

Feedback: Tool of Staff Performance Evaluation Case Study: Institute of Assistance

Pereyra Quiroz Claudia Jazmín

Universidad Insurgentes, plantel Tláhuac
Distrito, Federal, México
cann_azteca@hotmail.com

García López Fabiola

Universidad Insurgentes, plantel Tláhuac
Distrito, Federal, México

Claudia N. Rodríguez Bernabe

Universidad Autónoma de México
Distrito, Federal, México

Valle Canales Jorge Javier

Universidad Insurgentes, plantel Tláhuac
Distrito, Federal, México

Quiroz Karla Jacqueline

Universidad Autónoma de México
Distrito, Federal, México

Arturo González Torres

Instituto Tecnológico de Tláhuac II
Distrito, Federal, México

Abstract: *The changes that cut across companies and institutions to private and governmental levels each day depend highly trained in high-ranking positions for optimal coordination, operation and monitoring of actions that result in a positive impact. Therefore, the aim of the study was to evaluate staff performance using the methodology Feedback. The results obtained allowed to identify areas for improvement in the skills of effective communication, results orientation and customer service. The interpretation of results based on the overall final grades (higher scores to 86.3) reached a level of outstanding positions to Director, Coordinator, JUD 2 and 3. Yet JUD for position 1, the score was low with a rating of 63.2.*

Keywords: *competencies, 360 degree evaluation, Feedback.*

1. INTRODUCTION

The Institute Assistance, provides care to all those who suffer neglect, extreme poverty or vulnerability. Coordinates, supervises, and evaluates the social assistance also promotes and provides various services through ten centers.

In the centers of care and attention to children, youth, adults and seniors homeless, homelessness or high vulnerability is provided by providing shelter, clothing and food according to their physical condition and health, first-rate medical care and medicines, referral to medical services second and third levels, psychological and psychiatric care, cultural, sport and recreation, as well as training workshops for work and occupational therapy.

Assistance Institute is an organization that cares for having highly qualified staff in hierarchical areas where various activities are derived, therefore Feedback implement the methodology, also

called evaluation of 360 ° or comprehensive evaluation, the evaluation is a tool to measure staff performance through competitions. The evaluation form 360, has 5 generic skills (those that apply to the same hierarchical level) and 3 specific skills (apply to a specific position or area), each defined by observable and measurable behaviors. The skills to be evaluated by this model are: strategic thinking, leadership, results orientation, developing others, effective communication, sales process, customer service orientation and negotiation. The purpose of applying the evaluation is to provide 360 °, directing staff welfare, the feedback necessary to take measures to improve their performance and thus fulfill the purpose of the Institute that seeks the integral development of vulnerable staff.

It should be emphasized that the process does not end when the results and analysis are presented. Staff must understand the scope and accept the results of the evaluation to reflect and implement concrete actions in pursuit of improving their activities.

2. OVERALL OBJECTIVE OF THE RESEARCH

Implement a medium-term process of systematic measurement goal and led to the growth of employees, to guide them to the future behavior and to improve their skills in order to meet the quality standards aimed at vulnerable and homeless.

2.1 Specific Research Objectives

1. Objectively measure the current performance of senior levels of an Institute of assistance.
2. Knowing the areas of opportunity for high hierarchical levels, to develop individual plans of action to develop or strengthen the skills required by the job.
3. Provide high hierarchical levels the opportunity to interact regularly with their subordinates in order to establish a relationship of teamwork that impacts your training leader.
4. April. Implement long-term succession planning and internal promotion ladders, based on the development of generic and specific competencies established for each job.

2.2 Justification of Research

One of the major concerns that involves not only the government but also society in general living in Mexico City is the social welfare activity today has had a significant boom. There are several public and private institutions that provide services to vulnerable populations. However, personnel assigned to fulfill this mission, lacks the profile for their activities efficiently; since most of these people are not investigated properly recruited and trained.

We believe that welfare loses credibility especially in handling the problems that vulnerable communities live. The lack of professionalism of some representatives of the institutions providing these services, which in most cases is improvised people with little preparation and knowledge, as well as the promise of a quality service that excessive rotation is not achieved their personal, social discrimination, political events and low operating level at which they operate, are factors that contribute to failing the objectives for which the institution was created.

One of the major concerns of the Institute Assistance study is to offer social assistance to vulnerable and homeless, with highly rated for quality, responsibility, honesty and efficiency, thus contributing to the betterment of society. That is why a method that allows the institute to achieve its objective sought, taking into account the importance of staff that is in charge of the project.

Derived from the concern for having highly qualified personnel in the internal structure of the institution, Feedback methodology will be implemented, also called evaluation of 360 ° or comprehensive evaluation, which is a tool to measure staff performance through skills to develop strategies to improve the development of activities and the achievement of objectives.

