

HRM FUNCTIONS IN CHANGING ORGANIZATIONAL CULTURE

Scientific monograph

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Introduction

"There are at least two kinds of games. One could be called finite, the other infinite. A finite game is played for the purpose of winning, an infinite game for the purpose of continuing the play. Finite players play within boundaries, infinite players play with boundaries. Surprise is the cause of the end of a finite game, but it is the reason for an infinite game to continue. Only those who can change can continue. According to this principle, infinite players live" (Carse, 1986). Organizational culture is somewhat like the personality of a business; an appropriate organizational culture should be a compilation of ways of behaving and acting, both for the business as a whole and for its individual employees, on the path to achieving both the strategic goals of the business and the personal goals of the employees. Given the fact that the bearers of change, or the bearers of a suitable organizational culture, should be all the employees of the company, from whom it is expected that they will share and develop strategically necessary visions, approaches, and values, it is essential to focus on organizational culture and human resources simultaneously. The possibility for such simultaneous focus is given by the interconnection of organizational culture and human resource management, which is declared in their common primary role, which is, as Kachaňáková states: to create conditions for so-called positive behavior of employees in terms of strategic intentions and goals of the company." As Drucker states: "Every organization requires a commitment to common goals and shared values. Without such commitment, no organization can exist; it would be merely a chaotic mob. The organization must have clearly defined, comprehensible, and unified objectives. The mission of the organization must be clear and comprehensive enough to create a common vision. The goals embodying it must be clear, public, and continuously affirmed. The primary goal of management is to establish, articulate, and illustrate these intentions, values, and goals." From the above, it follows that it is necessary to ensure in the company the highest possible congruence or overlap between the values declared within the concept of sustainable development, values promoted by the company, and the values of the employees. To achieve the highest degree of harmony between human resources in the company and the desired elements of organizational culture, it is necessary to link activities within the various functions of human resource management with the required values, attitudes, and work behavior. Such linkage is a key prerequisite for the positive acceptance of suitable organizational culture by company employees, its anchoring in their behavior, and subsequent sharing and spreading of organizational values.

The Essence and Significance of Organizational Culture

In clarifying and understanding the concept of organizational culture, it is worthwhile to look back at the first records and insights of people on the concept of culture and the gradual introduction of this concept into the context of businesses, their management, and the sustainable development of enterprises. Initially, the concept of culture was associated with the cultivation of land (agri cultura). It was M. Tullius Cicero who, in the *Tusculan Disputations* (45 years BC), termed philosophy as the "culture of the soul," laying the foundational sense of culture as a characteristic of human enlightenment. E.B. Tylor is considered the creator of the first modern global definition of culture, which he introduced in his work *Primitive Culture* (1871) as a civilization that is a complex whole including knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society (Maříková et al., 1996). Buchtelová defined culture as "a sum of spiritual and material values created and developed by humanity throughout its history" (Buchtelová, 2001). In 2007, G. Hofstede, one of the most recognized authors on the subject in recent decades, defines culture as a collective phenomenon because it is always at least partly shared by people who lived or live within the same social environment where they encountered and became familiar with it. According to Geert Hofstede, culture is "the collective programming of the mind that distinguishes the members of one group or category of people from others."

Many authors have examined the concept of culture in the past and present, yet a unified and universally accepted definition has not been reached. Kroeber and Kluckhohn in 1952 identified more than 160 meanings of the word culture. Essentially, however, it is possible to distinguish between narrower and broader conceptions of culture (Průcha, 2004):

- In a broader sense, culture encompasses everything created by human civilization from material results, such as houses, tools, products to spiritual creations like religion, law, morals.
- The narrower sense relates to human behavior expressions, customs, symbols, communication norms, and linguistic expressions.

Since each person belongs to several social groups throughout their life, encountering various cultural patterns that more or less determine them, they "carry within themselves," as Hofstede puts it, several layers of "mental programming" or levels of culture. The basic levels of culture as defined by Hofstede include (Hofstede, 1991):

- National culture level (or cultures in people who migrate during their lifetime),
- Culture level associated with a specific ethnicity, religion, or language,
- Culture level associated with gender distinctions (male and female culture, manifested especially in the understanding of the content of male and female roles),

- Culture level associated with belonging to a certain generation (generations differ in their symbols, heroes, rituals, and values),
- Culture level related to class affiliation,
- Organizational culture level (an individual employed is socialized by the company to which they belong).

For business analysis purposes, national and organizational cultures are most commonly studied. Currently, research on regional cultures, cultures of individual industry sectors, professional cultures, and even global culture is emerging. In this monograph, we primarily focus on culture in businesses, i.e., organizational culture.

The concept of organizational culture began to be used more extensively from the 1970s, but it came to the forefront in the early 1980s. One of the main reasons was the interest of American managers in the "Japanese economic miracle," which posed a significant challenge to American industry. It generated questions regarding the efficiency of Western management techniques and sparked interest in the philosophy and management methods of Japanese companies. Another reason for the increased interest in organizational culture was publications like "In Search of Excellence" by Peters and Waterman in 1982, which concluded that all excellent companies have certain cultural qualities that ensure their success. In the book "Corporate Cultures: The Rites and Rituals of Corporate Life" (1982), authors Deal and Kennedy explicitly applied an anthropological view of culture. Authors such as Ouchi (1981), Pascale, and Athos (1982) in their works significantly highlighted the "behavioral side" of management and the influence and significance of "soft" factors on management and business success (Lukášová, Nový, et al., 2004). In our context, more was written about organizational culture in connection with the economic and business transformations at the beginning of the 1990s (Gál, 2004).

When discussing cultural aspects of businesses, terms such as corporate culture, organizational culture, and company culture are used in the literature, but the content of these terms is identical. In English literature, the most frequent term is organizational culture, with less use of terms like corporate culture and enterprise culture. In German literature, we encounter terms like Organisationskultur, Unternehmenskultur, or Firmenkultur. Throughout this monograph, we will use a unified term, namely organizational culture.

Defining the term organizational culture is quite challenging, as the literature presents various simple and complex definitions of organizational culture. Although broadly the concept of organizational culture is similarly understood by authors, the specific delineation of this term remains quite diverse. To improve clarity, we have attempted to categorize the definitions into groups based on their content. In creating criteria for grouping definitions, we primarily focused on how the author attempted to describe the culture of the enterprise. Based on this criterion, we obtained three groups (Hoghová, 2009):

For the first group of definitions, authors view organizational culture as shared and further transmitted visions, values, opinions, and norms that emerged in the common resolution of

problems for the purpose of achieving the enterprise's set goals. This view is presented in the definitions of most authors dealing with organizational culture, including Schein, Kachaňáková, Williams, Dobson, Walters, Čambál, Burger, Reháková, Kotter, Heskett, Deal, Kennedy, Huska, Armstrong, Kilmann, Saxon, Serpa, Hofstede, and others.

The second most numerous group of definitions focuses on enumerating the individual elements that can be assembled into a complex whole of organizational culture. These types of definitions may be harder to understand for those not familiar with the issue of organizational culture because they list what organizational culture encompasses but, unlike definitions from the first group, do not describe the influence of these elements on the enterprise's operations. Authors who define organizational culture in this way include Pfeifer, Umlafová, Dyer, Čihovská, Kulhavý, Rudy, Porvazník, Denison, Oden, Heinen, and others.

The third group of definitions is characterized by perceiving the enterprise as a human system. Authors whose definitions fall into this category focus on the need for employees to belong, to be part of a whole, and to collaborate, not only to achieve work results but also to positively influence and improve the world around them. This group can include authors such as Mayo, Stýblo, Ouchi, and others.

In the mentioned division of definitions into three groups, we have tried to highlight the content differences and various perspectives of authors dealing with organizational culture. While the first, largest group of authors looks at culture as the fundamental values, opinions, and assumptions that exist in the enterprise and which employees are willing to share, becoming a model for new employees, the second group focuses more on defining the individual elements of organizational culture. The smallest, third group presents definitions focusing on the group phenomenon. Despite sorting the definitions into three groups, it is possible to find in almost every definition at least a hint of generally mentioned common elements of organizational culture, which are fundamental beliefs, values, and norms that manifest outwardly in symbols and artifacts devised, discovered, or developed as a result of successfully solving problems, having a significant impact on the sustainable development of the enterprise, and generally, the common element is a group of people who are carriers of the organizational culture in which this culture is shared.

Organizational Culture as a Structured Multilayered Phenomenon

Most authors who have studied the culture of various human communities have come to a very similar conclusion: "to an observer, cultures mostly appear as some sort of layered structure, sometimes compared to an iceberg, at other times to a cake, or an onion. The fundamental characteristic of most of these comparisons is that the various components influencing culture always lie somewhere in the middle, or inside, and are inaccessible to the direct observer" (Muller et al., 2013).

Based on the foregoing, it is therefore possible to state that organizational culture can be viewed as a structured multilayered phenomenon, consisting of individual elements, with the elements of organizational culture serving as building blocks that constitute the organizational culture. This subsection introduces the basic models of organizational culture, from which the depth and extent of the influence of organizational culture on employee behavior are derived, and also describes in detail the three "basic stones" of organizational culture, which are values, attitudes, and means.

Structures of Organizational Culture

Among the most significant models of organizational culture, the model by Edgar H. Schein, Geert Hofstede's onion diagram, the model by Pfeifer and Umlaufová, and also the model by F. Hroník can be included. These models characterize the four basic, generally by experts recognized, views on the content, or structure, of organizational culture.

The most famous and also most frequently mentioned model of organizational culture structure is the model by Edgar H. Schein, which identified three layers of culture (see Figure 1). The surface level (system of symbols and artifacts) he characterized as a system of symbols that includes all phenomena that a person sees, hears, and feels when confronted with a culture that is new to them. This includes, for example, the architecture of the enterprise, office furnishings, clothing, written and oral expressions, ceremonies, the way employees behave towards each other or towards customers, etc., which can be perceived through the senses. In order to draw certain conclusions, i.e., to correctly decipher and interpret visible symbols, it is necessary to identify the deeper layers of organizational culture as well, namely the second and third levels. Understanding the second level (system of values, norms, standards) requires decrypting the reasons behind employees' behavior through the system of values, norms, and standards that employees of the enterprise truly accept and manifest in their behavior, as well as in their expectation of such behavior from new employees (Kachaňáková, 2010). Schein is convinced that how people feel and think is hidden in this second layer. The layer of values determines how people in a given culture behave in a certain situation. The third level (conceptions, attitudes, beliefs, assumptions) is the most difficult to ascertain layer of culture. It contains the deepest beliefs about the world, which are deeply rooted and very resistant to change. Basic beliefs dictate the way of perceiving, thought processes, feelings, and behavior of the enterprise's members. According to Schein, recognized values usually transform into beliefs. Thus, values have become so self-evident over time that there is no need to discuss them.

This layered approach to organizational culture emphasizes the complexity and depth of cultural influence within an organization. By understanding these layers, organizational leaders and managers can better comprehend how culture shapes employee behavior, attitudes, and the overall functioning of the organization. Recognizing the visible symbols and artifacts as just the tip of the iceberg allows for a deeper exploration of the underlying values and assumptions that drive organizational life. This understanding is crucial for effectively

managing and evolving organizational culture to align with strategic goals and adapt to changing external conditions.

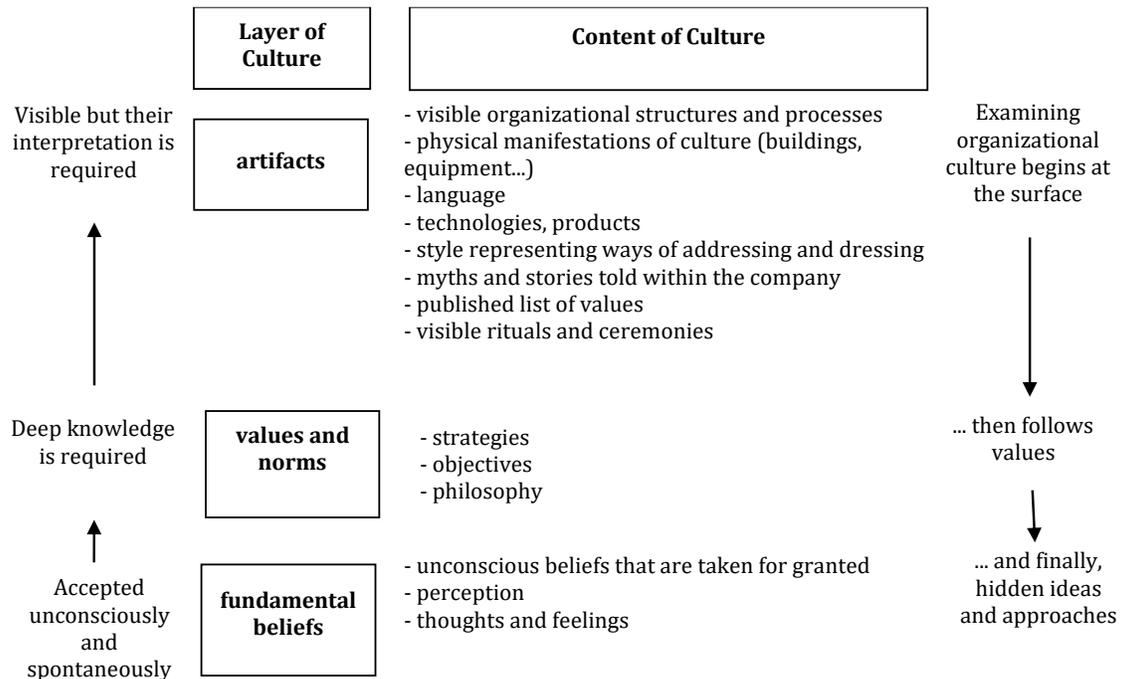


Fig 1. Schein's Model of Organizational Culture

Source: Jančíková, 2005 (Modified)

Another possible perspective on the structure of organizational culture is the "onion diagram" according to Geert Hofstede (see image 2). Hofstede compares the structure of culture to an onion, where each layer represents a layer of culture. Hofstede considers values, what members of the culture consider important, as the core of the culture. These are manifested in rituals, i.e., activities carried out based on social customs (greetings, expressions of respect towards the socially older, or religious ceremonies). The main creators and bearers of values and participants in rituals should be heroes, who are respected personalities in organizations representing a certain ideal model of behavior for the given culture. These can be persons from the present or past, real or imaginary personalities. They are easy to identify. The most easily identifiable manifestations of culture and thus the first layer of culture in G. Hofstede's model are symbols, which represent verbal expressions, gestures, imaginary images, and objects that members of the given culture recognize (such as dressing style, language, or the national flag). Symbols are specific in that they change over time; new ones are created and old ones disappear. Hofstede designated the sum of all the above-mentioned elements of culture as customs and practices, which should be the most visible to observers.

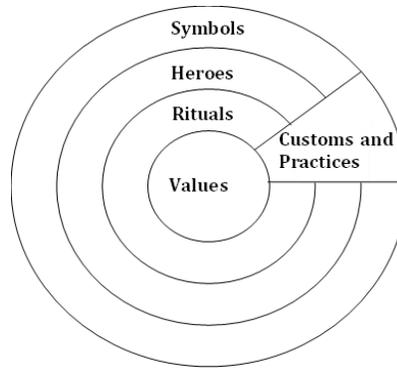


Fig 2. Structure of Culture according to Hofstede

Source: Jančíková, 2013

In the model of Pfeifer and Umlaufová, organizational culture is divided into three elements: concepts, attitudes, and values (see figure 3). Pfeifer and Umlaufová point out that concepts have three sources: rational (acquired information), emotional (acquired impressions), combined (experienced experiences) and three positions: knowledge (two plus two equals four, fewer mistakes mean more profit), belief (democracy is better than dictatorship, customers should not be cheated but satisfied) and faith (God exists, our company will be the best). The authors explain the concept of attitude as a propensity to act in a certain way. They delve into the origin of action, the manifestations of action we can observe, and also point to the impulse, i.e., the stimulus of action. As the third element of organizational culture, Pfeifer and Umlaufová introduce values, which they understand as recognized, desired, and binding ideas that influence human behavior, distinguishing two categories of values: instrumental values, which lead to the fulfillment of a need, satisfaction such as salary, material conditions, realization of an idea, and moral values, which are manifested in feelings of pride or humiliation, such as helping people, saving nature (Pfeifer, Umlaufová, 1993).

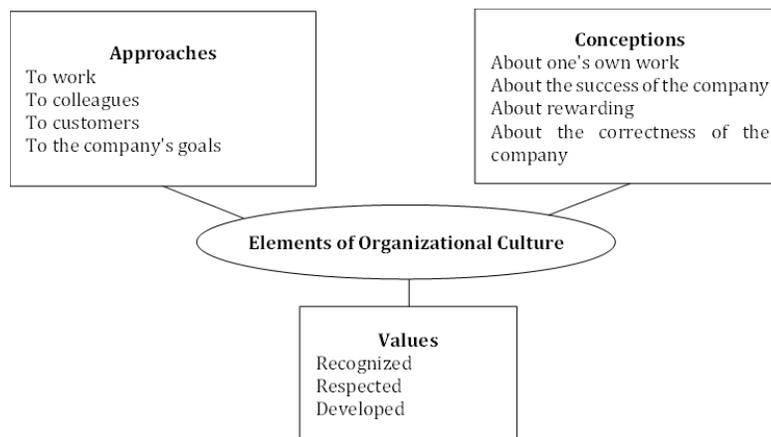


Fig 3. Elements of Organizational Culture

Source: Pfeifer, Umlaufová, 1993

The "Classes of Phenomena of Organizational Culture" model, defined by Hroník, allows understanding what all is part of organizational culture and how it externally manifests or can manifest what is in the "heads of employees" (Hroník, 2007a). See image 4.

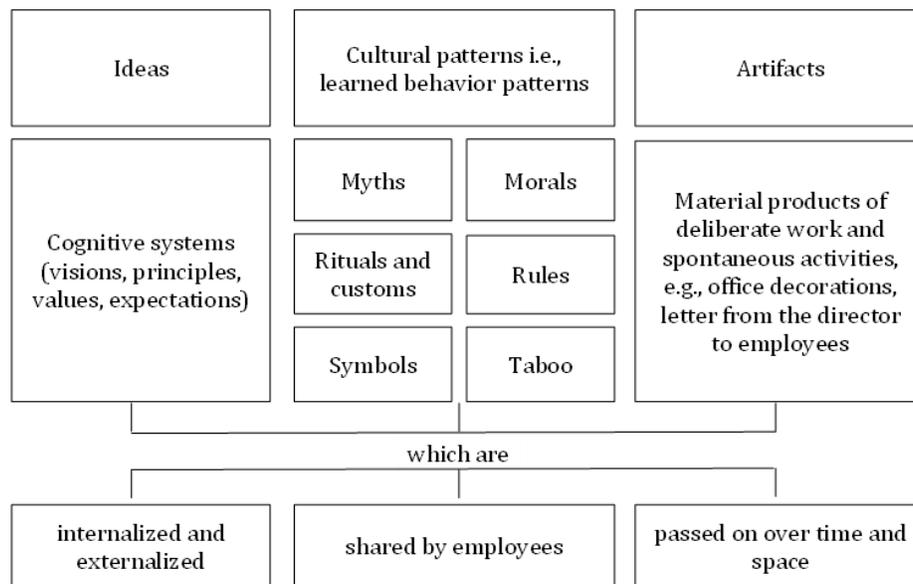


Fig 4. Classes of Phenomena of Organizational Culture

Source: Hroník, 2007a

Hroník also defined four basic cornerstones of organizational culture, or values based on which it is possible to perceive the organizational culture of a company. He characterized individual "stones" as trust, power, uncertainty, and sharing. Trust, or distrust, he perceives as the conceptualization of the organizational and surrounding world in terms of I - YOU and WE - THEY, where definitions of YOU and THEY with negative expectations significantly prevail, trust cannot be assumed. Power in the hands of leading employees is also viewed from two perspectives: Power as privilege and Power as commitment: where "Power as privilege" is most often applied as power over someone and something and creates fear and numerous restrictions. "Power as commitment" is in the form of empowerment, delegation of authority, and includes responsibility and the possibility of feedback, creates a sense of security and free space for self-realization of others. The third stone is uncertainty, which he observes from the perspectives of avoiding uncertainty and accepting uncertainty, where support in avoiding uncertainty are regulations, rules, norms, and customs, while accepting uncertainty is not only about focusing on reactions to uncertainty but mainly about seizing uncertainty as a source of movement and development, i.e., uncertainty as an opportunity, not a complication. Within the last, fourth stone of sharing, F. Hroník did not primarily focus on sharing common visions, values, principles, and long-term goals, so-called "Forward Thinking," but on so-called "Thinking Together," i.e., experiencing and thinking together because, as Hroník states: "where all wisdom comes from above, often significantly lower participation, initiative, and innovation are observed." (Hroník, 2007a).

In the literature, one can also find other models of organizational culture from authors such as J.P. Kotter, J.L. Heskett, W. Hall, D.R. Denison, C. Lunberg, and others. Although individual authors do not perceive the model of organizational culture identically from a managerial practice perspective, the differences in their delineation of the structure of organizational culture are not significant. As Lukášová states, it is important to realize the general conclusion in which the authors agree (Lukášová, 2010):

- Organizational culture should be understood as a multidimensional phenomenon.
- Elements of organizational culture represent the basic structural and functional elements of organizational culture and should be viewed as structured into several planes that are interrelated.
- Artifacts and behavior should be considered as the external, observable level of organizational culture, which is determined by internal and to direct observation less accessible, or completely inaccessible, levels of organizational culture.

Values as the Roots of Organizational Culture

The basic task of both postmodern management and the concept of sustainable development and the "shared value" concept is to align performance with morality. As Branson states: "Ethics is not an important part of business, it is its essence." (Branson, 2009). It is important to ensure that: "achieving performance is not considered more important than adhering to the rules" (General Electric Company, 1993. In: Hroník, 2012b). However, this task can only be fulfilled if the behavior of employees stems from and aligns with their own attitudes, which are in harmony with both their own values and the values of the company, and that these values are "correct". While an individual's value system determines what is significant for him personally, corporate values express what is considered important in the company as a whole. Corporate values, according to authors who deal with the issue of organizational culture, both in the past and presently (Hofstede, 1994; Hall, 1995; Kachaňáková, 2010; Lukášová, 2010; Hroník, 2012b; Muller et al., 2013...), are the core, or roots, of organizational culture. Therefore, formulating key values and communicating them to employees is an important tool for building company culture. The very definition of values in the company was characterized by Jack and Suzy Welch as (Welch, Welch, 2007): "a description of the behavior of the best employees on their best days."

Company values should not just represent some sort of addition, "the cherry on the cake," but should be the roots in the company. As shown in image 5, not only should the company's vision be in agreement with the company's values, but it should also stem from them.

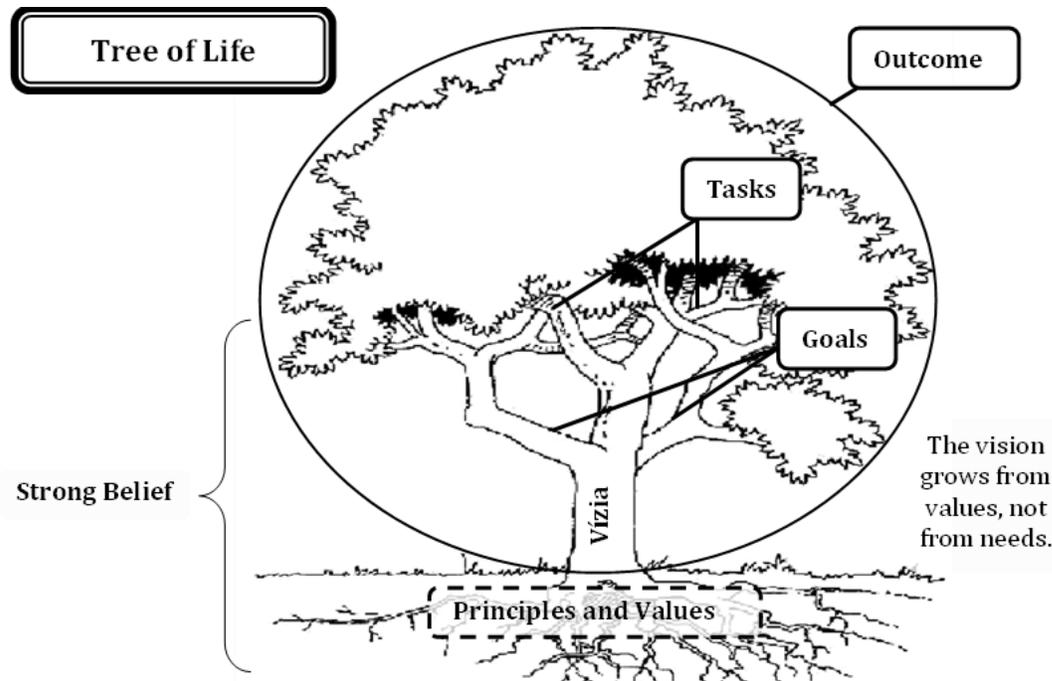


Fig 5. Tree of Life

Source: Hroník, 2012b (Modified)

Values within a company have multiple functions. Hroník defined four basic ones (Hroník, 2012b):

- Adaptation Function - allows for a fixed point during uncertainty.
- Function of Transcending One's Own Existence - allows uncovering the meaning of one's own existence and self-transcendence (what life expects from me).
- Social Integration Function - the same value orientation allows belonging somewhere.
- Social Rationalization Function - a set of values clearly declares what is considered right and desirable in a given society.

Based on the publication by Stephen M.R. Covey - Trust: The One Thing that Changes Everything (Covey, 2008), which develops the key ideas of Stephen R. Covey's 7 Habits of Highly Effective People (Covey, 2013) and shows that trust is a measurable factor that affects performance and the amount of costs incurred. Trust and the speed at which we can create it are the building blocks of functioning in all areas, both professional and private.

Trust is understood as a positive consequence or added value of sharing vision and values. Trust cannot be gained other than on the basis of positive experience, however, if we manage to build it among employees, it is trust that is the fundamental prerequisite for creating engagement (involvement), commitment (credibility acting on the external environment), as well as empowerment (strengthening and involvement of individuals or a group with a common goal). Another positive aspect of trust is that it significantly reduces all transaction costs (not only in financial institutions). As Stephen M.R. Covey states: "Nothing allows things

to be done so quickly and at such a low cost as trust in any situation, under any circumstances." For this reason, we would add one more function to the four functions of values by Hroník, namely:

- Function of Trustworthiness - alignment of words and actions, supports a sense of security (ability to create, develop, provide, and renew trust with all stakeholders).

The stated functions of values clearly declare the importance and need for appropriately and clearly defined values in a company. When defining values in a company, it is necessary to:

- Distinguish between values and interests and bring them into alignment. (Under interests, we understand the interests of all stakeholders of the company).
- Define no more than 5 values (it is necessary to operate within the range of 3 - 5 values, because for employees to remember them and be able to identify and behave according to them, the low number of values is a priority condition. Examples of values: company Coleman - Trust, Division, and Discipline; company Motiv P - Honesty, Beneficiality, Professionalism).
- Ensure that values are motivating, consistent, and logically linked.
- Formulate values clearly, i.e., each value should be supplemented with a specific description of employee behavior. (example (Lukášová, 2010): value - Professionalism - to meet the demands of our customers, to deliver products on time and in the required quality, to follow new knowledge in the field and to continuously develop).
- Ensure that values, attitudes, and competencies are part of one recognized and declared model in the company (example (Hroník, 2012a): value - Discipline; competencies - Individual responsibility, Orientation on innovation and development, Orientation on quality and standards).
- Make values a "daily matter."

As it follows, for the key values of a company to truly fulfill their function (i.e., to determine what will be considered important, right, and desirable in the company, and to lead to the creation of relevant norms of behavior), they should form a consistent system, be formulated simply, understandably, and be specified in behavioral terms (Lukášová, 2010). Declaring key values should not be based only on rational arguments because values are more often a matter of emotions rather than reason, since they are essentially about creating pride, trust, and enthusiasm. To promote them, authors (Kotter, Rathgeber 2008; Kachaňáková, 2010; Lukášová, 2010) recommend using symbols, slogans, and emotional events).

An example of key values that are simultaneously supplemented with the form of desirable employee behavior along with simple symbols is shown in Figure 6.

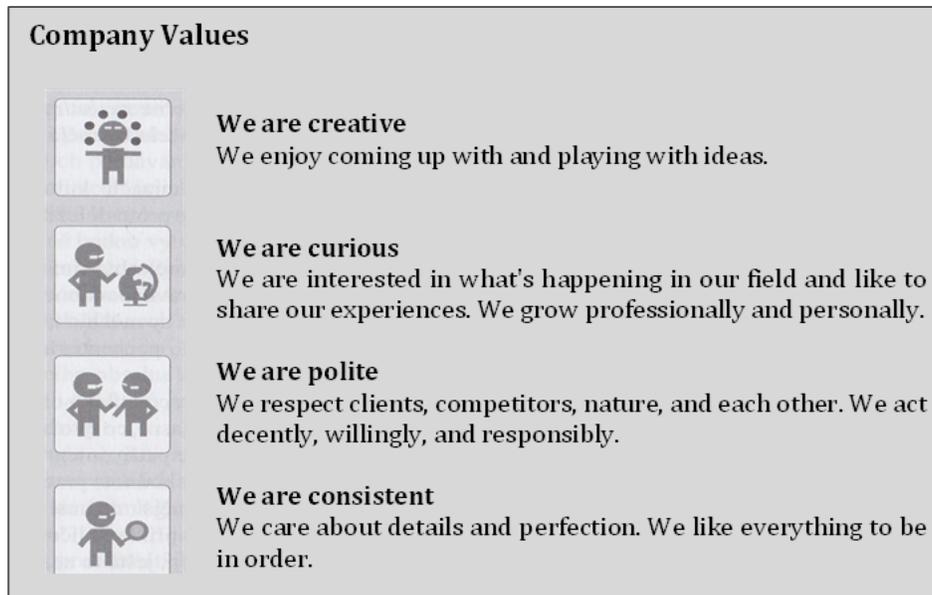


Fig 6. Example of a Company's Set of Key Values

Source: Lukášová, 2010

Attitude as a Determinant of Organizational Culture Expression

Attitude can be defined as (S. Koch, 1959): "a tendency or predisposition of an individual to appraise a certain object or symbol of this object in a certain way. Appraisal involves attributing characteristics that can be placed on a continuum from 'desirable - undesirable' or 'good - bad'" (Nakonečný, 2009). Attitudes are the product of a complex evaluation process in which cognitive (related to opinions and thoughts the person has about the object of attitude), emotional (related to what the person feels towards the object of attitude), and conative or behavioral (concerning tendencies to behave or act in relation to the object of attitude) components of psyche are integrated.

The relationship between attitude and behavior can be expressed as: "attitude determines the manner of behavior, or attitude and behavior are consistent, but only if the situation allows" (Nakonečný, 2009). This implies that if behavior resulting from an individual's attitude could negatively affect them, the individual will change their outward behavior, although the attitude remains unchanged.

On the other hand, behavior also has a significant impact on the formation of attitudes, especially behavior that is tied to performing a certain role. As early as 1956, this influence and the subsequent change in attitudes were confirmed by S. Lieberman. He focused on the change in attitudes of employees - industrial workers, measuring the change in pro-management attitudes. Workers who became assistants to foremen increased their sympathy towards the managerial position, and workers who became warehouse assistants adapted their attitudes to this position, thus developing attitudes corresponding to their new roles. D.G. Myers expressed this dependency graphically in 1993 (see Figure 7) and with the

statement: "The career they chose not only influenced what they did at work but also their attitudes."

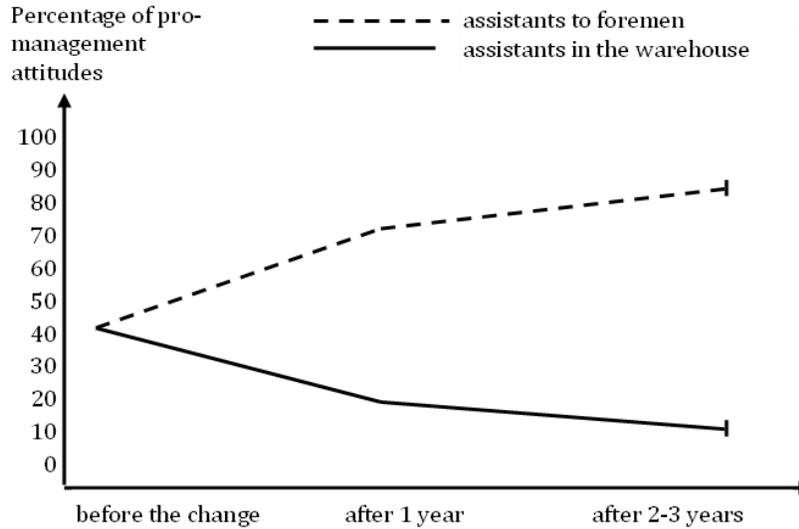


Fig 7. Changes in Attitudes Corresponding to Newly Adopted Roles

Source: D.G. Myers, 1993 (Nakonečný, 2009)

From the above, it follows that employee attitudes can be desirably changed. Hroník summarized the key factors influencing the change in employee attitudes into four groups, see Figure 8, with the source and its credibility being of primary importance in forming an attitude. Most often, it is appropriate to use the "informal authority within the company, or the company's 'hero'."

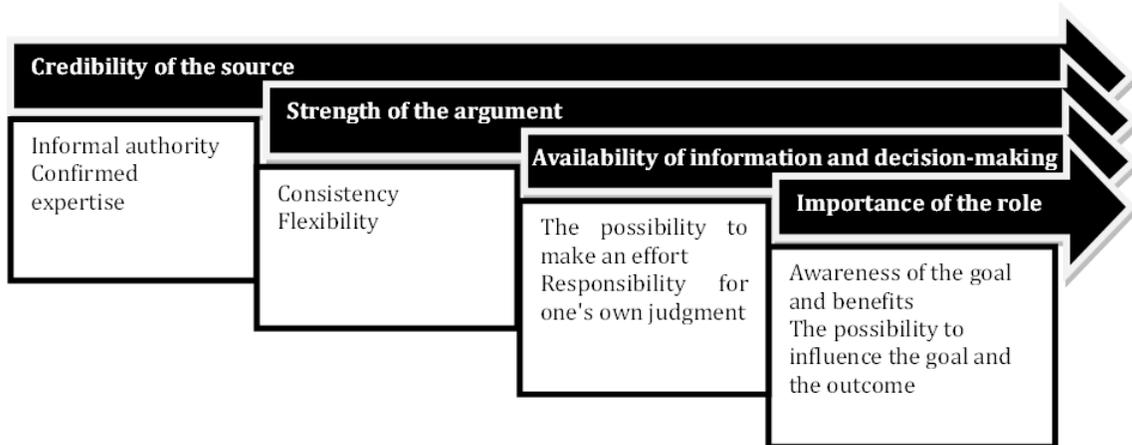


Fig 8. Factors of Attitude Change

Source: Hroník, 2013

Vyrostl and Slamínek state that the very change in attitude can be characterized as a stochastic process, consisting of five steps: attention, understanding, acceptance (conviction), retention, and action. The entire process is depicted in a simple scheme, as shown in Figure 9 (Vyrostl, Slaměník, 2001).

