 2020).

Related to the ability-, motivation-, and opportunity-enhancing HRM bundles, the results of this study reveal that differences might exist in how these HRM bundles are related to teacher outcomes. In particular, we found a positive significant association between the effectiveness of the ability-enhancing HRM bundle and work engagement, which is in turn positively associated with teacher performance, but we found no significant relationship between the availability of the ability-enhancing HRM bundle and work engagement. A possible explanation for this non-significant relationship is that schools fail to offer training that fits each teacher's specific individual needs, which -if matched- would enhance teacher

engagement (Arthur et al., 2003). Training alone does not fulfil teachers' needs, but the specific objectives that identify the skills and tasks to be covered in training determine whether teachers perceive the training contributing to their performance (Arthur et al., 2003).

This study found that the availability and effectiveness of the motivation-enhancing HRM bundle is not related with teacher engagement and performance. Empirical research has shown that, especially in public service organisations, the motivation-enhancing bundle does not influence employee outcomes all that much or does so to a lesser extent than the ability- and opportunity-enhancing HRM bundles (Vermeeren, 2015). This may be related to the nature of public service: in particular, the institutional context and the characteristics of the workforce (Boyne et al., 1999; Vermeeren, 2015). For example, legislation severely restricts how managers can implement HR practices. The different demographic backgrounds of employees and the different expectations and priorities at work are also likely to impact how public sector employees respond to HR practices compared to workers in the private sector (Boyne et al., 1999; Vermeeren, 2015). Teachers desire to serve their pupils and orientate their personal actions, like knowledge transfer, to the interest of the pupils. These values, beliefs, and attitudes, which relate to a larger ideology and therefore surpass the self or the interest of a given school, are called 'public service motivation' (Vandenabeele, 2007). Moreover, performance appraisal activities might not enhance teachers' work engagement, as research has shown that intrinsically motivated employees are more sceptical of the effectiveness of performance appraisals (Oh & Lewis, 2009).

The opportunity-enhancing HRM bundle contains activities that increase teachers' opportunities to contribute to the goals of the organisation (Jiang et al., 2012b; Ogbonnaya & Messersmith, 2019). In this study, this type of HR practices was found to relate to employee outcomes as was expected based on earlier research (De Reuver et al., 2019; Kundu & Gahlawat, 2018; Vermeeren, 2015). Our study found that the availability of the opportunity-enhancing HRM bundle appears more salient to teachers in terms of their teaching performance than these same activities' perceived effectiveness. A possible explanation for this is the top-down manner of communication and information sharing commonly in effect in educational institutions. The perceived effectiveness of this top-down manner of communication and information sharing matters less for teacher engagement and teacher

performance compared to the collective availability of communication and information sharing.

Earlier research has acknowledged the important role that employees play in the relationship between HRM and job performance (Kehoe & Wright, 2013). This study on employee perceptions of HR practices contributes to the broader stream of literature on the relationship between intended, actual or implemented, and perceived HRM (Wright & Nishii, 2007). To date, most research investigating employee perceptions of HRM integrate different types of HRM perceptions, e.g., availability of HR practices, the use of HR practices, the satisfaction with HR practices or their effectiveness in one measure (Beijer et al., 2019; Van Beurden et al., 2020). A valuable contribution of this article is its exploration of two particular types of teacher perceptions of HRM and these perceptions' differential relationships with teacher engagement and performance. A second contribution concerns the focus on teachers' perceptions of the ability-, motivation- and opportunity-enhancing HRM bundles and this study's exploration of these bundles' relationships to employee attitudes and behaviour (De Reuver et al., 2019; Jiang et al., 2012b).

Limitations and Suggestions for Future Research

Although the present study has its strengths, it is not without limitations. Firstly, our measurements were collected and from the same source at one point in time and were self-reported. Therefore, common method bias and common source bias may sway the results (Podsakoff et al., 2003). However, the results of our one-factor test revealed that common method bias is not likely to be a serious concern in our data. In addition, we used validated scales where possible and collected data anonymously to attempt to reduce common source bias. In addition, because we used a cross-sectional research design, we cannot draw conclusions about causal effects.

Secondly, the scale we used to measure the availability and effectiveness of HRM had its limitations. Regarding the ability-enhancing HRM bundle, the KR20 score for perceived availability of ability-enhancing HRM was relatively low, as was the Cronbach's alpha for perceived effectiveness of HRM. These relatively low values could be a result of the low number of items for this scale or a potentially lower association among the individual items of this scale (Schmitt, 1996). Future research could include more items to measure ability-enhancing HR practices and could potentially increase the association between the items.

Thirdly, the scale for perceived effectiveness of HRM asked teachers how they experience the HR practices in terms of their effectiveness for their work performance. We recoded the answers of the teachers who did not perceive the HR practice as available to them so they would display a 'neutral' score. We preferred this to mean substitution because teachers who do not perceive the HR practice cannot provide an accurate reflection of the effectiveness of the HR practice. However, we consequently do not know whether teachers who do not perceive the HR practice as available to them feel that the absence of an HR practice might affect their performance (i.e., expected effectiveness of the HR practice). We recommend that future research investigate the differences between teachers who perceive HR practices as available to them and teachers who do not perceive HR practices as available to them (Van Beurden et al., 2020).

Finally, teacher performance was self-assessed in this study, which could be a limitation because employees tend to overrate themselves (De Cuyper & De Witte, 2009). However, we believe that self-reported measures of performance are justifiable in this study for two reasons. Firstly, research has shown that, in particular, less-skilled workers tend to overrate themselves in terms of in-role performance (Davis et al., 2006). Our sample included highly educated workers, however, so performance bias may have been limited. Secondly, performance in the education sector is a complex, multidimensional construct (Knies & Leisink, 2018). Therefore, future research could incorporate different evaluation dimensions and perspectives in order to investigate individual performance (De Cuyper & De Witte, 2009).

Given the findings of our study, we encourage future studies to further investigate teacher perceptions of HR practices and to clearly identify the type(s) of perception they aim to examine (Beijer et al., 2019; Van Beurden et al., 2020). Researchers will need to specify the type(s) of perception of HRM they use and why. For example, a descriptive type of HRM perception could provide greater insight into the validity of claims as to offered HR practices by team leaders, while an evaluative type of HRM perception could better be used to study the extent to which HR practices contribute to individual performance improvement (Jiang et al., 2012b; Wright & Nishii, 2007). Therefore, we encourage researchers to specify in the future the type(s) of employee perception of HR practices based on what the researchers seek to determine or explain. In addition, our findings highlight differential relationships for the ability-, motivation-, and opportunity-enhancing HRM bundles with teacher-relevant outcomes. We therefore also suggest further exploration of how such differences in HR

3

practices affect other important teacher outcomes such as teacher health well-being (e.g., stressors and strain) and teacher happiness (e.g., job satisfaction and organisational commitment).

Implications

The present study has some important practical implications for management in the education sector. In particular, our study shows that the effectiveness of the overall set of HR practices is positively associated with teachers' work engagement, which in turn is positively associated with their performance. To benefit from HR practices, schools management should pay attention to how teachers perceive the HR practices in terms of their effectiveness in helping them function (Abbott & De Cieri, 2008). It might be that two teachers interpret the same available HRM activity differently and that these HR practices might therefore be seen as idiosyncratic (Bowen & Ostroff, 2004). For this reason, it is important when surveying teachers to not focus only on what teachers perceive in terms of the availability of HR practices. Rather, school management will gain more insight if they also examine how HR practices are experienced by the teachers. In particular, they should discuss the extent to which teachers perceive the set of HR practices as available *and* effective.

Furthermore, results show that different HRM bundles have different relationships with teacher work engagement. More specifically, in order to enhance teacher work engagement and in turn teacher performance, school management should provide training and development opportunities that teachers perceive as effective in helping them function in their roles. In other words, it is important for schools to focus on the match between the training and development opportunities they offer, and the extent to which the teacher perceives these activities as contributing to their functioning. In addition, school management can enhance teacher work engagement and job performance by focusing on communicating with and informing their teachers to enhance participation.

Conclusion

This study adds to existing research about teacher perceptions of HR practices and their relationship with teacher work engagement and job performance, in the context of the Dutch primary and secondary education sector. By investigating the availability and the effectiveness of teacher perceptions of HR practices, our findings underline the importance of differentiating these types of HRM perceptions, as each type has a different relationship with teacher engagement and job performance. Our findings further suggest that investment in some bundles of HRM is more beneficial than in other bundles for improving teacher engagement and job performance.

3

A NEEDS–SUPPLIES FIT PERSPECTIVE ON EMPLOYEE PERCEPTIONS OF HR PRACTICES AND THEIR RELATIONSHIP WITH EMPLOYEE OUTCOMES

J. Van Beurden, K. Van de Voorde,
M.J.P.M. Van Veldhoven

Chapter 4

Abstract

Studies increasingly examine how employee perceptions of HR practices affect employee outcomes. However, the question of how employees evaluate the fit between HR practices supplied by the organization and those which employees feel they need in order to function effectively has received less attention. Drawing from person–environment fit and in particular the psychological need fulfilment approach, we examine how these evaluations relate to employee outcomes. Our results, based on 465 employees in a variety of sectors, show a positive association between the needs–supplies fit (N-S fit) of present HR practices (i.e., do employees perceive supplied practices as indeed needed) and engagement and proactive work behaviour. The N-S fit of absent HR practices (i.e., do employees agree they do not need practices which are not supplied) is associated positively with work engagement and negatively with exhaustion. Polynomial regression analyses reveal different effects for (in)congruence between the two types of N-S fit.

Keywords: Employee Perceptions of HR Practices, Employee Perceptions of Needs-Supplies Fit of HR Practices, Person-Environment Fit, Engagement, Proactive Work Behaviour, Exhaustion.

A Needs–Supplies Fit Perspective on Employee Perceptions of HR Practices and their Relationship with Employee Outcomes

A dominant theme in strategic human resource management (SHRM) is the relationship between human resource management and performance (Jiang et al., 2012b). Within this domain, the role of employee perceptions has received increasing attention (Den Hartog et al., 2013). More specifically, employees' perceptions of HR practices are seen as a key predictor of employee attitudes and behaviours that in turn affect performance (Boon et al., 2019; Liao et al., 2009). Our concern here is with employees' subjective experience with HR practices, as opposed to descriptive perceptions (e.g., employees' perceptions of the availability or use of HR practices). Studies argue that evaluative measures of HR practices are more strongly related to employee outcomes than descriptive perceptions, as such descriptive measures do not imply that the employee views the HR practice as effective, satisfactory, fair, or valuable (Beijer et al., 2019; Van Beurden et al., 2020). This raises the question of *how* employees evaluate HR practices.

Previous research has examined employee appraisals of HR practices in terms of for example their satisfaction with those practices, or in relation to their perceived fairness or effectiveness (Beijer et al., 2019; Boon et al., 2019; Van Beurden et al., 2020). The present study focuses on a different mechanism by which employees may evaluate HR practices. Drawing from the person–environment (P-E) fit perspective and the psychological need fulfilment paradigm, we examine the fit between HR practices supplied by the organization (considered as organizational resources), and those which employees feel they need in order to function effectively at work (Edwards et al., 2006; Kristof-Brown et al., 2005). We argue that employee attitudes and behaviours are shaped by the needs–supplies fit (N-S fit) of both present HR practices (those actually offered or implemented by the organization) and absent HR practices (those not offered or implemented) (Boon & Biron, 2016; Edwards, 1991). We assume that both organizations and employees have an interest in ensuring that all practices offered are both necessary (i.e., contribute in some way to better performance) and sufficient (i.e., no practices which would contribute to better performance are excluded). The first part of this equation (all practices offered are necessary) aims to ensure that existing practices do not waste organizational resources (including employees' time and energy), and is measured by the N-S fit of present practices. The latter part (practices offered are sufficient) aims to

ensure that the organization is not missing out on useful or beneficial practices, and is measured by the N-S fit of absent practices.

We examine three potential outcomes of the N-S fit of HR practices – two positive outcomes, namely employee work engagement and proactive work behaviour, and one negative outcome, namely exhaustion. All three are considered important outcomes for HRM, and have been shown to impact organizational performance (Parker & Bindl, 2016; Peccei & Van de Voorde, 2019; Van de Voorde et al., 2012; Wright & Cropanzano, 1998). In addition, besides looking at the outcomes for the two types of N-S fit (for present and absent practices) individually, we also consider them in combination. Specifically, we examine whether and how (in)congruence between these two types of fit matters for employee outcomes (Edwards & Cooper, 1990; Ostroff et al., 2005). We examine the effects of congruence with high levels of fit (existing practices are both all necessary and wholly sufficient) and low levels of fit (existing practices are not all necessary and not sufficient). We then examine both directions of incongruence, where the N-S fit of present practices is high but of absent practices is low (existing practices are all necessary but not sufficient), and the reverse (existing practices are sufficient but not all necessary).

In sum, this study makes two main contributions. First, the aim of HR practices offered by organizations is to enhance organizational performance (Nishii & Wright, 2008). Thus, it is important to examine whether the practices implemented give employees the support they need in order to work effectively. However, research to date has neglected a fit perspective when it comes to employee evaluations of HR practices (Van Beurden et al., 2020). The present study draws from a P-E fit and psychological need fulfilment perspective to examine how organizational resources supplied or not supplied (i.e., present and absent HR practices) fit employees' needs to work effectively, and how these two types of fit influence employee outcomes. Second, in this study, we explore congruence and incongruence in the N-S fit of present and absent HR practices. Thus, we examine the relative importance of necessity and sufficiency in organizations' HR provision for employee outcomes. How much does it matter if a firm's HR practices are not entirely necessary and sufficient? If it does matter, which has the greater detrimental impact – the waste of time and other resources on superfluous, unnecessary practices; or the absence of valuable practices that would support better performance?

An N-S Fit Perspective on Employee Perceptions of HR Practices

HRM is broadly defined as "all those activities associated with the management of people in firms" (Boxall & Purcell, 2003, p.1). Evidence suggests that combinations of HR practices – i.e., an HRM system – have a greater effect on performance compared to individual HR practices (Subramony, 2009). This study therefore adopts a system-level approach, based on the overall set of HR practices. To narrow our scope, we took as our starting point those practices which are most often studied in the SHRM literature: those in the realms of employee career development, performance management, job design, participation, and communication/information sharing (Boselie et al., 2005). We excluded recruitment and selection from our study, as employees are typically not involved in recruitment and selection processes on a daily basis and are therefore unlikely to have an accurate perception of how this affects their work behaviour (Den Hartog et al., 2013). In addition, we excluded rewards in light of the fact that compensation in the Netherlands (where the study was conducted) is mostly determined by labor legislation and collective bargaining agreements (Boselie et al., 2001).

Under the P-E fit and need fulfilment paradigms, the fit between a person and the work environment can be understood in terms of the match between job demands and employee abilities (demands–abilities fit), or between employee needs and what the organization supplies (N-S fit; Edwards, 1991; Kristof-Brown et al., 2005). Demands–abilities (D-A) fit refers to the correspondence between the individual's knowledge, skills, and abilities, and the work required. N-S fit refers to the correspondence between the (tangible and intangible) resources or facilities needed by the employee – from salary and benefits to opportunities for employee participation or professional development – and those provided by the employer (Kristof-Brown et al., 2005). Most HRM scholars interpret HR practices as sets of organizational resources or facilities (Peccei et al., 2013) which have the potential to fulfil individuals' psychological needs (Cable & DeRue, 2002). Hence, in this study we focus on the N-S perspective.

The P-E fit literature distinguishes between different types of need fulfilment. For example, employees have a psychological need for autonomy, for control, for a sense of belonging, and for an ability to function effectively (French et al., 1982; Van Vianen, 2018). Work is considered to have value and to be meaningful as a resource by which employees make career progress, and feel societally integrated (Burke, 1993; Frieder et al., 2018). We

are thus concerned here with employees' need to work effectively. The P-E fit literature also distinguishes between different dimensions of need fulfilment: global (overall perceptions of N-S fit), domain-specific (N-S fit within different realms of work, such as job enrichment), and facet-specific (relating to particular work needs, such as autonomy, variety, etc.; Edwards & Shipp, 2007). In this study, we focus on the facet level. Further, following Edwards et al. (2006), we employ a molar approach, directly measuring perceived fit by studying the extent to which employees perceive the presence and absence of HR practices as fulfilling their need to function effectively at work.

This study focuses on the N-S fit of both present and absent HR practices. As discussed above, this decision allows us to examine whether existing practices are perceived as both necessary and sufficient. For example, consider a firm in which supervisors provide routine performance reviews. For employees who believe such reviews contribute to their work performance (i.e., they are necessary to meet the employee's need to work effectively), the N-S fit for this HR practice will be high. For employees who believe such reviews make no contribution (i.e., they are unnecessary), the N-S fit for this practice will be low. Now, assume supervisors in the firm do not conduct routine performance reviews. For employees who believe such reviews would improve their performance, the N-S fit for this absent practice will be low (the employee's need is not being met, and the firm's provision is insufficient). For employees who believe such reviews would make no contribution, the N-S fit for this practice will be high (the firm and employee agree the practice is not worth adopting).

P-E fit studies have examined fit in terms of the presence and absence of work resources and personal needs (Van Vianen, 2018). Findings show that a misfit between resources needed and resources supplied can cause strain, while a good fit between the two improves job-related attitudes (Kristof-Brown et al., 2005; Yang et al., 2008). Moreover, existing studies on N-S fit show that the fit between perceived and desired levels of different characteristics accounts for more variance in outcomes compared to the effect of the characteristic alone (Rice et al., 1991). Following this line of reasoning, we argue that HR practices should also be examined in terms of how individuals evaluate the fit between resources needed and supplied, rather than only in terms of the direct effect of the practice.

The N-S fit of supplied resources has been shown to have a strong impact on various job-related outcomes, such as job satisfaction and occupational commitment (Cable & DeRue, 2002; Edwards et al., 2006). Likewise, the psychological need fulfilment paradigm (Edwards,

1991) is grounded in the fact that employees express more positive work attitudes when their needs are addressed (Locke, 1976). Following this line of reasoning, we argue that a high N-S fit of present HR practices – i.e., a perception that all organizational resources supplied are in fact needed – will be associated with higher employee work engagement and proactive work behaviour, and lower exhaustion, compared to a low N-S fit of present HR practices (a sense that some resources supplied are not in fact needed).

Work engagement is a positive state of mind characterized by vigour, dedication, and absorption at work (Schaufeli et al., 2006). Work engagement is also described as an active form of well-being, and is crucial for organizational success (Van de Voorde et al., 2012). Proactive work behaviour is defined as "self-directed action to anticipate or initiate change in the work system or work roles" (Griffin et al., 2007, p. 329), and is increasingly important in today's context of an increasingly complex and uncertain workplace, pressure for innovation, and changing career structures (Parker & Bindl, 2016). Exhaustion is a form of strain that describes a feeling of being emotionally drained by work (Wright & Cropanzano, 1998), and is one of the main predictors of burnout (Maslach et al., 2001). Based on the foregoing, we propose the following:

> *Hypothesis 1:* Employee perceptions of the N-S fit of present HR practices are positively associated with employee engagement (1a) and proactive work behaviour (1b), and negatively associated with exhaustion (1c).

We next consider the N-S fit of absent HR practices. Here, the focus on employee perceptions is especially important: previous research suggests that employees often perceive their organization's HR repertoire to be smaller than is claimed or believed by managers (Den Hartog et al., 2013; Liao et al., 2009). Several studies have found that insufficient resource provision in the job or environment worsens employee outcomes (Cools et al., 2009; Taris et al., 2005). We hypothesize that a high N-S fit of absent HR practices (where employees feel that all the resources they need for some purpose are already supplied) will be associated with higher employee engagement and proactive work behaviour, and lower exhaustion, compared to a low N-S fit of absent HR practices (where practices perceived as useful are not supplied). Formally, we propose:

Hypothesis 2: Employee perceptions of the N-S fit of absent HR practices are positively associated with employee engagement (2a) and proactive work behaviour (2b), and negatively associated with exhaustion (2c).

Congruence and Incongruence of N-S Fit for Present and Absent HR Practices

In addition to considering the N-S fit of present and absent HR practices directly, we argue that the existence (or not) of congruence between the two, and the level or direction of (in)congruence, also matter (Edwards & Cooper, 1990; Ostroff et al., 2005). We consider first the two extreme congruence conditions (high vs. low). Drawing from P-E fit theory and the psychological need fulfilment paradigm, we argue, first, that a high N-S fit for both present and absent HR practices will lead to better outcomes compared to a low fit for both types (Ostroff et al., 2005). More specifically, where the N-S fit is high for both present and absent practices, existing practices are seen as both necessary and sufficient (Verquer et al., 2003). In this case, employees feel that their needs to work effectively are fully met, and they are especially likely to reciprocate with favourable attitudes and behaviours towards the organization (Taris et al., 2005). In the alternative case, an employee experiences low N-S fit for both sets of practices (existing practices are neither wholly necessary nor sufficient). In these situations employees feel both that they are not receiving the support they need to function well, and they are also asked to waste time and energy on unnecessary activities. In this case we expect reduced work engagement and proactive work behaviour, and increased exhaustion (Boon & Biron, 2016; Edwards et al., 2006).

Hypothesis 3: Employee perceptions of congruence between the N-S fit of present and absent HR practices are associated with higher (lower) engagement (3a) and proactive work behaviour (3b), and lower (higher) exhaustion (3c), when the N-S fit of present and absent HR practices is high rather than low (low rather than high).

We now consider incongruence between the N-S fit of present and absent HR practices. From the SHRM literature, we know that performance outcomes are higher for organizations that use HR practices carefully, to invest in their employees (and in the employment relationship), compared with organizations that do not invest in their employees (Van de Voorde et al., 2012). Therefore, we expect that employees will exhibit higher engagement and proactive work behaviour, and less exhaustion, when the N-S fit of present HR practices is higher than that of absent practices, meaning that existing practices are all

useful but are not sufficient, compared to the opposite case, where nothing is missing but employees must waste time and energy on superfluous activities.

Hypothesis 4: Employee perceptions of incongruence between the N-S fit of present and absent HR practices are associated with higher (lower) engagement (4a) and proactive work behaviour (4b), and lower (higher) exhaustion (4c), when the N-S fit of present HR practices is higher (lower) than the N-S fit of absent HR practices.

Method

Sample and Procedure

This study used a quantitative research design. An online questionnaire was sent to a sample of Dutch employees working in various domains. Employees were selected through a network of master's students in HR studies as part of their thesis project, under close supervision of the authors. The employees received an invitation via e-mail with a link to the digital questionnaire, a set of instructions, and an introductory statement. Participants were assured their responses would be kept anonymous and confidential. To increase the response rate, a reminder was sent by e-mail after a week.

In total, 827 employees were approached to participate in the research, and 470 returned completed questionnaires (a response rate of 56.8%). Five respondents were removed due to incomplete data, yielding a final sample of 465. The majority of respondents worked in business services (34.4%), education (8.1%), production (9.4%), government (4.3%), and healthcare (21.5%). Of the final sample, 63.4% were female, and the average age was 32 years. With regard to employment type, 57.2% of the respondents had a permanent contract, 28.3% a temporary contract, and 9.6% a zero-hours contract.

Instruments

Our main measures were the N-S fit of HR practices, work engagement, proactive work behaviour, and exhaustion. As no validated scale for the N-S fit of HR practices exists, we describe first our procedure for developing this measure.

N-S fit of present and absent HR practices was measured for five functional HRM areas: employee career development, performance management, job design, participation, and communication/information sharing. In the absence of a validated scale for this measure, we adapted 17 items from existing scales measuring the presence of HR practices (Boon et

al., 2011; Den Hartog et al., 2013; Veld et al., 2010). For each item, we first asked respondents to indicate whether the HR practice was present or absent (a sample item: "My performance is periodically assessed by my supervisor"). To ascertain as objectively as possible whether the employee perceived the activity to be present (Bal et al., 2013), we used a dichotomous indicator for these items (0 = 'no' and 1 = 'yes', for absent or present, respectively). Then, we employed follow-up questions to examine the fit between employees' perceptions of HR practices needed versus those supplied. These questions differed depending on whether the employee perceived the practice as present or absent. For example, the item "My performance is periodically assessed by my supervisor" led to these follow-up questions for present and absent, respectively: "My work results have improved in the last year as a result of periodic assessments from my supervisor"; "My work results would have improved in the last year had I received periodic assessments from my supervisor." Items were answered on a 5-point Likert scale (1 = totally disagree, 5 = totally agree). A high score on a 'present' item meant the employee perceived the HR practice as meeting a need. For the 'absent' items, scores were recoded such that a high score meant the employee perceived the HR practice as not meeting a need (i.e., the organization was correct in not implementing it).

Next, for each participant, we calculated two overall fit scores based on that participant's perceptions of HR practices needed versus those supplied: *N-S fit of present HR practices* (henceforth, N-S fit–present) and *N-S fit of absent HR practices* (henceforth, N-S fit–absent). A high N-S fit–present score means a high fit between what the employee thinks he or she needs in order to function effectively at work, and what the organization supplies. A high N-S fit–absent score means a high fit between what the employee and organization consider superfluous. Appendix 4.1 provides an overview of the item construction and scoring for the N-S fit measures. The full items of the scales can be found in Appendix 4.2.

To examine the validity of the N-S fit measures, we performed confirmatory factor analysis (CFA) using Mplus (version 8.3) and robust weighted least square (WLSMV) estimation. Evaluating the model fit of the N-S fit scales in the traditional manner is not possible, as employees from different workplaces had differing items in their N-S fit–present and N-S fit–absent scales. Therefore, we evaluated the model fit of the presence of the HR practices scale. Following the recommendation of Hu and Bentler (1998), we used multiple indices of fit, including the Tucker-Lewis index (TLI), the comparative fit index (CFI), the root mean square error of approximation (RMSEA), and the standardized root mean square

residual (SRMR). For the TLI and CFI, values of .90 are acceptable and values of .95 or higher indicate a good fit; and for the RMSEA and SRMR, values of .08 or lower are acceptable and values below .05 indicate a good fit (Hu & Bentler, 1998). In these analyses the five HR practices were used as first-order factors and the overall HR system as a second-order factor. The results showed sufficient model fit, validating use of the present/absent HR practice measures to create overall HR system N-S fit scores (CFI = .93, TLI = .92, RMSEA = .05, SRMR = .10). Cronbach's alpha for this scale was .77.

Other measures. To measure *work engagement*, a nine-item version of the Dutch Utrecht Work Engagement Scale was used (Schaufeli et al., 2006). Answers were given based on a 7-point Likert scale (1 = never, 7 = always). A sample question: "At my job, I feel strong and vigorous." Cronbach's alpha for this scale was .92.

Proactive work behaviour was measured with the three-item scale of Griffin et al. (2007). Answers were given on a 7-point Likert scale (1= never, 7 = always). A sample item: "Do you come up with ideas to improve the way in which your core tasks are done?" Cronbach's alpha for this scale was .87.

Exhaustion was measured using four items from the Questionnaire on the Experience and Evaluation of Work (QEEW), which measure recovery after work (Van Veldhoven et al., 2015). Answers were given on a 4-point scale (1 = never, 4 = always). A sample item: "By the end of the working day, I feel really worn out." Cronbach's alpha for this scale was .86.

Control variables. We controlled for employee *gender* (0 = male, 1 = female), *age* in years (a continuous variable), and *sector*. Sector was measured with four dummy variables (business services, education, production, and government), using healthcare as the reference category. Previous research has shown that gender affects employee behaviours (Kidder, 2002), and that the effect of HR practices on employee outcomes varies with age (Kooij et al., 2013). Empirical research has also identified differences in how employees in different sectors perceive HR practices (Boselie et al., 2005). We also controlled for the *presence of HR practices* (a sum score), based on empirical evidence showing a positive relationship between employee perceptions of present HR practices and employee outcomes (e.g., Boon et al., 2011; Den Hartog et al., 2013). Controlling for this variable enabled us to test whether the N-S fit of present and absent HR practices explains additional variance beyond the mere presence/absence of these practices.

Data Analysis

Given that the data are from the same source (employees), we performed a one-factor test to examine the distinctiveness of the different constructs and to check for common source bias (Podsakoff et al., 2003). Of the five constructs in the current study (N-S fit–present, N-S fit–absent, engagement, proactive work behaviour, and exhaustion), the principal factor explained only 31.48% of the variance, well under 50%. Thus, these results support the discriminant validity of the measures.

To test Hypotheses 1 and 2, we conducted multiple regression analyses in SPSS. For Hypotheses 3 and 4, we used polynomial regression analysis in combination with response surface analysis. This technique tests whether the level and direction of congruence and incongruence influence outcomes, and is considered an appropriate way to analyse fit data based on perceptions (Edwards, 1994; Yang et al., 2008). Use of this combined technique is justified as long as the predictor variables fall into the same conceptual domain and are measured on the same Likert scale (Edwards, 1994; Shanock et al., 2010). In our study, both assumptions are met: our predictor variables represent the same HR practices in each scale, and both are measured on a 5-point Likert scale. The equation below represents the polynomial regression for the (in)congruence between the two types of N-S fit (the control variables are removed here for the sake of simplicity):

$$Y = b_0 + b_1 P + b_2 A + b_3 P^2 + b_4 (P X A) + b_5 A^2 + e,$$

where Y refers to the employee outcomes (work engagement, proactive work behaviour, and exhaustion), P represents the N-S fit of present HR practices (N-S fit–present), and A represents the N-S fit of absent HR practices (N-S fit–absent). We scale-centred both predictor variables to remove multicollinearity issues, following the recommendation of Edwards (1994).

