

Performance Evaluation and Improvement Intention among Employees in Manufacturing Companies

Evaluación de Desempeño e Intención de Mejora en Empleados de Empresas Manufactureras

Date received: February 26, 2024

Nora Veronica Rosales Padilla¹,

Date of approval: June 3, 2024

Carmen Estela Carlos-Ornelas², María Teresa Gómez García³

¹ Master's Degree in Administrative Management from Instituto Tecnológico de Aguascalientes. Development Manager at VisionNET Solutions.

Email: G21153073@aguascalientes.tecnm.mx ORCID: <https://orcid.org/0000-0001-7997-3320>

² PhD in Management from Universidad Autonoma de Aguascalientes. Research Professor at Tecnológico Nacional de Mexico, Aguascalientes Campus. Member of the National System of Researchers.

Email: carmen.co@aguascalientes.tecnm.mx ORCID: <https://orcid.org/0000-0002-8516-2062>

³ Master of Science in Chemical Engineering from Instituto Tecnológico de Aguascalientes. Lecturer at Tecnológico Nacional de Mexico, Aguascalientes Campus.

Email: ma.teresa-gg@aguascalientes.tecnm.mx ORCID: <https://orcid.org/0009-0000-6816-0623>

Abstract

The improvement intention that precedes employees' improvement behavior is a key factor for companies seeking to achieve their organizational goals. This study examined the influence of two variables from Performance Evaluation (PE): supervisor diligence and subordinates' reactions to the PE meeting. Thirteen control variables were included in the analysis, consisting of seven demographic variables and six factors related to performance evaluation, such as individualized consideration, relationship, supervisor support, procedural justice, PE accuracy, and satisfaction with PE. Data were collected using a questionnaire developed by McClendon et al., and responses were obtained from 224 employees working in automotive manufacturing companies located in the city of Aguascalientes. The reliability coefficients of the questionnaire were high, indicating strong consistency in the responses. A multiple regression analysis revealed an explanatory model accounting for 45.6% of the variance in improvement intention, highlighting the significant contribution of feedback and supervisor diligence, without the inclusion of control variables. In this context, feedback emerged as the key factor, suggesting that allocating organizational resources to supervisor training could generate greater benefits in employees' improvement behavior. These findings underscore the importance of feedback and

supervisor diligence as critical elements in fostering employees' improvement intention.

Keywords: Performance evaluation, implement intention, supervisor.

JEL Code: M12

Resumen

La intención de mejora que precede al comportamiento de mejora de los empleados es un factor primordial para que las empresas que los emplean logren sus objetivos. Este estudio examinó la influencia de dos variables de la Evaluación del Desempeño (ED): la diligencia del supervisor y las reacciones de los subordinados a la reunión de ED. Se incorporaron al análisis 13 variables de control, que incluyeron 7 demográficas y 6 factores relacionados con la evaluación del desempeño, tales como consideración individualizada, relación, apoyo del supervisor, justicia procedimental, precisión de la ED y satisfacción con la ED. Los datos se recopilaron a través de un cuestionario proporcionado por McClendon et al. y se obtuvieron respuestas de 224 empleados de empresas manufactureras automotrices de la ciudad de Aguascalientes. Los coeficientes de confiabilidad del cuestionario fueron altos, indicando una consistencia robusta en las respuestas. Un análisis de regresión múltiple reveló un modelo explicativo del 0.456 de la



varianza en la intención de mejora, destacando la contribución significativa de los factores de retroalimentación y diligencia del supervisor, sin la inclusión de las variables de control. En este contexto, la retroalimentación se destacó como el factor clave, sugiriendo que la asignación de recursos organizacionales para la capacitación de supervisores podría generar mayores beneficios en el comportamiento de mejora de los empleados. Estos hallazgos resaltan la importancia de la retroalimentación y la diligencia del supervisor como elementos críticos en el impulso de la intención de mejora entre los empleados.

Palabras clave: Evaluación del desempeño, intención de mejora, supervisor.

Código JEL: M12 - Gestión de personal

1. Introduction

Employee Performance Evaluation (PE) aims, among other objectives, to provide guidance and motivation to improve performance in order to increase individual contributions to the achievement of both organizational and employee goals. Performance Evaluation is not a recent practice; it has existed since one person began employing another. In the Middle Ages, the Society of Jesus already implemented a PE system for each Jesuit spreading the Catholic religion around the world. Around 1842, the United States civil service established an annual performance reporting system for its employees; by 1880, the U.S. Army began using a similar approach; and in 1918, General Motors implemented a system to evaluate its executive staff. However, it was only after World War II that PE systems began to be widely adopted by organizations (Chiavenato, 2017).

Throughout the decades, various authors, such as Chiavenato (2017) and Robbins (1998), have emphasized that Performance Evaluation must align with the strategic nature of the organization, inspired by its vision, mission, and the objectives that define the expected outcomes over a period of time. Performance evaluation systems involve a subjective dimension based on personal judgment since they require evaluators to supervise and make value judgments about their subordinates' performance. These judgments influence both

organizational variables, such as productivity and work environment, and personal variables, such as improvement intention, job retention, career opportunities, and salary, among others.

In the context of evaluation, the implementation of various indicators is expected to ensure objectivity in job performance. From this perspective, a PE system that is well-designed, developed, and evaluated would generate both short- and long-term benefits for the employee being evaluated, their supervisor, the organization, and the community (Chiavenato, 2017).

Interest in improving PE has been increasing in recent years (Pulakos et al., 2019). For decades, organizational scholars such as Whetten and Cameron (2005) and Gerhart (2003) have argued that an employee's performance results from the combination of ability and motivation. From this perspective, ability is the result of aptitude, training, and resources, while motivation stems from desire and commitment. Surprisingly, the supervisor's role and their performance in this process have been underestimated.