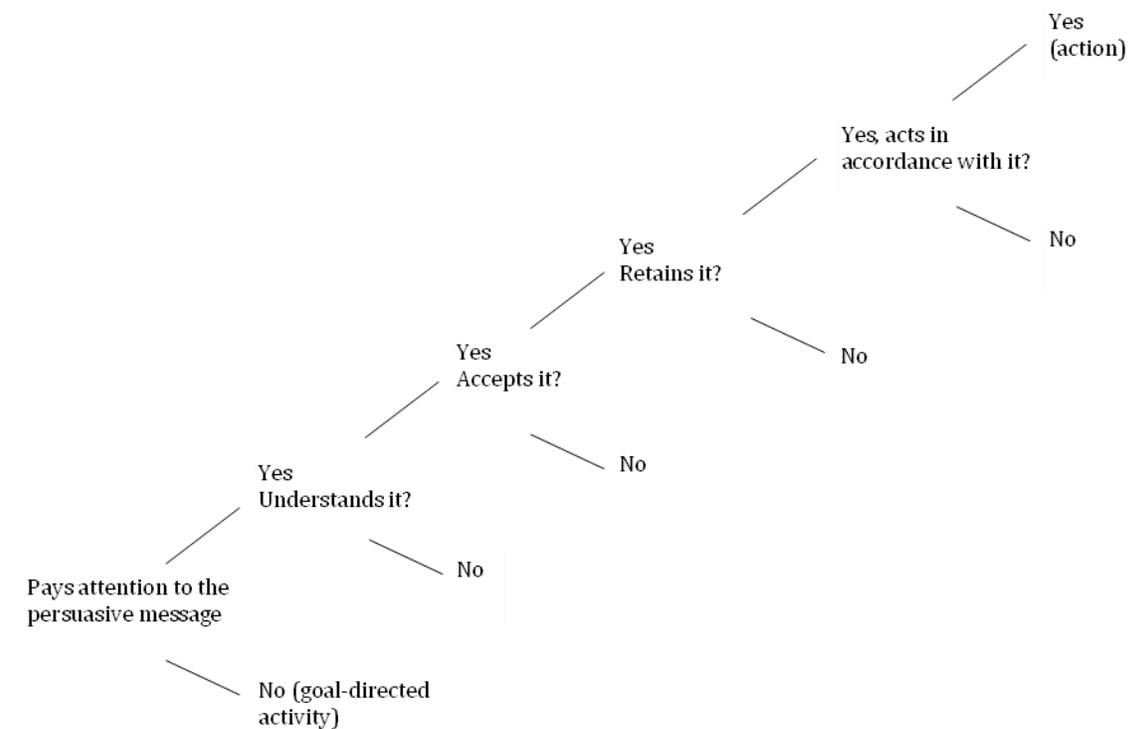


Fig 9. Figure 9 Process of Attitude Change

Source: Vyrostl, Slaměník, 2001

As it follows, when changing attitudes, it is necessary to pay attention to the information provided, then it is necessary for the information to be understood, accepted, and remembered. Also necessary is the decision of the subject to behave and act according to the obtained information. Each of the mentioned steps influences the overall effect of attitude change. However, achieving this change assumes the successful implementation of the entire process.

Means of Organizational Culture

Means of organizational culture manifest the existing culture, meaning they express, confirm, and communicate the cultural essence to each other. An important means of organizational culture are symbols. These are signs that have a complex meaning, which is easily understandable and can have an ideal and material form (Lukášová, Nový, et al., 2004). For organizational culture, symbolic artifacts of material nature (logo, colors, architecture, ...),

verbal symbols (slogans, explanations, stories, ...), symbolic behavior and actions (customs, rituals, ceremonies, ...), status symbols (expressing the social standing of an employee), the reason, and their content can be characterized as follows:

To embody abstract values, companies use a multitude of symbolic artifacts of a material nature. These are the most visible and easiest to understand for ordinary employees and external observers out of all symbols. This includes signs, logos, images, style and formal layout of correspondence, architecture of buildings, interior equipment, organizational colors, promotional items, employee clothing, etc. Like all symbols, material symbols tend to be polysemic and therefore, to mediate a certain content, they must be constructed and used purposefully as a logical system representing specific ideas and their meaning. These symbols must also be aligned with all used symbols of organizational culture and their use must be consistent so that they are understandable to the recipient and can be deciphered. Despite a certain degree of influence, the place and significance of material symbols within organizational culture should not be overestimated. However, they significantly affect the area of corporate identity and the formation of the company's image (Kachaňáková, 2003).

The indispensable condition for declaring and living verbal symbols is language as a natural tool of human communication. Language is also considered a decisive means of conveying norms and values of organizational culture (Kachaňáková, 2010), the degree of formality or informality of relationships, etc. It is an important determinant of mutual understanding, coordination, and integration within the company (Lukášová, Nový, et al., 2004). The malleability of language allows for the creation of various forms of its expression, which, through their synergistic grouping, create the image of culture. Definitions and examples of individual verbal symbols are given in Appendix A.

Symbolic behavior and actions, which often take the form of behavioral norms, customs, rituals, and ceremonies (see Appendix B), have considerable importance for understanding and especially for transmitting organizational culture in space and time. They are established patterns of behavior that are maintained and transmitted within the company. As part of organizational culture, they help to smooth functioning, reduce employee uncertainty, and create a stable and predictable environment (Lukášová, Nový, et al., 2004). The importance of forming and strengthening norms of behavior and ways of acting of employees stems from their direct connection with the creation of key values because, as Lukášová states (Lukášová, 2010): "If the formulation of key values is important for employees to know what is right and desirable, the formulation, creation, and reinforcement of norms of behavior is key for employees to actually behave that way."

Status symbols express the social standing of an employee and, in their nature, they are classified within the classification of symbols rather somewhere between symbolic action and symbolic artifacts of a material nature. Status symbols in advance reveal who the person is dealing with (thereby determining the corresponding way of acting and removing or mitigating potential misunderstandings and conflicts), support employees' identification with the company, satisfy their motives for self-realization, recognition, and admiration. The category of status symbols can include traditional designations of certain job functions, e.g.,

president, inspector, various titles awarded as a token of appreciation for an employee's work, e.g., the best employee of the company, or material means corresponding to individual, especially higher functions, e.g., the size, location, and equipment of an office with furniture, art objects, plants, assignment of a secretary, company car, mobile phone, club memberships, business cards, etc. (Kachaňáková, 2010).

Means of organizational culture can be viewed from several perspectives (Lukášová, Nový, et al., 2004):

- as basic structural and functional elements of organizational culture, through which it is possible to describe and explain the given phenomenon,
- as indicators of the content of organizational culture, usable in observation, empirical research, and in diagnosing the content of organizational culture,
- as a tool for transmitting and forming organizational culture.

All three perspectives are mutually complementary.

The Impact of Organizational Culture on Company Performance and Change

Organizational culture itself is among the so-called soft areas that are relatively difficult to measure, and therefore, it is often considered by company management as an add-on activity and is pushed into the background in times of crisis or in problematic periods of the company. However, the appropriate organizational culture has a direct impact on performance and financial success of the company. All studies from the past (from the 1980s) to the present share the common idea that organizational culture is attributed key importance in influencing performance. What the organizational culture is, that is, its strength and content, depends on the specific company and the conditions in which it is located. Authors dealing with the issue of organizational culture generally believe that the appropriate organizational culture contributes to the long-term maintenance of company performance and is a source of competitive advantage. This is clearly demonstrated by the functions of organizational culture on which authors agree quite significantly both in the past and in the present, that organizational culture reduces conflicts, ensures continuity, mediates and simplifies coordination and control, reduces employee uncertainty, affects their job satisfaction and emotional well-being, can be a significant source of motivation, and is a competitive advantage (Lukášová, 2010). A survey concluded by Armstrong Competence Consulting in 2009 showed that up to one-fifth of employee performance can be explained by differences in organizational culture (the survey is described in detail in section 1.2.2). Given the above, there can be no doubt about the importance and impact of organizational culture on performance.

As we will demonstrate in section 1.2.3, this fact is also confirmed by the renowned author J. P. Kotter (Kotter, 2000). The need for companies to focus on organizational culture is directly linked to change within the company, which, in connection with the fact stated by Peter F. Drucker that "the only constant in the future is change," means that any change to be introduced and accepted in the company must be supported by organizational culture. From this, the need for companies to focus on culture in relation to performance and the sustainability of the company is clear.

Content and Strength of Organizational Culture in Relation to Performance

The two main parameters of organizational culture are the content and strength of the culture. The content of organizational culture includes basic assumptions, values, behavioral norms, attitudes, and artifacts. The strength of organizational culture refers to the extent to which the content of the culture is embraced within the company. Both parameters significantly affect the entire functioning of the company and also impact its performance, see Figure 10 (Jančíková, 2005).

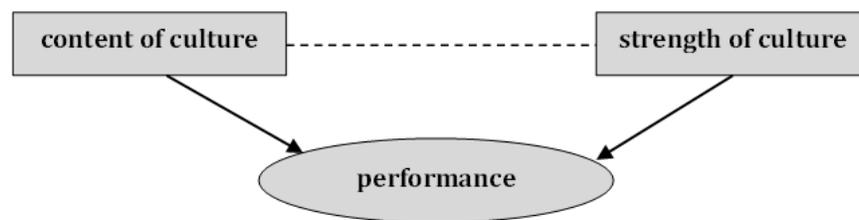


Fig 10. The Impact of Organizational Culture on Functioning and Performance of the Company

Source: Lukášová, Nový, et al., 2004

The content and strength of organizational culture are influenced by a number of sources. The most commonly emphasized sources of organizational culture are the influence of the environment, the influence of the founder or dominant leader, the owner and managers, the influence of the size and length of the company's existence, the influence of utilized technologies, the influence of organizational structure, management systems, and others (Lukášová, Nový, et al., 2004).

The strength of organizational culture is often defined, for example, by cohesion, homogeneity, stability, and intensity of values, or by the degree of value infiltration.

Thus, it can be stated that the strength of organizational culture represents the degree to which the content of the culture is accepted among members, i.e., to what extent they acknowledge basic beliefs, values, and behaviors. In relation to the strength of organizational culture, companies with strong or weak cultures can be distinguished. A strong organizational culture is one where basic beliefs and values are widely accepted across the entire company. Conversely, a weak culture is characterized by the content of organizational culture not being widely accepted by members, and members' behavior is mainly influenced

by their own values and beliefs (Jančíková, 2006). The advantages and disadvantages of a strong organizational culture are listed in Table 1.

Table 1. Advantages and Disadvantages of a Strong Organizational Culture

Advantages of a Strong Organizational Culture	Disadvantages of a Strong Organizational Culture
Creates consistency in the perception and thinking of employees, thus conflicts within the company are reduced, as there is agreement on what is considered important, i.e., situations are perceived in a similar way.	Fixes the company to past experiences, leading to closed-mindedness and ignoring signals from the external environment.
Greater effort to achieve consensus.	Forces excessive conformity.
Directs people's behavior, since members of the given culture acknowledge the same values, thus they are heading in the same direction.	Prevents thinking in alternatives.
Creates a sense of belonging and cohesion, leading to employees being loyal to the company and having a positive attitude towards collaboration.	Causes resistance to change, which can lead to an excessive clinging to accustomed ways of behavior and problem-solving.

Source: Lukášová, Nový, et al., 2004 (modified)

Hroník expanded the view of the strength of culture by combining, respectively, the influence of depth/shalowness on the strength/weakness of culture. While he characterizes shallow culture as the perception of the world in and out of the company in simple polarities of good and evil, promoting individualism, conformism, and also fanaticism, thus lower stages of moral development. Deep organizational culture is described as an environment where it is not possible to establish simple rules of good and evil for their differentiation, ethics and morals are deeply thought out, and ethical codes are not just on paper (Hroník, 2007a). When creating axes of strength and depth, a matrix of influence is formed, see Table 2. Currently, as Hroník states, there is an increasing application of the culture of individual responsibility (deep and weak culture), because the current generation is less sentimental and leans more towards individualism.

Table 2. Depth and Strength of Organizational Culture

Strong, Autonomous			
Weak, Heteronomous	<ul style="list-style-type: none"> - everyone is the same, - emphasis on loyalty, - pursuit of perfection, - US without ME vs. THEM (internal enemy), - fanaticism and conformity, - sensitivity to any display of difference. 	<ul style="list-style-type: none"> - US and ME, sharing organizational and individual vision, distinction from THEM (positive delineation). - Emphasizes the synergistic effect and the ethics of common good. Leadership plays a significant role. 	Deep, Heterogeneous
	<ul style="list-style-type: none"> - ME without US. - Individualistic, transactional culture, which assumes work in the interest of the company only if it corresponds to individual interests, i.e., quid pro quo. 	<ul style="list-style-type: none"> - ME without US. - Individualistic, transactional culture, which assumes work in the interest of the company only if it corresponds to individual interests, i.e., quid pro quo. 	
Shallow, Homogeneous			

Source: Hroník 2007a

The content of organizational culture forms the basic beliefs, values, and norms of behavior accepted within the company. The content of culture has a dual effect on company performance (Lukášová, 2010):

- It activates or deactivates employees, depending on the specific values and norms of behavior it includes.
- It directs employees to fulfill these values and goals that are inherent to the culture of that content.

The content of culture is therefore manifested in behavioral expressions and artifacts. While authors like Gordon, DiTomaso, Saffold tried to define specific values of the company in relation to performance and success of the company, now authors like Armstrong, Kotter, Elashmawi, Heskett, Pfeifer, Umlaurová, Čambál, Hofstede, Hroník, Kachaňáková, Lukášová, Nový and others agree that for high performance of the company, it is necessary for the content of organizational culture to be in harmony with the external environment, industry conditions, and company strategy, that is to fit into the context. The greater the agreement between the organizational culture and the context of the company, the better results the company will be able to achieve. This idea is also confirmed by Elashmawi, who states that for the success of the company, it is necessary to have created such an organizational culture that supports performance and is capable of implementing changes so as to correspond to the ever-changing environment of global markets (Jančíková, 2006).

From the above, it follows that if the content of culture is suitable (positive, desirable), it means that it supports the performance of the company, then also a strong organizational culture significantly aids the performance of the company.

Results of Empirical Research Focused on the Impact of Organizational Culture on Company Performance

There are many different studies and research focused on the relationship between organizational culture and company performance. All studies share the idea that there is a certain connection between organizational culture and performance and that the culture of the company plays a key role in achieving high performance. The beginnings of research focused on demonstrating the influence of relationships between organizational culture and performance and the attempt to find an answer to the question of what is the characteristic of the right organizational culture that supports company performance, date back to the early 1980s. Authors such as Peters and Waterman dealt with this issue at the time, focusing on the research of economically successful companies, looking for common features that, according to their assumption, could determine the success of these companies. The material they relied on was predominantly case and anecdotal in nature, and none of the authors of that period studied companies that performed poorly or failed completely. A number of companies that were then labeled as excellent were unsuccessful in later years, and a lot of knowledge and recommendations promising a path to success were questioned. Despite the fact that the method of conducting the first research on this topic was criticized, the idea that

organizational culture significantly determines the success of a company was accepted during the 1980s, and gradually works by authors who tried to address the relationship between culture and company performance in a systematic way began to appear (Lukášová, Nový, et al., 2004).

The influence of the appropriate organizational culture on performance and financial success of the company was also confirmed by a study conducted by Armstrong Competence Consulting in collaboration with the Competence Research Institute, which collected data in Slovakia, the Czech Republic, and other foreign countries over the past 15 years. Unlike many other studies, this one did not focus on mapping the status at one point in time but on verifying the validity of hypotheses over a long period. The survey showed that up to one-fifth, i.e., 20% of employee performance is explainable by differences in organizational culture. The key findings are shown in Figure 11.

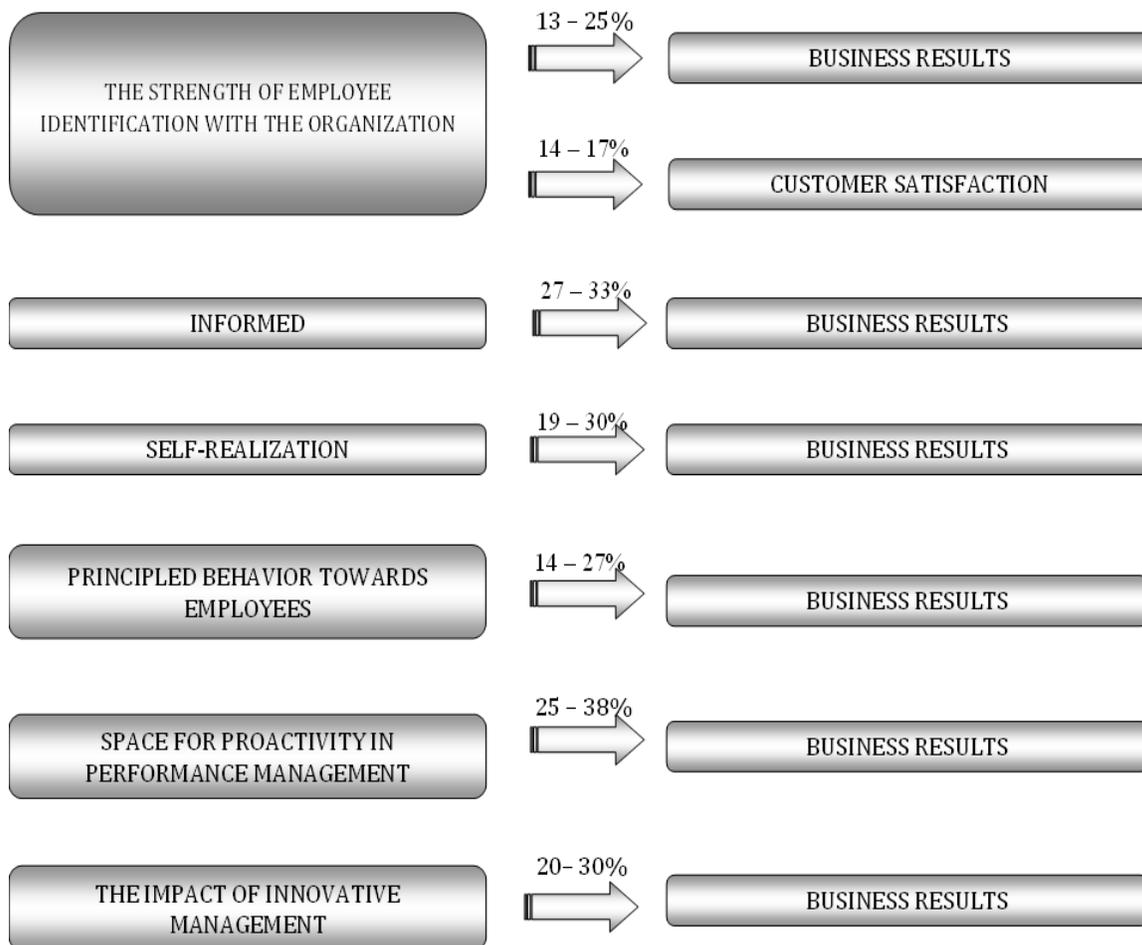


Fig 11. Relationship between Organizational Culture and Performance and Their Connection to Business Results

Source: Uriga, Obdržálek, 2009

The timing effects that emerged from the survey (Uruga, Obdržálek, 2009) were also interesting:

- The impact of positive characteristics of organizational culture on business results is immediate (the strongest relationship is with data measured at the same time, or positive traits of organizational culture precede business success by a quarter).
- It is not true that successful business results fundamentally precede positive shifts in the perceived organizational culture. This means that the measured relationships are an effect of culture and not, for example, a financial reward for success, as a result of which employees would perceive the organizational climate more positively.
- An increase in identification or an improvement in the characteristics of management style is typically reflected in customer satisfaction after 12 months, and in some cases even 18 months. The effect on customer satisfaction, manifested by their awareness of a change in employee behavior, is therefore delayed and assumes the long-term quality operation of the provider of products or services. Despite this, however, the "buying behavior" of the same customers reacts faster (so it is probably an unconscious effect).

Given that there have been quite a few empirical research studies focused on the impact of organizational culture on performance, Table 3 lists several other studies, where we mainly focused on the cultural factors that were found or examined, the size of the sample studied, and the result of the research, which individual authors point to the connection between organizational culture and company performance.

Table 3. Table 3 Research on the Impact of Organizational Culture on Performance

<i>Authors</i>	Identified or explored cultural factors (dimensions)	<i>Sample</i>	Evidence of the connection between organizational culture and performance
Rousseau (1990)	Team-oriented norms and satisfaction, Certainty-oriented norms	263 paid employees in 32 American companies	A low emphasis on certainty-related norms is associated with high company performance.
Calori a Samin (1991)	Work-related values, managerial practices, and the strength of culture	280 managers and employees in 5 French companies	Certain values and associated managerial practices are connected with company growth. The strength of culture is positively associated with high company growth. Certain values and managerial practices are connected with profitability.
Gordon a DiTomaso (1992)	Strength of culture Adaptability Stability	850 managers from 11 American insurance companies	Based on the strength of culture and its adaptability, short-term performance can be predicted.

Kotter a Haskett (1992)	Suitability of organizational culture and strategy, adaptability	600 top managers from 207 American companies	There is a positive relationship between the strength of culture and long-term company performance.
Marcoulides a Heck (1993)	Organizational structures, organizational values, task organization, corporate climate, employee attitudes	292 employees from 26 American companies	All mentioned dimensions have a direct or indirect impact on company performance.
Petty, a kol. (1995)	Teamwork, mutual trust, performance improvement, achieving common goals, company operation	832 employees from 12 American companies	Teamwork is associated with high company performance.
Kosne (1996)	Process orientation versus result orientation, employee orientation vs. job orientation, professionalism versus provincialism, open vs. closed culture, strict vs. loose leadership, practicality vs. normativity	1228 employees from 50 Dutch supermarkets of one chain	Employee orientation and openness of culture influence performance both directly and indirectly through influencing organizational climate, communication, and task communication.
Abraham, Fisher, Crawford (1997).	Managerial practices System support Motivation and rewards Communication and behavior	14 Australian companies, 330 respondents	For a cultural shift towards quality to be effective, management must fully embrace the promotion of quality and address all aspects of company operations. Over time, the change will manifest not only in the behavior of employees and management but also in organizational values and core beliefs, which will then consistently direct the company towards achieving high quality (Jančíková, 2006).
Cameron a jeho spolupracovníci (1999-2000)	Quality culture without emphasis, error detection culture, error prevention culture, creative quality culture	91 companies, 935 respondents	The more developed the type of quality culture present in the company, the better the financial results, customer satisfaction, and lower levels of product defects. Achieving a creative quality culture in the company is not a short-term process but requires long-term targeted effort from everyone in the company, with significant support from top management (Jančíková, 2006).
Corbett a Rastricková (2000)	Passive managerial style (people-oriented culture), aggressive	21 New Zealand manufacturing companies, 63 respondents	A constructive managerial style (thus, a culture focused on satisfaction) seems most suitable for achieving a high level of performance and product quality.

	managerial style (task-oriented culture), constructive managerial style (satisfaction-oriented culture)		
Dellany, Hauser (2000)	Which types of organizational culture are associated with achieving high scores for the American quality award. A questionnaire based on the Competing Values Model was used.	Members of the American Society for Quality provided 219 responses	A higher number of points is associated with group and adhocratic cultures, The group culture is oriented towards flexibility and change and therefore will support the change that the implementation of a quality management system brings, The adhocratic culture is most advantageous for implementing a quality strategy, which is considered by current authors to lead to high performance and competitiveness (Jančíková, 2006)
Daniel R. Denison (from 1997 to 2001)	Dealing with organizational culture in relation to company performance and efficiency	160 companies	Four factors of organizational culture were defined that have a direct connection with the performance and efficiency of the company and determine it. These factors are called consistency, mission, involvement, and adaptability. (the questionnaire and model are available at: http://www.denisonconsulting.com/sites/default/files/documents/resources/denison-2006-validity_0.pdf) (Denison, 2006)
Nahm, Vonderambee and Koufferpa (2004)	Customer-oriented culture examined based on Schein's organizational culture framework	224 American manufacturing companies, 224 respondents	For performance, it is essential for the organizational culture to be customer-oriented. Customer orientation leads to beliefs that are more cohesive and integrating. Based on the desires to continuously satisfy customers, a system of values and core beliefs is created within the culture that leads to striving to achieve goals, satisfy customers, and even exceed their expectations. This system leads to an effort to integrate all the resources of the company, whether employees, suppliers, or equipment. To survive in highly competitive markets, managers should therefore focus on creating and maintaining an organizational culture that leads them to satisfy customer desires and expectations.
Lee a Yu (2004).	Strength of organizational culture and adaptability	10 Singaporean companies, a total of 70 respondents	Belonging to a particular industry sector has a significant impact on the content of organizational culture. It has been demonstrated that organizational culture evolves in accordance with the conditions and dynamics of the sectors. The ability to adapt to the external environment is an important prerequisite for company

			performance. A strong organizational culture is beneficial for company performance only if the content of the organizational culture includes features such as adaptability and the ability to learn.
Armstrong Competence Consulting v spoluprácu s Competence Research Institute (zber dát od roku 1994 do roku 2009)	Identification of the most significant organizational culture factors linked to performance and business results in companies	90,000 respondents in over 100 companies from eight European countries and subsequently in companies operating in Slovakia and the Czech Republic with 20,000 respondents	The variables monitored in employee surveys have explanatory power in terms of performance expressed either by business results or customer satisfaction ranging from 13 to 27 percent. On average, one-fifth (20%) of employee performance can be explained by differences in organizational culture (if measured through the applied style of management and the conditions created for employees to identify with the company) (Uruga, Obdržálek, 2009).

Source: Wilderom et al., 2000 (Modified)

The Impact of Organizational Culture on the Process of Change in a Company

Several authors have pointed out the significant impact of organizational culture in leading the process of change in a company, but from our point of view, we most closely identify with the author J. P. Kotter, who has been dealing with organizational culture and change in companies for more than thirty years, with his article "Leading Change," published in March 1995 in the Harvard Business Review, being pivotal. J. P. Kotter has defined a globally recognized eight-step process for implementing change, as shown in Figure 12.

Based on many years of research and practical experience, J. P. Kotter has pointed out that people often try to change companies only by using steps 5, 6, and 7, or they go through all the steps without actually completing any of them, or they fail to maintain the results of the previous phase, or the coalition collapses. The fact is that skipping any of the "unfreezing steps" (1 to 4) rarely allows for building a sufficiently solid base from which to proceed, and on the other hand, without completing the process as described in the eighth step, companies never reach the "finish line" and fail to maintain the changed state (Kotter, 2008).

The aforementioned eight-step process is not only a process of change that concludes with step 8: "Anchoring new approaches to change in organizational culture," but it is also permanently influenced by elements of organizational culture throughout all the steps, from the most basic and simplest external expressions of artifacts through behavior and actions to the inner attitudes and approaches and up to the core, which are the values of both the heroes of the company and change, as well as the rank-and-file employees of the company, who eventually become the bearers of change.

J. P. Kotter and H. Rathgeber aptly described the eight-step process in the form of a simple fable about penguins in the book *Our Iceberg Is Melting* (Kotter, Rathgeber, 2008).

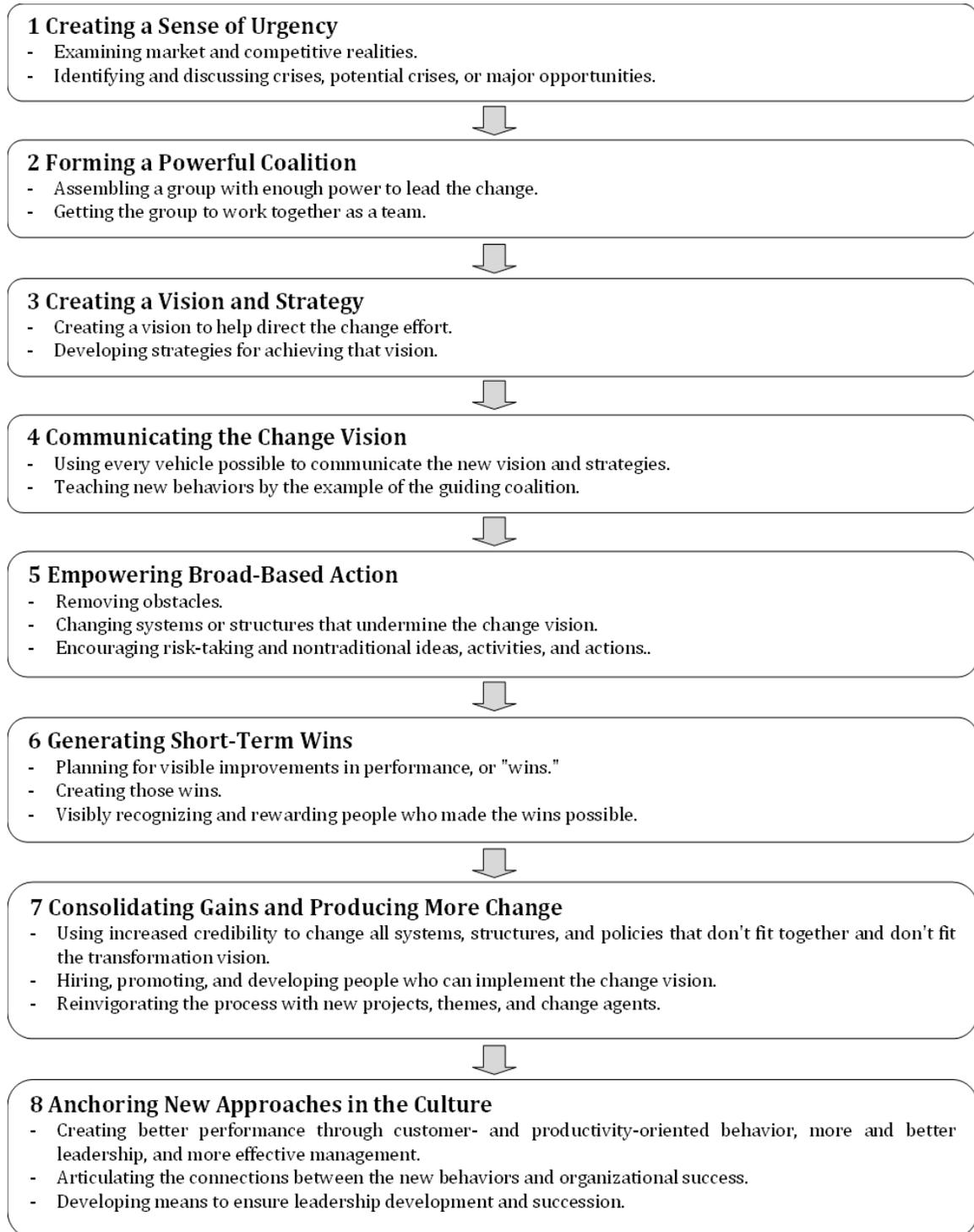


Fig 12. Eight Steps in the Process of Implementing Major Changes

Source: Kotter, 2008

Creating an Appropriate Organizational Culture

The justification of organizational culture and its impact on performance, profitability, and sustainability of a company has been consistently confirmed since the 1980s by globally recognized authors such as Hofstede, 1991; Deal, Kennedy, 1982; Kotter, Heskett, 1992; Pfeifer, Umlaufová, 1993; Denison, 1990, 2006; Buckingham, Coffman, 1999; Lencioni 2002; Kachaňáková, 2003, 2010; Lukášová, Nový, 2004; Hofstede, Hofstede, 2007; Kotter, Rathgeber, 2008; Lukášová, 2010; Cagáňová 2011; Čambál, 2012; Vaňová 2012; Hroník, 2013 and many others. This shows that it is essential for companies to focus on creating or supporting an appropriate, desirable, supportive, or positive organizational culture because it has been proven that a suitable organizational culture positively supports the company in the context of its sustainable development concept, and it has also been proven that an unsuitable organizational culture hinders its progress.

For this reason, it is of primary importance for managers or company leadership to determine which culture is most suitable for the company and then to be able to achieve the "popularization" of this appropriate culture in the company to such an extent that employees do not have to adapt their behavioral values to the values of the culture in the company, but that there is a harmony between these values. This state of harmony between the values of the company and the values of the employees can be considered the ideal state, where the organizational culture itself is considered a competitive advantage. To determine which culture is suitable for the company, it is necessary to comprehensively analyze the current state of the company's culture and only then proceed further based on the results of the analysis (Stachová, 2013 d).

Impetus for the analysis of organizational culture can be, on one hand, the very realization of the legitimacy of organizational culture by the leadership within the framework of achieving sustainable development of the company. It can also be prompted by factors such as: the ingrained culture no longer corresponds with the changed environmental conditions, there is a discrepancy between the ingrained organizational culture and the strategically necessary culture (e.g., when changing vision, mission, goals, strategy), the company is transitioning from one developmental stage to another, there is a radical change in the size of the company, a significant change in the nature of the business occurs, there is a change in the company's market position, a merger or acquisition of the company takes place, and changes are made not only because of changing technology and business environment but also because change is expected from them (Deal, Kennedy, 1988; Williams, Dobson, Walters, 1993; Pfeifer, Umlaufová, 1993; Šigut, 2004; Lukášová, 2010; Kachaňáková, 2011).

The process of creating an appropriate organizational culture, which generally represents the sequence of individual steps, can be expressed through various schematic models. One of the first was Lewin's so-called three-stage model of organizational culture change (1947), later elaborated by E. Schein in 1999. Also clear is the nine-step model of Lukášová and Nový from

2004, as well as the six-step process of Sackmann from 2002, and also the D-V-Z methodology, which was defined by Pfeifer and Umlaufová in 1993 for the purpose of creating an appropriate organizational culture. In the literature, it is possible to find several different step-by-step procedures, methodologies, and schemes for creating an appropriate or desirable organizational culture, but although they differ in scope, height, width, and depth, it is possible to point out certain parallels in the three planes of the process of creating an appropriate organizational culture, namely:

- The plane of knowledge,
- The plane of direction,
- The plane of implementation or anchoring.

In the context of creating, changing, directing, or adapting organizational culture to a suitable state that supports the sustainable development of a company, contemporary authors addressing this issue have pointed out tools for creating appropriate organizational culture. These are primarily authors such as Hroník, 2013; Kachaňáková, Stasiak-Betlejewska, 2013; Lukášová, 2010; Kotter, Rathgeber, 2008; Covey, 2013; Čambál, 2002; Welch, Welch, 2007; Armstrong, 2009; Koubek, 2010; Muller, et al., 2013 and others. Lukášová specifically characterized two tools (Lukášová, 2010):

- Elements of culture as a tool for creating change in organizational culture,
- Functions of human resource management as a tool for creating change in organizational culture.

We will focus on these tools in the following subsections.

Elements of Culture as a Tool for Creating Change in Organizational Culture

Hroník, currently one of the most respected experts in the field of human resource management and organizational culture, pointed out the connection between the elements of organizational culture (values, means, and behavior) in relation to its change to an appropriate organizational culture supporting sustainable development of companies. This was at his lecture "Values" in Bratislava in April 2012, where he characterized the model of organizational culture from the perspective of the hierarchy of change. Within his understanding, values are at the core of change, whose influence is on the one hand the most difficult but also the most effective in terms of time. Values then have the most significant influence on employees' attitudes, which subsequently manifest in their behavior. This assertion stems from the basic characteristic of values, which defines values as relatively stable personal presuppositions that lie at the very foundation of attitudes. The path of changing organizational culture can be successful only if the company manages to influence employees' values desirably. However, to reach the values, we must primarily focus on behavior and subsequently on attitudes. If we manage to influence attitudes and then values desirably, the change is "permanent" or long-term. This assertion also follows from Figure 13. The characteristics and possibilities of influencing values, attitudes, and behavior are listed in others subsections.

