

TALLINN UNIVERSITY OF TECHNOLOGY

School of Business and Governance

Department of Business Administration

Mohammad Zisan

**STRUCTURED FEEDBACK: AN APPROACH TO CONTROL
AND ASSESS EMPLOYEE PERFORMANCE FOR THE
ADVANCEMENT OF THE ORGANIZATION'S RETENTION
POLICIES – A CASE STUDY OF A START-UP COMPANY IN
ESTONIA.**

Bachelor's thesis

Programme: TVTB12/19, Specialisation: Entrepreneurship and management

Supervisor: Virve Siirak, MSc

Tallinn, 2022

I hereby declare that I have compiled the thesis independently and all works, important standpoints, and data by other authors have been properly referenced and the same paper has not been previously presented for grading.

The document length is 10238 words from the introduction to the end of the conclusion.

Mohammad Zisan.....

(Signature, date)

Student code: 194503TVTB

Student e-mail address: Mozisa@ttu.ee

Supervisor: Virve Siirak, MSc

The paper conforms to requirements in force

.....

(Signature, date)

Chairman of the Defence Committee:

Permitted to the defence

.....

(Name,signature,date)

| | |
|---|----|
| ABSTRACT | 4 |
| INTRODUCTION | 5 |
| 1. LITERATURE REVIEW | 7 |
| 1.1. Structured Feedback | 7 |
| 1.2. Employee Turnover and Its Retention..... | 8 |
| 1.3. Connection between theories..... | 10 |
| 1.4. History and previous research | 12 |
| 2. RESEARCH METHODOLOGY | 14 |
| 2.1. Research design and advancement | 14 |
| 2.1.1. Research Method | 14 |
| 2.1.2. Case study..... | 15 |
| 2.2. Interviews as a data collection method..... | 16 |
| 2.3. Data analysis method..... | 18 |
| 2.5. Limitations..... | 19 |
| 3. RESULTS..... | 20 |
| 3.1. Empirical Framework | 20 |
| 3.2. Manager perspective..... | 21 |
| 3.3. Employee perspective..... | 26 |
| 3.4. Discussion and Recommendations | 34 |
| CONCLUSION | 36 |
| LIST OF REFERENCES | 38 |
| APPENDICES | 41 |
| Appendix 1. Interview questions to the managers..... | 42 |
| Appendix 2. Interview questions to the employees..... | 43 |
| Appendix 3. Non-exclusive licence..... | 44 |

ABSTRACT

Over the last decade, the way people are managed and developed at work has become essential in improving organizational performance. Where an organization spends a significant amount of money hiring and training employees, many businesses experience a consequential loss of talent each year. The paper discusses the connection between human resource practices and employee retention in a specific start-up company in Estonia. Examining the relevant literature to identify elements of human resource practices that influence employee retention. The paper describes structured feedback as part of the management tool that has contributed to individual self-motivation, improvement, and acknowledgement of employee growth. The paper also describes the potential benefit of structured feedback strategies that enhance individuals' engagement, motivation, and job satisfaction. The overall purpose of this paper is to examine how structured feedback from employers can effectively build a strong relationship between employees and managers, ultimately influencing a company's retention. The paper results show that the employer must provide feedback individually in face-to-face meetings to formulate structured feedback. Nonetheless, the employer has to be transparent with employees acknowledging their feedback and growth opportunities.

Keywords: Feedback, Structured feedback, Working unite, Management, Retention policies, development

INTRODUCTION

Every association has its own beliefs to work after. There are thousands of material assets that help the organization to accomplish this. Human assets are considered one of the essential assets in every organization. In knowledge-based economies, employee creativity is crucial to organizations' performance, survival, and growth (Zhang et al. 2021). Individuals who make a difference by carrying information, abilities, and inspiration to influence the organization's presentation have become increasingly important today. Be that as it may, many should manage employee retention issues, i.e., associations battle to hold their representatives. If the employees who work for the company aren't committed to its goals and mission vision, it won't last long (Manzoor 2012).

The Bureau of Labour Statistics just released a report in 2021 that employee turnover is high. The rate is 57.3 %, where 25% of the people think about just intentional turnover (Annual total separations rates by industry and region). The significant factors of this turnover are poor communication, a lack of recognition, inability to provide constructive feedback. Employee turnover is an industrial problem inevitable in every organization (James, Mathew 2012).

Because of the increased competition, keeping employees is now a significant priority for businesses. The cost of losing an employee is not just lost production but the cost of recruiting, selecting, and training a replacement. Instead of hiring a new employee, providing positive comments and having a good retention policy could save money. However, only a tiny percentage of businesses consider their staff their most valuable assets. (Manzoor 2012). Separated employees may cost between 16 to just over 213 per cent of their annual salary, depending on the position (Boushey, Glenn 2012). Retention improves the company's productivity: it is well established that hiring and training new employees takes time; therefore, if experienced and efficient staff are maintained, the company's productivity will immediately improve.

The paper intends to find out how structured feedback can improve the relationship between employees and the organization to prevent turnover. This paper will evaluate the current strategy that organizations follow in giving feedback to employees. The general objective is to examine how structured feedback can impact workers' way of behaving, inspiration, and execution; by investigating the impacts of structured feedback, the paper desires to understand better how to give and plan positive and useful feedback to develop execution decrease worker turnover further.

The paper recommends that structured feedback is essential for individuals to keep progressing in their positions, remaining inspired, and further developing performance. The feedback procedure should be natural, and everybody should see it as essential. The paper contends that criticism should be centred around the employee's exhibition instead of their characters and how they might work on their performance.

Furthermore, this paper will investigate whether employers recognize their employees specifically and help them advance their careers in different work possibilities.

The following questions are set as guidelines to fulfill this aim.

1. How does the feedback process work today?
2. How ought the feedback process be developed?
3. How are growth opportunities seen today?

