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The Importance of Personnel Evaluation Activities of the Armed Forces — Evaluation Methods, Taking Into Account Certain Aspects of Czech Private Law

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Abstract. *The evaluation of employees is currently one of the fundamental managerial tasks of each employer. The assessment of employees is used for documentation and recapitulation of the employee's job performance, which is associated with particular tasks. This can be a very important tool for the management of an organisation and the method of evaluation of the performance of its own employees. The Czech Republic is facing some difficulties when recruiting policemen and policewomen. This is mainly due to the lengthy process of recruitment and examination, which takes place before the actual hiring. In addition, the candidates must pass tests in the field of mental endurance, physical fitness etc. There is a similar situation to be observed at the Ministry of Defence of the Czech Republic, where they want to recruit 8,000 personnel but do not have enough potential candidates. This will become a serious issue for the personnel department of the Czech Ministry of Defence, especially if President Donald Trump decides to reduce the number of US troops. The innovative element of this scientific article is that the whole issue is brought together with the various laws and regulations of the Civil Code of the Czech Republic, which is compared with the Labour Code and also applied to members of the armed security forces. The object of this article is to highlight the need and importance of effective evaluation of candidates in connection with various methods of employee evaluation in the context of the Czech Civil Code and Labour Code. The article describes the fundamentals of the evaluation process.*

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Introduction

This article aims to clarify the importance of employee appraisals in the field of human resources with an emphasis on the various appraisal methods and selected aspects of Czech labour regulations related to this topic.¹ As the topic is very broad, it is not possible to address all areas that it encompasses; the authors have, therefore, focused on the most important ones.

¹ The basic Labour law code in the Czech republic is code number 262/2006 Coll. of the labour code, in the newest version (in the text just "labour code" or "ZP") which has special power in respect of the main important private law code, code number 89/2012 Col. of the civil code.

I. Employee Appraisal Methods

In human resources practice, it is possible to encounter numerous employee appraisal methods that are based on different perspectives or rules and use different principles and criteria; of course, each method has its pros and cons. Appraisal methods can thus be divided up, for example, in terms of their focus, according to the area assessed or according to their time frame. Employees encounter their first appraisal when applying for a job. With certain exceptions, Czech law leaves employee selection up to employers, who, of course, may in this phase demand from employees only information that is directly related to the conclusion of the employment contract [Section 30(2) of the Labour Code].

Generally, the appraisal system is tied directly to its particular form. From this point of view, one can speak of an informal or formal appraisal. **An informal appraisal** (ongoing) is usually carried out randomly, based on actual need or as part the daily interaction between supervisors and subordinates without clear, pre-defined procedures, criteria and methods. It is usually informal in nature and tends to be conducted orally. **A formal appraisal**, on the other hand, means an appraisal that takes place at regular intervals under pre-defined circumstances (e.g., when transferring an employee to a new position or in connection with a sudden and fundamental change in an employee's performance or in the quality or quantity of work). It is usually conducted in writing. Another form of such systematic, formal appraisal is called an ad-hoc appraisal. Such appraisal is most often conducted based on an employee's request for a job performance evaluation or if required by the HR rules for an employee's career advancement.

Even during an appraisal, the employer is obliged to observe the principle of equal treatment and prohibition of discrimination. According to valid Czech regulations, employers are obliged to ensure equal treatment of all employees as regards their working conditions, remuneration for work and other emoluments in cash and in kind (of monetary value), vocational (professional) training and opportunities for career advancement (promotion). Ensuing from the above formulation of the statutory provision, it can be held that even when conducting employee appraisals, the employer may not discriminate against individual employees or establish discriminatory criteria. As part of the Czech constitutional order the *"Regulation of equal treatment of employees and the prohibition of discrimination is an extension of equality in dignity and rights under Article 2 of the Charter of Fundamental Rights and Freedoms"*.² A special legal regulation — Act No. 198/2009 Coll., on equal treatment and on the legal means of protection against discrimination and on amendments to some laws, as amended, is usually referred to as the Anti-discrimination Act — then closely follows the Charter of Fundamental Human Rights and Freedoms. The Anti-discrimination Act also incorporates the respective regulations of the European Community³ and even addresses the right to equal treatment and the prohibition of discrimination in employment contracts, service and other

² Bělina M a kol. *Zákoník práce: komentář*. 2. Praha: C.H. Beck, 2015, p. 89.

³ For example Direction of EU council number 76/207/EHS from 9 of February 1976 about the same right to treat men and women, in case with labour issues, professional education and procedure at working process and about labour condition, also another directions which are regulated the same rights for men and women.

paid employment, including remuneration [Section 1(1)(c)], which relates directly to employee appraisals. As stated above, an informal or non-systematic appraisal is rather of a spontaneous, operative, day-to-day nature, usually influenced by the assessor's subjective approach. It is thus usually not recorded in writing and only rarely does it lead to a decision involving HR.

For resolving HR matters and taking adequate measures, the more acceptable form is surely a written, formal appraisal conducted on a regular basis, because a systematic employee appraisal process repeated periodically is considered to be the modern and effective method. Usually as part of such form of appraisal, the respective documents are acquired and filed in the employees' personal files. A formal appraisal tends to focus not only on assessing job performance and its other aspects; it usually also concentrates on the future. *The words that best describe the attributes of such an appraisal are rational, standardised, periodic, planned and systematic*⁴.