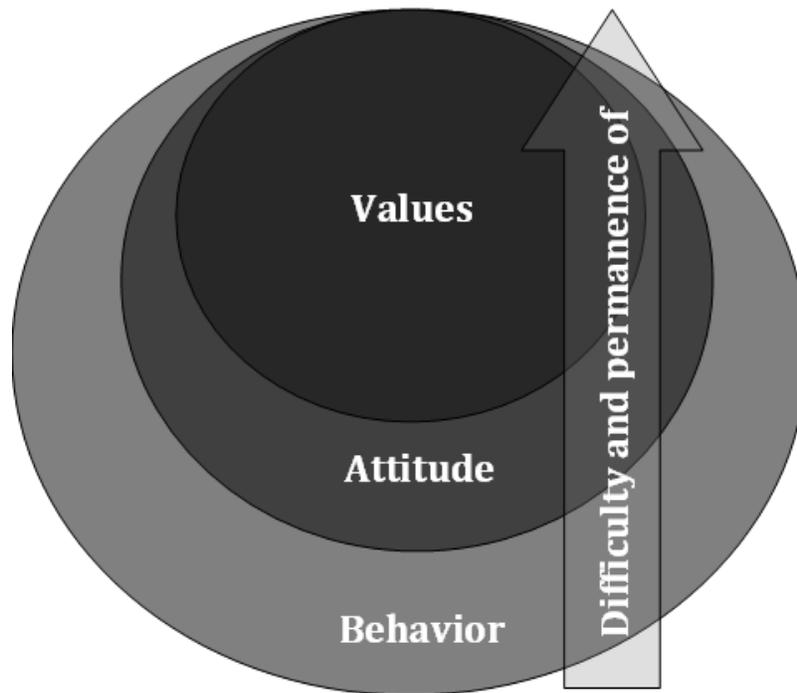


Fig 13. Hierarchy of Change

Source: Hroník, 2012b

Functions of Human Resource Management as a Tool for Creating Change in Organizational Culture

The need to interlink personnel functions and organizational culture was also highlighted by Kachaňáková, A. in her 2003 and 2010 publications "Corporate Culture" and "Organizational Culture." She stated that "The foundation of every organizational culture is adequate work potential. This refers not only to a sufficient number of staff in a suitable structure but also to their talent, knowledge, and abilities. The quality of personnel, their strategically supported approaches, attitudes, activities, ways of acting and behavior, are prerequisites for creating and developing strengths and competitive advantages of a company." This highlights the bidirectional relationship between organizational culture and human resource management. Organizational culture affects all formalized activities (functions) of human resource management and through them influences employees to behave desirably and responsibly, thus in accordance with the promoted culture of the company supporting its sustainable development. This relationship, as Kachaňáková A. indicates, is related to the fact that their primary role is essentially the same: to create conditions for the so-called positive behavior of employees in line with the strategic intentions and goals of the company. This statement is illustrated in figure 14.

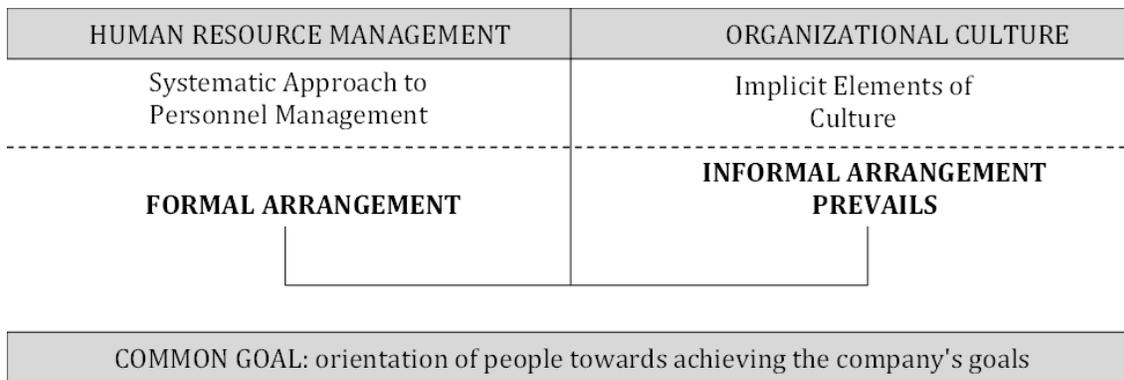


Fig 14. Relationship between organizational culture and human resource management

Source: Kachaňáková, 2010

The need to connect personnel functions with organizational culture was also pointed out by Kachaňáková, A. in her publications *Corporate Culture and Organizational Culture*, where she stated: "The basis of every organizational culture is an adequate workforce. This means not only an adequate number of staff in a suitable structure, but also their talent, knowledge, and abilities. The quality of the personnel, their strategically supported approaches, attitudes, activities, methods of action and behavior, are the prerequisites for the creation and development of strengths and competitive advantages of the company." This indicates a bilateral relationship between organizational culture and human resource management. Organizational culture affects all formalized activities (functions) of human resource management and through them on employees, to behave desirably, responsibly, and thus in accordance with the culture promoted by the company supporting its sustainable development. This relationship, as stated by Kachaňáková A., is related to the fact that their primary role is essentially the same: to create conditions for the so-called positive behavior of employees in terms of strategic intentions and objectives of the company. This assertion is illustrated in Figure 14.

Summary

If we summarize the current concept of organizational culture, we can conclude that although there is no consensus among authors in defining the term organizational culture and in determining the structure of organizational culture (Deal, Kennedy, 1982; Kilmann, Saxton, et al., 1985; Trice, Beyer, 1993; Schein, 1992; Alvesson, 1993; Hall, 1995; Brown, 1995; Cameron, Quinn, 1999; Kachaňáková, 2010; Lukášová 2010 ...), they collectively agree that (Lukášová, 2010):

- Organizational culture is a significant subsystem of the company, a determinant of the company's efficiency and the quality of work life of its members.
- Organizational culture does not have an objective form of existence. It exists in the form of fundamental beliefs, values, norms, and patterns of behavior shared by

- individuals within the company. Externally, it is manifested through behavior and artifacts.
- Organizational culture - although it exists only through individuals - is a group phenomenon that has a supra-individual nature.
 - Organizational culture is the result of a learning process carried out in the context of solving external adaptation and internal integration problems. It is the accumulated experience of the company, passed on in the process of socialization.
 - As the accumulated experience of the company, passed on to individuals in the process of socialization, organizational culture is relatively stable. However, as a product of a dynamic tendency, arising from the continuous encounter of environmental demands and internal possibilities of the company, it always contains a certain potential for change.

In light of these facts, organizational culture can be understood as a management component of the company that unifies the various management levels and leads to the acceptance and support of organizational goals and methods of their achievement by all employees. Every entity, made up of individuals and social groups, is governed by a complex cultural system that contributes to the internal harmony of this entity (Kachaňáková, 2003).

The existing culture in the company is externally manifested by external elements of culture, which are means, including symbolic artifacts of material nature, verbal symbols, symbolic behavior and action, and also status symbols. It is possible to influence them relatively easily, mainly through direct measures. It is significantly more difficult to influence the internal elements of culture, which are values, attitudes, beliefs. Direct measures are not enough to achieve their internal acceptance by employees; it is necessary to influence employees more deeply through indirect tools. The direct superior of the employee, who should be in the position of an instructor for the change of organizational culture, and the system of individual human resource management functions, through which it is possible not only to spread the suitable culture but also to enforce it, play an important role in this influence.

When a company decides to focus on organizational culture and its positive setting supporting sustainable development of the company in line with the vision and objectives of the company, it is advisable to follow a series of steps, within which three levels necessary in the process of creating a suitable organizational culture should be fulfilled (Lewin, 1947; Schein 1999; Lukášová, Nový, et al., 2004; Sackmann, 2002; Pfeifer, Umlaufová, 1993 ...). These are the levels of knowledge, orientation, and the level of implementation or anchoring of a suitable organizational culture.

In achieving the desired state of change in organizational culture supporting sustainable development of the company, authors such as Lukášová, Nový, et al., 2004; Hroník, 2013; Kachaňáková, 2010; Kotter, Rathgeber, 2008; Covey, 2013; Čambál, 2007; Welch, Welch, 2007; Armstrong, 2009; Koubek, 2010, state that there are several factors that have a significant impact on the success or failure of the entire process of creating a suitable organizational culture and also several tools that should be used to facilitate the introduction of organizational culture. Selected human resource management functions are declared by

the authors as significant factors and also as important tools for achieving the goal of the culture change process. Proper setting, ensuring, and content of individual human resource management functions are often key in the third phase of the change process, which is why we consider it necessary to focus on them individually and their specific impact on organizational culture.

The Set of Human Resource Management Functions and Their Interconnection with Organizational Culture

In the context of implementing the concept of sustainable development in a company, it's crucial to recognize that it is the people who form the company who are responsible for its development, utilization, and the continuous changes in the company's capabilities. Organizational structures are dynamic networks of people, and therefore, organizational changes require a change in their behavior. People develop and introduce new technologies and procedures and make strategic decisions, implying that a company's successful adaptation, within the framework of implementing the concept of sustainable development, is a task of human behavior (Stead, Stead, 2012).

There are several definitions of what makes a company successful in the context of sustainable, socially responsible business with a primary focus on the social pillar. However, we most closely identify with the definition provided by Barták, which he presented in the publication *Quo vadis, personalistica?*, where he characterized a successful company as: "a company with which employees associate their goals, desires, and ambitions. It is a set of relatively permanent (long-term developed and maintained) notions, approaches, and values shared in the company. Primarily, it is about the opportunity for people to perform work for which they are capable, which they enjoy and find satisfying, because they perform it in a pleasant environment and achieve above-standard results, benefiting both the company and themselves. This results in their motivation, participation in organizational goals, energization, and the ability and willingness to engage for the company" (Barták, 2010)

To achieve such interconnectivity between human resources and their values, attitudes, and work behavior, i.e., with elements of organizational culture, it is necessary to link activities within various human resource management functions with the desired values, attitudes, and work behavior, so that employees do not feel forced into something they are not, but rather identify with the elements of the company's culture to such an extent that they are not even aware of their behavior in its accordance and consider it self-evident.

Regarding the characterization of the mutual influence of various human resource management functions and organizational culture, we consider it most important to focus on functions such as job analysis, because within it, the company ensures the systematic collection and evaluation of information about the content of work, conditions of its performance, and requirements for job holders, as well as updating all information and it is

also the starting point, or so-called cross-sectional function of human resource management in ensuring other functions of human resource management.

The functions most related to job analysis are recruitment and selection of employees, whose task is to address an appropriate number of potential applicants capable of filling vacant positions based on the information obtained from job analysis, to generate their interest in the job, and to recognize the individual peculiarities of each applicant that make them the most suitable candidate for a certain job (Stachová, Urbancová, 2013).

The phase of accepting a new employee should be followed by the process of their adaptation, which is overseen by the function of employee deployment. The activities of this function also include caring for the employee during their career progression (promotion), reassignment to a different job, retirement, or when dismissing employees.

In characterizing the impact of organizational culture and the set of human resource management functions, we also focused on the function of education and development of employees, whose main goal is to ensure continuous education of employees in connection with the strategic needs of the company so that they achieve higher performance and the best possible use of their natural abilities. Within this function, we also focused on career management and talent management, which include activities through which the development of employees is ensured, so that the company prepares a necessary number of qualified successors corresponding to future requirements, who will be loyal to the company and capable of sharing and subsequently spreading the values of the company both externally and internally.

For the previous function to be effectively ensured, it is essential for companies to engage in and base their approach on the function of evaluating employee work performance. When evaluating work performance, it is very important to focus not only on the evaluation of the quantity and quality of work but also on willingness, attitude towards work, work behavior, attitudes and values of employees, as well as on the frequency of work accidents, turnover, reasons for absence, relationship with people in connection with work, and also on other characteristics of the evaluated employee that are considered significant in connection with the work and the company (Koubek, 2006).

The function of evaluating directly precedes the function of rewarding employees, which represents mutually interconnected policies, processes, and procedures of the company in rewarding employees in connection with their contribution, competencies, and market value and focuses on addressing monetary and non-monetary rewards and various employee benefits. The function of rewarding employees, which we will focus on as the last function in the context of the impact of human resource management and organizational culture, is considered by many authors to be key in building the content of organizational culture. Its significance arises from its essence, as within the activities related to it, employees are directly rewarded, whether financially or non-financially, for their behavior during work performance, which subsequently motivates them to maintain, progress, or change their behavior.

In the following subsections, selected human resource management functions and the activities that need to be carried out within them will be characterized individually in the context of their impacts (reasons) on organizational culture.

Job Analysis

Job analysis is generally a systematic process of gathering and evaluating data about the nature of individual jobs (work activities) (Urban, 2009). Its interconnectedness and mutual influence with organizational culture primarily stem from the position of job analysis as a cross-sectional function of human resource management. From the outputs of job analysis, it should be clear what values, attitudes, behaviors, and expressions are expected from an employee performing a given job position, which constitutes basic information both from the perspective of influencing an employee during change or strengthening a suitable organizational culture, and from the perspective of recruiting and selecting an employee for a given position.

Characteristics of Job Analysis

Job analysis provides a picture of the work at a workplace, thereby also creating an idea of the employee who should work at the workplace (Koubek, 2007). Job analysis is a process in which information about the nature, content, and requirements of specific job positions in an organization are collected, sorted, and analyzed. Work and job positions must be analyzed before other human resource management activities can be performed (Bajzíkova et al., 2013). The goal of job analysis is to obtain information about tasks, methods, duties, rights, and connections to other horizontal and diagonal job positions within the organizational structure, and also to gather information about the need and level of physical and psychological dispositions of the employee who will perform the work. Subsequently, it is necessary to evaluate the obtained information from the perspective of the current needs and strategy of the company, as well as from the perspective of current technologies, which can not only significantly facilitate the work for the employee but also reduce its time requirement. The obtained information needs to be summarized in the form of a job description and specification of employee requirements and ensure their implementation (Stachová, 2013c).

A job description can be characterized as a written report that contains, besides a basic overview, the purpose, and goal of the work, individual activity areas and responsibilities that make up the content of the work, possibly also the social and physical nature of the surrounding environment. It usually expresses the way of behavior, i.e., what a person does, what abilities they use in performing work, the judgments they make, and the factors they take into consideration. The job description is mainly influenced by organizational conditions and the way successful employees perform work. The job description should justify the

activity and behavior of the employee, i.e., it must be clear from it what the person does at the workplace and with what means. It also specifies the amount of work time required to complete individual activities, what duties the employee must fulfill sporadically, or if there is any risk involved in performing the work. Based on the prepared job description, the type of person suitable for the job is determined, i.e., the specification of employee requirements is processed (Kachaňáková et al., 2011).

The specification of employee requirements, i.e., for the job position holder, can be characterized as a written report expressing the profile of a competent person (professional, social, and emotional competence) for performing the given work. It's about the profile of human abilities and qualities. It includes, for example, education, specific abilities, experience (general, professional), physical and psychological prerequisites for performing work, dispositions, interests, etc. When processing it, it is necessary to realize that it should express the demands on the employee, not describe the ideal employee. For this reason, it is advisable if the requirements are expressed as basic and preferred (Koubek, 2004).

The job description and specification of requirements have a more significant position especially in large companies, which operate in at least a partially stable environment. In companies that operate in a more dynamic environment, the existence of a precise job description, which can change several times a year in such a company, is unlikely. However, even in such companies, it is not appropriate not to have job descriptions, although their form is more of a framework (Hroník, 2007a).

In practice, due to the common goal of the job description and specifications of requirements, they often merge into one unit under the designation of job description, or job position description (Kachaňáková et al., 2011).

There are several methods for job analysis. The main criteria for selecting a job analysis method are the purpose for which it will be used, its efficiency in obtaining the necessary data, the degree of expertise required to process the analysis, the availability of resources, and the time required for its implementation (Armstrong, 2002). Among the basic methods of job analysis, it is possible to include the procedure analysis method, interview, questionnaire, observation, control records, rating scales, diaries (Kocianová, 2010). In the past, the most utilized tool was the profesigram and job catalogs. Currently, work screening, job description, and functional position assessment are used (Hroník, 2007a).

The justification for job analysis primarily comes from the fact that it is a cross-sectional function of human resource management, which means it directly influences the creation of organizational structure and the subsequent planning of human resources in the company. Based on it, criteria for recruiting and selecting employees are established. It significantly affects the subsequent adaptation of employees, especially to work and social conditions, where the employee is informed of all future co-workers, not just the immediate ones, based on it (Stachová, 2012d). Job analysis plays an indispensable role in educating employees, especially when new technology arrives that can facilitate their work. Last but not least, job analysis has a significant role in creating safe working conditions and an ergonomic

environment, because the complex of conditions that affect a person in the work process influences his performance. As Vetráková states: "Job analysis is a necessary prerequisite for most key processes of personnel work" (Vetráková et al., 2001). From this, it follows that if job analysis is not carried out, or is done inconsistently, or is processed over a long time interval, serious problems occur in all areas of human resource management. This fact is also confirmed by Figure 15, which shows the main areas of human resource management where information from job analysis is used.

Information from work analysis	1.	Development of organizational structure
	2.	Planning of human resources
	3.	Gaining employees
	4.	Selection, placement, and relocation of employees
	5.	Identification and adaptation of employees
	6.	Education and professional training of employees
	7.	Planning of employees' career advancement
	8.	Improvement of projects and work methods
	9.	Creation of safe working conditions
	10.	Classification of work
	11.	Employee evaluation system
	12.	Employee remuneration
	13.	Working relationships
	14.	Counseling (career choice)

Fig 15. Main areas of human resource management where information from job analysis is used

Source: Kachaňáková et al., 2011

The Possibilities of Influencing Organizational Culture through Job Analysis

The impact of job analysis on organizational culture lies, as mentioned, in its direct influence on all other functions of human resource management, since it provides the initial data for starting any activity. If conducted poorly, not at all, or merely based on assumptions and estimates, it has a secondary negative impact on all functions and thus on the values, attitudes, and behavior of employees.

The justification and impact of job analysis thus lie in both a suitable and comprehensive analysis of the job position and in the correct interpretation of the consequences from the analyzed information. Information that has a direct impact on organizational culture includes information from areas of employee competencies for the analyzed position, work tools, and the environment in which the employee operates. The analysis should focus on the following activities (findings) for these reasons:

- It is necessary to determine whether and how many employees the employee at the given job position leads, or at least has a partial or secondary influence on.

Reason: A leading employee should not only outwardly, but also inwardly identify with the company's values, to act and behave permanently according to them, because they are a

model for their subordinates and should have the ability to influence them (see section 1.1.3, Figure 7: Changes in attitudes corresponding to newly adopted roles by D.G. Myers 1993).

- It is necessary to find out what contacts and at what level are required from the employee at the analyzed position with other individuals and units within the company, as well as with other companies.

Reason: Whether these contacts are personal or mediated through media (email, phone call, video conference, etc.), the common denominator is language as a natural tool of communication. Language can be identified as a decisive means of mediating norms and values of organizational culture, which has a direct impact on the degree of formality or informality of work relationships (behavioral norm: formal/informal address, addressing by position/title/surname/name/nickname, use of language expressions - jargon, jokes, metaphors, slogans), but also on the content of the information provided (providing information about recognized values, attitudes, and behavior, about heroes, legends...).

Reason: The form in which the employee of the given position comes into contact with other individuals also depends on the symbolic artifacts of a material nature that are used in the process. In this case, it refers to the formal arrangement of correspondence, business cards, promotional materials, employee attire, office equipment (ability to receive visitors, call meetings, computer, phone, projector, camera...).

Reason: The position of the people with whom the employee at the analyzed position communicates also determines which status symbols of organizational culture the employee should have. This includes the size, location, and furnishing of the office with furniture, art objects, plants, assignment of a secretary, company car, etc.

- It is necessary to determine whether the work requires the use of any machine, tool, device, or equipment.

Reason: For this purpose, focus again on the symbolic artifacts of a material nature and status symbols the employee uses in performance. However, in this case, tools are viewed from the perspective of their functionality, performance, quality, and also external appearance, which especially employees working outdoors use to represent the company externally (e.g., clothing, work safety beyond the legal requirements, company logo on used machines, tools, and devices, or the use of generally recognized high-quality, ergonomic, and ecological brands, etc.).

- It is necessary to find out what are the unpleasant physical duties resulting from the performance of the analyzed job position.

Reason: If the company is aware of such positions, it can set, for example, customer and employee care as one of its values. Subsequently, if it demonstrates this value in its behavior towards its own employees and takes care of these employees, whether through ergonomic interventions or by minimizing the time they must spend in the given work, or provides these employees in such positions with other benefits, such as above-standard healthcare,

therapeutic or other spa stays, it signals a positively oriented organizational culture both internally and externally. Such positive behavior subsequently has a direct impact on the satisfaction and loyalty of current employees, influences the quantity and quality of job applicants in the company, and also affects current and potential customers, who gain trust in the declared value by the company that presents care for customers and employees.

- It is necessary to find out what are the emotional duties resulting from performing the given job position (emotional duties include, for example: public contact, customer contact, intensive supervision, solitary work, teamwork, excessive travel, irregular schedule of activities, time stress, etc.).

Reason: For positions significantly influenced by emotional stress, it is important that employees in such positions identify as much as possible with the values, attitudes, and behaviors declared by the company because these employees are often under pressure which can suppress their ability for self-control.

Recruiting Employees

The interconnection of employee recruitment with organizational culture directly stems from the main objectives of recruiting employees, as defined by Foot and Hook (Foot, Hook, 2002):

- to acquire a pool of suitable candidates for vacant positions,
- to not only declare but also use decent procedures,
- to ensure that the various recruitment activities contribute to the company's goals and its desired image,
- to conduct recruitment in an effective and cost-efficient manner.

From this, it follows that recruiting should not only respect the ethical and legal values of the country where the company operates but should also outwardly declare the values, vision, and goals of the company in such a way that it can positively appeal to both potential job applicants and other stakeholders.

Characteristics of Recruiting Employees

The importance of recruiting employees, and thus human resources which are currently referred to as a competitive advantage, stems from the fact, as Budy states, "that the mere availability of human resources to an organization is not a competitive advantage a priori, simply because they are human resources. Human resources have the potential to become a competitive advantage for the company, but only under certain conditions; otherwise, they can also become a competitive disadvantage." Therefore, the company's goal should be to acquire a workforce that is prepared in such a way that it is capable of consistently achieving good work results in fulfilling not only current but also future tasks (Bajžíková et al., 2013), in the context of values preferred by the organization. Acquiring such employees is therefore

one of the most important and permanent activities of human resource management. It means not only acquiring the necessary employees from external sources but also the effort to acquire employees who represent a greater benefit for the company, for its interests and goals. There is an effort to recruit competent and motivated employees whose individual goals and interests are not in conflict with the company's value system and culture. It may also involve the company's own, core employees who have demonstrated their work qualities (Kachaňáková, 2010). The use of internal resources is very positively rated by employees, and such actions by the company motivate them. The specific task of recruiting employees is thus to ensure that the vacant job position in the company attracts a sufficient number of suitable applicants, with reasonable costs and on time, and also to obtain adequate information about the applicants, necessary for a reliable selection of the most suitable among them (Kachaňáková, Stachová, Stacho, 2012b). It is also desirable for the costs incurred in recruiting employees to be optimal. The method chosen by the company for this purpose has the most significant impact on these costs. Given that there is not one method that is correct, but many methods are currently used, each with its positives and negatives, it is necessary for companies to choose individually, always based on the current need (an overview of the positives and negatives of various recruitment methods is given, for example, in the Practicum – Personnel Management, Stachová, 2011, p. 26).

The Possibilities of Influencing Organizational Culture by Recruiting Employees

The mutual influence between recruiting employees and organizational culture lies in the fact that in addressing potential candidates, there is a presentation and flow of information about the company both internally and especially externally. In any presentation of the company, there is an influence on stakeholders' attitudes towards the company. The main goal of recruiting employees, in context with organizational culture, should be to acquire employees who share a similar value orientation, thus having the potential to identify with the organizational culture. Achieving this goal can be influenced by the following activities:

➤ Profiling potential employees

Reason: Based on the information declared, candidates can decide whether the company appeals to them enough that they are willing to actively consider applying for a job position, meaning they are willing and able to work in the given company and identify with its values, attitudes, and behaviors.

This activity primarily aims at the positive impact of the company on potential employees, i.e., creating a positive employer reputation that ensures a better position in the labor market, making it easier to attract potential candidates both quantitatively and qualitatively. Secondly, but not insignificantly, this company activity is also about declaring the company's values and creating a positive image, as profiling potential employees involves continuously informing potential employees and the public about the company's traditions, mission, activity subject, achievements, vision, intentions, and goals, working conditions,

possibilities for self-realization and growth of employees, social and wage policy of the company, activities carried out based on declaring its social responsibility, etc.

➤ Advertising the vacant job position

Reason: By advertising the vacant job position, the company becomes visible, creates an image of itself, and builds relationships with both internal and external environments. If the company can appropriately formulate the advertisement text, it can ensure the promotion of values. An example of such an advertisement declaring company values is: "Our company XY, for us, a 'family' that is more than 1200 members strong. Each of us has our place here and we value being a part of each other's lives. We may have different positions, salaries, and tasks, and the value of our work may vary, but we all share the same human values and deserve recognition."

Reason: By advertising a vacant job position, the company, through defining criteria and requirements for employees, also presents the values, behaviors, and attitudes it considers right and desirable, i.e., presents elements of its organizational culture.

Reason: By advertising a vacant job position, the company externally declares its symbolic artifacts of a material nature, such as the company's logo and colors.

Reason: By advertising a vacant job position, the company also declares status symbols, expressing the social status of the employee at the given job position, which are significant and easily visible means of organizational culture.

➤ Apply, even during the recruitment and selection of employees, the values declared by the company

Reason: If the company externally declares a value such as, "We value partnership and experience," or "Approachability, respect, cooperation, and trust are essential for building work and customer relationships," "Giving everyone a chance," or has a goal defined within the personnel strategy stating: "The priority criteria for recruitment and selection are the competencies and values of the applicant," it is unacceptable for the employee conducting the preliminary selection in the recruitment process to be guided by criteria like: no women; no applicants over 50; no Roma, etc. Such behavior has a secondary adverse effect on the employee who loses trust in other values declared by the company and there is a high likelihood that based on the pool of candidates proceeding to the employee selection, this selection criterion will be exposed. Even if it may not be legally challenged, in the eyes of the public, the company will lose trust in its values. By adhering to declared values, the company, on the contrary, can significantly increase trust both among employees and customers.

➤ Maintain organizational tradition

Reason: If it is a tradition in the company to cultivate its own employees, i.e., to recruit employees for leadership positions from internal sources and suitable conditions for career growth and education are created in the company, this fact has a very positive effect, both on

internal employees and also on possible, primarily young applicants, who can associate their life's work career with the given company, thereby significantly increasing their motivation to live up to the values, behavioral norms, and attitudes declared as desirable.

➤ Approach suitable candidates

Reason: If the company approaches candidates who are not in harmony with the values, attitudes, and behaviors declared by the company, it may result in, at best, prolonging the employee selection period (we need to select from a larger pool of applicants), or in worse cases, disruption of the work team, or unsatisfactory adaptation of the employee (if the mismatch with organizational culture is not detected during the selection).

➤ Align sources of employees with a suitable organizational culture

Reason: If we want to support and maintain the current organizational culture in a rapidly growing company, it is advisable to incorporate into new, emerging teams and departments internal employees who are integrated with the culture and can be role models for other new employees acquired from external sources. A significant problem can arise especially if a new team includes several former colleagues from another company who have already established their ways of behaving, created rituals, and identified "heroes." In such a case, the creation of a subculture that is not fully aligned with the company's culture, or even the emergence of a counterculture that acts resistantly, or even conflictually to the desired culture, is very likely.

Reason: If we aim to support and maintain the current organizational culture in a rapidly growing company, it is advisable to recruit employees into new, emerging teams and departments from external sources but based on recommendations from internal employees. With such candidates, there is a high probability of knowing and easily aligning with the values, attitudes, and behaviors of the company since they are intimately known and were introduced by well-known individuals. There is also a high likelihood of alignment between the values of the candidates and the employees who recommend them, as they are often family members (upbringing within the family has a primary influence on the key and recognized values of its member) and friends (people generally choose friends who are similarly value-oriented).

Reason: If we aim to support the introduction of a new, changed organizational culture, it is advisable to recruit employees from external sources who align with the new culture being introduced, but who also have some alignment with the former culture and leadership skills (especially the ability to convince people from a standpoint of natural authority). Such a combination is necessary if the new employee is to be capable of creating so-called islands of positive deviation.

Reason: If employee recruitment is stimulated by a change in employees due to revolutionary change, where in such cases it mostly involves replacing the majority, or all employees, especially those in leadership positions within the company, several aspects need to be focused on which will subsequently influence the success of the change, as well as the

subsequent development of the culture itself. (Such a change most often occurs in company leadership in the case of a change of ownership, a significant violation against the ethical, legal, and moral values of the company, or the country where the company operates, negative results from financial or personnel audits.) In the case of revolutionary change, which mostly involves recruiting a significant portion of new employees from external sources, it is therefore necessary to primarily focus on whether the candidates have values, attitudes, and behaviors in alignment with the new suitable organizational culture. However, it is also necessary to focus on other culturally significant influences, as mentioned by Lukášová, R., such as the representation of men and women and generational influence (In the case of a strong subculture emergence, for example, given by the age of employees, the effort to change the content of this subculture will not be possible without a subsequent personnel change.)

- **Reject Tactfully and Strategically.** During the recruitment of employees, a preliminary selection and classification of candidates in terms of meeting or, in this step, not meeting the demands placed on the position (selection in the sense of – Who not) occurs, resulting in the rejection of some candidates.

Reason: It is necessary to realize that most applicants will remain in the same, or similar, or closely related field or industry as the company conducting the recruitment. A rejected candidate may subsequently obtain a position in which they will decide on the taxation or acceptance of an order from the company that rejected them as a candidate, or may have another influence on the quality of cooperation. The position of the customer as a carrier of information about the company and its behavior in the case of a rejected applicant is also significant. For these reasons, it is essential to focus on this activity, not as a marginal one.

Selection of Employees

As Koubek states, the task of employee selection is to identify which of the candidates, gathered during the employee acquisition process and who have passed the pre-selection, will likely best meet not only the requirements of the position to be filled but also contribute to the creation of interpersonal relationships in the work group and the company as a whole. It is also necessary for the individual to be capable of accepting the values of the relevant work group, department, and the entire company, and to contribute to creating the desired team and organizational culture. Last but not least, it is important for the individual to be sufficiently flexible and have developmental potential to be able to adapt to anticipated changes at the workplace, in the work group, and in company-wide changes (Koubek 2004). From this, it follows that it is important for the candidate to meet not only the competence and ability to perform the given job position but also what is called the contextual criterion, within which, as Lukášová states, it is necessary to consider whether the applicant meets the requirements arising from the specifics of particular work groups (whether the candidate has characteristics that are desirable for effective cooperation in these groups and does not have characteristics that would disrupt the previously good functioning of the work group into which they are to be incorporated) and as mentioned earlier, whether the applicant will contribute to creating the desired content of the company's culture (Lukášová, 2010).

Characteristics of Employee Selection

Employee selection is a decision-making process aimed at assessing and ultimately selecting the most suitable candidate with the best prospects for successful job performance based on information obtained about the candidates and their analysis (Kachaňáková et al., 2011). Therefore, in selecting applicants, it is necessary to correctly set multiple types of criteria, namely organizational criteria, departmental criteria, and job position criteria. While organizational and departmental criteria have a more general nature arising from the nature of the company's operations and preferred characteristics within it or its individual departments, job position criteria need to be focused on much more specifically. It is necessary to establish criteria for successful job performance at the position being filled, namely required performance (quantity, quality, standards, timeliness of task completion, efficiency), as well as work behavior (adherence to and utilization of working hours, absences, turnover, and others). It is also necessary to establish factors used to predict successful job performance, so-called predictors. These include, for example, education, previous experience, test results, questionnaire data, work performance evaluations, or assessments from previous employment, medical examinations, and others. All mentioned criteria and their required levels should be obtained by the company from the analysis of the given job position. Lastly, it is also necessary to resolve the problem of obtaining objective, sufficiently detailed, credible, and purpose-appropriate information about the candidate (Koubek, 2004). The success of selecting the right employee is based on the quality of information obtained about the candidate, and therefore it is necessary to focus on the verification and supplementation of the information provided in the documents submitted by the candidate (Stachová, 2012 b). To verify and supplement this information, employee selection methods are used, which can be applied either individually or in various combinations. Again, as with acquiring employees, no method can be considered the best, as each has its positives and negatives, and it is necessary for companies to choose individually, always based on current needs. Currently, the most commonly used method can be considered the interview method combined with resume analysis (an overview of the positives and negatives of individual employee selection methods is provided in the Practicum - Personnel Management (Stachová, 2011. p. 35).

Given the impact of the employee selection process on the overall future efficiency of the company, the fulfillment of its strategic objectives, and further direction, thus influencing it in the long term, it is also necessary to focus on its evaluation (Bajžíková et al., 2013). The evaluation of the selection process itself is often referred to by authors as a key part of the selection process. However, the possibility and quality of evaluation are significantly influenced by time. As Vergic states, "Evaluation is possible only after a certain period following the selection process. Decisions made during the selection of employees affect productivity as well as the qualification of the workforce. The impact of employee selection on these indicators is indirect, determined by how well the selected candidates meet the demands of the job they will occupy in the organization" (Bajžíková et al., 2013).

Possibilities of Influencing Organizational Culture through Employee Selection

Given the current state of the labor market in Slovakia and other countries, where average unemployment rates are in double digits, it is clear that the demand for jobs significantly exceeds the supply. Consequently, companies find themselves in a position where they can truly choose their employees from a wide range of applicants (Stachová, 2012 c). While in situations where the labor market does not have enough candidates for a job, companies are "forced" to reduce their acquisition and selection criteria, often only to the competence and ability of applicants to perform the given job position, in situations where there are enough candidates, it is desirable, as Lukášová points out, to consider their contextual suitability as well. The justification for focusing on the "level of conformity" of their values with those recognized by the company during the employee selection process stems from the following reasons:

- The position of the job within the organizational structure

Reason: The importance of focusing on contextual suitability increases with the position of the job in the company's hierarchy because the higher the position being filled, the more often its holder will represent the company's culture both internally and externally, thus significantly influencing the company's culture as both a bearer and a model.

- The employee's tenure in the company

Reason: Employees' identification with the company culture, or as Čambál puts it, reaching a "state of conformity" (Čambál, 2007), is very important because otherwise, it may often lead to the employee leaving or just "forcibly" staying in the position, usually for financial reasons. For the company, this subsequently represents financial costs, whether in re-acquiring and selecting a new employee or in motivating the current employee to desired behavior through financial incentives. In the state of conformity between the company's value system and the employee or applicant's value system, it is an ideal state when the value systems are similar or match, which implies that the employee understands the behavior patterns, or the applicant has the presumption that they will accept and adopt them because they allow them to act in accordance with their own values. In this case, the company's atmosphere motivates, and the employee voluntarily submits to its direction and actively contributes to achieving goals because at the same time, his own goals are being satisfied.

- Organization of the Selection Process

Reason: Based on the procedure, readiness, and level of professionalism of employees conducting the selection, the candidate forms an impression of the company, including material artifacts (the premises where the selection takes place, interior equipment, materials provided by the company, employees' clothing, etc.) as well as verbal symbols (linguistic expressions and terms used during communication with candidates and among employees, stories, myths, legends, or sagas conveyed to candidates, either as part of the company presentation or from materials available during the selection process). Candidates

also gain insight into behavior and actions in the company, such as behavior norms and status symbols used in the company, during the selection interview. If the selection process is unprepared (in terms of time and materials), the space where it takes place is unrepresentative, or the employee overseeing it is incompetent to provide candidates with required information, there is a high likelihood that the company approaches its employees just as superficially and incompletely.