Surface response analysis was used following the regression to analyse the (in)congruence between the two types of N-S fit (Shanock et al., 2010). This analysis uses the coefficients of the polynomial regression to test the slopes and curvatures along two lines. The first line is the congruence or fit line (P = A) used to test Hypothesis 3, and the second is the incongruence line (P = -A) used to test Hypothesis 4. These lines are used to visually present the effects of (in)congruence in a three-dimensional graph (see Figures 4.1, 4.2, and 4.3).

Results

Descriptive Statistics

Table 4.1 summarizes the descriptive statistics for all variables, including their means, standard deviations and correlations. N-S fit–present and N-S fit–absent are negatively correlated (r = -.14, p < .01), meaning that the higher the N-S fit of present HR practices, the lower the N-S fit of absent HR practices. This low correlation supports the idea that the two N-S fit scales capture different constructs. Employee perceptions of the N-S fit of present HR practices (N-S fit–present) are positively correlated with engagement and proactive work behaviour (r = .27, p < .01 for both). In other words, the more employees feel the HR support they are receiving is necessary, the more engaged and proactive they are likely to be. Employee perceptions of the N-S fit of absent HR practices (N-S fit–absent) are negatively correlated with exhaustion (r = -.16, p <. 01). That is, the more employees feel the HR support they are receiving is sufficient, the lower their exhaustion.

Table 4.1

Descriptive Statistics

	Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11
1.Gender	1.63	.48											
2.Age	33.85	12.40	-.19**										
3.Sector[1] (bus. serv.)	.44	.50	-.23**	-.13**									
4.Sector[1] (education)	.11	.31	.08	-.10	-.31**								
5.Sector[1] (prod.)	.12	.32	-.19**	.11*	-.33**	-.13*							
6.Sector[1] (gov.)	.06	.23	.00	-.03	-.22**	-.08	-.09						
7.Presence HR	12.38	3.28	-.15**	.24**	-.04	-.04	.05	-.05					
8.N-S fit–Present	3.48	.49	.01	-.15**	-.04	-.04	-.01	-.01	.23**				
9.N-S fit–Absent	2.97	1.13	.13**	.05	-.08	.01	.05	.02	-.18**	-.14**			
10.Engagement	4.77	1.08	.08	.22**	-.20**	.07	.02	-.15**	.46**	.27**	.06		
11.Proactive work behaviour	4.59	1.11	-.08	.13**	.04	.04	-.02	-.05	.28**	.27**	-.06	.29**	
12.Exhaustion	3.02	1.15	-.02	-.12**	.06	.10	-.01	.02	-.17**	-.01	-.16**	-.21**	-.00

Note. N=465, *p < .05; **p < .01. [1]Healthcare was used as the reference category. Bus. serv. = business services; prod. = production; gov. = government.

Hypothesis Testing

Table 4.2 summarizes the results of the multiple regression analyses for all three outcome variables. Consistent with Hypotheses 1a and 1b, these results show that employee perceptions of the N-S fit of present HR practices are positively associated with employee engagement (B = .42, p < .001) and proactive work behaviour (B = .50, p < .001). However, the results do not show a significant negative association with exhaustion (B = .20, p > .05). Thus, Hypothesis 1c is rejected.

As to Hypothesis 2, the N-S fit of absent HR practices was positively associated with engagement (B = .11, p < .01) and negatively associated with exhaustion (B = -.17, p < .01), supporting Hypotheses 2a and 2c. However, the findings show no significant association between N-S fit–absent and proactive work behaviour (B = .00, p > .05). Thus, Hypothesis 2b is rejected.

Table 4.2

Multiple Regression Analyses of Engagement, Proactive Work Behaviour, and Exhaustion

	Engagement		Proactive Work Behaviour		Exhaustion	
	B	(s.e.)	B	(s.e.)	B	(s.e.)
Constant	.85	(.53)	1.55*	(.61)	3.23***	(.65)
N-S fit–Present (P)	.42***	(.10)	.50***	(.11)	.20	(.12)
N-S fit–Absent (A)	.11**	(.04)	.00	(.05)	-.17**	(.05)
HR Presence/Absence	.12***	(.02)	.06**	(.02)	-.06**	(.02)
Gender	.21	(.11)	-.06	(.13)	.08	(.14)
Age	.01**	(.00)	.01**	(.01)	-.00	(.01)
Sector (bus. serv.)	-.37**	(.12)	.21	(.14)	.29	(.15)
Sector (education)	.07	(.17)	.37	(.20)	.55*	(.21)
Sector (production)	-.25	(.17)	-.01	(.20)	.29	(.21)
Sector (government)	-.78**	(.22)	-.01	(.26)	.31	(.27)
R^2	.31***		.13***		.08***	

Note. N = 465. *p < .05; **p < .01; ***p < .001. Healthcare was used as the reference category.

Unstandardized regression coefficients are reported.

For Hypothesis 3, we analyse the relationship between congruence in the perceived N-S fit of present and absent HR practices and employee outcomes. We expect that congruence between the two measures of N-S fit will be associated with higher (lower) engagement and proactive work behaviour, and lower (higher) exhaustion, when the N-S fit for both measures is high rather than low (low rather than high). The results are presented in

Table 4.3. As can be seen in the table, there is a positive slope and non-significant curvature along the congruence line for engagement (slope = .56, *p* < .01, curvature = .19, *p* > .05). These results indicate that congruence between the N-S fit of present and absent HR practices has a positive linear association with engagement, meaning that engagement increases along the congruence line. Figure 4.1 also shows that engagement increases from the front corner of the figure to the back corner on the respective surfaces, supporting Hypothesis 3a.

With respect to proactive work behaviour, Table 4.3 shows that the curvature along the congruence line is positive and marginally significant, but the slope is not significant (slope = .00, *p* > .05, curvature = .43, *p* = .054). As depicted in Figure 4.2, the surface along the congruence line is curvilinear, suggesting a non-linear effect of the congruence line between the N-S fit of present and absent HR practices. In other words, proactive work behaviour is relatively high when employees experience either high levels of both types of N-S fit, or low levels of both. For exhaustion, the results in Table 4.3 show no significant slope or curvature line (slope = -.05, *p* > .05, curvature = -.22, *p* > .05), suggesting no congruence effect. Hence, Hypothesis 3b is partly supported and Hypothesis 3c is rejected.

Hypothesis 4 suggests that incongruence between the perceived N-S fit of present and absent HR practices will be associated with higher (lower) engagement and proactive work behaviour, and lower (higher) exhaustion, when the N-S fit of present HR practices is higher (lower) than that of absent practices. Table 4.3 shows a positive slope and non-significant curvature along the incongruence line for both proactive work behaviour (slope = .54, *p* < .01, curvature = .02, *p* > .05) and exhaustion (slope = .60, *p* < .001, curvature = -.25, *p* > .05). As can be seen in Figures 4.2 and 4.3, proactive work behaviour and exhaustion increase as the N-S fit of present HR practices increases to match that of absent practices (from the left corner to the incongruence point), and when the N-S fit of present HR practices is higher than that of absent practices (from the congruence point to the right corner). The results show no significant slope or curvature for engagement (slope = .13, *p* > .05, curvature = .19, *p* > .05). Hypotheses 4b is therefore supported, and Hypothesis 4a and 4c are rejected.

Table 4.3

Results of the Polynomial Regression Analyses

	Engagement		Proactive Work Behaviour		Exhaustion	
Constant	2.52***	(.36)	3.01***	(.42)	3.18***	(.44)
Polynomial terms						
N-S fit–Present (P)	.35*	(.15)	.27	(.17)	.27	(.18)
N-S fit–Absent (A)	.22*	(.09)	-.27**	(.10)	-.33**	(.11)
P^2	.13	(.13)	.17	(.15)	-.13	(.16)
A^2	.05	(.06)	.06	(.06)	-.10	(.07)
P X A	-.02	(.11)	.21	(.13)	.02	(.13)
HR Presence	.11***	.02	.07***	(.02)	-.03	(.02)
Gender	.20	(.11)	.05	(.13)	.09	(.14)
Age	.01***	(.00)	.01**	(.01)	-.00	(.01)
Sector[1] (bus. serv.)	-.35**	(.12)	.17	(.14)	.26	(.15)
Sector[1] (education)	.09	(.17)	.38	(.20)	.53*	(.21)
Sector[1] (production)	-.20	.17	-.02	(.20)	.23	(.21)
Sector[1] (government)	-.70***	(.22)	-.02	(.25)	.22	(.27)
R^2	.33***		.15***		.12***	
Congruence line (P = A)						
Slope	.56**	(.20)	.00	(.23)	-.05	(.25)
Curvature	.19	(.19)	.43+	(.22)	-.22	(.23)
Incongruence line (P = -A)						
Slope	.13	(.14)	.54**	(.16)	.60***	(.17)
Curvature	.19	(.17)	.02	(.20)	-.25	(.21)

Note. N=465; + $p < .10$; *$p < .05$; **$p < .01$; ***$p < .001$. Analyses performed while controlling for age, gender, sector[1] (healthcare is the reference category), and presence/absence of HR practices; unstandardized regression coefficients reported (standard errors in parentheses).

Figure 4.1

Response Surface Analysis for Employee Perceptions of N-S Fit of Present HR Practices and N-S Fit of Absent HR Practices on Engagement
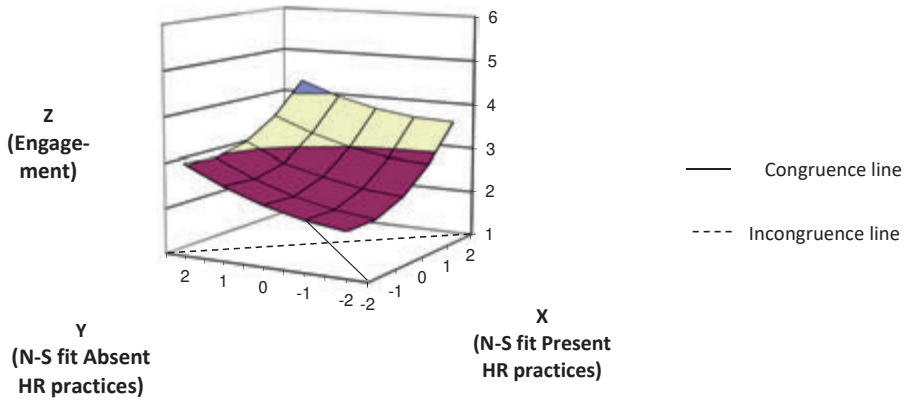
Figure 4.2

Response Surface Analysis for Employee Perceptions of N-S Fit of Present HR Practices and N-S Fit of Absent HR Practices on Proactive Work Behavior
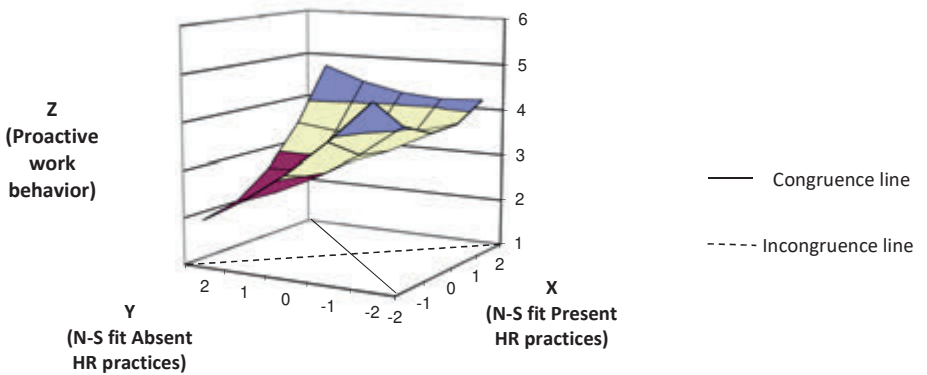
Figure 4.3

Response Surface Analysis for Employee Perceptions of N-S Fit of Present HR Practices and N-S Fit of Absent HR Practices on Exhaustion
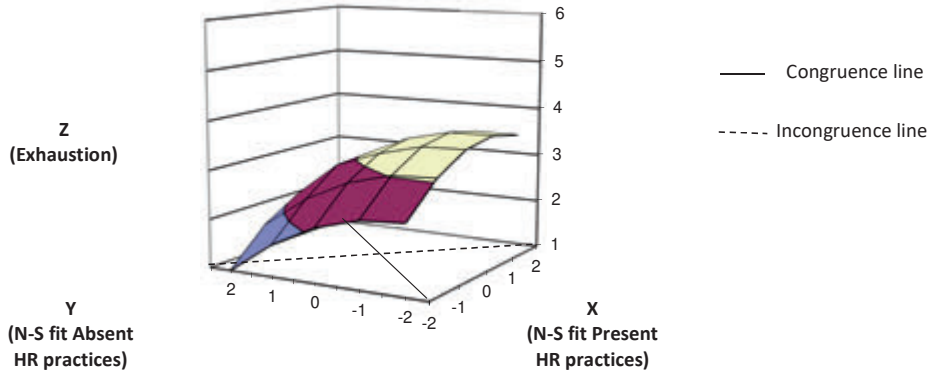
Discussion

This study adopted a P-E fit and psychological need fulfilment perspective (Edwards, 1991; Kristof-Brown et al., 2005) to examine how three employee outcomes – work engagement, proactive work behaviour, and exhaustion – are affected by the fit between what employees feel they need from their organization to function well at work, and what the organization supplies. We are concerned with whether existing HR practices are both necessary (N-S fit–present) and sufficient (N-S fit–absent). We first examined the effects of high and low N-S fit for present and absent practices individually. We then examined congruence and incongruence between the two measures – i.e., cases where existing practices are both all necessary and wholly sufficient; not all necessary and not sufficient; all necessary but not sufficient; and sufficient but not all necessary.

Our findings show, first, that a high fit between employees' needs to function effectively and existing practices is positively associated with work engagement and proactive work behaviour. Thus, employees are more engaged and more proactive at work when they perceive existing organizational HR practices as helping them work effectively (Edwards & Shipp, 2007; Verquer et al., 2003). These results for engagement and proactive behaviour are

in line with previous findings that HR practices are positively associated with such motivation-related outcomes (Peccei & Van de Voorde, 2019; Van de Voorde et al., 2012). Our results show no significant relationship between the N-S fit of present HR practices and employee exhaustion. However, a high N-S fit for *absent* practices – i.e., a perception that practices which are not supplied are also not needed – is positively associated with work engagement and negatively associated with employee exhaustion. Together, these findings suggest that employee engagement is higher and exhaustion is lower when organizations do not waste employees' time and energy with practices that will not help them work more effectively; but engagement falls and exhaustion rises when organizations fail to supply practices that employees believe would be beneficial. We know from the P-E fit literature that a dearth of resources is associated with diminished employee well-being (Burke, 1993; Edwards & Cooper, 1990). Thus, symptoms of reduced well-being, such as exhaustion, might well be a sign of inadequate organizational resources and support.

Turning to the effects of congruence between the two fit measures, our analyses show that employee engagement is higher when the N-S fit of both present and absent HR practices is high rather than low, and that engagement is lower when the N-S fit of both sets is low rather than high. In other words, engagement is higher when the HR practices in a firm are clearly both necessary and sufficient. These results are in line with previous findings showing a relationship between N-S fit and employee outcomes (Edwards et al., 2006; Van Vianen, 2018; Yang et al., 2008). On the other hand, with respect to proactive work behaviour, we found that employees become more proactive when the N-S fit of present and absent HR practices are either both high or both low (a positive curvilinear relationship). In other words, it appears that employees may become more proactive under either of two conditions: when their needs are fully met, and HR resources provided by the firm are both necessary and sufficient; and when their needs are met poorly, and HR resources provided by the firm are neither wholly necessary (meaning employees waste energy; Van Vianen, 2018) nor wholly sufficient. In the latter case, employees may become more proactive because they are stimulated to change their (undesirable) position (Kim et al., 2005). However, our findings with regard to proactive work behaviour should be interpreted with caution, as the results are only marginally significant.

Contrary to our expectations, our findings regarding congruence between the N-S fit of present and absent HR practices do not show a relationship with exhaustion. This finding

may imply that exhaustion occurs when employees perceive a lack of resources regardless of whether they also perceive existing resources as being superfluous (Burke, 1993; Edwards & Cooper, 1990).

Finally, we found that incongruence between the N-S fit of present and absent HR practices is related to higher proactive work behaviour and exhaustion, but only when the N-S fit of present HR practices is higher than that of absent HR practices. Equally, the reverse is true: both proactive work behaviour and exhaustion are lower when the N-S fit of present practices is lower than that of absent practices. With respect to proactive work behaviour, this means that employees work more proactively when they have to make up for the absence of missing resources, compared with the case where nothing is missing, but the resources being supplied include unnecessary and wasteful extras (Cools et al., 2009; Verquer et al., 2003). These results are in line with our expectation based on person–environment fit theory (Kristof-Brown et al., 2005). Contrary to our expectations, the findings show a similar increase in employee exhaustion when the N-S fit of present HR practices is higher than the fit of absent practices. We expected that exhaustion would decline when all the resources being provided are perceived as necessary (meaning employees do not waste energy on superfluous activities), even if those resources are not viewed as sufficient. Instead, our findings show that that exhaustion rises when the resources being supplied are not sufficient, even if all those resources are indeed perceived as necessary. Thus, it appears that employees perceive a lack of resources as more harmful for their well-being compared with having to engage in superfluous activities (Burke, 1993; Edwards & Cooper, 1990).

For engagement, incongruence between the N-S fit constructs seems always detrimental to work engagement, regardless of the N-S fit of present and absent HR practices. In other words, employees are less engaged both when they have to make up for the absence of missing resources but do not have to waste energy on superfluous activities, and also when nothing is missing, but the activities being supplied include superfluous and wasteful extras.

Limitations and Suggestions for Future Research

The present study is not without limitations. First, the measures in this study were collected from the same source, i.e. employees, and were all self-reported. Although this design was required by our study aims (examining employees' subjective fit perceptions), it is nonetheless subject to potential common method and common source biases (Podsakoff et

al., 2003). To test for common method bias, we conducted a Harman's one-factor test. Those results confirmed the discriminant validity of our measures. Furthermore, we used validated scales, and built upon validated scales for our N-S fit measures. Finally, to reduce the risk of common source bias we emphasized to respondents that their data would be anonymized and treated confidentially (Podsakoff et al., 2003).

Second, we used a cross-sectional research design. Therefore, we cannot draw any conclusions about causality. Future studies could use a longitudinal research design in which questions about the N-S fit of HR practices and employee outcomes are separated in time. Such a study could investigate whether N-S fit changes over time and how this affects employee outcomes (Wright et al., 2005).

Third, we drew our data from employees' reports on the HR practices they perceived as available in their firms, meaning we do not know what practices were actually implemented. This is not a problem for our study, as our concern was with employees' perceptions. Nonetheless, future studies could examine differences between the practices which organizations offer and those perceived by employees (Den Hartog et al., 2013).

Finally, we focused on one area of employee need fulfilment (the need to function effectively at work), and three employee outcomes. Future studies could extend the discussion to other types of employee needs, such as the need for well-being, and other outcomes, such as commitment and satisfaction as happiness dimensions of employee well-being, and burnout and stress as health-related dimensions of employee well-being (Van de Voorde et al., 2012). Future research could also examine more objective measures of employee performance (Griffin et al., 2007).

Practical Implications

Organizations and managers invest in HR practices with the aim of contributing to the performance of the organization. As such, they have an interest in understanding whether the practices they implement are effective, and what potentially valuable practices might be missing. Our study draws on the insight that the best way to obtain this information is by asking the people who the practices are designed for, namely employees, rather than relying only on manager perceptions regarding the effectiveness of different practices (Guest & Conway, 2011). We contribute to the strategic human resource management literature by approaching employee evaluations of HR practices from a fit perspective (Kristof-Brown et al., 2005). From a practical perspective, organizations can use a fit approach to determine what practices waste organizational resources (including employees' time and energy), and where improvement is possible.

IN THE EYE OF THE BEHOLDER: MANAGER AND EMPLOYEE PERCEPTIONS OF HR PRACTICES, EMPLOYEE OUTCOMES, AND THE IMPACT OF HR SALIENCE

J. Van Beurden, M.J.P.M. Van Veldhoven,
K. Van de Voorde, K. Jiang

Chapter 5

Abstract

This study aims to more fully understand the impact of high performance work practices (HPWPs) on employee outcomes, by investigating the extent of divergence in manager and employee perceptions of high performance work practices (HPWPs) and how differences in these perceptions can be reduced. More specifically, the extent to which (in)congruence between manager and employee perceptions of HPWPs is associated with employees' level of affective organizational commitment and subsequently job performance is examined, using self- and other rater and social exchange theory. Furthermore, drawing from social cognitive theory, we explore whether employees' perception of HPWPs salience can strengthen the relationship between manager and employee perceptions of HPWPs. Incorporating 252 manager-employee dyads, results of the polynomial regression showed that commitment and subsequent job performance was higher when both the manager and the employee perceived high levels of HPWPs compared to low levels of HPWPs. In addition, when employees evaluated the implemented HPWPs higher compared to the managers' perceptions of HPWPs, commitment was higher. Furthermore, the findings show that employee perceptions of the salience of HPWPs strengthens the relationship between manager and employee perceptions of HPWPs. Therefore, we conclude that it is important to pay attention to (in)congruence in manager and employee perceptions of HPWPs and to consider the role of employee perception of HPWPs salience to better understand the influence of HPWPs on employee outcomes.

Keywords: Strategic human resource management, perceptions of high performance work practices, HR salience, affective organizational commitment, job performance.

In the Eye of the Beholder: Manager and Employee Perceptions of HR Practices, Employee Outcomes, and the Impact of HR Salience

A substantial body of strategic human resource management (SHRM) research suggests that bundles of human resource (HR) practices developed to enhance employees' skills and competencies, motivation and performance affect organizational performance (Jiang et al., 2012a). Underlying this premise is the idea that the HR practices organizations seek to establish to increase organization performance are implemented by line-managers. Line-managers play an important role in how employees perceive the HR practices that in turn affect employees' attitudes, such as commitment, and their behaviors, such as job performance (Wright & Nishii, 2013).

However, the vast majority of studies that have examined antecedents and consequences of HR practices have captured perceptions of HR practices from only one side, that of the line-manager (e.g., Fu, Flood, Rousseau, & Morris, 2020) or the employee (e.g., Kehoe & Wright, 2013) by drawing from the SHRM process model (Wright & Nishii, 2013). According to this model and in an ideal situation, an organization's design for HR policies and practices is implemented by line-managers in the way management intended. This HR strategy, well-designed on paper, may however be implemented differently by line-managers, resulting in differences in how managers and employees perceive HR practices (Nishii & Wright, 2008; Nishii et al., 2008). As a result, a disconnection occurs between what managers implement and how employees perceive HR practices, which is reflected by the moderate correlation studies have found between manager and employee perceptions of HR practices (e.g., Aryee et al., 2012; Den Hartog et al., 2013; Liao et al., 2009; Jiang et al., 2017). Although these perceptions are likely related because the offered HR practices by the manager provides the context for the employees' perceptions of HR practices, they are not necessarily the same (Den Hartog et al., 2013; Liao et al., 2009). Therefore, there is a need to study how this (dis)connection in manager and employee perceptions of HR practices impact employee outcomes (Yanadori & Van Jaarsveld, 2014). In addition, research has shown that employees perceive reality differently and therefore it is reasonable that not all employees will interpret the offered HR practices in a similar way (Fu et al., 2020; Lepak & Bowell, 2012). This assumption highlights the importance of investigating factors that may reduce the

disconnection between manager and employee perceptions of HR practices (Boon et al., 2019; Den Hartog et al. 2013; Nishii et al., 2008).

The few studies that have included both manager and employee perceptions of HR practices in relation to employee outcomes have not focused on the extent to which these perceptions are congruent with each other. Although the studies that included both manager and employee perceptions of HR practices have produced many insights into manager and employee perceptions of HR practices, we argue that not considering both sides of the relationship would be an oversight in clarifying the disconnection between manager and employee perceptions of HR practices (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). That is, by focusing on only one perspective or on both perspectives separately, research to date has implicitly assumed that perceptions of HR practices from the perspective of either the manager or the employee is adequate to describe the relationship. This approach ignores whether and why congruence (as opposed to incongruence) may impact employee and organizational outcomes. Self- and other- rated theory (Atwater & Yammarino, 1997) and HRM system strength explain how (in)congruence in perceptions can occur. According to self- and other-rated theory that has been used in, for example, leadership literature, the degree of agreement or congruence between a manager's self-ratings and the ratings of employees, i.e., self-other rating agreement, has shown to be a more accurate predictor of employee and organizational outcomes than self- or other ratings only (Fleenor et al., 2010). Relatedly, a strong HRM system can provide higher levels of congruence in manager and employee perceptions of HR practices, as this system is characterized by clear, consistent, and unambiguous messages from manager to employee about the HR practices in place (Bowen & Ostroff, 2004). In addition, social exchange theory (Blau, 1964) explains how (in)congruence in perceptions relates to employees' affective organizational commitment and job performance.

Although the relationship between manager and employee perceptions of HR practices have gained importance in the SHRM literature, there has been little research on which factors could contribute to congruence in managers' perceptions of HR practices and employees' (Boon et al., 2019; Lepak & Boswell, 2012; Jiang & Messersmith, 2018). The few studies that have responded to the call to examine factors that influence the relationship between manager and employee perceptions of HR practices have shown that the quality of managers' communication and demographic similarities enhance the manager-employee

perceptions of HR practices relationship (Den Hartog et al., 2013). From the perspective of individual differences (Fu et al., 2020), and according to the theory of social cognition (Taylor & Fiske, 1978), employees have a limited capacity to process information, such as the information they receive from their line-manager about the HR practices in place. We therefore argue that, depending on how important the employee perceives the HR practices offered by the manager to be, they will respond with similar perceptions of the HR practices to their manager (Fiske & Taylor, 1991). The extent to which an employee considers an HR practice salient, is called HR salience (Garg et al., 2020; Garg & Lepak, 2013; Lepak & Boswell, 2012). Based on the idea that the same stimuli (i.e., HR practices) hold different levels of salience for different employees (Garg et al., 2020), we argue that high levels of salience of HR practices may strengthen the relationship between manager and employee perceptions of HR practices.

In sum, we aim to contribute to more fully understand the impact of HR practices on employee outcomes, by investigating how (in)congruence in manager and employee perceptions of HR practices impact employee outcomes and how the relationship between these perceptions of HR practices can be enhanced. Therefore, in response to the call to investigate manager and employee perceptions of HR practices simultaneously, we examine the extent to which congruence (as opposed to incongruence) in manager and employee perceptions of HR practices relates to employees' affective organizational commitment and job performance (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). We use self- and other rating theory (Atwater & Yammarino, 1997) and HRM system strength (Bowen & Ostroff, 2004) to explain how (dis)agreement or (in)congruence in perceptions can occur, and we use social exchange theory (Blau, 1964) to explain how (in)congruence can affect employee outcomes. In addition, to gain insight in individual factors that impact the relationship between manager and employee perceptions of HR practices, we investigate the role of salience of the HR practices as condition that may strengthen this relationship (Boon et al., 2019; Den Hartog et al., 2013; Garg et al., 2020; Garg & Lepak, 2013; Jiang & Messersmith, 2018; Lepak & Boswell, 2012). We report the results of a manager-employee dyad study, and test our hypotheses regarding congruence (as opposed to incongruence) in perceptions of HR practices using polynomial regression and response surface analyses (Edwards, 2002; Edwards & Cable, 2009). This methodology allows us to examine both manager and employee perceptions of HR practices simultaneously. In addition, we examine the moderating role of

5

HR salience in the relationship between manager and employee perceptions of HR practices to explore how congruence in HR perceptions can be enhanced.

Overall, insights into the extent of (in)congruence between manager and employee perceptions of HR practices can potentially challenge and expand current thoughts about the effects of (in)congruence in manager and employee perceptions of HR practices (Coyle-Shapiro et al., 2016; Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). For example, the current consensus is that the employee perspective on HR practices (i.e., one part of the dyad), is sufficient to understand the consequences for employee outcomes, as this perspective has shown to be more strongly related to employee outcomes than manager perceptions of HR practices (Den Hartog et al., 2013; Liao et al., 2009). However, if both manager and employee perceptions of HR practices are just as, or more, important than the employee or manager perspective on HR practices alone, then the impact of one type of HR perception of the dyad could differ based on the evaluation of the other part of the dyad. Furthermore, examining HR practice salience as factor that might strengthen the relationship between manager and employee perceptions of HPWPs is of both theoretical and practical importance. From a theoretical standpoint, to enhance congruence in manager and employee perceptions of HR practices, it is important to examine which individual factors can strengthen this relationship (Boon et al., 2019; Fu et al., 2020), such as their perceptions of the salience of HR practices (Garg et al., 2020; Jiang & Messersmith, 2018; Lepak & Boswell, 2012). From a practical point of view, demonstrating that agreement between manager and employee perceptions of HR practices is just as, or more, important for employee outcomes than is one type of HR perception would suggest that focusing on communication and information sharing could aid in gaining congruence in manager and employee perceptions of HR practices (Bowen & Ostroff, 2004). In addition, a more customized approach to HR practice implementation is required to demonstrate that the role of employee perceptions of HR practice salience can provide insight for reducing the disconnection between what managers distribute and how employees perceive HR practices. Since it is common today to individualize employment conditions according to each employee's needs, which results in greater diversification in HR practices, a fit approach in perceptions of HR practices might be relevant (Liao et al., 2016).

