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EMPLOYEE EVALUATION PROJECT USING FEEDBACK

Abstract. At present, in business practice, we meet the requirements of the employer for employees to work better, faster and better in order to satisfy the customer as much as possible. It often happens that this requirement on the part of the employer is evaluated subjectively and then subsequently the presentation of the results of the employees' work is not objective. Several methods can be used to improve the evaluation process, and in our case we used an evaluation system using a full-fledged feedback methodology.
Keywords: employer, evaluation of work performance, monitoring of competencies, personal interview, 360^0 feedback.

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Introduction

The employer strives to get the best possible work results of its employees and therefore tries to define the boundaries of success in individual competencies so that it can clearly distinguish between employees who achieve excellent results and those who need help to improve and streamline their work in the team (Kudláč,et al 2018). The determinants of the boundary can be various competencies that need to be considered in the work of employees. In the following article, we defined these limits of success in the context of determinants (Majerčák, et al., 2015, Majerčák et al., 2016).

1. Methodology used in practice

The aim of the 360 ° feedback project was to provide counseling and consulting activities in the field of employee development to obtain independent, constructive and objective feedback on the competencies of employees according to pre-assigned competencies. The output of the project is the final report, which summarizes the results of the 360 ° feedback project (Project, 2018). The content focus of the final report is a comprehensive view of the statistical results of all employees, divided according to individual competencies. The results of the project should be used as a stimulating tool for system management of employee development. Based on it, it is appropriate to plan individual / group development plans. The results can be used in the following personnel activities (eg: managerial planning, motivation and remuneration of employees, training and development of employees, succession planning and others) (Zmeškal, et al., 2020).

1.1. Project description and its parametric settings

The place of implementation of the project is defined in the office space of the company and a personal interview with the employees of the company. The specification of the company is in its services provided to the customer. The evaluation is a final report with a graphical evaluation (competencies and the number of employees reaching the limit of success in the competence), evaluation of the obtained data by personal interviews and a summary of development and training activities that are recommended for the company (Project,2018).

In the implementation of the project, we relied on monitoring competencies in the positions of specialists and in the positions of senior employees. A total of 3,258 complaints were collected, which were then statistically processed. The number of complaints per employee was determined by the company's management.

Subsequently, individual personal interviews were conducted with all employees involved in the project. We have defined the areas that we will examine as follows (Table1.)

1.2. Data collection

Data collection by the analytical portal was focused on identifying the level of individual competencies of each employee. The data collection system has been set up to provide input to employees from different levels in the organization. By default, the employee received suggestions from his colleagues who are at his level, from colleagues from other departments with which he works closely, from his superior and from subordinates if he holds a leading position (Project,2018, Zmeškal, et al., 2020).

2. Evaluation of the obtained data

The evaluation of the data is divided into three categories. The level of competencies of employees is summarized in category 3.1, suggestions from personal interviews are summarized in category 3.2 and a summary of educational and development activities is summarized in category 3.3 (Majerčák, et al., 2016, Project, 2018, Zmeškal, et al., 2020).

Table 1 Monitored competencies of employees (Source: autors)

MONITORED COMPETENCIES	
In specialist positions:	**In managerial positions:**
Conscientiousness and reliability	**Leading of people**
Focus on results and potential for the future	Self-management
Communication skills	**Delegation of power**
Interpersonal relationships	
Independence at work	
Motivation for the achieved results	
Initiative in solving tasks	
Team work	
Analytical, conceptual thinking	
Ability to work under pressure	

2.1. Evaluation of the obtained data by the analytical portal

Figure 1 shows the average achieved values of all employees in the individual monitored competencies, arranged from the best evaluated competence to the worst evaluated competence by the employees.

The limit of success in the competence indicates the point that divides the competencies into those that need to be worked on and those that are above the limit of success in the competence, which means that it is necessary to work on maintaining this state or gradual improvement. Competencies that are below the threshold of successful competence need to be strengthened and work to improve them (Majerčák, J, Majerčák, P,2018).