As Koubek further states⁵, *the following are also benefits of an independent, regular, formal appraisal:*

- *It recognises and assesses an employee in a more comprehensive way, i.e., it views him/her as a sum of knowledge, skills and other qualities.*
- *It better identifies, rates or develops the strengths of an employee and, in the same way, better identifies his/her weaknesses and allows for these to be more effectively eliminated.*
- *It makes it possible to better identify the need for training and developing an employee's potential as well as his/her suitability for more demanding work.*
- *It focuses an employee's attention on performance, etc. in a more systematic way.*

There are many appraisal methods, and there are variations in respect of the vast majority of these. The authors believe that for the purposes of this article, there is no need to address appraisal methods comprehensively due to their large number and scope. The authors thus present the methods that are most often discussed in professional publications and most frequently applied in practice.

If a differentiation is to be made between these methods, for example by their time frame, they can be divided as follows according to Hroník⁶:

- **Focused on the past** — *methods focused chiefly on what has already happened*
- **Focused on the present** — *methods focused on assessing the current situation*
- **Focused on the future** — *methods focused on predicting what could happen*

The following methods are most often categorised as **methods focused on the past**:

- Rating scales, which are one of the oldest and most commonly used forms and which can be further divided into non-verbal (graphic, numeric), verbal and combined; to eliminate the subjectivity of the appraisal, each level of the rating scale should have a verbal description.

⁴ Koubek J, *Personální práce v malých a středních firmách*. 4., aktualiz. a dopl. Praha: Grada, 2011, p. 124.

⁵ *Ibid.*, p. 125.

⁶ Hroník F, *Hodnocení pracovníků*. Vyd. 1. Praha: Grada, 2006, p. 54.

- Comparative methods, which are based on comparing employees to one another, on the condition that clearly measurable criteria are fulfilled.
- Checklists, which, among other things, includes certain formulations that relate to an employee's behaviour and conduct at work; these "lists of activities" represent, on the one hand, a guideline for proper job performance and, on the other, a tool for those who check and evaluate job performance.

The following methods represent **methods focused on the present**:

- 180- or 360-degree feedback (multisource appraisal), where, based on the same criteria, the individual is assessed by various people, whose number can be discretionary; in the case of 180-degree feedback, the appraisal involves the supervisor and a subordinate; in the case of a 360-degree feedback, there is more than one appraiser.
- A group method by sociogram, especially for the purpose of obtaining a description and evaluation of the mutual relationships at a given workplace or for ascertaining who is an informal authority in the collective concerned, etc.
- Managerial (HR) audit used primarily for higher management positions; such an audit usually represents a certain set of different approaches and methods, e.g., a psychological evaluation of the employee, an interview with the employee, and use of an abbreviated form of the 360-degree feedback.

An employee first encounters a more formal appraisal at the end of the trial period. Under Czech law, the trial period is understood as a period of employment from the time it commences to the end of a three-month period (usually) or a six-month period (sometimes), during which time both parties to the legal relationship — the employer and the employee — have the opportunity to assess whether they are interested in the employment relationship continuing. If they are not, the Labour Code allows them to end the relationship immediately without sanctions (legal regulations term this termination of the employment relationship during the trial period, cf. Section 66 of the Labour Code). The trial period is not automatic under the law; the parties have to arrange it in the employment contract or in some other document in writing no later than on the day that was agreed as the first day of employment. It can be arranged for a maximum of three months from the first day of employment, or six months in the case of managers. Under no circumstances, however, may the trial period be longer than half of the agreed period of the employment relationship.⁷ It should be added that Czech labour law allows a trial period to be arranged with every employee; no type of employee has a preferential standing in this respect.⁸

The following in particular are **methods focused on the future**:

- Appraisal according to targets, where each employee is given clear targets that should be achieved in the appraisal period; this method is used in particular to assess managers and specialists; the advantage of this method lies primarily in the fact that the stipulated (agreed) targets motivate employees to fulfil them; it should be added that work targets should be defined

⁷ § 35 Labour code.

⁸ Vysokajová M a kol. *Zákoník práce: komentář*. Vyd. 1. Praha: Wolters Kluwer Česká republika, 2012, p. 53.

in the context of the agreed type of work (job title), which is, in addition to the place where the work is to be performed and the employment commencement date, a fundamental requirement of each employment contract (Section 34 of the Labour Code), and the absence thereof would cause the employment contract to be deemed invalid (this is without prejudice to the possibility to arrange different types of work).

- Appraisal based on the fulfilment of standards, this method is based on an assessment of the fulfilment of set standards or expected job performance; used especially for blue collar professions.
- Self-appraisal, this method is focused on both the past and the future; the main advantage of this method is the active involvement of the assessed employee in the appraisal process; the primary objective of this method is to reinforce the effort to have employees think more about achieving work results, about possible reservations and about possible improvements.

The above list of appraisal methods can, from the point of view of time, be expanded to include certain other methods, such as:

- General description, which is a more universal method that is most suitable for assessing supervisors and managers; the length and content of the individual processing and overall representative nature of the description can be problematic.
- BARS, which is essentially a classification scale for rating job behaviour; it is based on the fact that desirable job behaviour also leads to more effective job performance; the essence of this method consists in ranking behaviour in connection with a specific task according to a certain scale, with each point being further accompanied by a specific description of the required behaviour.
- Method based on ranking employees according to their performance; this is a method for comparing the performance of two or more employees; a number of variations of this method are used (so-called alternating comparison, paired comparison, forced distribution); as stems from their nature, they can be used primarily to create, e.g., a competitive work environment, and to motivate employees, but certainly not for the purposes of remuneration.