1. LITERATURE REVIEW

1.1. Structured Feedback

Feedback is a famous invention in applied behavior analysis and is a popular intervention in organizational behavior management. Feedback is extensively used to illuminate people about what they have done and what needs improvement. Even though feedback can have a broad scope of results relying upon the circumstance, input recipient's way of life, character, and work encounters, the general idea of getting feedback is valuable (Bechtel et al. 2015). feedback insight alludes to a singular's view of the Quality of feedback and how they manage it. There are multiple ways of giving feedback to anyone. However, few out of every odd way prompts the ideal outcome. The general aftereffect of feedback is, as often as possible, considered material; notwithstanding, according to prior assessment, the info can, in like manner, have a couple of disadvantages (Castellaneta et al. 2015). Expressing that fulfilment is additionally an aspect that can undoubtedly hamper the result of feedback. The creators contend that when input is inadequate, for example, postponed, interfered with, or backhanded, the collector could incorrectly evaluate their capacities. That can cause slow progress for the individual.

Feedback is critical for determining individual performance and learning in an unstructured learning environment. Feedback improves learners' performance by permitting them to recognize and address defects in their current procedures and their impression of capability. (Narciss 2013). Although feedback can assist a student with working on their presentation, its prosperity relies upon a few things. The experiential learning hypothesis indicates that "learning" is characterized by how information is created by changing experiences. The consequence of a blend of getting a handle on and changing over experience is information. (Kolb 2015). The learner's performance was improved more effectively with a clear explanation in the offered comments. It contains more structured and helpful material, reducing the learner's cognitive load and allowing them to integrate new information with past knowledge. (Wang et al. 2019). Subsequently, point by point feedback assists people with lessening the incapable mental burden and, along these lines, increment mental admittance to blunder amendment and embrace more effective learning

procedures (Wouters et al. 2008). Hattie and Timperley's organized feedback model contrasts with the conventional technique by recognizing managers' feedback among different input levels. An organized feedback structure with three degrees of criticism (task, process, and self-regulation) was made to permit firm managers to submit composed feedback to representatives (Hattie, Timperley 2007). Implementing a prosperous, fair, and efficient performance-appraisal system in an organization is essential for financial success, prolonged growth, and the development of a solid and competent workforce (Espinilla et al., 2013). Performance appraisals serve as a crucial instrument to evaluate and support employee performance and establish strategic organizational plans, goals, and objectives (Daoanis 2012). Previous studies suggested that a structured feedback framework that considers a representative's presentation through various sources like friends, subordinates, and bosses makes a comprehensive and unbiased survey of representative execution. Structured feedback can likewise influence apparent reasonableness value and 'authoritative equity.' Thus, enhancements in authoritative equity affect the company's presentation and maintainability.

1.2. Employee Turnover and Its Retention

Employee turnovers are classified into three types, 1) involuntary turnover and voluntary turnover, 2) functional turnover and dysfunctional turnover, 3) uncontrollable turnover, and controllable turnover (Mathis, Jackson 2011). When employees quit their employment and must be replaced, this is known as employee turnover. Organizations pay a high price to replace existing staff, and service performance suffers. As a result, management must limit the frequency with which employees, particularly those critical to the company's operations, leave (Michael et al. 2009). Because around one-fifth of workers quit their jobs voluntarily each year, the cost of turnover is a significant economic concern. An extra one-sixth is involuntarily fired or let go (Bureau of Labor Statistics, Job Openings, and Labor Turnover – January 2012). Employee turnover is an organizational problem that results in significant financial losses (Haque et al. 2021). Employee turnover costs billions of dollars annually (Justin 2021). Staff whittling down has been noticed due to an absence of training, career development opportunities, and skill recognition. The past review saw that there were issues with the smooth activity of the business because of an absence of open correspondence among staff individuals with the management (Dutta, Banerjee 2014)

Employees can choose firms that offer incentives and retention benefits in today's new period, and they will continue to transmit expertise and passion to their work (Kasmi 2011). Most employees will stay at work if given encouraging tools like bonuses, but money isn't the only thing that may keep them there (Masaiti, Naluyele 2011). The most significant factor in attracting and, most importantly, retaining a key employee is culture. It is critical for employees to feel like they are part of a team, connect to the organization's vision and direction, and have the means to work better together, all of which contribute to more collaboration (Norman 2012).

Management practices directly affect employee turnover (Adebayo, Ogunsina 2011). It is suggested that when employees feel satisfied with the style of their supervisor, they tend to be more motivated and tend not to intend to quit the organization. The ramifications are that representatives with higher work pressure experience will encounter low degrees of occupation fulfilment and bring about turnover expectations (Kurniawaty et al. 2019). It altogether affects the worker's responsibility and maintenance level. An assortment of director maintenance rehearses improves the probability that a worker will stay focused on an association over the long run. These elements are the most powerful: planning off the clock representatives, limited preparation time, non-cutthroat compensation rate, and unfortunate worker correspondence (Muhammad 2015). One of the elements influencing a representative's choice to leave an association is whether the director fostered a confiding relationship with the worker (Farren 2008). As per the Quality of work-life and authoritative execution review, administrators regarded and esteemed their representatives' abilities, focused on their desires, gave testing work, appreciated the Quality of work-life, and gave learning open doors had faithful and drawn in representatives (Leitão et al. 2019).

Having a manager with uprightness and regard is a higher priority than any time in recent memory in these long periods of corporate outrages. A decent manager will rouse representatives to work harder and motivate them to remain with the organization. The good retention strategies adopted by companies help in reducing employee turnover. Employees who are talented and motivated keep high expectations from the companies. (Harpreet 2018)

Employers should also focus on difficulties and personal relationships with employees when performing each duty. The goal of this study was to find out what factors influence employee retention and how the company can enhance its current processes. According to the literature, employees stay or leave an organization for six principal reasons: financial rewards, job

qualities, career advancement, recognition, employee management, and work-life balance. (Johari et al. 2012). The elements constitute a whole-systems approach to reducing employee turnover. Employers could apply parts of this procedure, but all the process aspects must be handled for long-term success. Employers must spend time and commitment, but it will be well worth the investment.

1.3. Connection between theories

Hackman and Oldham (1976 and 1980) developed the Job Characteristics Model to provide suggestions for effectively enriching positions in organizations. Variety of skills, task identity, task relevance, autonomy, and feedback are all critical among the five qualities identified by the model as indicators of how to design tasks well. According to the Job Factors Model, these attributes impact motivation, satisfaction, and performance. The approach also includes intervening aspects such as relevance, responsibility, and understanding of findings. Feedback is one of the five job qualities identified in this model as having the potential to boost employee motivation and performance. John Hattie and Helen Timperley (2017) presented a feedback model in their essay, *The Power of Feedback*. As indicated by the attestation, the essential objective of input is to wipe out aberrations between present understandings and execution and reason.