Theory and Hypotheses

Manager and Employee Perceptions of High Performance Work Practices

Most SHRM research takes a system or bundle approach to examine the impact of HR practices on organizational performance (Den Hartog et al., 2013). In line with this, studies highlight the importance of an aligned set of ability-, motivation-, and opportunity-enhancing HR practices concerning employee and organizational outcomes (Jiang et al., 2012b). The present study draws on the idea that HR practices can impact performance through enhancing the motivation, knowledge, and skills of employees and by creating opportunities for employees to contribute to the strategic objectives of the organization (Wright & Snell, 1998). Research has proposed that different combinations of HR practices can positively affect employee and organizational outcomes (e.g., Delery, 1998). Examples are high performance, high involvement, and high commitment work systems. These systems consist of combinations of HR practices that arguably, impact organizational performance through employee attitudes and behaviors (Den Hartog et al., 2013).

In this study, we examine high performance work practices (HPWPs), operationalized as a combination of HR practices that aim to induce employee performance (Appelbaum et al., 2000). The central argument of this system is that HR practices such as employee participation, training and development, and performance management enhance employees' performance and the performance of an organization. More generally, skill-, motivation-, and empowerment-enhancing practices are expected to enhance employees' functioning (Appelbaum et al., 2000; Jiang et al., 2012b). The current study examines training and career development practices, performance management practices including performance appraisals, and empowerment HR practices including communication and information sharing and participation (Jiang et al., 2012b). Recruitment and selection practices were not included in this study, because employees are typically not involved in recruitment and selection processes on a daily basis (Den Hartog et al., 2013). In addition, rewards were not included, as compensation for employee performance is mostly determined by labor legislation and collective bargaining agreements in the Netherlands, where this study was conducted (Boselie et al., 2001). As suggested by recent research, we focus on manager perceptions of the extent to which HPWPs are offered to employees, and on the employees' perception of the presence of these HPWPs (Boon et al., 2019; Van Beurden et al., 2020). Both

5

perceptions are descriptive in nature, referring to a more observable report of HR practices (Beijer et al., 2019; Boon et al., 2019).

Congruence in Manager and Employee Perceptions of High-Performance Work Practices and Affective Organizational Commitment

As a proximal outcome, we focus on employees' affective organizational commitment, defined as the desire to maintain employment in an organization. In particular, this type of commitment refers to "an employee's emotional attachment to, identification with, and involvement in the organization" (Moideenkutty et al., 2001, p. 619). We expect that employee commitment is affected by the level of congruence in manager and employee perceptions of HPWPs. That is, employees' perceptions of HPWPs are socially constructed, and are, among other factors, based on their managers' communication. However, managers can be unreliable in evaluating their own behavior (Atwater et al., 1998). This is because they may magnify their self-ratings and may lack self-awareness concerning their (in)consistency in communication with their employees (Fleenor et al., 2010). Subsequently, employees do not always perceive the HPWPs that managers implement.

We borrow the idea of agreement and disagreement, or congruence and incongruence, in manager and employee perceptions of HPWPs from literature on self-other rater agreement, which has important implications for human resource management (Atwater & Yammarino, 1997; Yammarino & Atwater, 1997). According to this literature, a distinction can be made between self and other raters. A distinction is made between two types of "balanced" or congruent sets of ratings: (1) "balanced/high" (high self-ratings, in agreement/congruent with the other ratings), and (2) "balanced/low" (low self-ratings, in agreement/congruent with the other ratings) (Atwater & Yammarino, 1997). In addition, two "unbalanced" or incongruent sets of ratings are distinguished: (1) "over-estimators" (a self-rating that is substantially higher than other ratings, resulting in an incongruence in ratings), and (2) "under-estimators" (a self-rating that is substantially lower than other ratings, resulting in an incongruence in ratings).

Applying self- and other rater agreement to the context of perceptions of HPWPs, the two raters of the HPWPs are the manager and the employee who can either be in a balanced or unbalanced situation, depending on their perceptions of HPWPs in relation to the perception of the other rater. The balanced-high HPWPs category is when both the manager

and the employee score high in their perceptions of HPWPs. That is, both members have congruent responses about the extent to which the HPWPs that are offered by the manager and perceived by the employee. In the balanced-low HPWPs category, both the manager and the employee view the HPWPs as marginally implemented. Drawing from the strengths of the HRM system, we argue that employees' understanding of HPWPs arises from the information conveyed by managers (Bowen & Ostroff, 2004). To achieve congruence in perceptions of HPWPs, employees need to receive information from their managers to understand the HPWPs that the manager offers to the employee. The way HPWPs are communicated to employees regarding what is expected, valued, and rewarded by the organization, and by sending unambiguous messages regarding its priorities and values, can influence the level of congruence between manager and employee perceptions of HPWPs (Ostroff & Bowen, 2016). The higher the consensus between manager and employee perceptions of HPWPs, the better the implemented HPWPs are communicated and understood by the employee. This balanced perspective on perceptions of HPWPs can exist regardless of whether congruence exists on high or low levels concerning HPWPs implementation.

The unbalanced, "employee overestimation" category is when the employee perceives a high extent of HPWPs, but the manager considers the implementation of these HPWPs to a lower extent. The second unbalanced "employee underestimation" category is when an employee perceives less HPWPs while the manager indicates that more HPWPs are implemented. In this case, the employee rates the HPWPs lower than the manager does. Figure 5.1 displays the four manager-employee combinations of HPWPs developed for this study, based on the self- and other-rater literature.

5

Figure 5.1

Applying Self- and Other Rating Agreement to Perceptions of High Performance Work Practices

	Low	High
High	Employee Under-estimation	Balanced/High HPWP
Low	Balanced/Low HPWP	Employee Over-estimation

Manager perceptions of HPWP (vertical axis)

Employee perceptions of HPWP (horizontal axis)

Differentiating Scenarios of High Performance Work Practices Congruence and Affective Organizational Commitment

After a consideration of the relationship between the different manager-employee combinations of HPWPs, now follows an examination of the difference between the perceptions of HPWPs when both perceptions are high situation, and perceptions of HPWPs when both perceptions are low situation. Literature on leader-member exchange, mentoring, and performance appraisal involving dyadic relationships has shown that the degree of agreement or congruence between self-ratings and the ratings of others, such as employees, matters for employee and organizational outcomes (Cogliser et al., 2009; Matta et al., 2015). In addition, research is lacking regarding dyadic phenomena such as HPWPs from the perspective of one side of the dyad (Krasikove & LeBreton, 2012). Importantly, there is a lack of studies investigating the dyadic relationship between employees and managers (Krasikove & LeBreton, 2012). For this reason, to form our expectations we have used leadership literature that is more advanced in integrating a dyadic relationship.

In leadership literature including studies on leader-member exchange (LMX), this interplay between self- and other ratings about LMX have shown to have implications for employee and organizational outcomes. Studies have argued that individual and organizational outcomes are influenced by how the self-ratings are positioned as compared to ratings by others and the extent to which mismatches between self- and other ratings exist

(Atwater et al., 1998; Atwater & Yammarino, 1997). In particular, the study by Matta et al. (2015) on LMX agreement has shown that employees are more likely to engage in higher levels of organizational citizenship behavior (OCB), when the employee and their manager agreed in terms of a high LMX rather than low LMX relationship. These findings also align with the self- and other rater agreement examined by Cogliser et al. (2009), which found higher levels of commitment and job performance for the balanced-high situation compared to the balanced-low situation and the incongruent combinations. In light of these findings, we build on self- and other rater theory to examine the agreement, or congruence, in manager and employee perceptions of HPWPs. We also build on the notions asserted by leadership literature to expect that when contrasting the agreement dyads commitment will be higher when both the manager and employee perceive HPWPs to be high compared to low:

> Hypothesis 1: Employees' affective organizational commitment is higher when employees are in agreement with their managers at a high level of HPWPs than when employees are in agreement with their managers at a low level of HPWPs.

Manager and Employee Perceptions of High-Performance Work Practices Incongruence and Affective Organizational Commitment

Having considered the interplay between different levels of agreement, we now discuss the interplay between manager and employee perceptions of HPWPs in terms of disagreement or incongruence. That is, we discuss the interplay of low manager perceptions of HPWPs and high employee perceptions of HPWPs with high manager perceptions of HPWPs and low employee perceptions of HPWPs. In situations where a manager implements a high extent of HPWPs and an employee perceives a low extent of the HPWPs, the manager will provide resources to the employee; however, the employee's perception and cognition of the HPWPs will be filtered due to their experience with and response to these practices. This incongruence in HPWPs perceptions results in an unbalanced situation in which the employee is the under-estimator (i.e., manager perception of HPWPs is high and employee perception of HPWPs is low) (Atwater & Yammarino, 1997). By contrast, in situations in which a manager implements a low extent of HPWPs, the manager provides the employee with only the necessary resources to complete their tasks, but the employee's response to the practices are also filtered by their own perceptions. This results in the employee being the over-estimator (i.e., manager perception of HPWPs is low and employee perception of HPWPs is

high) (Atwater & Yammarino, 1997). When one member of the dyad experiences high perceptions of HPWPs, while the other member experiences low perceptions of HPWPs, misunderstandings occur that can result in tension and ultimately lower employees' commitment (Cafferkey et al., 2019). In particular, situations in which self- and other raters where in-agreement have been found to result in positive outcomes and the situations in which self- and other raters disagreed resulted in negative outcomes (Cogliser et al., 2009).

Empirical SHRM research to date has shown that both manager (see e.g., Gilbert et al., 2011) and employee perceptions of HR practices (e.g., Conway & Monks, 2009) are positively related to employees' affective organizational commitment. However, based on the SHRM process model, we argue that manager perceptions of HPWPs are more distal in comparison with employee's perceptions of HPWPs in relation to employees' behavioral response (Nishii & Wright, 2008). Therefore, a high degree of HPWPs implemented by a manager is less likely to reduce the harmful effects of incongruence in expectations on employee commitment, compared to employee perceptions of HPWPs (Nishii et al., 2008). By contrast, the lack of resources provided by managers is probably less harmful to commitment if employees' perceptions of HPWPs are higher. SHRM literature shows some indirect evidence to support these assumptions. For example, empirical evidence on the relationship between manager and employee perceptions of HR practices has shown that employee perceptions of HR practices have a stronger relationship with employee than to manager's (e.g. Den Hartog et al., 2013; Liao et al., 2009). In addition, self-other ratings literature argues that unbalanced combinations, in this study incongruence in manager and employee perceptions of HPWPs, are negatively related with employee outcomes (Atwater & Yammarino, 1997). Thus, based on self-other rating theory and empirical evidence from SHRM literature, we posit that incongruence (i.e., disagreement) is less harmful to employees' commitment when an employee perceives a higher level of HPWPs than their manager does, than it is when the manager implements HPWPs to a higher extent than the employee perceives:

Hypothesis 2: Employees' affective organizational commitment is lower when managers' perceptions of HPWPs are higher than employees' perceptions of HPWPs compared to when employees' perceptions of HPWPs are higher than managers' perceptions.

The Mediating Role of Commitment in the Relationship between High Congruence in Perceptions of High Performance Work Practices and Job Performance

Having described the impact of (in)congruence between manager and employee perceptions of HPWPs and how this influences employee affective organizational commitment, we now discuss a behavioral consequence of (in)congruence in HR perceptions: its relationship with job performance. In particular, we argue that affective organizational commitment mediates the relationship between the balanced/high situation of HPWPs and job performance. In this study, job performance reflects employees' work-role performance (i.e., the degree to which employees fulfil the core tasks of their work, and cope with or respond to, and assists changes that affect their roles as individuals), and facilitates better ways of performing the tasks (Griffin et al., 2007). We focus on this outcome because of its importance for organizational performance. In addition, the theoretical frameworks indicated above have been useful for advancing our understanding of job performance (e.g. Atwater & Yammarino, 1997; Coyle-Shapiro et al., 2016).

The mediating role of employees' affective organizational commitment in the relationship between the balanced/high HPWPs situation and job performance can be explained from a social exchange perspective. According to the social exchange theory, employees gain from, and participate in social interactions (Blau, 1964). The exchanging parties adhere to the principles of reciprocity, in which the receiving party is obligated to reciprocate a benefit to the providing party (Gouldner, 1960). In this study, HPWPs shape the nature of the managers' implementation of these practices with their employees. In the balanced-high situation, a high level of agreement or congruence exists between manager and employee perceptions of HPWPs. That is, the manager offers a high extent of HPWPs to the employee that the employee also perceives in place. Based on the social exchange theory, we argue that this agreement in HPWPs may be reciprocated with higher levels of affective organization commitment to the organization, which in turn is expected to be positively associated with job performance. Empirical evidence has shown a positive relationship between HR practices, affective organizational commitment, and performance (Messersmith et al., 2011). However, there is no empirical evidence to date that included the interplay of manager and employee perceptions of HR practices in relation to employee outcomes. Therefore, based on the social exchange theory, we expect that employees' affective organizational commitment will mediate the interplay between high agreement/congruence

5

in manager and employee perceptions of HPWPs and job performance. We hypothesize the following:

> Hypothesis 3: Employees' affective organizational commitment mediates the relationship between high congruence in HPWPs perceptions and job performance.

The Moderating Role of the Salience of High-Performance Work Practices in the Relationship between Manager and Employee Perceptions of High-Performance Work Practices

HR practices can be viewed as signals provided by the organization about its intentions regarding employees (Bowen & Ostroff, 2004). However, these practices can be understood differently between employees, so two employees might interpret the same implemented HR practices in different ways due to their needs and preferences (Lepak & Boswell, 2012). Although the need to deepen the scholarly understanding of the differences in employee perceptions of HR practices has been acknowledged (Boon et al., 2019; Garg et al., 2020; Jiang et al., 2017), there is a lack of empirical studies investigating the factors that might contribute to congruence in manager and employee perceptions of HPWPs (Jiang & Messersmith, 2018). Therefore, this study addresses the construct of the salience of HPWPs that has been argued to be an important factor in employee's interpretation of the HR practices implemented by the organization (Garg et al., 2020).

Lepak and Boswell (2012) introduced the concept of salience of HR practices, which reflects the extent to which employees perceive the HR practices as relative important and therefore as valuable for them or not (Garg et al., 2020). Research has suggested to further explore the concept of HR salience as it has been argued that this construct might influence employees' perceptions of HR practices (Garg et al., 2020; Jiang & Messersmith, 2018). Social cognition literature argues that an employee evaluates and responds to an HPWP based on their needs and preferences and therefore the relevance of the stimulus (Taylor & Fiske, 1978). As the same HR practices can be interpreted and viewed differently by different employees, these HR practices can be experienced as more or less important (Liao et al., 2009; Garg et al., 2020; Taylor & Fiske, 1978). Drawing from social cognition literature, we argue that the more important an HR practice is to an employee, the more attention the individual will pay to it, which will positively influence their perception of the implemented HR practices in general. Therefore, employees' perception of HR salience can contribute to congruence in

manager and employee perceptions of HPWPs. This rationale is consistent with the line of reasoning that the influence of HR practices depends on whether the employee perceived the practices as contributing to their individual personal goals (Nishii & Wright, 2008).

In this study, we focus on the saliency of HPWPs as an HR system rather than the salience of individual HR practices (Garg et al., 2020). The salience of HPWPs is defined as the extent to which the HPWPs that are part of the HR system are perceive as important to the individual worker. We argue that when employees find that the HPWPs are salient to them, they will pay more attention to how managers implement the HPWPs and may even initiate communication with managers regarding their use. Therefore, it is more likely that employees have similar perceptions of HPWPs, as compared to their manager, i.e., higher levels of congruence. A recent empirical study has shown that the more salient an individual HR practice was for an employee, the stronger was its relationship with employee outcomes compared to a less salient HR practice (Garg et al., 2020). The salience of a stimulus, in this study the salience of the HPWPs, is therefore expected to affect the relationship between manager and employee perceptions of HPWPs. In particular, we hypothesize that the relationship will become stronger when an employee perceives the HPWPs as salient. The following hypothesis is formulated:

> Hypothesis 4: Employees' perception of the salience of HPWPs moderates the relationship between manager and employee perceptions of HPWPs, such that the relationship is stronger under conditions of high salience perceptions of HPWPs.

Method

Sample and Procedure

The proposed hypotheses were tested using a quantitative research design in the form of a dyad study for which online questionnaires were created in Qualtrics. Bachelor- and masters-level students, at a Dutch university, collected data between October and December 2018 as part of their education. The students gathered data by recruiting dyads consisting of employees and their respective managers. The respondents did not receive anything in return for their participation. Using students' own contacts has been successful in previous empirical studies (e.g., Biron & Van Veldhoven, 2016; Demerouti & Rispens, 2014; Takeuchi et al., 2011). To achieve a diverse sample of manager and employee dyads, respondents working in various occupational backgrounds, such as business services, education, production, government,

and healthcare, were contacted. Each employee and their direct manager received an invitation via e-mail, including a link to the online questionnaire, instructions on how to complete, and a guiding letter asserting confidentiality. Informed consent was obtained from the respondents through a digital form in the questionnaire. In this form, respondents acknowledged that they voluntarily participated in the study, and had the right to withdraw at any time, and agreed to the processing and digital storage of their answers for scientific purposes. The Ethics Review Board of the institution gave permission and confirmed that the respondents' privacy and rights were sufficiently taken into account (No. EC-2018.89).

To ensure the validity and legitimacy of the collected data, we conducted several quality checks. First, students had to provide the name, function, organization, and contact details of each respondent. In this way, the research team could carefully monitor the data collection. Second, 10 employees and managers were randomly selected and their names were entered in the Google search to confirm that they worked for the organization that they had indicated (see also Matta et al., 2015).

In total, 325 manager-employee dyads were approached to participate in the survey. Forty-four respondents were removed due to incomplete data or if only the manager or employee completed the survey. The final sample consisted of 252 dyads that filled in the survey completely (78% response rate). The average age of the employees was 37 years: 59% were female, and their average organizational tenure was 9 years. In addition, the average working hours per week was 30 hours. The average age of the managers was 44 years, 35% was female, and their average organizational tenure was 12 years. The managers' average working hours per week was 41 hours. The respondents held a variety of positions in both public and private organizations: for the manager function, these included team manager, coordinator, and director, and for the employee functions, these included sales representative, recruitment specialist, and teacher.

Measures

The exact items of the scales measuring employee perceptions of HPWPs, manager perceptions of HPWPs, HPWPs salience, affective organizational commitment, and job performance can be found in Appendix 5.1.

Employee perceptions of HPWPs. This measure assessed employees' individual perceptions of the HPWPs present in their organization and was adapted from the employee

perceptions of HPWPs scales by Boon et al. (2011), Kroon et al. (2009), and Veld et al. (2010). Specifically, items regarding employee (career) development, participation, and communication and information sharing were adopted from Boon et al. (2011) and Veld et al. (2010). One performance management item from Boon et al. (2011) and two items from Kroon et al. (2009) were included. The employee perceptions of HPWPs measures was based on these studies, as they included descriptive measures of employee perceptions of HPWPs that are relevant and applicable to the Dutch context. Employees answered 15 questions concerning their personal experience with their organization's HR practices on a dichotomous scale (0 = HR practice perceived as absent, 1 = HR practice perceived as present). We chose a dichotomous scale to ascertain as objectively as possible whether each employee experienced the HR practice as present or not (see also Bal et al., 2013). An example item is the following: "My performance is periodically assessed by my supervisor."

Manager perceptions of HPWPs. This measure assessed each manager's implementation of the HPWPs for the respective employee that was also involved in this study. The direct manager HPWPs items corresponded with the 15 items on the employee perceptions of HPWPs scale. The instruction to managers was to indicate whether the manager offered the HR practices to the respective particular employee involved in this study. An example item from the manager scale is the following: "I offer the employee who also participates in this study the following: A periodical assessment with me about his/her performance."

We performed a series of confirmatory factor analyses (CFAs) in Mplus (Version 8.3) to ensure the construct validity of the employee and manager ratings of HPWPs, using the robust weighted least squares estimator. First, we tested a one-factor model in which all HR items were combined in one construct. Analyses showed an insufficient fit for the employee perceptions of the HPWP measure (χ^2 = 289.500 (90), $p < .01$, Tucker-Lewis index (TLI) = .686, comparative fit index (CFI) = .731, root mean square error of approximation (RMSEA) = .094) and the manager perceptions of the HPWPs measure (χ^2 = 196.28 (90), $p < .01$, TLI = .620, CFI = .674, RMSEA = .069). Therefore, we performed another CFA, testing a model including a second order factor representing the overall set of HPWPs and a first order factor representing the ability-, motivation-, and opportunity-enhancing HR practices. This model was found to fit the data better than the first-factor model for the employee perceptions of the HPWPs measure (χ^2 = 114.261(87), $p < .01$, TLI = .956, CFI = .963, RMSEA = .035) and the

manager perceptions of the HPWPs measure (χ^2 = 93.269 (87), p < .01, TLI = .977, CFI = .981, root RMSEA = .017). We used the Kuder and Richardson Formula 20 (KR20) to check the internal consistency of the manager and employee perceptions of the HPWPs measures as these contain dichotomous items (Kuder & Richardson, 1937). The value KR20 of the manager rating of the HPWPs measure was .627 and for the employee perceptions of the HPWPs measure was .735, showing sufficient and good reliability respectively (Kuder & Richardson, 1937).

In addition, we performed an analysis to examine whether manager and employee perceptions of HPWPs are significantly different. ANOVA analysis on manager (M = 12.30, SD = 2.16) and employee perceptions (M = 10.12, SD = 3.01) of HPWPs showed that these perceptions differ significantly (F = 4.124, p < .001), resulting in manager perceptions of HPWPs that are higher compared to employee perceptions of HPWPs. These results are in line with previous empirical evidence (Aryee et al., 2012; Den Hartog et al., 2013; Liao et al., 2009).

HPWPs salience. High performance work practices salience was assessed using five items completed by employees on a 5-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree). Item formulation was adapted from the work of Garg (2017) and Garg et al. (2020), which included a scale asking employees to indicate the extent to which a certain HR practice is important to them. However, instead of focusing on the salience of single HR practices, we combine the salience of different HPWPs in one scale, as this study focuses on the contribution of the combination of HPWPs to employee outcomes (Nishii et al., 2008). The measure of HPWPs salience that we used asked each employee to indicate the extent to which the training and (career) development, performance management, communication and information sharing, and participation practices were important for them at that moment. An example question is the following: "At the moment, having training- and development opportunities is very important to me". Cronbach's alpha of the scale was .70.

Affective organizational commitment. Commitment was assessed using a shortened version of the affective organizational commitment scale developed by Meyer and Allen (1991) that was completed by employees (Moideenkutty et al., 2001). The three items are scored on a 5-point Likert scale (ranging from 1 = strongly disagree to 5 = strongly agree). An example item is the following: "I feel a strong sense of belonging to my organization." Cronbach's alpha of the scale was .78.

Job performance. Employees' direct managers evaluated their employees' functioning and were asked to rate how their employees behaved compared to other employees in their team or department using a 5-point Likert scale (1 = far below average to 5 = far above average). This scale included four items, one of which assessed employee task proficiency: "The employee carried out the core parts of the job well": one item assessed task proactivity: "The employee initiated better ways of doing the tasks": and one item assessed task adaptivity: "The employee adapted well to changes in tasks", developed by Griffin et al. (2007). In addition, we included one item indicating the overall performance of the employee: "The overall job performance of the employee is…". A shortened version of the work-role performance scale has also been used in previous studies (e.g., Dubreuil et al., 2014). The CFA that included the four items on one factor showed a good fit (χ^2 = 6.978 (2), p < .05), TLI = .983, CFI = .949, RMSEA = .027). In addition, Cronbach's alpha of the scale was .78.

Control variables. We controlled for employees' age (in years), gender (0 = male, 1 = female), tenure (in years), the type of sector their organization operated in (0 = public sector, 1 = private sector), and the size of the organization. Research has shown that an employee's gender and age might affect employee outcomes (Kidder, 2002; Kooij et al., 2013). In addition, empirical evidence has shown that longer-tenured employees generally have higher in-role performance (Ng & Feldman, 2010). Furthermore, research has found differences in employee perceptions of HR practices in public versus private sector organizations (Boselie et al., 2005). Finally, we controlled for the size of the organization (1 = less than 25 employees, 2 = between 26 and 50 employees, 3 = between 51 and 100 employees, 4 = between 101 and 200 employees, 5 = between 201 and 500 employees, 6 = between 501 and 1000 employees, 7 = over 1000 employees), as evidence has shown that HR practices vary systematically with organization size (Jackson & Schuler, 1995). That is, larger organizations are more likely to adopt employee involvement or performance-related HR practices, compared to smaller organizations.

Analysis

Given that part of the data is from the same source (employees), we performed a one-factor test to examine the distinctiveness of employee reported questions, (i.e., perceptions of HPWPs, HPWPs salience, and affective organizational commitment) and to check for common source bias (Podsakoff et al., 2003). Of the three constructs, the principal factor

explained only 19.77% of the variance, well under 50%, supporting the discriminant validity of the employee reported measures (Podsakoff et al., 2003).

To test Hypotheses 1, 2 and 3, we used polynomial regression analyses and response surface methodology (Edwards, 2002; Edwards & Parry, 1993). Specifically, affective organizational commitment was regressed on the control variables and the five polynomial terms: b_1 manager perceptions of the HPWPs, b_2 employee perceptions of the HPWPs, b_3 manager HPWPs^2, b_4 manager HPWPs x employee HPWPs, and b_5 employee HPWPs^2. In other words, the following equation was estimated (we removed the control variables in the equation below, but they were added in the analysis):

$$Y = b_0 + b_1 M + b_2 E + b_3 M^2 + b_4 (M \, X \, E) + b_5 E^2 + e$$

In this equation, Y refers to affective organizational commitment, M represents manager perception of the HPWPs, and E represents the employee perception of the HPWPs. To eliminate multicollinearity issues and for the ease of interpretating the results, we mean-centered the manager and employee perceptions of the HPWPs before calculating the three polynomial terms (Aiken et al., 1991). Next, we used the regression coefficients to plot the three-dimensional response surface in which manager HPWPs (M) and employee HPWPs (E) were plotted on the horizontal axes, and affective organizational commitment (Y) was plotted on the vertical axis (see also Edwards & Cable, 2009; Matta et al., 2015), following the recommendations of Edwards and Parry (1993).

The surface response analysis was conducted to analyze the (in)congruence (i.e. agreement and disagreement) between the two types of HPWPs perceptions (Edwards & Cable, 2009). To test Hypothesis 1, the congruence line (M = E) is used to determine whether the surface along this line is flat or varies. In particular, to show that commitment is higher for congruence (i.e., agreement) at high levels of manager and employee ratings of HPWPs than it is for congruence at low levels of manager and employee ratings of HPWPs, the slope of the congruence line must be positive and significant (Edwards & Parry, 1993). The second hypothesis tests the asymmetrical incongruence effects, to determine whether commitment is higher when employee HPWPs is higher than manager HPWPs than it is when manager HPWPs is higher than employee HPWPs. This Hypothesis can be analyzed using the slope of the incongruence line. More specifically, to support Hypothesis 2, the slope of the incongruence line must be negative and significant, such that commitment decreases along

the incongruence line from low manager HPWPs and high employee HPWPs to high manager HPWPs and low employee HPWPs (Edwards & Parry, 1993).

To test the indirect effect of high HPWPs congruence with job performance via commitment (Hypothesis 3), we used the block variable approach recommended by Edwards and Cable (2009). First, we determined the high/balanced group by using the median-split method to distinguish in the four different quadrants. This resulted in 79 manager-employee dyads that belonged to the balanced/high quadrant, 80 dyads in the balanced/low quadrant, 43 dyads in the under-estimation quadrant, and 47 in the over-estimation quadrant. Second, to estimate the path from the perceptions of HPWPs polynomial terms to commitment (i.e., the 'a' path in our mediation model), a block variable was created by multiplying the estimated polynomial regression coefficients with the raw data to obtain a weighted sum score of the coefficients (see also Cole et al., 2013). We regressed commitment on the block variable along with the control variables. The regression coefficient related to the block variable displays the path estimate of the relationship between the perceptions of HPWPs polynomial regression terms and commitment (i.e., the 'a' path) (Edwards & Cable, 2009). Next to calculating the path between the perceptions of HPWPs polynomial terms and commitment, we calculated the path from commitment to job performance, i.e., the 'b' path, after controlling for the effects of the block variable and the control variables. Mediation was tested by bootstrapping the indirect effect using Hayes PROCESS macro in SPSS.