At this time, the opinion can often be heard that although the success of an organisation is measured by its results, the level of the services it renders, etc., the foundation on which such success is built is first and foremost the competency of the employees, who are perceived as the sum of their job performance (human labour) and the employee potential produced (human resources). For example, Wagnerová⁹ defines the term competency as a desirable state of development of job prerequisites (work capacity and qualifications) in the position in question and under specific working conditions.

Another possible way to divide appraisal methods is according to competency appraisal and job performance appraisal.

As already mentioned, there are many forms of employee appraisal. The choice of a specific method always has to correspond to the nature of the situation

⁹ Wagnerová I, Hodnocení a řízení výkonnosti. Vyd. 1. Praha: Grada, 2008, p. 61.

and the conditions of the organisation where the appraisal is taking place. We always recommend choosing one main method and then one or more supplementary methods.

II. Evaluator, Principles for Announcing Evaluation Results

An evaluator should be a person possessing the highest level of competence for the task. Usually, the most competent person is the direct supervisor¹⁰ who not only is aware of the responsibilities attaching to a specific position, the relevant work conditions, and their effect on work performance, but also knows the evaluated worker and his or her qualities, abilities, and, as is often the case, personal background. Nevertheless, an evaluation may be carried out by another person. Based on the examples most frequently mentioned in specialised literature, evaluation can have various other forms, most notably:

- a) self-evaluation,
- b) evaluation by external clients; it is usually carried out in writing using standard evaluation forms,
- c) evaluation of rank-and-file employees and management staff by their internal "clients", i.e. the organisation's employees who rely on the results of their work; this type of evaluation is a certain form of feedback,
- d) evaluation of employees by their mentors, that is experienced workers who are responsible for a certain task within the organisation, such as the adaptation process.

Employees must be informed of the outcome of their evaluation and be able to examine it and express their opinion.

This right, which employees have, is reflected in Czech labour laws. For upon the termination of employment or, as the case may be, a casual work contract or a work performance contract, an employer must issue an employment certificate to the departing employee, in which the employer must state, among others, the qualifications the employee has attained. The inclusion of this information is mandatory, and an employer may not agree with an employee to omit it from an employment certificate.¹¹

In addition, an employee may demand an employment assessment from his or her employer, whereon the employer must comply with such a demand within 15 days, even if the employee makes a request to that effect after his

¹⁰ The relationship of subordination and seniority is a typical character of dependent work, which can be exercised in Czech republic only in a basic labour law relationship. The basic labour law relationships, according to recent law regime (§ 2 ZP) are labour relationships and law relationships based on agreement about work laid out in the main contracts. The another character of dependent work is labour which is done personally by employee according to directions from an employer and on their responsibility. An employer is represented by the higher managers in that company or organisation.

¹¹ Bělina M, *op. cit.*, p. 1231.

or her employment with the employer ends.¹² In an employment assessment, an employer evaluates an employee's work, qualifications, and abilities, and specifies other facts relating to the performance of work. At a time when new employers require job applicants to provide references, an employment assessment can contain information of fundamental importance. This is because the Labour Code prohibits employers from disclosing information on employees without their consent, with the exception of information that may be included in an employment assessment (Labour Code, Section 314). Considering the importance of an employment assessment as well as the fact that the term "assessment" suggests that it is based on a subjective evaluation, an employment assessment may be reviewed by a court of law. If an employee disagrees with the content of an employment assessment or, if applicable, an employment certificate, the employee can, within three months after being provided with access to its contents, file a claim with a court and demand that the employer amend the relevant document commensurately.

The most widespread and most often used form for reviewing the outcome of an evaluation is an **evaluation interview, which is an important component of every evaluation system.**

Considering the high number of evaluation methods and, at the same time, the limited scope of this paper, the focus will concentrate on this method.

An evaluation interview is considered the focal point of the official and formal evaluation of an employee not only from the viewpoint of his or her performance, but also in terms of the employee's education, personal development, and overall motivation. In essence, an evaluation interview recapitulates the evaluation process, where the objective should always be reaching a certain consensus between the evaluator and the evaluated person. Similarly, the *methodology*¹³ for conducting service evaluations of professional soldiers states that an evaluation interview should have the form of a bilateral discussion, as opposed to the evaluator's monologue, because it concerns the evaluated person with regard to his or her work performance. It therefore means that the discussion should revolve around acts and that the evaluator should make specific comments and refrain from voicing criticism only.

The purpose of an evaluation interview is:¹⁴

- to evaluate the employee's current performance or performance in the preceding period,
- to formulate a plan aimed at improving performance,
- to identify problems and/or examine potential opportunities regarding work performance,

¹² According to jurisprudence of The Highest court of Czech republic it is clear that „the employer is obligated to issue an opinion about the employees working process at their request(when they apply for one)“, there is a time limit of up to 15 days. Employees who were fired and quit can apply after leaving the jobr. (Rozsudek Nejvyššího soudu ČR ze dne 22. 4. 2003, sp. zn. 21 Cdo 1893/2002).

¹³ Vyhláška Ministerstva obrany ČR č. 414/2009 Sb., o postupu při služebním hodnocení vojáků.

¹⁴ Koubek J, *op. cit.*, p. 133.

- to identify factors independent of the employee's actions, but affecting negatively on his or her work performance,
- to bring the employee's attention to their work and some of its aspects,
- to improve communication between the employee and his or her supervisor,
- to allow the employee to assume a standpoint and to listen to his or her opinion,
- to collect information for determining remuneration,
- to assess the employee's potential and prospects for promotion or transfer to a different position,
- to identify the employee's training and development needs from the viewpoint of the type of work he or she performs.