This study aims to explain the relationship between the supervisor's performance in the performance evaluation process and subordinates' intention to improve their performance in automotive companies in the city of Aguascalientes. It seeks to anticipate how the supervisor's actions will affect employees' willingness to improve their work performance, whether positively or negatively. By predicting this relationship, valuable information will be provided so that manufacturing companies can guide their processes related to supervisor training, performance evaluation systems, and continuous improvement programs, among others.

2. Literature Review

Effective management of organizations requires an understanding of employee performance in their current roles and their potential for development in future positions. This knowledge is essential to implement actions that promote continuous improvement, enabling employees to contribute effectively to achieving organizational goals and facilitating their career advancement.

In this context, Performance Evaluation (PE) takes on significant importance and is systematically

practiced in numerous organizations worldwide. However, the way it is carried out can vary considerably between organizations, as can the level of improvement achieved in employees and their satisfaction with the evaluation process. The diversity of alternatives for conducting this process highlights the need to adapt PE practices to the particularities of each organizational environment.

Although PE is an essential practice and a basic tool in human resources management, along with the continuous efforts made by organizations to improve this process, there remains considerable dissatisfaction with the way it is carried out (Cappelli & Conyon, 2018). Existing literature on this topic often focuses on improving employee productivity and work performance, addressing skills ranging from conceptual, technical, and professional to interpersonal and social skills for middle management and executives. However, little attention is given to the supervisor's skills, who represents the primary link between employees and the chain of command in organizations. Therefore, it is essential for supervisors to develop the necessary skills to manage relationships effectively with employees in PE processes within organizations.

According to Pichler et al. (2016), previous research has explored links between various variables and PE, but few studies have focused on its relationship with the intention to improve. This gap in the literature highlights the need for further examination of how PE, especially in relation to supervisor skills, influences employees' willingness to improve and develop professionally.

The success of a performance evaluation is not only based on an objective, specific methodology aimed at personal and organizational progress, but also on the quality of the relationship between the employee and the evaluator. This relationship conditions the employee's perception of the process and has a direct impact on their behavior. It can generate an intention to improve when conducted constructively, or, under adverse conditions, it can become a source of complaints, criticisms, and dissatisfaction.

Therefore, this study focuses on analyzing the factors linked to the supervisor's involvement in the PE process of their subordinates. The aim is to understand how this involvement can condition the improvement of employees' performance by recognizing the importance of the supervisor-

employee relationship in the success of the evaluation and its potential impact on individual career development.

Given the difficulties in directly measuring the improvement of employees performing diverse tasks, the focus has shifted to analyzing the impact not on improvement itself, but on the intention to improve. This approach recognizes the complexity of directly comparing results in heterogeneous job functions and instead centers on understanding employees' willingness and commitment to improvement. By examining the intention to improve, the goal is to capture employees' attitudes and commitment to personal and professional development, offering valuable insight in work environments with divergent roles and responsibilities.

2. 1 The Intent to Improve

The intention to improve task performance refers to the deliberate plans individuals make to enhance their task performance (Uziel et al., 2022). It involves a person's purpose or will to make changes or progress in their work outcomes, demonstrating continuous effort with the goal of optimizing their performance within an organizational context. This intention reflects personal commitment to both growth and high-level task execution. Implementation intentions have a medium to large effect on the successful achievement of goals and are especially effective in protecting goal efforts from undesired influences (Gollwitzer & Sheeran, 2006).

The Theory of Planned Behavior, proposed by Ajzen (1991), posits that behavior acts as a mediator between intentions and actions. It is considered an immediate antecedent of behavior and an indicator of an individual's readiness to perform a specific action. The theory aims to explain and predict human actions through three key predictors, which gain weighted importance based on the behavior in question and the population of interest. These predictors are used to understand and forecast how individual intentions translate into concrete behaviors. The fundamental predictors of the Theory of Planned Behavior are: attitude toward the behavior, subjective norms, and perceived behavioral control. The attitude toward the behavior reflects an individual's general disposition toward a specific action, depending on their subjective evaluation of that behavior. It includes beliefs about the consequences of performing the behavior and the value placed on those consequences as positive or



negative. In summary, the attitude toward behavior represents an individual's overall orientation and subjective evaluation of performing a particular action. The predictor of subjective norms refers to the influence of significant others' opinions and expectations on individuals. Subjective norms reflect the perceived social pressure to perform or avoid a specific behavior. The perception of how relevant others view or expect certain behavior can exert significant influence on an individual's decisions and actions. These predictors are key components in understanding individuals' intentions and actions according to the Theory of Planned Behavior, providing a conceptual framework to analyze and predict human behavior in various contexts.

Perceived behavioral control, as the third predictor in the Theory of Planned Behavior, refers to an individual's belief in their ability to successfully perform a specific behavior. This perception takes into account factors such as the availability of resources, personal skills, and the identification of potential obstacles that might influence the behavior's execution. In summary, perceived behavioral control reflects the confidence an individual has in their ability to perform or avoid a particular action. This belief in one's capacity to influence the outcome of the behavior plays an important role in the formation of intentions and the subsequent execution of specific actions.

Thus, intention is formed by considering whether the individual positively values the behavior, perceives that others approve or disapprove of it, and believes they have control over performing the behavior. Therefore, the supervisor's role in their relationship with subordinates is crucial, particularly in the performance evaluation process where they express positive or negative assessments, approval or disapproval, and encourage or discourage confidence in the subordinate's ability to perform in a specific way. However, it should be noted that, while intention is a strong predictor of future behavior, the relationship is not perfect, as other factors, such as external limitations or changes in circumstances, may also influence the translation of intention into action.

2.2 Performance Evaluation

For the primary purpose of performance evaluation to be achieved—providing an accurate and reliable description of how an employee performs their job responsibilities—evaluation systems must be

directly linked to the job position and be practical and trustworthy.