The purpose of applying the 360 ° assessment is to provide feedback to staff to take the steps necessary to improve its performance and behavior, as well as operational decisions related to social assistance, all with the intention of achieving the goal the institute. Improve the quality of life of vulnerable people.

3. METHODS AND MATERIALS

To evaluate the performance of staff 360 ° methodology was implemented, which allowed us to know the generic and specific competencies required to effectively meet the objectives of the job of the staff responsible Assistance Institute.

3.1 Participants

This study involved stalls director, coordinator and departmental heads of the three units of the Institute Assistance charge of coordinating, directing and evaluating the various activities generated.

The subjects evaluated have responsibility for their staff and have a high level of authority in the post.

The sample was selected evaluators randomly; all employees in the area had the same chance of being elected.

3.2 Materials

360 ° Assessment Survey: survey includes 39 items divided into specific and generic skills.

Format individual improvement plan: table summarizing the main areas of opportunity evaluation, suggested actions for improvement and proposed methodologies.

The implementation process of the methodology was carried out in three stages, see table 1.

Table 1. *Stages of implementation*

PHASE		
FIRST	SECOND	THIRD
Selection of assessors and evaluated. Organization tools. Application of questionnaires.	Issue and analysis of results. Delivering results evaluated. Proposed activities for the development of individual work plan.	Development of individual plan of work.

3.3 Interpretation of Results

The formalization of the measurement of competencies will be done through the use of Likert rating scale, which rates each behavior of 0-4 degrees domain (zero being the inapplicability of competition and four maximum domain thereof) as well section contains a qualitative questions.

The scale determines the measurement of competencies through a questionnaire of 39 items, divided in 5 and 3 specific generic skills (strategic thinking, leadership, results orientation, developing others, effective communication, sales process, service orientation customer and negotiation).

After gathering the information, the arithmetic mean and standard deviation of the survey conducted is obtained, later to make the weight in accordance with the evaluation group (subordinates, co-workers, self-evaluation), see table 2.

Table 2. *Values for weighting data*

Evaluator group	Weighing (%)
Immediate boss	40
Subordinated	30
Coworkers	20
Self-assessment	10

Once the results weighted final grade is obtained and analyzed according to the following, see table 3:

Table 3. *Criteria for final evaluation*

Criterion	Score obtained
Exceptional	90-100
Outstanding	80-89
Standard	70-79
Low	0-69

Interpretation criteria

Exceptional: displays extraordinary achievements in every aspect of their work. Performance rarely matched by other persons holding posts of comparable scope and responsibility. It is able to teach other behaviors and competencies required in the workplace. Competition can be certified.

Featured: the results exceed expectations. Reflects the level of achievement and performance that exceeds what is reasonable. Demonstrates significant achievements regularly.

Standard: expectations for the position. The performance clearly meets the main requirements of the post. Demonstrate rigorous performance, performs the task in a professional and efficient manner.

Under: needs improvement, does not meet the needs of the post in the main areas of work. The person demonstrates the ability to achieve most areas, but needs further development.

3.4 Communication of Results

The results will be tabulated and analyzed to generate a single report to be personally delivered in a sealed envelope.

4. METHODS AND MATERIALS

The results of the analysis allowed Feedback evaluate the performance of staff in positions of director, coordinator and departmental heads of units in 8 skills (generic and specific), the overall analysis is a key indicator for the strategic planning of the actions to making and the development of individual work plan, with the aim of establishing continuous improvement to impact the quality of their activities.

Table 4 shows the average and single gap for each jurisdiction to assess the position of director, noting that the gaps (required degree-average) are less than 0.5 except for the competence of efficient communication and results orientation. Which are areas of improvement to be considered in the individual work plan.

Table 4. *Analysis by competition: average degree required and gaps.*

DIRECTOR POSITION			
Average	Grade	Required Competence	Gap
Strategic Thinking	3.8	4	0.2
Leadership change	3.75	4	0.25
Focus on results	3.4	4	0.6
Development of other	3.6	4	0.4
Efficient communication	3	4	1
Process Information	3.6	4	0.4
Customer service	3.8	4	0.2
Negotiation	4	4	0

As in Table 5, which corresponds to the position of coordinator, we observe that the gaps with less than 0.5 with a maximum gap of 0.6, which identifies areas of improvement in effective communication and customer service.

Table 5. *Analysis by competition: average degree required and gaps.*

COORDINATOR POSITION			
Average	Grade	Required Competence	Gap
Strategic Thinking	3.6	4	0.4

Feedback: Tool of Staff Performance Evaluation Case Study: Institute of Assistance

Leadership change	3.8	4	0.2
Focus on results	3.6	4	0.4
Development of other	3.8	4	0.2
Efficient communication	3.4	4	0.6
Process Information	3.8	4	0.2
Customer service	3.4	4	0.6
Negotiation	3.8	4	0.2

As relates to the position of JUD 1 (table 6) all gaps except for competition in the sales process are greater than 0.5, being vital to take action steps to improve staff performance impacting positively on the organization.