As per John Hattie and Helen Timperley's methodology, effective feedback should resolve three principal inquiries for the input recipient: Where am I going? (What are the objectives?), How am I going? (What headway is being made toward the goal?), and where to go straightaway? (What exercises should be embraced to gain better progress?) The expressions "feed up", "feedback" and "feedforward" are utilized to portray these inquiries. The accomplishment with which these inquiries close the hole is not entirely settled by the degree of feedback. Task performance, task comprehension, regulatory or metacognitive process level, and self or personal level are among these levels.

Workers are bound to see feedback as fair and genuine once given. They'll feel heard and understood. As a result, the employee and their manager should have a trusting connection. If the manager-employee relationship is solid, the employee will likely feel safe and motivated to achieve their objectives. As a result, if a person enjoys their job and the environment in which

they work, they will be inspired to improve their performance and contribute to the company's overall success. The employee will view this performance dialogue as an objective, dependable, and essential experience for self-awareness and advancement.

PURPOSE

Reducing the discrepancies between current understandings and performance and a goal.

Three Major Questions

Where am I going? (What are the goals?),

How am I going? (What progress is being made toward the goal?)

Where to go next? (What activities need to be undertaken to make better progress?)

Every question have four-level

Task level | Process level | Self-regulation level | Self-level

Figure 1: A model of feedback to enhance learning

Source: Hattie and Timperley (2007, 87).

1.4. History and previous research

The only way we can understand individuals' motivation is through communication. Through communications, management can overview an individual's goals, passions, and inspiration. Every unit requires an organized method to regulate and measure each employee's performance to keep workforce management seamless and functional. We all need feedback Appreciation, Coaching, and evaluation; giving feedback points out strengths and provides comments on areas for Improvement and Development (Leibold, Schwarz 2015). People ought to utilize feedback to embrace an advancement situated mentality, permitting them to look further into themselves and their behaviour and work on their performance. While result arranged feedback just gives general achievement or disappointment. Process-situated feedback gives explicit and points by point data about the beneficiary's assets, shortcomings, and actual execution and how they could further develop it (Knesek 2015; Medvedeff et al. 2008). Feedback on everyday clinical activities improves performance, even with short interaction with a supervisor (Atkinson et al. 2021). A recent study found that only a quarter of people agreed that the feedback was influential in their Development (Ghulam, Gazan 2017). Employees are usually more interested in process feedback than outcome feedback because they want to learn how to perform better.

It is awkward to be chastised; numerous employees try not to get feedback. They might be terrified of getting input because past conversations have zeroed in fundamentally on workers' errors and insufficient on their achievements (Knesek 2015). Moreover, a few administrators accept they need adequate consciousness of their representatives' behaviour to give solid feedback (Hames, Hooper 2011). Individuals do not devote the necessary time to utilize this resource. Instrument or use it just when anything goes wrong in this regard. People do not try to learn how to use this instrument or only use it when something goes wrong.

The first thing that comes to mind when discussing employee retention is respect. People want to work on projects that are meaningful to them. They should be able to move on once they have completed their task. Nonetheless, there must be justice in the workplace. Organizational justice is a vital enabler, motivating employees to achieve organizational goals by establishing conducive employee-employer relationships (Greenberg, Colquitt 2013). Researchers found that human assets the executives rehearses in pay and rewards, professional stability, training and improvement, manager support culture, workplace, and hierarchical equity can decrease non-attendance, representative maintenance, and better-quality work (Irshad, Afridi 2007).

This paper explores the idea of structured feedback between managers and employees. The discussion endeavours to illuminate what employees got along nicely. Where they might improve, and how to help them remember their fundamental missions and targets. There has been past research on feedback in the working environment. Therefore, the paper assessing the utility and worth of structured feedback in further developing worker inspiration and execution would be of interest go ahead. It would preferably give a superior comprehension of the outcomes of structured feedback. Besides, every representative, director, and association ought to comprehend how to support labour execution and results using a free, straightforward, and efficient specialized instrument. As a result, the current thesis will benefit any company looking to improve employee performance to achieve faster and better results.

2. RESEARCH METHODOLOGY

2.1. Research design and advancement

Estimating what structured feedback from managers means for employee execution and how to form the input for the best result, members from an organization that puts a high worth on the connection among administrators and workers were required. The objective is to decide if the feedback ought to be essentially positive, basically productive, or a blend of the two and whether the feedback ought to be individual or normalized. The author directed interviews with the director and employee two times, multi-week separated, to evaluate this.

2.1.1. Research Method

The most appropriate method is qualitative research for investigating the deep underlying variables and consequences of structured feedback supplied by the manager to the employees. As opposed to a quantitative approach, a qualitative strategy focuses on words rather than statistics and collects fewer but more thorough responses to understand better (Bryman, Bell 2018). Furthermore, direct contact, such as feedback, motivates and affects individuals more than multiple measurements.

Since a few studies have been published about how structured feedback can play an essential role in improving employee performance. The author found Thematic analysis is a more promising method for conducting this research. The author wants to learn from qualitative data about people's views, opinions, knowledge, experiences, or values. Qualitative research seems, by all accounts, to be the best fit for this paper. At the same time, a few dangers were related to the qualitative interviewing method. Such as likeness, trustworthiness, adaptability, and believability. Both the creator and questioners should know about these risks. Both the author and interviewers must be aware of these dangers.

There are two unique sorts of interview structures for qualitative interviews; two kinds of interviews are unstructured interviews with unprepared questions inquiries and semi-structured interviews with arranged queries for the interviewees (Bryman, Bell 2018). To collect information from the interviewees, the author conducts individual face-to-face and zoom interviews with them, focusing on personal and subjective perceptions. This strategy

comprehends the manager's feedback for the workers' inspiration to perform better and their ability to close the responses. The interview gives data on how employees currently see feedback in the work environment and the impacts on their exhibition and inspiration. Moreover, qualitative interviews were directed with both the managers and the employees to grasp the result of the structured feedback, permitting the responses to be surveyed from the feedback giver's perspectives (managers) and the feedback recipient (employee).