One of the prerequisites for conducting an evaluation interview successfully is a thorough preparation of all of its aspects. Preparation is of crucial importance because a failure to prepare an evaluation interview properly may be an unpleasant experience for both the evaluator and the evaluated person. The most important factor in an employee's evaluation is the evaluator's personality and ability to assume an objective stance, as well as the fact that many aspects of the work performance of an evaluated person cannot be objectively measured. Numerous errors can be made in the course of the evaluation process, which can reduce the effectiveness of this process or result in a situation — if the shortcomings are of fundamental nature — where the process has a detrimental effect on the management of work performance. Awareness of potential errors is highly beneficial, especially for purposes of prevention.

Veber¹⁵ lists typical mistakes made during the evaluation process:

- evaluators should be well trained and there should be no differences between evaluators as regards the severity of evaluation and the formulation of the outcome; evaluation results should be comparable,
- an evaluator should not prefer an extreme approach to the evaluation process (excessive leniency or strictness),
- premature conclusions, prejudice, or bias on an evaluator's part,
- arrogance (the evaluator must not be convinced that only his or her opinion is correct),
- misuse of evaluation results to the detriment of the evaluated person.

Moreover, there exists the risk that an evaluator will make a fundamental error in his or her subsequent attitude to an evaluated employee if the latter appeals the evaluation results based on his or her conviction that they are not objective. This way, it can happen that an evaluated person is disadvantaged by the evaluator because he or she claims his or her rights or because of his or her "ability to have and enforce his or her own opinion".

Another fact that must be borne in mind is that the employee evaluation process must be compliant with laws, including those that protect human rights, and must be free of any discrimination and all aspects unrelated to work performed by the evaluated person. It is also necessary to observe some other *key laws* that set out requirements for equal treatment of employees and prohibit discrimination, as mentioned above.

¹⁵ Veber J, Management: základy, moderní manažerské přístupy, výkonnost a prosperita. 2. Praha: Management Press, 2009, p. 175.

III. Employee Evaluation Process and Its Correlation to Other Human Resources Processes

The employee evaluation process has nine phases, which Josef Koubek divides into three time stages:

- preparation (four phases),
- collection of facts and information (two phases),
- assessment of information on work performance (three phases).

The main purpose of the employee evaluation process is to monitor and assess employees' performance, the fulfilment of work duties attached to their position, their social skills and conduct in the workplace, their knowledge and abilities, and their attitude toward co-workers, clients, and customers. Based on the above, the evaluation process serves as a method for determining employees' potential and monitoring their performance; it is closely tied to employee remuneration, personal development, and career advancement.

Employee evaluation is tied to a wide array of other specific staff management tasks, specifically:

- a) *Employee remuneration* — Evaluation is undoubtedly one of the fundamental remuneration management tools. Introducing the evaluation process can improve the transparency and objectiveness of remuneration; for details, see *Armstrong*.¹⁶ Although the Czech law does not allow an employer to reduce an employee's base remuneration in response to evaluation results, and negative ones in particular, a variable component can be agreed to form a part of overall remuneration, and such a variable component can be used to reflect an employer's evaluation of an employee. In the public sector, such an evaluation is defined in the law itself, where Section 131 of the Labour Code stipulates that an employee who has an excellent long-term work performance or fulfils a greater scope of work duties than other employees may receive a personal bonus of up to 50% of the highest salary scale in the salary range in which the employee is classified.
- a) *Staff planning* — Due to various factors, most importantly internal mobility, employees are transferred to different positions, are re-allocated as part of career development, leave the organisation, etc.
- b) *Recruitment and selection* — The suitability of methods used to select employees and the transparency and objectivity of the evaluation process can have an effect on the reputation and attractiveness of an employer; favourable or poor work performance on the part of employees can indicate either good or deficient work of the human resources department.
- c) *Training and development* — Poor work performance can indicate the need to deal with the underlying problem through further training for the applicable employee, and, conversely, favourable work performance might signal that an employee has an extra hidden potential that should be conceptually developed and improved. Regular evaluations of performance and overall

¹⁶ Armstrong M, *Odměňování pracovníků*, 1. Praha: Grada, 2009, p. 20.

competences provide a solid basis for planning the training and development needs of employees (see Figure 1 below).

Figure 1. Difference between Training and Development

	Training	Development
Focus	<ul style="list-style-type: none"> recruitment and developing of knowledge, skills for performance improvements in current job position 	<ul style="list-style-type: none"> education activities focused on future needs activities focused on personal and professional growth
Time framework	short-term	strategic
Measuring effectiveness	<ul style="list-style-type: none"> evaluation of employees analysis of costs and benefits (CBA) certificates tests 	<ul style="list-style-type: none"> availability of qualified employees in the case of need the possibility of internal mobility

Source: Mathis R.L, Jackson J.H, Human Resource Management. 12th Edition, Mason: Cengage Learning, 2008, p. 304

It needs to be added that the law requires employees to improve their qualifications for the performance of work,¹⁷ where, for this purpose, an employer may require employees to attend training or enrol in study programmes (Labour Code, Section 230, Paragraph 1). Such attendance or enrolment is considered the performance of work for which an employee is entitled to wage or salary (depending on the arrangement with the employer). Training costs are paid by the employer (Labour Code, Section 230, Paragraph 1).

- a) *Staff care, workplace relations* — To ensure the necessary quality of employee evaluation, it is necessary to inform trade unions of the evaluation process and its rules and principles and, where applicable, engage trade unions in dealing with the improvement of work conditions and social benefits.
- b) *Staff information system* — Because of distorted or incomplete information, human resources-related tasks might lead to erroneous decisions, for instance in recruiting, training, or laying off employees. Likewise, poor work performance might be due to incorrect results of analyses of work positions or incorrect information as regards staff planning.

