

EVALUATION OF PERSONNEL PERFORMANCE WITHIN A COMPANY'S HR DEPARTMENT

Nicoleta ISAC^{1*}, Waqar BADSHAH^{2†}

¹ Istanbul Sabahattin Zaim University, Istanbul, Turkey
nicoleta_isac2004@yahoo.com

² Istanbul Sabahattin Zaim University, Istanbul, Turkey
waqar.badshah@gmail.com

***Abstract:** Performance appraisal is one of the core activities of human resource management. This activity allows the determination of the degree to which the employees perform their tasks efficiently and pay fairly and completely the responsibilities they have been assigned. The process involves evaluating the results obtained, assessing the physical, intellectual, professional and managerial potential, and comparing them with the objectives and requirements of the job occupied by the employee. The evaluation must be systematic (the evaluation procedures must be part of the firm's policy) and formalized; in addition, it allows for employer-employee dialogue. The ultimate goal of assessing employee behavior is to evaluate the organization. The objective of the paper is to carry out an assessment of the staff of the HR department and the method chosen for determining the results is that of the questionnaire.*

Keywords: performance; human resource; employee evaluation.

JEL Classification Codes: M12.

1. INTRODUCTION

In general, a firm only remains on the market if it makes judicious use of all its resources, especially human resources. Capitalizing on human potential is the only way to put the other categories of resources to good use. Performance appraisal is one of the core activities of human resource management; this activity allows the determination of the degree to which the employees perform their tasks efficiently and pay fairly and completely the responsibilities they have been assigned. The process involves evaluating the results obtained, assessing the physical, intellectual, professional and managerial potential, and comparing them with the objectives and requirements of the job occupied by the employee. The evaluation must be systematic and formalized; in addition, it allows for employer-employee dialogue.

2. LITERATURE REVIEW

Organizations need to define and implement an appropriate strategy (Moisii, M. & Tarziu, E., 2012) and performance is a fundamental requirement, in the conditions of a more fierce competition every day. (Armstrong M., 2003) defines performance management as follows: "Performance management can be defined as a strategic and integrated approach to ensuring

* PhD Lecturer

† PhD Candidate



This is an open-access article distributed under the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>).

long-lasting success in organizations' work by improving people's performance and developing capabilities of teams and individual participants." Performance appraisal is a particularly important part of the management system, in general, and of the human resource management system in particular (Novac C., 2006).

(Stanciu S., 2003) defines performance evaluation "as a cognitive action, process or activity" whereby the performance of a person is related to a predetermined standard as well as "with his mental representation, his own system of values or his own conception on the achieved performance ". In the "Human Resources Management" (Pânișoară G.&Pânișoară I., 2005) presents us performance evaluation as an important aspect of human resources management, because the evaluation must be understand like the dynamic nature of professional development and also to perceive the professional development as a continuous process, and not "as a simple event" produced in the employee's life.

Performance appraisal can determine the individual training needs of employees, which can therefore fit into certain forms of training. In a much broader view, english specialists (Christopher M.& Jonathan W., 1994) mention at least three possible uses of the assessment:

- performance analysis technique;
- support element of the managerial planning process;
- basic component of the payroll system.

The evaluation results are used to the fullest extent to substantiate employee rewarding decisions (salaries, gratifications, etc.), followed by performance improvement and appreciation in relation to members of the organization. An always discussed element is that of linking performance appraisal to establishing a fair way of remuneration (Panaite N., 2011).

But there is a problem. If employees realize that performance evaluation interviews have the sole purpose of determining remuneration, all the other items pursued lose importance in the face of the financial argument. The pragmatic solution is to treat these interviews separately at long intervals, possibly for several months, and so performance interviews can serve different purposes (Michael M., David S., Louis A.M., 2010).

The objectives of performance evaluation are therefore very diverse, they have many functions or organizational functions and support the most important activities of human resources management (Dessler, G., 2003).