2.1.2. Case study

The company that took part in this thesis is a well-known Estonian start-up. The company is a prominent delivery service provider. Currently, the service delivers food, groceries, and packages in minutes locally. The business is active in several countries, including the United States, the UK, and Estonia. The headquarters are in San Francisco, California, USA.

The procedure is easy to follow. Customers use the mobile application of the start-up company to order goods from participating businesses and choose a delivery time and location. The customer is then notified via the mobile app when their order is ready for delivery and can track the order location. The customer is notified when the order arrives at its destination.

This paper examines what structured feedback means for worker performance; it is essential to utilize an organization that spotlights employee performance, uses feedback, and endeavours to comprehend how to propel workers. Moreover, finding a reachable organization that is not difficult to work with because of the area and language was a critical advantage. The author found one of the offices of the start-up company in Tallinn with Research and development (R&D) facilities. The author thought the company was appropriate and aligned with the paper's purpose. After talking to one person from the operation, the decision was made after a short visit to the company. According to the manager, the company firmly focuses on the future of food and grocery delivery. The company makes thousands of deliveries each day with the help of the operation and customer support department. Employee behavior and actions significantly impact the company's relationship with customers and the brand's reputation. The primary goal for the company is to keep the customer satisfied. Be that as it may, as indicated by the organization, the most effective way to get blissful employees is to establish a decent workplace where individuals feel certain and persuaded to accomplish extraordinary work. The need is to help workers while

likewise fulfilling the organization's clients. Managers have a critical effect and are liable for consistently persuading their employees through feedback and workshop to establish that environment.

2.2. Interviews as a data collection method

The author needs to grasp the impacts of structured feedback; this paper picks the semi-structured interview as the actual construction. A few open and detailed questions are required for better comprehension and adaptability to ask unprepared extra inquiries and change the inquiries. That might be important to comprehend the reactions better or assume a few members misread an investigation. The author makes the questions that cover the ongoing subjects of this paper, including the work environment, present feedback technique, feedback time and recurrence, positive feedback and constructive feedback. Although few of the interviews were led around the same time, the author was available. Every interview with the participant was recorded. The objective was to guarantee that all the interviews' data was saved in detail, keeping its original form. Subsequently, the author could pose questions while taking notes on the members' perceptions and responses.

Due to the lack of author communication in their native language (Estonian), all the interviews were conducted in English. Before performing the interview, all the participants were informed of the instructions in English. The author believed that if the interview were conducted in both English and native language (Estonian), it would have helped get broader and more profound answers to the questions. All of the interviews were deciphered to decrease the chance of missing any data and better comprehend how they answered the questions.

Moreover, the interviews were led in a private room and zoom called to cause the members to feel calm. The author chose the manager and the employees who partook in light of their accessibility for interview meetings. Notwithstanding, there is generally a chance of mischief while utilizing tests. In this situation, the peril was that the members' reactions were not many and exceptionally private. Tragically, the meeting length was surprisingly short because of the responsibility.

Table 1 Interview profiles

| Customer support | | | | |
|------------------|-------------|----------------------|------------|--------|
| Interviewees | Nationality | Interview platform | Experience | Gender |
| R1 | Colombia | Zoom | 3 months | Female |
| R2 | Bangladesh | Face to face meeting | 9 months | Male |
| R3 | Estonia | Zoom | 2 years | Male |
| R4 | Nigeria | Zoom | 4 months | Female |
| Global Operation | | | | |
| Interviewees | Nationality | Interview platforms | Experience | Gender |
| R1 | Brazil | Face to face meeting | 1 year | Male |
| R2 | Bangladesh | Zoom | 9 months | Male |
| R3 | Estonia | zoom | 6 months | Female |
| R4 | India | Face to face meeting | 9 months | Male |

Source: Zisan (2022), author's calculations

Interviews with ten persons gave enough data to make significant and accurate conclusions, given that this study used a qualitative research method. Customer support and global operation managers have suggested their employees for the study. The snowball method was used to include persons with as many different profiles as possible in the sample. In this sampling technique, the preliminary responses are chosen by chance or unlikely approach.

To specify the answer from the interview, interviewee codes are presented in this paper. Interviews with customer support were marked with C1 to C4, and the global operation was marked with O1 to O4. All the interviews were conducted from the 25th of March to the 15th of April 2022. Only three of the interviews took place as face-to-face meetings. The author agreed with the participant's convenient way of conducting the interview.

2.3. Data analysis method

Qualitative researchers can ask open-ended interview questions to collect data and explore meanings within a study (Wilson 2012). Following the interview sessions, the experimental information was broken down in stages. The data in this study was examined using qualitative thematic analysis principles. The thematic analysis captures research-relevant subjects and represents specific patterned responses or relevance levels within the presented data (Braun, Clarke 2012). Theme analysis aims to find hidden meanings and understandings in the data (Flick 2011). Most qualitative data, including data obtained from interviews, focus groups, surveys, observation and field research, and secondary sources, can be analyzed using thematic analysis.

The following was the procedure for analyzing the information gathered through the interviews:

- Conducting and recording interviews
- Transcribing interviews
- Reading transcripts
- Annotating transcripts: data organization for dissemination
- Data conceptualization: generating codes, categories, and subcategories
- Defining and describing groups and subcategories
- Analyzing the material and reporting on the findings

The results were evaluated and sorted into themes based on the data. Based on the manager's perspective and employee's perspective, the following are the categories of the data.

- Workplace environment
- Current feedback process
- Structure of feedback
- Proposed changes to feedback.
- Perceived growth opportunities

One risk of this paper was that some data or subtleties in the responses would be missed. Thus, every one of the interviews was translated with the goal that the author could completely comprehend the answer later. At last, the author would misconstrue the data accumulated. The author analyzed the information independently to reduce this risk before joining it.

2.5. Limitations

The first major disadvantage of this study is that the sample consists primarily of employees who have been with the organization for less than six months. The usage of eight employees, with disparities in gender and language utilized during the interviews (all in English), made it impossible to accurately assess the employees' perceptions and opinions about their manager's current feedback method. The results of this study could be limited in that its application to all types of employees could be questioned. Indeed, four out of eight employees had only been with the organization for less than six months, which could affect their sense of belonging and interest, and participation in the feedback process.