- Using appropriate methods to identify the elements of organizational culture preferred by applicants:

Reason: From references, it's possible to infer what an applicant will do and how they will behave based on what they have already done, i.e., how previous employers and colleagues perceived their actions and the values that shape their attitudes and behavior.

Reason: The goal of the interview is to discover the actual values, attitudes, and behavior of the employee. It's an opportunity to assess the degree of alignment between the applicant's value orientation and that of the company or workgroup they will potentially join. It's crucial that at least the workgroup's supervisor participates in this key interview, although it's beneficial if a regular member of the group is also involved. It's also advisable to use behavioral interviews (Opinion -> Example -> Critical Points) and competency interviews in the context of assessing the environment in which the behavior occurred. This analysis can specify the organizational culture promoted in the company where the applicant worked. Based on this and their reactions to the past and descriptions of future visions, we can also predict the level of value alignment.

Reason: Through a questionnaire, we can fairly unequivocally determine the organizational culture preferred by applicants. The most standard and oldest questionnaire created and used for this purpose to date is Dr. Roger Harrison's questionnaire (the Slovak version of the questionnaire is presented in the Practicum – Organizational Culture - Stachová, 2011 b. Pp. 97-102). Lukášová recommends using the P - O fit tool for this purpose, which analyzes the compatibility between an individual's personality and the organizational culture of the company (Lukášová, 2010).

Reason: By using case study methods and role-playing, we can place the applicant in a certain decision-making position. Based on the reasoning for solutions proposed and explained by the applicant, we can assess whether the values and attitudes declared by the applicant in verbal expression align with their behavior.

- Decision-making should be in the hands of the group, the decision in the hands of the direct supervisor:

Reason: From the perspective of expertise, impartiality, and complexity, it's appropriate for several evaluators to assess the applicant using multiple selection methods. From the perspective of "they are one of us, they resemble us," it's necessary for the future direct supervisor or the collective, of which the applicant will become a part, to choose the applicant in the final round (selection in the sense of - Who yes).

- Selection is a mutual affair:

Reason: Just as the company searches for the most suitable applicant, the most suitable employee is also searching for the company. Therefore, it's necessary to structure the entire process of acquiring and selecting employees based on this pattern. The higher the position or the more critical the position is to the company's operation, the less important the salary is from the applicant's point of view, considering that nearly every company interested in the position can offer a roughly equivalent salary. For these positions, what the company can provide, or how the company is perceived by the applicant, plays a more significant role.

- After the selection process, it's advisable to maintain contact with the "winning" applicant:

Reason: Maintaining contact with the selected applicant is important both to ensure they don't have second thoughts (in case there's a long period between the end of the selection process and the start of employment, e.g., a three-month notice period of the applicant) and to gradually align them with the company, shifting their perspective from YOU and YOURS to OUR and MINE. The quicker this change occurs in the new employee's mind, the quicker and simpler their adaptation will be.

- After the selection process, it's also advisable to maintain contact with applicants who were not successful:

Reason: Maintaining positive contact with applicants who were not successful in the selection process serves two purposes. On one hand, it's about securing potential candidates already vetted by the company for a different position. On the other hand, the reason is the same as previously mentioned for acquiring employees in a tactful and "tactical" manner, meaning that the rejected applicants might become business partners and customers over time.

Employee Deployment

Employee deployment is part of the process of forming a company's workforce (staffing), which includes focusing on the various elements of organizational culture, both tangible and value-based. Following the acquisition and selection of employees, HR professionals and line managers continue their efforts to align employee expectations with the requirements of specific job positions. The goal of deployment is to quickly secure a fully competent, stable, and satisfied employee. In the case of ending the work process, its main task is to ensure that the departure of employees is managed and "fair." Employee deployment leads to the optimal use of company funds as well as the development of skills and abilities, directing desirable attitudes and behaviors of employees and teams, in accordance with the values and goals of the company.

Characteristics of Employee Deployment

Employee deployment concerns new employees hired from external sources (initial placement during hiring, probationary period, adaptation process), employees returning to their job after a long absence (e.g., maternity leave, injury, internship), internal mobility of employees (promotion, reassignment to a different job) and the termination of employment (dismissal, resignation, retirement). Deployment is significant from the perspective of the main goal of human resources management, which is to achieve success and competitive advantage through the strategic deployment of capable and committed employees, based on an integrated system of cultural and personnel procedures (Kachaňáková et al., 2011). To acquire and retain such employees after they enter the company, it is essential to focus on their adaptation. Adaptation can generally be understood as the process of actively adjusting to life conditions and their changes. Social aspects of work, relationships with colleagues, and a sense of belonging to the workplace environment are significant for every person and lead to acquiring loyalty and stability, or conversely, can lead to demotivation or dissatisfaction due to a lack of information and fear of not coping with work tasks. During the adaptation process, it's appropriate to clarify the work expectations of both parties and set clear and open standards for communication and cooperation from the beginning (Kulíková, 2012).

The duration of adaptation to a new job, new work, and social environment can vary among individuals. It is influenced by various subjective factors, such as employee motivation, the ability to perceive and learn, professional readiness for the job, ingrained behavior, or habits from previous employment, as well as the individual's attitude towards work. Objective factors that can affect a new employee include work conditions, work organization, workplace relationships, the organization of the new employee's adaptation, and various external influences (Gyurák, 2011). Due to these reasons, it's challenging to formalize the adaptation process strictly. However, it is important that the adaptation process focuses on all three levels where adaptation needs to occur. During the work adaptation level, it is necessary to provide initial training and orientation for employees, shaping their abilities according to the needs of the company, and definitively placing the new employee in the "right" job position. In the social adaptation level, it's essential to integrate the employee into the existing system of interpersonal relationships in the workplace and the company (Kachaňáková et al., 2011). For the third level, adapting the employee to the organizational culture, it's crucial to help new employees navigate existing social norms, standards of conduct and behavior, recognized values, as well as status symbols and other means of organizational culture, with the goal of having the employee identify or adapt to them as much as possible. In this level, it is necessary to change the employee's perspective from YOU and YOURS to OUR and MINE as quickly as possible.

The depth to which each level needs to be addressed should be determined individually by the direct supervisor or mentor, taking into account the adapting employee's abilities. The significance of depth also depends on whether the object of adaptation is a newly hired employee, an employee returning to their position after a long time, an employee changing

their job within the company, or a group of employees formed for the purpose of implementing innovative changes (Tóth, 2010).

The need to focus on employee adaptation also arises from the fact that entering a new job is among the most stressful life events. Unfortunately, adaptation is often an underestimated area of human resources management, although its process has a direct and significant impact on the outcome and success of the recruitment and selection process, which usually receives much more attention (Stýblo et al., 2009). However, if a new employee leaves the company due to unsuccessful adaptation, it always results in significant costs for the company. As Armstrong stated in his book *Handbook of Human Resource Management Practice*: "In the case of losing a skilled employee, costs can represent up to 75% of their annual salary. For a support staff employee, it can reach 50% of the salary. If fifteen out of a hundred employees who have an average annual salary of €12,500 leave within a year, then the total costs can be €90,000, i.e., 7.5% of the total wage costs" (Armstrong, 2009).

This necessitates ensuring a quick adaptation to all aspects of the new job position. This way, a company can contribute to the stability and satisfaction of employees from their first day at work and thus reduce the rate of turnover, which often occurs shortly after starting a new job and represents unnecessary financial costs for the company.

In the event that companies face recession, crisis, or other reasons for falling into "red numbers," the approach to finding savings is usually identical. Initially, the budget for education is cut, followed by the budget for employee motivation, and then companies proceed to layoffs or employee release. Many companies have realized that this approach, in most cases, does not lead to salvation and is rather shortsighted. In such situations, the correct selection, both internally and externally presented, plays a significant role, especially from the future perspective of all stakeholders of the company. As Barták mentions, it's necessary to only release so-called "breeding" employees and to stabilize and focus on the development of "working" employees. The level of alignment of values, attitudes, and behaviors of employees can be key in choosing the right ones.

If a company must proceed with layoffs, whether due to red numbers, the introduction of new technology, shutting down a production line due to changes in production, or due to narrowing and making the organizational structure more efficient, it's important not to conceal the fact of reducing the number of employees from the company's employees, and plans in this area should be thoroughly and timely planned. This also involves providing assistance in finding new employment for the released employees, i.e., managing the entire process of ending the employment relationship (outplacement). There are several ways to help laid-off employees, from company-organized training aimed at job searching, through trainings focused on socio-legal issues and obligations, possibly providing financial advice, offering opportunities to attend various requalification courses, through psychological counseling, well-conducted exit interviews, to finding a suitable job position in another company. The costs for most assistance options for laid-off employees do not have to be high if the company uses its resources, such as employees from the HR department, financial and legal department, and also direct superiors of the laid-off employees.

A responsible approach to laid-off employees will ensure a significant contribution to the company's future in terms of building trust among other employees and the company's external image (Stachová, 2011 c).

Influencing Organizational Culture through Employee Deployment

The function of deploying employees is unique in that it is the first function that affects employees after they join the company (through which they orient themselves and create their first real, practice-related images of the operation and true values of their new company) and it is also the last one they encounter when leaving the company. For this reason, the significance of this function in relation to organizational culture is clear, as the activities stemming from it acquaint, or fail to acquaint, the new employee with all elements of the company's organizational culture (from values to organizational culture tools). Part of this function also involves monitoring and evaluating whether and to what extent the new employee "fits" into the company, and ensuring that the employee retains a positive attitude towards the company after the employment relationship ends. The activities that need to be carried out for this purpose, along with their reasons, can be described as follows:

- Guide the adapting employee through the company's premises.

Reason: Introducing the premises of the company and related material artifacts is essential not only from the perspective of orienting the employee within the company but also, from an organizational culture standpoint, it's about making the employee aware of various artifacts used by the company, such as the size and placement of the logo, colors used in the company and its premises, office equipment also hints at how the company values and cares for its employees. The employee also gains an understanding of the required or traditional clothing of employees. Since all symbols, including material symbols, tend to be multi-meaningful, it is appropriate for their actual meanings to be conveyed to the new employee (e.g., explaining why some employees within a workgroup sit in an open office while others do not, or why some have formal company attire and others do not).

Familiarize the adapting employee with the company's organizational structure. Reason: Knowing the organizational structure is important from an organizational culture perspective for two reasons. On one hand, there's the employee's perspective and their realization of their position or status within the company as a whole and the formal relationships arising from it, and on the other hand, knowledge of the organizational structure, primarily of the leading representatives, is significant from the company's image perspective (Newly hired employees are often asked by their surroundings, especially shortly after starting at a new place, about their satisfaction, position, and company leadership).

- Characterize the status symbols associated with different management levels.

Reason: The need for new employees to know status symbols arises directly from their essence, that is, they give or should primarily indicate, whom the new employee is dealing with, thus predetermining the corresponding manner of behavior and removing or mitigating

potential misunderstandings and conflicts. At the same time, they also support the identification of employees with the company.

- Acquaint the adapting employee with desirable behavior and actions.

Reason: Knowing and understanding the reasons for various norms of behavior and actions in the company (form of address, addressing by position, title, surname, first name; the status of women/men, etc.) is essential for the new employee's adaptation. Rules of behavior are mostly unwritten, but so obvious to the company's employees that their violation is sometimes punished in some cases. Knowing and participating in various customs, rituals, or ceremonies such as celebrating birthdays, promotions, or welcoming a new employee to the team can significantly ease the new employee's social adaptation.

- Inform the adapting employee about the history, strategy, ethical code, founder, and heroes of the company.

Reason: Based on the knowledge of the company's history or the saga associated with it, the adapting employee can fully understand the roots of values recognized in the company. From conveyed stories, legends, and myths, the employee gains a fairly comprehensive understanding of what attitudes and behaviors are considered right and rewarded by the company members and also which are defined as inappropriate and unacceptable. Knowing a "hero," preferably personally, means for the employee knowing a role model and bearer of the company's values.

- Use appropriate methods to mediate various cultural elements to the adapting employee.

Reason: Using a manual for the adapting employee is suitable for conveying basic information about the company, its organizational structure (it's useful if photographs are included for top positions), the layout of the company - a map of the company, important contacts, organizational order, possibly services provided to employees, etc. In the context of organizational culture, it is appropriate for the manual to contain the company's vision, key values, and achievements, possibly in context with information about its history. Providing a manual has a dual significance. One is to provide or obtain necessary information for the adapting employee; the second, as Lukášová states, is to express respect for the adapting employee and a formally declared effort to help them.

Reason: The use of active lectures during employee adaptation is suitable for acquainting them with the history, strategy, ethical code, founder, and heroes of the company. For this purpose, stories, sagas, myths, and tales are most often used.

Reason: The use of workshops is suitable for acquainting and subsequently training desirable employee behavior in the company. For this purpose, role-playing, case study solving, brainstorming, or guided discussions are appropriate.

Reason: The use of a mentor from an organizational culture perspective is particularly suitable for the informal transfer of various organizational values and norms of employee behavior. The mentor should be a positive role model and set a good example of how to perform certain tasks. Also, in terms of social adaptation, the mentor has a significant impact on forming both formal and informal relationships (Stachová, 2013 b). If the mentor embodies undesirable values, attitudes, and behaviors, the adapted employee receives so-called conflicting cultural signals, which then negatively impact their adaptation.

- The primary supervisor has the main influence and responsibility for employee adaptation.

Reason: The direct supervisor should oversee the quality of the employee's adaptation process, participate in it, whether actively or from a supervisory perspective, and, last but not least, should be a model for the employee, i.e., their behavior should be in line with the values, attitudes, and manners of behavior recognized by the company.

- The need for an individual approach in adapting the employee to the organizational culture.

Reason: The duration of employee adaptation to the organizational culture varies. The length is influenced by the employee's ability to perceive this type of information and incorporate it into their behavior, as well as by experience and types of cultures they have been involved in the past (both in their professional and private lives), and also by the degree of their own alignment or misalignment with the new organizational culture.

- The need to focus on creating and maintaining a psychological contract.

Reason: Even during adaptation, it's necessary to focus on creating a mutually acceptable psychological contract because it is based on the emotions and attitudes that subsequently shape and direct employees' behavior. Although the psychological contract often is not documented in writing, it's essential to focus on it because its existence and fulfillment are linked to higher loyalty, satisfaction levels, better employee relationships, and significantly supports the employee's identification with elements of organizational culture. In its creation, as Armstrong suggests, it's advisable to follow certain steps: define expectations during recruitment, selection, and adaptation, communicate and seek agreement, apply the principle of openness of company policy and procedures and the principle of being informed about the intentions and decisions of management that impact employees. Also, it's crucial to consider employees as partners, relying more on consensus and cooperation than on control and pressure (Armstrong, 2007). Although the psychological contract changes and adjusts during the employment relationship, it's essential to start creating and especially fulfilling it during employee adaptation, because it has the most significant influence on shaping values, attitudes, and behaviors at this time.

- In departments or workgroups focused on innovations, a certain degree of mismatch between individual and organizational values is necessary.

Reason: Empirical research has shown that particularly effective company socialization mechanisms can "oversocialize" employees, which can result in a high degree of conformity and an inability to think creatively. Therefore, for companies that need innovative behavior, it's desirable to maintain a certain degree of mismatch between individual and organizational values of employees. In such cases, institutionalized social tactics are inappropriate, and individualized tactics are necessary, even at the expense of lower employee loyalty (Bauer et al., 2007). As Lukášová states, "however, it is not necessary to use the same tactic in all employee groups within the company. It's necessary to consider which departments it's important for employees to highly identify with the company and in which employee groups, on the contrary, only a certain degree of adaptation to the organizational culture is desirable" (Lukášová, 2010).

➤ Focus on outplacement

The reason for implementing comprehensive outplacement is not only to assist an employee facing a difficult life stage in finding new employment but also an opportunity for the business to actively build a positive image both externally and internally. This approach declares the company's values and contributes to creating a positive organizational culture, which then directly impacts the overall climate within the company. It also demonstrates the company's social responsibility and establishes it as a trustworthy employer that sensitively perceives its employees' problems and is interested in participating in their resolution.

The focus on outplacement, i.e., ensuring the best possible separation, has two future-oriented reasons for the business. One is that the currently redundant employee can become a desirable employee again (as the company overcomes the recession, introduces new similar production in the future, etc.), whom the company has already vetted, who knows the company's values, aligns with them, and acts accordingly. The second reason is similar to that already mentioned in acquiring and selecting employees: the departing or voluntarily leaving employee can immediately, or over time, become a business partner or customer.

Employee Development and Education

The education of people is both a fundamental goal and a consequence of modern society. This is conditioned by the current challenging and turbulent environment, which requires continuous improvement, deepening, adaptation, and development of both the educational and value level of individuals. This means that employee development and education must be continuous and take into account all current needs prompted by the reality of changes (Kachaňáková, Stachová, 2010).

Employee education and development represent one of the fundamental forms through which the elements of organizational culture are brought to the awareness of employees. Through targeted education and development of employees, it is possible to contribute to their better identification with the organizational culture and its values. If development and education are linked to career management and talent management, it enables targeted

influence on employees so that they align with the thinking and actions expected of them in fulfilling the strategic goals of the business. If the functional progression of the employee is clear from a responsibly compiled career plan, it becomes attainable for them and then encourages behavior that the company requires according to its culture (Kachaňáková, 2010).

Characteristics of Employee Development and Education

Securing a job position is not associated with lifetime certainty. It implies movement in the interest of the company's needs, the employee's own ambitions, and the conditions created for this. The requirements for people's knowledge and abilities change, and the formation of work capabilities and skills becomes a lifelong process (Vetráková et al., 2001).

Employee education can therefore be characterized as a permanent process in which there is an adaptation and change in work behavior, knowledge level, skills, and motivation of the company's employees by learning through various methods. The result is a reduction in the gap between the current competencies of employees and the requirements placed on them. It is important that education is effective, meaning it must be well organized and systematic, continuous, within a repeating cycle (Identification -> Planning -> Implementation -> Monitoring).

The primary goal of employee development and education is to create conditions for the efficient fulfillment of the company's tasks through deliberate and permanent shaping of the work potential. Investing in human resources leads to their overall appreciation, which is specifically manifested through increased performance of employees and the level of services provided, the possibility of using own resources to cover employee needs, self-realization and satisfaction of employees, their loyalty to the company, saving time and financial costs in employee deployment (during adaptation, functional progression, reassignment, etc.) (Kachaňáková, Stachová, 2011 a).

Every company adopts a certain philosophy of education that expresses the importance and significance of education in the company. Approaches to education vary among companies. Some companies are completely passive in this area and try to acquire "ready-made" people from companies that invest in education. Conversely, other companies often waste resources on employee education without prior identification of the need for education (Stachová, 2013 a). Trends in employee education, under the influence of the intensifying pressure of constant environmental change, are moving towards ensuring that development and education of employees lead to increased performance and quality measurement of effectiveness. This necessitates a shift from random or unplanned education (i.e., education where necessary courses and training are conducted only based on the stimulus of the need to acquire certain knowledge or experience) to a holistic approach to education, towards a so-called learning organization. The goal of a learning organization is to achieve permanent development and education of employees, aimed at increasing performance and aligning employees' value orientation with the organization both immediately and in the longer term, based on continuous feedback (Kachaňáková, Stachová, 2012 b).

Career management and talent management are still perceived by managers as something designated only for a small group of employees or potential employees. However, recent surveys point to the need to view these two components from the perspective that they are meant for all employees expected to stay with the company for more than 5 years. This is because, in such cases, it's possible to achieve that career management will influence up to 70% of employees in the company after 3 years (Hroník, 2007 a).

Career management is a process in which the company selects, evaluates, orients, and develops employees to ensure a certain number of qualified employees who will meet the future requirements of the company both in terms of qualifications and value orientation. Talent management can be characterized as a tool for career management of selected people, "talents" (Stachová, Stasiak-Betlejewska, 2013). The talent management process can generally be described in five steps (see Figure 16), starting with identifying talents in internal or external sources, then it is necessary to recruit the selected person for the program (project), followed by intensive development in the program leading to the utilization of talent, its conversion into results, and concurrently with the third and fourth steps, it is important to focus on retaining the talent in the company (Stacho, 2012).

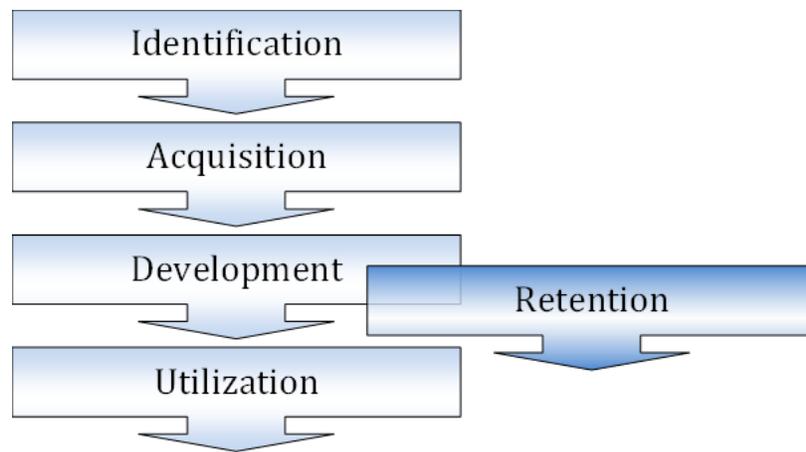


Fig 16. Talent Management Process

Source: Hroník, 2007 b

The main idea behind career management and talent management should not be just to seek the best individuals but to uncover the hidden potential that can be developed in accordance with the specific needs of the business. In this context, a "talent" does not have to be just a young university graduate but can also be a long-term, qualified, prospective employee with convincing work results and desirable behavior, reflecting the attitudes and values the company prefers. Therefore, it is essential to comprehensively focus on the development and education of all employees, both in terms of qualifications and values (Stachová, Stacho, 2012 c).

Influencing Organizational Culture through Employee Development and Education

The goal of employee development and education in relation to organizational culture is to positively influence the socialization of employees and also to influence and shape (both through individual education methods and career planning) the desirable behavior of employees based on knowledge and sharing of the company's attitudes and values. In relation to the targeted creation, change, or maintenance of the desired content of organizational culture elements, the following activities can be defined within the area of employee development, education, career management, and talent management, focusing on the reasons stated.

- Analyze the current state of sharing of organizational culture elements.

Reason: Based on the identified conformity or discrepancy of employees with the organizational culture preferred by the company, it is possible to set the needs and methods of employee education. The methods to be used for this purpose are the same as for employee selection, as the analysis goal is identical. (As mentioned, this can include the use of Dr. Roger Harrison's questionnaire or the P - O fit tool that analyzes the match between an individual's personality and the organizational culture). This analysis should focus not only on the discrepancy between the company's preferred values and those of employees but also on what employees prefer, i.e., which values and behaviors would motivate them. This analysis of the current state of sharing of organizational culture values by employees is advisable to use both in the first step of the employee education cycle to identify education needs and in the last step of the cycle within monitoring or evaluating the effectiveness of education. However, it is more appropriate to perform this analysis as part of an organizational culture analysis. As Lukášová states, "If the impulse for the analysis of organizational culture is the realization of an analysis of educational needs, only one tool for creating the desired content of organizational culture - education - is used. Therefore, the opposite logic is much more effective, namely that the analysis of organizational culture should be carried out in the context of strategic management of the company, and employee education should be just one of the tools for creating the desired content of organizational culture" (Lukášová, 2010).

- Need to clearly formulate and monitor the fulfillment of education goals in the field of organizational culture.

Reason: Due to the intangible nature of organizational culture, education goals related to its reinforcement or change are often very vaguely set, or even generalized (improvement of management skills). Alternatively, they are reduced only to changing the level of expertise of employees, while appropriate behavior of an employee in a new position is not addressed (e.g., from operator to service specialist), or due to its intangible nature, the effectiveness of education in the field of organizational culture is not measured. It is therefore necessary to clearly formulate and subsequently monitor the fulfillment of education goals also in the area of organizational culture.

- Use of appropriate methods in employee education focused on reinforcing or shaping their values, attitudes, and behaviors.

Reason: Considering that employee education begins during the adaptation of employees, we will further develop and supplement the methods mentioned in section 2.4.2 under "Use of appropriate methods for mediating individual elements of culture to the adapting employee."

Reason: For reasons related to the method of self-education in the field of organizational culture, the company's manual or periodicals published by the company, or reports about the company obtained from commercial media, can be used. Through this method, an employee most often receives basic information about the company, its organizational structure, vision, declared values, and the successes it has achieved. Information about history, strategy, ethical code, founders, and heroes of the company should be obtained during adaptation. If there is a change in the content of organizational culture, these media should only serve as supportive information sources.

Reason: The use of lectures both during the adaptation of the employee and in reinforcing or shaping their values, attitudes, and behaviors due to insufficient alignment or due to changes in organizational culture, is suitable for acquainting employees with the new strategy, implemented ethical code, explaining and justifying new values, attitudes, and desirable behavior resulting from the change. Lectures can serve to initially acquaint employees with the change and its anticipated consequences or to periodically inform employees about how the change is progressing, its positives, or potential threats.

The use of workshops is suitable for both acquainting and subsequently training desirable behavior of adapting employees in the company and for other employees, either with the aim of reinforcing appropriate behavior or training new behavior adjusted by the company's strategy. For this purpose, role-playing, brainstorming, case studies, simulations, etc., are suitable methods. These methods positively affect one of the most common barriers to behavior change, which are employees' ingrained habits.

The use of a workshop for "value creation" aims not to let employees unguided in creating new values but to direct them towards desirable attitudes so that they become familiar with and adopt positive attitudes towards these values, knowing that they have contributed to their creation.

The use of a mentor, both during adaptation and throughout the education of employees, is very appropriate from the perspective of organizational culture. In education, it is desirable to also use the mentor as an advisor in career planning and talent development through assigning interesting and challenging tasks so that the employee can learn as much as possible and thus develop their potential and talent in alignment with the strategic goals of the company. The mentor's task is to correctly prepare, set up, or explain, based on their own example or the reproduction of their own experiences, how to behave in certain situations and which attitudes to adopt.

The use of outdoor activities or experiential training also has a significant impact in connection with organizational culture. This method is focused on acquiring and reinforcing qualities such as effective motivation, managing stressful situations for individuals and teams, gaining confidence in oneself and the team, reducing resistance to changes, or managing them, leadership, etc. The goal of this method is to strengthen the team members' trust, self-confidence, support, understanding, learning about each other's behavior in crisis (tense) situations, and especially pride in both the team and the company they work for. Given that education in the field of organizational values and desirable behavior is primarily a cognitive process, it is essential for the employee to understand the information, remember it, accept it as much as possible, and then reflect it in their work behavior. The most common barrier to acceptance is entrenched habits and emotionally anchored attitudes. The outdoor method provides space for removing emotionally anchored barriers since it offers new and real emotional experiences.

- The need to achieve internal consistency with the content of organizational culture among employees selected for career and talent programs in the company.

Reason: Planning careers and selecting talents should focus not only on the knowledge, abilities, and skills of employees but also on their alignment with the elements of organizational culture. This is especially important because these employees are often the focus of both internal attention (employees compare themselves with them, or try to act like them, to secure the same career or professional growth opportunities) and external attention (especially employees involved in talent management often participate in competitions, conferences, or various discussion forums). They are often leaders, role models, and sometimes even heroes of the company, so achieving their internal consistency with the content of organizational culture is desirable.

- Education as a way to gain motivated, loyal, and dedicated employees.

Reason: Offering employees the opportunity to educate themselves can also be used as a form of motivation and acquiring loyal and dedicated employees. By doing this, the company shows that it values them enough to invest financial resources in them, which subsequently implies that the company also counts on them in the future, whether in their current position or after gaining higher education, in a higher position through career advancement.

Performance Evaluation

Employee evaluations reveal the real state of a company's workforce potential and the possibilities for its better utilization. If an effective and universally acceptable evaluation system exists within a company, it can promote employee behaviors that are positively assessed in terms of organizational culture. This assumes the correct selection of evaluation criteria and methods, which can then become a tool for line managers to guide employee behavior and actions. The existence of a strong organizational culture means the expansion of rules, norms, and standards of expected employee behavior, thereby also preventing

conflicts during their evaluation (Kachaňáková, 2010). Employee evaluations, especially in connection with compensation and motivation, are often incorporated into the various elements of organizational culture by companies (Stachová, Stacho, 2013).

Characteristics of Performance Evaluation

The main goal of performance evaluation is to ensure the maximum use of every employee's abilities, knowledge, and interest (Arthur, 2010). Performance evaluation is a very important HR activity focused on determining how an employee performs their job, fulfills the tasks and requirements of their position, their work behavior, and their relationships with coworkers, customers, and other individuals they come into contact with in their work (Koubek, 2004). In this context, it is very important to evaluate performance comprehensively as a result of the combination and ratio of effort, abilities, and perceived role, where effort reflects motivation and relates to the amount of energy (physical or mental) expended by the employee in performing tasks. This variable can fluctuate significantly, not only in relation to the employee's current state (e.g., illness, mood, etc.) but also in relation to the nature of the tasks. Meanwhile, performance may not be proportional to the effort expended, especially if abilities are lacking or if the employee does not understand their role or task. Abilities are personal characteristics used in performing work and necessary for successful task execution. They usually do not change much over time and their development is generally not dynamic. A certain minimum level of abilities, especially knowledge and skills, is necessary for the successful or acceptable performance of each specific job. The understanding of roles or tasks refers to the directions that the employee believes they should focus their effort on at work. It is about the degree of role or task understanding. For successful work performance, all three components must be present and in an appropriate ratio (Koubek, 2006).

Employee performance evaluation also reflects how well a manager can work with people and subsequently use the knowledge gained during the evaluation to achieve strategic goals (Toth 2010). Part of the evaluation should also be communication, most often between the direct supervisor and the evaluated employee, focused on assessing the information obtained during the evaluation. It should highlight the positive aspects of work performance and social behavior of the employee and point out identified shortcomings. Properly conducted performance evaluation should provide an opportunity to clarify the attitudes of the evaluated and the evaluator, given that each may have different perceptions and thus different criteria for the importance of evaluating various activities (Wagnerová, 2005). In this way, misunderstandings and ambiguities in the decisions of the employee's supervisor and their correct understanding and fulfillment by subordinates can be prevented. However, it is very important that employee evaluation does not stop at just stating the pros and cons of work performance and mutual explanations. When positive aspects are identified, it is necessary to motivate the employee to continue in such behavior, and when deficiencies are detected, it is necessary to provide the employee with support to eliminate them (Stýblo,

2003). The most appropriate form of support is often to offer the employee the opportunity to educate themselves.

From this, it follows that the goal of performance evaluation from the employee's perspective is to gain information about the assessment of their work, their perspective within the company, opportunities for personal development, and the chance to share this information (Kocianová, 2010).

The Possibility of Influencing Organizational Culture through Performance Evaluation

Employee performance evaluations significantly impact organizational culture both in reinforcing the desired organizational culture and as a tool for changing the organizational culture. This importance stems from the nature and goal of the performance evaluation function itself, which aims to ensure employees know what is correct and subsequently evaluates to what extent their behavior and actions align or diverge from the desired outcomes (Stachová, Stacho, 2012 b). Consequently, employees are encouraged to behave in accordance with both the work and value requirements of the company to achieve a positive evaluation outcome. Such behavior, seemingly controlled and evaluated at first glance, has a positive long-term impact on solidifying and aligning employee behavior and practices (Kachaňáková, Stachová, 2012 a). Based on this, it is necessary to comprehensively focus on the function of performance evaluation in the context of its impact on organizational culture. The possibilities and various activities undertaken for influencing, along with their reasons, can be summarized as follows:

- Evaluating the alignment between employee behavior and the behavior declared by elements of organizational culture

Reason: The reason and usually also the method of evaluating the alignment between employee behavior and the desired behavior declared by elements of organizational culture are identical to the reason for evaluating this level of alignment during the analysis of educational needs and also during employee selection. While the goal in employee selection is to choose the most suitable candidate, in education, the goal is to select the most suitable method for education in the required area. Evaluation needs to focus on the results from two perspectives: retrospectively to reward employees for desirable behavior or to draw consequences or point out the consequences for not changing their behavior to the desirable. In terms of future impact, evaluation in the context of organizational culture serves as a predictor of educational needs, management, and career planning, or finding talents within the internal environment.

- The need to focus on diagnosing the causes of the existing state, or organizational culture as a determinant and manifestation of poor performance

Reason: If organizational culture values are poorly set in context with the company's activity, it can negatively impact employee behavior. If desirable employee behavior is not primarily enforced and supported by evaluation and education, it can negatively affect employee performance (frequent machinery malfunctions can be due to a weak focus on maintenance and cleanliness, or prolonged complaint resolution can result from not focusing on customer satisfaction), their focus on production quality, or behavior in communication, whether externally (customer, supplier, media...) or internally within the company (to subordinates, superiors, colleagues...). From this, it is clear that in employee evaluations, it is necessary to focus on identifying the level of alignment in the desired and exhibited employee behaviors and analyze whether the type of organizational culture has correctly defined and declared values and whether the enforced behavioral practices of employees support company performance.

- Based on the company's orientation, set the criteria for evaluating employee performance linked to elements of organizational culture

Reason: Knowing the orientation of the culture that the company prefers is essential for setting appropriate evaluation criteria and methods. Based on this, it is possible to determine both supporting and suppressing manifestations, values, and norms of employee behavior that should be evaluated (In current market conditions, companies most often orient towards customers, innovations, results and quality, teamwork, market, and products. The most preferred challenges of the present are transitions from product orientation to market orientation, which includes customer orientation, product and service quality, thus primarily dealing with quality orientation, and ensuring adaptability and flexibility is focused on innovations.). As Lukášová states, if a company wants to maintain or build a market culture whose key feature is competitiveness and focus on results, it needs a value system firmly based on measuring and evaluating outcomes. If a company wants to ensure smooth operation of established processes, or aims for a culture focused on compliance with rules, low costs, reliable supplies, etc., the key evaluation criterion must be employee behavior. In an innovative culture, the focus should primarily be on evaluating the ability of employees to learn and personal development.

- Comprehensive informing of employees about evaluation criteria

Reason: Through comprehensive informing of employees about evaluation criteria, it is possible to achieve desirable employee behavior not only in the context of reinforcing organizational culture but also in the context of change and the introduction of new behavioral patterns, norms, attitudes, and values of the company. This is because employees are comprehensively informed in advance about all attributes, duties, values, norms, desired behavior, and expected outcomes that will be subject to evaluation. In such cases, employees can adapt their efforts to meet the evaluation criteria and achieve above-average results.

- The need to set an appropriate method for evaluating the level of sharing of organizational culture elements in the context of the goal of using the obtained information

Reason: Performance evaluation can be used to obtain information about past actions and behavior of employees, it also allows us to determine the current behavior of employees, but evaluation can also influence future performance of employees. For this reason, it is desirable to view individual methods from the perspective of their temporal orientation. Among the methods focused on the past in the context of analyzing elements of organizational culture, it is appropriate to use the questionnaire method, evaluation based on compliance with standards in line with competency models, rating scales, and the critical incident method. Within the methods for evaluating current performance in the context of analyzing elements of organizational culture, the mystery shopping method, observation method, and the method of providing ongoing feedback are suitable. For future-oriented methods, setting work goals, self-assessment, and assessment centers are appropriate. Using these methods within the context of organizational culture, it's possible to work with the information obtained. From the methods of evaluating past performance, information can be used to reward employees for appropriate behavior in accordance with the desired organizational culture, thereby highlighting and fixing such behavior in both the evaluated employees and their colleagues. Based on information from methods focused on the present, the company, the direct supervisor, or the observer can start to influence the change in the current behavior of the employee immediately or with minimal delay. Information obtained from future-oriented methods should be used for employee development.