Although there is no universally accepted definition of Performance Evaluation (PE) in the literature (Culbertson et al., 2013), it can be conceived as an ongoing process that involves the tasks of identifying, measuring, and developing individual and team performance. The aim of this process is to align PE with the strategic objectives of organizations (Aguinis et al., 2012). Essentially, PE seeks to provide a comprehensive and objective view of how employees contribute to the achievement of organizational goals, identify areas for improvement, and facilitate the continuous development of both employees and organizations. Performance evaluation can be conducted in various ways, with methods varying depending on the organizational focus and objectives. Some of the main evaluation forms include:

Supervisor Evaluation. In this method, each manager evaluates their subordinates, based on the idea that the direct supervisor is most familiar with both the subordinate's job position and their performance.

Self-Evaluation. In this approach, each employee critically analyzes their own performance within the organization, offering a unique perspective based on their personal experience.

Peer Evaluation. This method involves mutual evaluation between individuals at the same level or position in the organization. It is considered a useful predictor of performance and can offer valuable insights from coworkers in similar roles.

Subordinate Evaluation. Here, employees evaluate their managers. This type of evaluation can increase supervisors' awareness of their impact on subordinates and improve communication and relationships within the hierarchy.

Customer Evaluation. In some specific contexts, customers may provide evaluations of the performance of an individual in a specific role, especially when customer interaction is a key part of the job.

360-Degree Evaluation. This approach incorporates all the above forms of evaluation. It involves feedback from supervisors, subordinates, peers, customers, and self-evaluation. Despite its administrative complexity, the 360-Degree

Evaluation aligns with total quality management approaches and provides high satisfaction levels among those evaluated. This method offers a comprehensive and balanced view of performance by incorporating feedback from various stakeholders such as supervisors, subordinates, peers, and customers.

This study analyzes supervisor-led performance evaluation. Following part of McClendon et al. (2020)'s methodology, two aspects related to the supervisor's execution of the performance evaluation system were considered as independent variables: supervisor diligence and reactions to the performance evaluation meeting. These aspects play a decisive role in employees' perceptions and responses to the evaluation of their performance.

To provide further clarity and support for the expected positive relationship between the supervisor's execution of tasks and the employee's intention to improve in the research model, six additional factors directly related to the supervisor were incorporated, based on McClendon et al. (2020). These factors might also have a relationship with the variables of execution and the intention to improve. The additional factors are: individualized consideration, relationship, supervisor support, procedural justice, performance evaluation accuracy, and satisfaction with performance evaluation.

These factors were incorporated as control variables to analyze alternative regression models. This approach helps isolate the net effect of the independent variables on the dependent variable, minimizing potential bias or confusion from other variables. Including these factors as control variables ensures that the influence of execution variables on the intention to improve is not erroneously attributed to omitted variable bias or the presence of other unconsidered variables.

2.2.1 Supervisor Diligence

In this study, evaluator diligence is defined as the effort the supervisor dedicates to implementing the formal Performance Evaluation (PE) system. Although previous research has explored expressions of supervisor diligence, such as knowledge of performance standards (Pichler et al., 2017), the importance of focusing on compliance in the overall performance management process has been highlighted (Schleicher et al., 2018). However, there has been limited research specifically focusing

on supervisor diligence in executing the PE process.

A lack of diligence from the supervisor in performance evaluation may suggest to subordinates that both the supervisors and the organization are less committed to diligence at work. In this regard, Biron, Farndale, and Paauwe (2011) found that business practices, some of which were related to supervisor diligence, led employees to infer management's general concern about performance management issues, thereby influencing their behavior and attitudes.

2.2.2 Reactions to the PE Meeting

Reactions refer to the consequence or outcome of a specific action and the way an individual responds to a particular stimulus. In the context of performance evaluation (PE), employees' reactions have become a useful indicator for assessing the success of the system.

Understanding employees' views on PE is crucial for determining the acceptance or rejection of the evaluation tool used within the company. Employees' reactions provide valuable perspectives on how they perceive and experience the evaluation process, which can significantly impact their engagement, job satisfaction, and overall performance. Therefore, understanding and addressing employees' reactions may be essential for optimizing the effectiveness and acceptance of PE systems within organizations.

According to Weinert (1985), employees' reactions and feelings towards their work situation are generally considered attitudes. Key areas of interest include affective and cognitive aspects such as behavior dispositions toward work, the work environment, colleagues, supervisors, and the organization as a whole. One of these attitudes is job satisfaction, which refers to their reactions, sensations, and feelings related to employment.

The study of employee attitudes is essential to understand their emotional and cognitive perspective on various work aspects. Job satisfaction, in particular, can influence motivation, employee retention, and overall performance in the workplace. Therefore, understanding and managing these attitudes is crucial for fostering a positive and productive work environment.

Employees' behaviors, especially their reactions to performance evaluation, are critical for ensuring the system's effectiveness, as they are intrinsically



linked to affective and cognitive aspects that influence job satisfaction. The psychological impact of performance evaluation can significantly affect employees' perceptions of their work and overall commitment to the organization. Consequently, understanding and managing employee behaviors in response to PE is vital for promoting motivation and productivity, as well as cultivating a healthy work environment.

2.2.3 Individualized Consideration

Individualized consideration involves the supervisor's sincere and honest concern for the needs of their subordinates and the search for appropriate ways to meet them. Although many team leaders might claim they care for the individuals in their team and seek to meet their needs in an individualized way, the perspective of the subordinates may not fully align with the supervisors' perception. It is interesting to note that no previous studies were identified on the interaction between individualized consideration and responses to feedback in the context of performance evaluation (PE). This gap in the literature highlights an opportunity to explore and better understand how a supervisor's individualized consideration may influence employees' responses to feedback received during performance evaluations.

2.2.4 Relationship

In the workplace, the way supervisors interact with their subordinates has a significant impact on the company's atmosphere, influencing their perception of equity (Smith et al., 1996). This supervisor-subordinate relationship includes various characteristics associated with the hierarchical relationship between a supervisor and a subordinate, which involves a structure of authority in which the former holds a position of greater power and responsibility compared to the latter. The supervisor: has the authority to direct and guide the subordinate's activities to meet the goals and objectives set by the organization; is responsible for monitoring the subordinate's work and providing feedback, solving problems, and making decisions about the work and performance of the subordinate, assigning tasks, and setting priorities.