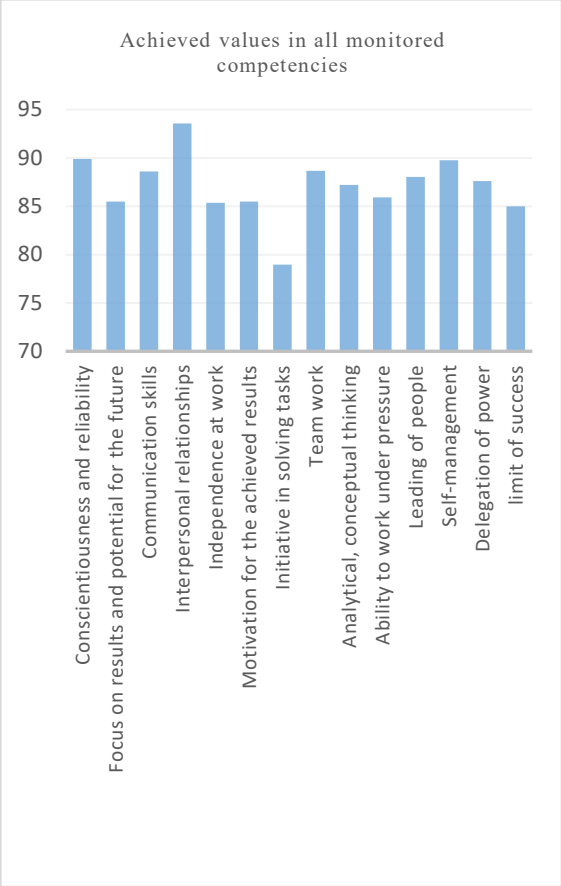


Fig. 1. Average of achieved values in all monitored competencies (Source: autors)

The determinants of the boundary of success are:

- effective management of employees,
- stabilized processes,
- controllable work performance,
- lower employee turnover,
- lower rate of long-term incapacity for work,
- lower rate of short-term incapacity for work, resp. use of paragraph,
- greater satisfaction of employees with the work environment and job classification,
- seeing employees' own work perspective,
- lower burnout rate,
- more stable corporate culture,
- more standard working relationships without conflicting and tense relationships,
- better work performance,
- better sharing of suggestions from employees.

The goal of every employer should be to achieve the level of most competencies above the limit of success in the competence. This means that in the case of evaluation of individual competencies above this limit, we achieve a high degree of success in the above-mentioned determinants (Majerčák, J, Majerčák, P, 2018).

For the area of conscientiousness and reliability, the fact that an employee with this competence fulfils his / her work duties properly, on time and thoroughly is assessed. He usually has a very good overview of the status of tasks in progress, deadlines and other important requirements related to the performance of his job position. Colleagues can rely on him, and the results of his work are presented in high quality. The success rate was 85 % (Majerčák, J Majerčák, P,2018, Zmeškal, et al., 2020).

Recommendations for management are defined as follows: thoroughly train new employees on internal procedures and require their implementation by the direct superior, periodic control and evaluation (evaluation interviews of the superior - subordinate) of tasks and responsibilities performed by superiors - focusing control and evaluation on main work activities , but also support work activities resulting from the job description of a particular job, in case of unreliable implementation of tasks and responsibilities it is necessary to implement the employee's guidance by the superior, the superior should not do the work to be done by the subordinate due to ("I will do it faster and better."), Clearly formulate expectations from the superior (deadlines, ...), set priorities and logical sequence for junior employees (should this problem be started, or should other problems be solved first?) (Project,2018).

Focusing on results and potential for the future is an employee with this competence has no problem taking responsibility for a more demanding job. He is interested in feedback on his work from colleagues, superiors, or. subordinates. An employee who achieves good value in this competence is aware of his strengths, from which he draws in his work. He is also aware of his weaknesses and is systematically working to eliminate them, e.g., in the form of on-the-job training and self-education. The average achieved value in the competence is 85.50 %. We recommend using different management styles for individual employees, provide open feedback on work results (evaluation interviews), point out weaknesses and propose measures that would eliminate weaknesses, in case of identifying employee talent, set a plan for their professional development in relation to the agenda, which it performs to follow the competency models in the organization (Majerčák, et al., 2017).

