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MSMT
MINISTRY OF EDUCATION,
YOUTH AND SPORTS



HR EXCELLENCE IN RESEARCH

**Education Support System for FAI/CEBIA-Tech Managers
with an Emphasis on the Creation of a Motivational Mechanisms**

Introduction

It is not easy to acquire managers with the appropriate knowledge and skills market approach that an organisation needs at any given moment. Thus – all the more, the effective development and education of one's own employee resources in order to attain required/requisite educational levels as quickly as possible – and develop their knowledge using appropriate training methods that not only support Personal (Career) Development – but also the entire organisation's development. The retention of such qualified employees – of all age categories; and encouraging them to personally actively develop themselves in their positions not only fundamentally impacts on a given organisation's success and competitiveness – but also, the employees themselves personal and professional growth.

In order for managers to want to continue their education, it is necessary that employers actively support their motivation.

This further raises the need to understand what motivation is, and means; how it works; and how we can influence it.

1. Factors Influencing the Willingness of Employees to Train and Develop

1.1. Motivation and Motives

The term originates from the Latin word *movere*, which means to *move*. Motivation is therefore a kind of "driving force" of behaviour.

Motivation can be defined as the sum of all psychic dynamic forces or motives that usually activate and organise behaviour and experience in order to change an existing unsatisfactory situation, or achieve something positive¹. We can also describe it as a process of initiating and subsequently regulating an activity that leads to the achievement of the relevant goal – the desired state (often accompanied by a feeling of satisfaction) – balance.

Human Behaviour Motivation is a complex process that is influenced by innate and acquired factors. For example, the reason why a manager wants to continue their education is the desire to achieve success, the effort to increase self-confidence, gain respect, but also – simple curiosity, or a combination of all these motives.

The most frequent ways of sub-dividing motivation:

- **Internal Motivation** – The flow of motivational energy caused by a need arising from the internal situation of the individual, a perceived lack.
- **External Motivation** – Is caused by stimuli acting on the individual from their external environment.

Motive is an urge focused on satisfying certain needs, it is a certain psychological tendency to compensate a certain state, which can stem from:

- **Deficiency** – We feel emptiness – like thirst or hunger, but also emptiness in the sense of "hunger" for money, information etc.
- **Overpressure (Tension)** – The body wants to get out of something, get rid of something – for example, to discharge anger, show off, or react from stress.

Motives can be sub-divided further into:

- **Biological Motives** (primary, innate, self-preserving) – Physiological Needs (the need for oxygen, food, heat, etc.), Species Conservation Motives (a need for sex), and the provision and receipt of parental care.
- **Psychic Motives** (secondary, acquired) – Internal Motivation aimed at maintaining internal order and establishing mental well-being (the need for self-determination, a stable personal identity, finding meaning in life, following internal ethical standards, a tendency to seek novelty and distraction, proving one's ability to solve problems, overcome obstacles, manage one's own life.
- **Social (Cultural) Motives** (secondary, acquired) – These regulate inter-personal relationships and experiencing them – (the need to achieve successful performance, the need to avoid failure, the need for affiliation – association, the need for intimacy, the need for power etc.).

1.2. Generational Differences

In order to make the situation even more complex in the course of strengthening motivation and finding motivators that would support the interest of our managers in Education and Development; belonging to a certain generation also has a significant influence. Due to rapid development, modernisation and society developments, there is a stronger and clearer definition of individual generations, the differences between them are more obvious and affect many areas (perceptions of authorities, loyalty, hierarchy of values, a need for certainty, a perception of new, work-live balance, etc.)

Our organisation is not age-compact and normally 3 generations of employees encounter each other in it. Therefore, it is necessary to take this fact into consideration when motivating.

- **The Baby Boomer Generation (The Post War Generation)**

Period of Birth: 1945–1965.

Is a generation characterised above all by great respect for the authorities, loyalty to the institutions and the need for certainty and security. They prefer life learning rather than the institutionalised acceptance of knowledge. They had a developed sense of hierarchical society. In the work process, they perceive technology as a bonus. They do not like to move for a job and are more locally focused.