3. RESEARCH METHODOLOGY

The objective is to make an assessment of the staff of the HR department and the method chosen is that of the questionnaire. It was applied to a group of 19 people following the training program attended by the head of the HR department. It passed on the accumulated knowledge to all compartments in order to imprint another vision of work, targeting the changes foreseen in the current stage of the market economy.

Following the evaluation of the competencies available to the employees from the analyzed positions, we aim at identifying a potential training needs.

4. INTERPRETATION OF THE RESULTS

Question no. 1: What professional training do you have?

In this question, 15 respondents (78%) responded that they had completed higher education, another 2 (11%) are in the process of completing master studies, and 2 (11%) responded to having financial and technical training (graduate post-secondary studies).

That being said, we can note that the persons in this department prove to be suitable for the jobs held, compatible with the studies that are required to be graduated, persons interested in working in the field in which they studied. However, there is no need to neglect either those who are in the process of completing their studies or those who do not have higher education. For them it is necessary and beneficial to take part in qualification and improvement courses in order to improve their already acquired knowledge or to acquire new ones.

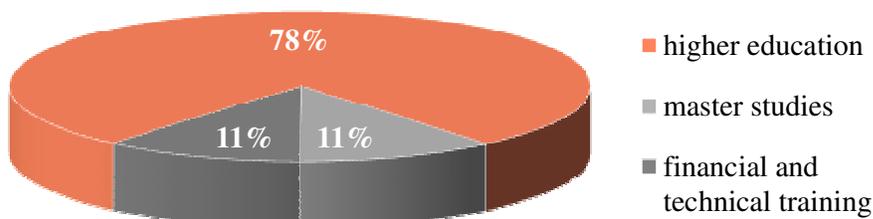


Fig. 1 Professional training

Question no. 2: What level of complexity do you think your work has?

The answers to this question are quite similar, most respondents having a "complex and very complex" response, namely 12 (63%) responding thus. We also have 3 (16%) responses of "the whole range of complexities", and 4 (21%) responded that they had common things to do, not a high degree of complexity. That being said, it can be considered that the activities undertaken within the department are of a high degree of complexity, activities that require attention and efficiency. On the one hand, the staff proves to be interested in the activities carried out at the workplace, and on the other hand, some of the complexity of the job description may be interpreted, and they may have too many tasks.

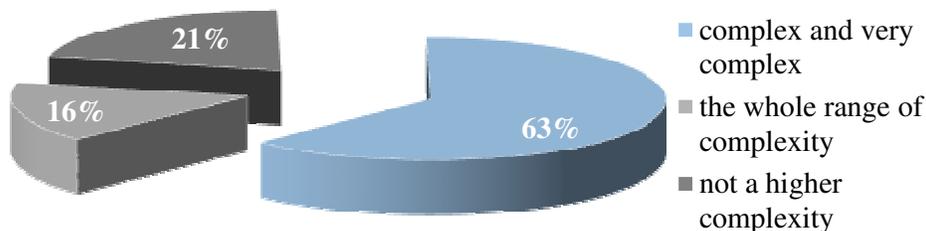


Fig. 2 Work complexity

Question no. 3: What is the role of professional experience in your work?

Employees of the department had complex answers to this question, an impressive majority (16 people - 84%) believing that professional experience plays an important, if not the most important, role in the occupied positions. They believe that having experience at work makes it easier to work, making them effective and involved in everything they do. One person (5%) replied that experience plays a not necessarily important role in the workplace because the

job descriptions can be taught by experimenting in the workplace, which is important is the willingness to learn and work, and perform your duties as well as possible.

Two other people (11%) responded to this question that professional experience plays an intermediate role, being part of a pool of internal and external factors which lead to the accomplishment of the attributions.