Table 6. Analysis by competition: average degree required and gaps.

JUD 1 POSITION			
Average	Grade	Required Competence	Gap
Strategic Thinking	2.8	4	1.2
Leadership change	2.5	4	1.5
Focus on results	3.2	4	0.8
Development of other	3	4	1
Efficient communication	3.2	4	0.8
Process Information	3.6	4	0.4
Customer service	3.4	4	0.6
Negotiation	3.2	4	0.8

For the post of JUD two (table 7) gaps obtained are less than 0.5 for each competency assessed. This can be considered as an indicator of internal promotion, bonuses, or establishment of programs to improve the competitiveness of the person.

Table 7. Analysis by competition: average degree required and gaps.

JUD 2 POSITION			
Average	Grade	Required Competence	Gap
Strategic Thinking	3.5	4	0.5
Leadership change	3.6	4	0.3
Focus on results	3.8	4	0.2
Development of other	3.6	4	0.4
Efficient communication	3.8	4	0.2
Process Information	3.8	3	0.2
Customer service	3.8	4	0.2
Negotiation	4	4	0

Regarding the eighth table showing the results of the staff of JUD 3 shows that competition for leadership change, customer service and strategic thinking gaps are greater than 0.5, being important indicators to take on the plan improvement.

Table 8. Analysis by competition: average degree required and gaps.

JUD 3 POSITION			
Average	Grade	Required Competence	Gap
Strategic Thinking	3.4	4	0.6
Leadership change	3	4	1
Focus on results	3.6	4	0.4
Development of other	3.8	4	0.2
Efficient communication	3.6	4	0.4
Process Information	3.6	3	0.4
Customer service	3.2	4	0.8
Negotiation	3.6	4	0.4

Weighted final grades for each position evaluated are presented in this final table. Posterior to the particular analysis, where the areas of opportunity were determined relative to the results obtained by each jurisdiction, it is observed that for the posts of director, coordinator, JUD 2 and JUD 3, the final score is in the range of 80-89 interpreted as an outstanding level, while for JUD 1 is low.

Table 9. *Grade weighted end and interpretation*

POSITION	FINAL GRADE	INTERPRETATION
Director	86.3	Outstanding
Coordinator	87.8	Outstanding
JUD 1	63.2	Low
JUD 2	88.6	Outstanding
JUD 3	82	Outstanding

Derivative weighted final grades are recommended to develop a work plan that includes the following lines of action for improving the specific skills of each position. Table 10 provides an overview of the specific actions for the programming of the proposed work plan.

Table 10. *Actions to be taken to prepare the plan of action lines*

Position	Actions to Take
Director Coordinator JUD 2 JUD 3	Timely feedback Training Action plans for improvement and skills development Review of career plan Coaching
JUD 1	Feedback and training Coaching Sessions Semi-annual monitoring and evaluation Development of action plans for improvement Training and capacity in poor areas

5. CONCLUSION

Competencies of high-ranking positions at the Institute Assistance through the Feedback tool is evaluated, showing that the improvement areas in general are efficient communication, results orientation, customer service with a larger gap to 0.5 for posts director, coordinator, JUD 2 and 3 with a final grade of prominent, whereas the position of JUD 1, all gaps are greater than 0.5 so it is necessary to establish a line of actions to streamline the work in all competitions analyzed. Among the important actions to consider is the feedback and training.

REFERENCES

- Alles M. (2002). Desempeño por competencia, Evaluación de 360 grados. Editorial Granica, Argentina.
- Alles M. (2006). Dirección estratégica de Recursos Humanos, Gestión por Competencias. Editorial Granica, Argentina.
- Alles M. (2007). Gestión por competencias: El diccionario. Editorial Granica, Argentina.
- Ávila B. (2006). Introducción a la metodología de la investigación. Obtenido de la red mundial. www.eumed.net/libros/2006c/203/index.htm
- Bisquerra Alzina, R. (2006). Evaluación de 360°. Una aplicación a la educación emocional. Revista de Investigación Educativa (RIE), 24, 1, 187-203.
- Lara Carballo L. (2010). Aplicación de la Evaluación 360° para conocer el desempeño de los trabajadores de una empresa metal-metálica. Revista de la Ingeniería Industrial. Academia Journals.com. Volumen 4
- Puchol, L. (2003). Dirección y gestión de recursos humanos. Ediciones Díaz de Santos.
- Ortega García M. (2004). Evaluación de competencias por 360 grados. Prueba piloto de una herramienta para certificar al empleado en puestos de supervisión. Guatemala, Universidad Francisco Marroquin.
- Vargas F. (2001). El enfoque de competencia laboral: Manual e información, Montevideo: Cinterfor, 2001.
- Zeller, R. A. (1980). Measurement in the Social Sciences: The Link Between Theory and Data. Cambridge, UK: Cambridge University Press.