
THE COMPLEXITY OF PERFORMANCE APPRAISAL INTER-VIEWS

Réka SZONDI

Károly Ihrig Doctoral School of Management and Business, University of Debrecen,
Debrecen, Hungary

Éva GERGELY

University of Debrecen, Faculty of Economics and Business, Institute of Management
and Organization Sciences, Debrecen, Hungary

Received: 25. April 2021, Reviewed: 01. June 2021 Accepted: 15. June 2021

Abstract

Companies face more and more challenges in employee issues, which have increased in number even more due to the COVID-19 pandemic. Finding and attracting talented employees remains a challenge, but the focus is on engaging the existing workforce. Employees demand individuality, feedback, opportunities, and a secure job. The role of performance appraisal interviews or review meetings has become more significant. The content, frequency, and atmosphere do much to unify organizational and individual goals, helping engagement. In the research, a questionnaire survey was conducted, aiming to examine the performance evaluation preferences of employees. The results confirm the importance and relevance of feedback and informal evaluation.

Keywords: performance management, performance appraisal, evaluation, interview, atmosphere

JEL classification: J24, M54, O15

Introduction

Within HR functions, performance management and performance appraisal play a central role. One of the basic quality conditions is the provision and maintenance of outstanding performance are regular evaluation and feedback. These factors are closely related to improvements and motivation. It is fundamental to pay attention to employees' needs (Canton, 2013) and design the performance appraisal and feedback system accordingly. Conclusions can be drawn from the appraisal results, and goals can be set for the next evaluation period. However, interviews or reviews in an inappropriate atmosphere can even have a long-term negative impact on performance and motivation. Expectations and requirements should always be transparent, obvious

and clear. Therefore, the tasks to-be-performed should be specified clearly in the job description, making reaching goals easier.

Performance appraisal helps develop and assess abilities and competencies in practice, supporting putting the appropriate person in the appropriate job (Dajnoki et al., 2015). Regarding Kiss and Barizsné's (2018) research, a positive relationship between job satisfaction and the professional fit was found. Dajnoki and Filep (2020) define the use and benefits of non-financial indicators in measuring organizational performance among SMEs as a new research direction, including employee satisfaction. According to research, one in five Hungarian employees sees that they do not receive appreciation even if they do their job well. 46% of the surveyed employees reported that they had not received credit in the previous month. During the previous week, only 15% of them received positive feedback from their supervisor. Another result of the survey is that 47% of respondents believe that their companies did not promote the right people (Malzenicky, 2007).

Theoretical background

Bálint and Karoliny (2017) stated that organizational involvement is needed during individual career care and the journey through the organization, although perceptions of success and career may differ from person to person. In terms of human resource management, Héder et al. (2018) summarize the most critical components: fulfilling organizational goals, providing the right work environment, continuously increasing human resource capacity, and on the individual side, individual needs, training, developments and employee retention. However, if individual knowledge and potential are not correctly utilised and managerial support is missing, innovation skills and creativity (as an aspect of competitiveness) may receive negative reinforcement (Gergely - Pierog, 2018; Li-Ying et al., 2018). In the analysis of Szabó-Bálint (2018), performance appraisal also appears among different career management tools as the basis for career planning (Baruch - Peiperl, 2000; Lewis - Arnold, 2012). Several factors contribute to engagement, including performance appraisal and its circumstances. Involving employees in decision-making when setting expectations and future goals makes it easier for organizational interests and goals to become their own. An engaged employee's qualities include a high level of performance, a motivated attitude, and organizational culture adaptation. All of these factors justify the importance of investing in human capital to maintain a company's competitiveness.

Based on Dienesné (2003), interviews and personal reviews, and discussions play a major role in the methods used to provide feedback. Preparation for the conversation is needed; the aim is not just to give comments on performance. The conditions for informal conversations should be catered for, and the tasks to be set as a follow up should be considered carefully. In addition to expectations and the support needed to achieve them, the existence of capabilities and incentives, monitoring performance developments, and continuous supervising can not be neglected to minimize mistakes (Gyökér - Finna, 2007). Human resource management activities can be considered adequate if indicators such as employee satisfaction and personal development show progress. The measurement of these factors can be done through regular and consciously applied performance appraisal. Rewards and incentives are also part of performance appraisal and are closely related to competencies (Csiszárík-Kocsir et al., 2009; Bárdos et al., 2014).