- **Generation X**

In the Czech Republic, known as "Husák's Children" – born between 1965–1982.

Generation X often prefers work over family and maintaining a good job is a priority for them. (This fact is appreciated by many employers who consider Generation X employees to be reliable and loyal workers.) One of the typical features of this generation is the effort to work for one employer for a long time. Other characteristics: conservatism, displeasure in relation to changes, the need to be successful and to have sufficient financial resources. These needs can be attributed to the fact that this is the so-called “Sandwich Generation” – which has obligations to both the baby boomers – (support for grandparents), and Generation Y – (their children). The characteristic „motto" of this generation is: "Work and Play Hard". Based on this fact, Generation X has no problem spending most of its time at work, which is closely related to the high percentage of Burn-out Syndrome in this generation.

One of the important features, however, is the emphasis on Professional Development, so it is easier to motivate them to participate in educational programmes.

- **Generation Y**

The generation from 1983 to 2000.

Theorists and Practitioners alike agree that Generation Y – (Millennial) has different attitudes, values and – above all, demands on employers. This generation demands a work-environment in which there is a friendly atmosphere, good relationships with colleagues and open communication (Positive and Inspiring Corporate Culture).

They want to have trust and respect for their superiors. For them, the ideal superior is an open person, open to their opinions; but at the same time, can direct them to achieve aims and goals – a coach, mentor and friend – rather than someone who just manages. They are team players and want to work in groups, and the traditional pyramid management methods do not suit them very well. They appreciate being able to consult with more experienced colleagues.

Change is a normal part of their lives. (Change need not necessarily mean moving to another company, it is enough if their work is interesting, diverse and meaningful.) Many members of this generation have had work-experience gained as students on internships or jobs they managed to keep while studying, and therefore – they have a clear idea of their future direction and future career when starting their first job.

Due to their excellent abilities working with modern technologies, they can work efficiently and are very creative, because the whole internet world serves as their inspiration. They believe that innovation is crucial for Corporate Growth.

Generation Y strives for work-life balance and highly values its free time. When choosing an employer, they therefore prefer those who offer flexible working hours, alternative employment and Home Office. They are interested in whether the workplace is located in an urbanised location with good transport accessibility.

They are willing to work hard, but expect a fair transparent reward and interesting benefits for their work. They know how to talk about salary increases, to expect career growth and to assume that their social status will be very good.

They have a positive attitude towards Life-Long Learning and prefer employers to offer them this opportunity. They consider coaching and mentoring to be attractive educational methods, which enable them to find their own new path not only in their further career growth, but also in their personal life. E-learning and training is taken for granted.

They prefer communication by e-mail and on other platforms than personal communications. The assignment must be clear – but at the same time, they require freedom of decision so that they can carry out the assigned task in their own way, and at their own pace. They can easily work on multiple tasks simultaneously.

Unlike Generation X, millennials are interested in their mental and physical health, which is important for productive activities – even in advanced ages.

- **Generation Z**

Or, also N, as the Net Generation, 2000 – To-date

They first encountered a mobile phone during their infancy, often sitting at a computer from the age of five and playing their first computer games at the age of seven. They consider a Facebook profile to be something "for the old", they enjoy writing their own blogs, Myspace, or publish videos on YouTube and chat with dozens of friends who also "hang out on the net". School often doesn't make sense to them. They find them obsolete and petrified. What they hear from teachers they have long known themselves from the Internet.

Although Generation Z is not yet part of our work-team, we need to start working with the fact that we will soon have to respect their different requirements and adapt the educational system and lifestyle.

2. Manager Motivation Tools to Further Development and Education in our Organisation

By comparing factors that affect managers' willingness to further educate and develop themselves, we found that it is not possible to rely on the use of a uniform method to increase motivation; but, it is necessary to work with a wide spectrum of methods and procedures. One of the fundamental connecting elements for various methods is the communication level within an organisation. Therefore, we have devoted attention to this area and have created a Communication Strategy. This is followed by other measures that, in turn – lead to increases in employee motivation for training and development.

Communication

The results of extensive research have shown that companies with highly effective internal communication achieve better financial results, are more stable, increase employee engagement and reduce fluctuations in turnover.