Secondly, Due to the tremendous workload, the department manager and employees were due dates. Most of the interviewees for the paper were working from home. The manager had a significant amount of work to deal with during that week; they mainly joined the interview via zoom call. As a result, the author had less time to conduct the interview. Nevertheless, the author believes that future research could benefit from a larger sample of age, cultural background, and industry participants.

The interviewee may not be comfortable talking about their dissatisfaction with their current job or relationship with their co-workers, problems with the working environment, lack of growth opportunities, or dissatisfaction with the salary; interviewees may not have given accurate answers reflecting their actual feelings while responding to the questionnaire. Furthermore, the author's diverse cultural origins, i.e., Bangladeshi, may have caused them to interpret the employees' responses differently based on their prior experiences. On the other hand, this flaw is a strength because it allows for a more detailed analysis of the employees' responses. Indeed, having interviewees of various nationalities allowed for a more balanced analysis to be developed.

3. RESULTS

The findings of the interviews are reported in this chapter, along with a summary of the two departments. It reveals the outcome of using the structured feedback method and gives the reader a better picture of how a start-up company now works with feedback. All the responses from both interview sessions are written down and explained in this part. The first section contains responses from the customer support department, both manager and employees, while the second section includes replies from the global operation department and the employees. The answers given by both departments during the initial interview session were transcribed, evaluated, and sorted based on the question. The goal is to look for trends and, in the end, to answer the research questions.

3.1. Empirical Framework

The customer department is run by Mr. A, who has been working for the company for over four years. The customer department has 34 people, including three junior managers. Each junior manager has a team member of ten people. The managers directly concern their team members with the information, scheduling, and updates about the product through them. In addition, every team has an internal communication channel.

Three operation heads are currently running the operation department. Due to the number of employees, the organization decided to have more than one operation head. Now, the operation team has more than 300 employees. They all are divided into seven small groups. Junior managers lead the groups. In every team, there are ten to eighteen people. The junior manager helps the team with schedules, forecasting, coaching, and presenting the team performance.

3.2. Manager perspective

Data collected from the interview with the junior manager of the customer support department

The first interview was conducted with the junior manager of the Customer support department. He is 35 years old; he was born in Estonia. The manager has been working for the company for over one and half years. The study result found that the manager's responsibility to the company is to maintain employee schedules, work on the critical updates of the products, and build an internal knowledge base for all the customer support people. The manager's responsibility includes maintaining support for the employees and keeping a better workplace.

Respond to the question about specific feedback strategies; the manager answered they have a specific strategy for providing feedback to their employees. The manager also described the process of providing the feedback recommended by the company. These are. Definitive rules must happen; they are encouraged to be imposed one-on-one.

"We do. It is up to us. But what we do is highly recommended. We take notes on our conversation. The notes are taken on either the computer or by hand."

The study found that currently, the manager provides his employees feedback through one-on-one meetings. The manager pointed out that personal feedback only affects one person, and some can be sensitive towards one person and therefore not do it in front of a group. According to the manager, calling out people unconscious with constructive feedback is not good to do in front of the whole team. Bringing people up and complimenting them in front of a group is good. Some things need to be time-sensitive; for example, the manager said some discussions need to be communicated to the whole group. But during one-on-ones, the message is received faster, and the information sticks better. It's the choice of the manager. Here's his favorite if he has X-feedback to give to the team or individual. Either he can do it during one-on-ones or a team meeting.

Besides Team meetings, the managers provide a more meaningful message to the audience. According to the manager, they have specialized sessions, primarily for foreigners, as the manager added. It's not just on that takeover, he is pleased to give feedback to each other too, so

it doesn't have to only come from the same input he did within the team. The research results found that the manager believes that the importance of feedback is 70%. "It is one of the most important aspects of growth and doing things better."

According to the manager, "if you don't know, we are doing something not as expected, or the employee is doing something wrong or good, then a person needs to be told that or show that they're doing good whether the person did not. That goes both ways, and It's essential".

Generally, the manager provides feedback between one to four weeks, depending on the needs and circumstances. If the customer support team has new people on board, the team gets its feedback more often regarding what they are up to. "We have a pretty different set of people and other circumstances." According to the manager, those who come to the office have interactions more often. And it creates more possibilities where the junior managers can easily give this feedback because, during a conversation, it's much more manageable.

The study results found that usually, the manager likes to call it feedback when something is on board and when something is embarrassing between these two when everything is just okay. If nothing is okay, neutral might be good to write. Therefore, nothing is done. But this is good if nothing is done. The employee has done a tremendous job and nothing wrong. According to the manager, they have regular one-on-one meetings systematically set up for the different efforts.

Regarding constructive and positive feedback, the study results show that the manager always gives everything good, providing feedback to his employee, and the feedback outcome is never the same. During the meeting, the manager focused on the positive part of the numbers going better. The manager enjoys giving positive feedback more, which usually leads people with a smile on their faces, and they have been noticed. At the same time, they have been doing good, and they got complimented. On the other hand, seeing the changes come from constructive feedback is also very rewarding because these usually reach a point across better. There is a limit to how much you can do it, how often, and if it's too often, it's taken too lightly.

The study results show that the manager provides feedback based on each personality and standard. According to the manager's perspective, different characters or seeing people differently in too many aspects is essential for human interaction. "We like humour or receive it

differently from other people. They may be unfamiliar with it. Different cultures have different points of view. Everyone needs to change their ways because they need to."

The manager also added that most employees don't take him as a boss that much; therefore, he must be more creative to let them know what the result is if the employee is not doing it the way the manager expects them to. It is a more militant approach and a more hierarchical system for the new team member. Some people see these things independently, while others might not, so they receive feedback more naturally. Most employees are more willing to change their ways by default. And so, therefore, giving feedback to those people is much easier for those who are not willing to change their errors and are not as adaptable, "I can't paint everyone with the same brush with the same standardized approach."

Considering employee growth development, the manager agreed they always do the growth talk while providing feedback. They have a team that approaches it every six months, with specialized closed intervals and talk. The manager confirmed that every six months but never on that function during the one-on-one feedback. Managers do discuss it occasionally but not systematically in meetings. The manager tries to map out most of his employees' personalities when he meets employees for the first time. "Where does and what do they want to work? we provide the rough material tips, and the topics are intertwined."