The Randstad Employer Brand Research 2020 survey (Piac and Profit, 2020) examined Hungarian job choice preferences, highlighting attractive incomes and benefits, a pleasant work atmosphere and a secure job. Building engagement requires a combination of high performance and loyalty (Istók, 2019), which is unlikely without proper feedback and the clarification of expectations and opportunities. Employees are diverse; different generations work together, not necessarily appealing to everyone (Pierog et al., 2018). That is why it is essential to individualize the organization's motivational tools (including performance appraisal) to the employee as much as possible, in line with organizational and individual goals (Dajnoki - Kun, 2016; Krajcsák, 2018). Employees of the organizations surveyed by Vántus (2007) were satisfied with frequent managerial feedback. In Gergely's (2014) research, employees of large companies thought the frequency of formal feedback was more important than of smaller ones.

According to Neil (2020), members of the younger generation need mentoring and communication based personal feedback. Members of Y and Z generations prefer a work environment where personal expressions are possible, and their performance is continuously and even publicly recognized (Elmore, 2014; Zubály, 2008). Szabó-Szentgróti et al. (2019) describe that different age groups have different views on feedback and communication errors in the sample they examined. Young employees require meaningful meetings and personal contact with managers more than older staff.

Performance appraisal is considered a part of a process. The functions of performance management and their significance are illustrated in Figure 1. Once a performance management system has been established, in order for it to function effectively, the functions must be considered equally essential.

Figure 1: Performance management functions



Source: Gergely, 2016, p. 11.

The goal can be achieved if desired performance is recorded during the planning process, appropriate measuring tools are developed, and subjected employees are aware of the expectations. Performance measurement and appraisal can only begin afterwards. The process does not end there; the appraisal is followed by feedback, as it is a basic need of every person to get some kind or in some kind of form. Considering the results, decisions should also be made clear for the employees. Developments are next, which will be effective based on the previous steps because development direction will be determined based on actual performance or lack (Gergely, 2016). Based on Figure 1, the process considered circular can be effective if there is a connection between the first and the last phase.

Performance appraisal is a complex activity with many sources of failure. It is a fundamental error in the appraisal and the communication of the results if the discussion leader is not prepared for the occasion. In terms of duration, it is an issue to give too little time to talk. The evaluator should not be biased with the appraised one; the person should not be evaluated instead of his / her performance. It is also a mistake to miss counselling or summarise the conversation or the lack of future goal setting in incomplete or problematic situations. In the pre-interview phase, the job, documents from the evaluated period (for example, compliments, warning) and the previously set objectives should be analyzed. If the immediate supervisor does not perform the assessment, it should be agreed with the employee's immediate supervisor, and if self-assessment is used, that should also be considered (Kiss, 1994). An improperly conducted interview can also cause conflict and, in the long run, estrangement or fluctuation and negative effect on the appraised performance (Hogg, 1998). Wrongly managed conflicts among employees can lead to negativity, deterioration of the work atmosphere, and decreased performance, ultimately resulting in the loss of the workforce (Szabó-Szentgróti et al., 2019).

The substantial expectation of employees is to receive some form of feedback on their work and performance. Highlighting strengths during feedback helps maintain motivation, identifying areas for improvement (and supporting them) encourages employees and improves performance. If the performance management system works appropriately, through the alignment of expectations and the principle of transparency, cooperation between managers and subordinates is established.

Material and methods

A questionnaire survey was conducted in the research, aiming to examine employees' performance appraisal and feedback preferences. Research questions:

- Q1.: Which is more frequent, informal or formal feedback?
- Q2.: Is the proper preparation of the appraisal related to its quality?

In line with the research questions and hypotheses, we collected the relevant literature to support their significance. In addition to the research questions, we also formulated two hypotheses for the study:

- H1.: Differences in the expectations of the performance appraisal interview
 - can be revealed for various demographic groups (gender, generation, position...)
- H2.: Regular feedback on performance is a fundamental expectation of the employee, which has an incentive effect.

The hypotheses are examined based on the replies of respondents in the research.

The respondents to the questionnaire are white-collar employees of companies based in Hungary. In compiling the questionnaire, we relied on processed literature and our own ideas. The primary data collection took place between November 2020 and January 2021, and participation was voluntary and anonymous in all cases. The interviews were conducted online due to the COVID 19 pandemic situation, and the Google Forms interface was used for the questionnaires. Our network of contacts provided subjects; respondents increased access using the snowball method. It was an aspect to represent as many sectors and company sizes and ages as possible. At the end of the survey, we had 72 evaluable questionnaires filled in and processed. The results are not representative, but they establish expanded research in the future in performance appraisal and feedback.