Finally, to test the moderating role of HPWPs salience in the relationship between manager and employee perceptions of HPWPs (Hypothesis 4), we conducted hierarchical regression analyses using the Hayes PROCESS Macro Model 1 in SPSS (Hayes, 2013). This regression analysis allows for testing the conditional effect of HPWPs salience on the relationship between manager and employee perceptions of HPWPs, under three different conditions of HPWPs salience (at -1 SD, the mean, and +1 SD).

5

Results

Descriptive statistics in terms of means, standard deviations, and correlations are summarized in Table 5.1. Table 5.1 shows that employee-rated HPWPs is significantly positively related to manager-rated HPWPs ($r = .35$, $p < .01$), HPWPs salience ($r = .40$, $p < .01$), commitment ($r = .35$, $p < .01$), and job performance ($r = .18$, $p < .01$). Manager-rated HPWPs is significantly positively related to HPWPs salience ($r = .25$, $p < .01$).

Table 5.1

Descriptive Statistics and Correlations of the Study Variables

	M (sd)	1	2	3	4	5	6	7	8	9	10
1. Gender[1]	.59 (.49)	-									
2. Age	37.02 (14.11)	.03	-								
3. Tenure	8.91 (9.8)	-.05	.68**	-							
4. Sector[2]	.75 (.43)	-.26**	-.27**	-.24**	-						
5. Org. size	4.19 (2.31)	.03	.28**	.31**	-.30**	-					
6. Mng. HPWPs	12.30 (2.16)	-.15*	.03	.03	-.10	.13*	-				
7. Empl HPWPs	10.12 (3.01)	-.03	.02	.02	-.18**	.19*	.35**	-			
8. HR salience	3.47 (.66)	-.09	-.13*	-.22**	-.04	.04	.25**	.40**	-		
9. Commitment	3.66 (.84)	-.03	-.10	-.09	.06	-.22**	.09	.35**	.20**	-	
10. Job perf.	3.75 (.56)	.07	-.12	-.06	-.08	-.03	.12	.18**	.10	.19**	-

Note. N = 246-252. [1]0 = male, 1 = female, [2]0 = public, 1 = private. * $p < .05$, ** $p < .01$

5

The polynomial regression analysis results are reported in Table 5.2. In addition, the corresponding surface plot is shown in Figure 5.2. Hypothesis 1 predicts that employee commitment is higher when an employee is in agreement with the manager at a higher level of HPWPs compared to when an employee is in agreement with the manager at a low level of HPWPs. This indicates a significant positive slope for the congruence line (M = E). Table 5.2 shows that the slope along the congruence line (M = E) was positive and significant (slope = 1.74, $p < .001$). This indicates that the in agreement/high condition was associated with higher commitment than was the in agreement/low condition. Figure 5.2 includes the response surface and also confirms that commitment was higher in the in agreement/high agreement condition (see the far right corner of the surface plot) compared to the in agreement/low condition (see the near left corner of the surface plot). These results support Hypothesis 1.

Hypothesis 2 predicted an asymmetrical incongruence effect, such that commitment would be lower when the manager perceptions of the HPWPs are higher than when employee perceptions of the HPWPs are higher. This indicates a significant negative slope of the incongruence line (M = -E). As shown in Table 5.2, the slope along the incongruence line is significant and negative (slope = -1.54, $p < .01$), indicating that Hypothesis 2 is supported.

To test the mediating role of commitment in the relationship between high congruence in HPWPs perceptions and job performance (hypothesis 3), the "a" and "b" paths of a mediation model are calculated (see Table 5.3), following the mediation steps by MacKinnon et al. (2007). Using the block variable approach recommended by Edwards and Cable (2009) as described in the analysis section, we created a HPWPs polynomial block variable by multiplying the estimated polynomial regression coefficient with the raw data. We did this to realize a weighted sum score of the coefficients. By doing this we can estimate the path from the HPWPs polynomial terms to commitment (Cole et al., 2013; Edwards & Cable, 2009). The unstandardized regression coefficient between the HPWPs polynomial block variable and commitment is presented in Table 5.3. We included commitment to predict job performance and controlled for the HPWPs polynomial block and the control variables. Results of the bootstrapping analysis support Hypothesis 3, as the indirect effect of high congruence in HPWPs with job performance via commitment was .26, and the 90% bias-corrected bootstrap CI excluded 0 (LL (lower level) = .01 – UL (upper level) = .60).

Table 5.2

Results of the Polynomial Regression Analyses

	Commitment	
Constant	4.08***	(.25)
Polynomial terms		
Manager-rated HPWPs (M)	.01	(.42)
Employee-rated HPWPs (E)	1.64***	(.30)
M²	1.56	(2.13)
E²	-.35	(2.29)
M X E	-.65	(.97)
Gender	-.00	(.11)
Age	-.00	(.01)
Tenure	.00	(.01)
Sector	.08	(.13)
Size organization	-.10***	(.02)
R²	.21***	
Congruence line (M = E)		
Slope	1.74 ***	(.44)
Curvature	.56	(2.15)
Incongruence line (M = -E)		
Slope	-1.54**	(.58)
Curvature	.1.26	(3.57)

Note. N=244; *p < .05; **p < .01; *** p < .001.Analyses performed under control of gender, age, tenure, sector, and size of the organization; unstandardized regression coefficients reported (standard errors in parentheses).

5

Table 5.3

Results of the Indirect Effect of Commitment between High HPWPs Agreement and Job Performance

	Commitment		Job performance	
Constant	4.17**	(.43)	2.92**	(.51)
Polynomial 'block' variable	1.11⁺	(.68)	.18	(.53)
Gender	-.07	(.17)	.21	(.13)
Age	-.01	(.01)	-.00	(.01)
Tenure	.01	(.01)	.00	(.01)
Sector	-.02	(.18)	.05	(.14)
Size organization	-.08*	(.04)	-.03	(.03)
Commitment			.23*	(.09)

Indirect Effect of High HPWPs agreement on Job Performance via Commitment

	High HPWPs agreement (block variable) to commitment	Commitment to job performance	Indirect effect of High HPWPs agreement to job performance
	"a" path	"b" path	"ab" path
Unstandardized results	1.11⁺	.23*	.26 (.01 - .60)
90% bias-corrected bootstrapped CI for indirect effect			

Note: N=79 (balanced/high quadrant); ⁺p < .10; *p < .05, **p<.01. Analyses performed under control of gender, age, tenure, sector, and size of the organization; unstandardized regression coefficients reported. Significance of bootstrapped indirect effect was determined by examining the bias-corrected 90% CI for the indirect effect using 1.000 bootstrap samples.

Figure 5.2

Congruence and Incongruence Effects of High-Performance Work Practices with
Commitment
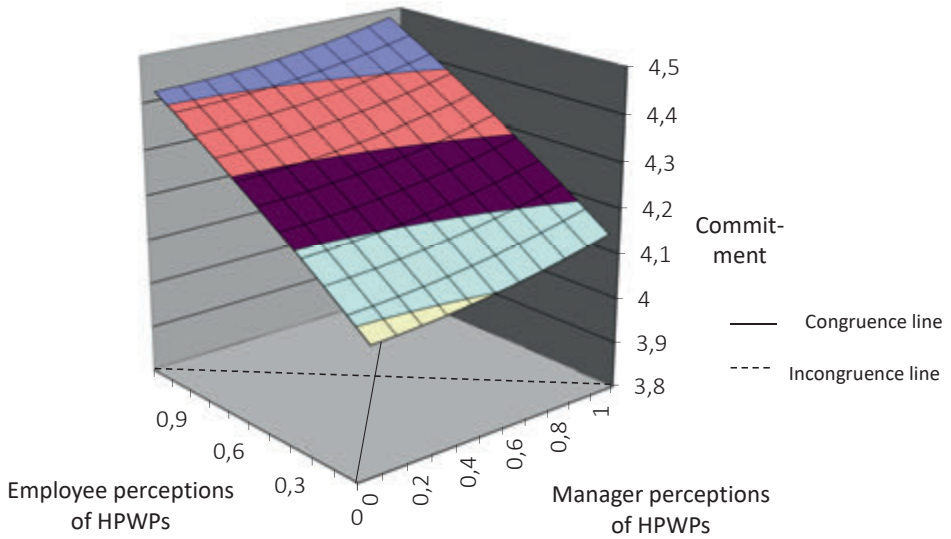
Hypothesis 4 proposes that HPWPs salience strengthens the relationship between manager-rated HPWPs and employee-rated HPWPs. Table 5.4 shows that HPWPs salience significantly moderated the relationship between manager-rated HPWPs and employee-rated HPWPs (B = .17, *p* < .05; see Table 5.4). To further examine the conditional effect of HPWPs salience on the relationship between manager- and employee perceptions of HPWPs, we used the Hayes PROCESS macro analyses (model 1) to examine the three different conditions of HPWPs salience at -1 SD, the mean, and +1 SD. As Table 5.4 indicates, under conditions of higher HPWP salience, the positive relationship between manager HPWPs and employee HPWPs is significantly stronger, compared to the average and low conditions of HPWPs salience (B = .23, se = .10 bootstrap 95% CI = .03 to .43; B = .35, se = .08, bootstrap 95% CI = .19 to .51; B = .46, se = .11, bootstrap 95% CI = .25 to .68, respectively). This interaction is graphically illustrated by plotting the -1 SD and +1 SD slopes of the moderating variable HR salience (see Figure 5.3). These results provide support for Hypothesis 4.

5

Table 5.4

Regression Results for the Conditional Effects of HPWPs Salience on the Relationship between Manager-rated HPWPs and Employee-rated HPWPs

Predictor	B	s.e.	T	R²
F (8,237) = 10.634**				.26
Constant	9.72**	.81	11.97	
Gender	.03	.36	.07	
Tenure	.00	.02	.19	
Age	.01	.02	.30	
Sector	-.68	.44	-1.57	
Size org.	.15*	08	1.81	
Manager-rated HPWPs	.35**	.08	4.22	
HPWPs Salience	1.57**	.27	5.76	
Manager-rated HPWPs*HPWPs salience	.17*	.10	1.67	

Conditional effect of manager-rated HPWPs on employee-rated HPWPs at values of HPWPs salience				
	B	s.e.	LLCI	ULCI
-1 SD	.23	.10	.03	.43
M	.35	.08	.19	.51
+1 SD	.46	.11	.25	.68

Note: N = 246. * p < .05, p < .01, one-tailed testing. Unstandardized regression coefficients are reported. Significance of the bootstrapped effect was determined by examining the bias-corrected 95% confidence interval using 5.000 bootstrap samples; LL = lower limit, CI= confidence interval, UL = upper limit.

Figure 5.3

The Relationship between Manager-rated HPWPs and Employee-rated HPWPs as a Function of HPWPs Salience: Curves for two different levels of the moderator (-1 SD and +1 SD of HPWPs salience)
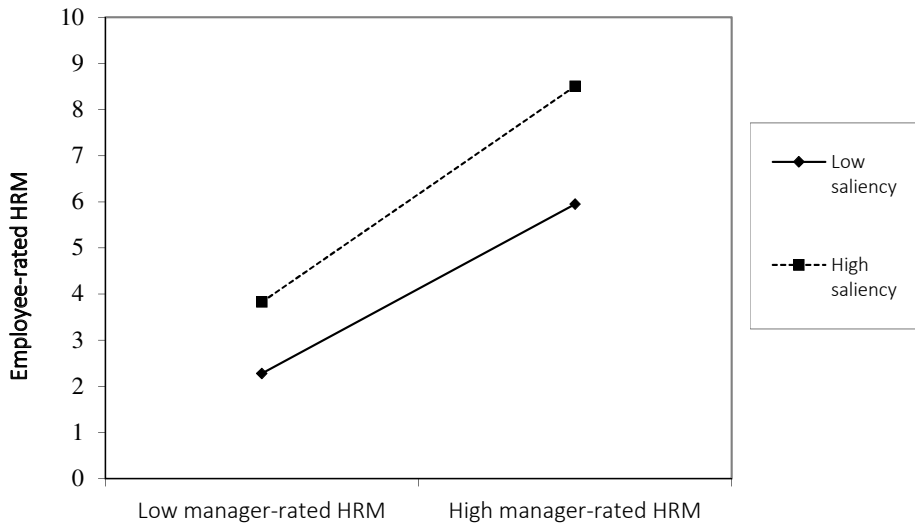
Discussion

      The main purpose of this study was to more fully understand the impact of high performance work practices (HPWPs) on employee outcomes by employing a dyadic perspective to study the influence of (in)congruence in manager and employee perceptions of HPWPs on employee outcomes. In addition, we explored how the disconnection in these perceptions of HPWPs can be reduced by employee perceptions of HPWPs salience. We drew from self- and other rating, HRM system strength, and social exchange theory, and utilized regression and polynomial regression and response surface analysis (Edwards, 2002; Edwards & Parry, 1993) to gain a more comprehensive view of (in)congruence between manager and employee perceptions of HPWPs (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). In general, the findings of this study supported our contention that employee commitment is higher when manager and employee perceptions of HPWPs are in agreement at high levels compared to low levels of HPWPs. In addition, affective organizational commitment mediated

the relationship between high levels of congruence in HPWPs and job performance. Finally, employee perceptions of HPWPs salience has shown to be a factor that contributes to congruence in manager and employee perceptions of HPWPs.

The results of our study showed that employees were more likely to be committed to their organizations, when they and their manager agreed in terms of high HPWPs perceptions. We also found that those outcomes suffered when their perceptions were both low. Thus, it appears that agreement in case of low perceptions of HPWP is associated with lower levels of commitment. Therefore, viewed through the perspective of self-other rater agreement (Atwater & Yammarino, 1997) and HRM system strength (Bowen & Ostroff, 2004), these findings provide evidence that high levels of agreement in HPWPs yields higher levels of commitment than low levels of agreement (Cogliser et al., 2009; Matta et al., 2015).

Although the case in which managers and employees agree that their perceptions of HPWPs are both high is positive for employee commitment, cases in which one member of the dyad perceives HPWP as low show different results. The response surface analysis enabled us to examine particular discrepancies in manager and employee perceptions of HPWPs. There are potential negative consequences of differences in self- and other raters (Atwater & Yammarino, 1997; Cogliser et al., 2009; Matta et al., 2015). Given these, we expected and found that commitment was higher when employees perceived higher levels of HPWPs compared to managers, as opposed to when employees perceived lower levels of HPWPs compared to managers. Based on the underlying notion of the SHRM process model, we show that manager perceptions of HPWPs are more distal in comparison with the employees' perception of HPWPs in relation to employee commitment (Nishii & Wright, 2008). That is, commitment is significantly higher when employees perceive more HPWPs compared to what managers argue to implement as opposed to when employees perceive less HPWPs compared to what managers argue to implement (Den Hartog et al., 2013; Liao et al., 2009). It therefore might be that employees who perceive more HPWPs compared to what managers argue to implement more fully use opportunities to customize their job by actively seeking for the HPWPs they need or that they participate in so called 'informal HR practices' (Meijerink et al., 2018; Yanadori & Van Jaarsveld, 2014). That is, employees might participate in HR practices that the organization does not formally offer, for example by initiating the practices without formal endorsement (Mohr & Zoghi, 2008).

Furthermore, our results demonstrate that the situation in which the manager and employee perceive high levels of HPWPs, i.e., the balanced/high congruence situation, is positively associated with employees' affective organizational commitment and in turn job performance. In this situation, employees perceive the messages from their manager in an unambiguous way and herewith know what is expected, valued, and rewarded by the organization (Bowen & Ostroff, 2004). Both parties have a mutual understanding of the HPWPs in the organization that employees reciprocate with affective organizational commitment and ultimately higher job performance.

Finally, in line with previous empirical SHRM literature, our results show a moderate correlation between manager and employee perceptions of HPWPs (Den Hartog et al., 2013; Liao et al., 2009). In particular, the findings of this study show that HPWPs salience strengthens the relationship between manager and employee perceptions of HPWPs. Thus, to reduce the disconnection between what managers offer and how employees perceive HPWPs, it is important to focus on the extent to which employees perceive the HPWPs as important (Lepak & Boswell, 2012; Garg et al., 2020). Therefore, to enhance the extent of agreement in manager and employee perceptions of HPWPs, the perceived importance of the HPWPs is an important construct next to the quality of communication and demographic similarities, which have been found to strengthen this relationship (Den Hartog et al., 2013; Jiang et al., 2017).

Overall, our findings suggest that the "dyadic" linkage between manager and employee perceptions of HPWPs is important to more fully understand how the self- and other raters, in this study the manager and employee perceptions of HPWPs, relate to employee outcomes. Studies that focus on one rater's perspective only cannot include this information. Thus, we believe that this mutual understanding of manager and employee perceptions of HPWPs and how it relates to commitment and job performance could be advanced if attention is paid to both parties simultaneously and to employees' perception of HPWPs salience.

Strengths, Limitations, and Suggestions for Future Research

Our research design had several strengths, such as the use of manager and employee ratings of HPWPs using a diverse sample of respondents from a variety of jobs and organizations to address common method variance concerns. However, some limitations

should be noted. First, affective organizational commitment and job performance were positioned as outcomes of perceptions of HPWPs, which is in line with theory and previous empirical research. However, this study design is not able to establish causality. Therefore, alternative causal orderings are possible. For example, commitment and job performance could lead to higher HPWPs perceptions (Wright et al., 2005), or employee perceptions of salience of the HPWPs can affect the HPWPs offered by line-managers.

Second, although we focused on employees' affective organizational commitment and job performance because of the importance of these in SHRM literature and social exchange theory, other outcomes are also plausible. HPWPs have been investigated with other mediators, including job satisfaction, work engagement, and organizational citizenship behavior (e.g. Valizade et al., 2016; Wei et al., 2010). Future research could examine these possible mediators. In addition, in this study we focused on a set of HPWPs to study the impact of HR practices on employee outcomes (Den Hartog et al., 2013). However, the findings of this study might be different for separate HR practices or bundles, depending for example on employees' perception of the salience of the particular practice (Garg et al., 2020). Therefore, future studies are recommended regarding other bundles of HR practices, such as high involvement work practices, or distinguishing in ability-, motivation-, and opportunity-enhancing HR bundles (De Reuver et al., 2019; Ogbonnaya & Messersmith, 2019).

A third limitation concerns the examination of HPWPs (in)congruence in terms of the volume of HPWPs in place, meaning that we did not specify the extent to which the manager and employees reported similar HPWPs or not. Future studies are recommended to study the extent of overlap between the HPWPs reported by managers and employees. In addition, studies should focus on HR configurations to investigate whether the relationships between HR practices in a system are nonlinear or synergistic, or whether it might be that different profiles of HR practices affect employee outcomes (Boon et al., 2020; Meyer et al., 1993).

Finally, in accordance with previous studies on perceptions of HPWPs, our operationalization of HPWPs was more objective (that is, descriptive in nature from the perspective of the manager and the employee), and HPWPs salience can be seen as a subjective perception regarding HR practices (Beijer et al., 2019; Garg et al., 2020). However, other types of subjective perceptions in HPWPs, as perceived by managers and employees, and next to the salience of HPWPs, could be relevant. For example, recent studies have

argued that evaluative perception such as the fairness of, the satisfaction with, or the effectiveness of HPWPs affect employee and organizational outcomes (Beijer et al., 2019; Boon et al., 2019; Van Beurden et al., 2020). Research could therefore also examine other more subjective perceptions of HPWPs in the descriptive manager and employee perceptions of the HPWPs relationship. In addition, these perceptions could be investigated as moderators in the relationship between congruent HPWPs perceptions and employee outcomes (e.g., Marescaux et al., 2020).

Practical implications

Regarding the practical recommendations arising from research on perceptions of HR practices, studies have the tendency to emphasize the importance of employee perceptions of HPWPs, rather than manager perceptions of HPWPs (Nishii & Wright, 2008). Our findings also support this recommendation: however, we also show that paying attention to the extent to which manager and employee perceptions of HPWPs are in agreement compared to disagreement is also likely to benefit. This is especially likely because our study found only a moderate correlation between manager and employee perceptions of HPWPs, suggesting that a disconnection exists between what managers argue to implement and what employees perceive in terms of HPWPs (Nishii et al., 2008). In particular, our study shows that (HR) managers can do more than only pay attention to the quality of communication and differences in these communication perceptions (Den Hartog et al., 2013), by having conversations with their employees about the perceived importance of the HPWPs.

Although the findings of this study align with leadership and leader-member exchange literature by showing that there is a difference in what managers distribute in terms of HPWPs, our results also show that employees respond differently to the offered HPWPs (Bowen & Ostroff, 2004). More specifically, employees might over-estimate what managers offer in terms of HPWPs and for this reason initiate or participate more than others. In addition, some HR practices might be provided to all employees in a team or department while other HR practices might only be offered when employees request them or if they need the practice. We therefore argue that managers should not only pay attention to communication and information but also consider the distribution and customization of the HPWPs depending on the employees' needs and preferences.

DISCUSSION

Chapter 6

Introduction

The aim of this dissertation is to examine how employee perceptions of HR practices can be conceptualised and linked to employee outcomes. Three key challenges were formulated to address this main aim, namely (1) exploring the construct of employee perceptions of HR practices, (2) examining how descriptive and evaluative types of employee perceptions of (bundles of) HR practices relate to employee outcomes, and (3) examining (in)congruence effects of perceptions of HR practices and their relationship with employee outcomes. In this chapter, the main results relating to each of the key challenges and their theoretical contributions are discussed. Next, an evaluation of the strengths and limitations of the dissertation and suggestions for future research are provided, followed by implications for practice. Finally, an overall conclusion is presented.

Main Findings and Interpretation per Challenge

Challenge 1: Exploring the Construct of Employee Perceptions of HR Practices

The employee perspective on HR practices has shown to be of importance in the relationship between manager ratings of HRM and organisational performance (Den Hartog et al., 2013). However, as many studies include different types of employee perceptions of HR practices in various ways, drawing from a variety of theoretical perspectives, the first challenge of this dissertation was to explore the construct of employee perceptions of HR practices in more detail by examining how this construct has developed over the years. More specifically, for Chapter 2, a systematic literature review has been conducted to identify theoretical frameworks and types of conceptualisations that have been used in the extant SHRM literature. In addition, this dissertation includes different theoretical perspectives to explain employee perceptions of HR practices and how they relate to employee outcomes. More specifically, Chapter 3 empirically examines two particular types of employee perceptions of HR practices in relation to employee outcomes in the education sector, drawing from an occupational health psychology perspective using the job demands-resources theory (Demerouti et al., 2001). Chapter 4 integrates an exchange perspective by drawing from a person-environment fit and psychological need fulfilment approach in studying employee perceptions of HR practices among employees working in a variety of sectors in the Netherlands. Additionally, Chapter 4 examines how such fit evaluations relate to employee outcomes. Finally, Chapter 5 addresses the extent of (in)congruence between

manager and employee perceptions of HR practices and their relationship with employee outcomes, using a communication perspective by including self- and other-rater theory and HRM system strength. Furthermore, particular conceptualisations of employee perceptions of HR practices have been studied in this dissertation, in which the focus is on the availability or presence of HR practices and the perceived effectiveness of HR practices for employees' work performance, to contribute to the general HRM–performance debate (Paauwe, 2009).

The systematic literature review reported in Chapter 2 reveals that approaches in studying employee perceptions of HR practices are scattered, resulting in a range of theoretical frameworks that have been used to study this construct. That is, a variety of conceptualisations have been studied as an antecedent, mediator or outcome, showing that a single perspective on HR practices rooted in one particular theoretical approach seems infeasible. Furthermore, the results of Chapter 3 reveal that employee perceptions of the effectiveness of HR practices are positively related to teacher work engagement and in turn teacher performance, while the perceived availability of HR practices does not show a significant relationship with teacher outcomes. This exploration shows that indeed different types of employee perceptions of HR practices can have different relationships with employee outcomes (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020). Additionally, the results of Chapter 4 reveal that the extent of (in)congruence in employee perceptions of HR practices have different relationships with employee outcomes. These employee perceptions of HR practices are related to the extent to which employees evaluate the HR practices supplied by organisations as needed and the extent to which employees agree they do not need the HR practices that are not supplied. In particular, the needs-supplies fit of absent HR practices is positively associated with work engagement and negatively associated with exhaustion, while the needs-supplies fit of present HR practices is positively associated with work engagement and proactive work behaviour. Finally, the findings of Chapter 5 highlight the importance of studying manager and employee perceptions of HR practices simultaneously, as results show that employee outcomes were higher when both the manager and the employee perceived high levels of HR practices than when they perceived low levels of HR practices (i.e., high levels of congruence). Furthermore, employee outcomes were higher when employees evaluated the HR practices higher than the managers' perceptions of these HR practices. Moreover, employee perceptions of the salience of HR

6

practices has been found enhance congruence in manager and employee perceptions of HR practices.

In terms of contributions, this dissertation explores the construct of employee perceptions of HR practices both systematically by conducting a literature review and empirically by examining particular conceptualisations of employee perceptions of HR practices drawing from specific theoretical perspectives. Moreover, this dissertation classifies the theoretical perspectives that have been used in extant SHRM research to create a more general overview of theoretical approaches that studies can use to explain the construct of employee perceptions of HR practices. We argue that this overview can be used to determine the type of theoretical underpinning that fits the type of perception one aims to examine. In particular, to identify the theoretical perspective that suits the explanation of employee perceptions of HR practices best, we argue for utilising the distribution of theories that draw from (1) an occupational health psychology perspective (see Chapter 3), (2) an exchange perspective (see Chapter 4), and (3) a communication perspective (see Chapter 5). In addition, in line with previous review studies (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020), the review study in this dissertation showed that many different types of conceptualisations of employee perceptions of HR practices have been used in different ways (as an antecedent, mediator, and outcome) in the extant SHRM literature. However, this dissertation focused in more detail on employee perceptions regarding the availability or presence of HR practices and employees' perceived effectiveness of HR practices for their work behaviour. This allowed for a further investigation of employee perceptions of HR practices in line with the HRM–performance debate (Nishii & Wright, 2008). That is, the main aim of HR practices that are implemented by organisations is to enhance organisational performance (Paauwe, 2009). Therefore, this dissertation focused on investigating whether the practices that are implemented provide employees with the support they need to work effectively.

Challenge 2: Examining how Descriptive and Evaluative Types of Employee Perceptions of (Bundles of) HR Practices Relate to Employee Outcomes

As illustrated by the findings of the systematic literature review presented in Chapter 2, there are a number of descriptive and evaluative types of employee perceptions of HR practices that are investigated in the extant SHRM literature. However, research has

highlighted the importance of differentiating these types of employee perceptions of HR practices, as the availability or presence of an HR practice does not provide any indication of employees' experience with the HR practice (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020). To address this second challenge, a systematic literature review has been conducted to create an overview of the conceptualisations of employee perceptions of HR practices that have been investigated. In addition, an empirical study was conducted to explore a particular descriptive and a particular evaluative type employee perceptions of HR practices in relation to employee outcomes. Alongside exploring employees' perceptions of the overall set of HR practices, we followed the recent literature by dividing the set of HR practices intro three HR bundles by applying the ability, motivation, and opportunity framework in relation to employee outcomes (Appelbaum et al., 2000; De Reuver et al., 2019).

The results of Chapter 2 reveal that a wide range of descriptive and evaluative conceptualisations of employee perceptions of HR practices have been used. In addition, the categorisation of employee perceptions of HR practices seems to be in need of further specification when looking at the different descriptive and evaluative conceptualisations that have been studied. More specifically, employee perceptions of the mental evaluation of the offered HR practices (e.g., the extent to which an employee perceives that they receive extensive training opportunities) can be seen as a different type of evaluation compared to the effectiveness of HR practices for employee performance that implies something about the employees' behaviour at work. In particular, more affective types of evaluative perceptions of HR practices might be another category of perceptions. Such a category might include, for example, employee evaluations in terms of fairness, justice, or job satisfaction, compared to behavioural types of perceptions, such as employee evaluations about how their behaviour is influence by HR practices. Based on the systematic literature review in Chapter 2, this dissertation argues for further specifying the conceptualisation of employee perceptions of HR practices. In line with suggestions based on previous reviews (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020), Chapter 3 reveals that a descriptive type of employee perceptions of HR practices has a different relationship with employee outcomes compared to an evaluative type of employee perceptions of HR practices. That is, the evaluative type of employee perceptions of HR practices, i.e., the perceived effectiveness of HR practices, has shown to impact employee work engagement

and in turn job performance, while the perceived availability of HR practices did not show a significant relationship with these outcomes. Moreover, this study shows that the availability and effectiveness of ability-, motivation-, and opportunity-enhancing HR bundles have differential relationships with employee outcomes.