- The need to set an appropriate method for evaluating employee performance in the context of identifying conformity or the need for change, whether in individual elements or the entire content of organizational culture

Reason: The use of questionnaire methods or checklists and rating scales is advantageous in the context of organizational culture because these methods allow for relatively quick employee behavior evaluation and can involve multiple evaluators (suitable also for 360° feedback). Their use can provide a comprehensive view of employee behavior and actions in various situations.

Reason: The method of evaluation based on compliance with norms, in accordance with competency models, is suitable in the context of organizational culture for positions where work performance can be compared with quantitative or qualitative standards. Since the norms to be used within this method should be discussed with employees, this approach gives employees a sense of security that upon meeting or exceeding the norms they will receive the stipulated reward, and also a sense of belonging and worth, as they had the opportunity to participate in creating the criteria. Since employees know the criteria and norms of behavior with this method, they know which behavior is considered desirable.

Reason: The method focused on recording key events in the employee's work process has significant influence on identifying and evaluating employee behavior in key, i.e., non-standard situations, where behavior is often not influenced or only partially influenced by learned behavior patterns, but by their values.

Reason: The use of mystery shopping or the secret shopper method is suitable for determining whether employees behave in accordance with the elements of organizational culture even when out of the direct supervisor's or other company employees' sight.

Reason: The method focused on setting work goals is particularly suitable in the context of organizational culture from the perspective of giving the employee trust, by setting a plan for them, actively discussing it with them, and providing conditions for its fulfillment.

Reason: The use of the assessment center method for evaluating employee performance and the alignment of their behavior with organizational culture can provide a comprehensive view of employees' perception of different cultural elements and how they behave in various work situations, or their predisposition for certain behaviors in specific situations. This method can quite accurately determine the level of an employee's alignment with the content of the organizational culture of the company, while simultaneously, as part of the assessment center, it should or could lead to educating and correctly guiding the employee in the desired area.

- The evaluative interview as an element of declaring, supporting, and forming organizational culture.

Reason: The evaluative interview holds a special place within the methods of evaluating work performance. It not only serves as a basis for monitoring and evaluating work performance but, most importantly in the context of organizational culture, it provides interactive feedback to the evaluated, thereby allowing for the exchange of views between the evaluator and the evaluated and offering the opportunity to jointly find solutions to improve or change performance, behavior, and actions, as well as positively influencing the change in employee attitudes. Considering the individual goals of the evaluative interview (to evaluate, motivate, develop, and communicate), which directly or indirectly affect the creation, maintenance, or change of the content of organizational culture, conducting evaluative interviews proficiently and with cultural awareness is important for the company. Conversely, formally and unskillfully conducting evaluative interviews can cause what Lukášová refers to as "cultural damage" in the company.

Employee Compensation

Employee compensation impacts employees through their motivation, as motivation is a predictor of employee behavior and action at work. Creating an effective compensation system for employees that stimulates them to achieve company goals as well as their personal goals requires correctly identifying their needs, interests, and value orientation (Stachová, 2012 a). As Kachaňáková states, based on such foundations and evaluation results, it's possible to develop and implement a monetary and non-monetary compensation system that encourages desirable behavior and performance of employees in line with the organizational culture (Kachaňáková, et al., 2011).

Characteristics of Employee Compensation

The goal of human resource management is to ensure that employees work for their company as effectively as possible, making the most of their abilities. One way to achieve this goal is to use an appropriate compensation system that will sufficiently motivate and fairly reward employees (Kachaňáková, et al., 2011).

Employee compensation depends on the value they bring to the organization. The employee compensation system consists of interconnected rules, processes, and practical procedures of the organization in rewarding based on contribution, abilities, and also the market value of the employee (Bajzíková et al., 2013).

In modern human resource management, compensation does not only mean wages, salaries, or other forms of monetary reward provided by the company to the employee as compensation for work done. The modern concept of compensation is much broader. It includes promotions, formal recognition (commendations), and also employee benefits (usually non-monetary), provided by the company to the employee independently of his work performance, solely based on the employment or other relationship under which the employee works for the company. Rewards can include things or circumstances that are not entirely obvious, e.g., allocation of office space, assignment to a specific workstation, allocation of specific machinery or equipment (an office with carpet instead of linoleum, an office in the headquarters building, allocation of a computer, etc.). Increasingly, education provided by the company is also considered among the rewards. Besides these more or less tangible rewards controlled by and essentially decided by the company (also called external rewards), more and more attention is paid to so-called internal rewards. These do not have a material nature and relate to the employee's satisfaction with the work done, the joy it brings, pleasant feelings resulting from participating in certain activities or tasks, feelings of usefulness and success, informal recognition by others, status, achieving work goals and career, etc. Rewards of this kind correspond with the employee's personality, needs, interests, attitudes, values, and norms (Koubek, 2006).

Thus, companies have a wide range of different tools they can use when creating a compensation system for their employees. If it is to be adequate, fair, and motivating, it should be constructed according to the needs of the given company (Companies pursue the following goals in the area of compensation (Koubek 2004): attract the necessary number of job applicants, in the required qualification structure and quality; stabilize high-performing employees and ensure their willingness to perform well; contribute to achieving the company's competitiveness in the market; through the compensation system, shape a collective with healthy work and interpersonal relationships capable of realizing the company's goals; ensure cost rationality and efficiency in view of the company's possibilities.) so that it meets its specifics, but it should also fulfill the needs of employees (Employees require from the compensation system primarily (Koubek 2004): satisfaction of their own needs, a sense of fairness in compensation, which is often preferred over the absolute amount of the salary; social security, perspective, the possibility of future earnings; the opportunity

for self-realization.). Only in such a case can it be mutually accepted (Kachaňáková, et al., 2011).

Influencing Organizational Culture through Employee Compensation

The view on influencing organizational culture through the function of employee compensation in human resource management is similar among many both international and domestic authors, often labeling the compensation function as key to building the content of organizational culture. Brown characterizes the compensation system as a way to clearly express the company's values and a key to understanding the company's culture. The possibilities of influencing organizational culture along with the reasons can be summarized as follows.

- Focus on Rewarding Desired Employee Behavior.

Reason: The justification and key importance of compensation in influencing organizational culture primarily lies in its direct influence on desired behavior. Through financial rewards, companies can directly and relatively quickly influence employees and their behavior. For employees, such influence on behavior is easily understandable and due to the possibility of rapid feedback, also tangible. In the long term, companies can gradually standardize desirable employee behavior into a standardized behavior norm. However, the influence on employees' attitudes and values is gradual, and it cannot be assumed that even with significant financial rewards, this process can be expedited. Conversely, if cultural elements are not sufficiently and correctly presented to employees, it might lead to a situation where employees, induced by rewards, start to exhibit the desired behavior outwardly (resulting in a certain level of conformity in employee behavior), yet their internal values remain in conflict with the company's values. This way, the company may achieve the desired performance in the short term, but in the long term, significant subcultures may begin to emerge within the company.

- Establish Criteria for Employee Compensation Based on Desired Performance Type in Connection with Organizational Culture Elements.

Reason: When it comes to the relationships between compensation, criteria, performance, and organizational culture, it's necessary to focus on which criteria should be rewarded to achieve the desired performance in accordance with organizational culture elements. Velíšková presents three variants or bonuses that can be paid to employees for meeting the required criteria, along with their impact on organizational culture. The first variant is based on criteria selection to support individual performance, i.e., bonuses based on individual performance, which maximizes individual performance but also significantly strengthens individualism among individuals, creating an environment of competition or even rivalry. The second variant supports team collaboration, i.e., bonuses based on team performance, which strengthens team cooperation and shared responsibility but may demotivate the highest-performing individual, possibly leading to tension within the team or the emergence of a subculture within the team. The third variant involves bonuses resulting from company

performance outcomes. On one hand, such compensation strengthens the sense of belonging, cooperation, and loyalty among employees, but on the other hand, except for managerial bonuses, it does not significantly influence an individual employee's performance. This clearly shows the need to consider the impact of reward criteria on employee performance as well as its impact on organizational culture.

- Use Formal Recognition as a Tool for Compensation Supporting Desired Organizational Culture.

Reason: Recognition or praise, both formal (given in front of colleagues or supported by a ceremony, celebration, or status change) and informal (between an employee and a direct supervisor), significantly influences the alignment of employees with the elements of the company's culture. It has the most significant impact on individual engagement and initiative, but also secondarily on the atmosphere within the company and teams. While individuals are primarily influenced by the act of reward and recognition from superiors as well as gaining recognition from colleagues or obtaining certain status symbols (allocation of an office, secretary, car, parking spot, etc.), the atmosphere among employees is influenced by how the reward is presented (e.g., collective participation and relationship building during ceremonies, celebrations, etc.).

- Use Education as a Tool for Compensation Supporting Desired Organizational Culture.

Reason: The need for continuous education is recognized by both companies and their employees, making it possible to use it as a reward. In such "education as a reward" scenarios, the focus is primarily on education tailored to the employee or team. For team "education as a reward," outdoor training is often chosen. This way, the company gains qualified, motivated, and loyal employees.

- Use Employee Benefits and Services as a Tool for Compensation Supporting Desired Organizational Culture

Reason: Given the nature of employee benefits and services, which are obtained solely based on the employment relationship or another relationship under which the employee works for the company, their connection to organizational culture is direct. They influence employees' pride, loyalty to the company, overall satisfaction, and the extent of identification with the company. They also have an evident impact on the external environment, as the company gains the status of a good and sought-after employer, thus increasing its competitiveness in both attracting quality employees and in customer and stakeholder satisfaction and relationships.

- Use Organizational Culture as a Tool for Compensation and Motivation.

Reason: Organizational culture itself is a significant means of motivation. Companies, especially those with a strong organizational culture that declares its values both outwardly and inwardly, and especially engages in charitable, ecological, or other generally beneficial

activities, gain a favorable position in the eyes of both employees and the public. Employees are proud to work for such a company, positively influencing their work performance and behavior both within and outside the company. By using organizational culture positively as motivation, it's possible to gain "3S" employees – Say (speak positively about the company outside of it), Stay (are interested in staying with the company), and Strive (are willing to work for the company beyond the agreed contract when necessary) (Zábojníková, 2012).

Summary

The interconnectedness of various human resource management functions and organizational culture primarily relates to their primary role being essentially the same, as Kachaňáková states, which is to create conditions for what is referred to as positive employee behavior in line with the strategic intentions and objectives of the company. Limiting employee stimulation to guidelines, regulations, and norms, and perceiving employees from the company or management perspective merely as a means, results in employees actually starting to see themselves in the same light and subsequently behaving passively, doing strictly what is required by their employment contract. From this, it is clear that such employee behavior is not desirable for the company and is far from being a competitive advantage. It is therefore necessary to actively build and declare a positive relationship between the company and its employees, as well as between employees and the company. For this purpose, it is essential to have a desired organizational culture, the promotion of which should utilize various human resource management functions.

As mentioned in this third chapter, activities carried out within the individual functions significantly impact declaring and supporting the desired organizational culture and also play a crucial role in introducing new, changed suitable organizational culture supporting the sustainable development of the company. However, as Lukášová states, none of the functions by themselves, i.e., without alignment and interconnectedness with other human resource management functions, have such a significant impact. A company's culture cannot be changed by introducing a new system of performance evaluation, a new compensation system, or through education alone. All activities carried out within human resource management in relation to culture have an effect, and each of them can be a critical element in the process of changing organizational culture, but in isolation, their effect is hindered by the current culture. As a tool for change, they can only function if they represent an integrated set, aimed at promoting and introducing suitable employee behavior in accordance with the culture orientation and strategic goals of the company, supported by appropriately declared desirable attitudes and values.

Current State of Focus on Organizational Culture and Selected Human Resource Management Functions by Companies Operating in Slovakia

Conscientiously creating and utilizing human work potential is a prerequisite for building and developing both the strengths and competitive advantages of companies as well as the prerequisite for adopting and implementing the concept of sustainable development. However, this is only realistic based on systematically conceived human resource management, whose activities are reflected in the optimal structure of employees and their proper orientation towards achieving the strategic goals of the company, in the context of organizational culture content. Effective application of various human resource management functions presupposes a correctly formulated personnel policy, based on implementing and supporting the declared values of the company, which define a system of stable principles, rules, and measures that then guide employee behavior in fulfilling the intentions and objectives of the company.

Understanding the current focus of companies on organizational culture and human resource management and confronting it with modern trends in this area can be considered a basic prerequisite for its improvement. To ascertain the current state and level, we have annually conducted a broadly conceived questionnaire survey in randomly selected organizations operating in Slovakia from 2010 to 2014.

The main goal of these questionnaire surveys was to find out whether and how human resources are currently managed in organizations operating in Slovakia and whether and to what extent organizations focus on creating or maintaining a suitable organizational culture.

Survey Implementation

The surveys took place consecutively over five years, namely in 2010, 2011, 2012, 2013, and 2014, always from February to May. The questionnaire was distributed to organizations with 50 or more employees. In determining the target group, defined by the organization's size in terms of the minimum number of employees, we assumed that organizations with fewer than 50 employees do not have a formally declared organizational culture content nor

standardized and formally established approaches to human resource management and its individual functions. The collection, sorting, and subsequent summarization of the information obtained from the surveys were conducted annually from June to September.

From the total pool of surveyed organizations, only businesses operating in the private sector were selected. The characteristics of the entire set of respondents within the individual sectors of operation are presented in Table 4. Businesses operating in the private sector accounted for 75% - 80% of the organizations from the total group approached annually.

Table 4. Sector of Operation

Sector	2010		2011		2012		2013		2014	
	No. of Comp	% Share								
Private	191	80%	259	75%	254	75%	262	77%	259	76%
Public	39	16%	69	20%	75	22%	56	17%	67	19%
Non-profit	2	1%	4	1%	7	2%	3	1%	4	1%
Mixed	7	3%	12	4%	4	1%	19	5%	10	4%
TOTAL	239	100%	340	100%	340	100%	340	100%	340	100%

Source: own survey

The summary size structure of the surveyed companies operating in the private sector is shown in Table 5, which indicates that companies with 50 to 249 employees were most represented in the survey each year.

Table 5. Size Structure of Analyzed Companies

Number of employees in companies	50 - 249	250 - 1 000	over 1 000
Share in % 2010	64%	28%	8%
Share in % 2011	65%	27%	8%
Share in % 2012	63%	30%	7%
Share in % 2013	67%	25%	8%
Share in % 2014	66%	27%	7%

Source: own survey

The analyzed companies were classified from the point of view of the company's headquarters, which is shown in Table 6. Due to the need for comparability of different areas of company headquarters, we have chosen their division as follows:

- companies headquartered directly in Bratislava,
- companies located in Western Slovakia (Bratislava region, Trnava region, Trenčín region, and Nitra region),
- companies located in Central Slovakia (Žilina region and Banská Bystrica region),
- companies located in Eastern Slovakia (Prešov region and Košice region),
- companies headquartered and operating throughout Slovakia.

Table 6. Distribution of Analyzed Companies by Their Headquarters

Company headquarters	BA	Western SK	Central SK	Eastern SK	All of SK
Share in % 2010	15%	43%	30%	9%	3%
Share in % 2011	19%	34%	19%	27%	1%
Share in % 2012	8%	29%	41%	20%	2%
Share in % 2013	16%	29%	30%	21%	4%
Share in % 2014	14%	31%	33%	19%	3%

Source: own survey

Results Obtained from the Conducted Surveys

Companies that participated in the survey with their answers were assured that their data would not be misused; therefore, only aggregated data will be presented in the survey results, expressed as percentages. Given that the content of the questionnaires partially changed in each year (based on findings, questions within the various HR management functions and organizational culture were profiled and specified), some questions only have results for certain analyzed years.

Comprehensive evaluation, i.e., the percentage expression of individual responses from the surveyed companies for each year of the survey, is presented in Annex C - Analysis of the Current State of Focus of Companies Operating in the Private Sector in Slovakia on Organizational Culture and Selected HR Management Functions. The template of the questionnaire used in the surveys is included in Annex D. The evaluation of the current state of focus of companies operating in the private sector in Slovakia on organizational culture and selected HR management functions is provided in the following subsections.

Focus of Companies on Organizational Culture

In the survey, we were primarily interested in whether the managements of the surveyed companies recognize the importance and justification for focusing on creating and maintaining a suitable organizational culture. Most respondents agreed with a positive answer to this question. In responses to the sub-question "Why?" the most common answers were: because it increases motivation and the desire to work, leading to increased performance and efficiency, while creating a favorable and productive environment, increases employee loyalty, improves relationships and climate in the workplace, has a significant impact on the customer and public perception of the company, and serves as the company's calling card. From these responses, it's apparent that almost all respondents consider organizational culture to be an essential and crucial part of a company's success (Stachová, 2010).

The answers to the first question were very positive, however, when we investigated whether companies have a written strategy for organizational culture within the company's strategy, only 21% to 43% responded positively. If a clear and understandable company strategy is lacking, it is very difficult to derive specific parameters and values of organizational culture

from it. Also, precisely defining organizational values within the company's strategy can be considered one of the first opportunities for the company's management to declare its commitment to culture (Stachová, 2011). Just as with the introduction, as well as with maintaining the desired organizational culture, it's necessary to ensure that professional promoters can rely on strong authoritative power within the company that can truly implement individual steps. Complete support from the management is an essential condition for the success of introducing and subsequently maintaining the desired organizational culture (Stachová, Kachaňáková, 2011).

Subsequently, we were interested in the survey whether the surveyed companies had undertaken a separate project to change organizational culture, whether they conduct an analysis of organizational culture, and whether the size of the company affects this undertaking. The percentage of companies responding positively was very similar in both cases, and in both cases, cross-comparison confirmed a direct dependence of the implementation of the culture change project and culture analysis on the size of the company (see Tables 7 and 8).

Table 7. Impact of Company Size on Conducting a Project to Change Organizational Culture

Size of Company	Has there been a standalone project to change organizational culture in your company in the last five years?				
	Yes [%] 2010	Yes [%] 2011	Yes [%] 2012	Yes [%] 2013	Yes [%] 2014
50 - 249	30	22	15	22	19
250 - 1000	37	30	17	29	28
nad 1000	64	56	54	45	47

Source: own survey

Table 8. Impact of Company Size on Conducting an Analysis of Organizational Culture

Size of Company	Do you conduct an analysis of organizational culture (OC) in your company?				
	Yes [%] 2010	Áno v [%] 2011	Yes [%] 2010	Áno v [%] 2013	Yes [%] 2010
50 - 249	25	28	15	19	22
250 - 1000	45	35	27	32	30
nad 1000	60	74	56	45	44

Source: own survey

However, upon comparison to determine if it was the same companies in both cases (without a properly conducted comprehensive analysis of the culture, it is not possible to implement and ensure a culture change project), we found a significant deficiency in the companies that performed the change, namely, that they did not conduct a culture analysis. From this, it followed that only 17% - 22% of companies regularly carried out a project to change organizational culture (see Table 9).

Table 9. Businesses Implementing a Change Project and Analyzing Organizational Culture

Has an OC change project been conducted in the last 5 years?		Do you conduct an OC analysis in your company?	
		Yes [%]	No [%]
[2010]	Yes [%]	22	11
	No [%]	10	57
[2011]	Yes [%]	22	7
	No [%]	10	61
[2012]	Yes [%]	17	5
	No [%]	6	72
[2013]	Yes [%]	20	4
	No [%]	5	71
[2014]	Yes [%]	19	5
	No [%]	8	68

Prameň: vlastný prieskum

In companies that negatively responded to the question: "Do you conduct an analysis of organizational culture in your company?" we also investigated the reason why they do not conduct a culture analysis (see Appendix C, Table 4). Companies most commonly answered that they address problems that are recognizable even without an analysis. However, these companies probably do not realize that, in general, the probability of identifying the root cause of a problem without conducting an analysis is low, because it often happens that only a secondary cause is identified, after solving which the problem does not disappear, but may even manifest more strongly and unexpectedly since the company assumes that the problem was resolved. Such action can be characterized as unsystematic because it does not lead to solving the problem but often only to highlighting it (Hoghová, 2009).

Since the analysis phase can be considered key due to its primary importance in forming the desired culture in a company, we focused on determining whether there is a difference, and if so, to what extent, between companies that conduct analysis and thus actively devote themselves to forming and maintaining the desired organizational culture and those that do not.

When comparing what each group of companies considers as a stimulus or significant problem for which a culture analysis should be conducted, we found that companies conducting an analysis consider the transition of the company from one developmental stage to another as the most significant stimulus. Companies that do not conduct an analysis were mostly unable to express themselves, and subsequently, the consequences of an undesirable culture were most often identified as stimuli for conducting an analysis, such as ineffective use of working time, unsatisfactory or insufficient communication between different organizational units, and a decline in work productivity.

When comparing the means by which and from where the two groups of companies obtain information in the field of organizational culture, we found a significant difference in the volume of information obtained, since 50% in 2010 and up to 68% of companies in 2012 not

conducting an analysis stated that they do not obtain information from the field of organizational culture at all. Similarly, for all other options, the frequency of obtaining information was lower, as reported by companies conducting an analysis (see Appendix C, Tables 7; 11).

However, the most significant difference was identified when comparing the views of the two groups of companies on whether organizational culture facilitates the management of human resources in various functional areas (see Appendix C, Tables 8; 12). Companies focusing on culture, out of the twelve areas mentioned, rated all areas with a higher percentage, clearly confirming the statement that: "Human resource management activities serve as a tool for creating and enforcing organizational culture, which in turn supports individual human resource management activities through its elements" (Kachaňáková, 2010).

Focus of Companies on Work Analysis

Job analysis is a key function of human resource management, arising from what is called the cross-sectional nature of this function. The most crucial fact related to job analysis is its necessity to be conducted before any activity in the area of human resource management functions, as its outcome significantly affects all these activities. From the companies' responses to whether they engage in job analysis, it emerged that approximately 35% of them do not conduct job analysis at all. Based on these results, we can conclude that these companies are not aware of its importance. We further investigated whether the size of the company influences the conduct of job analysis. For this purpose, we compared this relationship in a table (see Table 10) and found that company size does influence job analysis performance. We assume this relationship is due to several factors. One is that larger companies have their parent company abroad and adopt its customs, procedures, and templates related to job analysis. The second significant factor we consider is that in smaller companies, where the owner is also the HR person, this need is not realized. As these owners stated in the survey: "I know the content of the work that my employees perform very well, since I was doing it myself when starting the company. Job analysis would just be extra work for me." These two factors, in our opinion, most significantly influence the performance of job analysis.

Table 10. Relationship Comparison of Companies' Attitudes Towards Conducting Work Analysis and Company Size

Percentage of Companies %		Company Size		
		50 - 249	250 - 1 000	nad 1000
Do you conduct job analysis?	2011	52	72	88
	2012	60	73	90
	2013	64	75	90
	2014	62	74	89

Source: Our survey

In the survey, we also focused on whether companies conduct job analysis comprehensively, i.e., for all employees, or only for certain categories (management, specialists, administration,

workers). The responses revealed that in the year, only about 35% of the surveyed companies that declared they conduct job analysis, performed it comprehensively for all employee categories. Most companies perform the analysis only for certain job positions.

Among companies conducting job analysis, we were interested in the reason or the timing frequency of performing job analysis. The majority of companies (more than 55%) conduct an analysis when creating a job position. This answer was the most frequent. From the companies' responses, it emerged that some wait for an audit or a usual timing to perform the analysis and do not conduct it flexibly when needed.

Regarding the creation of a new job position, it is necessary to define job tasks, rights, and responsibilities so that an employee can perform them effectively, hence the need to define competencies (level of education, skills, and attitudes). Creating a new job position is also a process of creating specific conditions for it, respecting the needs, rights, and responsibilities of other employees in the company's organizational structure. The creation of a job position needs to be addressed almost continuously, with changes in company goals, changes or adjustments in used technologies, with the introduction of innovations, changes in the job market offer, and many other instances (Koubek, 2004). From this, the importance of job analysis in the context mentioned above arises, thus we consider the inactivity of companies in such cases to be significantly negative due to its connection to other functions of human resource management, especially the subsequent acquisition and selection of employees for newly created job positions.

A similar negative result also arises from the following option, where less than 50% of respondents stated that in case of a change in job content, they perform its analysis, while it's important to note its connection to another function of human resource management, which is employee training, because only based on a predefined change in job content, can employees be systematically trained and prepared for the change. Practice shows that the best results in training are achieved when employee training is carried out continuously. This is due to the fact that if the management of human resources is to effectively fulfill the demanding tasks related to forming an adequate work potential in accordance with the company's goals, it must include a functioning employee training system, responding to continuous environmental changes and leading to an increase in their performance.

In determining the frequency of performing job analysis, we concluded that approximately 10% of companies perform the analysis regularly, with the frequency being at least once a year, and they focus on it both when creating new job positions and when changing the job content. We consider such behavior of companies to be desirable. After determining the reason and frequency of conducting job analysis in companies, we further investigated who performs it. Respondents had the option to mark more than one answer (see Appendix C, Table 16). The unexpected low percentage (12% - 17%) of businesses reporting that job analyses are conducted by the employee currently holding the position highlights a significant discrepancy. This is surprising because employees working in the position being analyzed are often considered the most crucial source of information. Such employees are typically the ones who can most readily identify deficiencies, uncover reserves, and suggest

improvements for their workplace. This discrepancy was clarified upon examining the responses to what methods businesses use for job analysis (see Appendix C, Table 17). Respondents indicated that interviews are the preferred method of analysis. The connection between this fact and the most common answer for the analyst's identity suggests that 63% to 66% of respondents perform job analyses through interviews between the employee in the position and their direct supervisor. This fact explains the low reported percentage where only 12% to 17% of businesses stated that the analysis is performed by the employee holding the position (HR department employees, when filling out the questionnaire, identified only the direct supervisor as the analyst, not the employee in the position. However, if supervisors conduct the job analysis through interviews, it's evident that the employee of the analyzed position participates).

This finding is considered positive because when the analysis is conducted by the supervisor together with the subordinate, there is no loss of information that the employee of the specific job position possesses. On the contrary, this situation creates an opportunity for immediate discussion between the interview participants and for seeking solutions to identified problems or possibilities for improving the job performance. It's advantageous when such an interview is combined with a questionnaire method. In this case, it is desirable for both the employee working in the analyzed position and the direct supervisor to fill out a questionnaire focused on job analysis in advance, allowing both parties to reflect on their answers and to identify issues worth discussing during the interview. Such interviews, especially when held regularly, once or twice a year, can be combined with motivational or career development discussions, as the information gathered from the job analysis can be immediately used in creating training and career progression plans or linked with performance evaluations and subsequent employee rewards. The combined comparison of businesses that use the interview method and the questionnaire method revealed that only 10 to 13 respondents, representing just under 10% of surveyed businesses, employ these methods concurrently (see Table 11).

Table 11. Comparison of Businesses Conducting Job Analysis Through Interviews Versus Questionnaires

Conducting Job Analysis by Interviews		Conducting Job Analysis Using Questionnaires	
		Yes	No
2011	No	19	8
	Yes	33	13
2012	Yes	18	14
	No	46	10
2013	Yes	14	10
	No	33	13
2014	Yes	16	15
	No	36	12

Source: Our survey

Focus of Businesses on Acquiring Employees

In analyzing the current state of employee acquisition, our primary interest was whether businesses prefer internal or external sources. The responses suggest that, on average across all job positions, businesses do not significantly favor one source over the other (see Appendix C, Table 19). However, an analysis of source utilization by job category revealed that businesses significantly differ in their approach to acquiring employees. For employees in more specialized and higher positions, businesses prefer internal candidates, i.e., internal sources, which are favored for managerial positions by 54% - 72%, approximately 55% for specialists, and about 47% for administrative roles, while for blue-collar positions, this percentage is significantly lower, at roughly 30%. This fact is likely most influenced by the opportunity for advancement within the company (especially concerning administrative, technical, and managerial positions), which acts as a significant motivator for employees. Moreover, using internal recruitment sources significantly reduces the costs associated with acquiring employees from external sources, with these costs being directly proportional to the level of the position being filled. Another significant advantage of recruiting from internal sources is that the employee is already familiar with and integrated into the company's values, attitudes, and norms.

From the analysis of the most preferred methods of recruiting employees, averaging the results, it emerged that newspaper advertising and referrals are the most favored. Following these, in order of preference, are staffing agencies and the company's website. Other methods are used by businesses on average less than 30% of the time. However, significant differences in the utilization of these methods also emerged when considering the position being filled. The most significant difference is in the use of employment offices, with more than 50% of businesses using this method for blue-collar recruitment, while the percentage is ten times smaller for managerial positions. A nearly equally significant difference was observed in methods based on maintaining records of casual applicants and former employees. For both methods, the involvement of HR department employees, who manage such records, is crucial, and it is advisable for them to categorize potential employees based on their suitability for specific job positions, based on a comparison of information from resumes and job descriptions. Other methods, particularly used for lower-level positions, include media advertising and employee referrals. The opposite preference was observed with staffing agencies, which businesses mainly use for recruiting employees for managerial positions and specialist roles. The survey indicated that collaboration with educational institutions is used very sparingly across all categories in recruiting employees.

In general, it can be concluded from the analysis of the employee acquisition function that the higher the position businesses aim to fill, the greater their tendency to fill it from internal sources. For filling lower positions, companies prefer the least costly methods, mainly employment offices and records obtained as part of the HR department's activities.

All methods were used more frequently in 2010 than in other years, likely because the frequency of use reported by leaders reflected the methods used in 2009, before the implementation of austerity measures resulting from the onset of the financial crisis.

Focus of Businesses on Selecting Employees

From the part of the survey focused on employee selection, it emerged that references are the most significant method for selecting employees across all categories. The usage of references varies from 25% to 61%. Just as in the analysis of recruitment methods, a significant differentiation in selection methods was again observed across different categories of employees, directly stemming from the preferred form of recruitment. Many companies mentioned that for internal employees who receive a positive reference from their direct supervisor, they do not use any other selection method and would promote the employee to a higher position if interested. The diversity in the use of other methods for selecting employees across different categories can be specified as follows:

- For selecting managers, the greatest emphasis right after references is on structured, combined interviews, and problem-solving interviews. Compared to other categories, the method of assessment centers is most frequently chosen for manager positions.
- For selecting specialists, the greatest emphasis right after references is also on interviews, but for this category, proficiency tests are often used as the third most preferred method of selection.
- For selecting administrative staff, the percentages of method usage gradually decrease, likely because companies do not place as high demands on applicants for these positions as for the previous two categories and use a combination of more than one selection method less frequently. In this category, the emphasis is mostly not on references but on interviews.
- For selecting blue-collar workers, the order of preferences and types of methods differs most significantly. The most preferred method is the interview, which companies stated is most commonly used to assess eloquence and the candidate's ability to respond, especially for candidates who will interact with customers, such as salespeople. Proficiency tests are the second most used method in order of preference. The preferred methods of selection directly result from the anticipated job content of this category, with the greatest weight placed on skills and abilities. Some companies mentioned that besides the methods listed, they select employees for blue-collar positions based solely on presented documents of professional qualifications.

Given that companies predominantly prefer a combination of traditional selection methods, which are mainly based on evaluating knowledge, experience, and skills, it's important to highlight the suitability of focusing on gradual changes in this area. In "modern" human resource management, it's necessary to also focus on selection methods that can determine candidates' ability to work in a team and their suitability in terms of the specific culture of the company. Such methods include, for example, the assessment center method, which is

about diagnosing the most suitable candidate among several using a range of approaches. Due to its complexity, it is best used primarily for selecting employees for higher positions. However, very few companies reported using this method in the survey.

Just like the analysis of recruitment methods, all selection methods were used more frequently in 2010 than in other years, likely for similar reasons related to the recruitment methods.

Focus of Businesses on Employee Placement

In terms of employee placement, our primary interest was whether companies have established a system for the adaptation of new employees. Unfortunately, responses from surveyed businesses revealed that approximately 30% of them do not have an adaptation system in place. This indicates that these companies do not recognize the importance of adaptation.

Regarding adaptation, we were interested in whether the size of the company influences the establishment of its system. Based on cross-comparison (see Table 12), we found that the size of the company significantly affects the existence or absence of an employee adaptation system. While almost all companies with over 1000 employees have established an adaptation system, 35% to 45% of companies with up to 249 employees do not have such a system in place. The absence of an adaptation system is particularly negative for companies with up to 249 employees because these are not small, often family-run businesses where everyone knows each other and the structure, relationships, and division of work are evident at first glance. Instead, these are companies composed of several departments, with tightly specified job descriptions, and where both formal and informal relationships are unclear to the employee upon arrival, as are values, communication methods, etc. Underestimating the adaptation system deprives these companies of a competitive advantage that a well-established adaptation system can provide, as it allows employees to adapt and integrate faster than in larger companies.

Table 12. Influence of Company Size on the Implementation of an Employee Adaptation System

Company Size	Existence of an employee adaptation system				
	2010[%]	2011[%]	2012[%]	2013[%]	2014[%]
50 - 249	65	58	58	56	57
250 - 1000	78	74	85	77	78
nad 1000	100	97	100	95	100

Source: Own survey

While the finding that more than 30% of businesses do not engage in adaptation was viewed negatively, the answers to the question, "Please indicate what is included in the adaptation process for new employees in your company," can be evaluated even more critically. The survey revealed that businesses claiming to engage in adaptation actually do so only at the level of job adaptation.

To determine how many businesses that declare their engagement in adaptation actually do so across all three levels, we used a cross-tabulation to find out which businesses engage in both social adaptation and adaptation to organizational culture, since all businesses reported engaging in job adaptation (see Table 13). It was found that only about 18% to 22% of businesses that carry out adaptation do so across all levels. Consequently, only about one-fifth of the entire surveyed sample engages in comprehensive adaptation for newly hired employees.

Table 13. Cross-comparison of Businesses Engaging in Social Adaptation and Adaptation to Organizational Culture in 2011

Adaptation Process Includes:		Adaptation to Organizational Culture	
		No	Yes
Social Adaptation [2011]	No	63	10
	Yes	9	18
Social Adaptation [2012]	No	61	14
	Yes	5	20
Social Adaptation [2013]	No	59	12
	Yes	9	20
Social Adaptation [2014]	No	49	15
	Yes	14	22

Source: Own survey

In the second area of focus regarding employee placement, we found that the current view of businesses on outplacement is mostly influenced by unawareness and ignorance of the subject. Businesses perceive it merely as a certain highly above-standard service for the "no longer needed" employee, which has no significant impact on them. This assertion also emerged from the responses of the businesses, with only 1% of respondents stating that they fully engage in outplacement and approximately 10% partially. From this, it follows that more than 90% of surveyed businesses do not realize that effective outplacement not only offers a way to assist an employee in a difficult life stage in finding new employment but also an opportunity for the business to actively build a positive image both externally and internally, and to declare values, contribute to creating a positive organizational culture, which then has a direct impact on the overall climate in the business. By adopting this approach, a business not only declares its social responsibility but also affects its environment as a trustworthy employer that sensitively perceives its employees' problems and is interested in participating in their resolution (Stachová, Stacho, 2011).

Focus of Businesses on Development and Education of Employees

For human resources management to effectively fulfill the challenging tasks related to shaping an adequate workforce in line with company goals, it must include a functioning system of education and development of employees, responding to constant environmental changes and leading to an increase in their performance. Companies do not always respect this necessity and apply various approaches to creating and implementing education policies

and strategies from random or unplanned ones (meaning that necessary training is conducted only when the need to acquire certain knowledge or experience arises) to targeted approaches towards education, towards becoming a learning organization (Stachová, Stacho, 2012a). It is negatively perceived that in most surveyed companies, there is no system of continuous education. In 2010, more than 50% of companies were just at the beginning of their educational activities, limiting them to mandatory training required by law and professional regulations and unplanned courses needed at the moment. Only 6% of respondents were successfully moving towards becoming a learning organization. Based on the results of surveys conducted in subsequent years, we found that the situation in companies' approach to employee education has worsened, and many do not realize that investing in employees leads to their overall appreciation, which is mainly reflected in increased performance, involvement in innovation processes, self-realization, satisfaction, and loyalty to the company.