The survey contains mixed types of questions in terms of the structure of the questionnaire. Besides grouping questions and identification data, the majority consists of Likert scale questions. For the scale questions, we used a 7-point classification for more prominent differentiation. The lowest endpoint (1) was marked „Completely disagree with“, and the other endpoint on the scale (7) was marked „Fully agree with“. Thus, it was also possible to mark the halfway value (4) as „Neutral“. The Kolmogorov-Smirnov normality test revealed that the distribution of the sample was not considered normal. In addition to the descriptive statistics, Spearman’s rank correlation was used for evaluating the results.

Results and discussion

The answers will be present in two parts, first illustrating the demographic data and then analyzing the answers to the questionnaire’s performance appraisal and feedback questions. The results refer to the opinions of the respondents and cannot be considered as general and representative.

Socio-demographic data of the respondents

Questionnaire respondents had to answer eight grouping questions, seven of which are illustrated in Table 1.

Table 1.: Demographic data of the respondents

Demographic factors	Total sample (n=72)	Demographic factors	Total sample (n=72)
Gender		Education	
Female	58	Secondary vocational school	4
Male	14	Grammar school	2
Age		National Qualification Register	3
18-25	5	Diploma (BA, BSc)	18
26-33	25	Diploma (MA, MSc)	37
34-41	16	Doctoral degree (PhD)	6
42-49	14	MBA	2
50 years and over	12	Current position	
Organizational size		Senior manager	6
Microenterprise (1-9 person)	5	Medior manager	17
Small enterprise (10-49 person)	12	First-line manager	9
Medium enterprise (50-249 person)	28	Subordinate	40
Large enterprise (over 250 people)	27	Sector	
Ownership structure		Industry	11
Hungarian-owned	45	Trade	3
Foreign-owned	25	Service	45
Mixed-owned	2	Public sector	13

Source: Own data collection and editing (2021)

An essential consideration in screening and selecting the sample was for the white-collar employees to complete the questionnaire. The sample is not representative. Among the respondents, a higher proportion is women (58 people) than men (14 people). Based on age, the largest group is the 26 to 33-year-olds, in terms of education, there are more graduates. Respondents are diversified based on their current position and the sectors. The companies are located in a mix of five Hungarian regions, with the most considerable proportions coming from the Northern Great Plain (31), Northern Hungary (12) and Central Hungary (27) (based on the NUTS 2 classification). One respondent was from the Southern Great Plain and one from the Western Transdanubia region. The majority of respondents work in the SME sector, followed closely by the large corporate sector, but small and micro-enterprises are also included in the sample. Due to the respondents' diversity, the results obtained provide additional information, but the difference can also distort some groups of questions. In all cases, the results can only be applied to the respondents; they cannot be generalized to the Hungarian population.

For the demographic groups shown in Table 1, the H1 hypothesis was determined in advance: Regarding the expectations related to the performance appraisal review/interview, differences can be revealed for different demographic groups (gender, generation, position...). We looked for a correlation between the group formers' statements and the performance appraisal interview in analysing the demographic data. However, there was no verifiable significant difference between each demographic

ic characteristic's values and the performance appraisal expectation, so we reject Hypothesis 1. It is not possible to affirm from the data which generation, what position and what kind of individuals expect feedback to a greater extent. Rejecting the hypothesis, it can be highlighted that feedback on performance is almost equally important for respondents, regardless of demographic groups and criteria.

Analysis of performance appraisal and feedback related questions

At the beginning of the questionnaire, the interpretation of performance appraisal and feedback was indicated, thus facilitating answering and eliminating biases resulting from individual interpretation. Concerning feedbacks, additional explanations were applied. Informal feedback is provided by direct style, e.g. short compliment, scolding, minor remarks about the work. Simultaneously, the formal was treated with the markers in a documented, formal, traditional form discussion framework. Table 2 includes choices about usual feedbacks and expected types. It was also a question of whether the respondent usually gives feedback on the performance of others. Frequencies are also in Table 2.

Table 2.: Feedback types and feedback given by respondents

Feedback variant/type	Usual (n=72)	Preference (n=72)	Do you usually give feedback on the performance of others?	Number of choices (n=72)
Informal, direct	33	23	Yes, often	30
Formal, official	7	1	Yes, it happens	23
Both	32	48	I rarely give	9
None	0	0	I do not give usually	10

Source: Own data collection and editing (2021)

Regarding the type of feedback, a significant proportion of respondents indicated informal feedback. Formal feedback was less frequent. Nevertheless, if we look at the number of responses given for the mix of the two, we can state that informal feedback is considered more common. The result answers the first research question: Q1. Which is more frequent, informal or formal feedback? Based on the respondents, informal appraisal occurred several times.