This dissertation contributes in several ways to the existing studies on different types of employee perceptions of HR practices in the SHRM literature. First, the empirical studies to date included a variety of conceptualisations to study employee perceptions of HR practices. However, the results of this dissertation show that the conceptualisations, in particular with regard to descriptive and evaluative conceptualisations, deserve more attention. Second, by examining how descriptive and evaluative types of employee perceptions of HR practices relate to employee outcomes, the findings of this dissertation build upon previous research that argues for specifically investigating particular conceptualisations of perceptions (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020). In particular, the descriptive and evaluative type of HR perceptions investigated in this research show different relationships with employee outcomes. Therefore, this dissertation echoes recent studies and suggests that a clearer distinction should be made in the type of conceptualisations studied. Third, building on the cognitive psychology literature (Miller, 1960; Schwarz & Sudman, 2012), we argue that the evaluative category of employee perceptions of HR practices could be further distinguished in (1) evaluations regarding the HR practices themselves, (2) the mental events that are triggered by the HR practices, and (3) employees' behaviour that is influenced by the HR practices. Finally, the findings of this dissertation suggest that investment in some HR bundles is more beneficial than investment in other bundles for improving employee outcomes. In particular, the study conducted in the education sector (Chapter 3) shows that next to the overall set of HR practices, ability-, motivation-, and opportunity-enhancing HR bundles could be more relevant in particular contextual settings than in others (see also De Reuver et al., 2019; Paauwe, 2009).

Challenge 3: Examining (In)Congruence Effects of Perceptions of HR Practices and Their Relationship with Employee Outcomes

Even though studies have focused on the impact of employee perceptions of HR practices on employee outcomes, how perceptions of the (in)congruence effects of HR

practices relate to employee outcomes has gained limited research attention (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). First, (in)congruence might exist in how employees evaluate HR practices that they perceive as supplied and not supplied by the organisation in terms of being necessary and/or sufficient to work effectively. Second, an examination of the (in)congruence in how line-managers implement HR practices and how employees perceive these practices could provide a better understanding of what happens when line-managers over- or underrate implemented HR practices compared to how employees perceive them (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). In addition, there is a need to study individual factors that may enhance congruence in manager and employee perceptions of HR practices (Jiang & Messersmith, 2018), as studies to date have found only a moderate correlation between the two (Aryee et al., 2012; Den Hartog et al., 2013; Liao et al., 2009).

To address this final challenge, we conducted two empirical studies among workers in a range of sectors in the Netherlands (Chapter 4 and 5). The findings of these chapters reveal the importance of studying (in)congruence in perceptions of HR practices of employees as well as (in)congruence effects of HR practices between the employees and their manager. In particular, Chapter 4 reveals that the needs-supplies fit in present HR practices (i.e., those practices employees perceive as offered by the organisation and that contribute to better performance) and the needs-supplies fit of absent HR practices (i.e., the practices that employees perceive as not offered that would not contribute to better performance) are different constructs that have different relationships with employee outcomes (i.e., work engagement, proactive work behaviour, and exhaustion). These results show the importance of identifying the extent of congruence or fit between what employees perceive that the organisation supplies and what employees need to work effectively. Furthermore, the results of Chapter 5 show that high levels of congruence in terms of manager and employee perceptions of HR practices are related to higher commitment and job performance. Furthermore, when employees evaluated the offered HR practices higher compared to the managers' perceptions of HR practices, commitment was higher. Finally, this study reveals that employee perceptions of the salience of HR practices, which can be seen as a particular type of the employee's experience with HR practices, can enhance congruence in manager and employee perceptions of HR practices.

Our findings confirm the underlying propositions of person-environment fit theory (Kristoff-Brown et al., 2005) that congruence or fit in employee perceptions of HR practices

6

have a positive relationship with employee outcomes in terms of work engagement and proactive work behaviour and have a negative relationship with employee exhaustion, in contract to incongruence. In a similar vein and according to self- and other rater theory (Atwater & Yammarino, 1997), higher congruence in manager and employee perceptions of HR practices is related to higher employee outcomes, in contrast to lower congruence. The direction of incongruence also matters for commitment in order to achieve beneficial results for employee outcomes. Therefore, the results suggest that a fit perspective provides an appropriate framework to examine employee perceptions of HR practices for employees as evaluators as well as between the employee and their manager. Moreover, the findings argue that individual factors such as employees' perceptions of HR salience can enhance congruence in manager and employee perceptions of HR practices and is therefore important to consider (Garg et al., 2020). Taken together, these findings show the importance of examining the distribution of HR practices by line-managers and the extent to which employees perceive the HR practices offered to them, as well as the extent to which HR practices match or fit with employees' needs.

Strengths and Limitations of the Dissertation

This dissertation has several strengths and limitations. A strength of this dissertation is the theoretical and empirical approach towards the investigation of employee perceptions of HR practices in SHRM research. In addition, employee and manager data on HR practices and employee outcomes were used. Although this dissertation contributes to a better understanding of the employee perspective of HR practices in the SHRM literature, this dissertation also has a number of limitations. The first limitation concerns the use of cross-sectional data in the empirical studies and self-reported data (from employees only) in two chapters (Chapter 3 and 4) of this dissertation. Because of this, common method and common source bias may have occurred (Podsakoff et al., 2003). Although the studies in this dissertation showed that common method and common source bias were not a serious concern, as can be seen in the limitations sections of the particular chapters, future studies could combine survey data with more objective data sources or include other raters alongside managers (i.e., colleagues). In addition, a quasi-experimental design focusing on the introduction or implementation of HR practices could be used to draw conclusions about causal effects.

A second limitation concerns the ability to generalise the findings of this dissertation. Although Chapter 4 and 5 include different stakeholders (i.e., employees and managers in a variety of sectors in the Netherlands), it is difficult to generalise the findings and to draw conclusions for different populations in other countries. For example, Dutch legislation and institutions play an important role in shaping HR policies and practices (Boselie et al., 2001). In addition, research has shown that differences exist in the effects of HR practices between for example private and public sector organisations (Blom et al., 2020). Furthermore, the third chapter in focuses solely on the Dutch (primary and secondary) education sector. It is difficult to generalise the findings to others sectors. However, a strength of the study in the education sector is that the findings and conclusions are geared towards this particular sector and are therefore valuable for this particular context.

A third limitation of the dissertation is that we have focused on HR practices as an overall set that comprises ability-, motivation-, and opportunity-enhancing HR practices. We did not investigate the interrelationships between the HR practices. In other words, we did not examine whether HR practices are different in terms of their effectiveness. Because of this, we recommend future studies to focus on configurations of HR practices and herewith investigate whether some HR practices have more positive consequences compared to others (Boon et al., 2020; Meyer et al., 1993). In addition, it might be that particular profiles of HR practices have different consequences for employee outcomes.

Finally, as the majority of the data were collected from employees and manager-employee dyads, it is difficult to draw conclusions about what is actually offered by organisations in terms of HR practices on, for example, a team level. Future studies could include studying the HR policies of an organisation and could involve HR managers to get more information about the actual HR practices in place. Furthermore, a limitation in this dissertation is that performance data were reported by the employees themselves or by their direct manager and are therefore not objective. Future studies could collect data from other stakeholders (i.e., (HR) managers and colleagues) and could include more objective, individual performance data (e.g., employee key performance indicators).

Suggestions for Future Research

The findings and implications regarding our understanding of employee perceptions of HR practices in SHRM research provide three suggestions that need to be addressed in future research. These suggestions concern the construct of employee perceptions of HR

practices, theoretical perspectives to explain employee perceptions of HR practices, and the research methods to examine this construct.

The Construct of Employee Perceptions of HR Practices

The systematic literature review and empirical studies in this dissertation highlight the importance of creating more clarification in the construct of employee perceptions of HR practices in the SHRM literature. First, we show that a single perspective on employee perceptions of HR practices is infeasible. Future research is needed to examine this construct in more detail by focusing on particular categorisations of employee perceptions of HR practices in relation to employee outcomes. The descriptive and evaluative categorisation of employee perceptions of HR practices could serve as a starting point to create more transparency in this construct, for which separate measures should be used to improve the quality of the item content that fits the particular conceptualisation one aims to examine.

Second, although SHRM research studies HR practices at the bundle or system level, the majority of studies include conceptualisations of employee perceptions of HR practices at the practice level. Therefore, we focused in the systematic literature review on the conceptualisations of employee perceptions of HR practices at the practice level and we investigated employee perceptions of HR practices as overall set of HR practices, i.e., a HR system or bundles, in the empirical studies of this dissertation. We have adopted this approach in order to align with existing studies on employee perceptions of HR practices. However, differences in types of employee perceptions of HR practices as well as (in)congruence effects of HR practices can also exist at the practice level. For example, it might be that an employee experiences performance appraisal conversations as contributing to their work performance, while the trainings they received are not perceived as helping them to work effectively. Therefore, future studies are recommended to apply this fit approach also at the practice level.

Third, future research is recommended to further specify the employee perceptions of HR practices. We argue that a further distinction in HR perceptions could be explored. More specifically, to draw from a cognitive psychology perspective on surveys, a distinction is often made in cognitive evaluations about (1) the stimulus in the environment, (2) the mediational processes or the mental events regarding the stimulus, and (3) the responses in terms of behaviour (Miller, 1960). Based on this distinction, we suggest that future research could

explore employee perceptions of HR practices in terms of (1) how employees perceive the particular HR practice (for example, whether a training is offered to them), (2) their evaluation triggered by the HR practice (for example, the extent to which the employee is satisfied with the training), and (3) their responses/behaviours related to the HR practice (for example, the extent to which the training helps the employee in performing their job). Further specifying these categories in employee perceptions of HR practices will help in gaining a better understanding of the types of employee perceptions of HR practices that affect employee and organisational outcomes.

Finally, future research could investigate predictors other than manager-rated HRM. As a result, the systematic literature review highlighted that predictors of employee perceptions of HR practices are largely unknown. Future studies are therefore recommended to investigate possible antecedents of employee perceptions of HR practices, such as the background of the employee, their personality, and the work environment such as co-worker responses to HR practices (Lepak et al., 2018; Jiang et al., 2017; Nishii & Wright, 2008). In addition, other moderators in the relationship between manager and employee perceptions of HR practices could be investigated. The results of the study on manager and employee perceptions of HR practices show that individual salience perceptions of HR practices can strengthen this relationship. Other individual factors such as employees' psychological capital or the background of the employee (Jiang et al., 2017; Jiang & Messersmith, 2018) could be examined in the relationship between manager and employee perceptions of HR practices as well as factors such as leadership (style) and leader–member exchange (Bos-Nehles & Meijerink, 2018; Vermeeren, 2014). In addition, to learn more about factors that influence the extent of (in)congruence in manager and employee perceptions of HR practices and employee outcomes, it is worthwhile to investigate moderators in the relationship between (in)congruence in perceptions and employee outcomes (see, e.g., Marescaux et al., 2020). That is, from a psychological contract perspective, the relationship between perceptions of HR practices of employees and their managers and their mutual expectations regarding HR practices can be studied further to gain insight into the perceptions of the two parties and the impact on employee outcomes (Guest & Conway, 2002).

Theoretical Perspectives to Explain Employee Perceptions of HR Practices

A second area for future research concerns the theoretical frameworks that have been used to explain employee perceptions of HRM in SHRM research. The literature review shows that a wide range of theoretical frameworks have been used to explain this construct. However, the theoretical argumentation for explaining the employee perspective on HR practices deserves more attention in future studies, as the majority of studies have only briefly and broadly described the construct of employee perceptions of HR practices. In this dissertation, the theoretical approaches in the empirical studies were drawn from (1) an occupational health psychology perspective (see Chapter 3), (2) an exchange perspective (see Chapter 4), and (3) a communication perspective (see Chapter 5) that were identified in the systematic literature review. To provide a more detailed explanation of the employee perspective on HR practices, we recommend future studies to determine the type of theoretical perspective they want to use based on the particular conceptualisation and to build their conceptual model accordingly. This distribution in theoretical perspectives might help studies to provide a more in-depth explanation of the employee perspective of HR practices construct.

In addition, future studies are recommended to include exchange-related theories, such as person-environment fit and psychological contract theory, that have been suggested to explain employee perceptions of HR practices but have rarely been applied to explain this construct (Lepak et al., 2012; Nishii et al., 2008). The findings of this dissertation, in particular in Chapter 4, show the importance of integrating a fit approach when studying employee perceptions of HR practices in order to understand the extent to which employees' needs fit with the HR practices that are offered and how these perceptions are linked to motivational outcomes (Lepak et al., 2012). In this way, this dissertation includes an (in)congruence perspective on HR perceptions by using the employee as an important stakeholder in affecting their attitudes and behaviours. However, this (in)congruence perspective could also be examined from the perspective of the manager, that is, whether the manager perceives that the implemented HR practices are perceived as effective for their employees' work performance or either on (in)congruence in manager and employee perceptions regarding their perceived effectiveness of the HR practices, rather than the presence or availability of these practices.

Finally, this dissertation focuses on employees' perspectives of the effectiveness of HR practices in which the extent to which the HR practices contribute to employee work performance was examined. Future studies are recommended to examine other types of HR effectiveness perspectives from an employee viewpoint, such as the extent to which the HR practices are perceived as effective for their well-being. In line with the balanced perspective on HRM, it is important to examine employees' perspectives on HR practices regarding well-being and performance (Van de Voorde et al., 2012). It might be, for example, that employees perceive particular HR practices as contributing to their work performance, while other HR practices might be perceived as contributing more to their well-being.

Research Methods

A final area for future research concerns the use of more advanced research methods when studying employee perceptions of HR practices. The studies in this dissertation attempt to create a deeper understanding of the employee perspective of HR practice in the SHRM literature. To improve one's insight into how this perspective can be incorporated into studies on SHRM, future studies are recommended to use more advanced research methods. In particular, the use of longitudinal and quasi-experimental design studies and person-centred studies would advance the field's understanding. First, the majority of studies included in the systematic review (Chapter 2) are based on cross-sectional data. Findings of previous longitudinal research have showed that reverse causality is possible, in that employee outcomes affect line-managers' and employees' perceptions of the HR system (Piening et al., 2013). Longitudinal studies could focus on the question of whether employee attitudes and behaviours lead to more access to or use of HR practices, or whether the employee's needs and preferences of HR practices results in managers offering a higher extent of HR practices. In addition, quasi-experimental design studies could provide more insight into whether an implemented HR practice is, for example, perceived as effective for employees' work performance and ultimately improve employees' attitudes and behaviours at work. Second, the majority of studies take a variable-centred approach when studying employee perceptions of HR practices, and as a result, intra-individual differences are neglected. Although a variable-centred approach is suitable to get insight into how variables are related, a person-centred approach can provide insight into patterns of subgroups of perceptions of

HR practices and thus contribute towards more concrete recommendations for managers and organisations.

Practical Implications

Organisations should be aware that how employees experience HR practices partially accounts for the success of HR practices that ultimately affect the performance of the organisation. Therefore, (HR) managers should pay attention to how employees experience HR practices by being aware of the different types of perceptions that employees may have. It would be helpful to distinguish between different types of employee perceptions of HR practices. More specifically, employees' evaluation of what is offered to them (or not) and how they think their behaviour (in particular their work performance) is influenced by HR practices are different types of perceptions that managers should be aware of. In particular, it is important that when managers have a conversation with their employees, they should not only focus on what employees perceive in terms of the offered HR practices, but also focus on what they do not perceive in terms of HR practices and how the (non-offered) HR practices are experienced in helping them work effectively. In addition, it is important to focus on the different types of HR bundles that are investigated in this dissertation (i.e., ability-, motivation-, and opportunity-enhancing HR bundles) as employee perceptions of the availability and effectiveness of these bundles can have different relationships with employee outcomes.

In addition, the findings of this dissertation have important implications for employees as the results provide insights into the employee experience of HR practices itself as well as its relationship with manager perceptions of HR practices and its consequences for employee outcomes. These outcomes were investigated in terms of employee attitudes and behaviors, such as work engagement, commitment, exhaustion, proactive work behaviour, and job performance, which have important consequences for employees' general well-being. By examining how employees experience HR practices, we provide insight into what types of evaluations they can have with regard to HR practices. In addition, the findings highlight the importance of the effects of the different experiences that employees can have with HR practices for employee's work results. For employees, just like for organisations, it is therefore important to evaluate the HR practices that are offered and not offered in order to see where improvements can be made for their functioning.

Furthermore, the findings of this dissertation argue that paying attention to the extent to which manager and employee perceptions of HR practices are congruent or in agreement is likely to have benefits. Moreover, results show that commitment is lower when employees evaluated the implemented HR practices lower compared to the managers' perception of the HR practices. One suggestion to enhance the levels of congruence in employee and manager perceptions of HR practices, is that managers should consider how important employees perceive the HR practices that they offer. Therefore, it is important that managers communicate and inform their employees about the HR practices that they implement and discuss with their employees the relative importance of the HR practices as perceived by the individual worker.

Finally, organisations should provide employees with the HR practices that fit or match with their expectations in order to contribute to employees' attitudes and behaviours. In particular, they should consider the extent to which employees perceive the existing and missing HR practices as needed to help them work effectively. In this way, organisations can use this fit approach to determine what HR practices waste organisational resources and where improvement regarding HR practice implementation is possible. This could help in creating a better fit between the investment in HR practices by management and the alignment with employees' needs and preferences regarding these HR practices to ultimately create an optimised HR experience for employees to perform their work.

Conclusion

This dissertation has aimed to contribute to the understanding of how employee perceptions of HR practices can be conceptualised and linked to employee outcomes. The construct of employee perceptions of HR practices, different types of perceptions of HR practices, and (in)congruence effects of perceptions of HR practices have been explored. The findings show that different types of employee perceptions of HR practices (i.e., perceived availability of HR practices and the perceived effectiveness of HR practices) have different relationships with employee outcomes. In addition, the extent of congruence in manager and employee perceptions of HR practices as well as congruence in the employee perceptions of HR practices itself affect employee attitudes and behaviours. By adopting a fit approach in understanding employee perceptions of HR practices, this dissertation shows that focusing on the alignment between the HR practices invested in by organisations and the needs and preferences of employees related to these HR practices have beneficial results that can ultimately contribute to the performance of the organisation.

Reference List

Reference List

Abbott, J., & De Cieri, H. (2008). Influences on the provision of work–life benefits: Management and employee perspectives. *Journal of Management & Organization*, *14*(3), 303-322. https://search.proquest.com/scholarly-journals/influences-on-provision-work-life-benefits/docview/233253966/se-2?accountid=14338

Adams, J. S. (1965) *Inequity in social exchange.* In L. Berkowitz (Ed.), Advances in experimental social psychology (pp. 267-299). Academic Press. https://doi.org/10.1016/S0065-2601(08)60108-2

Aiken, L. S., West, S. G., & Reno, R. R. (1991). *Multiple regression: Testing and interpreting interactions*. Sage.

Ajzen, I., & Fishbein, M. (1980). *Understanding attitudes and predicting social behavior.* Prentice-Hall.

Alfes, K., Shantz, A. D., Bailey, C., Conway, E., Monks, K., & Fu, N. (2019). Perceived human resource system strength and employee reactions toward change: Revisiting human resource's remit as change agent. *Human Resource Management*, *58*(3), 239-252. https://doi.org/10.1002/hrm.21948

Alfes K, Shantz A., & Truss C. (2012). The link between perceived HRM practices, performance and well-being: The moderating effect of trust in the employer. *Human Resource Management Journal, 22*(4), 409-427. https://doi.org/10.1111/1748-8583.12005

Ang, S. H., Bartram, T., McNeil, N., Leggat, S. G., & Stanton, P. (2013). The effects of high-performance work systems on hospital employees' work attitudes and intention to leave: a multi-level and occupational group analysis. *The International Journal of Human Resource Management*, *24*(16), 3086-3114. https://doi.org/10.1080/09585192.2013.775029

Appelbaum, E., Bailey, T., Berg, P. B., Kalleberg, A. L., & Bailey, T. A. (2000). *Manufacturing advantage: Why high-performance work systems pay off*. Cornell University Press.

Arthur Jr W., Bennett Jr W., Edens P.S., & Bell S.T. (2003). Effectiveness of training in organizations: A meta-analysis of design and evaluation features. *Journal of Applied psychology, 88*(2), 234-245. https://doi/10.1037/0021-9010.88.2.234

Arthur, J. B., & Boyles, T. (2007). Validating the human resource system structure: A levels-based strategic HRM approach. *Human Resource Management Review*, *17*(1), 77-92. https://doi.org/10.1016/j.hrmr.2007.02.001

Arthur, J. B., Herdman, A. O., & Yang, J. (2016). How top management hr beliefs and values affect high-performance work system adoption and implementation effectiveness. *Human Resource Management*, *55*(3), 413-435. https://doi.org/10.1002/hrm.21672

Aryee, S., Walumbwa, F. O., Seidu, E. Y., & Otaye, L. E. (2012). Impact of high-performance work systems on individual-and branch-level performance: test of a multilevel model of intermediate linkages. *Journal of Applied Psychology*, *97*(2), 287-300. https://doi/10.1037/a0025739

Atwater, L. E., Ostroff, C., Yammarino, F. J., & Fleenor, J. W. (1998). Self-other agreement: does it really matter?. *Personnel Psychology*, *51*(3), 577-598.

Atwater, L. E., & Yammarino, F. J. (1997). *Self-other rating agreement: A review and model.* In G. R. Ferris (Ed.), *Research in personnel and human resources management, Vol. 15* (p. 121–174). Elsevier Science/JAI Press.

Bakker, A.B. & Bal, M.P. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology, 83*(1), 189-206. https://doi.org/10.1348/096317909X402596

Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, *43*(1), 83-104. https://doi.org/10.1002/hrm.20004

Bakker, A.B., Hakanen, J.J., Demerouti, E. & Xanthopoulou, D. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, *99*(2), 274-284. https://doi.org/10.1037/0022-0663.99.2.274

R

■ Reference List

Bal, P. M., Kooij, D. T., & De Jong, S. B. (2013). How do developmental and accommodative HRM enhance employee engagement and commitment? The role of psychological contract and SOC strategies. *Journal of Management Studies*, *50*(4), 545-572. https://doi.org/10.1111/joms.12028

Beijer, S. E. (2014). *HR practices at work: Their conceptualization and measurement in HRM research.* Gildeprint.

Beijer, S., Peccei, R., Van Veldhoven, M., & Paauwe, J. (2019). The turn to employees in the measurement of human resource practices: A critical review and proposed way forward. *Human Resource Management Journal*, 1-17. https://doi.org/10.1111/1748-8583.12229

Betoret, F.D. (2009). Self-efficacy, school resources, job stressors and burnout among Spanish primary and secondary school teachers: a structural equation approach. *Educational Psychology, 29*(1), 45-68. https://doi.org/10.1080/01443410802459234

Biron, M., & van Veldhoven, M. (2016). When control becomes a liability rather than an asset: Comparing home and office days among part-time teleworkers. *Journal of Organizational Behavior*, *37*(8), 1317-1337. https://doi.org/10.1002/job.2106

Blau, P. (1964). *Power and Exchange in Social Life.* Wiley & Sons.

Blom, R., Kruyen, P. M., Van der Heijden, B. I., & Van Thiel, S. (2020). One HRM fits all? A meta-analysis of the effects of HRM practices in the public, semipublic, and private sector. *Review of Public Personnel Administration*, *40*(1), 3-35. https://doi.org/10.1177/0734371X18773492

Boon, C., & Biron, M. (2016). Temporal issues in person–organization fit, person–job fit and turnover: The role of leader–member exchange. *Human Relations*, *69*(12), 2177-2200. https://doi.org/10.1177%2F0018726716636945

Boon, C., Den Hartog, D. N., Boselie, P., & Paauwe, J. (2011). The relationship between perceptions of HR practices and employee outcomes: examining the role of person–organisation and person–job fit. *The International Journal of Human Resource Management*, *22*(01), 138-162. https://doi.org/10.1080/09585192.2011.538978

Boon, C., Den Hartog, D. N., & Lepak, D. P. (2019). A systematic review of human resource management systems and their measurement. *Journal of Management*, *45*(6), 2498-2537. https://doi.org/10.1177%2F0149206318818718

Boselie, P., Dietz, G., & Boon, C. (2005). Commonalities and contradictions in HRM and performance research. *Human Resource Management Journal*, *15*(3), 67-94. https://doi.org/10.1111/j.1748-8583.2005.tb00154.x

Boselie, P., Paauwe, J., & Jansen, P. (2001). Human resource management and performance: lessons from the Netherlands. *International Journal of Human Resource Management*, *12*(7), 1107-1125. https://doi.org/10.1080/09585190110068331

Bos-Nehles, A. C., & Meijerink, J. G. (2018). HRM implementation by multiple HRM actors: a social exchange perspective. *The International Journal of Human Resource Management*, *29*(22), 3068-3092. https://doi.org/10.1080/09585192.2018.1443958

Bowen, D. E., & Ostroff, C. (2004). Understanding HRM-Firm Performance Linkages: The Role of the "Strength" of the HRM System. *The Academy of Management Review*, *29*(2), 203-221. https://doi.org/10.5465/amr.2004.12736076

Boxall, P. & Purcell, J. (2003). *Strategy and Human Resource Management: Management, Work and Organisations.* Palgrave MacMillan.

Boxall, P., Purcell, J., & Wright, P. (2007). *Human resource management: scope, analysis, and significance.* Oxford Handbook of Human Resource Management. Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199547029.003.0001

Boyne, G., Poole, M., & Jenkins, G. (1999). Human resource management in the public and private sectors: An empirical comparison. *Public Administration, 77*(2), 407-420. https://doi.org/10.1111/1467-9299.00160

Browning, V., & Edgar, F. (2004). Reactions to HRM: An employee perspective from South Africa and New Zealand. *Journal of Management & Organization*, *10*(2), 1-13. https://search.proquest.com/scholarly-journals/reactions-hrm-employee-perspective-south-africa/docview/233255978/se-2?accountid=14338

Burke, R. J. (1993). Organizational-level interventions to reduce occupational stressors. *Work & Stress*, *7*(1), 77-87. https://doi.org/10.1080/02678379308257051

Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. *Journal of Applied Psychology*, *87*(5), 875-884. https://doi.org/10.1037/0021-9010.87.5.875

Cafferkey, K., & Dundon, T. (2015). Explaining the black box: HPWS and organisational climate. *Personnel* Review, 44, 666-688. https://doi.org/10.1108/PR-12-2012-0209

R

■ Reference List

Cafferkey, K., Heffernan, M., Harney, B., Dundon, T., & Townsend, K. (2019). Perceptions of HRM system strength and affective commitment: The role of human relations and internal process climate. *The International Journal of Human Resource Management*, *30*(21), 3026-3048. https://doi.org/10.1080/09585192.2018.1448295

CAOP (2018) Career perspectives of teachers in the context of the job mix primary and secondary education. Voion. https://www.voion.nl/media/2630/carriereperspectievenvanlerareninhetkadervand efunctiemixpoenvo.pdf (accessed 2 May 2020).

Castanheira, F., & Chambel, M. J. (2010). Reducing burnout in call centers through HR practices. *Human Resource Management*, *49*(6), 1047-1065. https://doi.org/10.1002/hrm.20393

Chang, E. (2005). Employees' overall perception of HRM effectiveness. *Human Relations*, *58*(4), 523-544. https://doi.org/10.1177/0018726705055037

Cheng, K. T. (2016). Doing good in public schools: Examining organisational citizenship behaviour in primary school teachers. *Journal of Management and Organization*, *22*(4), 495. http://dx.doi.org/10.1017/jmo.2015.47

Cogliser, C. C., Schriesheim, C. A., Scandura, T. A., & Gardner, W. L. (2009). Balance in leader and follower perceptions of leader–member exchange: Relationships with performance and work attitudes. *The Leadership Quarterly*, *20*(3), 452-465. https://doi.org/10.1016/j.leaqua.2009.03.010

Cole, M. S., Carter, M. Z., & Zhang, Z. (2013). Leader–team congruence in power distance values and team effectiveness: The mediating role of procedural justice climate. *Journal of Applied Psychology*, *98*(6), 962. https://doi.org/10.1037/a0034269

Combs, J., Liu, Y., Hall, A., & Ketchen, D. (2006). How much do high-performance work practices matter? A meta-analysis of their effects on organizational performance. *Personnel Psychology*, *59*(3), 501-528. https://doi.org/10.1111/j.1744-6570.2006.00045.x

Conway, E., Fu, N., Monks, K., Alfes, K., & Bailey, C. (2016). Demands or resources? The relationship between HR practices, employee engagement, and emotional exhaustion within a hybrid model of employment relations. *Human Resource Management*, *55*(5), 901-917. https://doi.org/10.1002/hrm.21691

Conway, E., & Monks, K. (2009). Unravelling the complexities of high commitment: an employee-level analysis. *Human Resource Management Journal*, *19*(2), 140-158. https://doi.org/10.1111/j.1748-8583.2009.00090.x

Cools, E., Van den Broeck, H., & Bouckenooghe, D. (2009). Cognitive styles and person–environment fit: Investigating the consequences of cognitive (mis) fit. *European Journal of Work and Organizational Psychology*, *18*(2), 167-198. https://doi.org/10.1080/13594320802295540

Coyle-Shapiro, J. A., Diehl, M. R., & Chang, C. (2016). *The employee–organization relationship and organizational citizenship behavior.* In The Oxford Handbook of Organizational Citizenship Behavior.