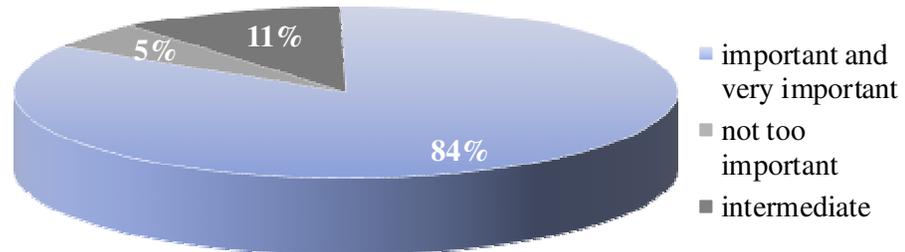


Fig. 3 The role of professional experience

Question no. 4: Since your work requires permanent contact with people, what style of work do you adopt? Can it be improved?

To this question, the respondents were quite sincere because we have several types of answers, the main factor from our point of view, being the posts that each of them occupies in the department. Thus, 10 people (52%) responded that at the workplace they adopted a cooperative style, correct and inclined towards dialogue, understanding and fairness; 4 people (21%) responded that they preferred to adopt an analytical, correct, detailed and skillful work style, solving the problems according to the laws in force; 2 people (11%) said that the most important attitude in the workplace is the communicative one, providing as accurately information for both department colleagues and company staff and 3 people (16%) have responded that to the workplace they adopting a normal working style adapted to the given situations and the things they have to do but also to the people they come into contact with. All this being analyzed, we can conclude that the staff of the department proves to be open to communication and dialogue, but also right at the workplace.

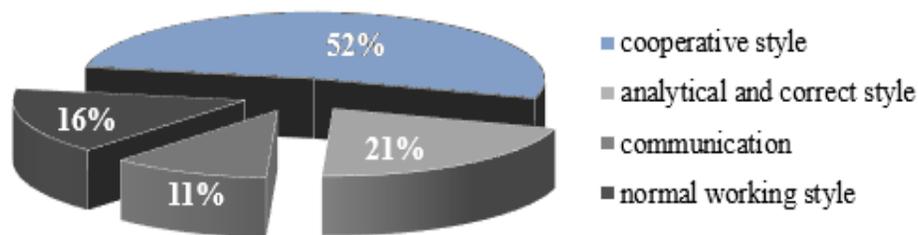


Fig. 4 The style of work adopted

Question no. 5: Do you think the work you are doing is qualitative, with relevant results?

The staff of the Human Resources department responded positively to this question, 16 (84%) of them considering that the work done by them is a qualitative one, pertinent and with good results, with a high degree of responsibility.

We also have the reversal of the medal, with 3 people (16%) answering this question negatively, believing that the results of their work are not appreciated and not translated into practice. Thus, the three believe that things can be improved by trying to implement the results of their reports and a more appropriate involvement in the activities undertaken.

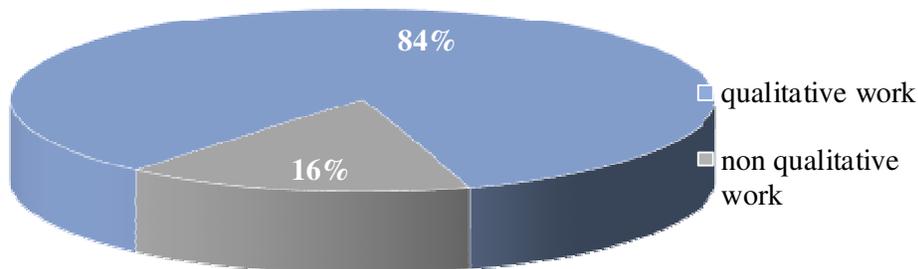


Fig. 5 The quality of the work

Question no. 6: Is your work a routine? Which you think that are the solutions for a better organization of the activity?

Respondents shared their views on this question, 9 (47%) of them believing that work was a routine, and that the psycho-sociological field should be improved, considering that there is a need for a work program with the public and a work plan to be executed.

In fact, 3 (16%) responded that the work done is sometimes a routine, but also has novelty elements. They wish the introduction of a new management methods within the department, even at the enterprise level.

Also, 7 people (37%) claim that the work done within the department is not routine, being conscientiously carried out and requiring a high level of attention.