It is important to note that the respondents did not mark the „none“ version as usual or preferred. For the type of preferred feedback, the choice of „both“ as an option proved to be the most popular, based on which we can state that both options are equally important for the respondents. Informal feedback is also present in larger numbers than formal.

The replies to the second question, which concerns the respondents' feedback, are distributed among the options. The larger group gives feedback often or sometimes, and the smaller group rarely or not. We also found this interesting because if the performance appraisal meeting is a conflicting, not well-prepared, tense event, the subordinates and employees can feel the stress accumulated in the appraisal. A poorly resolved appraisal can thus affect not only the person being evaluated but also the colleagues. If someone receives feedback regularly and feels its importance and positive returns, they will also be likely to give feedback more often. The data presented in Table

2 also support this to a certain extent.

During the elaboration of the questionnaire, we emphasized examining the mood and atmosphere of the performance appraisal review meeting. Table 3 shows data regarding this. Respondents have to choose from the listed options. Based on the responses, it is clear that the appraisals experienced by the majority are on the positive side.

Table 3: Atmosphere of the performance appraisal review meeting

Options	Number of choices (n=72)
Negative, depressing, tense	2
Slightly unpleasant	7
Neutral	7
Proper, pleasant	33
Positive, good mood, encouraging	23

Source: Own editing based on the results of the questionnaire (2021)

For 56 respondents, this opportunity is appropriate, pleasant and positive, with a good mood and encouragement. For 16 people, the options chosen were neutral, slightly unpleasant, and negative, depressing, tense characteristics. This part of the analysis can be considered positive, as performance appraisal aims to stimulate, strive for improvement, correct mistakes combined with a discussion that does not cause additional tension to the participant.

Examining the atmosphere and circumstances of the performance appraisal interview, besides the more general indicators (Table 3), we would also like to examine others in detail (Table 4).

Table 4: Likert scale statements of the performance appraisal review meeting

Statements of the performance appraisal review/interview	Mean	Standard deviation
Expectations and additional goals are set, as well as the time frame or date for achieving them.	5.61	1.40
The evaluator does not show power during the conversation.	5.49	1.61
The time spent on the meeting is optimal.	5.47	1.71
The conversation is relaxed, free of tension.	5.33	1.63
The appraisal mostly focuses on positive things.	5.56	1.34
The interview is scheduled so that the appraised employee can prepare for it.	5.47	1.85
The meeting is properly prepared.	5.07	1.81
The appraisal does not cause stress.	5.04	1.76
I expect to receive feedback on my performance.	6.18	1.13
Frequent feedback motivates me.	5.70	1.37

Source: Own data collection and editing (2021)

To determine the statements in Table 4, we used Gergely's previous (2014) research. The statements were rated on a 7-point Likert scale by the respondents. The

means range from 5.04 to 6.18, which should be interpreted on the scale's positive side. The standard deviations are in a similar range; there is no explicit value. These statements are the criteria for an ideal performance appraisal interview or review but can quickly become disincentives and errors if they do not work correctly. The interview preparation and the stress were also given lower values, where the standard deviation values are also high compared to the others. Despite the values closer to the positive scale endpoint, it cannot be stated that the respondents' experience is positive. Several factors depend on the discussion's proper preparation; it influences the conversation in the right or wrong direction. In Gergely's (2014) previous research, the following factors were given a higher value as well: regularly and properly prepared interview, scheduling the interview to make time for the evaluated person to prepare for it and emphasizing positive things.

The area to be improved is to make the atmosphere of the conversations more relaxed in the respondents' organisations, as well as the time and focus spent on preparation and scheduling should be improved. It is worth addressing each of the listed items and maintaining them in the long run, improving these factors so that the appraisal is a positive and developmental event on both sides.

Spearman's rank correlation was used between the other Likert scale statements in the questionnaire and the items in Table 4 to support the correlations. These statement pairs and correlation coefficients are shown in Table 5. The correlation coefficients of the examined statements are significant at the $p < 0.01$ level.