At the same time, communication affects the stimulation and motivation of employees. All phases of the stimulation and motivation process are based on communication.

Phases of the stimulation and motivation processes:

- Obtaining information about employee requirements; analysis of the organisation and its possibilities situation.
- The creation and implementation of stimulus conditions.
- Feedback verification when transforming stimulation conditions into concrete motivation.
- The Concrete Motivation results.
- Support for work efforts based on feedback communication.
- Resolving problems in internal company relations, constant trust-building.

Based on the analysis of the state of Internal Communications (Annex No. 1: SWOT Analysis) and with regard to the activities that are provided at the level of the entire university, we have prepared a FAI and CEBIA-Tech communication plan (Annex No. 2: Communication Plan). This includes activities to raise employees' awareness of the organisation's strategy and objectives for the coming period and, at the level of individuals, to strengthen the provision of feedback, employee satisfaction and improving managerial communication skills. We assume that open communication will strengthen managers internal motivation for further development and a willingness to learn, especially in the Managerial Skills and Soft Skills fields.

Methodical instructions for individual planned activities:

1. FAI, CEBIA-Tech Meeting Should provide – in particular the following information especially:

- Presentation of Strategic Aims and Goals.
- Results / Achievements of the previous period.
- Planned organisational changes.
- The introduction of new managers or employees.
- Information on planned training and development events and evaluations already carried out.

- Other Points according to the current situation, (e.g. sharing knowledge from professional conferences, information on implemented successful projects, best practices etc.).

After the official part, which includes a presentation of selected topics, this is followed by discussions and an informal meeting.

2. Management Team Meetings

They are performance management tools that help to clarify the connections between individual projects, tasks and goals of the organisation, to remove communication barriers and to help cooperation between teams and individuals.

Each meeting is chaired by the FAI Dean, the Director of CEBIA-Tech or the Project Manager and has a predetermined structure. Minutes of the meeting are taken, which contain the assigned tasks, responsibilities and deadlines.

From the Communications point-of-view, it is important that the manager who leads the meeting can manage and direct the discussion, eliminate undesirable forms of behaviour, create a positive and open atmosphere, respect the views of all participants, guarantee that the debate will not deviate from the topic, etc.

From this, it is clear that the demands on managers' communication skills are considerable and need to be addressed. At the same time, meetings are a source of information that we will exploit when creating individual educational plans.

3. Consultation(s)

This has to do with an individual meeting of the manager with the FAI Dean or the Director of CEBIA-Tech. The aim of these meetings is to discuss current operational issues. It would be appropriate to set a fixed frequency in order to avoid disrupting the planned programmes of both parties involved.

Here, too, we have a source of information about a manager's behaviour, their knowledge, skills, requirements and possible shortcomings; and can use this knowledge in the preparation of educational programme.

4. Employee Evaluation

5. Employee Satisfaction Evaluation

In order to strengthen managers' motivation to be willing to learn in the long-run, they must perceive that the activity they have developed makes sense.

The employee needs to have feedback:

- Whether the training helps them to better manage the demands that arise from the position they hold.

- Whether – and how, it increases their performance, expands their range of competencies, improves their managerial skills, etc. – from the perspective of a superior.
- Whether their efforts and achieved results are reflected in Career Growth Planning.
- The extent to which the invested effort is reflected in the remuneration area – (especially as regards the amount of the personal bonus).
- The extent to which their individual needs are respected.
- Whether the organisation perceives possible suggestions for improvement or comments.

For this reason, part of the incentive programme is the introduction of Formalised Employee Evaluation and Employer Evaluation; as well as strengthening the importance of informalized / ongoing evaluations. Details are given in the Employee Evaluation Directive. (More information is attached in Annex No. 3: Guidelines for Employee Evaluation, Including Annexes.)

6. Internal Education

The internal documents describe the management education methodology and briefly describe the methods we use in our organisation. Due to the need to respect current employee development trends when creating training and development plans for groups and individuals, we are strengthening our offer of Coaching, Mentoring, E-learning and On-line Training

We expect that this will increase the attractiveness of educational and development programmes and thus, the motivation for the active involvement of managers. At the same time, we try to give space to internal lecturers – in our case, for example, experts from other university faculties.