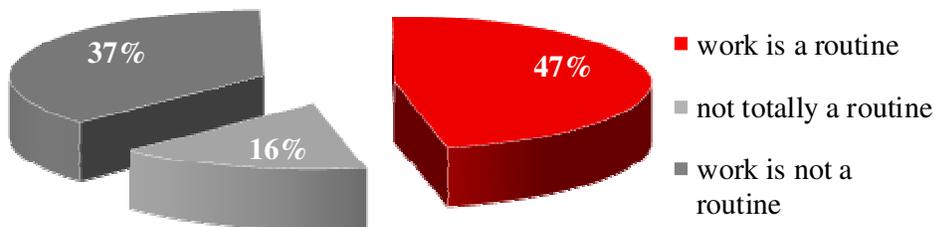


Fig. 6 Work routine

Question no. 7: How do you think your work relations should be with:

- Subordinates
- Colleagues
- Leaders

All respondents (100%) focused on a workplace atmosphere characterized by cooperation, mutual respect, responsibility, collaboration and helpfulness. They all want a work-friendly climate in which they feel comfortable doing their work under the best conditions.

Relations with the leadership want to be mutually sincere and respectful, as well as those in the subordination. Thus communication has to take place both vertically and horizontally.

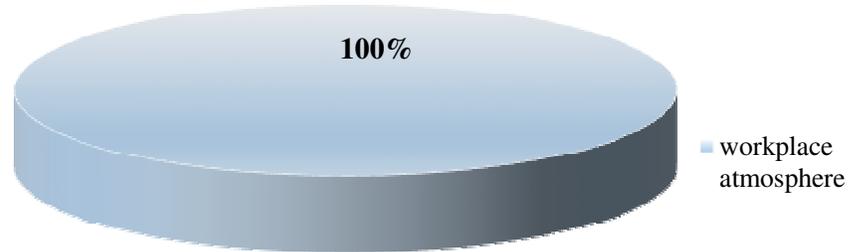


Fig. 7 Work relations

Question no. 8: Are you adept of passing of the knowledge acquired to the young generation or do you think that "the job should be stolen"?

To this question, 10 people (52%) are the followers of the transmission of information to the new generations, but it is important that they show a high degree of interest and involvement. Thus, they believe that the transmission of accumulated knowledge is important in the process of learning and assuming job duties.

There are also 6 people (32%) who consider the transfer of knowledge to be important, but most of the time, the job is "stealing". They are open to working with the younger generation, claiming the importance of transparency in collegiality.

3 people (16%) were interested in a high level of collaboration involving mutual sharing of knowledge between generations, especially with regard to new technologies.

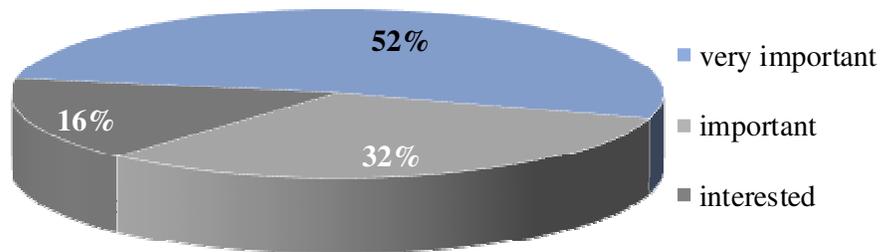


Fig. 8 The level of the transmission of information to the new generations

Question no. 9: Given the changes due to the transition, do you think that new theoretical knowledge is needed to improve your work? Which would be these?

17 respondents (89%) claim that the transition implies a permanent adaptation to change, they believe that they need to be informed about the changes in the field of labor law, management and informatics, and they are open to everything new and are willing to take part in training courses to acquire new knowledge.

2 people (11%) felt they were sufficiently trained in their field of activity, considering they did not need a new flow of information.