The supervisor is expected not only to tell subordinates what and how things should be done and supervise compliance with their orders impartially, but also to set an example for them and encourage them to

strive to imitate their work and leadership. For their part, the subordinate must report to the supervisor, so communication between them is essential for an effective hierarchical relationship. The image a subordinate has of their supervisor depends on the supervisor's prestige and the professional and personal qualities they demonstrate. The better the supervisor's image, the more security it will generate in the subordinate, and the more likely they are to accept their direction, which will contribute to creating a mutual support environment that benefits both parties and promotes a positive and productive work atmosphere.

2.2.5 Supervisor Support

The supervisor can provide guidance, training, and professional development opportunities to the subordinate to help them reach their full potential at work. Additionally, the supervisor plays an important role in PE by informing them of the expectations and standards they are expected to meet in their job activities. The supervisor is expected to offer support to subordinates in a friendly, honest, and fair manner using various resources (Ali et al., 2020). The support provided and the perception of equity generated are key determinants for the positive outcomes of performance feedback meetings (Rotundo & Sackett, 2002). According to Eisenberger et al. (2002), research such as that by Afzal, Arshad, and Farooq, has revealed that supervisor support has positive effects on variables such as: job satisfaction, autonomy, commitment, trust, responsible behavior, perception of organizational support, cohesion, employee retention, career satisfaction, turnover intention, and job permanence. From the employee's perspective, supervisor support reflects the organization's favorable or unfavorable attitude toward them. This support significantly contributes to employee well-being and job satisfaction.

2.2.6 Procedural Justice

The importance of justice and equity in organizations has been recognized by professionals from many different disciplines. Psychology, in particular, has validated the idea that justice is important in all organizational environments by observing how it impacts different aspects of an organization. The control individuals have over the processes they participate in influences how they perceive the fairness of those procedures. Individuals see procedures as fairer when participants have

more control over them (Konovsky, 2000, p. 26): the more control employees have over the performance evaluation process, the more likely they are to consider it fair. In the context of performance evaluation, four types of justice perceptions are recognized: procedural justice, distributive justice, interactional justice, and informational justice (Whetten & Cameron, 2005). Procedural justice refers to the fairness of the procedures used to make decisions, both in terms of the outcomes and the methods, mechanisms, and processes used to determine those outcomes.

2.2.7 Accuracy of Performance Evaluation

In performance evaluation, accuracy is fundamental both conceptually and practically. However, measuring accuracy is complex as it involves considering the overall performance of all those evaluated to facilitate the identification of strengths and weaknesses, assigning scores in relation to the global performance of all those assessed.

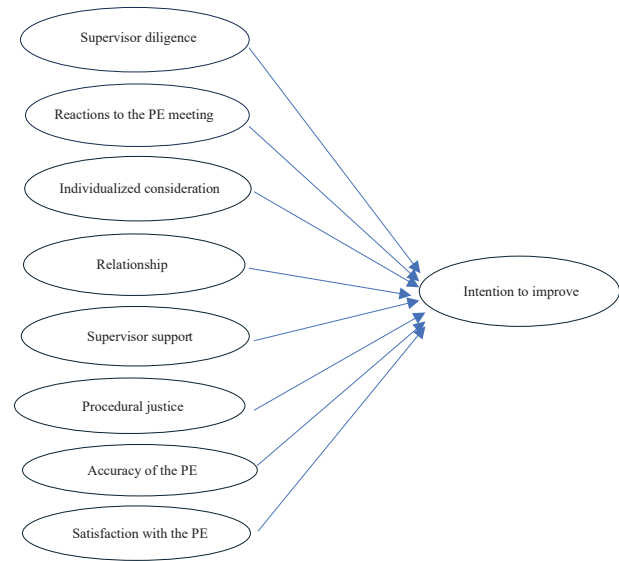
The evaluator must be able to distinguish and classify those evaluated in each work dimension, detecting differences in performance patterns across the various evaluation dimensions. Some studies on the subject have been controversial and criticized, especially when they focus on cross-sectional data rather than considering the relationships that arise after feedback (Konovsky, 2000). Accuracy in performance evaluation is essential to ensure a fair and useful assessment for employee development.

2.2.8 Satisfaction with Performance Evaluation

Employee satisfaction regarding performance evaluation has primarily been conceptualized in three ways: satisfaction with the PE interview, satisfaction with the PE system, and satisfaction with performance ratings (Nair & Salleh, 2015). The satisfaction levels reported with the PE system are clearly related to the perceived justice of the system (DeNisi & Kluger, 2000). The premise is that motivated people will work toward goals for which they expect a fair reward when they achieve them.

In order to analyze the influence of supervisor diligence and the reactions of subordinates to the PE meeting, variables that, according to McClendon et al. (2020), previous studies have considered related to PEs were included to compare alternative models that would provide clarity in understanding this influence. The research model representing the relationships between these variables is shown in Figure 1.

Figure 1. Investigation Model



Source: Own elaboration.

Therefore, the research questions to be answered was: Is there a relationship between the factors of performance evaluation and employees' intention to improve? The hypothesis proposing the tentative answer was formulated as follows:

H1: The factors of performance evaluation explain employees' intention to improve.

3. Methodology

The studied population consisted of employees from automotive manufacturing companies in the city of Aguascalientes. Both the unit of analysis and the key informant were the employees who had undergone a performance evaluation process.

Data were collected through 274 questionnaires, with 224 valid responses obtained, representing 81.75%. The items used to measure the variables related to performance evaluation (Table 1) were adopted and adapted from McClendon et al. (2020) and consisted of 5-point Likert scales where 1 = Strongly Disagree and 5 = Strongly Agree.