To introduce the concept of a learning organization, it is necessary to introduce so-called personal excellence, i.e., employees must be aware of the need to continuously improve and educate themselves. From the conducted surveys, it was found that in different years, 58% to 75% of respondents (see Appendix C, Table 37) use self-education as a method of education (supported by methods such as lectures, seminars, and manuals), which, at first glance, seems overly positive. However, most of these companies leave the entire weight of education on individuals, not realizing that self-education is suitable for acquiring new knowledge but only to a limited extent for acquiring new skills, which are mainly obtained through active educational methods. The survey also revealed that education methods supporting experiential learning are used relatively little in the surveyed companies over the years, e.g., outdoor learning in 17% to 36%, internships in a foreign branch 13% to 29%, mentoring in 12% to 29%, and assessment center in 5% to 18%, while these methods are the most effective.

To achieve the characteristics of a learning organization, it is necessary to create an atmosphere of continuous development in education, directly conditioned by team learning, i.e., primarily complete sharing of knowledge within the company, with an emphasis on the team. However, the survey revealed that in 2010, knowledge was completely shared by 18% of respondents, which is the best result in the last five years, and even this is not considered sufficient.

Sharing knowledge can be supported by rewarding employees for such behavior, but in more than 65% of surveyed companies, neither the quantity nor the quality of shared knowledge is closely monitored, for which it would be possible and appropriate to reward an employee.

Last but not least, achieving and maintaining a learning organization environment is influenced by continuous evaluation of the effectiveness of employee training, with this evaluation also being the basis for identifying further training needs. The evaluation should answer how much the set education goals have been achieved. However, the survey results document that even in this area, companies operating in Slovakia have reserves, because in 2010, systematic evaluation of the effectiveness of education was conducted by 57% of

surveyed companies, and this finding was the most positive result in this area for the observed period.

Professional qualification is a fundamental building block for work in demanding positions, but it is far from enough. There are more factors that influence a career, but in career management, it is important that a person learns to be better not only in their profession. Since a career is a phenomenon richer and more complex than just a simple progression from function to function. Through its management and adherence to career order, an effective system for motivating employees and retaining them in the company can also be created. Based on this, D. Tóth referred to this possibility as "Minimum costs, maximum effect" (Tóth, 2010).

Career management in a company is possible in three directions: progression in hierarchy, gaining additional expertise, and deepening expertise. It is possible to proceed in all these directions within one career, with the main influence on advancement being the responsibility of individual employees, specific conditions created in the company, and methods used in career planning (Urbancová, Stachová, 2013). In general, methods can be divided into group methods, where the individual whose "career is managed" gains experience by being invited to problems, tasks, projects that a team familiar with the issue solves, and individual methods, based on the individual's goals, such as coaching, mentoring, e-learning packages, planned rotation, experience gaining plans, and shadowing programs.

From our survey, it was found that approximately 55% of companies operating in Slovakia engage in career management of their employees (see Appendix C, Table 43) and primarily utilize group methods, which do not require the company to spend money beyond the usual scope (see Appendix C, Table 44).

To successfully implement talent management, it is essential to have a suitable talent management strategy, based on which the environment, processes, activities, and objectives are defined. In 2014, 15% of surveyed companies had developed such a talent management strategy (see Appendix C, Table 45). Other companies engage in talent management based on intuition in 14% to 34% of cases or do not undertake any talent management activities. This high percentage appears even more negative since, in 2012, up to 69% of companies that do not engage in talent management stated the reason was that they do not consider talent management important. This fact indicates the insufficient awareness of these companies about the crucial role that talent management plays in the current era of rapid, often unpredictable changes and the need for the production of new ideas. Other companies recognize the need to focus on talent management, but its implementation is currently financially or time-consuming for them. They also cited the lack of a competent person to manage talents in their company, and several respondents mentioned that such a system is currently being introduced.

Focus of Businesses on Employee Performance Evaluation

The goal of employee performance evaluation is the continuous improvement of work performance based on enhancing the entire human resource management system, through better understanding of evaluated employees, their tasks, and activities (Kachaňáková et al., 2011). In this context, within our survey, we were primarily interested in whether surveyed companies engage in employee performance evaluation, i.e., whether they have a formal evaluation system in place. On average, 65% of companies responded positively, but we do not consider this state ideal, given the importance of the evaluation function.

Given this fact, we will analyze only companies that declare they actively engage in evaluating the performance of their employees. In analyzing whether the performance evaluation system is comprehensive, i.e., whether it targets all categories of employees or only some, it was found that employee evaluations are mostly conducted for managerial positions. More than 70% of surveyed companies stated that they have established a performance evaluation system for all categories. In connection with who is evaluated, we were also interested in who conducts the evaluation. Theory and usually practice agree that the most competent person for evaluating an employee's performance is their immediate supervisor. They should also carry out the final evaluation of all documentation for the evaluation, whether they processed it themselves or it was presented by someone else. They should also lead the final discussion and suggest measures resulting from the performance evaluation (Koubek, 2004). Thus, the supervisor gains an overview of the results of all their subordinates, which is a necessary prerequisite for correct decisions in areas such as remuneration, education, and career. However, besides the direct supervisor, other individuals within or outside the company, such as a higher-level supervisor, subordinates, colleagues at the same work level, or customers, can also perform the employee evaluation. Surveys revealed that in companies operating in Slovakia, the direct supervisor is most commonly used for evaluating employees across all categories of employees.

Performance evaluation methods serve as a tool to enforce consistency in employee evaluation and can also help limit two main evaluation pitfalls: subjectivity and formalism (Stýblo et al., 2009). The results obtained show that in evaluating management, specialists, and administration, performance evaluation based on goal achievement and subsequent evaluation interviews are most commonly used. Rating scales and evaluations based on standard fulfillment and self-evaluation are also quite common. For blue-collar workers, evaluation based on standard (norm) fulfillment, goal achievement, and rating scales are most used. Other methods are significantly less frequently used (see Appendix C, Tables 54 - 57).

Given that evaluations are conducted with the purpose of achieving continuous improvement of work performance based on the ongoing development of skills and overall employee competence, as well as appropriate work behavior, it is very important that it is not perceived as undesirable. Therefore, it's important for the results to be discussed with the evaluated employee, and based on them, individual goals for the employee are set. For this purpose, an

evaluation review should necessarily follow the evaluation, which the evaluated employee must unconditionally attend, having the right to be informed about the results and also having the opportunity to comment on them. Whether employees of the analyzed companies have this opportunity was also investigated. The responses (see Appendix C, Table 56) indicated that annually only about half of the surveyed companies stated that employees have the opportunity to comment on the results of the performance evaluation. Evaluated employees in the other companies do not have the opportunity to comment on these results, either because they are not aware of them or they are informed of the evaluation results but do not have the opportunity to express their opinions. This indicates that annually more than 50% of employees are evaluated, but the evaluation itself is not discussed with them. However, as mentioned, for the evaluation system in a company to be effective, conducting an evaluation interview is essential, and during this process, the evaluation results should be discussed with the employees. The outcome of the evaluation should make clear the next direction that will bring benefits and meaning to all interested parties.

In the last question of our survey focused on employee performance evaluation, we aimed to find out in which areas the obtained information is used. The survey revealed that the information obtained is mostly used for employee remuneration. It is significantly less used for planning career growth, for planning education and development of employees, and also for personnel planning (see Appendix C, Table 59).

Focus of Businesses on Rewarding Employees

Providing employees with the opportunity to participate in the results of the business and to take advantage of benefits and services offered beyond the legally mandated obligation gives employees a sense of being valued and considered by the company, and offers the company a chance to present itself both internally and externally (Stacho, Stachová, 2012).

The survey highlighted that in providing various forms of employee participation in business results, there are significant differences across employee categories (see Appendix C, Table 60). Management has the greatest opportunities for participation, always having the highest percentage in each option. This difference was most noticeable in profit sharing options and the opportunity to obtain stock options. This situation is likely most significantly influenced by two facts. Firstly, the realization by company management that managers can directly influence the company's profit in many cases, making such forms of remuneration motivating for them, and also that these two forms of participation are not yet common in companies operating in Slovakia. In economically more developed countries, these participation forms are also used for organizationally lower job positions as a motivator, simultaneously increasing work morale, the quality, and quantity of work done, as employees gain the feeling that they are "working on their own" (Kachaňáková, Stachová, Stacho, 2012a). The survey revealed that companies most commonly use performance-dependent remuneration and bonuses based on individual goal achievements as motivators for their employees, aiming to build a tangible connection between their individual performances and the rewards obtained. The third most used motivator was bonuses based on team goal achievements, through which

companies stimulate not only employee performance but also their team collaboration and cohesion, which are necessary mainly for sharing information and knowledge and creating a positive work atmosphere. However, the most used participation options are only utilized by 30% to 60% of surveyed companies.

Analyzing employee benefits and services that companies provide beyond the legal obligation, we found that more than 50% of companies do not provide such employee benefits and services. Although we often hear about improving conditions for working mothers and declared support for women to become mothers while developing their careers, the survey showed that only a minimal number (1% - 3%) of surveyed companies have a children's corner at the workplace and only 4%, at most 8%, have career break programs, which are mostly desired by parents of children for maternity or parental leave, or in case of health problems of a child or another family member. Also, only a minimum of companies states that they provide contributions to childcare beyond the legal obligation (see Appendix C, Table 61).

These findings indicate that although human resource management theory talks about many forms of both monetary and non-monetary remuneration, practice is still primarily oriented, in more than 50% of surveyed companies even exclusively, towards monetary remuneration issues, i.e., issues of wages and salaries, their construction, questions of the relationship between monetary reward and performance, wage forms, etc. Little attention is given to rewards arising from employment (employee benefits).

Summary

The quality of human resources represents a priority for the long-term success of every company, and all decisions related to the human factor, in connection with the culture of the organization, have strategic significance for it. To identify the current level of focus of companies operating in Slovakia on organizational culture and various human resource management functions, we conduct an annual survey since 2010.

The survey focused on companies operating in the private sector showed that although 100% of the companies acknowledge the justification of organizational culture, only 20% - 33% conducted a culture analysis over the past five years. Comparing the views of companies that conduct culture analysis with those that do not, we found significant differences. From the perspective of the theme of the presented monograph, we consider the most significant difference to be in how companies perceive whether organizational culture facilitates the management of human resources in various functional areas.

In the context of organizational culture and selected human resource management functions, we consider the following findings in various areas to be the most serious:

Companies focus on job analysis least for managerial positions, which are most significant in terms of declaring various elements and means of organizational culture.

In terms of employee recruitment, it is positive that companies extensively use employee references, creating a premise for expanding the company with employees sharing similar values to current employees.

When identifying the alignment of values, attitudes, and behavior of candidates with the content of organizational culture during employee selection, it emerged from the survey that companies primarily use interviews with candidates and references, with other methods being used minimally or not at all. A significant negative in this area is primarily that companies, based on culture analysis, have not defined the most suitable culture for themselves individually, thus lacking any officially declared values, approaches, and norms of behavior to rely on when selecting candidates.

In the context of declaring various elements and means of organizational culture during employee adaptation, the results appear very negative, as on average only a fifth of companies focus on all three levels of adaptation (work, social, and adaptation to organizational culture).

Companies do not systematically engage in employee education; in the analyzed years, more than half of the companies conducted only mandatory training required by law or training needed due to emerging situations, thereby not focusing on education in the area of organizational culture.

The most commonly used education methods in the context of education within organizational culture are suitable only peripherally, i.e., suitable for acquiring basic information about elements and means of organizational culture. Methods like outdoor training, workshops, mentoring, or assessment centers, which are more appropriate for this purpose, are applied only minimally in companies.

In evaluating employee performance, a positive trend has been noted in the last three years. This creates space for including evaluation criteria focused on organizational culture in this area. In questionnaire surveys from 2013, we also included the question, "Do you focus on evaluating employees based on their ability and level of identification with and adherence to the desired organizational culture values?" Nearly 50% of companies conducting formal employee performance evaluation responded positively in both years, which we consider positive.

Only about half of the surveyed companies use various participation options for employees in business results. Based on responses to the question, "Do you reward employees for their ability and level of identification with and adherence to the desired organizational culture values?" it was found that in 2013 and 2014, companies focused on rewarding employees in the context of organizational culture content in only about 20% of companies conducting formal performance evaluations.

More than 50% of surveyed companies do not offer employee benefits and services beyond the legally required obligation, although their connection with organizational culture is direct, as they significantly influence employee pride, loyalty to the company, overall

satisfaction, and the degree of identification with the company, and also have a clear impact on the external environment and all stakeholders.

From these studies, it is clear that there needs to be a greater focus on organizational culture, as its essence is primarily derived from the human need to belong and integrate into a community of people with similar interests. People want to belong to their team, work group, and company. Utilizing this human need in human resource management, however, assumes an interconnection of personal values of employees with a system of clearly formulated, consistent organizational values, from which behavioral rules within the entire company are derived, in the context of the concept of sustainable business development.

Proposal of a Set of Human Resource Management Functions as a Tool for Creating Organizational Culture in the Context of Sustainable Development

The goal of this chapter was to propose a process for creating an organizational culture that supports the sustainable development of the company and the possibilities of using a set of human resource management functions as support to achieve the process goal. Within the process, we will focus on individual human resource management functions as tools of change, or tools to support the current organizational culture promoting the sustainable development of the company.

The proposal builds on the theoretical foundations presented in the first and third chapters, as well as on the survey conducted over the last five years in companies operating in Slovakia, which was comprehensively evaluated and presented in the fourth chapter. From the first theoretical chapter, focused on organizational culture, the justification for its existence and the permanent need to focus on it became clear. From the third chapter, focused on the set of human resource management functions and their interconnection with organizational culture, activities emerged that are necessary or desirable to focus on for maintaining or creating a suitable organizational culture in a company supporting sustainable development. In the context of analyzing the current focus of companies on organizational culture and selected human resource management functions, we have gained a comprehensive view that allows us to create a proposal for using the set of human resource management functions in the process of creating a suitable organizational culture.

The proposal for using the set of human resource management functions as a tool for creating organizational culture with the aim of ensuring sustainable development in companies is primarily intended for company leadership (employees working in top management) and heads of HR departments, or employees focusing on this issue in companies (It is essential that the person responsible for human resource management in the company has a place in top management or another top executive team of the company, which carries out or participates in the process of creating a suitable organizational culture). Through activities carried out within the set of human resource management functions at various steps of the process, the presented proposal allows companies to achieve the goal of the process, which is either changing or maintaining the current organizational culture supporting the sustainable development of the company.

Process of Creating a Suitable Organizational Culture in the Context of Using Human Resource Management Functions

As already mentioned in subsection 1.3, focused on creating a suitable organizational culture, it is possible to find several different step-by-step procedures, methodologies, and schemes for creating organizational culture in literature. Although they vary in scope, size, breadth, depth, it is possible to find a certain parallel of three levels of the process of creating organizational culture in all of them: the level of knowledge, the level of direction, and the level of implementation or anchoring.

Based on this and also the outputs from the doctoral dissertation written by the co-author on the topic: "Proposal of a methodology for a comprehensive analysis of the current state of organizational culture in companies", we defined the process of creating a suitable culture in a company as follows. We divided the process of creating a suitable organizational culture into three levels, which we described in fourteen steps as follows:

I. Gathering information necessary for setting the goals of the current state analysis of organizational culture and its execution and processing

1. Gathering information about the strategic goals of the company,
2. Gathering basic information about the current organizational culture,
3. Setting the goals of the analysis of the current state of organizational culture,
4. Setting tools to gather information about the second and third levels of organizational culture,
5. Conducting the analysis of the current state of organizational culture,
6. Processing the results of the analysis of the current state of organizational culture.

II. Comparing the current state of organizational culture with the desired state and creating a plan for introducing the suitable organizational culture

7. Defining the desired state of organizational culture,
8. Comparing the analysis results with the desired state of organizational culture,
9. Proposing changes to achieve the suitable organizational culture,
10. Planning the implementation process of the suitable organizational culture.

III. Implementation, support, and control of the suitable organizational culture

11. Implementation and support of the suitable organizational culture,
12. Operational control of the level of implementation and support of the suitable organizational culture,
13. Tactical control (once a year) of the level of implementation and support of the suitable organizational culture,
14. Strategic control (once every three years, or in case of a significant change in the company) of the level of implementation of the suitable organizational culture.

The process of creating a suitable organizational culture is graphically illustrated in Figure 17.

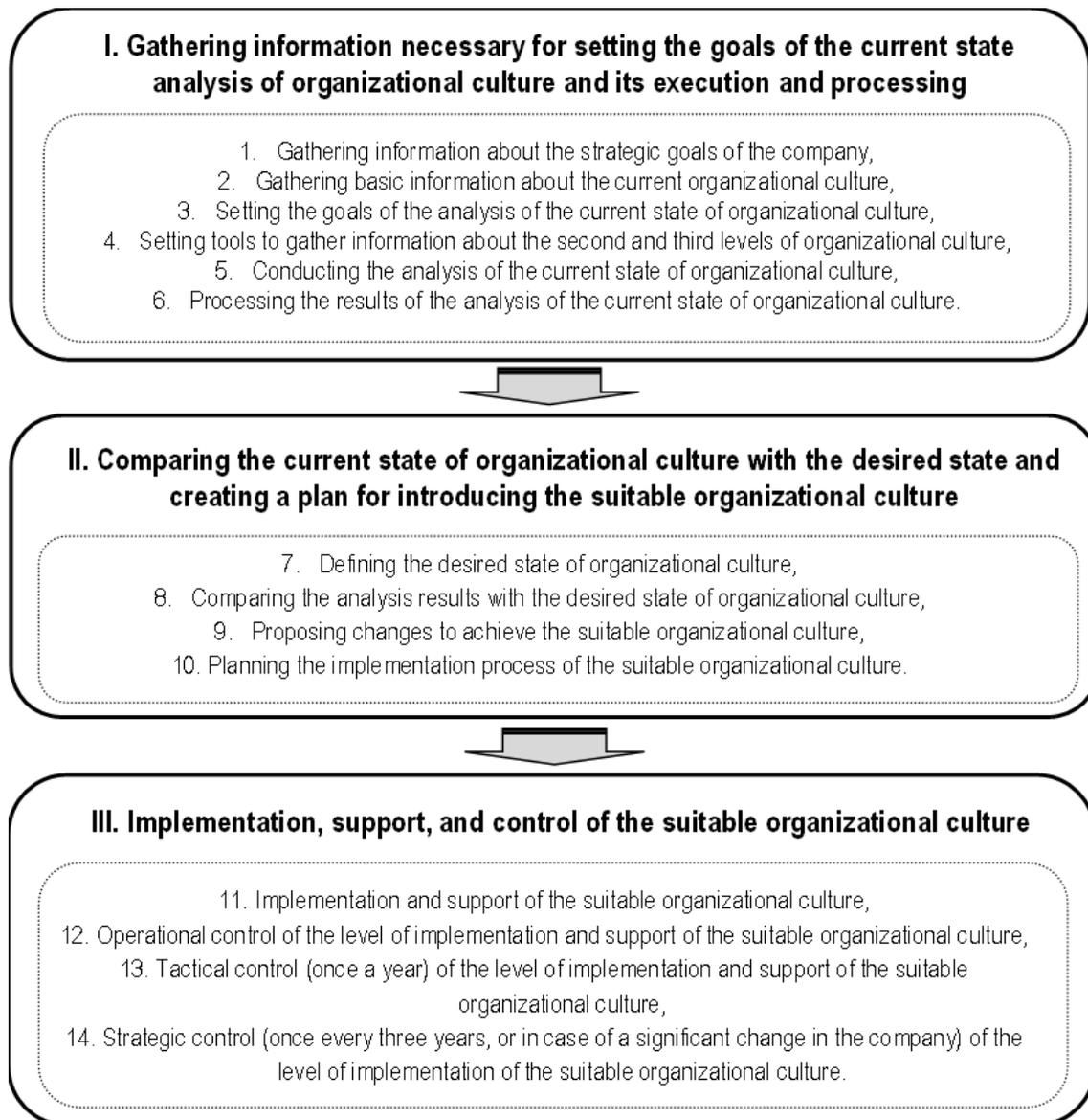


Fig 17. The Process of Creating a Suitable Organizational Culture

Source: Own processing

We will now focus on the individual steps of the process of creating a suitable organizational culture, within which their interconnection with the set of human resource management functions is desirable. The need to define the most important areas of organizational management, which are directly related to organizational culture, arises in the second level, in steps 9 and 10, and within their implementation, it also affects step 11 in the third level of the process of creating a suitable organizational culture. The graphical representation of the

process of creating a suitable organizational culture in context with the set of human resource management functions is depicted in Figure 18.

We will discuss the individual levels and steps of our proposed process for creating a suitable organizational culture in the context of their connection with the set of human resource management functions in the following subsections.

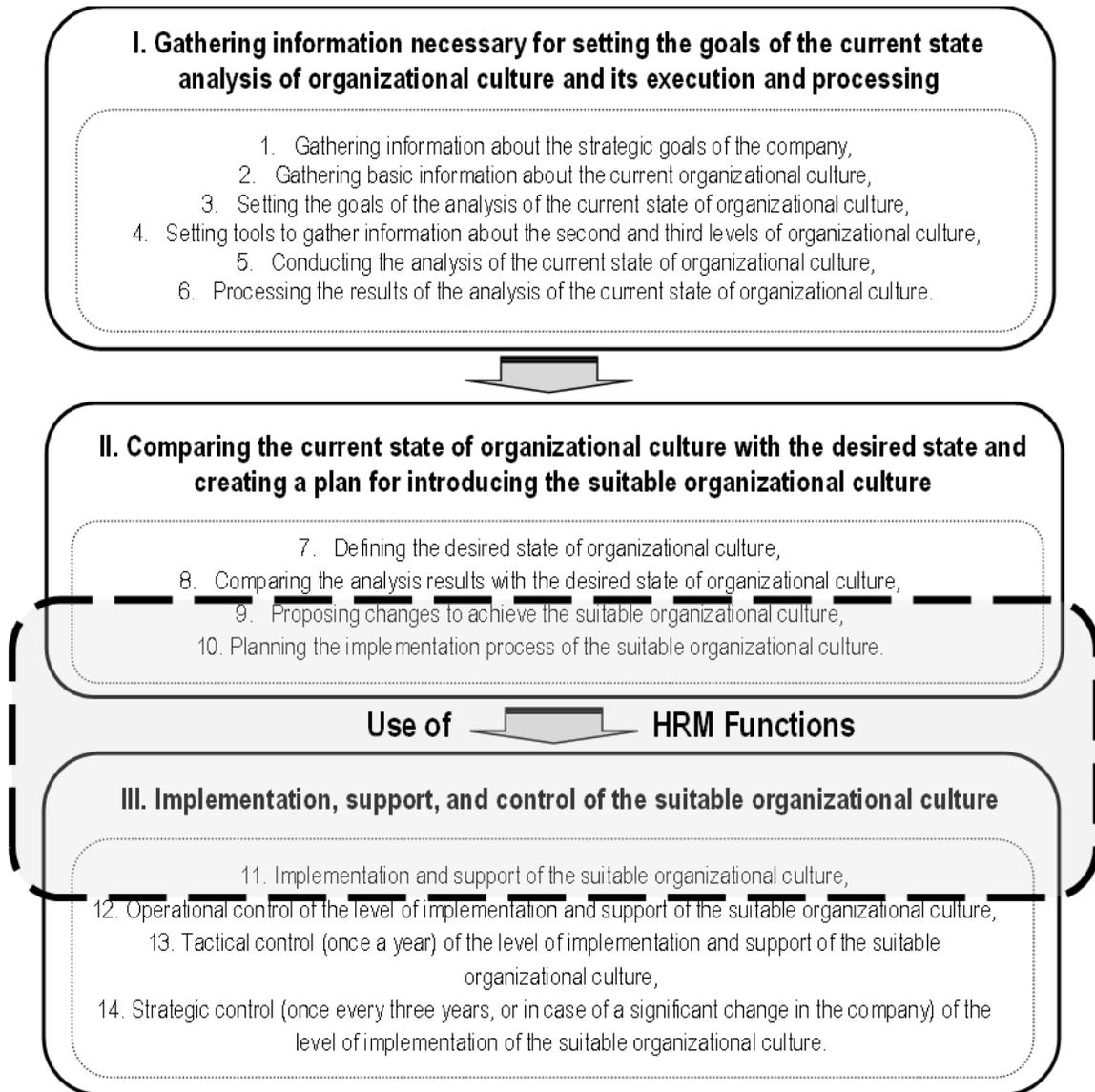


Fig 18. The Process of Creating a Suitable Organizational Culture in the Context of the Set of Human Resource Management Functions

Source: Own processing

Gathering Information Necessary for Setting the Goals of Analysis of the Current State of Organizational Culture and Its Implementation and Processing

The first level of the scheme, "Gathering Information Necessary for Setting the Goals of Analysis of the Current State of Organizational Culture and Its Implementation and Processing", containing steps 1 - 6:

1. Gathering information about the strategic goals of the company,
2. Gathering basic information about the current organizational culture,
3. Setting the goals for the analysis of the current state of organizational culture,
4. Determining the tools for gathering information about the second and third levels of organizational culture,
5. Conducting the analysis of the current state of organizational culture,
6. Processing the results of the analysis of the current state of organizational culture,

is focused on a comprehensive analysis of the current state of organizational culture, with its main goal being to gather information necessary for determining the goal of the current state analysis and establishing appropriate tools for carrying out and processing the analysis of the current state of organizational culture. Steps 1-6 are described in detail, along with various methods suitable for ensuring the analysis of organizational culture, in the co-author's doctoral dissertation, where we focused on questionnaire methods, including a detailed discussion of Dr. Roger Harrison's typological questionnaire, Geert Hofstede's VSM 94 questionnaire, the Gallup organization questionnaire, and a questionnaire containing a set of questions for analyzing key areas of organizational culture. Within the observation method, Bales's Interaction Process Analysis and assessment scales are thoroughly discussed. A separate subsection is devoted to describing the sociometric method and the semantic differential method. Within the interview method, the rep-grid tool is analyzed in detail. We also focused on methods for analyzing qualitative data, including content analysis, grounded theory, and discourse analysis. Figure 19 graphically illustrates all six steps of the first level of the process of creating a suitable organizational culture and also the various methods that are suitable to use in steps 1 - 4.

For the purpose of determining the optimal methods of analyzing the current state of organizational culture in steps 1-4 of the proposed process, we recommend that companies utilize a multi-criteria evaluation of options, as it is a discipline that supports decision-making when it is necessary to consider multiple, often conflicting decision criteria. Incorporating multi-criteria into the decision-making model ensures that the decision found has a much greater chance of implementation in the given decision-making task (Štěrbá, 2008). For this purpose, we recommend companies use the mathematical method AHP - Analytic Hierarchy Process, which is among the analytical multi-level methods, being a structured technique for solving complex decisions. It is based on mathematical procedures and human psychology. AHP provides a comprehensive and logical concept for structuring a problem, for quantifying its elements related to overall goals, and for evaluating alternative solutions (Roháčová, Marková, 2009).

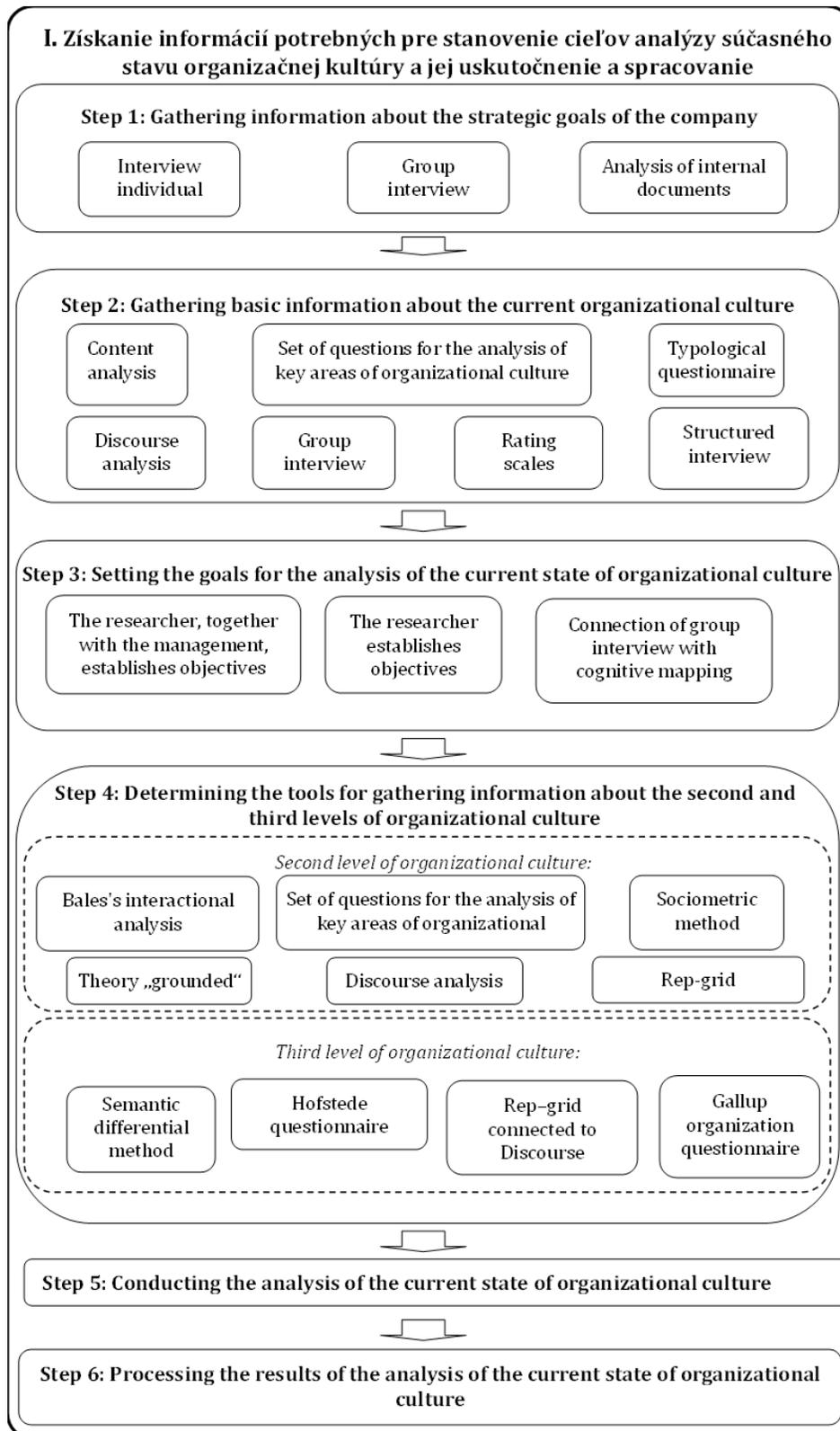


Fig 19. Analysis of the current state of organizational culture

Source: Own processing

The AHP method is used to obtain the optimal decision, considering both qualitative and quantitative aspects. It is based on comparing all possible pairs of alternatives, where it is possible to express the intensity, weight, or preference of one alternative over another, within a criterion that the company considers fundamental. The overall process of the AHP method can be described in two steps. The first step involves developing a hierarchical model of the problem to select alternatives and criteria. In the second step, the individual elements of the model are pairwise compared at all levels of the hierarchical model (Waudit.cz, 2007). Preferences are established based on Saaty's scale, which consists of a five-degree scale and four intermediate degrees.

The AHP method allows expressing the best choice based on the preferences set by the company. Within the steps 1-4 of our proposed process, it's necessary to substitute various methods recommended for use in each process step as alternatives, and as criteria, we recommend companies primarily consider: the quality of information obtained, the quantity of information obtained, the experience of the analyzing employee, the time consumption of the method, and the financial cost of the method (see table 19). The number of alternatives, as well as criteria, can be changed due to the individual preferences of companies. A functional application for using the AHP method is freely available online (e.g., <http://www.123ahp.com/izracun.aspx?lang=en>). In simulating the selection of the most suitable combination of methods for steps 1 – 4 of our proposed process, we used the Expert Choice software, provided for this purpose by the team working under Prof. P. Sakál. Appendix I presents the software output for individually set goals within the process steps, where each criterion was assigned a weight relative to the goal. The resulting combination of methods generated in this way is shown in Appendix J.

Table 14. Criteria for Choosing the Most Suitable Combination of Tools (Alternatives) for Conducting the Analysis of the Current State of Organizational Culture

Step / Tool (Alternative)	Criterion				
1st step: Gathering information about the strategic goals of the company	Quality of information obtained	Quantity of information obtained	Experience of the analyzing employee	Time consumption	Cost of implementation
Individual Interview					
Group Interview					
Analysis of Internal Documents					
2nd step: Gathering basic information about the current organizational culture					
Content Analysis					
Discourse Analysis					
Rating Scales					
Structured Interview					
Group Interview					
Typological Questionnaire					
Set of Questions for Analyzing Key Areas of Corporate Culture					
3rd step: Setting the goals of analysis of the current state of organizational culture					
The analyst sets goals					
The analyst and management set goals					
Linking group interview with cognitive mapping					
4th step: Determining tools for gathering information about the second and third levels of organizational culture					

About the second level of organizational culture:					
Set of Questions for Analyzing Key Areas of Organizational Culture					
Bales's Interaction Analysis					
Rep-grid					
Discourse Analysis					
Grounded Theory					
Sociometric Method					
About the third level of organizational culture:					
Rep-grid linked with discourse analysis					
Geert Hofstede's Questionnaire					
Gallup Organization Questionnaire					
Semantic Differential Method					

Source: Own processing

Comparison of the Current State of Organizational Culture with the Desired State and Creating a Plan for Implementing the Desired Organizational Culture

The second level of the schema, "Comparison of the Current State of Organizational Culture with the Desired State and Creating a Plan for Implementing the Desired Organizational Culture," containing steps 7 - 10:

7. Defining the desired state of organizational culture,
8. Comparing the results of the analysis with the desired state of organizational culture,
9. Proposing changes to achieve the desired organizational culture,
10. Planning the process of implementing the desired organizational culture,

can be characterized, as mentioned, as the direction level. In this level of creating the desired organizational culture, we align most closely with the schemes and step-by-step procedures of authors Lukáčová R and Nový I, Pfeifer, L, and Umlaurová, M., Čambál, M., as well as J.P. Kotter.

Within this level, it is necessary to precisely define the determinants of the desired, i.e., appropriate organizational culture, with which the visions, mission, strategic goals of the company, values, and attitudes are associated. Even in this phase of the process, it is advisable to use the AHP mathematical decision-making method, as it allows considering both qualitative and quantitative aspects specific to the company when obtaining the optimal decision.

It's necessary to assess the degree of conformity between the identified state and the necessary state. Based on this comparison, the directions of the desired shifts in organizational culture are determined. Secondly, it's essential to formulate decisive parameters of the characteristics of the suitable culture as comprehensively as possible in relation to other management areas and also define the most crucial areas of organizational management that are directly related to organizational culture. To achieve the level of organizational culture that the company has set in the previous steps of the process of

creating a suitable organizational culture, it's necessary within this level of the process to propose and plan changes in the individual functions of human resources management as well. Based on the analysis of companies operating in Slovakia, we found that it is desirable for companies to focus on the following:

- Expand job analysis to include findings focused on the level of utilization of various elements of organizational culture within the employees' work activities.
- Focus on declaring organizational culture already during the recruitment of employees.
- In selecting employees, focus on the contextual suitability of the candidate.
- In the placement of employees, focus on adaptation at all three levels, as well as on responsible employee layoffs.
- Employee development should not only focus on employees' abilities, knowledge, and skills but also on educating values, attitudes, and behaviors in accordance with the desired organizational culture, the sharing of which should be a condition for career growth.
- Employee evaluation should use criteria that allow assessing the level of conformity in the behavior and actions of employees with the organizational culture.
- Employee remuneration should be implemented in a system of monetary and non-monetary remuneration that encourages desired behavior and performance of employees in terms of organizational culture.