Table 5: Criteria of the successful performance appraisal review meeting
(Correlational connections between Likert scale elements)

Correlational connections between Likert scale parts of the questionnaire				Correlation coefficient*
H2 Motivation	1.	Frequent feedback motivates me.	I expect to receive feedback on my performance.	0.617
Preparedness	2.	The evaluator does not show power during the conversation.	The conversation is relaxed, free of tension.	0.691
	3.	The conversation is relaxed, free of tension.	The interview is scheduled so that the appraised employee can prepare for it.	0.644
	4.	The interview is scheduled so that the appraised employee can prepare for it.	The meeting is properly prepared.	0.857
	5.	The evaluator does not show power during the conversation.	The appraisal does not cause stress.	0.663
Stress-free atmosphere	6.	The meeting is properly prepared.	The appraisal does not cause stress.	0.643
	7.	The one appraising me can judge well the performance of my job.	The appraisal does not cause stress.	0.641
Realistic, positive feedback	8.	The appraisal mostly focuses on positive things.	I find the appraisals so far realistic.	0.603

* Correlation coefficients are significant at the $p < 0.01$ level

Source: Own editing based on the results of the questionnaire (2021)

For the analysis, the correlational statement pairs were grouped. The first pair/group of statements (H2) can be related to the second hypothesis formulated at the beginning of the research:

- H2.: Regular feedback on performance is a fundamental expectation of the employee, which has an incentive effect.

Concerning the values shown in Table 5, Hypothesis 2 can be verified. The statement pairs are „Frequent feedback motivates me.“ (mean: 5.70; standard deviation: 1.37) and the „I expect to receive feedback on my performance.“ (mean: 6.18; standard deviation: 1.13) correlation coefficient (0.617) shows a moderate, significant correlation based on the responses of the respondents. Therefore, for the respondents, performance appraisal and feedback and their regularity are vital because they have an incentive and motivational effect.

The second group included the pairs of statements (2 to 4) associated with the atmosphere and schedule. The most significant correlation coefficient (0.857) indicates a strong relationship between proper scheduling and the appraisal interview (4th pair). The evaluated one must be prepared for the appraisal and areas for improvement, future goals just as the evaluator. It is crucial to analyze the other pair of statements (moderate, strong correlation). If treated as equal, the evaluated positively affects the mood and proper preparation (2nd and third pair).

In the third group, we focused on the success criteria, with one of the basic conditions that the evaluation itself does not cause stress or nervousness in the employee. It is essential that the person carrying out the appraisal realistically sees the evaluated person's job and performance, so the evaluator should be authentic. From the correlation connections (0.641), if this is given, then the appraisal itself does not cause stress. This can be linked to „The meeting is properly prepared.“ and „Evaluation does not cause stress.“ statement pair with a correlation coefficient of 0.643. Confirmed by the proper preparation, it also affects the formal or informal nature of the conversation. It positively affects the appraisal atmosphere if the evaluator does not show power and considers the evaluated individual an equal party (0.663).

However, the connection between the 8th statement pair is interesting, based on which, during the appraisal, the positive things are emphasized, and the appraisal is considered realistic. It is likely that when positive facts and good things are emphasized, employees think the appraisal is realistic. However, it would be worthwhile to examine whether some do not think so. In connection with self-assessment and self-confidence, this topic raises further research directions.

Regarding the correlation connections, the second research question (Q2. Is the proper preparation of the evaluation related to its quality?) can also be answered. A properly prepared performance appraisal review or interview undoubtedly has great importance in the experienced atmosphere and mood. The examination of other indicators of the interview can be formulated as another direction for our following research.

Table 6: Answers for career opportunities

Do you have a career/promotion opportunity in your current job?	Number of choices (n=72)
Yes, I am aware of these	27
Yes and no	17
I do not know my options for the future	5
I do not have opportunities	11
I do not care about the question	9
I am thinking about changing jobs	3

Source: Own data collection and editing (2021)

In the course of the research, we also considered it essential to examine respondents' career opportunities. Based on Table 6, it is valid for most respondents that they are aware of their options or at least partially know about them. Five respondents indicated that they do not know their options, while 11 people say they do not have opportunities for promotion, nine people do not care about the issue, and three people are thinking about changing their jobs. Numerous studies support the link between performance appraisal and career. In their research of more than 300 organizations, Fajcikova and co-authors (2018) found a connection between career management, training, development, performance appraisal, and motivation. In a study by Dajnoki and Héder (2017), the authors also describe the importance and connection of human resource development, career management, and performance management in the expansion of HR functions, emphasizing an integrated approach. Performance and career have been defined as interacting factors in several studies.

During the performance appraisal review, the central aspect is formulating future action plans, clarifying goals and tasks, and expectations, which ensure subsequent high performance and development directions. High-performing individuals are often defined as talented and prepared for their career paths within the organization. However, less well-performing individuals also need to be shown directions and opportunities in the organization to get the appropriate person to the appropriate place. An employee who is well-proven in one job will not necessarily perform well in another one, and vice versa. Thus, exploring the career or promotion opportunities discussed during the performance appraisal in the organization towards the employee can be defined as an essential element.