An optimally configured evaluation system can be a valuable tool, especially as far as workforce remuneration is concerned. Evaluation results can be reflected in the variable component of remuneration, and can affect the value of the base salary scale, bonuses, etc. Overall, evaluation results should provide a comprehensive

¹⁷ If employee is not doing things in this way it can be the violation of labour discipline. This can be one of the factors when a company needs to evaluate an employee. Compare, more details. Rozsudek Nejvyššího soudu ČR ze dne 22. listopadu 2001, sp. zn. 21 Cdo 1873/2000.

aid for ensuring that compensation for performed work is fairer and more motivating. As suggested above, the law not only defines certain milestones for employee evaluation, but it also sets out formal procedures that are included in the employee evaluation process directly, such as employment assessment, or indirectly, such as increase in remuneration. At the same time, the law aims to ensure that work performance evaluation is primarily based on objective, as opposed to subjective, methods and that no employee is discriminated against during the evaluation process.

Specialised literature pertaining to this area suggests that evaluation, training, development, and remuneration schemes form, in their entirety, the overall employee-motivation system. Moreover, evaluation per se has a certain exclusive status because its results are reflected in employee training, development, and remuneration.

Because dealing with personnel matters and making fundamental decisions relating to workforce and remuneration policies need to rely, first and foremost, on a formal evaluation of employees, this dissertation concentrates on the systemic and formal aspects of the evaluation process.

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Streszczenie. Ocena pracowników jest obecnie jednym z podstawowych zadań menedżerskich każdego pracodawcy. Jest ona wykorzystywana do dokumentowania oraz podsumowywania realizowanych zadań i wyników pracy. Może być wykorzystywana jako bardzo ważne narzędzie zarządzania organizacją oraz sposobem doboru pracowników oraz oceny ich przydatności i wydajności. W Republice Czeskiej występują trudności w zatrudnianiu policjantów i policjantek. Wynikają one głównie z długiego procesu rekrutacji, obejmującego szereg testów, którym są podawani kandydaci. Testy te weryfikują ich zdolność psychiczną i fizyczną do służby w Policji. Podobna sytuacja ma miejsce w Ministerstwie Obrony Republiki Czeskiej, gdzie istnieje potrzeba zatrudnienia 8000 pracowników, ale jest to nieosiągalne z uwagi na to, że brak jest wystarczającej liczby kandydatów, posiadających oczekiwany potencjał psychiczny i fizyczny. Brak odpowiednich kandydatów staje się poważnym problemem kadrowym czeskiego Ministerstwa Obrony, zwłaszcza w perspektywie zapowiadanych przez prezydenta Donalda Trumpa ograniczeń w liczebności wojsk amerykańskich. W niniejszym artykule zostały przedstawione wyniki analiz aktów prawnych, takich jak kodeks pracy czy kodeks cywilny Republiki Czeskiej mających zastosowanie w procesie doboru osób do sił zbrojnych i służb bezpieczeństwa. Celem artykułu jest podkreślenie potrzeby i znaczenia skutecznej oceny kandydatów w związku z różnymi metodami oceny pracowników w kontekście czeskiego kodeksu cywilnego i kodeksu pracy. W związku z tym niezbędne stało się zaprezentowanie w artykule tych, które są podstawowe.

Резюме. Оценка сотрудников в настоящее время является одной из основных управленческих задач каждого работодателя. Оценка сотрудников используется для документирования и обобщения результатов работы сотрудника, что связано с конкретными задачами. Это может быть очень важным инструментом для управления организацией и методом оценки эффективности работы собственных сотрудников. Чешская Республика сталкивается с некоторыми трудностями при наборе полицейских и женщин-полицейских. В основном это связано с длительным процессом набора и экзамена, который проходит до фактического найма. Кроме того, кандидаты должны пройти тесты в области ментальной выносливости, физической подготовки и т. д. Аналогичная ситуация наблюдается и в Министерстве обороны Чешской Республики, куда требуется нанять 8 000 человек, но нет достаточного количества потенциальных кандидатов. Это станет серьезной проблемой для отдела кадров министерства обороны Чехии, особенно если президент США Дональд Трамп примет решение сократить численность американских войск. Инновационный элемент этой научной статьи состоит в том, что весь вопрос сведен к анализу различных законов и норм Гражданского кодекса Чешской Республики, который сопоставлен с Трудовым кодексом, а также способы их применения к сотрудникам вооруженных сил безопасности. Целью этой статьи является акцентирование необходимости и важности эффективной оценки кандидатов в связи с различными методами оценки сотрудников в контексте Гражданского и Трудового кодексов. В статье описаны основы процедуры оценивания.

Translation: Tatiana Žylina-Els (streszczenie, резюме)

The Organisational and Social Climate Level of an Institution as One of the Determinants of Internal Security

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Abstract. *The subject of this article is the issue of the social climate of the institution as one of the determinants of security in the perspective of Police research. In the literature on the issue of the social climate of the institution the reality is that it is difficult to find references to this concept in respect of the police. It seems that this is conditioned by the specific nature of the current form of the functioning of the Police and its organisational structure. The subject of the study is a proposal for research into the social climate in the Police. Based on the literature on the subject the phenomenon of social climate is described along with its influence on the sense of comfort and satisfaction of the employees. A good social climate contributes to the co-operation of employees, as well as stimulates a sense of loyalty to the group and responsibility for its success. Further on in the article remarks on the study of a social climate scale by R H Moss are presented, along with an indication of the division of the statements contained in this scale, taking into account the content of the messages. This approach to the scale of social climate is justified in the third part of the article, which presents the concept of research on the social climate of the institution as one of the determinants of security in the perspective of the police research which will be carried out by the Authors of the article.*

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Definitions and Dimensions of the Organisational and Social Microsystem (Climate)

The organisational and social climate, also referred to as the organisational and social microsystem, is, in the context of the institution, a very broad concept and can be used in various aspects. In defining this, the following terms are often used: mood, atmosphere, set of norms and views, set of values, subjective images of phenomena, personality of the institution, set of organisational characteristics, behaviour as a function of personality and environment, as well as something that creates conditions conducive to certain attitudes and patterns of behaviour. In research on the effectiveness of organisations or research teams, the concept of climate is used as a diagnostic or diagnostic-descriptive category.