Annex No. 1: SWOT Analysis of Internal Communications

Internal Communication Strengths	Internal Communication Weaknesses
<ul style="list-style-type: none"> • Clearly defined organisational structure. • Clearly set organisation goals in the implementation of study programmes. • The existence of a good / high quality information system – (website, intranet). • A stable and loyal work team that is willing to pass on information. • The organisation's management strives to provide all relevant information related to the organisation's tasks, goals and strategies. • The professional competence and qualification of employees is very good. 	<ul style="list-style-type: none"> • The organisation's strategy is not elaborated into specific goals in the Manager Development and Education fields. • Internal Documents – (directives, orders, instructions etc.) are prepared, but not very neatly stored. • Some managers underestimate the importance of communication skills. • Organisational know-how is insufficiently used – (Employees are willing to pass on information, but "there is no time".). • Feedback Communication channels are lacking • Insufficient information of employees about the benefits provided by the organisation. • There is a lack of internal education and training to focus on the Development of Communication and Management Skills.
Internal Communication Opportunities	Internal Communication Threats
<ul style="list-style-type: none"> • The possibility of using experts from other faculties in the preparation and implementation of internal educational programmes. • Managers know modern communication technologies and easily accept them – (a willingness to online for ms of education, e-learning etc.). • The possibility of the greater involvement of HR staff in improving the internal communication proces. • The possibility of obtaining subsidies to finance Managerial Training and Development programmes. 	<ul style="list-style-type: none"> • A high share of electronic communication disrupts social ties. • Electronic Communication is limited to the communication of content only, however, it does not respect the context, nor does it use non-verbal communication components. • Limited Resources – (Human and Financial), do not allow the employment of an expert who would intensively deal with Internal and External Communications and further develop them.

Annex No. 2: Communication plan

Activity	Goal	Communication channels	Frequency / deadline	Responsibility
1. Meeting FAI, CEBIA-Tech	Evaluation of the previous period, goals and plans for the next year	Assembly (formal presentation, informal discussion)	Once a year May or June	FAI and CEBIA-Tech management
2. Team meetings of managers	Informing about the fulfillment of goals, tasks and projects, identification of obstacles at work, proposals for measures	Meetings	Once a month The first Wednesday of the month	FAI and CEBIA-Tech management, managers
3. Consultations	Informing about the fulfillment of goals, tasks and projects, identification of obstacles at work, proposals for measures	Meeting with individual managers	FAI and CEBIA-Tech management, managers	FAI and CEBIA-Tech management, managers
4. Employee evaluation	Providing feedback to employees, finding opportunities to increase motivation and ideas for improving the functioning of the organization	Evaluation interview	Once a year	FAI and CEBIA-Tech management, employees
5. Evaluation of employee satisfaction	Monitoring of opinions, attitudes and satisfaction of employees	Intranet	Once a year	HR manager
6. Internal training and education	Knowledge sharing, transfer of know-how, communication skills training, management education	Specific training in the company, e-learning courses	Continuously	Management and specific managers
7. External education	Special management courses	Training outside the company	If necessary	Management and specific managers

Purpose

FAI and CEBIA-Tech support employees' professional development and strive to assure their career growth. At the same time, it focuses on those employees who consistently achieve excellent work results, show an active interest in further education and strive for self-improvement. As far as possible, these employees shall be assigned to higher positions, entrusted with more demanding tasks or their powers and responsibilities are expanded. Perspective Career Advancement, Professional Development and corresponding financial rewards are created on the basis of Employee Evaluation and the Assessment of Changes in Individual Staffing Position Possibilities.

1. Validity Scope

This guideline is valid in its entirety for FAI and CEBIA-Tech

2. References to Norms and Standards

- Wage Regulations.
- Employee Education System / Development Plans.

3. Process

3.1. Employee Evaluation

3.1.1. Introduction

The right and obligation of the employer is to evaluate employees in order to identify their Work Abilities, Personal Potential, Work Capacities, Work Performance, Possible Employment and their Contribution to Organisational Efforts, and the Efficiency and Development of the Organisation. At the same time, further development and education possibilities are evaluated.