Conclusion

During the work, checkpoints, feedback points are needed to be aware of any mistakes that may occur and to be able to formulate goals for the next period. Although not all companies have a mature performance management system, performance measurement and appraisal are present in most places. We aimed to evaluate performance appraisal and feedback in respondents' organizations, their regularity, methods, and the complexity of performance appraisal review meetings or interviews in the research. A questionnaire was prepared for the research; the results can be applied to the respondents. The Likert-type statements of the questionnaire were assigned a seven-point scale, and several grouping questions were indicated in addition to the demographic

data. Spearman's rank correlation was used to analyze the scale type answers in addition to the mean and standard deviation values.

In conclusion, it can be stated that performance appraisal is important for employees; regular feedback, mostly informal, is preferred. Ideally, next to the formal evaluation, the informal will also appear. Most of the respondents often give feedback to their staff as well. The performance appraisal review atmosphere mainly was assessed as positive by respondents; the significance was also confirmed through correlations.

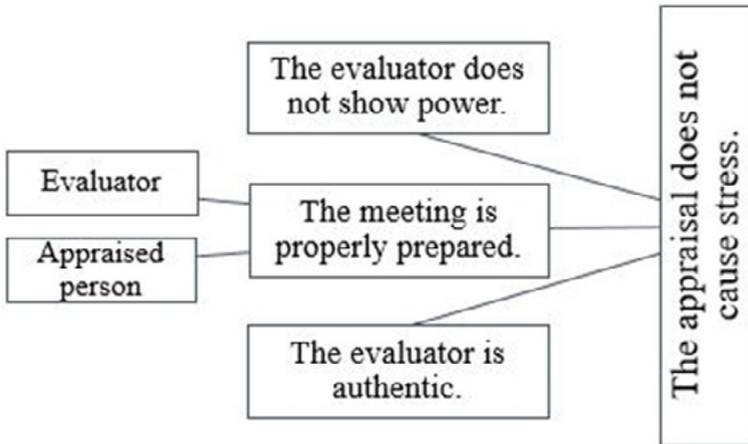
Regarding the values, we rejected Hypothesis 1 (Differences in the expectations of the performance appraisal interview can be revealed for various demographic groups (gender, generation, position...)). In the analysis, we concluded that there is no difference between demographic groups and the degree of expectation of feedback regarding respondents. Thus, it can be stated that feedback on performance and its frequency are almost equally important for respondents.

We consider Hypothesis 2 to be accepted: „Regular feedback on performance is a fundamental expectation of the employee, which has an incentive effect.“

Based on Spearman's rank correlation, „Frequent feedback motivates me.“ (mean: 5.70; standard deviation: 1.37) and the „I expect to receive feedback on my performance.“ (mean: 6.18; standard deviation: 1.13) correlation coefficient (0.617) shows a medium, significant connection based on the responses, supporting the correlation. Proper preparation and scheduling of the interview also allow the evaluated to prepare, thus helping to make the atmosphere less stressful and more positive and encouraging during the assessment. About half of the respondents are aware of their career and promotion opportunities. However, some see this issue negatively (I do not have the opportunity or do not care).

As a result of the research and the conclusions from our study, it can be concluded that performance appraisal and feedback are needed. However, it does not matter how often or who passes on the information generated during performance measurement to the organization's employees. Based on our research conclusions, the most important criteria for a successful performance appraisal interview can be formulated (Figure 2). Due to the appraisal review or interview complexity, several factors need to be taken into account simultaneously. The appraisal can be considered a transfer of information, which can be effective if the parties do not perceive it as negative, and the atmosphere is pleasant. There is an opportunity to express an opinion and, if necessary, to exchange different points of view. Therefore, a successful appraisal does not cause stress.

Figure 2: Criteria of the stress-free atmosphere



Source: Own editing, 2021

Three sub-factors were named to satisfy the condition. The evaluator does not show power, so he considers the other party equal, and the feedback is considered in two directions. The evaluator can provide adequate feedback if the appraised performance is realistic during the period under review or has consulted with the immediate superior. It is worth communicating authentic feedback, goals and expectations only under such conditions. It is not a negligible aspect on the evaluator's part to have some psychological competence, knowledge or skill. Doing so reinforces emotional intelligence and the motivating effect of communicating results, the benefits highlighted from the other party's perspective.