The study results found that the manager recognized employees' specialty and future goals, and they discussed them more often. The manager encourages the employee in their personal development. As for the personal development, employees were offered Project work to solve issues on the roll. All the managers are working on making the everyday customer support tools easier to use while the internal company site moves slightly. "Something I can work on structurally inside the company to make things more visible for everyone, resulting in my only chance of winning from the stir."

According to the research results, the manager also searches for feedback. In contrast, employees are very hesitant to give it. The manager agrees that the feedback from employees also develops his skill of providing feedback, and even if it doesn't come in the form of verbal feedback, he can analyze how the work was. It doesn't always have to be spoken or said for the manager to form experience. One of the most important things that we face is the learning aspect.

Data was collected from the interview with the junior manager of the global operation department.

The second interview was conducted with the Junior manager of global operation management; He is 31 years old. He is from Bangladesh. According to the manager, his work is scheduling and focusing on the team, which relates to data analysis. He has been working for the company for over two years. The manager confirmed more than 300 people in the global operation department.

The author asked the manager if they currently have any suggested feedback approach toward the employee? In response, the manager said, "We have a different process for employee feedback because most of the work is an autonomous process." Every next day, the employee gets their feedback through the panel (internal office tool). The feedback contains how many tasks the employee has completed on the last day and hours of the progress.

The study results found that the global operation team manager believes that the feedback for each employee is essential; it improves a person's growth and working capability. The company has a specific feedback strategy. According to the manager, different circumstances have different feedback. Managers were recommended to calculate all the details and check the working progress of daily service using a specific dashboard for the employees.

Currently, the manager provides feedback to each employee individually. The meeting takes place once a month. The manager confirmed that the feedback was never offered to a group. Every day the employee gets their work report, and once a month, we fixed a meeting with the employee and provided them with an overview of their work and the team's essential updates. The manager also keeps an eye on employees' progress. If anyone has any issues and needs to discuss this matter, they can fix a meeting at any time. Managers are willing to set an immediate appointment and solve the problem. But usually, the feedback session takes place once a month.

The study found that once the manager receives an unexpected error from an employee, the managers usually provide the information through internal communication channels to educate the employee right away. However, immediate feedback must be provided if it's a big issue and is repeatedly happening. According to the manager, feedback is provided once a month for 30 minutes with a face-to-face meeting, but it depends on the situation. If the person needs more

time to discuss, the managers can fix longer appointments. "Every employee must meet for feedback once a month; they need to manage employees' schedules somehow well.

The study results showed that positive or constructive feedback depends on the employee's situation. The managers are always encouraged to provide positive feedback on employee performance. It always makes them feel comfortable, and if something goes wrong, they positively explain those errors. The company educates its employees by providing feedback. The manager believes that constructive feedback is more effective for the employee's performance. "When someone has issues at the workplace, we discuss this further to ensure the person shouldn't have this kind of error again."

According to the manager, after providing constructive feedback, they hardly find the same mistake from the employee. The person quickly learns and grows a lot. They understand their responsibilities, and they do their accordingly. The study found that the manager continuously checks employees' interest levels for their growth and development. The company has a different type of task in each department. If any employee is interested in working in another department, the manager encourages them and helps them with the process. According to the manager, they collect the academic details and experience of the employee and report them to the relevant department. "We'll also try to emphasize that the employee can work on their interest, which can be an opportunity and be recognized."

Considering employees' specialty and growth talk about their future, the manager responded that the company tries to find out our employee's talent. It's easy to find out the employee's specialty if the person stayed in the company for a standard amount of time. The manager also added that he tries to acknowledge the employee's specialty and career plan while providing feedback. Managers also try to find out what potential can bring this person to the company. According to the manager for personal development and organizational growth, the company has opened a few specific projects. Employees can also try or learn from their department projects. Managers constantly have been attempting to encourage them to take those teaching steps. The manager also added, "We always try to find a way to give a learning opportunity to all our employees."

The research found that managers are not likely to provide growth opportunities during their feedback. "Sometimes we give this information to our internal communication; managers write back if someone needs this information and clarification." The organization has multiple

departments; if an employee reaches out for personal development, managers always recommend the employee to take an internship. Employees were encouraged to apply for the training and relevant learning opportunity. Nevertheless, employees can look for the organization's quarterly learning project as a development project.

The study results found that managers also receive feedback from their employees. The manager provides feedback if employees recognize any improvement in the team performance. Employees could also suggest any idea to the manager. Managers always appreciate that their employees do give feedback. A company or organization needs to get some employee input. "Employees' feedback helps me to develop my personal development. "The learning process is everywhere." We need to learn these materials and give, or perhaps you need to support them."

3.3. Employee perspective

Data collected from the interview with the employee of the customer support department

Workplace environment

According to the study result, the author found that the department currently has 34 employees, including the managers. The customer support department comprises three small teams led by three junior managers. Everyone is responsible for dealing with customers' issues with the products providing excellent communication skills and customer solutions. Nevertheless, everyone is responsible for developing an internal knowledge base. The author found that the department is core for the business. They always try to be transparent with other departments with information and customer feedback about the product. According to interviewee C3, he has worked for the organization for over two years and two months. He also added that "he joined in the operation department initially. After several months he switched to the customer support department. As a reason for this switch, he explained he wanted to expand his resume and get more knowledge in different fields".

Current feedback process

The study results found that currently, the employee of the customer support department receives feedback from their managers on different circumstances. They were provided all the information through various channels. Every employee gets all their questions answered during their feedback. The feedback contains how the employees are doing and where they are in terms of performance, management, and managers' advice.

"In general, I found that feedback is very nice in Estonia" (C1)

In terms of motivation from feedback, the author received a different opinion from each interviewee. The manager strives to keep up the excellent work. Current feedback is necessary because it helps the employee see things and be aware of possible workplace errors. The author found an opposite opinion of feedback in terms of motivation.

"Feedback doesn't motivate me; these are all the numbers which don't change my motivation" (C4)

According to half of the interviewees, the research results showed that they see an opportunity to improve themselves once they receive their first actual feedback. After receiving the feedback, they are doing pretty much two times better.

"I believe that the feedback is provided for both reasons if somebody did something good or Wrong" (C2)

Employees get praise for their excellent work, and they receive the necessary tools to keep the good work up. Nevertheless, If the employees do something wrong, they also get feedback. The manager always tries to make sure if the employees could do the task that way, it would be better. According to all the interviewees, the feedback from their manager was constructive but suitable for development. Concerning the vice versa feedback, only one interviewee believes that the manager acknowledges the needs and what to be improved or changed.