Davis, D.A., Mazmanian, P.E., Fordis, M., Van Harrison, R.T.K.E., Thorpe, K.E., & Perrier, L. (2006). Accuracy of physician self-assessment compared with observed measures of competence: a systematic review. *Jama, 296*(9), 1094-1102. https://doi.org/10.1001/jama.296.9.1094

DeArmond, M. M. (2013). *Good ideas and engagement aren't enough: School district central offices and the micro-politics of implementing comprehensive human resource reform.* Doctoral dissertation, University of Washington.

De Cuyper, N. & De Witte, H. (2011). The management paradox: Self-rated employability and organizational commitment and performance. *Personnel Review, 40*(2), 152-172. https://doi.org/10.1108/00483481111106057

De Reuver, R., Van de Voorde, K., & Kilroy, S. (2019). When do bundles of high performance work systems reduce employee absenteeism? The moderating role of workload. *The International Journal of Human Resource Management*, 1-21. https://doi.org/10.1080/09585192.2019.1616594

Delery, J. E. (1998). Issues of fit in strategic human resource management: Implications for research. *Human Resource Management Review*, *8*(3), 289-309.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied psychology*, *86*(3), 499. https://doi.org/10.1037//0021-9010.86.3.499

R

■ Reference List

Demerouti, E., & Rispens, S. (2014). Improving the image of student-recruited samples: A commentary. *Journal of Occupational and Organizational Psychology*, *87*(1), 34-41. https://doi.org/10.1111/joop.12048

Den Hartog, D. N., Boon, C., Verburg, R. M., & Croon, M. A. (2013). HRM, communication, satisfaction, and perceived performance: A cross-level test. *Journal of Management, 39*(6), 1637-1665. https://doi.org/10.1177/0149206312440118

Dery, K., & Sebastian, I. M. (2017). Building business value with employee experience. *MIT Sloan CISR Research Briefing*, *17*(6), 6-9.

Dienst Uitvoering Onderwijs (DUO) (2018) Personnel in Primary and Secondary Education. Duo. https://duo.nl/open_onderwijsdata/databestanden/po/onderwijspersoneel/ (accessed April 10, 2020).

Dubreuil, P., Forest, J., & Courcy, F. (2014). From strengths use to work performance: The role of harmonious passion, subjective vitality, and concentration. *The Journal of Positive Psychology*, *9*(4), 335-349. https://doi.org/10.1080/17439760.2014.898318

Edgar, F., & Geare, A. (2014). An employee-centred analysis: professionals' experiences and reactions to HRM. *The International Journal of Human Resource Management*, *25*(5), 673-695. https://doi.org/10.1080/09585192.2013.803137

Edwards, J. R. (1991). Person-job fit: A conceptual integration, literature review, and methodological critique. In C. L. Cooper & I. T. Robertson (Eds.), *International review of industrial and organizational psychology, 6*, 283–357. Wiley.

Edwards, J. R. (1994). Regression analysis as an alternative to difference scores. *Journal of Management*, *20*(3), 683-689.

Edwards, J. R. (2002). Alternatives to difference scores: Polynomial regression and response surface methodology. *Advances in Measurement and Data Analysis*, 350-400.

Edwards, J. R., & Cable, D. M. (2009). The value of value congruence. *Journal of Applied Psychology*, *94*(3), 654-677. https://doi.org/10.1037/a0014891

Edwards, J. R., Cable, D. M., Williamson, I. O., Lambert, L. S., & Shipp, A. J. (2006). The phenomenology of fit: linking the person and environment to the subjective experience of person-environment fit. *Journal of Applied Psychology*, *91*(4), 802-827. https://doi.org/10.1037/0021-9010.91.4.802

Edwards, J. R., & Cooper, C. L. (1990). The person-environment fit approach to stress: recurring problems and some suggested solutions. *Journal of Organizational Behavior*, *11*(4), 293-307. https://doi.org/10.1002/job.4030110405

Edwards, J. R., & Parry, M. E. (1993). On the use of polynomial regression equations as an alternative to difference scores in organizational research. *Academy of Management journal*, *36*(6), 1577-1613. https://doi.org/10.5465/256822

Edwards, J. R., & Shipp, A. J. (2007). The relationship between person-environment fit and outcomes: An integrative theoretical framework. In C. Ostroff & T. A. Judge (Eds.), *Perspectives on organizational fit* (pp. 209-258). Jossey-Bass.

Ehrnrooth, M., & Björkman, I. (2012). An integrative HRM process theorization: Beyond signalling effects and mutual gains. *Journal of Management Studies*, *49*(6), 1109-1135. https://doi.org/10.1111/j.1467-6486.2012.01055.x

Fiske, S. T., & Taylor, S. E. (1991). *Social cognition*. Mcgraw-Hill Book Company.

Fleenor, J. W., Smither, J. W., Atwater, L. E., Braddy, P. W., & Sturm, R. E. (2010). Self–other rating agreement in leadership: A review. *The Leadership Quarterly*, *21*(6), 1005-1034. https://doi.org/10.1016/j.leaqua.2010.10.006

French, J. R., Caplan, R. D., & Van Harrison, R. (1982). *The mechanisms of job stress and strain, 7*. Wiley.

Frieder, R. E., Wang, G., & Oh, I. S. (2018). Linking job-relevant personality traits, transformational leadership, and job performance via perceived meaningfulness at work: A moderated mediation model. *Journal of Applied Psychology*, *103*(3), 324-333. https://doi.org/10.1037/apl0000274

Fu, N., Flood, P. C., Rousseau, D. M., & Morris, T. (2020). Line managers as paradox navigators in HRM implementation: Balancing consistency and individual responsiveness. *Journal of Management*, *46*(2), 203-233. https://doi.org/10.1177%2F0149206318785241

García-Cabrera, A. M., Lucia-Casademunt, A. M., & Cuéllar-Molina, D. (2018). Institutions and human resource practices in European countries. *The International Journal of Human Resource Management*, *29*(21), 3001-3032. https://doi.org/10.1080/09585192.2016.1239119

R

Garg, S. (2017). *Impact of HR practices and idiosyncratic deals on employee outcomes: does employee HR practice saliency matter?* (Doctoral dissertation, Rutgers University-Graduate School-New Brunswick).

Garg, S., Jiang, K., & Lepak, D.P. (2020). HR practice salience: explaining variance in employee reactions to HR practices, *The International Journal of Human Resource Management*, 1-31, https://doi.org/10.1080/09585192.2020.1792533

Garg, S., & Lepak, D. P. (2013). HR practice saliency: How does it drive employee outcomes?. In *Academy of Management Proceedings*,16119. Academy of Management. https://doi.org/10.5465/ambpp.2013.16119abstract

Gilbert, C., De Winne, S., & Sels, L. (2011). The influence of line managers and HR department on employees' affective commitment. *The International Journal of Human Resource Management*, *22*(8), 1618-1637. https://doi.org/10.1080/09585192.2011.565646

Gouldner, A. W. (1960). The norm of reciprocity: A preliminary statement. *American Sociological Review*, 161-178. https://doi.org/10.2307/2092623

Gould-Williams, J., & Davies, F. (2005). Using social exchange theory to predict the effects of HRM practice on employee outcomes: An analysis of public sector workers. *Public management review*, *7*(1), 1-24. https://doi.org/10.1080/1471903042000339392

Griffin, M. A., Neal, A., & Parker, S. K. (2007). A new model of work role performance: Positive behavior in uncertain and interdependent contexts. *Academy of Management Journal*, *50*(2), 327-347. https://doi.org/10.5465/amj.2007.24634438

Guest, D. E. (1999). Human resource management-the workers' verdict. *Human Resource Management Journal*, *9*(3), 5-25. https://doi.org/10.1111/j.1748-8583.1999.tb00200.x

Guest, D. E. (2011). Human resource management and performance: still searching for some answers. *Human Resource Management Journal*, *21*(1), 3-13. https://doi.org/10.1111/j.1748-8583.2010.00164.x

Guest, D. E. (2017). Human resource management and employee well-being: Towards a new analytic framework. *Human Resource Management Journal*, *27*(1), 22-38. https://doi.org/10.1111/1748-8583.12139

Guest, D., & Conway, N. (2011). The impact of HR practices, HR effectiveness and a 'strong HR system' on organisational outcomes: a stakeholder perspective. *The International Journal of Human Resource Management*, *22*(8), 1686-1702. https://doi.org/10.1080/09585192.2011.565657

Hakanen, J.J., Bakker, A.B., & Schaufeli, W.B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, *43*(6), 495-513. https://doi.org/10.1016/j.jsp.2005.11.001

Halbesleben, J. R., Neveu, J. P., Paustian-Underdahl, S. C., & Westman, M. (2014). Getting to the "COR" understanding the role of resources in conservation of resources theory. *Journal of Management*, *40*(5), 1334-1364. https://doi.org/10.1177/0149206314527130

Hayes, A. F. (2013). Model templates for PROCESS for SPSS and SAS.

Heffernan, M., & Dundon, T. (2016). Cross-level effects of high-performance work systems (HPWS) and employee well-being: the mediating effect of organisational justice. *Human Resource Management Journal*, *26*(2), 211-231. https://doi.org/10.1111/1748-8583.12095

Hewett, R., Shantz, A., Mundy, J., & Alfes, K. (2018). Attribution theories in human resource management research: A review and research agenda. *The International Journal of Human Resource Management*, *29*(1), 87-126. https://doi.org/10.1080/09585192.2017.1380062

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, *44*(3), 513-524.

Hu, L. T., & Bentler, P. M. (1998). Fit indices in covariance structure modeling: Sensitivity to underparameterized model misspecification. *Psychological Methods*, *3*(4), 424-453. https://doi.org/10.1037/1082-989X.3.4.424

Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, *38*(3), 635-672. https://doi.org/10.5465/256741

Jackson, S. E., & Schuler, R. S. (1995). Understanding human resource management in the context of organizations and their environments. *Annual Review of Psychology*, *46*(1), 237-264.

R

Jackson, S. E., Schuler, R. S., & Jiang, K. (2014). An aspirational framework for strategic human resource management. *The Academy of Management Annals*, *8*(1), 1-56. https://doi.org/10.1080/19416520.2014.872335

Jensen, J. M., Patel, P. C., & Messersmith, J. G. (2013). High-performance work systems and job control: Consequences for anxiety, role overload, and turnover intentions. *Journal of Management*, *39*(6), 1699-1724. https://doi.org/1177/0149206311419663

Jiang, K. (2016). *Strategic human resource management and organizational commitment*. In J. Meyer (ed). Handbook on employee commitment (p. 289-304). Edward Elgar.

Jiang, K., Hu, J. I. A., Liu, S., & Lepak, D. P. (2017). Understanding employees' perceptions of human resource practices: Effects of demographic dissimilarity to managers and coworkers. *Human Resource Management*, *56*(1), 69-91. https://doi.org/10.1002/hrm.21771

Jiang, K., Lepak, D. P., Han, K., Hong, Y., Kim, A., & Winkler, A. L. (2012). Clarifying the construct of human resource systems: Relating human resource management to employee performance. *Human Resource Management Review*, *22*(2), 73-85. https://doi.org/10.1016/j.hrmr.2011.11.005

Jiang, K., Lepak, D. P., Hu, J., & Baer, J. C. (2012). How does human resource management influence organizational outcomes? A meta-analytic investigation of mediating mechanisms. *Academy of management Journal*, *55*(6), 1264-1294. https://doi.org/10.5465/amj.2011.0088

Jiang, K., & Li, P. (2018). *Chapter 3: Models of strategic human resource management.* In A. Wilkinson, N. Bacon, D. Lepak, & S. Snell (eds.) Sage handbook of human resource management (2nd edition). Sage.

Jiang, K., & Messersmith, J. (2018). On the shoulders of giants: A meta-review of strategic human resource management. *The International Journal of Human Resource Management*, *29*(1), 6-33. https://doi.org/10.1080/09585192.2017.1384930

Jiang, K., Takeuchi, R., & Lepak, D. P. (2013). Where do we go from here? New perspectives on the black box in strategic HRM research. *Journal of Management Studies*, *50*, 1448-1480. https://doi.org/10.1111/joms.12057

Karasek Jr, R. A. (1979). Job demands, job decision latitude, and mental strain: Implications for job redesign. *Administrative Science Quarterly*, 285-308. https://doi.org/10.2307/2392498

Kehoe, R. R., & Wright, P. M. (2013). The impact of high-performance human resource practices on employees' attitudes and behaviors. *Journal of Management*, *39*(2), 366-391. https://doi.org/10.1177/0149206310365901

Kelley, H. H. (1967). Attribution theory in social psychology. In *Nebraska symposium on motivation*. University of Nebraska Press.

Kidder, D. L. (2002). The influence of gender on the performance of organizational citizenship behaviors. *Journal of Management*, *28*(5), 629-648. https://doi.org/10.1016/S0149-2063(02)00159-9

Kilroy, S., Flood, P. C., Bosak, J., & Chênevert, D. (2016). Perceptions of high-involvement work practices and burnout: the mediating role of job demands. *Human Resource Management Journal*, *26*(4), 408-424. https://doi.org/10.1111/1748-8583.12112

Kim, T. Y., Cable, D. M., & Kim, S. P. (2005). Socialization tactics, employee proactivity, and person-organization fit. *Journal of Applied Psychology*, *90*(2), 232-241. https://doi.org/10.1037/0021-9010.90.2.232

Kinnie, N., Hutchinson, S., Purcell, J., Rayton, B., & Swart, J. (2005). Satisfaction with HR practices and commitment to the organisation: why one size does not fit all. *Human Resource Management Journal*, *15*(4), 9-29. https://doi.org/1748-8583.2005.tb00293.x

Knies, E., Boselie, P., Gould-Williams, J., & Vandenabeele, W. (2015) Special issue of International Journal of Human Resource Management: Strategic human resource management and public sector performance, 26(3), 421-424. https://doi.org/10.1080/09585192.2014.980127

Knies, E., & Leisink, P. (2014). Linking people management and extra-role behaviour: results of a longitudinal study. *Human Resource Management Journal*, *24*(1), 57-76. https://doi.org/10.1111/1748-8583.12023

Knies, E., & Leisink, P. (2018). *People management in the public sector*. In HRM in Mission Driven Organizations. (pp. 15-46). Palgrave Macmillan. https://doi.org/10.1007/978-3-319-57583-4_2

R

■ Reference List

Kooij, D. T., Guest, D. E., Clinton, M., Knight, T., Jansen, P. G., & Dikkers, J. S. (2013). How the impact of HR practices on employee well-being and performance changes with age. *Human Resource Management Journal*, *23*(1), 18-35. https://doi.org/10.1111/1748-8583.12000

Krasikova, D. V., & LeBreton, J. M. (2012). Just the two of us: misalignment of theory and methods in examining dyadic phenomena. *Journal of applied psychology*, *97*(4), 739-757. https://10.1037/a0027962

Kristof-Brown, A. L., Zimmerman, R. D., & Johnson, E. C. (2005). Consequences of individuals' fit at work: A meta-analysis of person-job, person-organization, person-group, and person-supervisor fit. *Personnel psychology*, *58*(2), 281-342. https://doi.org/10.1111/j.1744-6570.2005.00672.x

Kroon, B., Van de Voorde, K., & Van Veldhoven, M.J.P.M. (2009). Cross-level effects of high-performance work practices on burnout: Two counteracting mediating mechanisms compared. *Personnel Review*, *38*(5), 509-525. https://doi.org/10.1108/00483480910978027

Kuder, G.F., & Richardson, M.W., (1937). The theory of the estimation of test reliability. *Psychometrika,* 2(3), 151-160. https://doi.org/10.1007/BF02288391

Kundu, S. C., & Gahlawat, N. (2018). Ability–motivation–opportunity enhancing human resource practices and firm performance: Evidence from India. *Journal of Management and Organization*, *24*(5), 730-747. http://dx.doi.org/10.1017/jmo.2016.22

Lee, G., Benoit-Bryan, J. & Johnson, T.P. (2012). Survey research in public administration: Assessing mainstream journals with a total survey error framework. *Public Administration Review, 72*(1), 87-97. https://doi.org/10.1111/j.1540-6210.2011.02482.x

Lepak, D. P., & Boswell, W. (2012). Strategic HRM and Employee Organizational Relationship (EOR). In L.M. Shore, J. Coyle-Shapiro, & L. Tetrick (Eds.), *The employee-organization relationship: Applications for the 21st century* (pp. 455-483). Routledge.

Lepak, D. P., Jiang, K., Han, K., Castellano, W., & Hu, J. (2012). *Strategic HRM moving forward: What can we learn from micro perspectives?* In G. Hodgkinson and J. K. Ford (eds.), International Review of Industrial and Organizational Psychology, vol. 27 (p. 231-259). John Wiley & Sons, Ltd. https://doi.org/10.1002/9781118311141

Lepak, D. P., Jiang, K., Kehoe, R. R., & Bentley, S. (2018). *Strategic Human Resource Management and Organizational Performance.* In C. Viswesvaran, N. Anderson, D. S. Ones, & H. K. Sinangil (eds.) Handbook of Industrial Work and Organizational Psychology (Vol. 3, p. 255-274). Sage.

Liao, H., Toya, K., Lepak, D. P., & Hong, Y. (2009). Do they see eye to eye? Management and employee perspectives of high-performance work systems and influence processes on service quality. *Journal of Applied Psychology*, *94*(2), 371-391. https://doi.org/10.1037/a0013504

Liao, C., Wayne, S. J., & Rousseau, D. M. (2016). Idiosyncratic deals in contemporary organizations: A qualitative and meta-analytical review. *Journal of Organizational Behavior*, *37*, S9-S29. https://doi.org/10.1002/job.1959

Locke, E. A. (1976). The nature and causes of job satisfaction. Handbook of industrial and organizational psychology. RandMc Narlly. *2*(5), 360-580.

MacKinnon, D. P., Fairchild, A. J., & Fritz, M. S. (2007). Mediation analysis. *Annual Review in Psychology*, *58*, 593-614.

Macky, K., & Boxall, P. (2007). The relationship between 'high-performance work practices' and employee attitudes: an investigation of additive and interaction effects. *The International Journal of Human Resource Management*, *18*(4), 537-567. https://doi.org/10.1080/09585190601178745

Marescaux, E., De Winne, S., & Sels, L. (2013). HR practices and affective organisational commitment: (when) does HR differentiation pay off?. *Human Resource Management Journal*, *23*(4), 329-345. https://doi.org/10.1111/1748-8583.12013

Marescaux, E., Rofcanin, Y., Las Heras, M., Ilies, R., & Bosch, M. J. (2020). When employees and supervisors (do not) see eye to eye on family supportive supervisor behaviours: The role of segmentation desire and work-family culture. *Journal of Vocational Behavior*, *121, 1-16.* https://doi.org/10.1016/j.jvb.2020.103471.

R

Martinko, M. J., Harvey, P., & Douglas, S. C. (2007). The role, function, and contribution of attribution theory to leadership: A review. *The Leadership Quarterly*, *18*(6), 561-585. https://doi.org/10.1016/j.leaqua.2007.09.004

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, *52*(1), 397-422. https://doi.org/10.1146/annurev.psych.52.1.397

Matta, F. K., Scott, B. A., Koopman, J., & Conlon, D. E. (2015). Does seeing "eye to eye" affect work engagement and organizational citizenship behavior? A role theory perspective on LMX agreement. *Academy of Management Journal*, *58*(6), 1686-1708. https://doi.org/10.5465/amj.2014.0106

Meijerink, J. G., Beijer, S. E., & Bos-Nehles, A. C. (2020). A meta-analysis of mediating mechanisms between employee reports of human resource management and employee performance: different pathways for descriptive and evaluative reports?. *The International Journal of Human Resource Management*, 1-49. https://doi.org/10.1080/09585192.2020.1810737

Meijerink, J., Bos-Nehles, A., & de Leede, J. (2020). How employees' pro-activity translates high-commitment HRM systems into work engagement: the mediating role of job crafting. *The International Journal of Human Resource Management*, *31*(22), 2893-2918. https://doi.org/10.1080/09585192.2018.1475402

Mendelson, M. B., Turner, N., & Barling, J. (2011). Perceptions of the presence and effectiveness of high involvement work systems and their relationship to employee attitudes. *Personnel Review, 40*(1), 45-69. https://doi.org/10.1108/00483481111095519

Messersmith, J.G., Patel, P.C., Lepak, D.P., & Gould-Williams, J.S. (2011). Unlocking the black box: Exploring the link between high-performance work systems and performance. *Journal of Applied Psychology, 96*(6), 1105-1118. https://doi.org/10.1037/a0024710

Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, *1*(1), 61-89. https://doi.org/10.1016/1053-4822(91)90011-Z

Meyer, A. D., Tsui, A. S., & Hinings, C. R. (1993). Configurational approaches to organizational analysis. *Academy of Management journal*, *36*(6), 1175-1195. https://www.jstor.org/stable/256809

Miller, J. G. (1960). Information input overload and psychopathology. *American Journal of Pscychiatry,* 116, 695-704. https://doi.org/10.1176/ajp.116.8.695

Moideenkutty, U., Blau, G., Kumar, R., & Nalakath, A. (2001). Perceived organisational support as a mediator of the relationship of perceived situational factors to affective organisational commitment. *Applied Psychology*, *50*(4), 615-634. https://doi.org/10.1111/1464-0597.00076

Morgan, J. (2017). *The employee experience advantage: How to win the war for talent by giving employees the workspaces they want, the tools they need, and a culture they can celebrate*. John Wiley & Sons.

Neisser, U. (1967) Cognitive psychology. Appleton-Century-Crofts.

Ng, T. W., & Feldman, D. C. (2010). Organizational tenure and job performance. *Journal of Management*, *36*(5), 1220-1250. https://doi.org/10.1177/0149206309359809

Nishii, L. H., Lepak, D. P., & Schneider, B. (2008). Employee Attributions of the "Why" of HR Practices: Their Effects on Employee Attitudes and Behaviors, and Customer Satisfaction. *Personnel Psychology*, *61*(3), 503-545. https://doi.org/10.1111/j.1744-6570.2008.00121.x

Nishii, L. H., & Wright, P. (2008). Variability at Multiple Levels of Analysis: Implications for Strategic Human Resource Management. In D.B. Smith (Ed.), *The people make the place* (pp. 225-248). Erlbaum.

Ogbonnaya, C., & Messersmith, J. (2019). Employee performance, well-being, and differential effects of human resource management subdimensions: Mutual gains or conflicting outcomes?. *Human Resource Management Journal*, *29*(3), 509-526. https://doi.org/10.1111/1748-8583.12203

Oh, S.S. & Lewis, G.B. (2009). Can performance appraisal systems inspire intrinsically motivated employees? *Review of Public Personnel Administration, 29*(2), 158-167. https://doi.org/10.1177/0734371X09331616

Ostroff, C., & Bowen, D. E. (2016). Reflections on the 2014 decade award: is there strength in the construct of HR system strength?. Academy of Management Review, 41(2), 196-214. https://doi.org/10.5465/amr.2015.0323

R

Ostroff, C., & Bowen, D. E. (2000). Moving HR to a Higher Level: HR Practices and Organizational Effectiveness. In K.J. Klein & S.W.J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 211-266). Jossey-Bass.

Ostroff, C., Shin, Y., & Kinicki, A. J. (2005). Multiple perspectives of congruence: Relationships between value congruence and employee attitudes. *Journal of Organizational Behavior*, *26*(6), 591-623. https://doi.org/10.1002/job.333

Paauwe, J. (2009). HRM and performance: Achievements, methodological issues and prospects. *Journal of Management studies*, *46*(1), 129-142.

Paré, G., & Tremblay, M. (2007). The influence of high-involvement human resources practices, procedural justice, organizational commitment, and citizenship behaviors on information technology professionals' turnover intentions. *Group & Organization Management, 32*(3), 326-357. https://doi.org/10.1177/1059601106286875

Parker, S. K., & Bindl, U. K. (Eds.). (2016). *Proactivity at work: Making things happen in organizations*. Taylor & Francis.

Peccei, R., & Van De Voorde, K. (2019). Human resource management–well-being–performance research revisited: Past, present, and future. *Human Resource Management Journal*. https://doi.org/10.1111/1748-8583.12254

Peccei, R., Van de Voorde, K., & Van Veldhoven, M.J.P.M. (2013). HRM, well-being and performance: A theoretical and empirical review. Chapter in Human resource management and performance: Achievements and challenges. Edited by Paauwe, Guest, & Wright. Wiley-Blackwell.

Piening, E.P., Baluch, A.M., & Ridder, H.G. (2014). Mind the intended-implemented gap: Understanding employees' perceptions of HRM. *Human Resource Management, 53*(4), 545-567. https://doi.org/10.1002/hrm.21605

Piening, E. P., Baluch, A. M., & Salge, T. O. (2013). The relationship between employees' perceptions of human resource systems and organizational performance: Examining mediating mechanisms and temporal dynamics. *Journal of Applied Psychology*, *98*(6), 926. https://doi.org/10.1037/a0033925

Plaskoff, J. (2017). Employee experience: the new human resource management approach. *Strategic HR Review*. https://doi.org/10.1108/SHR-12-2016-0108

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, *88*(5), 879-903.

Rice, R. W., Peirce, R. S., Moyer, R. P., & McFarlin, D. B. (1991). Using discrepancies to predict the perceived quality of work life. *Journal of Business and Psychology*, *6*(1), 39-55.

Rivkin, S.G., Hanushek, E.A., & Kain, J.F. (2005). Teachers, schools, and academic achievement. *Econometrica, 73*(2), 417-458. https://doi.org/10.1111/j.1468-0262.2005.00584.x

Rousseau, D. M. (1989). Psychological and implied contracts in organizations. *Employee Responsibilities and Rights Journal*, *2*(2), 121-139. https://doi.org/0892-7545/89/0600-0121506.00/0

Runhaar, P. (2017). How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership, 45*(4), 639-656. https://doi.org/10.1177/1741143215623786

Salancik, G. R., & Pfeffer, J. (1978). A Social Information Processing Approach to Job Attitudes and Task Design. *Administrative Science Quarterly*, *23*(2), 224-253. https://doi.org/10.2307/2392563

Salvucci, S., Walter, E., Conley, V., Fink, S., & Saba, M. (1997). *Measurement Error Studies at the National Center for Education Statistics*.

Schaufeli, W.B., Salanova, M., González-Romá, V., & Bakker, A.B. (2002). The measurement of engagement and burnout: A two sample confirmatory factor analytic approach. *Journal of Happiness studies, 3*(1), 71-92. https://doi.org/10.1023/A:1015630930326

Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement, 66*(4), 701-716. https://doi.org/10.1177/0013164405282471

Schmitt, N. (1996). Uses and abuses of coefficient alpha. *Psychological Assessment 8*, 350-353. https://doi.org/10.1037/1040-3590.8.4.350

R

Schwarz, N., & Sudman, S. (Eds.). (2012). *Context effects in social and psychological research*. Springer Science & Business Media.

Shanock, L. R., Baran, B. E., Gentry, W. A., Pattison, S. C., & Heggestad, E. D. (2010). Polynomial regression with response surface analysis: A powerful approach for examining moderation and overcoming limitations of difference scores. *Journal of Business and Psychology*, *25*(4), 543-554. https://doi.org/10.1007/s10869-010-9183

Shantz, A., Arevshatian, L., Alfes, K., & Bailey, C. (2016). The effect of HRM attributions on emotional exhaustion and the mediating roles of job involvement and work overload. *Human Resource Management Journal*, *26*(2), 172-191. https://doi.org/10.1111/1748-8583.12096

Shen, J., Benson, J., & Huang, B. (2014). High-performance work systems and teachers' work performance: The mediating role of quality of working life. *Human Resource Management*, *53*(5), 817-833. https://doi.org/10.1002/hrm.21614

Simbula, S., Guglielmi, D., & Schaufeli, W.B. (2011). A three-wave study of job resources, self-efficacy, and work engagement among Italian schoolteachers. *European Journal of Work and Organizational Psychology, 20*(3), 285-304. https://doi.org/10.1080/13594320903513916

Spence, M. (2002). Signaling in retrospect and the informational structure of markets. *American Economic Review*, *92*(3), 434-459. https://doi.org/10.1257/00028280260136200

Subramony, M. (2009). A meta-analytic investigation of the relationship between HRM bundles and firm performance. *Human Resource Management*, *48*(5), 745-768. https://doi.org/10.1080/13594320903513916

Takeuchi, R., Chen, G., & Lepak, D. P. (2009). Through the looking glass of a social system: Cross-level effects of high-performance work systems on employees' attitudes. *Personnel psychology*, *62*(1), 1-29. https://doi.org/10.1111/j.1744-6570.2008.01127.x

Takeuchi, R., Lepak, D. P., Wang, H., & Takeuchi, K. (2007). An Empirical Examination of the Mechanisms Mediating Between High-Performance Work Systems and the Performance of Japanese Organizations. *Journal of Applied Psychology*, *92*(4), 1069-1083. https://doi.org/10.1037/0021-9010.92.4.1069

Takeuchi, R., Yun, S., & Wong, K. F. E. (2011). Social influence of a coworker: A test of the effect of employee and coworker exchange ideologies on employees' exchange qualities. *Organizational Behavior and Human Decision Processes*, *115*(2), 226-237. https://doi.org/10.1016/j.obhdp.2011.02.004

Taris, R., Feij, J. A., & van Vianen, A. E. (2005). Met expectations and supplies–values fit of Dutch young adults as determinants of work outcomes. *The International Journal of Human Resource Management*, *16*(3), 366-382. https://doi.org/10.1080/0958519042000339552

Taylor, S. E., & Fiske, S. T. (1978). *Salience, attention, and attribution: Top of the head phenomena.* In Advances in experimental social psychology (Vol. 11, pp. 249-288). Academic Press. https://doi.org/10.1016/S0065-2601(08)60009-X

Topcic, M., Baum, M., & Kabst, R. (2016). Are high-performance work practices related to individually perceived stress? A job demands-resources perspective. *The International Journal of Human Resource Management*, *27*(1), 45-66. https://doi.org/10.1080/09585192.2015.1043136

Trevor, C. O., & Nyberg, A. J. (2008). Keeping your headcount when all about you are losing theirs: Downsizing, voluntary turnover rates, and the moderating role of HR practices. *Academy of Management Journal*, *51*(2), 259-276. https://doi.org/2008.31767250

Valizade, D., Ogbonnaya, C., Tregaskis, O., & Forde, C. (2016). A mutual gains perspective on workplace partnership: Employee outcomes and the mediating role of the employment relations climate. *Human Resource Management Journal*, *26*(3), 351-368. https://doi.org/10.1111/1748-8583.12113

Vandenabeele. W. (2007). Toward a public administration theory of public service motivation: An institutional approach. *Public Management Review, 9*(4), 545-556. https://doi.org/10.1080/14719030701726697

Van Beurden, J., Van de Voorde, K., & Van Veldhoven, M. J. P. M. (2020). The employee perspective on HR practices: A systematic literature review, integration, and outlook. *International Journal of Human Resource Management*, 1-35. https://doi.org/10.1080/09585192.2020.1759671

R

Van De Voorde, K., & Beijer, S. (2015). The role of employee HR attributions in the relationship between high-performance work systems and employee outcomes. *Human Resource Management Journal*, *25*(1), 62-78. https://doi.org/10.1111/1748-8583.12062

Van de Voorde, K., & Boxall, P. (2014). Individual well-being and performance at work in the wider context of strategic HRM. In *Well-being and performance at work* (pp. 103-119). Psychology Press.