Last but not least, the interview or review meeting should be prepared appropriately. Not only the evaluator should be prepared, but the appraisal should be scheduled for the appraised person so that he or she can prepare for it. The fulfilment of the condition is thus vital from two directions. Meeting all these requirements helps the appraisal occur in a constructive, developing, encouraging atmosphere and to maximize subsequent performance as a goal.

As a suggestion, we draw attention to the examined conditions and components of performance appraisal, which, with appropriate care and proper application, allow the basis for the development or operation of an effective performance management system.

The present results also raise further research directions concerning the results reported by the appraiser and the appraised self-evaluation and other qualitative components and indicators of the performance appraisal interview. Almost all HR functions are affected by performance appraisal, so this activity is worth addressing in detail. It can also affect workplace atmosphere, motivation, organizational commitment, and a positive, developmental organizational culture. Described by all this, we think that our present research results are useful in connection with the education of the topic and from the organizational and employee side as well.

Acknowledgement

„SUPPORTED BY THE ÚNKP-20-3 NEW NATIONAL EXCELLENCE PROGRAM OF THE MINISTRY FOR INNOVATION AND TECHNOLOGY FROM THE SOURCE OF THE NATIONAL RESEARCH, DEVELOPMENT

AND INNOVATION FUND.”



Bibliography

1. Baruch Y. & Peiperl M. (2000): Career management practices: An empirical survey and implications. *Human Resource. Management*, 39: pp. 347-366. DOI:10.1002/1099-050X(200024)39:4<347::AID-HRM6>3.0.CO;2-C
2. Bálint B. & Karoliny Zs. (2017): The more is applied, the better results are reached? Empirical lessons learned from the usage of career management tools. *International Journal of Strategic Management and Decision Support Systems in Strategic Management*. Vol. 22, No. 4, pp. 3-10.
3. Bárdos I. K., Varga E. & Szira Z. (2014): Kompetenciák és jutalmazás/javalmazás az emberi erőforrás-menedzsmentben. In: Nagy Imre Zoltán (szerk.) *Vállalkozásfejlesztés a XXI. században: IV. tanulmánykötet*. 451 p. Budapest: Obudai Egyetem Keleti Károly Gazdasági Kar, 2014. pp. 327-335.
4. Canton J. (2013): *Global Futures Forecast 2013: The Top Trends That Will Shape the Coming Year*. Institute for Global Futures.
5. Csizsárik-Kocsir, A., Fodor, M., Szira, Z. & Varga, E. (2009): A kompetenciák mérése az emberi erőforrás-menedzsmentben és az oktatásban, *Humánpolitikai Szemle*, Vol. 2009. No. 7.-8. pp. 132.-140.
6. Dajnoki K. & Filep R. (2020): A teljesítménymérés módszerei a KKV szektorban. *Jelenkori társadalmi és gazdasági folyamatok*. XV. évfolyam, 3-4.szám. pp. 55-64.
7. Dajnoki K. & Héder M. (2017): „Új szelek fújnak” – a HR válasza a globalizáció és a változás kihívásaira. *Hadtudomány: A Magyar Hadtudományi Társaság Folyóirata*, 2017. évi elektronikus lapszám (27). pp. 84-93 DOI 10.17047/HADTUD.2017.27.E.84.
8. Dajnoki K. & Kun A. I. (2016): Frissdiplomások foglalkoztatásának jellemzői az agrárgazdaságban. *Gazdálkodás* 60. évf. IV. szám. pp. 289-304.
9. Dajnoki K., Pierog A. & Vörös P. (2015): Képzési-fejlesztési lehetőségek eredményességének megítélése megváltozott munkaképességű személyeket foglalkoztató szervezeteknél. *Acta Scientiarum Socialium*, Volume 43. pp. 57-66.
10. Dienesné K. E. (2003): *Humán erőforrás menedzsment, vezetés és pszichológia* In. Dienesné-Berde (szerk.): *Vezetépszichológiai ismeretek*. Campus Kiadó, Debrecen.
11. Fajcikova A., Urbancova H. & Kucirkova L. (2018): Decisive Factors of talent management implementation in Czech organizations. *Journal of Efficiency and Responsibility In Education and Science*. Vol. 11. No. 1. pp. 9-15.
12. Gergely É. (2014): A teljesítményértékelő interjú célja, a visszajelzés hatása a teljesítményre. *Taylor: Gazdálkodás- és Szervezéstudományi Folyóirat: A Virtuális Intézet Közép-Európa Kutatására Közleményei*. Vol. VI. No. 3-4. pp. 106-114.
13. Gergely É. (2016): A teljesítménymenedzsment funkcionális jellege. *International Journal of Engineering and Management Sciences (IJEMS)/ Műszaki és Menedzsment Tudományi Közlemények*. Vol. 1. No. 1. pp.