For the area of communication skills, an employee with this competence can convey information clearly, clearly and concisely. His verbal and nonverbal communication is consistent. He can adapt his communication speech to the situation and to the communication partner with regard to the goal of communication. He can actively listen and understand, process and constructively understand the information he receives. The average achieved value in the competence is 88.61 %. We recommend organizing trainings on customer communication, organizing trainings for active listening comprehension, organizing trainings on argumentation skills, organizing workshops focused on training non-verbal communication, providing continuous feedback from superiors to employees who do not have sufficient communication skills and proposing solutions to these shortcomings (e.g., after each phone call that was not good, the employee should receive feedback between 4 eyes (superior) (Majerčák, J, Majerčák, P, 2016, Majerčák et al., 2016).

Interpersonal relationships. An employee with this competence does not create conflict situations. In the event of a conflict situation in which he participates, he solves the given problem regarding the needs of all participants. He also tries to honestly understand the other party and look for a solution that is effective for all parties involved. A person who has this highly valued competence is friendly and has good not only formal but also informal relationships in the workplace. The average achieved value in the competence is 93.58 %. We recommend focusing on identifying potential conflicts and resolving them as soon as they arise, opening hidden conflicts by direct superiors through individual consultations aimed at discussing problematic issues, organizing training aimed at resolving conflicts, organizing joint informal meetings - teambuilding, supporting team meetings in the form of organizational contributions. , consider introducing new forms of relationship building once in a while, e.g. (breakfast with the chairman, joint lunch, ...) (Majerčák, J, Majerčák, P, 2016, Majerčák et al., 2016).

Independence. An employee with this competence works without detailed management and control. It achieves a high quality of work, especially thanks to high expertise. He can work on complex work tasks so that he obtains the necessary information independently without the involvement of colleagues who have nothing to do with the current work task. The average achieved value in the competence is 85.34 %. We recommend focusing on regular control by the supervisor, whether we should assign independent employees in teams to more demanding tasks after training, set specific tasks for specific employees, remove the "mom" effect in management, require employees to solve problems, not just state them, to support the provision of support and recognition by a superior (adding self-confidence - building a culture of trust), continue to increase the qualifications and competencies of employees (Majerčák, et al., 2015, Majerčák, et al., 2016).

Motivation. An employee with this competence has an active internal motivation to perform work tasks. He is actively educated in areas related to the performance of his profession, even at the expense of his private time. He is interested in the functioning of the entire organization, individual departments and examines the context to be able to effectively perform his work tasks. In some cases, he often works beyond his working hours. The average achieved value in the competence is 79.81 %. We recommend supporting the enthusiasm of most employees for work for the employer through joint activities that would unite the work team, identify motivators for

employees by a superior, each superior should know what motivates whom in his team, provide a wide range of training and encourage participation in training in areas related to the performance of work, focus on building a system of non-financial benefits that would serve as a motivating factor, achieve a state in which will be clearly defined what who should do in which job, what results are expected of him and how to This tied his reward, in the case of exceptional projects to expose a team of motivated people and reward them (Majerčák, et al., 2015, Majerčák, et al., 2016).

Initiative. An employee with this competence often comes up with suggestions for improving processes. This competence is closely related to motivation. In the event of extraordinary situations, an employee with this competence is willing to take responsibility for activities that are not directly related to the performance of his job position. The average achieved value in the competence is 78.97 %. We recommend actively encouraging employees to provide incentives to improve work activities, motivate the system of non-financial remuneration, employees must feel that management can consider proposals to optimize certain processes and implement them directly, established constructive incentives from employees to actively communicate with the team. praise for a specific employee who came up with a constructive initiative, when assigning a task by a superior, it is always necessary to say the meaning of the task, goals, and context (Majerčák, et al., 2015, Majerčák, et al., 2016).

Teamwork. An employee with this competence can work in a team as a full member. Can actively listen to other team members, share information effectively with them and actively collaborate on team tasks. He is also interested in the work of others and, if the situation requires it, he is willing to help to achieve the team's goal. The average achieved value in the competence is 88.65 %. We recommend organizing training focused on effective teamwork, organizing training focused on the development of creative thinking, organizing informal team meetings, setting clear team goals, specific definition of team roles (who is responsible) competency matrix, regular evaluation of opportunities for better team functioning (in consultation) to carry out a regular survey of customer satisfaction, then jointly evaluate the team and eliminate the identified weaknesses in accordance with a procedure agreed upon by the entire management of the company at the workshop (Majerčák, et al., 2015, Majerčák, et al., 2014).