The definition of the microsystem (climate) can be divided into the following groups: holistic definitions, structural definitions, descriptive definitions and valuative definitions.¹ This division shows the most important tendencies in the ways of defining a term for greater clarity. Valuative definitions create conditions conducive to the development of certain attitudes and patterns of behaviour. Holistic

¹ Dobrzyński M, Kierowanie kadrami. Warsaw, 1977, p. 125.

definitions in general show what a microsystem (climate) is. Structural definitions, on the other hand, show the concept of the microsystem (climate) as a structure composed of the elements mentioned or having certain dimensions, where the definition is an enumeration of all elements of the climate. Descriptive definitions, in turn, try in a descriptive way to describe the dimensions of the microsystem (climate).

Frequently, in the description of the concept of the microsystem (climate), the microsystem (climate) type is expressed as the category describing the results of its study when it adopts the terms democratic, educational, caring, controlling or restrictive. In the formulations in the literature of the subject one comes across configurations of the type e.g. control-restrictive.

Due to the methodological approach we distinguish several types of institutional microsystems (climates). One of them is a democratic climate, focused on shaping correct, positive feelings of interpersonal relations with a democratic tinge. In this type of climate, control and repressive functions are limited to a relative minimum. Another type of climate is the climate of caring. It is present in institutions mainly focused on meeting the needs of employees. On the other hand, the control-democratic climate is characterised by increased control over employee behaviour and internal order keeping. In this type of climate, less attention is paid to the professional preparation of workers. Of least importance in this type of social climate is shaping non-conflicting interpersonal relationships. For the type of climate classed as control-restrictive, the greatest importance is attached to the observance of external discipline and to the rigours of regulation. Much less emphasis is placed on shaping correct interpersonal relations. In this type, among others, employee autonomy and freedom of expression are ignored. Thus, the democratic role of the institutional environment disappears. Such a system is conducive to the formation of conformism in employees. Also, psychological differences between them are smaller. This type of organisational and social climate is the most distant from the desired model. The climate of an institution such as the police has an effect on the functioning and effectiveness of internal security measures.

The organisational and social microsystem (climate) consists of such phenomena and factors as:

- moods and emotions,
- forms and principles for people mutually referring to each other,
- ways for an individual to present their own views, assessments and values,
- systems of attitudes and values,
- customs.

At this point it should be emphasised that people are the most important capital of any organisation. In this context, their intellectual effort becomes indispensable. Relevant motivation is important in order to make optimal use of remaining resources. Increasing the efficiency of an organisation is therefore determined by the right approach to personnel and the more efficient management of employees.²

Organisational and social climate shapes the emotional bond that determines the quality of social life in the context of meeting internal and external needs

² Penc J, *Humanistyczne wartości zarządzania w poszukiwaniu sensu menedżerskich działań*. Warsaw 2010, p. 36.

and the quality of interpersonal relationships. Organisational and social microsystems can have a positive influence on shaping individuals by being helpful in identifying their identity or can have a negative influence by degrading them in their social judgement.

In using the phrase "favourable social climate", M Konopczyński defines this as: "conducive to innovative and unconventional pedagogical activities, the system of interpersonal relations and mutual personal relationships of educational and administrative staff and other people in the immediate environment".³ The researcher distinguishes the following traumatising types of organisational and social climate:

- *tense organisational and social climate* characterised by mutual distrust, misunderstanding, and a sense of threat,
- *depressed organisational and social climate* filled by sadness, depression, resignation,
- *organisational and social climate of indifference*, devoid of emotional ties with employees,
- *organisational and social climate of excess emotion and problems* with its excessive care or repression towards employees or when employees are busy with various matters and receive no support from superiors.⁴

The composition of the organisational and social climate (microsystem) includes:

- an axiological system — autotelic values,
- a structural and organisational system — covering the whole of the institution with the management team, employee groups, support staff and informal groupings of employees,
- a socio-technical action system — with methods, means, techniques and management,
- an infrastructure system — material conditions, premises, business facilities,
- a subsystem of the relationship between the system and the social environment: inhabitants, church, cultural and educational institutions, non-governmental organisations, other institutions.

J Penc emphasised⁵ that the activities of every business are currently being carried out in an aura of uncertainty, changeability and complexity. Companies are obliged to be flexible, often to act in advance, flexibly to adapt their strategies to changes in the environment. Due to the perception of the organisational and social microsystem by individuals and individuals' perception of reality, which is determined by specific personality and situational conditions, we distinguish individual climate, aggregate climate and collective climate. Individual (psychological) climate expresses the subjective feelings of the individual, illustrating the way of perceiving reality in a given situation. Aggregated climate refers to the average perception of climate by a group of people in the same institution (statistical mean). On the other hand, the collective (group) climate determines the perception of the environment in a given institution by a group of people interacting with

³ Konopczyński M, *Metody twórczej resocjalizacji*. Warsaw, 2009, p. 170.