3.1.2. Implicit Employee Evaluation Types

The organisation uses two basic Employee Evaluation methods – Implicit and Explicit Evaluation.

Implicit Employee Evaluations

So-called Non-formalised Employee Evaluations are an integral part of the day-to-day managerial and leaders at all management activities levels – (praise or reproach, expression of trust, entrustment of a challenging task or mission, reward, promotion, etc.).

Explicit Employee Evaluations

The subject of this work instruction is the Explicit Employee Evaluation – which means their explicit, formalised evaluation. It is a planned and rule-based evaluation focused on those characteristics, features, manifestations and aspects of the evaluated employees that are important in terms of their work performance, and for the basis for Training and Development Planning.

3.1.3. Working Employee Evaluations

Employees' Job Evaluation mainly focuses on the following areas:

- How the Evaluated Employee worked during the Evaluation Period.
- What Strengths and Weaknesses the Superior Employee sees in the Employee.
- What was their Actual Performance or what prevented them from Attaining Better Results?
- How They fulfil(led) their Work Duties.
- How They Contribute to Building Good Interpersonal Relationships in the Workplace.
- To What Extent They Respect Internal and External Customer Requirements.
- Whether they are Open to Communication with Other Team Members.
- What Were Their Attitudes to the Organisation – (Society), and How Loyal They Were to It.
- How the Evaluated Employee Views Work Task Assignments Whether they are willing to Share Their Own Know-how.
- If They Have the Ability to Actively Bring Innovations and Suggestions for Improvement.
- The Way it is Managed.
- How They Perceive their Working Conditions etc.

The Knowledge gained from the Job Evaluation should serve in particular:

- As a Basis for Improving Evaluated Managers' Working Activities by Adapting Individual Development and Training Plans to their Specific Needs.
- A Career Planning Basis.
- A Personal Allowance Determination Supporting Factor.
- And also, as a basis for improving work organisation, management and working conditions, internal company communications and overall organisational – (corporate) culture level.

3.1.4. General Employees Job Evaluation Procedure = Job Evaluation Methodology

Job Evaluation Assessors are usually the Evaluated Employees' Direct Superiors; unless otherwise specified by the FAI Dean or the CEBIA-Tech Director.

In the absence of Immediate Superiors, Employees Job Evaluation is carried out by their Immediate Superiors' Legal Representatives.

The Job Evaluation Preparatory Phase consists of:

- Completion of the relevant Evaluated Employee Evaluation Form – by the Evaluator.
- Assuring a suitable interview space, where participants will not be disturbed during the interview – even by unnecessary telephone conversations.

The Job Evaluation Implementation Phase includes:

- The Evaluator's interview with the appraised employee. During this interview, the evaluator shall acquaint the evaluated employee with the job evaluation process with regard to all the established evaluation criteria and job evaluation conclusions.
- Recommendations regarding their future work activities' requirements, expected work performance and work attitudes and behaviour.
- The assignment of specific term tasks for the next evaluation period.
- Recommendations regarding their further employment and professional development.
- Information on salary and the proposed personal allowance amount.

In the course of the evaluation interview, the evaluator will also acquaint themselves with the knowledge, experience and opinions of the evaluated employee on working conditions, management methods, assigned work tasks and solving employees' problems in the organisation.

The evaluated employee is allowed a week to reflect on the job evaluation conclusions and the proposed measures that result from the evaluation, and to formulate their opinion on these conclusions.

The Job Evaluation Implementation Phase ends with the evaluated employee's signature and approval – (signature) of the Head of Institution – (FAI Dean, CEBIA-Tech Director), who are superior to the evaluator.

If the evaluated employee does not agree with the evaluation results, the evaluator must conduct another evaluation interview – with the participation of the FAI Dean and the CEBIA-Tech Director.

The original of each written job evaluation, which is signed by the evaluated employee, evaluator, FAI Dean or CEBIA-Tech Director, is registered, stored and protected in the HR

Department archives by the FAI Rector and the CEBIA-Tech Director, in accordance with the relevant personal data protection directives on internal documentation.