Van De Voorde, K., Paauwe, J., & Van Veldhoven, M. (2012). Employee well-being and the HRM–organizational performance relationship: a review of quantitative studies. *International Journal of Management Reviews*, *14*(4), 391-407. https://doi.org/10.1111/j.1468-2370.2011.00322.x

Van Veldhoven, M. J. P. M., Prins, J., Van der Laken, P. A., & Dijkstra, L. (2015). *QEEW2. 0: 42 short scales for survey research on work, well-being and performance.* SKB.

Vekeman. E., Devos, G., & Valcke, M. (2016). Human resource architectures for new teachers in Flemish primary education. *Educational Management Administration & Leadership, 44*(6), 970-995. https://doi.org/10.1177/1741143215587309

Vekeman, E., Devos, G., Valcke, M., & Rosseel, Y. (2018). Principals' configuration of a bundle of human resource practices. Does it make a difference for the relationship between teachers' fit, job satisfaction and intention to move to another school?. *Educational Management Administration & Leadership, 46*(5), 820-840. https://doi.org/10.1177/1741143217711189

Veld, M., Paauwe, J., & Boselie, P. (2010). HRM and strategic climates in hospitals: Does the message come across at the ward level? *Human Resource Management Journal*, *20*(4), 339-356. https://doi.org/10.1111/j.1748-8583.2010.00139.x

Vermeeren, B. (2014). Variability in HRM implementation among line managers and its effect on performance: A 2-1-2 mediational multilevel approach. *The International Journal of Human Resource Management*, *25*(22), 3039-3059. https://doi.org/10.1080/09585192.2014.934891

Vermeeren, B. (2015). Influencing Public Sector Performance: Studying the Impact of AMO-enhancing HR Practices on Various Performance Outcomes in the Public Sector. *International Review of Administrative Sciences, 83*(4), 717-737.

Verquer, M. L., Beehr, T. A., & Wagner, S. H. (2003). A meta-analysis of relations between person–organization fit and work attitudes. *Journal of Vocational Behavior, 63*(3), 473-489. https://doi.org/10.1016/S0001-8791(02)00036-2

Wang, Y., Kim, S., Rafferty, A., & Sanders, K. (2020). Employee perceptions of HR practices: A critical review and future directions. *The International Journal of Human Resource Management*, *31*(1), 128-173. https://doi.org/10.1080/09585192.2019.1674360

Wei, Y. C., Han, T. S., & Hsu, I. C. (2010). High-performance HR practices and OCB: A cross-level investigation of a causal path. *The International Journal of Human Resource Management*, *21*(10), 1631-1648. https://doi.org/10.1080/09585192.2010.500487

Wright, T. A., & Cropanzano, R. (1998). Emotional exhaustion as a predictor of job performance and voluntary turnover. *Journal of Applied Psychology*, *83*(3), 486-493. https://doi/10.1037/0021-9010.83.3.486

Wright, P. M., Gardner, T. M., Moynihan, L. M., & Allen, M. R. (2005). The relationship between HR practices and firm performance: Examining causal order. *Personnel Psychology*, *58*(2), 409-446. https://doi.org/10.1111/j.1744-6570.2005.00487.x

Wright, P.M. & Nishii, L.H. (2007). *Strategic HRM and organizational behavior: Integrating multiple levels of analysi*s (CAHRS Working Paper #07-03). Cornell University, School of Industrial and Labor Relations, Center for Advanced Human Resource Studies. http://digitalcommons.ilr.cornell.edu/cahrswp/468.

Wright, P. M., & Nishii, L. H. (2013). Strategic HRM and organizational behaviour: Integrating multiple levels of analysis. In J. Paauwe, D. E. Guest, & P. M. Wright (Eds.), HRM and performance: Achievements and challenges (pp. 97–111). London: Wiley

Wright, P. M., & Snell, S. A. (1998). Toward a unifying framework for exploring fit and flexibility in strategic human resource management. *Academy of Management Review*, *23*(4), 756-772. https://doi.org/10.5465/amr.1998.1255637

Yammarino, F. J., & Atwater, L. E. (1997). Do managers see themselves as other see them? Implications of self-other rating agreement for human resources management. *Organizational Dynamics*, *25*(4), 35-44. https://doi.org/10.1016/S0090-2616(97)90035-8

R

Yang, L. Q., Levine, E. L., Smith, M. A., Ispas, D., & Rossi, M. E. (2008). Person–environment fit or person plus environment: A meta-analysis of studies using polynomial regression analysis. *Human Resource Management Review*, *18*(4), 311-321. https://doi.org/10.1016/j.hrmr.2008.07.014

Summary

Summary

Introduction

In every organisation, employees encounter human resource (HR) related practices. For example, employees often have a yearly performance appraisal conversation, they follow courses or trainings to develop themselves, and receive compensation for the work they perform. Each employee experiences these practices in a certain way and forms an opinion about them. There is growing interest in the employee experience of HR practices as research has shown that organizations that provide a good employee experience have optimized HR processes and are able to serve their customers or clients better. In addition, an increasing number of studies focus on the employee experience of HR practices, yet important questions remain in strategic HRM literature regarding how employee perceptions of HR practices are conceptualised and how they are related to employee outcomes. To address this issue, this dissertation focuses on the following main research question:

How can employee perceptions of HR practices be conceptualized and linked to employee outcomes?

Three key challenges were formulate to investigate this research question, namely: (1) exploring the construct of employee perceptions of HR practices, (2) examining how descriptive and evaluative types of employee perceptions of (bundles of) HR practices relate to employee outcomes, and (3) examining (in)congruence effects of perceptions of HR practices and their relationship with employee outcomes.

Overview of the Main Results for Each of the Three Key Challenges

Challenge 1: Exploring the Construct of Employee Perceptions of HR Practices

Although the employee perspective of HR practices has received more attention over the last years in the HRM-performance debate, studies include various conceptualisations and use different theoretical frameworks to explain this construct (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020). This is problematic, as the employee perception about the availability or presence of the HR practice does not include information on the employees' experience with the particular HR practice, such as their satisfaction with, fairness of, or effectiveness of the HR practice. Therefore, there is a need to get a better overview of how research studying the employee perspective of HR practices has developed

over the years in terms of conceptualisations. In addition, we lack a clear overview of how the different conceptualisations are rooted in particular theoretical frameworks. To explore this challenge, in Chapter 2, extant empirical SHRM literature was reviewed to identify conceptualisations of employee perceptions of HR practices and the theoretical frameworks that have been used to explain this construct. In Chapter 3, we draw from an occupational health psychology perspective to empirically examine two particular conceptualizations (i.e., employees' perceived availability and effectiveness of HR practices) in relation to employee outcomes, in the context of primary and secondary education. Chapter 4 includes an exchange perspective in which the value of the employees' view on the effectiveness of present and absent HR practices for their job performance was examined. Finally, Chapter 5 incorporates a communication perspective and studies the degree of (in)congruence in how line managers implement HR practices and how employees perceive these practices and its association with employee outcomes. In addition, the role of salience of HR practices as particular conceptualization in the relationship between manager and employee perceptions of HR practices is included to explore the extent to which HR salience can enhance congruence in these HR perceptions.

The systematic literature review in Chapter 2 revealed that many different conceptualizations are used in studying the employee perspective of HR practices, deriving from a range of theoretical approaches to study this construct. In addition, Chapter 3 revealed that different conceptualizations, i.e., employee perceptions of the availability and effectiveness of HR practices have different relationships with employee outcomes. Furthermore, Chapter 4 highlights the importance of distinguishing conceptualizations of employee perceptions of HR practices in how effective present *and* absent HR practices are perceived in terms of facilitating or hindering employees' work performance. Findings show that the extent to which employees perceive supplied HR practices as needed and the extent to which employees agree they do not need the non-offered HR practices, are two different constructs that have different relationships with employee outcomes. Finally, results of Chapter 5 show that the extent of (in)congruence between manager and employee perceptions of the availability of HR practices impacts employee outcomes. Although the conceptualization of perceived availability of HR practices according to managers and employees was similar in this study, they differed in their perceptions of available HR

practices. Finally, the construct of employee perceptions of the salience of HR practices has shown to strengthen manager and employee perceptions of HR practices.

Challenge 2: Examining how Descriptive and Evaluative Types of Employee Perceptions of (Bundles of) HR Practices Relate to Employee Outcomes

Recent research advocates to distinguish employee perceptions of HR practices into descriptive and evaluative types of HR perceptions, for the main reason that the presence or availability of HR practices does not imply that the employee perceives the HR practices as effective or valuable. Therefore, these perceptions might have different relationships with employee outcomes (Beijer et al., 2019; Meijerink et al., 2020). To address this challenge, in Chapter 2, we reviewed existing empirical studies in SHRM literature to identify the types of employee perceptions of HR practices that have been investigated in terms of descriptive and evaluative conceptualisations. In Chapter 3, a descriptive HR perception, i.e., the perceived availability, and an evaluative HR perception, i.e., the perceived effectiveness of HR practices, for a particular group of workers, teachers working in primary and secondary education, are investigated in relation to employee outcomes. In particular, we examined how these two types of perceptions relate to teacher work engagement and in turn job performance. Next to the overall set of HR practices, we decomposed the set of HR practices into ability-, motivation-, and opportunity-enhancing HR practices, as a growing body of literature highlights the differential effects that these bundles of practice can have in relation to employee outcomes.

Results of Chapter 2 reveal that a variety of descriptive and evaluative conceptualisations of employee perceptions of HR practices have been used in extant SHRM research. Examples of descriptive conceptualizations are the perceived availability, presence or use of HR practices. Examples of evaluative conceptualizations are the fairness of, satisfaction with, supportiveness of, and effectiveness of HR practices. Given the wide range of descriptive and evaluative conceptualizations found in this study, we argue that these conceptualisation appear to be in need of further specification when having a closer look at the types of perceptions studies have examined. Therefore, a further specification in these types of employee perceptions of HR practices is proposed. We suggest that studies take the following distinction into account: (1) perceptions focusing on the HR practices itself (i.e., whether the HR practice is available or present according to the employee), (2) mental

perceptions of HR practices, focusing on the mental evaluation of the HR practice (i.e., satisfaction with or fairness of the HR practice), and (3) behavioural perceptions of HR practices, focusing on the extent to which the employees' behaviour, such as their work performance, is influenced by the HR practice. Furthermore, results of Chapter 3 show that employees' perceived effectiveness of HR practices is positively associated with work engagement and in turn job performance, while the perceived availability did not show a significant relationship with work engagement. Additionally, the perceived availability and effectiveness of ability-, motivation-, and opportunity-enhancing bundles of HR practices have differential relationships with employee engagement.

Challenge 3: Examining (In)Congruence Effects of Perceptions of HR Practices and Their Relationship with Employee Outcomes

While studies in SHRM have increasingly included employee perceptions of HR practices in the relationship between manager ratings of HRM and employee and organizational outcomes, how perceptions of (in)congruence effects of HR practices influence employee outcomes has gained limited research attention (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). To address this challenge, the extent of (in)congruence within the employee as evaluator as well as in the relationship between manager and employee perceptions of HR practices was examined. In particular, Chapter 4 empirically examined the value of the employees' view on the effectiveness of present and absent HR practices for their job performance in relation to employee outcomes. Furthermore, Chapter 5 empirically examined the extent of (in)congruence between manager perceptions of the implemented HR practices and employees perceptions of these practices and how this extent of (in)congruence relates to employee affective organizational commitment and in turn job performance. Examining the extent of (in)congruence could provide a better understanding of what happens with employee outcomes when there is discrepancy in how managers and employees perceive HR practices. In addition, Chapter 5 examined employee perceptions of the salience of HR practices as moderator on the relationship between manager and employee perceptions of HR practices to explore how this factor might enhance congruence in HR perceptions.

The findings of Chapter 4 and 5 reveal the importance of studying (in)congruence effects of HR practices within the employee as evaluator, as well as between HR perceptions

S

of the employee and their manager. In particular, results of Chapter 4 show that the perceived effectiveness of present HR practices (i.e., the extent to which employees perceive the supplied HR practices as needed) is a different construct than the perceived effectiveness of absent HR practices (i.e., the extent to which employees agree they do not need the non-offered HR practices). These constructs show different relationships with employee proactive work behaviour, engagement, and exhaustion. Findings of Chapter 5 shows that high levels of congruence in manager and employee perceptions of HR practices relate to higher employee commitment and subsequently to job performance compared to lower levels of congruence. In addition, commitment was higher when employees evaluated the offered HR practices higher compared to their manager. Finally, the level of salience of HR practices has shown to reduce the discrepancy between manager and employee perceptions of HR practices.

Discussion

In Chapter 6, the findings of the dissertation are summarized and the implications are discussed. First, this dissertation highlights the importance of clarifying the construct of employee perceptions of HR practices in strategic HRM literature. We show that the construct of employee perceptions of HR practices is multifaceted. In order to create a better understanding of the construct of employee perceptions of HR practices, we argue that distinguishing in a descriptive and evaluative type of perceptions of HR practice could serve as starting point to create more clarity in this construct. Yet, a further distinction in these categories of perceptions of HR practices could help in specifying the construct further. In addition, it is recommended to use separate measures for each category to improve the quality of the content that fits the particular conceptualisation a study aims to examine.

Second, this dissertation reveals that a wide range of theoretical frameworks have been used to explain the construct of employee perceptions of HR practices in extant SHRM research. We show that different theoretical perspectives, drawing from (1) an occupational health psychology perspective (see Chapter 3), (2) an exchange perspective (Chapter 4), and (3) a communication perspective (see Chapter 5), can be used to explain the construct of employee perceptions of HR practices. In addition, we argue that in order to provide a more in-depth explanation of the employee perspective of HR practices construct, this overview of perspectives might help to focus on a particular theoretical approach depending on the research question of the study.

Third, this dissertation focused in more detail on employee perceptions of the availability of HR practices and perceived effectiveness of HR practices for their work performance. Studying these particular perceptions of HR practices allowed for a further investigation of the employee perceptions of HR practices construct in line with the HRM-performance debate. That is, if HR practices are expected to contribute to improved individual and ultimately organisational performance, it is essential that these practices are experience by the employee as helpful to work effectively. In addition, the findings of this dissertation show that investment in some HR bundles are more beneficial than in other bundles in affecting employee outcomes. How the relationship between these bundles and outcomes works might depend on the context. Therefore, this dissertation echoes recent studies and suggest that a clear distinction should be made in the type of constructs of perceptions of HR practices studied.

Finally, this dissertation shows that a fit perspective provides an appropriate framework to examine employee perceptions of HR practices within the employee as evaluator as well as between the employee and their manager. Findings show that the perceived effectiveness of present HR practices is a different construct compared to the expected effectiveness of absent HR practices and that these constructs show different relationships with employee outcomes. In addition, findings argue that employees' perception of the saliency of HR practices can strengthen the relationship between manager and employee perceptions of HR practices. Taken together, these findings show the importance of the extent to which HR practices fit or match with the employees' own needs to work effectively as well as the distribution of HR practices, i.e., the extent to which employees perceive HR practices the HR practices that are offered by their manager.

In sum, this dissertation demonstrates that different conceptualisations of employee perceptions of HR practices exist and need to be distinguished. Studies are recommended to use an appropriate theoretical perspective to explain the particular conceptualisation one aims to examine. By including a fit approach in understanding employee perceptions of HR practices, this dissertation shows that focusing on the alignment between the HR practices invested in by organisations and the needs and preferences of employees related to these HR practices have beneficial results for employee outcomes that can ultimately contribute to the performance of the organisation.

Samenvatting

Samenvatting

Introductie

In elke organisatie krijgen werknemers te maken met human resource (HR) gerelateerde activiteiten. Zo hebben werknemers vaak een jaarlijks functioneringsgesprek, volgen ze cursussen of trainingen om zich te ontwikkelen en ontvangen ze een vergoeding voor het werk dat ze verrichten. Elke werknemer ervaart deze activiteiten op een bepaalde manier en vormt er een mening over. Er is een groeiende belangstelling voor de werknemersbeleving van HR-activiteiten, omdat onderzoek heeft aangetoond dat organisaties die een goede werknemerservaring bieden, hun HR-processen hebben geoptimaliseerd en hiermee klanten of cliënten beter kunnen bedienen. Daarnaast richt ook steeds meer onderzoek zich op de werknemerservaring van HR-activiteiten. Toch blijven er belangrijke vragen bestaan in strategisch HRM-literatuur over hoe werknemer percepties van HR-activiteiten worden geconceptualiseerd en hoe ze gerelateerd zijn aan werknemersuitkomsten. Om dit verder te onderzoeken, richt deze dissertatie zich op de volgende onderzoeksvraag:

Hoe kunnen werknemer percepties van HR-activiteiten geconceptualiseerd en gerelateerd worden aan werknemersuitkomsten?

Drie belangrijke uitdagingen werden geformuleerd om deze vraag te bestuderen, namelijk: (1) het verkennen van het construct gericht op werknemer percepties van HR-activiteiten, (2) het onderzoeken hoe beschrijvende en evaluatieve typen werknemer percepties van (bundels van) HR-activiteiten zich verhouden tot werknemersuitkomsten, en (3) het onderzoeken van (in)congruentie-effecten van percepties van HR-activiteiten en de relatie met werknemersuitkomsten.

Overzicht van de belangrijkste resultaten voor elk van de drie uitdagingen

Uitdaging 1: Het verkennen van het construct gericht op werknemer percepties van HR-activiteiten

Hoewel het werknemersperspectief van HR-activiteiten de afgelopen jaren meer aandacht heeft gekregen in het HRM-prestaties debat, bevatten studies verschillende conceptualisaties en gebruiken ze verschillende theoretische raamwerken om dit construct

raamwerken om dit construct te verklaren (Beijer et al., 2019; Boon et al., 2019; Meijerink et al., 2020; Wang et al., 2020). Het gebrek aan overzicht in conceptualisaties is problematisch, omdat werknemer percepties van HR-activiteiten uit verschillende type ervaringen bestaat. Zo bevat de beschikbaarheid of aanwezigheid van HR-activiteiten geen informatie bevat over de ervaring van werknemers met de specifieke HR-activiteiten, zoals hun tevredenheid met, rechtvaardigheid van, of effectiviteit van de HR-activiteit. Om deze reden is er behoefte aan een beter overzicht van hoe onderzoek naar het werknemer perspectief van HR-activiteiten zich in de loop der jaren heeft ontwikkeld in termen van conceptualiseringen. Bovendien ontbreekt het aan een duidelijk overzicht van hoe de verschillende conceptualisaties geworteld zijn in bepaalde theoretische raamwerken. Om deze uitdaging aan te gaan, zijn in Hoofdstuk 2 bestaande empirische SHRM-studies bestudeerd om conceptualisaties van werknemer percepties van HR-activiteiten in kaart te brengen en de theoretische raamwerken die gebruikt werden om dit construct te verklaren, te identificeren. In Hoofdstuk 3 putten we uit een arbeid- en gezondheidspsychologisch perspectief om twee specifieke conceptualisaties (de waargenomen beschikbaarheid en de effectiviteit van HR-activiteiten) empirisch te onderzoeken in relatie tot werknemersuitkomsten, in de context van het basis- en middelbaar onderwijs. Hoofdstuk 4 bevat een uitwisselingsperspectief waarin de ervaring van werknemers over de effectiviteit van aanwezige en afwezige HR-activiteiten voor hun werkprestaties is onderzocht. Tenslotte passen we in Hoofdstuk 5 een communicatieperspectief toe om de mate van (in)congruentie in hoe lijnmanagers HR-activiteiten implementeren en hoe werknemers deze activiteiten ervaren te onderzoeken en hoe dit gelinkt is aan werknemersuitkomsten. Daarnaast wordt de rol van het belang van HR-activiteiten als specifieke conceptualisatie in de relatie tussen manager en werknemer percepties van HR-activiteiten onderzocht.

De systematische literatuurstudie in Hoofdstuk 2 laat zien dat er veel verschillende conceptualiseringen worden gebruikt bij het bestuderen van het werknemer perspectief van HR-activiteiten. Deze zijn afgeleid uit een scala aan theoretische benaderingen om dit construct te bestuderen. Daarnaast bleek uit Hoofdstuk 3 dat werknemer percepties van de beschikbaarheid en effectiviteit van HR-activiteiten, verschillende relaties hebben met werknemersuitkomsten. Verder blijkt uit Hoofdstuk 4 dat het belangrijk is om onderscheid te maken tussen conceptualisaties van werknemerspercepties van HR-activiteiten in hoe effectief aanwezige *en* afwezige HR-activiteiten worden ervaren in termen van het faciliteren

of belemmeren van de werkprestaties van werknemers. De bevindingen tonen aan dat de mate waarin werknemers aangeboden HR-activiteiten als nodig ervaren en de mate waarin werknemers het ermee eens zijn dat ze de niet-aangeboden HR-activiteiten niet nodig hebben, twee verschillende constructen zijn die verschillende relaties hebben met werknemersuitkomsten. Tot slot laten de resultaten van Hoofdstuk 5 zien dat de mate van (in)congruentie tussen de percepties van managers en werknemers over de beschikbaarheid van HR-activiteiten van invloed is op de uitkomsten van werknemers. Hoewel de conceptualisatie van waargenomen beschikbaarheid van HR-activiteiten volgens managers en werknemers in dit onderzoek vergelijkbaar was, verschilden zij in hun percepties van beschikbare HR-activiteiten. Ten slotte bleek dat de werknemer perceptie van het belang van HR-activiteiten de relatie tussen manager- en werknemer percepties van HR-activiteiten te versterken.

Uitdaging 2: Onderzoeken hoe beschrijvende en evaluatieve typen van werknemer percepties van (bundels van) HR-activiteiten zich verhouden tot werknemersuitkomsten

Recent onderzoek pleit ervoor om werknemer percepties van HR-activiteiten te onderscheiden in beschrijvende en evaluatieve typen percepties, met als voornaamste reden dat de aanwezigheid of beschikbaarheid van HR-activiteiten niet impliceert dat de werknemer de HR-activiteiten als effectief of waardevol ervaart. Daarom zouden deze percepties verschillende relaties kunnen hebben met werknemersuitkomsten (Beijer et al., 2019; Meijerink et al., 2020). In lijn met deze motivering, hebben we in Hoofdstuk 2 bestaande empirische studies in de SHRM-literatuur bestudeerd om de soorten werknemer percepties van HR-activiteiten te identificeren die zijn onderzocht in termen van beschrijvende en evaluatieve conceptualisaties. In Hoofdstuk 3 wordt een beschrijvende HR-perceptie, de gepercipieerde beschikbaarheid, en een evaluatieve HR-perceptie, de gepercipieerde effectiviteit van HR-activiteiten, voor leerkrachten werkzaam in het primair en secundair onderwijs in Nederland, onderzocht in relatie tot werknemersuitkomsten. In het bijzonder hebben we onderzocht hoe deze twee soorten percepties zich verhouden tot de werkbetrokkenheid van leerkrachten en hoe de werkbetrokkenheid zich verhoudt tot de werkprestaties. Omdat in de literatuur steeds meer aandacht wordt besteed aan de verschillende effecten die deze bundels kunnen hebben op werknemersprestaties, hebben

we naast algemene HR-activiteiten, de HR-activiteiten onderverdeeld in HR-bundels die de bekwaamheid, motivatie en mogelijkheden van docenten bevorderen.

De resultaten van Hoofdstuk 2 laten zien dat een verscheidenheid aan beschrijvende en evaluatieve conceptualiseringen van werknemerspercepties van HR-activiteiten zijn gebruikt in bestaand SHRM-onderzoek. Voorbeelden van beschrijvende conceptualiseringen zijn de waargenomen beschikbaarheid, aanwezigheid of gebruik van HR-activiteiten. Voorbeelden van evaluatieve conceptualiseringen zijn de rechtvaardigheid van, de tevredenheid met, de ondersteuning van, en de effectiviteit van HR-activiteiten. Gezien het brede scala aan beschrijvende en evaluatieve conceptualiseringen die in deze studie werden gevonden, stellen wij dat deze conceptualiseringen verdere specificatie behoeven wanneer we de soorten percepties die studies hebben onderzocht, nader bekijken. Op basis van deze conceptualisaties stellen wij voor dat studies rekening houden met het volgende onderscheid: (1) percepties gericht op de HR-activiteiten zelf (d.w.z. een beschrijving van of de HR-activiteiten beschikbaar of aanwezig zijn volgens de werknemer), (2) mentale evaluaties van HR-activiteiten (bijvoorbeeld de tevredenheid met of rechtvaardigheid van HR-activiteiten), en (3) evaluaties gericht op de mate waarin het gedrag van de werknemers, zoals hun werkprestaties, beïnvloed wordt door de HR-activiteiten. Verder blijkt uit de resultaten van Hoofdstuk 3 dat de waargenomen effectiviteit van HR-activiteiten positief geassocieerd is met werk bevlogenheid en op zijn beurt met werk prestaties, terwijl de waargenomen beschikbaarheid van HR geen significante relatie vertoonde met werk bevlogenheid. Bovendien hebben de gepercipieerde beschikbaarheid en effectiviteit van de HR-bundels verschillende relaties met de bevlogenheid van werknemers.

Uitdaging 3: Het onderzoeken van (in)congruentie-effecten van percepties van HR-activiteiten en de relatie met werknemersuitkomsten

Hoewel studies in SHRM in toenemende mate werknemer percepties van HR-activiteiten hebben meegenomen in de relatie tussen manager percepties van HR-activiteiten en werknemers- en organisatie-uitkomsten, hebben percepties van (in)congruentie-effecten van HR-activiteiten en de relatie met werknemersuitkomsten beperkte aandacht in onderzoek gekregen (Nishii et al., 2008; Yanadori & Van Jaarsveld, 2014). Om deze uitdaging aan te gaan, werd de mate van (in)congruentie binnen de werknemer als beoordelaar en de mate van (in)congruentie tussen manager en werknemer percepties van HR-activiteiten

onderzocht. In het bijzonder werd in Hoofdstuk 4 empirisch onderzocht wat de waarde is van de ervaring van werknemers als het gaat over de effectiviteit van aanwezige en afwezige HR-activiteiten voor hun werkprestaties in relatie tot werknemersuitkomsten. Verder werd in Hoofdstuk 5 empirisch onderzocht in welke mate er sprake is van (in)congruentie tussen de percepties van managers over de geïmplementeerde HR-activiteiten en de percepties van werknemers over deze activiteiten en hoe deze mate van (in)congruentie samenhangt met de betrokkenheid van werknemers en met hun arbeidsprestaties. Het onderzoeken van de mate van (in)congruentie kan een beter inzicht verschaffen in wat er gebeurt met werknemersuitkomsten wanneer er discrepantie is tussen hoe managers en werknemers HR-activiteiten ervaren. Daarnaast is in Hoofdstuk 5 onderzocht hoe de perceptie van werknemers van het belang van HR-activiteiten een rol speelt op de relatie tussen manager en werknemer percepties van HR-activiteiten.