Analytical, conceptual thinking. An employee with this competence can independently, systematically prepare for demanding work tasks. He thinks analytically about individual processes, which allows him to work very efficiently and systematically. A person with this competence can identify the causes of many work problems and prepare a plan to eliminate them. The average achieved value in the competence is 87.20 %. We recommend in the process of employee selection to focus on candidates with strong analytical and conceptual thinking, organize training for the development of analytical and conceptual thinking, assign work tasks that stimulate analytical and conceptual thinking, do not take over the tasks of subordinates who do not master analytical and conceptual thinking. thinking, if the employee is working on a task that requires analytical and conceptual thinking, then continuously guide employees or go in the right direction, if not, direct them, but do not do it for them (Majerčák, et al., 2015, Majerčák, et all. 2014).

Ability to work under pressure. An employee with this competence provides a constant work performance, regardless of the degree of stress. In tense situations, he can think effectively and look for solutions to potential problems. Even in situations that are stressful, he communicates politely and does not allow himself to notice discomfort and stress. It acts as a rational support for the other members of the team even in a difficult situation. This is also because it has the ability to focus on details even in a situation that is demanding on time and quality of performance. The average achieved value in the competence is 85.91 %. We recommend organizing training focused on time-management, organizing training focused on stress-management, in tense situations managers should be more consistent in managing people who have a given competence rated lower, in tense situations delegate simpler, partial tasks to these people not complex projects, in case there is a situation where the employee does not manage to work under pressure, then give him feedback that it is not right and his superior should divide his tasks according to priorities to eliminate stress due to - I have many priorities and I do not know as soon as possible an employee who has not been able to work under pressure for a long time should only be assigned tasks that have a predetermined procedure according to which the employee can perform his work. (Project,2018, Zmeškal, et al., 2020).

People management with senior employees. An employee with this competence is a recognized leader. He has a strong formal but also informal authority. He actively listens to his subordinates, seeks solutions to their problems, encourages creative thinking and proactivity. It maintains a productive atmosphere between subordinates without competitive matches and work conflicts. The average achieved value in the competence is 88.05 %. We recommend organizing group training specialized for managers focused on people management - leadership, organizing individual development programs focused on individual management activities of subordinates, organizing training focused on modern management trends, encourage self-education in people management, introduce a universal management system meeting, regular provision of feedback, ...), attend at least once a year management conferences for management staff (Majerčák, et al., 2014, Zmeškal, et al., 2020).

Self-management of senior employees. An employee with this competence can control himself in all

work situations. Can adapt the management style to a given situation and a specific person. He has his work activities and the activities of his team organized, he has an overview of what his subordinates are working on, what condition the projects are in and to whom it is necessary to help. The average achieved value in the competence is 89.76 %. We recommend organizing training focused on self-management for groups of managers, organizing meetings with a coach / mentor focused on managing themselves and subordinates, organizing training focused on time management, organizing training focused on managing difficult situations (Majerčák, et al., 2017, Majerčák, et al., 2015).

Delegation to senior staff. An employee with this competence can clearly define the job task for his subordinate so that the subordinate knows exactly how to proceed independently in fulfilling it. He does not tend to over-control his subordinates in performing assigned tasks. Can assign the right role to the right person according to the skill level of individual subordinates. The average achieved value in the competence is 87.61 %. We recommend organizing training focused on effective managerial delegation, organizing training focused on managerial skills, organizing training focused on managerial feedback (Majerčák, et al., 2015).

2.2. Evaluation of the obtained data by personal interviews

Based on interviews with employees, we can identify the following as positive aspects in terms of management and perception of the company: increasing the expertise of employees and thus the company, pleasant working environment, non - financial benefits, working hours, technical equipment, gradual investment in material and technical support.