In the second level it's also necessary to form a "coalition" capable of enforcing and implementing the cultural change. This is about the process of identifying key change actors. It should involve managers and also rank-and-file employees with high managerial potential, i.e., personalities with the ability to motivate and lead individuals and work teams, initiate and implement changes, set an example, and have the ability to work as a team. According to Čambál, M., key actors in the process of organizational culture change include change initiators, change designers, change instructors, change bearers, and change catalysts. However, from our perspective within this level, it is necessary to define three types of change actors. These include the designers of change, who will manage the entire process of creating a suitable culture, the instructors of change, who will oversee its realization and ensure its proper implementation. They will also monitor the results and be accountable for the veracity of feedback. Instructors of change should be employees, managers who are closest to the front line, thus serving as a key link between the two layers in the company - the management and the front line. Last but not least, it is necessary to secure catalysts of change, who will be able to infuse the entire process not only with proper dynamics and acceleration but also ensure that during the influx of additional impulses, oversight and impartiality are not lost. This role can also be played by external consulting companies that bring an indispensable external perspective and necessary doubts about what seems obvious and immutable within the company.

Figure 20 graphically illustrates the second level of the process of creating a suitable organizational culture in context with the set of human resource management functions.

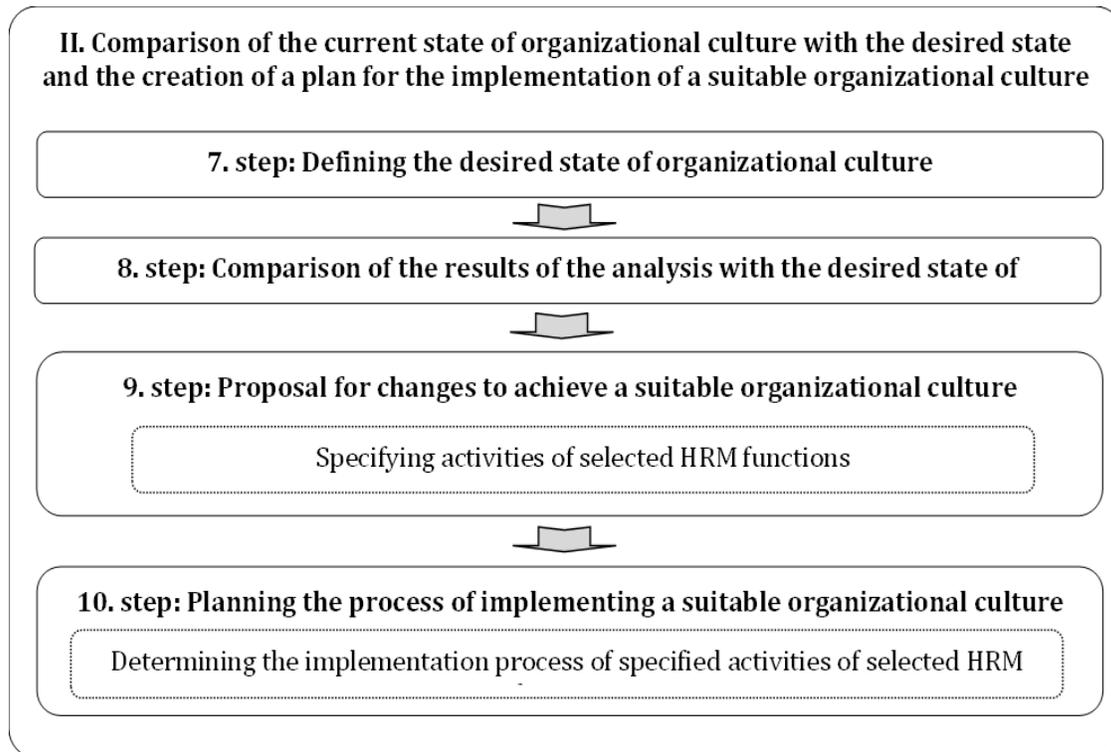


Fig 20. The second level of the process of creating a suitable organizational culture, in context with the set of human resource management functions

Source: Own processing

Implementation, Support, and Control of a Suitable Organizational Culture

The third level of the scheme "Implementation, Support, and Control of a Suitable Organizational Culture," comprising steps 11-14:

11. Implementation and support of a suitable organizational culture,
12. Operational control of the level of implementation and support of a suitable organizational culture,
13. Tactical control (once a year) of the level of implementation and support of a suitable organizational culture,
14. Strategic control (once every three years, or in case of significant change in the company) of the level of implementation of a suitable organizational culture (step 14 includes steps 1-8 of the process),

is the level of introduction and anchoring. The goal of this level is to ensure that as many employees as possible become carriers of the change in organizational culture, i.e., to make

the suitable organizational culture so strong that it becomes a matter of course for all stakeholders and also a competitive advantage for the company.

Within this level, it is necessary to inform all employees about the set visions, goals, and values, requiring permanent and open communication, tolerance for different opinions, but also the strength to positively direct and influence these opinions. For this purpose, it is desirable to utilize activities that are part of the functions of human resource management, such as:

Based on the information obtained from the analysis of job positions, in context with the use of various elements of organizational culture in employees' work activities, carry out the following activities:

- Encourage employees' identification, primarily of leading employees and those working in emotionally demanding positions, with a suitable organizational culture,
- Align employees' language (behavioral norms: formal/informal speech, addressing by position/title/surname/name/nickname, use of language expressions - jargon, jokes, metaphors, slogans, as well as providing information about recognized values, attitudes, and behaviors, about heroes, legends...) with a suitable organizational culture,
- Align symbolic artifacts of material nature used by employees (such as formal correspondence, business cards, promotional materials, employees' clothing, office equipment (ability to receive visitors or call meetings, computer, phone, projector, camera...)) with a suitable organizational culture,
- Align status symbols of organizational culture that individual employees have (e.g., the size, location, and furnishing of the office with furniture, art objects, plants, assignment of a secretary, company car, as well as clothing, work provision beyond the legal requirements of occupational safety and health, company logo on used machines, tools, and devices, or using universally recognized high-quality, ergonomic, and ecological brands, etc.) with a suitable organizational culture,
- Focus on employees working in positions with unpleasant physical duties and ensure minimization or some compensation for this work, whether through ergonomic interventions, reducing the time spent on such tasks, or providing other benefits, such as above-standard healthcare, medicinal or other spa stays. Declare care for employees both internally and externally.

Declare and apply various elements and means of organizational culture already during the recruitment of employees based on activities such as:

- Ensure continuous provision of information for both potential employees and the general public about the company's traditions, mission, and scope of activities, about achievements, vision, intentions, and goals, about conditions of performing various jobs, about opportunities for self-realization and growth of employees, about the company's social and wage policy, about activities carried out based on declaring its corporate social responsibility, etc.,

- Promote values, behaviors, and attitudes that the company considers correct and desirable during the recruitment for a vacant position, and promote symbolic artifacts of material nature, such as the company logo and colors, as well as status symbols associated with the job position being filled,
- Choose sources for recruiting employees based on planning for maintaining and supporting or changing and introducing organizational culture,
- Provide feedback on the recruitment process to rejected candidates in a way that "does not make enemies."

Focus on the contextual suitability of candidates during selection through activities such as:

- Directly proportional to the hierarchy of the position being filled, observe and select based on the contextual suitability of the candidate,
- Focus on promoting various means of organizational culture during the selection process, such as promoting material artifacts (premises where the selection takes place, interior equipment, materials provided by the company, employees' clothing, etc.), as well as verbal symbols (language expressions and terms used by employees during communication with candidates and among themselves, stories, myths, legends, or sagas conveyed to the candidate either during the company presentation or from materials available at the selection process),
- Use suitable selection methods to identify the elements of organizational culture preferred by candidates (references, interviews, questionnaires, case studies, role-playing, etc.),
- In the final round of selection (in terms of "Who yes"), select based on the decision of the future direct supervisor or the team the candidate will join, from the perspective of "he is one of us, he is similar to us",
- After the selection process is completed, it is desirable to maintain contact with the candidate chosen by the company,
- Provide feedback on the employee selection process to rejected candidates in a manner that "does not make enemies."

Ensure during the placement of employees not only a comprehensive adaptation to the elements and means of organizational culture but also that the departure of employees is "fair," which can be ensured, for example, by the following activities:

- Introduce symbolic artifacts of material nature (architecture, company premises, interior equipment...) and status symbols to the adapting employee,
- Describe status symbols associated with various levels of management,
- Introduce the adapting employee to the company's organizational structure,
- Introduce the adapting employee to desirable behaviors and actions,
- Provide a manual to the adapting employee, containing: organizational structure, company map, important contacts, organizational rules, possibly services provided to employees, company vision, key values and achievements, and information about the company's history,

- Offer an active lecture to familiarize the adapting employee with the company's history, strategy, ethical code, founder, and heroes,
- Conduct workshops aimed at training employees' desirable behavior in the company through role-playing, case studies, brainstorming, or guided discussion,
- Assign a mentor to the adapting employees,
- Monitor the adaptation process by the direct supervisor,
- Take an individual approach in adapting the employee to the organizational culture,
- Create and adhere to a psychological contract,
- Determine the need for the level of alignment/misalignment of employees with the organizational culture in units or workgroups focused on innovation,
- Ensure outplacement for departing employees.

Focus on developing employees on the contextual integration of education, career management, and talent management with organizational culture:

- Analyze the current state of sharing individual elements of organizational culture,
- Clearly formulate and monitor the achievement of educational goals in the area of organizational culture,
- Use suitable methods for educating employees, focused on reinforcing or creating their values, attitudes, and behaviors (for this purpose, it is advisable to use methods mentioned in employee adaptation, but aimed more comprehensively and in detail at individual elements and means of organizational culture, e.g., use a workshop for "value creation," possibly use a mentor as an advisor in planning a work career and developing talent through assigning interesting and challenging tasks, use outdoor methods, or experiential training to strengthen team members' trust, their self-confidence, support, understanding, knowledge of each other's behavior in crisis (tense) situations, and mainly pride in both the team and the company,
- Aim to achieve internal harmony with the content of organizational culture among all employees, with a primary focus on employees selected for the company's career and talent programs.

Use employee performance evaluations to influence and support appropriate behavior and actions of employees, in accordance with the suitable organizational culture:

- Achieve alignment between employees' behavior and actions and the desired behavior and actions,
- Focus on diagnosing the causes of the current state, respectively, organizational culture, as a determinant and manifestation of poor performance,
- Establish criteria for evaluating employee performance based on the company's orientation, linked to the elements of organizational culture,
- Clearly and comprehensively inform employees about the evaluation criteria,
- Determine a suitable method for evaluating the level of sharing of organizational culture elements in the context of using the information obtained,
- Determine a suitable method for evaluating employee performance in context with determining alignment, or the need for a change in the content of organizational

- culture (reward employees retrospectively for desirable behavior; prospectively, or in the future, it is a predictor of the needs for education, management, and career planning, or a way of finding talents in the internal environment),
- Use the evaluation interview as a means of declaring, supporting, and shaping organizational culture.

Reward employees to influence and support appropriate behavior and actions, in accordance with the suitable organizational culture:

- Reward desirable behavior and actions of employees,
- Establish criteria for rewards based on the desired type of employee performance, linked to the elements of organizational culture,
- Use formal recognition as a reward tool supporting the desired organizational culture,
- Use education as a reward tool supporting the desired organizational culture,
- Use employee benefits and services as a reward tool supporting the desired organizational culture,
- Use organizational culture as a tool for rewarding and motivating.

In addition to using activities within the individual functions of human resource management, it is also necessary to present the utility and necessity of the new culture and to strengthen the dominance of accommodating expressions over rejecting ones. Personal examples from leadership and direct supervisors are essential.

In the third level, it is also necessary to focus on operational, tactical, and strategic controls, aiming to assess the results of interventions and compare them with the desired state, which can then lead to feedback.

Within operational controls, it is necessary to perform constant, daily control, support, and provide feedback on the behavior and actions of employees. Such continuous control with ongoing feedback (both positive and negative) is essential for anchoring and fixing the desired content of organizational culture and associated activities.

Within tactical controls, recommended to be performed once a year, it is necessary to determine the level of employees' alignment with the new, introduced organizational culture. Based on the results obtained, the positive changes achieved and their impacts should be celebrated, highlighted, and rewarded, and identified obstacles in the implementation of the suitable organizational culture should be eliminated.

The last step of the process of creating a suitable organizational culture, which is strategic control, is advisable to be performed every three to five years, or in case of a significant change, for example, if the company moves from one development stage to another, there is a change in the size of the company, a significant change in the business subject occurs, the company's market position changes, a merger or acquisition of the company happens, technology changes, or the business environment changes, etc. The goal of strategic control is to analyze the appropriateness and level of support of the current organizational culture in

context with the strategic goals, visions, and mission of the company and its adaptation to the new needs of the company. To achieve the set goal, it is necessary to re-implement the first eight steps of the process of creating a suitable organizational culture, turning the one-time process of creating a suitable organizational culture into a cycle of creating a suitable organizational culture, as will be discussed in section 4.2.

Figure 21 graphically illustrates the third level of the process of creating a suitable organizational culture in context with the functions of human resource management.

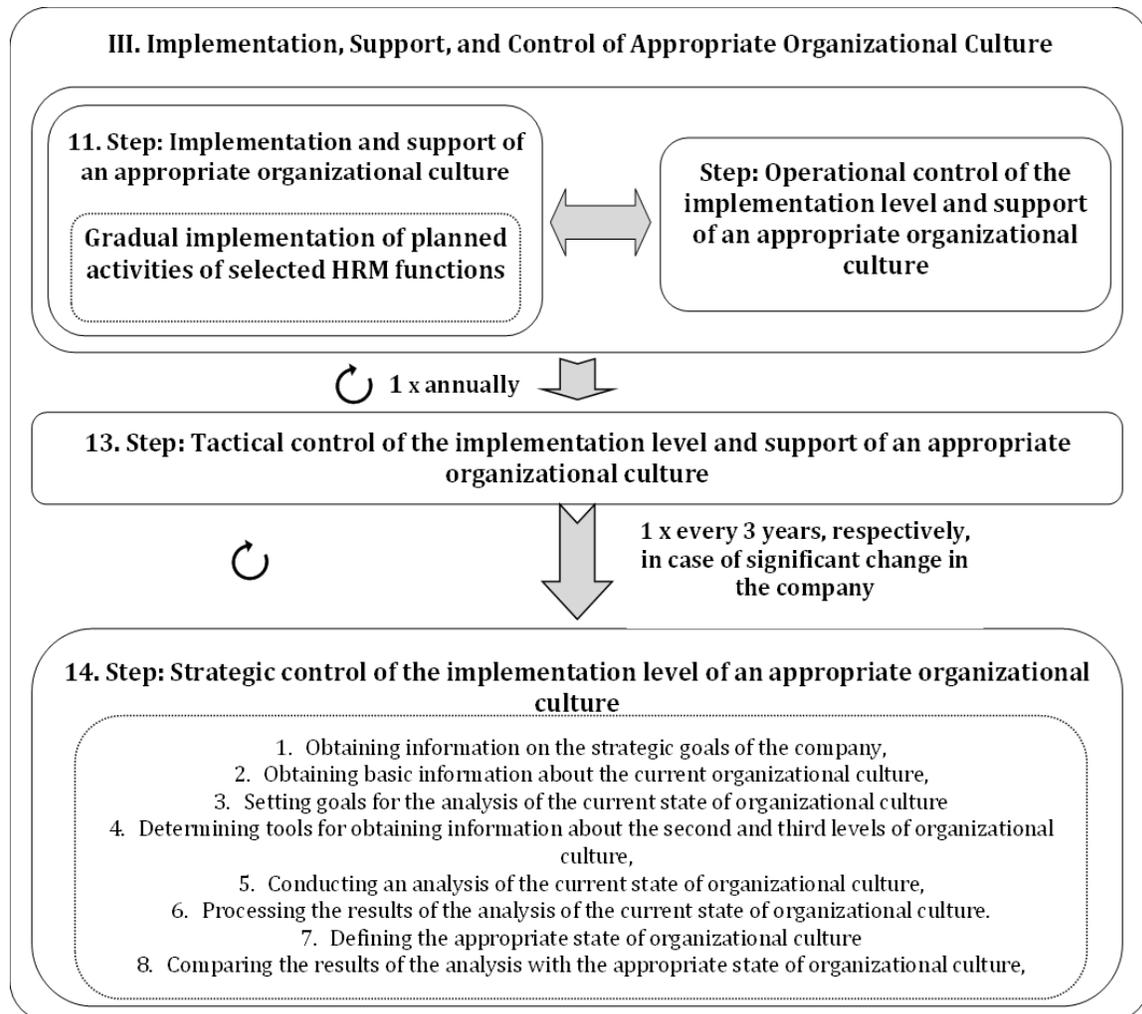


Fig 21. The third level of the process of creating a suitable organizational culture, in context with the functions of human resource management

Source: own processing

The process of creating a suitable organizational culture from the perspective of a continuously repeating cycle

The process of creating a suitable organizational culture, proposed and described in section 4.1, should be perceived from the perspective of a cycle, as indicated by step fourteen, which includes steps 1-8 of the process. Based on the information discovered in step 14 (or steps 1-8), aimed at determining the degree of alignment between the current and suitable states of organizational culture, the company can then proceed as follows:

- To support and maintain the current state, i.e., to refocus on the individual steps within the third level and thus anchor, support, and control the current organizational culture,
- To continue within the process with steps 9 and 10, from which it follows that the company needs to propose required changes and plan the implementation of the new, suitable organizational culture, followed by its introduction, anchoring, support, and control within the third level.

Based on the above, after the initial implementation of the process of creating a suitable organizational culture, it is possible to flip this process into a continuously repeating cycle of creating a suitable organizational culture, which is illustrated in Figure 22.

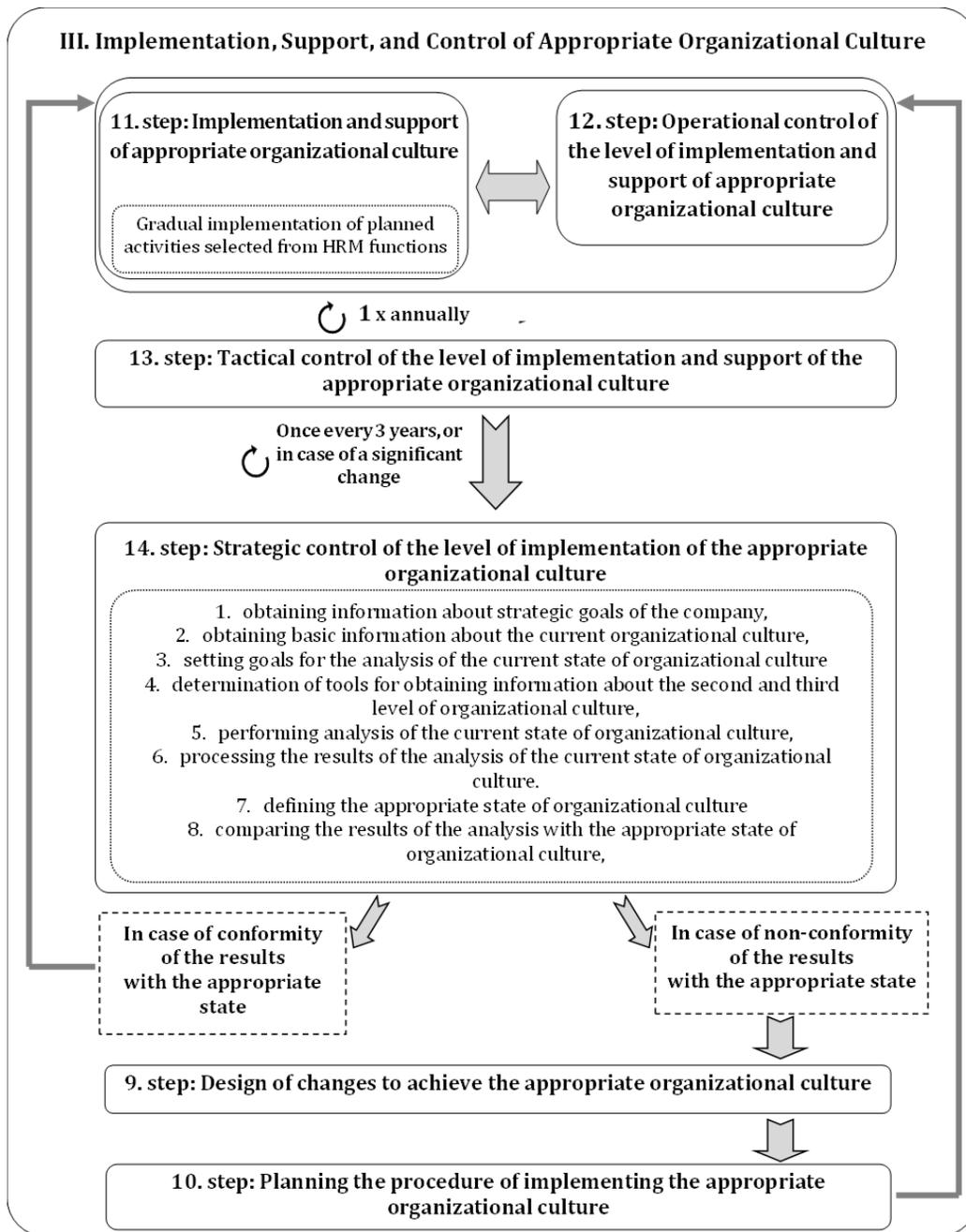


Fig 22. Cycle of Creating a Suitable Organizational Culture

Source: Own Processing

Summary

The goal of this chapter was to propose a process for creating an organizational culture that supports the sustainable development of a company and the potential use of the set of human resources management functions as support to achieve the process's goal.

The proposed process of creating an organizational culture consists of three levels: understanding, direction, and introduction, respectively, anchoring. These levels include a total of fourteen steps. The goal of the first level of the process is to obtain information necessary for setting the objectives of the analysis of the current state of organizational culture, to carry out the analysis, and to process its results. The second level of the process aims to compare the current state of organizational culture with the desired state, propose changes, and plan the implementation of a suitable organizational culture. The third level's goal is to implement, support, and control the introduction of a suitable organizational culture. The process of creating a suitable organizational culture is graphically illustrated in Figure 16.

After its first implementation, the proposed process of creating an appropriate organizational culture can be viewed as a continuously repeating cycle of creating a suitable organizational culture, which is depicted in Figure 21.

The need for interconnectivity of individual process steps with the set of human resources management functions can be defined within the most important areas of organizational management that are directly related to organizational culture, within the second level in steps 9 and 10, and in the third level in step 11. The graphical representation of the process of creating a suitable organizational culture, in context with the set of human resources management functions, is in Figure 17.

Conclusion

Population migration and, in essence, globalization significantly influence the structure of our society and the functioning of individual cultures within it, both at the level of national culture and at the level of culture associated with a certain ethnicity, religion, language, generation, family, and not least at the level of corporate culture. From the perspective of the presented monograph, we consider the impact of migration on shaping the business environment, the labor market, and social systems to be significant. In connection with the operation of companies at the international level, organizational culture becomes particularly significant. Company managers are increasingly realizing that organizational culture can be a source of competitive advantage and sustainable development of the company, especially if its values are set in context with the concept of sustainable development and are considered valuable, rare, difficult to imitate, accepted by the employees as their own, and incorporated into strategic management. Such organizational culture represents a connection between the strategic perspective of the company and human resources management, which creates conditions for adequate behavior of managers and employees. It affects all activities of strategic human resources management, which are then reflected in the competitiveness of the company through the competence and motivation of the workforce, and we perceive the increase in competitiveness of companies as having a positive impact on all stakeholders of the company, not just its shareholders.

The increasing variability of conditions within which companies operate evokes a greater need for flexibility and readiness for change. And since the flexibility of a company and its readiness for change are decided by the flexibility and readiness for change of the people who work there, it is necessary to place ever greater emphasis on purposeful, effective, comprehensive, and sustainable management of human resources in the company and also on the creation of a suitable organizational culture, which will be on the one hand support for employees in achieving higher performance, but also the reason why they will stay in the company.

In creating a proposal for a set of human resources management functions as a tool for creating organizational culture, we based our assumptions on the premise that the creation of a suitable organizational culture supporting the sustainable development of the company should be a challenge for company management, the achievement of which ensures not only

the survival of the company but also its advancement. Its introduction in most companies means achieving a total change in the mindset of all involved parties. Primarily because such change usually requires a process of changes based on dialogues, through which companies can discover and change the fundamental values that predominantly determine their decision-making, attitudes, and behavior. Indeed, changing these fundamental value systems represents a significant shift in the way companies think about the world and their role in it and therefore secondarily also represents an important shift in the way of setting values and norms of behavior when defining a suitable organizational culture supporting sustainable

development of the company. Given that the appropriate organizational culture is primarily influenced by and at the same time predominantly influences the company's employees, we focused on using the set of human resources management functions when introducing it into the company.

In the monograph, we defined specific activities that need to be carried out within the set of human resources management functions in the context of their positive impacts (reasons) on the creation or maintenance of a suitable organizational culture. The proposed process of creating an organizational culture shows the justification for focusing on activities carried out within human resources management in the context of creating a suitable organizational culture during the design of changes, during the planning of the implementation process, and during the actual implementation and support of a suitable organizational culture.

The presented monograph points out that although organizational culture is among the soft factors, which are relatively difficult to measure, it is necessary for company leadership to focus on it and to get it into the "veins" of both their employees and other stakeholders because only then will their companies become "infinite players in the infinite game".

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Attachments

- APPENDIX A - Definitions and Examples of Individual Verbal Symbols
- APPENDIX B - Definitions and Examples of Forms of Symbolic Behavior
- APPENDIX C - Analysis of the Current Focus of Companies Operating in Slovakia on Organizational Culture and Selected Human Resource Management Functions (years 2010,2011,2012, 2013,2014)
- APPENDIX D - Simulation of Choosing the Most Suitable Combination of Methods in Steps 1 – 4 with Expert Choice Software
- APPENDIX E - Combination of Methods Generated in Steps 1 – 4 with Expert Choice Software

APPENDIX A

Definitions and Examples of Individual Verbal Symbols

Verbal Symbols	Definition	Example
Jargon	Language expressions and terms characteristic of a specific cultural environment. Jargon is used in the technical expressions of a certain group of specialized employees, as well as in abbreviations and slang (Watson, 2002).	It is said about loyal employees at McDonald's that they have ketchup in their veins (Kachaňáková, 2003).
Jokes	Humorous stories or jokes that contain situational humor. Generally, they serve to entertain colleagues, stemming from specific situations (Watson, 2002).	In a large department store, employees made jokes about the blind trust of customers, which had a very negative impact (Watson, 2002).
Metaphors	Allow for the mediation of even more complex ideas or understanding of differences that are harder to specify (Kachaňáková, 2003).	Sometimes it is said that a company operates like clockwork (Kachaňáková, 2003).
Proverbs	Brief expressions arising from collective experience, expressing only what people believe, thus clearly presenting a given cultural meaning (Kachaňáková, 2003).	
Slogans	Their specificity lies in the fact that they are usually invented by someone for the purpose of persuading others to act in a certain way, therefore, they do not always reflect organizational culture (Kachaňáková, 2003).	"We are sound."
Stories	Embellished but realistically anchored reports of organizational events in the past. Despite their brevity and simplicity, they legitimize types of behavior and signal to people what is preferred in the company. The specific organizational conclusion and the point of the story are important. Since stories are easily memorable and emotionally appealing to company members, they are not only an important indicator of culture but also a significant tool for passing it on (Lukášová, Nový, et al., 2004) ...	In the Bata company, there is a story about two salesmen who were in Africa and called the headquarters of their company. The first one reports: "There is no chance of sales here, nobody wears shoes." The second calls: "Send the goods immediately. We have a huge opportunity here, nobody has shoes." This story is followed by Sony's strategy "do what others don't do, see opportunity where experts lose hope."
Legends	Stories about events that might or might not have happened in the history of a certain company. They contain miracles and point to events meant to encourage, amaze, or even make the listener cry (Watson, 2002).	In a military unit with a high level of morale, there was a story told about a legendary soldier who saved the lives of all his friends during a military exercise when their amphibious vehicle overturned (Watson, 2002).
Myths	Stories about events that are unlikely to have ever happened but depict important "realities" from company life. Myths, in the context of organizational culture, can and should fulfill four basic functions: selection (choosing from possible behavior variants), manifestation (highlighting the chosen variant), a guide to behavior (determining what and how to perform, serving as an informal prescription), justification (reasoning and at the same time explaining the guide to behavior) (Watson, 2002).	In one airline company, there was a myth among employees about how both the pilot and co-pilot fell ill. Some of the crew took over, pooled their partial knowledge together, and with the help of the cockpit control panels, safely landed the plane. Sometimes it is said that the plane landed in the USA, other times in Hong Kong, and sometimes even in Australia. No names or times were ever specified in detail (Watson, 2002).
Sagas	Stories with a series of events that are told and gradually develop over time, constituting an important part of the company's history (Watson, 2002) ...	Part of the induction for every new member of a certain bank's team was a story about the founder of the bank. About how he was a poor refugee who crossed the border with a small amount of money given to him by his dying father before he began his long and hard journey. Later, this man had two sons and a beautiful daughter, whom the son of another banker took as his wife... (Watson, 2002).
Heroes	Characters that appear in stories, jokes, legends, myths, and sagas and serve as inspiration for current employees. Heroes embody the fundamental values for them and perform important functions in the company that demonstrate the achievability of success for every employee, provide a model behavior, set high performance standards, symbolize the company to the outside world, maintain and strengthen uniqueness, and motivate. They are encouraged to emulate them, or alternatively, to avoid such behavior (Lukášová, Nový, et al., 2004) ...	One group typically consists of those who are involved in rapid change programs, are in visible and monitored positions, are called upon to reverse unsuccessful actions, or to win a successful product with a specific approach to customer service. The second type of hero is associated with persons who, for example, built the company or made it large and became

Source: Own processing

APPENDIX B

Definitions and Examples of Forms of Symbolic Behavior

Symbolic Behavior	Definition	Example
Customs	Ways of behavior that are common, ingrained, and typical for the company. They significantly contribute to integration and are often intentionally organized. They facilitate changes in employees' social status (Lukášová, Nový, et al., 2004).	Birthday celebrations, Christmas parties, celebrations associated with promotions, retirement parties.
Behavioral Norms	Unwritten rules, principles of behavior in certain situations, accepted by the group as a whole. They can relate to work activities (speed of work, quality of work, how to deal with customers...), communication within the group (what language is spoken in the company...), and even dress code, etc. Compliance with norms in the group is "rewarded" by the members, while non-compliance is "punished" (Lukášová, Nový, et al., 2004).	In certain government agencies, it was customary for managers at all levels to call subordinates by their first names. Employees also called younger managers and middle managers by their first names. However, everyone referred to senior managers by their title. If a new manager came into the company and asked subordinates to call him by his name, it was considered inappropriate to do so, and everyone still referred to him by his title and surname (Watson, 2002).
Rituals	Patterns of behavior that regularly occur at specific events or at a specific time in the company (Watson, 2002).	In a large woodworking workshop, workers start each morning (although the official working day has already begun) by boiling water for tea and taking time to drink it. After about twenty minutes, they wash their cups and then start their work. The superiors respond to this ritual by locking themselves in their offices for twenty minutes as well and reading newspapers.
Ceremonials	Carefully prepared ceremonial events held on special occasions. Their significance lies in reminding and reinforcing organizational values, recognizing achievements, and celebrating organizational heroes. Essentially, they are celebrations of the company's culture, involving emotionally compelling speeches and activities. They often provide employees with strong experiences and reinforce their motivation and identification with the company (Lukášová, Nový, et al., 2004).	At Mary Kay Cosmetics, the focus is on enhancing the identity and status of employees at higher hierarchical levels and highlighting rewards for appropriate behavior. During the ceremony, awards are given, including gold and diamond pins. Sales representatives who have achieved set sales quotas are showcased in pink Cadillacs. The whole event has a ceremonial character, and the overall atmosphere resembles beauty contests. All participants are dressed in beautiful evening gowns. It takes place in a large auditorium with a stage and a large, well-engaged audience.

Source: Own processing

APPENDIX C

Analysis of the Current Focus of Companies Operating in Slovakia on Organizational Culture and Selected Human Resource Management Functions (years 2010,2011,2012, 2013,2014)

Analysis of the current state of business focus on organizational culture

Creating and maintaining an appropriate organizational culture

You consider it important to be concerned with creating and maintaining an appropriate organizational culture:	Yes in [%]
Proportion of soils. % 2010	91
Proportion of soils. % 2011	87
Proportion of soils. % 2012	88
Proportion of soils. % 2013	84
Proportion of soils. % 2014	87

Source: Self-survey

A separate project to change organizational culture

Is there or has been a separate project to change the organizational culture in your company in the last five years:	Yes in [%]
Proportion of soils. % 2010	24
Proportion of soils. % 2011	24
Proportion of soils. % 2012	22
Proportion of soils. % 2013	23
Proportion of soils. % 2014	26

Source: Self-survey

Organizational culture analysis

You perform an analysis of organizational culture in your company:	Yes in [%]
Proportion of soils. % 2010	26
Proportion of soils. % 2011	33
Proportion of soils. % 2012	20
Proportion of soils. % 2013	23
Proportion of soils. % 2014	32

Source: Self-survey

Reasons for the absence of analysis of organizational culture

Why don't you analyze organizational culture in your company:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
We don't consider organizational culture important	17	19	20	13	18
We solve problems that are recognizable even without analyzing organizational culture	63	66	65	69	67
The analysis of organizational culture is financially very demanding for our company	18	13	14	17	14
Other	2	2	1	1	1

Source: Self-survey

Suggestions for the analysis of organizational culture

What prompted your company to perform an analysis of organizational culture:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Decline in labor productivity	25	27	18	17	18
Inefficient use of working time	31	26	16	14	15
Problematic interpersonal relationships in the workplace	29	16	15	19	18
High staff turnover	16	24	28	29	31

Inadequate or insufficient communication between individual organizational units	41	22	26	23	26
Mismatch between current business culture and strategically needed organizational culture	27	20	11	9	12
Overcoming the character of the current organizational culture by changes in the economic, social or technical environment of the company	25	24	21	23	22
Transition of the enterprise from one development stage to the next	46	29	34	27	28
Significant change in business size	27	24	13	18	22
Significant change in the line of business	3	2	0	6	5
Change in the market position of an undertaking, takeover or merger of an undertaking	21	21	15	20	17

Source: Self-survey

Areas of organizational culture change (enterprises conducting organisational culture analysis)

In what areas of organizational culture has the enterprise recently undergone changes:	Proportion of soils. v %		
	2010	2011	2012
(A) in the symbols area	20	16	12
(B) in the field of people and the human resources management unit	57	48	51
(C) in the soil area. structures, processes and systems	50	71	68
(D) in the area of senior management	53	31	34

Explanatory note: We did not carry out an analysis of organisational culture changes (we did not carry out an analysis of organisational culture in 2013 and 2014.