De bevindingen van Hoofdstuk 4 en 5 laten zien dat het van belang is om (in)congruentie effecten van HR-activiteiten binnen de werknemer als beoordelaar, alsmede tussen HR-percepties van de werknemer en hun manager, te bestuderen. In het bijzonder laten de resultaten van Hoofdstuk 4 zien dat de gepercipieerde effectiviteit van aanwezige HR-activiteiten (d.w.z. de mate waarin werknemers de aangeboden HR-activiteiten als nodig ervaren om goed te functioneren) een ander construct is dan de gepercipieerde effectiviteit van afwezige HR-activiteiten (d.w.z. de mate waarin werknemers het ermee eens zijn dat ze de niet-aangeboden HR-activiteiten niet nodig hebben voor hun functioneren). Deze constructen vertonen verschillende relaties met proactief werkgedrag, bevlogenheid, en uitputting van werknemers. De bevindingen van Hoofdstuk 5 laten zien dat een hoge mate van congruentie in de percepties van HR-activiteiten van managers en werknemers gerelateerd is aan een hogere betrokkenheid van werknemers en vervolgens aan hogere prestaties van werknemers, vergeleken met lagere niveaus van congruentie. Daarnaast was de betrokkenheid hoger wanneer werknemers de aangeboden HR-activiteiten hoger beoordeelden dan hun manager. Tenslotte bleek de mate van het belang van HR-activiteiten de discrepantie tussen manager en werknemer percepties van HR-activiteiten te verminderen.

Discussie

In hoofdstuk 6 worden de bevindingen van het proefschrift samengevat en worden de implicaties besproken. Ten eerste benadrukt dit proefschrift het belang van het verduidelijken

van het construct van werknemer percepties van HR-activiteiten in strategisch HRM-literatuur. We tonen aan dat het perspectief op werknemer percepties van HR-activiteiten veelzijdig en divers is. Om tot een beter begrip te komen van het construct van werknemer percepties van HR-activiteiten, stellen we dat een onderscheid in een beschrijvend en evaluatief type van percepties van HR-activiteiten kan dienen als startpunt om meer duidelijkheid te scheppen in dit construct. Daarnaast zou een verder onderscheid in deze categorieën van percepties van HR-activiteiten kunnen helpen bij het verder specificeren van het construct. Hiervoor is het aan te bevelen om voor elke categorie percepties aparte metingen te gebruiken om de kwaliteit van de type HR-perceptie te waarborgen die past bij de specifieke conceptualisering die een studie wil onderzoeken.

Ten tweede laat dit proefschrift zien dat er een breed scala aan theoretische raamwerken is gebruikt om het construct van werknemer percepties van HR-activiteiten te verklaren in bestaand SHRM-onderzoek. We laten zien dat verschillende theoretische perspectieven, ontleend aan (1) een arbeidspsychologisch perspectief (zie Hoofdstuk 3), (2) een uitwisselingsperspectief (Hoofdstuk 4), en (3) een communicatieperspectief (zie Hoofdstuk 5), gebruikt kunnen worden om het construct van werknemer percepties van HR-activiteiten te verklaren. Daarnaast stellen we dat, om een meer diepgaande verklaring te geven van het construct werknemer perceptie van HR-activiteiten, dit overzicht van perspectieven kan helpen om te focussen op een bepaalde theoretische benadering, afhankelijk van de onderzoeksvraag van de studie.

Ten derde richtte dit proefschrift zich in meer detail op de percepties van werknemers over de beschikbaarheid van HR-activiteiten en de ervaren effectiviteit van HR-activiteiten voor de werkprestaties van werknemers. Door deze specifieke percepties van HR-activiteiten te bestuderen kon verder onderzoek worden verricht naar het HRM-prestaties debat vanuit het werknemer perspectief. Dat wil zeggen, als verwacht wordt dat HR-activiteiten bijdragen aan betere individuele- en uiteindelijk organisatieprestaties, is het essentieel dat deze activiteiten door de werknemer als nuttig worden ervaren om effectief te kunnen werken. Bovendien tonen de bevindingen van dit proefschrift aan dat investeringen in sommige HR-bundels gunstiger zijn dan in andere bundels wat betreft het beïnvloeden van werknemersuitkomsten. Hoe de relatie tussen deze bundels en uitkomsten werkt, hangt af van de context. Daarbij sluit dit proefschrift aan bij recente studies en suggereert dat een

S

duidelijk onderscheid moet worden gemaakt in het type constructen van percepties van HR-activiteiten.

Ten slotte toont dit proefschrift aan dat een fit-perspectief een geschikt kader biedt om de percepties van werknemers van HR-activiteiten te onderzoeken, zowel binnen de werknemer als beoordelaar als tussen de werknemer en zijn manager. Bevindingen tonen aan dat aanwezige HR-activiteiten die werknemers ervaren als bevorderend aan hun werkprestaties een ander construct is dan de afwezige HR-activiteiten die werknemers niet ervaren als bevorderend voor hun prestaties en dat deze constructen verschillende relaties hebben met werknemersuitkomsten. Bovendien blijkt uit de bevindingen dat het belang van HR-activiteiten de relatie tussen de percepties van HR-activiteiten van managers en werknemers kan versterken. Tezamen tonen deze bevindingen het belang aan van de mate waarin HR-activiteiten passen bij de eigen behoeften van werknemers om effectief te kunnen werken en van de verdeling van HR-activiteiten, d.w.z. de mate waarin werknemers HR-activiteiten waarnemen die door hun manager worden aangeboden.

Samenvattend toont dit proefschrift aan dat er verschillende conceptualisaties van werknemerspercepties van HR-activiteiten bestaan en dat deze moeten worden onderscheiden. Studies wordt aanbevolen om een passend theoretisch perspectief te gebruiken om de specifieke conceptualisering die men wil onderzoeken te verklaren. Door een fit-benadering toe te passen in het begrijpen van werknemer percepties van HR-activiteiten, toont dit proefschrift aan dat het focussen op de afstemming tussen de HR-activiteiten waarin organisaties investeren en de behoeften en voorkeuren van werknemers met betrekking tot deze HR-activiteiten, gunstige resultaten oplevert voor werknemersuitkomsten die uiteindelijk kunnen bijdragen aan de prestaties van de organisatie.

Appendices

Appendix 3.1

Factor Structure of Ability-, Motivation-, and Opportunity Enhancing HR Bundles for the Effectiveness of the Overall Set of HR Practices

	Component[1]		
	1	2	3
My performance is periodically assessed by my supervisor.	.890		
I have a periodic conversation with my supervisor about my performance.	.936		
My performance goals are set by mutual agreement.	.713		
I am informed about what's going on at the school.		.862	
The policies and procedures within the school are communicated to me.		.898	
I gain insight into the way in which decision-making within the school takes place.		.667	
I am coached in the development of my knowledge and skills.			.829
I receive guidance in my career development.			.810
I have career opportunities in education.			.614

Note. [1]Component 1 represents the motivation-enhancing HR bundle, component 2 the opportunity-enhancing HR bundle, and component 3 the ability-enhancing HR bundle. STDYX standardization estimates are reported.

Appendix 3.2

Factor Structure of Ability-, Motivation-, and Opportunity Enhancing HR Bundles for the Availability of the Overall Set of HR Practices

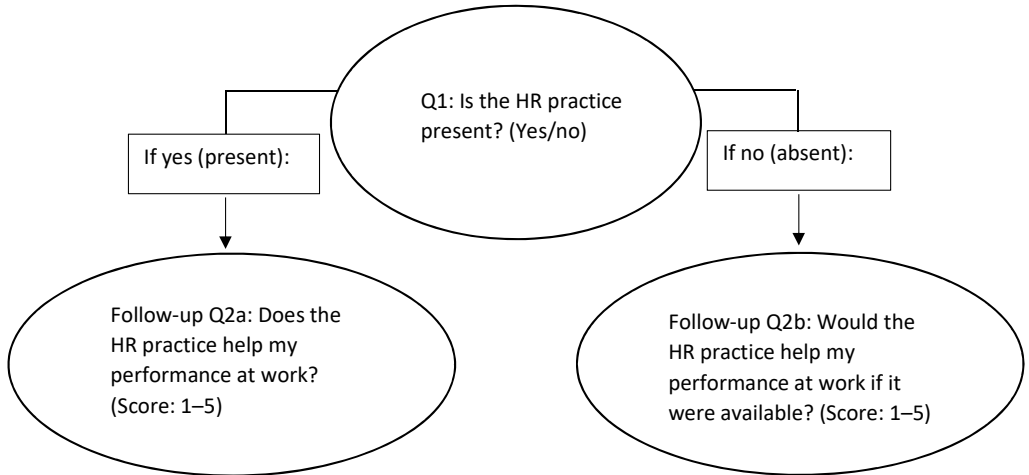|	Component[1]		
	1	2	3
My performance is periodically assessed by my supervisor.	.966		
I have a periodic conversation with my supervisor about my performance.	.982		
My performance goals are set by mutual agreement.	.842		
I am informed about what's going on at the school.		.832	
The policies and procedures within the school are communicated to me.		.891	
I gain insight into the way in which decision-making within the school takes place.		.834	
I am coached in the development of my knowledge and skills.			.854
I receive guidance in my career development.			.774
I have career opportunities in education.			.399

Note. [1]Component 1 represents the motivation-enhancing HR bundle, component 2 the opportunity-enhancing HR bundle, and component 3 the ability-enhancing HR bundle. STDYX standardization estimates are reported.

A

Appendix 4.1

Overview of Scoring for Needs–Supplies Fit of Present and Absent HR Practices Scales.

Q = Question.

Item construction for N-S fit of present and absent HR practices scales
(N-S fit–present, N-S fit–absent)

Q1: Is the HR practice present? (Yes/no)

If yes (present):

If no (absent):

Follow-up Q2a: Does the HR practice help my performance at work? (Score: 1–5)

Follow-up Q2b: Would the HR practice help my performance at work if it were available? (Score: 1–5)

Scoring for N-S fit of present and absent HR practices scales (N-S fit–present, N-S fit–absent)

Total N-S fit–present score: Sum of all Q2a items divided by the number of present HR practices.

Total N-S fit–absent score: Sum of all Q2b items divided by the number of absent HR practices (after recoding).

Appendix 4.2

Items of the Needs-Supplies Fit of HR practices scales

<u>*Employee perceptions of HR practices items*</u>

The following statements relate to personnel management within your organization and its impact on the accomplishment of your daily work duties. Please indicate whether or not the following applies to your work in the past year. You will be asked to choose between "yes" and "no" and then to answer a follow-up question (ranging from totally disagree – totally agree) based on your chosen answer.

I follow training, courses, and workshops (yes/no).
If yes: My work results have improved in the last year as a result of my following training, courses and workshops.
If no: My work results would have improved in the last year if I had followed trainings, courses and workshops.

I receive coaching in developing my knowledge and skills (yes/no).
If yes: My work results have improved in the last year as a result of my receiving coaching in developing my knowledge and skills.
If no: My work results would have improved in the last year if I had received coaching in developing my knowledge and skills.

I have the opportunity to perform another function in my organization (yes/no).
If yes: My work results have improved in the last year as a result of my having the opportunity to perform another function in this organization.
If no: My work results would have improved in the last year if I had had the opportunity to perform another function in this organization.

My performance is evaluated by my manager (yes/no).
If yes: My work results have improved in the last year as a result of the evaluation of my performance by my manager.
If no: My work results would have improved in the last year if I had had a performance evaluation by my manager.

A

I have periodic conversations with my manager about my work results (yes/no).
If yes: My work results have improved in the last year as a result of my having periodic conversations with my manager about my work results.
If no: My work results would have improved in the last year if I had had periodic conversations with my manager about my work results.

My work results are determined in joint consultation (yes/no).
If yes: My work results have improved in the last year as a result of my determining my work results in joint consultation.
If no: My work results would have improved in the last year if my work results had been determined in joint consultation.

I have diverse work (yes/no).
If yes: My work results have improved in the last year as a result of my having diverse work.
If no: My work results would have improved in the last year if I had had diverse work.

I have challenging work (yes/no).
If yes: My work results have improved in the last year as a result of my having challenging work.
If no: My work results would have improved in the last year if I had had challenging work.

I make my own decisions in work (yes/no).
If yes: My work results have improved in the last year as a result of my making my own decisions in work.
If no: My work results would have improved in the last year if I had made my own decisions in work.

I take responsibility for my own work (yes/no).
If yes: My work results have improved in the last year as a result of my taking responsibility for my own work.
If no: My work results would have improved in the last year if I had taken responsibility for my own work.

I have a say in the policies of the organization (yes/no).
If yes: My work results have improved in the last year as a result of my having a say in the policies of the organization.
If no: My work results would have improved in the last year if I had had a say in the policies of the organization.

I give my opinion on work-related issues in the organization (yes/no).
If yes: My work results have improved in the last year as a result of my giving my opinion on work-related issues in the organization.
If no: My work results would have improved in the last year if I had given my opinion on work-related issues in the organization.

I participate in consultation in which the division of tasks are determined (yes/no).
If yes: My work results have improved in the last year as a result of my participating in consultation in which the division of tasks are determined.
If no: My work results would have improved in the last year if I had participated in consultation in which the division of tasks are determined.

I am informed about the general course of events within the organization (yes/no).
If yes: My work results have improved in the last year as a result of my being informed about the general course of events within the organization.
If no: My work results would have improved in the last year if I had been informed about the general course of events within the organization.

I am informed about specific procedures within the organization (yes/no).
If yes: My work results have improved in the last year as a result of my being informed about specific procedures within the organization.
If no: My work results would have improved in the last year if I had been informed about specific procedures within the organization.

I am informed about significant changes in the organization (yes/no).
If yes: My work results have improved in the last year as a result of my being informed about significant changes within the organization.
If no: My work results would have improved in the last year if I had been informed about significant changes in the organization.

I have insight in the way decisions are made within the organization (yes/no).
If yes: My work results have improved in the last year as a result of my having insight in the way decisions are made within the organization.
If no: My work results would have improved in the last year if I had had insight in the way decisions are made within the organization.

Appendix 5.1

Items of the Manager Perceptions of HPWPs, Employee Perceptions of HPWPs, HPWPs

Salience, and Affective Organizational Commitment Items

Manager perceptions of HPWPs items

Please indicate the extent to which you as manager offer the following practices to the employee who also participates in this study:

I offer training, courses and workshops.

I offer the opportunity to obtain new skills and knowledge during work.

I offer coaching in developing his/her knowledge and skills.

I offer support in planning of his/her career development.

I offer career prospects within this organization.

I offer a periodic evaluation of the work results with me.

I offer a periodic conversation with me about his/her work results.

I determine his/her work results in joint consultation.

I offer a say in the policy of the organization.

I offer the opportunity to give his/her opinion on work-related issues in the organization.

I offer the opportunity to participate in consultation in which the division of tasks are determined.

I inform him/her about the general course of events within the organization.

I inform him/her about specific procedures within the organization.

I inform him/her about significant changes in the organization.

I provide insight in the way decisions are made within the organization.

Employee perceptions of HPWPs items

The following statements relate to personnel management within your organization. Please indicate whether or not the following applies in your work.

I follow training, courses, and workshops.

I obtain new skills and knowledge during work.

I receive coaching in developing my knowledge and skills.

I get support in planning my career development.

I have career prospects within this organization.

My performance is evaluated by my manager.

I have periodic conversations with my manager about my work results.

My work results are determined in joint consultation.

I have a say in the policy of the organization.

I give my opinion on work-related issues in the organization.

I participate in consultation in which the division of tasks are determined.

I am informed about the general course of events within the organization.

I am informed about specific procedures within the organization.

I am informed about significant changes in the organization.

I have insight in the way decisions are made within the organization.

HPWPs salience items

Having training and development opportunities is very important to me at the moment.

Having career opportunities is very important to me at the moment.

Regular consultation with my manager about my performance is very important to me at the moment.

Getting information about important matters within the organization is very important to me at the moment.

Having a say in the organization is very important to me at the moment.

Affective organizational commitment items

I feel like 'part of the family' at my organization

I feel a strong sense of belonging to my organization

I really feel as if this organization's problems are my own

Dankwoord

Dankwoord (Acknowledgements)

Op voorlichtingsdagen vragen studenten mij weleens of ik, toen ik voor de opleiding Personeelwetenschappen koos, wist wat ik na deze opleiding voor beroep wilde gaan uitoefenen. Net als veel studenten van ons koos ik destijds voor de opleiding PEW omdat ik 'iets met mensen' wilde gaan studeren. Tijdens de opleiding kwam ik er al vrij snel achter dat de organisatie van werk en mensen een ontzettend interessant en belangrijk vakgebied is, waar ik met de jaren meer van leerde en wilde blijven leren. Dat na ruim 4 jaar studeren, 2 jaar onderwijs verzorgen en ruim 5 jaar onderzoek doen naar HRM, het onderwerp me steeds meer is gaan boeien, laat denk ik zien dat de keuze voor PEW een hele goede is geweest. Ik kijk met veel plezier terug op de afgelopen jaren en ik wil graag een aantal personen hier heel erg voor bedanken.

Allereerst mijn begeleiders, Marc en Karina. Jullie samen zijn een mooi duo wat PhD begeleiding betreft! Vanaf het eerste moment hebben jullie mij mijn eigen weg laten gaan wat betreft het onderwerp van het proefschrift, maar tegelijkertijd zijn jullie altijd ontzettend betrokken geweest en heb ik heel veel aan jullie hulp en steun gehad. Dit geldt voor alles wat met het proefschrift te maken had, maar ook daarbuiten. Marc, zonder jou was ik het promotietraject niet gestart. Jouw geloof in mij als onderzoeker heeft ervoor gezorgd dat ik binnen het departement aan de slag kon als aio. Dankjewel voor al je waardevolle adviezen, nieuwe inzichten en kansen die je me geboden hebt. Karina, naast het in de gaten houden van de stip op de horizon, kon ik ook bij jou altijd terecht voor vragen (proefschrift en niet-proefschrift gerelateerd) en advies. Dankjewel voor je hulp en steun de afgelopen jaren! Voor mij ben je een voorbeeld. Ik bewonder je manier waarop je in de academische wereld werkzaam bent.

Second, I would like to thank the members of my dissertation committee, Dr. Corine Boon, Prof. Eva Knies, Prof. Dorien Kooij, and Prof. Riccardo Peccei, for their time to read the manuscript and their valuable comments and suggestions. Thank you very much and I hope that we can meet again at conferences in the near future or at the HRS department.

In 2019, I visited Fisher College of Business (Ohio State University, Columbus, USA) as a research scholar to work with Dr. Kaifeng Jiang on my dissertation. I would like to thank Kaifeng for welcoming me at the Management & Human Resources department and the valuable feedback, conversations, and collaboration we had so far. I have learned a lot during

my stay, both professionally and alongside doing research. For the latter I would also like to thank the doctoral students, in particular Yuhan, Tibi, Seunghoo, and Jason, for the great diners, visits to sports events, and always-in-for-candy-breaks during the workdays.

Dit proefschrift had niet bestaan zonder de deelname van vele respondenten aan de verschillende onderzoeken. Ik wil dan ook alle respondenten heel hartelijk danken voor hun deelname aan de studies. Daarnaast wil ik de thesis studenten die betrokken waren bij de onderzoeksprojecten van mijn proefschrift hartelijk danken voor hun bijdragen aan de projecten. Ik begeleid inmiddels een aantal jaren met veel plezier studenten met het schrijven van hun scriptie en vind het altijd een groot feest. Daarnaast wil ik mijn collega's Tina en Wieby bedanken voor de prettige samenwerking tijdens het gezamenlijk begeleiden van onze thesis circles.

Het feit dat ik al 8 jaar bij hetzelfde departement werkzaam ben, zegt veel over mijn collega's. De gezellige lunches, gesprekken bij de koffieautomaat, wandelingen en HRS-uitjes, maakt dat ik met heel veel plezier bij dit departement werkzaam ben. Ik wil dan ook al mijn collega's ontzettend bedanken voor de interesse, hulp, adviezen en gezelligheid de afgelopen jaren. Marloes en Brigitte, jullie hebben tijdens mijn studententijd de onderzoeker in mij aangewakkerd. Christina, Robin, Renee, Marinus, Steven, Rob, René, Marianne, #521 Sanne, met o.a. jullie heb ik met veel plezier samen onderwijs en/of scriptiebegeleiding mogen verzorgen. Ik kijk uit naar de toekomstige samenwerkingen! Dorien, Mahi, Sasa, Wieby, Jolanda, Charissa en Irmgard, dank jullie wel voor jullie betrokkenheid bij mijn PhD traject. Ik kijk uit naar toekomstige en verdere samenwerking in onderzoeksprojecten! Jaap en Wilbert, dank jullie wel voor jullie coachende rol de afgelopen jaren. Ik heb hier erg veel aan gehad en hoop dat ik hier in de toekomst ook nog gebruik van mag maken. Karen, dankjewel dat je altijd klaar staat voor iedereen en voor je gezellige praatjes.

Lieve (ex) PhD collega's, Eva, Paul, Karen, Sjanne Marie, Daphne, Rubin, Tina, Amber, Valesca, Ketaki, Panna, wat hebben we mooie momenten mogen beleven de afgelopen jaren! Van congressen in Dublin, Turijn, Chicago tot en met Tilburg, van borrels tot (sport)uitjes na het werk. Zonder jullie was mijn PhD tijd nooit zo leuk geweest. Dankjewel voor jullie steun, hulp en de gezelligheid. Ik hoop dat we elkaar nog vaak mogen zien! Eva, ook ik zal ons uitje naar Londen nooit vergeten. Daphne, ik hoop dat we in de toekomst nog veel wandelingen mogen maken en bijklets-momenten mogen hebben. Tina, ik wil nog steeds heel graag een

keer naar de koeien komen kijken! Valesca, jouw vrolijkheid en positiviteit werkt aanstekelijk. Rubin, de dagen in Tilburg zijn nooit saai met jou op kantoor!

Mijn paranimfen, Nina en Sjanne Marie. Nina, als mijn beste vriendinnetje, en tevens organisatietalent ten top, wil ik je bedanken voor je luisterend oor en steun rondom mijn PhD traject. Maar daarnaast wil ik je nog meer bedanken voor de altijd leuke momenten die we samen hebben! Van vakanties naar Chersonissos tot uitjes naar de kinderboerderij, wij zijn van alle markten thuis. Sjanne Marie, als een soort 'Jip en Janneke' zijn wij samen onze PhD trajecten gestart, en nu eindigen we het ook rond dezelfde tijd, hoe bijzonder is dat! Als ik denk aan wat wij de afgelopen jaren samen hebben mogen meemaken, krijg ik een grote glimlach op mijn gezicht. De congressen naar Dublin en Chicago met jou zijn highlights waar ik met veel plezier aan terug denk. Ik wil je heel erg bedanken voor de geweldige PhD jaren en ik hoop dat we samen nog veel mogen beleven! Dank jullie wel dat jullie mijn paranimfen willen zijn.

Mijn oud-studiegenootjes, Tessa, Floortje, Yolanda en Jetze. Vanaf de TIK-week waren we onafscheidelijk. Wat hebben we een plezier gehad tijdens de colleges, stap(dobbel)avondjes, citytrips en avondjes in jullie studentenhuizen. Tessa, toen jij student-assistent was van Jaap vertelde je met enthousiasme over het HRS-departement. Mede hierdoor heb ik geen moment getwijfeld om te solliciteren op de vacature voor junior docent. Wat ik ontzettend bijzonder vind, is dat we ook na de studententijd elkaar nog regelmatig zien. Zo gaan we een weekendje weg of vermaken we ons lekker burgerlijk bij iemand thuis. Jullie zien en spreken maakt mij altijd vrolijk! Dankjewel voor jullie interesse in mijn (en elkaars) leven en mijn proefschrift.

Lieve familie, die te groot is om allemaal op te noemen, maar waar ik ontzettend blij én trots op ben dat ik er onderdeel van uit mag maken. Zowel de Van beurden als de Klaassen kant: dank jullie wel, voor de gezellige feestjes, praatjes en betrokkenheid. In het bijzonder wil ik graag mijn opa en oma (Alphen) en opa en oma (Tinus) heel erg bedanken, die altijd vragen hoe het met mij gaat en of mijn scriptie (of hoe het dan ook heet) al bijna af was. Lieve schoonfamilie Musters, dank jullie wel voor jullie betrokkenheid bij eigenlijk alles wat ik doe. Jan en Annelies, bedankt voor jullie steun en support! Dit waardeer ik enorm.

Lieve papa en mama, ik had me geen betere ouders kunnen wensen. Jullie staan altijd voor mij klaar en zonder jullie support en vertrouwen in mij had ik dit nooit gekund. Ook al laat ik het misschien niet vaak genoeg merken, ik hou ontzettend veel van jullie! Dank jullie

wel voor het zijn van mijn ouders. Lieve Teis en Eva, als moederende grote zus ben ik maar al te trots op jullie! Dank jullie wel voor alles.

Lieve Martijn, ik denk dat dit proefschrift zonder jou niet had bestaan. Je bent mijn grote liefde, beste maatje, soms zelfs mijn coach en de liefste papa van de wereld. Ik kan niet beschrijven hoe ontzettend gelukkig ik met jou en Ties ben. Samen met jullie kan ik de hele wereld aan. Ik hou van jullie!

- Jeske van Beurden

About the author

About the author

Jeske van Beurden (born in Tilburg, on April 6, 1990) obtained her bachelor's degree in Human Resource Management at Tilburg University in 2012. During her bachelor studies, she completed a minor in Public Administration and Organization Sciences at Utrecht University. In 2013, she graduated from the Master's program Human Resource Studies at Tilburg University (with distinction). After having worked as a junior lecturer for two years at the department of HR Studies, she was employed as a doctoral candidate at the same department in 2015. Under supervision of Prof. Marc van Veldhoven and Dr. Karina van de Voorde, she worked on the topic of the employee experience of HR practices in Strategic Human Resource Management. Her research interest includes the construct of employee perceptions of HR practices and its antecedents and consequences. By adopting a fit approach to study employee perceptions of HR practices, she examines what factors influence these perceptions and how they affect employee health, well-being and performance. In 2018, together with two doctoral candidates from Medical and Clinical Psychology and Cognitive Neuropsychology, she was awarded with the Best Interdisciplinary Research Proposal of the Herbert Simon Research Institute Opening Event Grant Competition. In 2019, she spent two months at Fisher College of Business (Ohio State University) for a research visit to Dr. Kaifeng Jiang.

In addition, as a doctoral candidate she taught courses in Introduction to HRM, Strategic HRM, Managing Social Capital, Work, Well-being and Performance, Internship & Consultancy, Academic Skills, and Research Methods in HRM. Furthermore, she supervised Bachelor and (extended) Master students in writing their theses on topics related to her dissertation topic. In addition, she has been awarded with the 'Best Teacher Award' (2015) and the 'Best Course Award' (2018) of Tilburg School of Social and Behavioral Sciences.

Jeske has published her research in international peer-reviewed journals such as Teaching and Teacher Education, International Journal of Human Resource Management and Frontiers in Psychology. She presented her work at national and international conferences such as the Academy of Management Annual Meeting, the Congress of European Association of Work and Organizational Psychology, and the Dutch HRM Network Conference.

Jeske was member of the PhD council of the Tilburg School of Social and Behavioral Sciences (2016-2017) and member of the Education Program Committee of HR Studies (2016-

2019). Furthermore, she supervises thesis students of the Executive Master of Management and Organization (MMO) of TIAS Business School and acts as moderator in executive education for school principals in secondary education on Strategic HRM. In addition, she initiated and organized the People Management (PME) seminar in 2018 and 2019 together with colleagues from Utrecht University and Ghent University. In addition, she was a finalist for the 'Societal Impact prize' of the Dutch HRM Network 2019, together with colleagues from Utrecht University.

Jeske is currently an Assistant Professor at the department of HR Studies at Tilburg University.

A

List of Publications

Alfes, K., Garg, S., Li, M., … & **Van Beurden, J.** (2021). Employee Perceptions of HRM and its Relationship with Employee Well-being and Performance. In *Academy of Management Proceedings* (Vol. 2021, No. 1, p. 10695). Briarcliff Manor, NY 10510: Academy of Management.

Bauwens, R., Denissen, M., **Van Beurden, J.**, & Coun, M. (2021). Can leaders prevent technology from backfiring?: Empowering leadership as double-edged sword for technostress in care. *Frontiers in Psychology*.

Van Beurden, J., Van De Voorde, K., & Van Veldhoven, M. (2020). The employee perspective on HR practices: A systematic literature review, integration and outlook. *The International Journal of Human Resource Management,* 1-35.

Van Beurden, J., Van Veldhoven, M., Nijendijk, K., & Van De Voorde, K. (2017). Teachers' remaining career opportunities: The role of value fit and school climate. *Teaching and Teacher Education*, *68*, 143-150.

Van Beurden, J., Van Veldhoven, M., & Van De Voorde, K. (2018, July). When are HR practices effective for job performance? The role of employee HR Effectiveness ratings. In *Academy of Management Proceedings* (Vol. 2018, No. 1, p. 14185). Briarcliff Manor, NY 10510: Academy of Management.

Van de Voorde, K., & **Van Beurden, J.** (2019). HRM and industrial relations. In *Canon van HRM: 50 theorieën over een vakgebied in ontwikkeling*. Vakmedianet.