⁴ Konopczyński M, *Pedagogika resocjalizacyjna. W stronę działań kreujących*. Kraków: Impuls, 2014.

⁵ Penc J, *Humanistyczne wartości zarządzania...*, *op. cit.*, p. 27.

one another. It should be emphasised that in the case of a similar perception in all members of the organisation, the aggregate climate will be similar to the collective climate.

C Argyris⁶ in addition to the concept of social climate, uses the term “organisational culture” interchangeably. Under this concept is understood the set of values, norms and views shaping behaviour patterns within the institution with the formation of a specific “subculture” in it, derived from patterns and norms of behaviour. And these, in turn, are the criteria for evaluating and interpreting the phenomena taking place inside this institution. C Sikorski defines organisational culture as “a system of assumptions, values and social norms that stimulate the behaviours of members of an organisation that are important for the achievement of formally adopted goals.”⁷ There is an important challenge for managers. The challenge lies in the need for the company to focus on such an organisational culture so that it releases innovation, creativity, and productivity in its employees. In addition, the company should take care to ensure the best quality of customer satisfaction. The personality of the manager, and the entire managerial staff as well as their values have a most important influence on the organisational culture. This includes the elaborated procedures and standards of conduct in the implementation of tasks and projects.

R Harrison⁸ uses the term “ideology of information” and understands this as aims and values to which the institution aspires through exerting pressure on its members. The organisational success of the institution depends on the institution’s members.

M Dobrzyński⁹ describes the social climate as a set of subjective observations concerning both educational and organisational situations as well as the formal and informal structure of the institutional community, leadership style and other factors that create the attitudes and motivations of the members of the institution.

R H Moos and A Halpin¹⁰ describe the social climate as a specific personality of the institution that creates in its own development a unique “organisational personality” with the diverse behaviour of its participants.

In addition to the unmistakable similarities that occur in their formulation, one can also find another aspect in the above definitions. The authors in the definitions agree on the existence of two elements: the actions and behaviour of each member of an institutional community and the referring to the institution as a kind of “system” affecting the behaviour of its members by shaping a favourable or unfavourable social climate.

R H Moos¹¹, based on H Murray and G Stern’s concept, analyses the social environment of various institutions by isolating a number of factors that shape the dimensions of the social climate of a given institution grouped in three

⁶ Pytko L, *Pedagogika resocjalizacyjna. Wybrane zagadnienia teoretyczne, diagnostyczne i metodyczne*. Warsaw: APS, 2005, p. 163.

⁷ Sikorski Cz, *Zachowania ludzi w organizacji*, Warsaw 1999, p. 235.

⁸ *Ibid.*, p. 178.

⁹ Dobrzyński M, *Klimat organizacyjny jako regulator zachowania się ludzi. Organizacja i kierowanie*, No 1(23), 1981.

¹⁰ Pytko L, *op. cit.*, p. 163.

¹¹ Moos R.H, *Evaluating correctional and community settings*. New York, London, Sydney, Toronto: John Wiley & Sons Inc., 1975, pp. 19–25.

dimensions. The first of the dimensions concerns interpersonal relations within the institution (*Relationship Dimension*). It allows assessment of the climate in the context of involvement of the staff in daily tasks, expression and support, for example in the context of emotional engagement, spontaneity, expressiveness and support provided by staff members. The second dimension is related to personal development of the institution (*Personal Development Dimension*) and allows assessment of the climate in terms of the staff's focus to meet the needs of those under them, the quality of encouraging reflective practice and preparing people to function by equipping them with the qualities of autonomy, problem orientation, self reliance, independence and self-knowledge. The third dimension (*System Maintenance and System Change Dimension*) allows for a climate assessment of the institution's organisational system and manifests itself in the structural and functional aspects of the institution's functioning, for example in the study of the degree of institution ordering, clarity of expectations, control and reaction to change.

R H Moos¹² in developing the *Correctional Institutions Environment Scale* (CIES) assigned three sub-scales to each of these dimensions:

I. Relationship Dimension

1. Involvement
2. Support
3. Expressiveness.

II. Personal Development/Personal Growth Dimension

1. Autonomy
2. Practical Orientation
3. Personal Problem Orientation

III. System Maintenance and/or System Change Dimension

1. Order and Organisation
2. Clarity
3. Staff Control.

R H Moos's Social Climate Scale — General Remarks

Below, 90 statements contained in the study are presented based on the scale of the organisational and social microsystem (climate) proposed by R H Moos. They have the form of declarative sentences. There are two possible answers in the two columns: "YES" (if the respondent considers the statement to be true) or "NO" (if the respondent considers the statement to be false). Further in the article can be found the statements included in the study. These statements are not presented in the order in which they appear in R H Moos version, but are grouped in thematic blocks.

The scale of social climate by R H Moos¹³ constitutes a research tool considered to be stable in time, dependable and reliable. Its additional advantage is that

¹² Moos R.H, *Correctional Institutions Environment Scale*. Sampler Set. Menlo Park, CA: Mid Garden Inc., 1874/1987, p. 5.

¹³ Moos R.H, *Correctional Institutions Environment Scale*. California, USA: Social Ecology Laboratory, 1973.

it allows intercultural comparison. It has been credited by scientific workers in Yugoslavia, the United States, Canada, and Poland. The measurement scale questionnaire consists of nine categories (sub-scales) measuring the severity of the characteristics that contribute to the social climate of the institution. The first three sub-scales refer to the evaluation of interpersonal relations in the institution. The next three are about personal development opportunities. The last categories are used to evaluate the organisational system of an institution.