Demographic variables included gender, age, education level, type of employment, hierarchical level, tenure in the position, and tenure in the company. The possible values for type of employment were None, Trust Employee, and Union Employee, while the

values for hierarchical job levels were: Executive, Middle Management, Supervision, Professional and/or Technical, and Operational and/or Support. The possible values for education level were: None, Primary School, Secondary School, Higher Technical, High School, Bachelor's Degree, Master's Degree, and Doctorate.

The possible values for the type of contract were: None, Trusted employee and Unionized employee, while the values for the hierarchical levels of the jobs were: Manager, Middle management, Supervisory, professional and/or technical and Operational and/or support position.

Table 1. Indicators of performance evaluation factors

Intention to improve
I put more effort into my work as a result of the goals and objectives of the performance evaluation system.
My most recent performance review motivated me to improve my performance at work.
I have grown and developed my skills in the company as a result of the performance evaluation system.
The performance evaluation system has increased my chances of getting a promotion in the company.
Supervisor diligence
My supervisor puts a lot of effort into completing my performance evaluation.
My supervisor takes the performance evaluation very seriously.
My supervisor spends a lot of time ensuring the completion of the performance evaluation.
My supervisor makes sure to provide me with a lot of feedback during the completion of the performance evaluation.
During the evaluation period, my supervisor makes sure I know how I am meeting the objectives.
Reactions to the PE evaluation
My most recent feedback meeting on the performance evaluation increased my understanding of my job.
I believe the performance evaluation feedback meeting helped me learn how to do a better job.
My most recent feedback meeting on the performance evaluation gave me a good idea of how well I am performing and what I need to improve.
I was satisfied with the feedback meeting from the evaluation.
I felt that the performance evaluation feedback meeting was fair.
My most recent performance evaluation feedback meeting with my supervisor improved our relationship.
Procedural justice
The supervisor considered the important aspects of my work when evaluating me.
The supervisor evaluated me based on how well I did my job, not according to their personal opinion of me.
The supervisor treated me with respect and courtesy when providing my performance evaluation results.
The supervisor who evaluated me showed concern for my rights as an employee.
Overall, the supervisor who assessed my performance was fair.
Individualized consideration
My supervisor takes time to teach and train me.
My supervisor treats me as an individual, not just as a member of the group.
My supervisor takes my different needs, aspirations, and skills into account.
My supervisor helps me develop my strengths.
PE accuracy
Compared to others, I am evaluated accurately in my performance evaluation.
Overall, my performance has been evaluated accurately.
I consider my most recent performance evaluation to be accurate.
My performance evaluation score reflects my true performance.
PE Satisfaction
Overall, I am satisfied with the performance evaluation used to assess my performance.
Based on my contribution to the company, I am satisfied with my performance evaluation.
Considering my skills and the effort I put into my work, I am satisfied with my performance evaluation.

Source: Adapted from McClendon et al. (2020).

4. Results and discussion

The reliability of the item groups used to measure the variables was assessed through Cronbach's alpha coefficients. The results ranged from 0.819 to 0.952, indicating high internal consistency of the scales. Therefore, no items were removed (see Table 2).

Regarding demographic variables, 49.6% of respondents identified as female and 50.4% as male. A total of 42.4% were between 26 and 35 years old, and 23.2% were between 36 and 45 years old. Concerning employment type, 68% had a contract as trusted personnel, 18.3% were unionized, and 13.8% did not have any type of contract. As for educational attainment, 67% held a bachelor's degree, 20% a master's degree, 7% had completed high school, 2% held a doctorate, 2% a technical degree, and 2% had completed secondary education.

The respondents were primarily administrative employees (54%), while 23% held middle-management positions, 16% were in operational roles, and 7% held executive-level positions. Regarding job tenure, 20% had been in their position for less than six months, 15% between six months and one year, 43% between one and four years, 13% between five and nine years, 6% between

ten and fourteen years, and 3% between fifteen and nineteen years.

The means, standard deviations, and correlations among the variables are presented in Table 2. Given that the variables were measured using a five-point Likert scale, the intention to improve showed a low mean of 2.176, as did all variables related to the supervisor's performance, with only slight variations among them.

Among the demographic variables and those related to supervisor performance, consistent and statistically significant negative correlations were found at the 0.01 level between age and all performance evaluation variables. Though weak, these correlations ranged from -0.077 to -0.285 ($p < 0.05$), suggesting that younger employees in the sample had a lower perception of supervisor performance and a lower intention to improve. Additionally, weak inverse relationships were observed between job tenure (both in the current position and in the organization) and three variables related to supervisor performance (accuracy of the performance evaluation, satisfaction with the evaluation, and reactions to the evaluation meeting), as well as with the intention to improve.

Table 2. Descriptive Statistics, Correlations, and Cronbach's Alpha Coefficients

No.	Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Gender	1.50	.501																
2	Age	2.29	.985	.012															
3	Education Level	6.06	.799	.051	.360**														
4	Employment Type	1.96	.566	-.001	.353**	-.014													
5	Hierarchical Level	2.79	.797	-.047	-.125	-.100	.237**												
6	Job Tenure	3.26	1.747	-.009	.721**	.336**	.365**	-.108											
7	Organizational Tenure	3.51	1.961	.002	.657**	.296**	.339**	-.168*	.919**										
8	Individual Consideration	2.411	1.134	.085	-.156*	-.009	-.044	.041	-.038	-.012	0.939								
9	Relationship	2.162	1.014	.038	-.196**	-.053	-.018	-.052	-.048	-.018	.765**	0.915							
10	Support	2.174	1.074	.083	-.205**	.001	-.064	-.073	-.035	.008	.809**	.891**	0.921						
11	Procedural Justice	2.209	.973	.002	-.194**	.000	-.035	.107	-.101	-.099	.785**	.753**	.785**	0.923					
12	Accuracy of PE	2.486	1.047	.044	-.285**	-.001	-.171*	.017	-.184**	-.154*	.839**	.685**	.750**	.800**	0.932				
13	Satisfaction with PE	2.567	1.172	.043	-.259**	.016	-.225**	-.052	-.199**	-.163*	.769**	.647**	.682**	.731**	.894**	0.920			
14	Supervisor Diligence	2.436	1.115	.094	-.230**	-.029	-.051	-.003	-.125	-.093	.736**	.745**	.815**	.784**	.761**	.720**	0.952		
15	Reactions to PE Meeting	2.360	.9948	.060	-.245**	-.073	-.148*	-.025	-.211**	-.182**	.708**	.648**	.693**	.777**	.739**	.768**	.837**	0.938	
16	Intention to Improve	2.176	.875	.113	-.177**	-.049	.025	.007	-.205**	-.186**	.405**	.406**	.386**	.412**	.448**	.550**	.619**	.666**	0.819