"I let my manager know about the information, and this should be overlooked and move forward with the opinion of going to work" (C1)

Structure of feedback

According to all the interviewees, the feedback session is between forty-five minutes to one hour; All the instant feedback is mainly provided through a communication channel. The time is wide enough to discuss all the matters and for all the questions and feedback the manager must give to the employee. Currently, the feedback is provided to each employee twice a month, and the employee can always ask their managers if they have any questions. All Four of the interviewees confirmed that the feedback is given individually. Yet, in the team, Channel workers get the team statistics and how they are moving forward to their goals. Two of the interviewees prefer receiving feedback in a group.

"I think everything could be more transparent since we all have different personalities" (C3)

Employees believe that they are all adults and, in that way, maybe they can also help each other. The manager should know when the issues come up, and for all the employees, it would be very nice to understand the low points and high points. Almost all interviewees believe it's proven that the manager's strategy follows giving feedback on handling people that can feel effective for all.

"The manager provides my performance status, and based on those statistics; I receive feedback" (C1)

Two interviewees confirmed that the manager has a specific employee feedback strategy. The manager follows up on different guidelines while providing feedback. They also check how to improve their skills correctly. Currently, the managers provide feedback based on each personality.

Proposed changes to feedback.

Only one employee of four thought that he received more positive feedback. During the feedback, the managers provide tips and tricks about the possibilities for employee improvement. One-third of the employees confirmed that the manager offered the employee if they could do a few projects that could be improved, but it's already good and better. Employees believe that receiving constructive feedback from managers affects employees' performance and behavior.

"The positive feedback affected my performance, and it went better but not as fast as it improved last month" (C2)

All the interviewees believe that their performance increases once they receive constructive feedback. According to the employees, their knowledge of the product and their roles gets standard, improving their performance to maintain the team goals. All the participants prefer face-to-face talking while receiving feedback. They believe that impacts most of their performance. Presenting all the visuals, everything, performance statistics, and team goals is the best way to see, and then the talks all over it is an excellent way to provide feedback.

"I think that it's always best to have face-to-face" (C4)

The employees believe that all the different types of people have different perceptions of receiving. There are various ways of receiving feedback from the managers, and it depends on each personality and how they are likely to apply it to their performance. Once the employee starts working on a team, they first use these basic ways of communicating with the team; later, they begin to understand their team better. They start perceiving the feedback more effectively.

"I believe the manager's feedback is different for everyone" (C2)

Employees believe that once the manager gives different pointers, they better understand how to be more professional at the job and how to solve the task most efficiently. Nevertheless, the engagements with their manager have been suitable for their improvement.

"The feedback affects my professional behavior more" (C3)

Perceived growth opportunities

Even though every employee does not agree that the manager has considered talking about their growth and development in the feedback, reach out to those who are only interested in existing growth projects.

"Recently, my manager reached out for a new opportunity for the junior team lead" (C3)

Half of the interviewees agreed that the managers recognized their specialty. There are only a few opportunities in the organization for personal development, which are open to all. Employees have promotional options to become a trainer and junior managers; managers often reach out with the offer to only a few employees.

Data was collected from interviews with the employees of the global operation department.

Workplace environment

The study result found that the global operation department is the largest. It has over 300 employees, including the managers and junior managers. The department is mainly divided into several small teams. Everyone from the operation department is responsible for dealing with delivery flow using excellent problem-solving skills. Besides, everyone is responsible for developing the order flow more smoothly and conveniently for the customer. The author found that the department has been helping the company every day with complex delivery flow issues. The interview was conducted with four employees from the department. All the employees have been working for the organization for over five months. According to interviewee O2, "I have been working for the organization for over one year." Since the company's service for the customer is 24/7, the department has several schedules for employees, including morning, evening, and night hours.

Current feedback process

The research found that employees only get feedback when something is not perfect. However, managers appreciate the employee's work. According to most interviewees, they cannot take the feedback as either harmful or beneficial. It's minimal; It's very little to none. If the employees reach a successful relationship with the people they work with before leaving the organization, they need to talk to them more often and share their thoughts. The study results found that feedback doesn't motivate most of the employees.

"It would be more excitable words for the managers; I can see how my work affects the workplace" (O3)

All the interviewees agreed that the actions need to be more valuable than just empty words. Two of the interviewees believe they feel upset, underpaid, and overworked when it comes to bad feedback. According to the research results, the behavior doesn't change much after receiving lousy feedback. Once the manager provides awful feedback, employees look more at other companies and jobs.

Structure of feedback

The study results found that the feedback is provided individually. However, if someone is working in the training team, they meet in their weekly meetings, where they have general feedback and all the data provided to all the trainers. The operation team confirmed that they have monthly feedback. According to the study results, the feedback provided by the manager and the greatness of the feedback does not match the most significant benefits package that the employee receives. Current feedback is not in terms of excellence. Still, the terms of employee performance-based detail analysis are genuinely connected with the way of providing feedback.

"It's essential how people are treated at a current company" (O4)

The study found that the managers don't have any specific time for feedback for the global operation employee. Usually, the employee receives 30 minutes of feedback. At the same time, most employees believe that the time is enough for the discussion. Three of the interviewees agreed that they receive more constructive feedback.

"I don't think my manager wants to tell me back to bring me down" (O2)

Managers are more likely to provide constructive feedback because they want their employees to improve. Apart from the monthly feedback, all the employees received written feedback once they had done something wrong. In the written format, the manager tries to explain why it was wrong and provides the immediate tools to educate them.

"I never got feedback saying it's all yours. It's our pleasure to have you in the company" (O1)

Out of four interviewees, three believe that there is no specific strategy for providing them with feedback. The managers only provide feedback in one-on-one sessions. The one-on-one session takes place mainly with a few concerns.

"I don't hear any feedback, either good or bad" (O1)

The research found that feedback is usually statistics of the work. There's no such structure for verbal feedback.

Perceived changes to feedback.

The study results found that both positive and constructive feedback is excellent for the employee of global operations. However, the productivity is much better. Few employees believe that the feedback needs to be restructured and the grading system. The feedback should be provided moderately, and it should contain a good vibe before giving the feedback.