One copy of each job evaluation – signed by the evaluator, is given to the evaluated employee; the other copy is kept by the evaluator. The evaluated person will confirm the receipt of the copy by signing the original document.

Unless otherwise specified, the completed and signed “Periodic Job Assessment” form will be submitted by the relevant Head of HR / FAI Dean or CEBIA-Tech Director; no later than 1st April of the given year.

In both job appraisal phases, the evaluator should base their actual knowledge on the appraised employee's work activities and behaviour – and apply materiality, prudence and restraint principles in expressing their appraisal court results.

The following Assessment Errors should be avoided as much as possible:

- “Labelling” = judicial judgments – (statements of the type: you are incompetent, you are a liar, you are lazy etc.).
- The "Halo Effect" = one characteristic "overshadows" other properties
- “Generalisation” = inappropriate random elements generalisations – (e.g.: “You never come on time.”)
- First Impression Evaluations.
- Egocentrism = The Use of One's Own Characteristics as a basis for Evaluating the Characteristics of Others.
- Arrogance – (e.g. Rejecting Legitimate Arguments).
- Favouring Persons to whom the Evaluator has Psychological or Emotional Ties.

The evaluator should, also not be a superior to the evaluated employee, and should understand their potential problems. They should be aware that their evaluation is likely to affect both the immediate future of the evaluated employee – and company work results, and their overall Human Potential Development.

3.1.5. Applied Employee Job Evaluation Typing

The following Job Evaluation Categorisation types shall apply in the company:

- New Employee Work Adaptation Evaluation.
- Periodic Employee Job Evaluation.

The above-mentioned job evaluations are performed for the entire evaluation period and do not replace ongoing daily Employee Work Performance evaluations; performed within the Operational and People Management – (Implicit Evaluation) framework.

3.1.6. New Employee Work Adaptation Evaluation

The HPA purpose is to evaluate new employee work adaptation course and results – i.e. adaptation to work requirements, procedures and working conditions in the start-up – (Probationary Period).

This allows us to – at the same time, identify differences between required knowledge skills levels and behaviour, and current state – in order to be able to identify areas where an employee needs to develop further. At the same time, we can – thereby, determine those areas to which we will pay attention when planning further education activities.

Ensuing from the Work and Adaptation Course and Results Evaluation, the following conclusions are drawn about:

- Attaining achieved Training Level Result possibilities; and thereby, being entrusted with more complex work tasks.
- Individual Development and Education Plan Content.

Work Adaptation Evaluation Criteria Applied in the Course of Work Validation, are:

- Willingness to Accept Work Tasks.
- Professional Understanding – (Work Procedure Mastery).
- Independence at Work and Work Commitment.
- Reliability, Responsibility and Work Performed Quality – (Accuracy, Faultlessness, Meeting Deadlines).
- Interest in Further Education.
- Co-worker Relationships and Co-operation Levels.
- Creativity, Innovation.
- Resource Efficiency.

3.1.7. Periodic Employee Job Evaluations

In order to provide a picture of the evaluated employees 'working attitudes, initiative and commitment in their work tasks and work activities performance responsibilities, work results and behaviour approach – and their contribution to the efficiency and development of society in the specified evaluation period; under specific workload working conditions levels.

The following conclusions are drawn from Periodic Employee Job Evaluations:

- Evaluated Employee Work Performance and Performance Reliability – Strengths/Weaknesses; and possibly – their management and leadership effectiveness.

- The Possibility of Entrusting them with Certain Tasks or Missions.
- Employee Career Growth Competence.
- Possible Ways of Improving Evaluated Employee Work Activities and Conditions.
- Further Education and Development.
- The Need to Improve Work Organisation and Management.
- Improving Internal-Company Communications, Working Conditions and overall Organisational – (Corporate) culture levels.
- Possible Salary Changes – (Increased Qualifications, Increased Work Efficiency, or New Competencies Acquisition, etc.).