Source: Own elaboration.

Moreover, the correlations among the variables related to supervisor execution (listed as items 8 to 15 in Table 2) were statistically significant at the 0.01 level and ranged from moderately high to high values (between 0.647 and 0.894). No multicollinearity issues were detected in the regression analyses.

The independent variable set was denoted as X_1, X_2, \dots, X_8 , and the dependent variable—intention to improve—was denoted as Y . A linear regression model was proposed as follows: $Y = \beta_0 + \beta_1 X_1 + \dots + \beta_8 X_8 + \varepsilon$. Where: $\beta_0, \beta_1, \dots, \beta_8$ are the model parameters, and ε is a random error term normally distributed with a mean of zero and variance $\sigma^2 > 0$.

To test the hypothesis, $n = 224$ independent observations were analyzed using five hierarchical multiple regression analyses. Variables were entered in blocks, based on theoretical assumptions about their influence on the dependent variable (Intention to Improve). These blocks, listed in the first column of Table 3, were structured as follows:

First Block: Includes the seven demographic variables—gender, age, education level, employment type, hierarchical level, job tenure, and organizational tenure.

Second Block: Includes the variables, relationship, and support.

Third Block: Includes the individual consideration, procedural justice, accuracy of the performance evaluation, and satisfaction with the performance evaluation.

Fourth Block: Includes the supervisor diligence and reactions to the performance evaluation meeting.

Thus, regression models A, B, C, and D included 9, 11, 13, and 15 independent variables, respectively. According to McClendon, Blocks 2, 3, and 4 are composed of variables previously shown to be significantly related to performance evaluations in earlier studies.

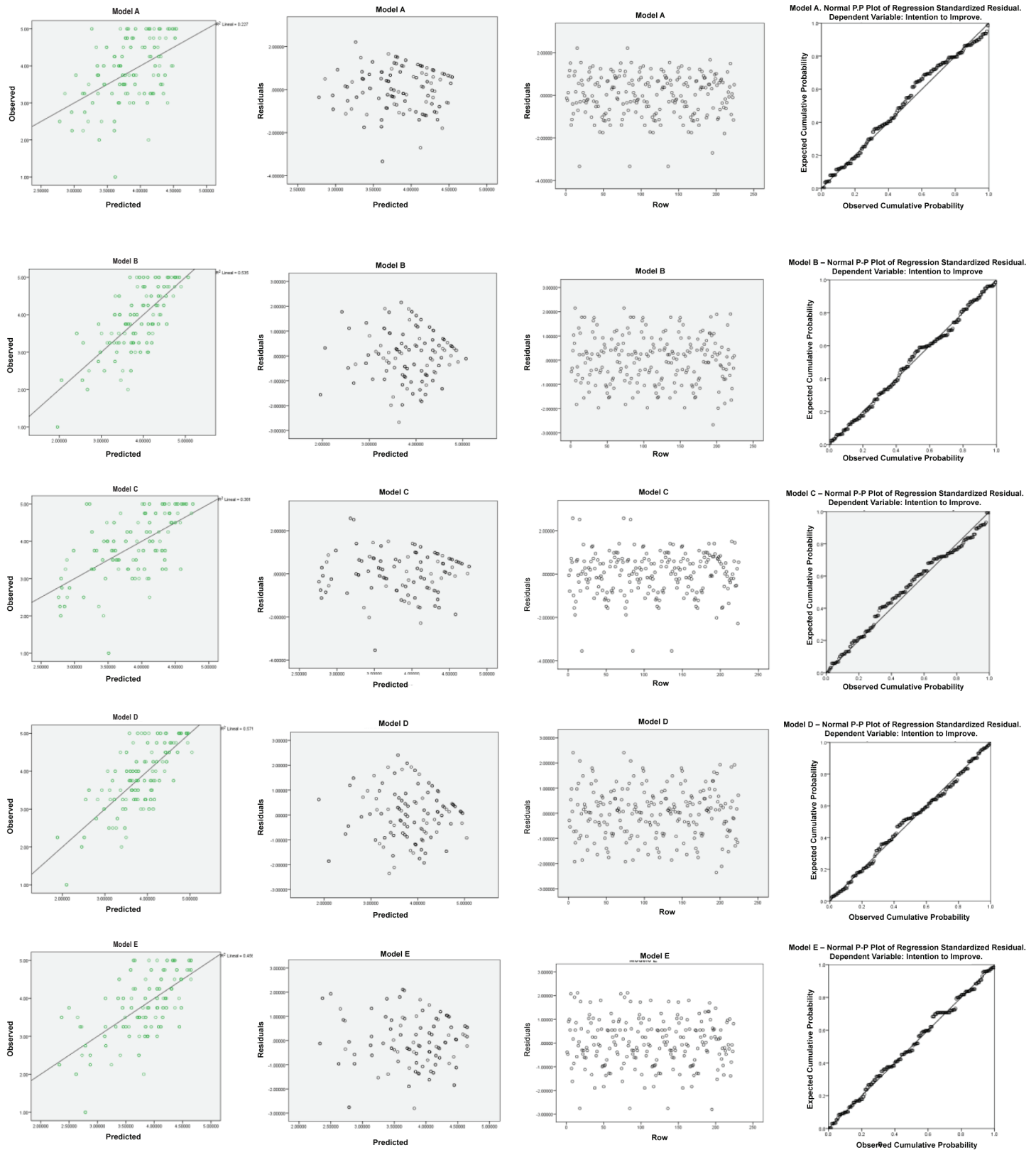
Table 3. Durbin-Watson Coefficients

Model	R	R squared	Durbin-Watson
Model A	.477 ^b	.227	1.685
Model B	.731 ^c	.535	1.625
Model C	.617 ^c	.381	1.520
Model D	.756 ^f	.571	1.586
Model E	.675 ^a	.456	1.716