Source: Self-survey

Sources of organisational culture (enterprises analysing organisational culture)

You obtain information from the areas of organizational culture through:	Proportion of soils. v %		
	2010	2011	2012
Literature	56	22	16
trainings and seminars	71	54	59
Consultants	34	12	8
We do not gain from other sources	10	10	13
	12	6	5

Explanatory note: We did not carry out an analysis of sources of information in the field of organisational culture (we did not carry out an analysis of organisational culture in 2013 and 2014.

Source: Self-survey

The influence of organizational culture on human management (enterprises performing organizational culture analysis)

In what functional areas does organizational culture make it easier for you to manage human resources [%]:	2010	2011	2012
personnel planning	51	40	48
Work analysis	42	34	33
Recruitment	48	37	36
Selection of personnel	52	47	45
Employee onboarding	41	29	30
Outplacement	7	3	3
Employee training	52	37	51
Employee evaluation	55	52	49
remuneration of employees	51	39	42
labour relations	50	37	44
Employee communication	58	55	48
working conditions	48	34	29

Explanatory note: We did not carry out an analysis of the impact of organisational culture on human management (we did not carry out an analysis of organisational culture in 2013 and 2014.

Source: Self-survey

Suggestions for possible analysis of organizational culture

What would be an incentive for your company to perform an analysis of organizational culture:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Decline in labor productivity	32	29	19	39	37
Inefficient use of working time	33	32	18	30	28
Problematic interpersonal relationships in the workplace	30	26	13	17	19
High staff turnover	21	27	12	26	28
Inadequate or insufficient communication between individual organizational units	32	25	15	19	17
Mismatch between current business culture and strategically needed organizational culture	18	4	4	5	3
Overcoming the character of the current organizational culture by changes in the economic, social or technical environment of the company	8	3	2	4	3
Transition of the enterprise from one development stage to the next	18	13	4	7	5
Significant change in business size	17	13	13	12	9
Significant change in the line of business	11	11	7	7	10
Change in the market position of an undertaking, takeover or merger of an undertaking	18	10	5	6	6
Couldn't express itself	35	35	57	38	42

Source: Self-survey

Areas of organisational culture change (enterprises not analysing organisational culture)

In what areas of organizational culture has the enterprise recently undergone changes:	Proportion of soils. v %		
	2010	2011	2012
(A) in the symbols area	26	7	9
(B) in the field of people and the human resources management unit	39	31	24
(C) in the soil area. structures, processes and systems	40	47	43
(D) in the area of senior management	34	29	20

Explanatory note: We did not carry out an analysis of the fields of change in organisational culture (we did not carry out an analysis of organisational culture in 2013 and 2014.

Source: Self-survey

Sources of organisational culture (enterprises not analysing organisational culture)

You obtain information from the areas of organizational culture through:	Proportion of soils. v %		
	2010	2011	2012
Literature	51	17	16
trainings and seminars	27	26	12
Consultants	18	2	1
I don't get e	48	52	71
from other sources	9	2	1

Explanatory note: Analysis of sources of information in the field of organisational culture (we did not carry out an analysis of organisational culture in 2013 and 2014.

Source: Self-survey

Influence of organizational culture on human dilution (enterprises not performing organizational culture analysis)

In what functional areas does organizational culture make it easier for you to manage human resources [%]:	2010	2011	2012
personnel planning	35	27	25
Work analysis	29	23	13
Recruitment	32	25	21
Selection of personnel	42	36	28

Employee onboarding	32	24	17
Outplacement	2	1	2
Employee training	38	27	26
Employee evaluation	40	39	31
remuneration of employees	40	40	30
labour relations	41	37	38
Employee communication	39	34	37
working conditions	32	28	20

Explanatory note: We did not carry out an analysis of the impact of organisational culture on human management (we did not carry out an analysis of organisational culture in 2013 and 2014.

Source: Self-survey

Analysis of the current state of enterprise focus on labor analysis

Carrying out job analysis

You perform job analysis	Proportion of soils. v %			
	2011	2012	2013	2014
Yes, we do	60	65	67	71
No, we do not perform	40	35	33	29

Explanatory note: We did not carry out an analysis of the current state of business focus on labour analysis in 2010.

Source: Self-survey

Performing job analysis for individual jobs

Jobs for which enterprises carry out job analysis	Proportion of soils. v %			
	2011	2012	2013	2014
Management	52	52	62	58
Specialists	58	67	59	70
Administration	64	70	68	67
Workers	76	76	66	69

Explanatory note: We did not carry out an analysis of the current state of business focus on labour analysis in 2010.

Source: Self-survey

Reason or frequency of job analysis

Reason or frequency of job analysis	Share of enterprises in %			
	2011	2012	2013	2014
When creating jobs	56	62	51	58
When changing job descriptions	51	50	40	45
In personnel audit	18	19	18	18
Regularly: - annually	6	10	9	10
- semi-annual	4	3	5	4
Otherwise	2	2	1	1

Explanatory note: We did not carry out an analysis of the current state of business focus on labour analysis in 2010.

Source: Self-survey

Job analysis performers

Who carries out job analysis	Share of enterprises in %			
	2011	2012	2013	2014
Line manager	82	89	85	87
Staff member occupying the post in question	16	17	16	12
External agency	5	3	7	8
Human Resources Management Unit/ Personnel Unit	7	8	3	5

Explanatory note: We did not carry out an analysis of the current state of business focus on labour analysis in 2010.

Source: Self-survey

Use of individual methods in job analysis

Methods used in job analysis	Share of enterprises in %			
	2011	2012	2013	2014
Conversation	63	64	64	66
Questionnaire	29	26	28	29
Observation	46	50	48	41
Otherwise	3	4	2	3

Explanatory note: We did not carry out an analysis of the current state of business focus on labour analysis in 2010.
Source: Self-survey

Analysis of the current state of business focus on employee acquisition

Use of internal resources in recruitment

Internal resources	CATEGORIES OF EMPLOYEES				Average resource usage for all categories in %
	M %	Š %	A %	R %	
2010	66	55	45	27	48
2011	54	48	45	35	46
2012	54	51	49	32	46
2013	69	54	47	30	50
2014	72	65	42	31	52

Explanatory notes: M — management, W — specialists, A — administration, R — workers
Source: Self-survey

Use of outsourcing in recruitment

External resources	CATEGORIES OF EMPLOYEES				Average resource usage for all categories in %
	M %	Š %	A %	R %	
2010	34	45	55	73	52
2011	46	52	55	75	54
2012	46	49	51	68	54
2013	31	46	53	70	50
2014	28	35	58	69	48

Explanatory notes: M — management, W — specialists, A — administration, R — workers
Source: Self-survey

Recruitment methods used in recruiting management

Methods used in obtaining management:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Advertisements	38	32	30	33	21
based on references	49	22	24	38	48
recruitment agencies	38	31	25	24	33
through the company's website	23	26	24	31	43
via the website of placement agencies	26	21	18	17	30
from random job applicants	12	12	15	14	15
Verbal offer	 	10	10	13	8
Message boards	 	6	7	4	7
from the Labour Office	6	5	5	6	10
from educational institutions	6	4	3	8	11
personnel leasing	 	6	7	6	9

Explanatory note: The range of recruitment methods was extended after 2010
Source: Self-survey

Recruitment methods used in recruiting specialists and technicians

Methods used in the acquisition of specialists and technicians:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Advertisements	66	47	38	40	24
based on references	63	32	40	38	53

through the company's website	41	34	37	41	49
from random job applicants	30	32	27	32	30
recruitment agencies	41	24	28	25	32
via the website of placement agencies	45	25	27	26	33
Records of former employees	 	17	16	17	19
Verbal offer	 	14	13	13	15
from educational institutions	17	10	9	15	14
from the Labour Office	13	11	11	15	17
Message boards	 	11	8	7	9
personnel leasing	 	7	5	9	6

Explanatory note: The range of recruitment methods was extended after 2010

Source: Self-survey

Recruitment methods used in obtaining administration

Methods used in obtaining administration:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Advertisements	70	60	51	51	35
based on references	58	47	46	45	54
through the company's website	50	42	37	35	49
from random job applicants	46	51	42	51	41
from the Labour Office	31	23	27	25	31
via the website of placement agencies	30	24	26	22	31
Records of former employees	 	22	21	22	22
recruitment agencies	23	18	15	21	18
Verbal offer	 	20	16	18	14
Message boards	 	13	12	11	12
from educational institutions	15	7	8	8	9
personnel leasing	 	9	4	7	6

Explanatory note: The range of recruitment methods was extended after 2010

Source: Self-survey

Recruitment methods used in recruiting workers

Methods used in recruiting workers:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
from random job applicants	75	45	55	61	35
Advertisements	65	42	47	40	54
based on references	57	48	51	50	49
from the Labour Office	68	50	47	44	41
through the company's website	35	23	25	28	31
Records of former employees	 	28	33	37	31
Verbal offer	 	18	19	20	22
via the website of placement agencies	20	10	12	17	18
Message boards	 	17	19	18	14
recruitment agencies	27	11	14	13	12
from educational institutions	15	6	5	7	9
personnel leasing	 	9	10	8	6

Explanatory note: The range of recruitment methods was extended after 2010

Source: Self-survey

Analysis of the current state of companies' focus on employee selection

Personnel selection methods used in management selection

Methods used in the selection of management:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
References	61	47	41	49	54
Interview combined	51	34	35	79	65
Interview structured	 	42	37	 	
Interview unstructured	57	24	23	 	

Problem-solving interview		39	35		
Questionnaires	34	27	25	21	23
Proficiency tests	35	25	26	22	20
Psychological tests	20	14	8		15
Conversation stressful		16	12		
Assessment centre	19	18	25	15	16
IQ tests		11	8	14	12
Interview with a psychologist		6	5		
Graphological tests	5	4	1		
Physical tests	1	2	2		
Biography				71	83

Explanatory note: The range of personnel selection methods was extended after 2010

Source: Self-survey

Personnel selection methods used in the selection of specialists and technicians

Methods used in the selection of specialists and technicians:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
References	61	48	52	52	54
Interview combined	52	37	39	75	68
Proficiency tests	51	37	38	42	31
Interview structured		41	32		
Questionnaires	42	35	33	26	
Interview unstructured	36	27	28		
Assessment centre	16	10	9	11	12
Problem-solving interview		28	27		
Psychological tests	15	11	8	14	13
Conversation stressful		8	5		
IQ tests		11	3	4	5
Interview with a psychologist		5	4		
Graphological tests	4	5	2		
Physical tests	1	4	2		
Biography				76	81

Explanatory note: The range of personnel selection methods was extended after 2010.

Source: Self-survey

Staff selection methods used in administrative selection

Methods used in the selection of administration:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
References	45	31	33	39	45
Interview combined	47	33	35	81	66
Interview structured		38	37		
Interview unstructured	41	24	27		
Questionnaires	35	29	27	29	
Proficiency tests	34	28	15	22	18
Problem-solving interview		10	8		
IQ tests		6	5		4
Psychological tests	9	4	3	8	7
Assessment centre	3	7	5	5	4
Interview with a psychologist		4	4		6
Conversation stressful		3	2		
Physical tests	1	2	1		
Graphological tests	1	1	2		
biography				83	84

Explanatory note: The range of personnel selection methods has been extended since 2010

Source: Self-survey

Personnel selection methods used in the selection of workers

Methods used in selecting workers:	Proportion of soils. v %
------------------------------------	--------------------------

	2010	2011	2012	2013	2014
Interview unstructured	45	38	38		
Proficiency tests	40	31	32	31	18
References	39	28	25	24	45
Questionnaires	37	28	27	29	
Interview combined	37	23	21	83	66
Interview structured		29	22		
Psychological tests	6	5	2		7
Problem-solving interview		4	3		
Physical tests	1	7	4		
Interview with a psychologist		3	3		4
IQ tests		2	1	6	2
Assessment centre	2	2	1	2	0
Conversation stressful		1	1		0
Graphological tests	0	0	0		0
Biography				70	84

Explanatory note: The range of personnel selection methods has been extended since 2010

Source: Self-survey

Analysis of the current state of companies' focus on employee allocation

Employee onboarding system

You have in the podn. New employee onboarding system in place:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Proportion of positively responding podn. v %	78	64	67	68	67

Source: Self-survey

Content of onboarding new employees

What is the content of the onboarding of new employees	Proportion of soils. v %				
	2011	2012	2013	2014	
Work adaptation	100	100	100	100	
Social adaptation	27	25	29	36	
Adaptation to organizational culture	28	34	32	37	

Explanatory note: We added the question to the questionnaire survey after 2010.

Source: Self-survey

Provision of outplacement for departing employees

You provide outplacement for departing employees:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Yes, we provide psychological counselling,	1	1	2	3	3
Yes, we do job search training for them,	9	7	4	5	4
Yes, we do training for them, focused on socio-legal obligations	5	0	3	5	4
Yes, we provide financial advice	1	0	0	1	1
No, we do not address it	84	92	91	86	88

Source: Self-survey

Analysis of the current state of business focus on employee training and development

Course of training in surveyed enterprises

Training in the enterprise takes place:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
mandatory training only	20	30	25	39	37

unplanned, the necessary courses are carried out at the moment,	37	36	38	28	23
planned, a series of educational activities is planned for a certain period,	37	23	26	18	22
planned, a series of training activities is planned for a certain period with tasks to be performed in the intervening period of each course,	5	7	10	9	8
permanent education, where internal and external lecturers work directly at the workplace	1	4	1	6	12

Source: Self-survey

The impact of the seat of the enterprise on the course of education in 2010

Education in the enterprise (2010) takes place:	Location of undertaking				
	BA	west SR	Central SR	East SR	the whole SR
mandatory training only	1	8	8	2	0
unplanned, the necessary courses are carried out at the moment,	7	22	7	1	0
planned, a series of educational activities is planned for a certain period,	6	11	1	5	2
planned, a series of training activities is planned for a certain period with tasks that need to be performed between courses,	1	2	1	0	1
permanent education, where internal and external lecturers work at the workplace	0	0	1	0	1

Source: Self-survey

The impact of the seat of the enterprise on the course of education in 2011

Education in the enterprise (2011) takes place:	Location of undertaking				
	BA	west SR	Central SR	East SR	the whole SR
mandatory training only	5	9	8	12	0
unplanned, the necessary courses are carried out at the moment,	9	12	7	11	1
planned, a series of educational activities is planned for a certain period,	6	11	2	7	1
planned, a series of training activities is planned for a certain period with tasks that need to be performed between courses,	1	4	2	0	0
permanent education, where internal and external lecturers work at the workplace	1	2	2	2	0

Source: Self-survey

The impact of the seat of the enterprise on the course of education in 2012

Education in the enterprise (2012) takes place:	Location of undertaking				
	BA	west SR	Central SR	East SR	the whole SR
mandatory training only	2	6	14	11	0
unplanned, the necessary courses are carried out at the moment,	4	10	20	4	0
planned, a series of educational activities is planned for a certain period,	3	14	19	10	0
planned, a series of training activities is planned for a certain period with tasks that need to be performed between courses,	1	8	1	2	2

permanent education, where internal and external lecturers work at the workplace	1	1	1	0	0
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Source: Self-survey

The impact of the seat of the enterprise on the course of education in 2013

Education in the enterprise (2013) takes place:	Location of undertaking				
	BA	west SR	Central SR	East SR	the whole SR
mandatory training only	7	8	18	15	0
unplanned, the necessary courses are carried out at the moment,	5	10	15	7	0
planned, a series of educational activities is planned for a certain period,	3	17	17	10	1
planned, a series of training activities is planned for a certain period with tasks that need to be performed between courses,	2	7	2	2	3
permanent education, where internal and external lecturers work at the workplace	1	2	1	0	1

Source: Self-survey

The impact of the seat of the enterprise on the course of education in 2014

Education in the enterprise (2014) takes place:	Location of undertaking				
	BA	west SR	Central SR	East SR	the whole SR
mandatory training only	6	8	14	16	0
unplanned, the necessary courses are carried out at the moment,	4	11	20	10	0
planned, a series of educational activities is planned for a certain period,	3	18	19	12	0
planned, a series of training activities is planned for a certain period with tasks that need to be performed between courses,	4	5	3	2	4
permanent education, where internal and external lecturers work at the workplace	2	1	2	0	2

Source: Self-survey

Used methods of employee training

Which of the employee training methods are used by the surveyed enterprises:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Self-education	75	58	66	64	64
Outdoor learning	36	17	23	18	19
Coaching	37	23	16	22	25
Mentoring	20	17	12	12	13
Internet	62	35	43	37	29
Video conferencing	24	13	9	13	10
Assessment centre	18	8	5	7	9
Electronic media (e-learning)	33	13	16	18	23
Internship in a foreign branch	29	21	13	15	11
Rotation in the workplace	45	29	31	26	23
Lectures, seminars, manuals	87	78	70	57	68
Work on projects	60	34	34	43	38

Source: Self-survey

Degree of knowledge sharing in enterprises

Knowledge in the enterprise is:	Proportion of soils. v %
---------------------------------	--------------------------

	2010	2011	2012	2013	2014
Fully shared	18	6	11	7	14
Previously shared	19	31	38	32	33
Only knowledge that is strictly necessary for work is shared	52	60	47	60	52
A means to secure power	7	2	0	0	1
A means of securing a monopoly, for fear of losing a job position	4	1	4	1	0

Source: Self-survey

Form of appreciation and reward of knowledge

In what form is knowledge evaluated and rewarded:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
are not remunerated,	58	67	67	63	64
the quantity and quality of shared knowledge for which the employee is rewarded is closely monitored,	30	26	23	28	25
the amount and quality of shared knowledge for which the employee is non-monetary remuneration is closely monitored,	6	3	9	8	9
otherwise	6	4	1	1	2

Source: Self-survey

Systematic evaluation of employee training effectiveness

You systematically evaluate the effectiveness of your employees' training:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Proportion of soils. v %	57	47	48	49	54

Source: Self-survey

Used methods of evaluating the effectiveness of employee training

Which of the methods of evaluating the effectiveness of education, etc. Use:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Registration of the total number of days of education per employee	26	31	25	22	32
Evaluation of the fulfilment of the objectives set out in the staff training plan	61	51	56	48	46
Evaluating employee responses immediately after training	62	59	58	47	53
Measurement of work performance before and immediately after training	18	12	13	15	9
Measurement of work performance before and after education several weeks or months apart	26	26	17	17	17
Informal feedback from line managers	65	55	41	36	41
Informal feedback from employees	59	52	42	37	39
Observation at work		30	27	28	

Source: Self-survey

Areas of training considered prospective by enterprises for the next three years

Which areas of education do you consider prospective:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Managerial skills	37	35	40	37	41
Upskilling, level of education (university, baccalaureate),	20	17	13	10	8
Economics and marketing	12	20	20	11	9
Technical and technological areas of education	38	41	45	48	47
Foreign languages	14	24	32	14	20
PC skills	20	25	22	23	24
Legislation	2	1	3	4	3

Source: Self-survey

Companies' focus on career planning

You focus on career planning in [%]	Yes	Not

2010	55	45
2011	59	41
2012	65	35
2013	57	43
2014	54	46

Source: Self-survey

Use of career planning methods

You use the following career planning methods	2010 [%]	2011 [%]	2012 [%]	2013 [%]	2014 [%]
Special tasks/projects stimulating learning/on-the-job learning	24	22	18	20	21
Participation in the performance of tasks in various functional areas of the enterprise	29	45	50	48	46
Participation in team projects	21	35	30	41	36
Formal career development plans	12	16	30	37	26
Development centers	6	4	9	10	12
Planned rotation of work	9	21	19	18	20
Lessons learned	18	16	19	26	17
External internships in other fields	5	5	1	16	17
Coaching	22	14	14	12	16
Mentoring	8	10	14	12	17
E-learning packages	7	8	13	23	20
Substitutability plan	 	25	35	42	39
Training plan	 	23	25	 	
Enrichment of work	 	8	11	 	

Source: Self-survey

Implementation of talent management activities

You carry out activities related to talent management:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Yes, based on a talent management strategy	5	14	15	16	21
Yes, based on intuition	14	27	34	31	26
no (state why)	81	59	51	53	53

Source: Self-survey

Talent Identification Resources

Resources used to identify talent	Proportion of soils. v %			
	2011	2012	2013	2014
Internal resources	90	95	91	89
External resources	10	5	9	11

Explanatory note: We did not analyse sources to identify talent in 2010.

Source: Self-survey

Reasons why businesses aren't engaged in talent management

Reasons for not dealing with subn. Talent management:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
We do not consider talent management to be important	48	50	69	54	51
Talent management is financially demanding for our company	48	43	28	44	43
Other	5	7	3	2	6

Source: Self-survey

Analysis of the current state of focus of enterprises on evaluating the work performance of employees

Existence of a formal evaluation of employees' performance

You have a formal system for evaluating employee performance in place:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Yes	62	66	67	69	65
Not	38	34	33	31	35

Source: Self-survey

Formal system for evaluating employees' work performance by categories of employees

You have a formal system for evaluating employee performance for individual categories of employees:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Management	85	92	87	78	71
Specialists and technicians	86	79	86	85	72
Administration	76	81	85	84	76
Workers	83	78	79	87	76

Source: Self-survey

Obtaining information for evaluating the work performance of management

Whose opinion is required in obtaining information for the evaluation of work performance of management:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Line manager	88	74	87	71	88
Senior supervisor	57	32	31	27	33
The employee himself	55	19	27	27	24
Subordinates	13	4	5	9	8
Colleagues	15	4	9	7	8
Customers	17	13	10	4	5

Source: Self-survey

Obtaining information for evaluating the work performance of specialists and technicians

Whose opinion is required when obtaining information for evaluating the work performance of specialists and technicians:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Line manager	87	86	94	85	91
Senior supervisor	54	30	23	27	31
The employee himself	41	22	26	29	21
Subordinates	10	3	6	5	2
Colleagues	16	5	8	9	6
Customers	7	9	8	6	2

Source: Self-survey

Obtaining information for the evaluation of administrative performance

Whose opinion is required in obtaining information for the evaluation of the work performance of the administration:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Line manager	83	88	90	84	91
Senior supervisor	48	23	18	21	29
The employee himself	39	22	23	25	21
Subordinates	9	3	7	5	2
Colleagues	10	5	11	11	6
Customers	7	3	5	1	1

Source: Self-survey

Obtaining information for evaluating the work performance of workers

	Proportion of soils. v %				
--	---------------------------------	--	--	--	--

Whose opinion is required in obtaining information for evaluating the work performance of workers:	2010	2011	2012	2013	2014
Line manager	82	87	89	81	91
Senior supervisor	44	20	12	21	29
The employee himself	26	15	21	22	21
Subordinates	4	2	1	3	2
Colleagues	7	5	1	12	8
Customers	4	3	0	4	3

Source: Self-survey

Methods for evaluating work performance used in the evaluation of management

Which of the methods of evaluating work performance do you use when evaluating management:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Performance evaluation (achievement of objectives)	48	52	51	47	55
Rating scales	27	25	24	23	25
Evaluation reports	24	20	25	13	15
Assessment based on compliance with standards	20	22	13	23	29
Evaluation of key events	13	15	9	15	16
Evaluation questionnaire	22	16	22	22	18
Evaluation by comparison	9	6	3	5	8
Evaluation interview	34	31	38	32	38
Self-assessment	28	22	25	18	22
Management audit	13	10	11	17	11
Assessment centre	X	5	10	5	6

Source: Self-survey

Methods for evaluating work performance used in the evaluation of specialists and technicians

Which of the methods of evaluating work performance do you use when evaluating specialists and technicians:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Performance evaluation (achievement of objectives)	44	51	48	46	52
Rating scales	29	29	25	24	25
Evaluation reports	21	24	16	15	16
Assessment based on compliance with standards	23	26	22	28	28
Evaluation of key events	12	11	9	10	17
Evaluation questionnaire	21	19	25	24	21
Evaluation by comparison	9	8	5	9	13
Evaluation interview	36	38	49	39	38
Self-assessment	22	20	24	17	19
Management audit	6	4	5	7	6
Assessment centre	X	3	3	5	4

Source: Self-survey

Methods for evaluating work performance used in administrative evaluation

Which of the methods of evaluating work performance do you use when evaluating administration:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Performance evaluation (achievement of objectives)	35	40	42	37	44
Rating scales	29	27	33	27	27
Evaluation reports	18	17	20	10	11
Assessment based on compliance with standards	27	22	16	21	36
Evaluation of key events	10	10	10	8	9
Evaluation questionnaire	21	17	25	24	18
Evaluation by comparison	12	10	9	7	10
Evaluation interview	31	39	40	36	34
Self-assessment	22	15	21	16	15
Management audit	2	3	1	2	3
Assessment centre	X	1	0	2	1

Source: Self-survey

Methods of evaluation of work performance used in the evaluation of workers

Which of the methods of evaluating work performance do you use when evaluating workers:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Performance evaluation (achievement of objectives)	35	32	32	35	34
Rating scales	25	27	32	26	27
Evaluation reports	11	13	13	7	11
Assessment based on compliance with standards	46	47	52	40	46
Evaluation of key events	9	6	1	5	9
Evaluation questionnaire	15	19	27	15	19
Evaluation by comparison	11	8	5	10	9
Evaluation interview	23	21	25	25	24
Self-assessment	12	10	9	7	13
Management audit	2	1	1	2	2
Assessment centre	2	0	0	1	1

Source: Self-survey

Possibility for employees to comment on the results of work performance evaluation

Employees have the opportunity to comment on the results of the work performance evaluation:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Yes	45	46	48	54	56
Not	19	22	18	17	18
The results of the work performance evaluation are only communicated to employees	36	32	34	29	26

Source: Self-survey

Areas of use of information obtained through the evaluation of employees' work performance

Information obtained through employee evaluation is used in the following areas:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Remuneration	82	81	85	80	79
Learning & Development	52	48	53	42	45
Career growth	45	39	43	34	38
Personnel planning	33	23	31	30	21

Source: Self-survey

Analysis of the current state of companies' focus on employee compensation

Forms of employee participation in business results

Which of the following forms of participation in the results do you provide:					
Management	2010	2011	2012	2013	2014
Employee actions	25	10	15	13	12
Profit-sharing plans	25	19	23	11	11
Stock options	9	4	7	2	7
Optionality of employee benefits	26	13	16	10	12
Remuneration dependent on individual performance	67	56	60	51	40
Bonuses dependent on the fulfillment of individual goals	45	42	45	41	49
Bonuses dependent on the fulfillment of team goals	41	35	45	48	61
Specialists and technicians	2010	2011	2012	2013	2014
Employee actions	25	5	8	10	9
Profit-sharing plans	9	6	6	6	4
Stock options	2	0	0	1	8
Optionality of employee benefits	21	19	20	13	14
Remuneration dependent on individual performance	60	54	56	55	42
Bonuses dependent on the fulfillment of individual goals	51	49	50	46	37
Bonuses dependent on the fulfillment of team goals	45	44	43	45	52
Administration	2010	2011	2012	2013	2014
Employee actions	25	5	6	8	8
Profit-sharing plans	6	4	6	6	4
Stock options	2	0	1	0	2
Optionality of employee benefits	19	10	11	14	12

Remuneration dependent on individual performance	62	58	66	47	38
Bonuses dependent on the fulfillment of individual goals	41	37	39	32	35
Bonuses dependent on the fulfillment of team goals	39	37	35	38	51
Workers	2010	2011	2012	2013	2014
Employee actions	5	5	4	5	6
Profit-sharing plans	5	3	5	6	3
Stock options	2	0	1	0	1
Optionality of employee benefits	13	7	11	10	12
Remuneration dependent on individual performance	59	61	69	56	58
Bonuses dependent on the fulfillment of individual goals	31	25	31	23	33
Bonuses dependent on the fulfillment of team goals	38	36	38	37	35

Source: Self-survey

Employee benefits and services provided by enterprises to the extent above the statutory obligation

Which of the employee benefits and services do you provide to the extent above the statutory obligation:	Proportion of soils. v %				
	2010	2011	2012	2013	2014
Kids' corner at the workplace	1	0	2	3	2
Childcare allowances	13	11	8	7	6
Career break programs	8	4	7	4	5
OČR	34	34	37	34	34
Pension plans	45	39	58	46	42
Career break programmes for training purposes	23	22	26	22	19
Private Health Care Programs	25	30	26	17	21
Leisure allowances	62	62	62	62	61
Leave beyond the law	39	39	39	39	37
Financial reward for family events	56	56	56	56	52

Source: Self-survey

APPENDIX D

Simulation of Choosing the Most Suitable Combination of Methods in Steps 1 – 4 with Expert Choice Software

The following tables represent the data shown in each screenshot of the Expert Choice software interface.

Screenshot 1: 1,000 Získat informácie o strategických cieľoch

Criteria	Weight
Získat informácie o strategických cieľoch podniku	1,000
Kvalita získaných informácií (L: ,399)	,399
Kvantita získaných informácií (L: ,157)	,157
Skúsenosti analyzujúceho pracovníka (L: ,309)	,309
Časová náročnosť (L: ,054)	,054
Náklady na realizáciu (L: ,081)	,081

Alternative	Score
Rozhovor individuálny	,255
Rozhovor skupinový	,613
Analýza interných dokumentov	,132

Screenshot 2: 1,000 Získat základných informácií o súčasnej

Criteria	Weight
Získat základných informácií o súčasnej podnikovej kultúre	1,000
Kvalita získaných informácií (L: ,399)	,399
Kvantita získaných informácií (L: ,157)	,157
Skúsenosti analyzujúceho pracovníka (L: ,309)	,309
Časová náročnosť (L: ,054)	,054
Náklady na realizáciu (L: ,081)	,081

Alternative	Score
Obsahová analýza	,135
Analýza diskurzu	,181
Posudzovacie škály	,081
Štruktúrovaný rozhovor	,109
Skupinový rozhovor	,165
Typologický dotazník	,198
Súbor otázok na analýzu kľúčových oblastí firemnej kultúry	,132

Screenshot 3: 1,000 Stanovíť ciele analýzy súčasného stavu

Criteria	Weight
Stanovíť ciele analýzy súčasného stavu firemnej kultúry	1,000
Kvalita získaných informácií (L: ,399)	,399
Kvantita získaných informácií (L: ,157)	,157
Skúsenosti analyzujúceho pracovníka (L: ,309)	,309
Časová náročnosť (L: ,054)	,054
Náklady na realizáciu (L: ,081)	,081

Alternative	Score
Pracovník realizujúci analýzu stanoví ciele	,220
Pracovník realizujúci analýzu s manažmentom stanoví ciele	,397
Prepojenie skupinového rozhovoru s kognitívnym mapovaním	,383

Screenshot 4: 1,000 Stanovenie nástrojov na získanie informácií o tretej úrovni

Criteria	Weight
Stanovenie nástrojov na získanie informácií o tretej úrovni firemnej kultúry	1,000
Kvalita získaných informácií (L: ,399)	,399
Kvantita získaných informácií (L: ,157)	,157
Skúsenosti analyzujúceho pracovníka (L: ,309)	,309
Časová náročnosť (L: ,054)	,054
Náklady na realizáciu (L: ,081)	,081

Alternative	Score
Súbor otázok na analýzu kľúčových oblastí firemnej kultúry	,259
Balíková interakčná analýza	,135
Rep-grid	,143
Analýza diskurzu	,090
Teória "grounded"	,097
Sociometrická metóda	,277

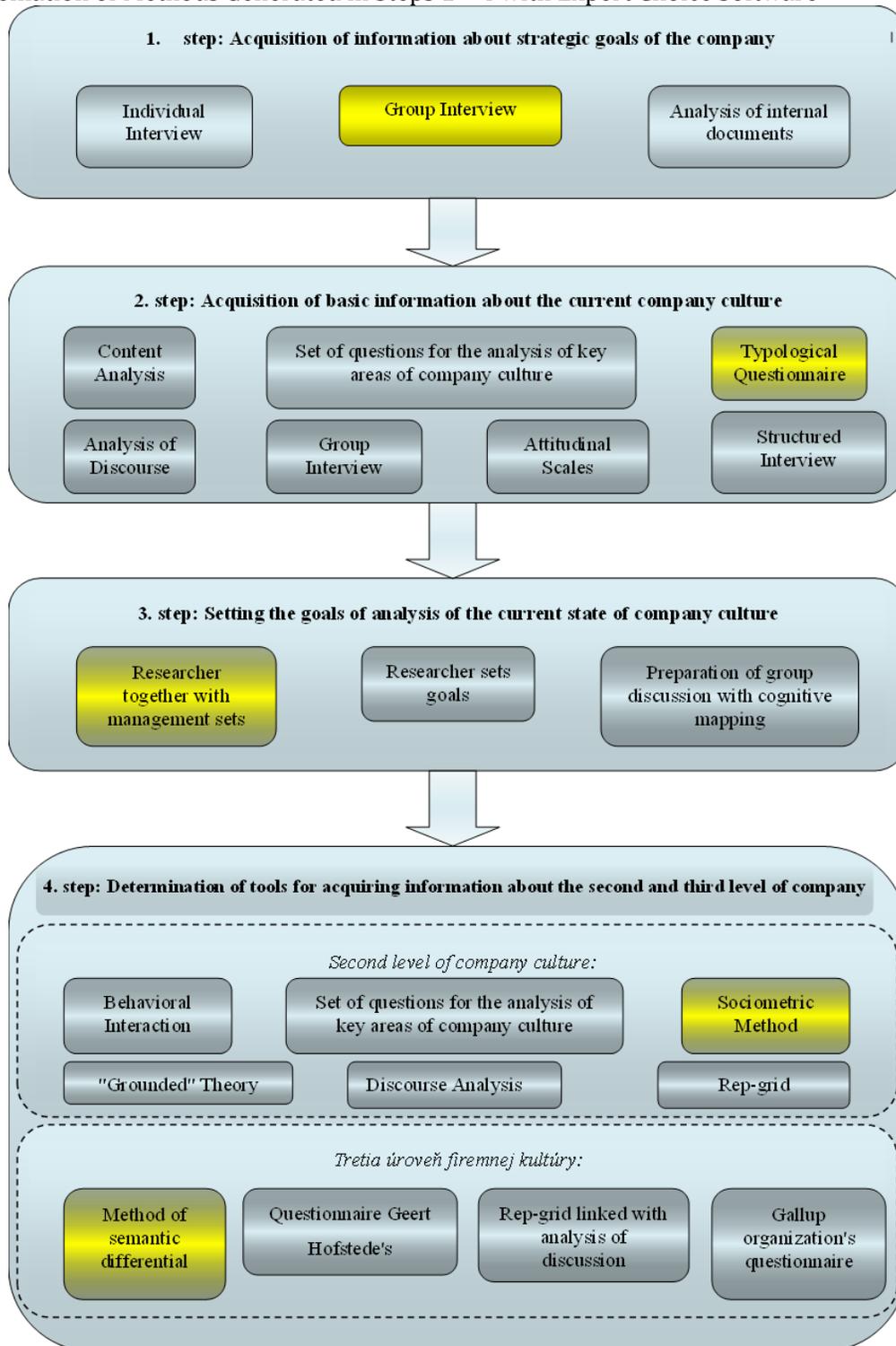
Screenshot 5: 1,000 Stanovenie nástrojov na získanie informácií o tretej úrovni

Criteria	Weight
Stanovenie nástrojov na získanie informácií o tretej úrovni firemnej kultúry	1,000
Kvalita získaných informácií (L: ,399)	,399
Kvantita získaných informácií (L: ,157)	,157
Skúsenosti analyzujúceho pracovníka (L: ,309)	,309

Alternative	Score
Rep-grid prepojený s analýzou diskurzu	,268
Dotazník Geerta Hofstedeho	,227
Dotazník Gallupovej organizácie	,226
Metóda sémantická diferenciálu	,279

APPENDIX E

Combination of Methods Generated in Steps 1 – 4 with Expert Choice Software



HRM FUNCTIONS IN CHANGING ORGANIZATIONAL CULTURE

Scientific monograph

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