Based on the above opportunities for improvement and personal interviews, we summarized a list of recommendations, the application of which in practice will help improve the situation:

precisely define job responsibilities in individual jobs, simplify the process of selecting service providers - is relatively complicated, think about simplifying mailing - the process is relatively lengthy, improve communication between departments, consider securing a car to eliminate logistics problems, consider securing a printer for a customer centre (minimum in periods when a lot of materials are printed), the print quality is not adequate and capacity is insufficient, consider training in the field of MS Office (Excel, Word ...), introduce a system of rotation of new employees in the institution - when hiring a new employee, we recommend using a fast rotation, when a new employee would get acquainted with the activities of other departments for better understanding as a whole, in case of any change it is necessary to argue for all people why the change is happening to avoid rejecting the change just because until now it was done and was That's good ... senior staff they do not have time to manage because they are dealing with a routine agenda - it is necessary for managers not to solve the work activities to be performed by their subordinate, but to guide subordinates to deliver results in the expected quality, employees feel that from some data they record are not outputs and therefore find it unnecessary to label it - it is necessary to clearly explain in each activity why it is done so that employees can see the meaning of why they are working to consider simplifying the process during business trips, set up one system for recording events in the calendar for all employees with labeling In order for everyone to know that the person is not at work from - to, to provide gel pads for mice and PC keyboards for greater comfort when working with PCs and to prevent health problems, consider gradually increasing wages (Majerčák, et al., 2017, Project,2018, Zmeškal, et al., 2020).

2.3. Summary of educational and development activities

Within the individual competencies, the final report proposes types of training that help employees to improve in individual competencies. At present, employees have a positive perception of the possibility of training in the company. Regarding the implemented project, we recommend keeping selected trainings and, depending on the possibilities of the institution, also considering new trainings. Continuation of selected trainings and development programs (Majerčák, et al. 2016):

- leave employees the opportunity to register for conferences,
- seminars and workshops related to the performance of their profession (eg work with social networks, IT area, legal topics, legislation),
- continue to consider the specific needs of employees in the field of individual education - change legislation,
- new trends in specific areas in case of changes in the law, we recommend automatically organizing trainings for employees who work with the law.

Introduction of new trainings depending on the possibilities of the company

From the point of view of maintaining high professionalism, motivation and development of people, we recommend setting up the education system so that each of the employees completes at least one development training (1 day) during the year, organizes training for managers focused on: managing their time and subordinates' time; to handle difficult communication situations; for effective managerial delegation; to provide effective feedback; to work properly with praise and criticism; focused on management trends; coaching; mentoring. In the field of IT, in case of any changes (eg update of the operating system, e-mail client, ...), we recommend that you immediately organize internal training for the change for all affected employees; training focused on WORD and EXCEL - most employees have a

great interest and need to participate in training focused on working with these programs, training aimed at developing active listening comprehension; for training non-verbal communication; to manage and resolve conflict situations; to develop analytical and conceptual thinking; on time-management; on stress management training focused on effective communication in the system of follow-up levels, e.g. Effective communication I. (basics of effective communication), Effective communication II. (Advanced techniques of effective communication), thus ensuring that the content of the course will be directly proportional to the participant's abilities, trainings focused on the development of argumentation skills in the system of subsequent levels Argumentation I. (basics of argumentation), Argumentation II. (Advanced techniques of effective communication), thus ensuring that the content of the course is directly proportional to the abilities of the participant. (Majerčák, et al.,2016, (Project,2018, Zmeškal, et al., 2020).

Conclusion

Current employees see a positive trend in the company. They appreciate the changes that have been made recently. This starting point allows the employer to work with current employees in the future.

We consider the best competencies according to the implemented 360 ° feedback project: interpersonal relationships (93.58%), conscientiousness and reliability (89.90%), self-management (89.76%), teamwork (88.65%), communication skills (88.61%), people management (88.05%), delegation (87.61%), analytical and conceptual thinking (87.20%).

On the verge of success in the 85% competence are the competencies: ability to work under pressure (85.91%), focus on results and potential for the future (85.50%) and independence (85.34%).

Below the threshold of success are competencies: motivation (79.81%) and initiative (78.97%).

All these competencies can be developed for existing employees with the potential for positive evaluation in the future, compared to the current situation. The solution is to understand the rules of competence - the precise definition of the responsibilities of individual job positions, active communication, individual and group training of employees, building and uniting the team, resolving the germs of conflict, and building a positive atmosphere in the team. (Project,2018, Zmeškal, et al., 2020).

We consider the most important role of management to be to clarify the competencies of individual departments. Once the responsibilities have been clarified, it is essential to inform all employees by their immediate superiors of their rights and responsibilities in the performance of their work, to avoid any confusion as to who is responsible for what. By strengthening open communication within the organizational structure, management towards employees will provide space to improve processes and work performance itself.

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