Residual analysis confirmed that the assumptions of linear regression were met, including linearity, homoscedasticity, independence, and normality of residuals. These were visually assessed through scatterplots in Figure 2, with each row corresponding to a different model.

The scatter plots in the first column show the linearity of the relationship between the predicted and observed values of the regression models A, B, C, D, and E. In the second column, the absence of patterns in the scatter plots of standardized residuals against predicted values indicates the homoscedasticity of the residuals. In the third column, the absence of patterns in the scatter plot between the row number and the residuals reflects their independence, which is confirmed by the Durbin-Watson coefficients, as they fall between 1.5 and 2.5. The normal distribution fit is shown in the scatter plots by the proximity of the points to the reference line in the cumulative probability and observed probability graphs, and is confirmed by the results of the Kolmogorov-Smirnov test (Table 4), whose significance levels are greater than 0.05.

The results (Table 5) show that the significance indices, statistical power (p), and effect size (f^2) for all models are adequate. Due to the statistical criteria of the regression method used, in Models C and D, the variables individualized consideration and procedural justice were excluded, which could indicate that the variance in improvement intention that can be explained had already been accounted for by another variable within the model.

Figure 2. Assumption graphs for the regression models.

**Table 4.** Kolmogorov-Smirnov Test Results

	Model A Residuals	Model B Residuals	Model C Residuals	Model D Residuals	Model E Residuals
N	224	224	224	224	224
Z de Kolmogorov-Smirnov	1.263	.834	1.106	.794	.910
Sig. asintót. (two-tailed)	.082	.489	.173	.554	.380

Table 5. Multiple linear regression models

Variable Blocks	Variables	Model A β	Model B β	Model C β	Model D β	Model E β
First variable block	Gender	.086	.069	.089	.068	
	Age	.043	-.009	.015	-.023	
	Education Level	.038	.048	.001	.035	
	Type of contract	.132	.154**	.213***	.175***	
	Hierarchical Level	-.022	-.051	-.014	-.027	
	Time in position	-.205	-.101	-.112	-.072	
	Time in company	-.082	-.019	-.089	-.042	
Second variable block	Relationship	.281*	.173	.141	.121	
	Support	.138	-.498***	-.022	-.417***	
Third variable block	Individualized consideration			Excluded	Excluded	
	Procedural justice			Excluded	Excluded	
	ED accuracy			-.307*	-.406***	
	ED satisfaction			.759***	.460***	
Fourth variable block	Supervisor diligence		.452***		.492***	0.208*
	ED meeting reactions		.513***		.406***	0.492***
	F	7.002	22.173	11.839	21.483	92.560
	(df regression, residual)	(9,214)	(11,212)	(11,212)	(13,210)	(2,221)
	R ²	.227	.535	.381	.571	.456
	p (model)	.001	.001	.001	.001	.001
	Effect size f ²	0.294	1.151	0.616	1.331	.838
	Statistical power (1- β)	.999	1.000	1.000	1.000	1.000

Note: Standardized regression coefficients, n = 224, *Significance level .05, **Significance level .01, ***Significance level .001.

Model D shows that the variables ED meeting reactions and supervisor diligence alone explain 45.6% of the variance in improvement intention. It can also be observed that statistical power (1- β) remains above 0.80, while the effect size (f²) varies from model to model, but is always greater than 0.35—two values conventionally considered high.

Some noteworthy findings appear in the significant—albeit low—coefficient for type of contract in Models B, C, and D, as well as in the negative coefficients of the variables support and performance evaluation accuracy in Models B and D.

Among the most relevant results, it can be seen that Models A and C—which exclude the fourth block of variables (the main variables of this study)—explain the least variance in improvement intention. Moreover, it is noteworthy that Model E, which includes only the fourth block, explains 0.456 of the variance.

This result is partially consistent with McClendon et al. (2020), who concluded that supervisor support, supervisor-subordinate relationship, and supervisor diligence are the most important performance evaluation factors in determining the existence of a positive relationship with improvement

intention among subordinates in organizations. The results of this study only coincide in identifying the importance of supervisor diligence in achieving employee improvement intention.

5. Conclusions and business implications

Both job performance and the processes through which it is evaluated are closely related to organizational processes and outcomes such as process and product quality, customer satisfaction, employee retention, productivity, and workload determination, among others. At the individual level, it influences variables such as salaries, promotions, motivation, and organizational commitment, to name a few.

Performance evaluation is not just about highlighting achievements and strengths in specific tasks but about seeking a vision that balances and aligns the interests of organizations with those of employees. This underscores the importance of generating knowledge about performance evaluation systems and how they are implemented, in order to provide a foundation for organizational development and growth planning.

The success of a performance evaluation system depends on factors related to its design, communication, and objectivity. Assessing the relative importance of specific aspects, such as those highlighted in this study—supervisor diligence and subordinate reactions to performance evaluation meetings—can help organizations focus on the elements that yield the greatest benefits.

The results of this study confirmed the existence of a positive relationship between supervisor performance during the evaluation process and employee willingness to improve. This highlights the need for manufacturing companies in the city of Aguascalientes to intensify efforts to persuade supervisors of the substantial benefits of conducting this process more effectively.