Evaluation Criteria Applied in Periodic Job Evaluations are:

- Mastering normal work tasks.
- Willingness to accept new / more complex work tasks.
- Striving for continuous education and development.
- Independence in the course of work and work commitments.
- Work-performed Quality – (accuracy, flawlessness, meeting deadlines).
- Ability to innovate effectively; to improve (oneself).
- Co-worker Relations and Co-operation Level.
- Resource Use Efficiency.
- Communication Level.
- Interest in Faculty Organisation and Whole University Activities.
- Willingness to Actively Train New Employees.
- Degree of Scientific Work Engagement.
- Loyalty.

4. Employee Satisfaction

The Employee Satisfaction with The Employer Monitoring Purpose is:

- Targeted Improvement of Processes in Accordance with Employee/Employer Interests.
- Creating a High-Quality Work Environment.
- Corporate Culture Development.
- Employee Stabilisation.
- The Elimination of Potential Inappropriate Forms of Behaviour in Managers.

- Monitoring the Organisation's Development Trend with regard to Employee Needs.
- Evaluation shall be carried out using the appropriate questionnaire for ms.
- Evaluations are performed by each employee – regardless of how they are evaluated by the Evaluator.
- In the Specified Period: Before the End of the Trial Period.
- At the Same Time and Place as the Employee's Job Evaluation.

During the Job Evaluation Implementation Phase, both these evaluation views – Job Evaluation, and the Expression of Evaluated Employees' Satisfaction with Working Conditions – are confronted with one another in order to contribute to a deeper understanding and harmony in the Employee Organisation Relationship.

The Employer further processes the individual Employee Satisfaction Evaluation results so that they have a comprehensive overview of employees' satisfaction with working conditions, the evaluation of their work, the management style and organisational work and communication skills in the organisation. Based on the summary results, they then prepare a Corrective Measures Plan, ensure its implementation and communicates the result with employees, the ensuing procedure and the effect of individual measures.

Annex No. 3/1 – Annex to the Employee Evaluation Directive

WORK ADAPTATION EVALUATION		
Evaluated Employee Surname and Name:		Organisational Unit:
Employment Position:		
Evaluation Period:	From: To:	
Rating Scale:		
5. Unsatisfactory, Unsatisfactory Evaluation – It is necessary to achieve substantial, fundamental improvement		
4. Poor Satisfactory Evaluation – Appropriate improvement needed		
3. Satisfactory Evaluation – Corresponds to Standard Job – (Position, Function) Requirements		
2. Slightly Above Average Rating – Slightly Exceeds Standard Requirements		
1. Excellent Evaluation – Significantly Exceeds Standard Requirements, Corresponding to More Demanding Work		
► Evaluator Instructions:		
When filling in this form, circle each criterion evaluation level that most accurately characterises the work of the evaluated employee!		
A. Evaluation Criteria	Evaluation:	
Willingness to Accept Work Assignments	1 2 3 4 5	
Professional Understanding – (Mastery of Work Procedures)	1 2 3 4 5	
Independence and Commitment at Work	1 2 3 4 5	
Reliability, Responsibility and work quality (Accuracy, Flawlessness, Meeting Deadlines)	1 2 3 4 5	
Interest in Further Education	1 2 3 4 5	
Co-worker Relationships and Co-operation Levels	1 2 3 4 5	
Creativity, Innovation	1 2 3 4 5	
Resource Efficiency	1 2 3 4 5	

Average Job Evaluation Value
B. Job Evaluation Conclusions	
Eventual evaluator verbal comment(s) about the course and training and work adaptation results:	
Evaluator's Recommendation(s) Regarding the Evaluated Employee's Employment – <i>(Mark with a cross)</i> :	
<input type="checkbox"/> Terminate the Assessed Person's Employment During Their Probationary Period	
<input type="checkbox"/> Extend Their Fixed-term Employment Contract until:	
<input type="checkbox"/> Extend Their Employment Contract for an Indefinite Period	
Please Continue on Next Page	
Recommended Training Programme for the following Evaluation Period:	Completion Date:
Imposed Specific Tasks for the Next Evaluation Period:	Deadline:

Proposed Personal Allowance Amount:		From:
C. Job Evaluation Confirmation		
Evaluator:		In Zlín, dated:
.....
Evaluator Name and Surname	Function	Signature
Comments of the Evaluated Employee on the Job Evaluation and Requisite Tasks – (Mark with Cross!): 		
<input type="checkbox"/> I agree with the Evaluation		
<input type="checkbox"/> I agree with the evaluation with the proviso that: 		
<input type="checkbox"/> I do not agree with the evaluation. I request a new evaluation with the participation of a Senior Superior.		
In Zlín, dated:		
Evaluated Person's Signature:		
Superior's Statement: Approved by: In Zlín, dated:		
The Completed and Signed Original of this Document is Confidential and is Stored: 		
One Copy belongs to the Evaluated Person; the other to Their Superior		

Annex No 3/2 – Annex to the Employee Evaluation Directive

Evaluated Employee Surname and Name:		
Employment Position:		Organisational Unit:
Evaluation Period:	From: To:	
Rating Scale:		
5. Unsatisfactory, unsatisfactory evaluation – It is necessary to achieve substantial, fundamental improvement		
4. Poor Satisfactory Evaluation – Appropriate improvement is needed		
3. Satisfactory Evaluation – Corresponds to job – (position, function) standard requirements		
2. Slightly Above Average Rating – Slightly exceeds standard requirements		
1. Excellent Evaluation – Significantly exceeds standard requirements; corresponds to more demanding work		
► Instruction for evaluators:		
When filling in this form, circle each Criterion Evaluation level that best characterises the Evaluated Employee's work!		
A. Evaluation Criteria	Monitored	Period
	Evaluation	
Willingness to Accept Work Assignments	1	2 3 4 5
Professional Understanding – (Mastery of Work Procedures)	1	2 3 4 5
Independence and Commitment at Work	1	2 3 4 5
Reliability, Responsibility and work quality – (Accuracy, Flawlessness, Meeting Deadlines)	1	2 3 4 5
Interest in Further Education	1	2 3 4 5
Co-worker Relationships and Co-operation Levels	1	2 3 4 5
Creativity, Innovation	1	2 3 4 5
Resource Efficiency	1	2 3 4 5
Average Job Evaluation Value	1	2 3 4 5

Willingness to Actively Teach New Employees	1 2 3 4 5
Degree of Involvement in Scientific Work	1 2 3 4 5
Loyalty	1 2 3 4 5
Average Job Evaluation Value	1 2 3 4 5
B. Employment Evaluation Conclusion(s)
Eventual Evaluator Verbal Comment(s)	

Annex No. 3/3 – Annex to the Employee Evaluation Directive

NEW EMPLOYEE SATISFACTION				
Employee Surname and First Name:				Organisational Unit:
Job, Position, Function:				
Evaluation Period:		From:	To:	
Please take this opportunity to express your opinion on the functioning of the organisation.				
Completion Instructions:				
Please tick the most accurate answer for each of the following items, expressing your experience or your opinion!				
Very Satisfied	Rather Satisfied	I Can't Decide	Rather Dissatisfied	Very Dissatisfied
Working Conditions:				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Work and Social Environment, Technology Level, Work-place Equipment, etc.)				
Work Organisation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Effective organisation of work activities, use of economical work procedures, delegation of powers and responsibilities)				
Communication and Cooperation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Professional Training Guidance – Assigning tasks and providing feedback.) Providing information on scope-of-work, departmental / company activities and goals				
Entry Scholastic Levels and Information Materials provided.				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex No. 3/4 – Annex to the Employee Evaluation Directive

PERIODIC EMPLOYEE SATISFACTION ASSESSMENT				
Employee Surname and First Name:				
Employment / Job, Position, Function:				
Evaluation Period:		From:	To:	

Please take this opportunity to express your opinion on the organisation's functioning.				
Completion Instructions:				
Please tick the most accurate answer for each of the following items, expressing your experience or your opinion!				
Very Satisfied	Rather Satisfied	I Can't Decide	Rather Dissatisfied	Very Dissatisfied
Work Conditions				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Work and Social Environment, Technology Level(s), workplace equipment, etc.)				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Organisation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Effective Organisation Work Activities, economical work-procedure use, powers and responsibilities delegation)				
Communication and Co-operation				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Communication Levels with Collaborators, University Management, and various department – other faculties' employees.)				