The assessment of interpersonal relations (interrelationships) in the institution takes into account the following parameters:

- “involvement” (degree of involvement in everyday life in the institution),
- “emotional support” (level of emotional support),
- “expression” (which allows definition of the scope of freedom in expressing feelings, including the interpersonal conflict).

Sub-scales related to personal development include the following parameters:

- “autonomy” (degree of independence, assessment of assertiveness and ability to make independent decisions)
- “practical orientation” (evaluation of the institution’s activities in terms of solving practical problems, success or competition)
- “orientation to personal problems” (ability to overcome inner motivational and emotional difficulties and self-awareness).

Categories to evaluate the institution’s organisational system:

- “order and organisation” (assessment of discipline, readiness to follow regulations and orders and behaviour according to specific social requirements)
- “clarity of objectives, tasks and regulations” (information on the degree of the knowledge and understanding by subordinates and supervisors)
- “control” — an assessment of the extent to which established policies and practices are used in the organisation).

Below are statements relating to the above-mentioned tests. However, a different division was made, namely on the basis of statements related to employees and statements related to superiors.

In case of a passive statement, after a change of passive to active, two statements were formulated (e.g. *Employees are encouraged to show their feelings; Employers encourage employees to show their feelings*).

Statements related to subordinates:

- **Employees are encouraged** to show their feelings / to plan their lives
- **Employees expect help** from their bosses in solving their own problems
- **Employees are expected** to achieve higher and higher positions (gain more importance) in their work
- **Employees try** to be better / hide their own feelings before the bosses
- **Employees rarely talk about their problems** / their personal life / are rarely asked by their bosses about their problems (personal and life) / cannot openly discuss their problems
- **The staff speak freely** about what they really think about the institution / about their problems
- When an employee first comes to the institution, someone walks them round and shows them how it works
- When employees need advice or assistance, they never tell the management

- **Employees must follow** the rules / If someone does not follow the code of conduct, they may be transferred to another department / If the employee does not follow the rules and does not follow the instructions, they well know what awaits them
- Employees are proud of their institution
- Employees have the opportunity to talk about what's going on here
- The staff try to do everything in the best way
- Employees watch out what they say when the boss is nearby
- Many employees have a dishevelled appearance
- Employees are expected to work on their own goals
- All activities in the team (group) are very carefully planned
- Employees in this institution feel good
- If the employees have an argument, they will deal with the boss
- Professional discussions in our group (team) are very interesting
- It is difficult to say how employees feel about their own institution (team, group)
- Employees are encouraged to be autonomous and independent
- It is quite common in our institution to try new methods of management
- Employees are not always given advance notice of meetings with the management (leadership)
- Employees never know when they will be called in "for a conversation"
- Employees do not do anything until their boss asks for it
- We do not decide in our institution / Employees are encouraged to make their own decisions
- Before retirement, employees are asked about their life plans
- Employees never know when they will be moved elsewhere (to another group or team)
- Sometimes employees can turn to the boss less formally
- Institutional facilities are often neglected
- There are very few things that can be of interest here. Little attention is paid to practical problems
- Employees rarely fail to come to an appointment with managerial staff
- Employees know when the boss will come to the team (group)

Statements About Team Life at the Institution:

- If the employees have an argument, they do not tell the bosses
- In my group (team), there is an emphasis on learning new types of work needed in the profession
- The workers in my group help each other
- In our institution there is little teamwork (group work)
- Employees rarely quarrel with each other
- In our group (team) it is believed that arguments are sometimes needed
- Sometimes there is a big mess in the team (group)
- In my group (team) there are few activities involving everybody
- My group appears neglected
- Team discussions concern the personal problems of employees
- My team (group) is very well organised
- Employees rarely help one another

— Smarter workers help weaker colleagues

Statements referring to superiors:

- Bosses encourage employees to show their feelings
- Bosses do not have enough time to deal with employees individually (separately)
- Bosses take account of employees' comments
- Bosses help employees solve their problems
- Bosses pay attention to the employees' life plans
- Bosses seek to keep the workplace in order
- Bosses sometimes argue
- Bosses are interested in the fate of employees who have left the institution
- If the programme for the day is changed, one of the bosses explains why this has happened
- Bosses may be criticised by employees in their presence
- Bosses help new employees become accustomed to functioning in the institution
- Bosses and staff say what they think about each other
- Bosses allow employees a little independence
- Bosses encourage innovative action
- Too little emphasis is placed on what employees will do after going to other jobs (retire)
- Bosses change decisions too often
- All decisions concerning the team (group) are made by the bosses and never by the staff
- Bosses discourage criticism
- Bosses care more about the well-being of employees than about their practical (life) problems
- Bosses try to understand the subordinates
- Bosses give praise for good results at work
- Bosses rarely punish employees by banning something
- Bosses encourage subordinates to organise their working time independently
- Bosses make every effort to help the staff
- Bosses rarely ask employees about their problems (personal and life)
- Bosses are not over-preoccupied with discipline and rigour at the institution
- Bosses participate in the work of their subordinates
- Bosses rarely succumb to employee demands
- Bosses discourage conversations about important personal issues that affect performance at work
- The management staff has little time to advise subordinates
- Bosses encourage employees to be independent and autonomous
- Bosses try to help subordinates understand their role
- Bosses systematically control employees
- Bosses encourage teamwork
- Bosses set an example of neatness and order
- Bosses know what their subordinates want
- Bosses over-interfere in the personal affairs of the employees