The importance of the supervisor's role is crucial to the success of performance evaluation systems, as their effectiveness could be compromised if supervisors do not approach the process seriously or neglect meaningful feedback that informs and guides employees on how to meet job objectives. Since organizations continue using performance

evaluation systems with the expectation of improving employee performance, it is relevant to contribute to increasing awareness of the supervisor's role in this process.

References

- Aguinis, H., Gottfredson, R. K., & Joo, H. (2012). Delivering effective performance feedback: The strengths-based approach. *Business Horizons*, 55(2), 105–111. Recuperado de <https://doi.org/10.1016/j.bushor.2011.10.004>
- Ajzen, I. (1991). La teoría del comportamiento planificado. *Comportamiento Organizacional y Humanidad. Procesos de decisión*, 181. Recuperado de <https://es.scribd.com/document/525474575/La-Teoria-Del-Comportamiento-Planificado-Icek-Ajzen>
- Ali, M., Usman, M., Pham, N. T., Agyemang-Mintah, P. & Akhtar, N. (2020). Being ignored at work: Understanding how and when spiritual leadership curbs workplace ostracism in the hospitality industry. *International Journal of Hospitality Management*, 91, 102696. Recuperado de <https://doi.org/10.1016/j.ijhm.2020.102696>
- Biron, M., Farndale, E., & Paauwe, J. (2011). Performance management effectiveness: Lessons from world-leading firms. *International Journal of Human Resource Management*, 22(6), 1294–1311. Recuperado de <https://doi.org/10.1080/09585192.2011.559100>
- Cappelli, P. & Conyon, M. J. (2018). What Do Performance Appraisals Do? *ILR Review*, 71(1), 88–116. Recuperado de <https://doi.org/10.1177/0019793917698649>
- Chiavenato, I. (2017). Administración de recursos humanos: el capital humano de las organizaciones. Santafé de Bogotá: McGraw-Hill Education.
- Culbertson, S. S., Henning, J. B., & Payne, S. C. (2013). Performance appraisal satisfaction: The role of feedback and goal orientation. *Journal of Personnel Psychology*, 12(4), 189–195. Recuperado de <https://doi.org/10.1027/1866-5888/a000096>
- DeNisi, A. S. & Kluger, A. N. (2000). Feedback effectiveness: Can 360-degree appraisals be improved? *Academy of Management Executive*, 14(1), 129–139. Recuperado de <https://doi.org/10.5465/ame.2000.2909845>
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L. y Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, 87(3), 565–573. Recuperado de <https://doi.org/10.1037/0021-9010.87.3.565>



- Gollwitzer, P. M., & Sheeran, P. (2006). Implementation Intentions And Goal Achievement: A Meta-Analysis of Effects and Process. *Advances in Experimental Social Psychology*, 38, 69–119. Recuperado de [https://doi.org/10.1016/S0065-2601\(06\)38002-1](https://doi.org/10.1016/S0065-2601(06)38002-1)
- Konovsky, M. A. (2000). Understanding procedural justice and its impact on business organizations. *Journal of Management*, 26(3). Recuperado de [https://doi.org/10.1016/S0149-2063\(00\)00042-8](https://doi.org/10.1016/S0149-2063(00)00042-8)
- McClendon, J. A., Deckop, J. R., Han, S., & Petrucci, T. (2020). A study of system execution of performance appraisal. *International Journal of Selection and Assessment*, 28(3), 322–336. Recuperado de <https://doi.org/10.1111/ijsa.12289>
- Nair, M.S. & Salleh, R. (2015). Linking Performance Appraisal Justice, Trust, and Employee Engagement: A Conceptual Framework. *Procedia - Social and Behavioral Sciences* 211 (2015). 1155 – 1162 (Nov. 2015), 4–6. Recuperado de <https://doi.org/10.1016/j.sbspro.2015.11.154>
- Pichler, S., Varma, A., Michel, J. S., Levy, P. E., Budhwar, P. S., & Sharma, A. (2016). Leader-Member Exchange, Group- and Individual-Level Procedural Justice and Reactions to Performance Appraisals. *Human Resource Management*, 55(5), 871–883. Recuperado de <https://doi.org/10.1002/hrm.21724>
- Pulakos, E. D., Mueller-Hanson, R., & Arad, S. (2019). The Evolution of Performance Management: Searching for Value. *Annual Review of Organizational Psychology and Organizational Behavior*, 6(June 2018), 249–271. Recuperado de <https://doi.org/10.1146/annurev-orgpsych-012218-015009>
- Robbins, S. (1998). *La administración en el mundo de hoy*. México: Prentice Hall Hispanoamericana, S.A., p. 170
- Rotundo, M., & Sackett, P. R. (2002). The relative importance of task, citizenship, and counterproductive performance to global ratings of job performance: A policy-capturing approach. *Journal of Applied Psychology*, 87, 66–80. Rynes, Recuperado de <https://doi.org/10.1037/0021-9010.87.1.66>
- Smith, B. N., Hornsby, J. S., & Shirmeyer, R. (1996). Current trends in performance appraisal: An examination of managerial practice. *SAM Advanced Management Journal*, 61, 10–15.
- Schleicher, D. J., Baumann, H. M., Sullivan, D. W., Levy, P. M., Hargrove, D. C., & Barros-Rivera, B. A. (2018). Putting the system into performance management systems: A review and agenda for performance management research. *Journal of Management*, 44(6), 2209–2245. Recuperado de <https://doi.org/10.1177/0149206318755303>
- Uziel, L., Price, M., & Alquist, J. L. (2022). Desire for self-control and task performance: A plan is a key. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1011559>
- Weinert, B. (1987). *Manual de Psicología de la Organización*. Barcelona: Herder
- Whetten, D. & Cameron, K. (2005). *Desarrollo de Habilidades Directivas*. México: Pearson Educación.