- 1-11. DOI:10.21791/IJEMS.2016.1.20.
14. Gergely É. & Pierog A. (2018): A tehetség megtartásának lehetőségei a karriergények tükrében. *International Journal of Engineering and Management Sciences / Műszaki és Menedzsment Tudományi Közlemények Vol. 3.:* No. 3. pp. 31-43.
 15. Héder M., Szabó Sz. & Dajnoki K. (2018): Effect of Labour Market Changes on HR Functions. *Anali Ekonomski Fakulteta U Subotici / The Annals of the Faculty of Economics Subotica Vol. 54.:* 39/2018 pp. 123-138.
 16. Hogg, C. (1998): Performance Appraisal. *Personnel Management Fact Sheet 3.* Personnel Publications Ltd., London.
 17. Istók N. (2019): Több mint hűség. Az elköteleződés nem az évek számában mérhető. http://hrpwr.hu/megtartas/cikk/az_elkotelezodes_nem_az_evek_szamaban_merhető (Letöltés ideje: 2020. 12. 15.)
 18. Kiss P. I. (1994): Humán erőforrás menedzsment. *Emberi Erőforrások Fejlesztése Alapítvány, II. kötet, Műhelymunkák 8, Gödöllő,* 214. p.
 19. Kiss Zs. & Barizsné H. E. (2018): A munkahelyi elégedettség és a szakmai illeszkedés kapcsolata fiatal diplomások körében. In: Tóth, Dorina Anna (Szerk.) *Az Oktatás Gazdagsága: Tanulmányok Polónyi István Tiszteletére.* Debreceni Egyetem, Debrecen. pp. 81-94.
 20. Krajcsák, Z. (2018): Az alkalmazotti elkötelezettség relatív fontossága a munka megváltozó világában. *Vezetéstudomány, Vol. 49. No. 2.* pp. 38-44.
 21. Lewis S. & Arnold J. (2012): Organizational career management in the U.K. retail buying and merchandising community. *International Journal of Retail & Distribution Management, vol. 40, no. 6,* pp. 451-470.
 22. Li-Ying J., Zhang Z. & Long Q. (2018): An alternative way to make knowledge sharing work in online communities? The effects of hidden knowledge facilitators. *Management and Organization Review. Vol.14. No.4.* pp. 781-825. <https://doi.org/10.1017/mor.2018.48>
 23. Malzenicky E. (2007): Elkötelezettség. Teljesítmény. Eredményesség. 2. rész, *Munkaügyi Szemle, 2007 május,* pp. 25-28.
 24. Piac és profit (2020): https://piacesprofit.hu/kkv_cegblog/hol-a-legjobb-dolgozni-ezek-a-cegek-a-legvonzobb-hazai-munkaadok/2/ (Letöltés ideje: 2021.01.04.)
 25. Pierog A., Gergely É. & Dajnoki K. (2018) Vezetőkkel szembeni kompetencia elvárások. In: Dobrai K. – László Gy. – Sipos N. (szerk.): *Farkas Ferenc Nemzetközi Tudományos Konferencia, Pécs, Magyarország: Pécsi Tudományegyetem Közgazdaságtudományi Kar Vezetés- és Szervezéstudományi Intézet.* pp. 478-492.
 26. Szabó-Bálint B. (2018): A munkavállalói siker és az elérését támogató szervezeti karriermenedzsment-eszközök. *Vezetéstudomány/Budapest Management Review. Vol. XLIX. No. 10.* pp. 85-92.
 27. Szabó-Szentgróti, G., Gelencsér, M., Szabó-Szentgróti, E. & Berke, Sz. (2019): Generációs hatás a munkahelyi konfliktusokban. *Vezetéstudomány/Budapest Management Review. L. évf. 4. sz.* pp. 77-88.

Correspondence address:

Szondi Réka, PhD student, Károly Ihrig Doctoral School of Management and Business, University of Debrecen. Egyetem Square 1. Debrecen, 4032 Hungary. e-mail: szondi.reka@econ.unideb.hu

ORCID: <https://orcid.org/0000-0002-3634-2761>

Gergely Éva, PhD, associate professor, University of Debrecen, Faculty of Economics and Business, Institute of Management and Organization Sciences. Egyetem Square 1. Debrecen, 4032 Hungary. e-mail: gergely.eva@econ.unideb.hu

ORCID: <https://orcid.org/0000-0002-7207-8136>