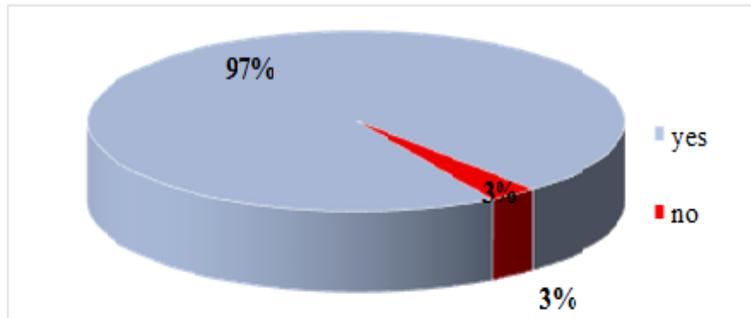


Fig. 9 The importance of the new theoretical knowledge

Question no. 10: Do you have concerns in the field of professional level development? Illustrate and motivate.

17 people answered that they attended vocational training courses by the means established by the head of the department but also put a special emphasis on the individual study of the legislation and are interested in development of the professional level.

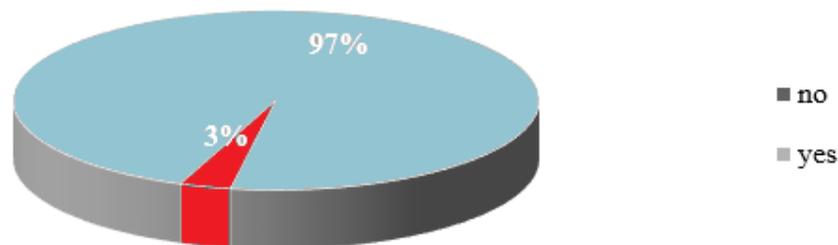


Fig. 10 Concerns in the field of professional level development

2 of the respondents stated that they did not have the time to go through refresher courses, the motivation of lacking to participate is that they would be retired.

5. CONCLUSIONS

As regards staff assessment of the Human Resources department, evaluation methods and techniques are used on a regular basis, in the form of questionnaires, in order to establish the compatibility of the people with the work place. It seeks to identify the possible need for improvement and qualification in related fields in order to improve the work process.

Following the application of the whole department evaluation questionnaire, the following main aspects were found:

- The vast majority have completed higher education, working in their field of study;
- Activities undertaken have a high degree of complexity;
- Professional experience is an important factor in fulfilling the tasks;
- It attaches great importance to collaboration within the department;
- The work done is qualitative, pertinent and with good results;
- Activity within the department has novelty but also routine elements;

- Atmosphere at work is characterized by cooperation, mutual respect, responsibility, collaboration and helpfulness;
- The transmission of information to the new generations is important, but most of the time, the job is "stealing";
- Considers it important to adapt to change;
- Have attended or they will attend training courses.

As methods of assessing professional performance, we recommend besides applying questionnaires, conducting psychological tests; skills tests, knowledge; work samples, job post analysis; structured interview; in order to achieve the most appropriate formula between the employed position and the employed person.

REFERENCES

1. Armstrong M., *Human Resource Management. Practical Guide*, Publishing House Codecs, Bucharest, 2003
2. Dessler, G., *Human Resource Management*, London:Prentice Hall, Pearson Education International, Ninth Edition, 2003
3. Michael M., David S., Louis A.M., *Employee Motivation - How to Increase Company Performance with Employee Enthusiasm*, Publishing House All, 2010
4. Moisii, M., Târziu, E., *Strategic Management of Sustainable Development in Organizations*, Romanian Journal of Computer Science and Automation, Bucharest, vol.22, no.1, 2012
5. Molander, Christopher and Winterton, Jon, *Managing Human Resources (Elements of Business Series)* Published by Cengage Learning EMEA, 1994
6. Novac C., *Employee Performance Assessment*, Course Notes, National School of Political and Administrative Studies, Bucharest, pp.7, 2006
7. Panaite N., *Human Resources Performance Management*, Sedcom Libris Publishing House, 2011
8. Panișoară G., Pănișoară I., *Human resources management*, Iași: Polirom Publishing House, 2005
9. Stanciu, S., *Human resources management*, Bucharest: Publishing House of the Faculty of Communication and Public Relations "David Ogilvy", 2001