The study results showed that the feedback does not affect most employees' performance or the way individuals approach work. However, the performance itself still stays at the high standards the employee has acquired.

"It does not affect my performance, only how I perceive everything around me" (O3)

However, the performance does not increase for all the employees. They think the performance is as high as previously, so it does not help reach the company goal. Every interviewee agreed that the managers do not consider each personality while providing feedback.

"I don't think they have a deep study into who I am and what kind of person I am" (O1)

The study found that managers only have minimum knowledge of understanding who the employee is and who likes what. Most interviewees believe that the managers are not well informed about their employees. The nature of the position itself does not require the managers to know all the employees because it is the solder position of operating a global operation.

"It is such a job that so many people have been doing it for so long, and it is like you are freely available to the company if you leave" (O4)

Perceived growth opportunities

Regarding the employee's personal growth and development, the study found that the managers have talked about the employee's development over time during the feedback.

"We talked about it on the surface, but we never got deeper" (O2).

It's a topic that goes around meetings and meetings, but it's not something that the employee can see that the managers can genuinely see the value. That it's a death topic, but it's a topic that doesn't matter to the employee. The study results showed us that three out of four interviewees never received any feedback on their personal development or any growth development opportunities. The manager provides information about other possibilities for different positions, mainly via the various communication channels.

"I never get a recommendation for any opportunity" (O4)

If anyone is interested in such a position, they must reach out for it. The organization also provides the information into the general channel, and employees need to subscribe by themselves. The managers never come with the opportunity to the employee.

3.4. Discussion and Recommendations

Overwhelming most interviewees claim that the feedback is essential to recognize their performance and the manager's recommendation helps them improve their work. Most participants feel supported by their manager after receiving formal comments. It makes everyone in their workplace pleasant and happy. The manager is fulfilled when his people are happy, calm, and love working for him. He uses structured feedback to show his support and build pleasant ties with his co-workers. Despite the manager's belief that positive feedback has a more significant impact, the results indicate that most participants want more constructive feedback.

- Due to the oneness of each individual, there is no only manner of providing feedback that matches all personalities.
- Before people can use feedback, they must first feel good about themselves and have their basic needs for safety and belonging met.
- For structured feedback to be relevant and practical, the management must ensure employees know that feedback on their goals, accomplishments, and failures will be offered.
- The manager will provide them with customized comments based on their interests and career objectives.
- The manager will give unbiased feedback to all employees without favoring one over the other. Employee opinions and suggestions must be considered.

While conducting the study, the author received dozens of responses from participants indicating interest in the study's topic, implying that interviewees are willing to engage in future research. Since this is the case, larger samples should be used in future research. A prospective study is also needed to determine whether consumers have adequate knowledge and understanding of the feedback ethics used by firms. Future research should consider participants' various backgrounds and beliefs in similar investigations. The author proposes increasing the geographic reach to include a nationally representative sample group. While the research yielded impressive results, it was not without flaws. There is always space for improvement, as intended. In the future, a qualitative study could be conducted to gain more in-depth knowledge about the subject. According to the study, employers should see honesty and fairness as critical ethical standards.

Companies should avoid any unethical behaviors, as prior research has shown that even the most dedicated employee can feel isolated if they believe the organization is unethical. The employer should take notes on the comments and assign duties to the working unit based on the areas that need improvement.

This paper has offered helpful information about the many advantages structured feedback may provide to a company. The author investigated the benefits and downsides of structured feedback; however, further research in this area is needed to gain deep and sound academic knowledge. Because of the restricted time available for this study and the limited availability of participants, the author feels that another option for proving or disproving the use of structured feedback may be to adopt this technique in various firms from various industries. The goal would be to see if this method applies to all organizations/departments or is only valuable for a specific type.

More research is needed to see if the culture impacts the effectiveness of structured feedback. The way this technique is implemented in Europe may differ from how it is implemented in other continents, such as Asia or America. Developing feedback guide templates for various personality types could be alternative research to achieve the goal of structured feedback, i.e., a template detailing how the manager should deliver feedback to each personality type for optimal results.

CONCLUSION

The all-encompassing point of this paper has been to appreciate what structured feedback means for employee conduct, inspiration, and performance, which is straightforwardly connected with the organization's retention. The author investigated start-up company employees' and management's perspectives on the most effective and efficient way to work with feedback. This section aims to provide answers to the three research questions and the problem statement:

According to the study's findings, all the participants claimed that the feedback somehow influenced them. Structured feedback, both the management and the employees agreed, was the best and most effective way of seeing, getting, and performing better. Indeed, when the feedback is given right away when needed, it better impacts the employee's overall behavior, motivation, and performance.

Practically every employee concurred that getting structured feedback would cause them to feel improved and more motivated. Accordingly, most employees accept that organized feedback would assist them in performing better. As per the information gathered, employees are impacted by both positive and constructive feedback and are accordingly required. After getting positive feedback, most members revealed that they felt more joyful and roused. Then again, constructive feedback supports them the most because it gives urgent information on upgrading their performance. Nearly everybody answered that they wanted to get more constructive feedback. However, good criticism is fundamental since it encourages them. In the wake of getting the feedback, employees are completing twice better performance.

According to the results, monthly one-on-one feedback was the most effective strategy for improving the employee's efficiency. At the same time, it is recommended to have the meeting face to face. Employees perceive the feedback more effectively once they communicate with their manager and the team. To cause employees to feel confident and secure, the manager ought to give them great feedback. Employees should initially feel better about themselves to benefit from constructive criticism. Assuming constructive feedback is allowed first, there is a decent opportunity that the employee might feel awkward and be affected in a wrong way. To sum up, both positive and constructive feedback is similarly significant. However, the arrangement they are given counts.

The outcomes indicate that there is no size-fits-all feedback technique since everybody has unique characteristics and deciphers their environmental elements unexpectedly. Managers should attempt to understand their workforce and lay a confiding relationship with their employees. Specific individuals appreciate getting praise from their colleagues; however, others may be humiliated and vexed. While certain employees are uninterested in getting constructive feedback from their colleagues, others might feel uncomfortable and disparaged or embarrassed. The chief ought to secretly convey eye to eye remarks to avoid public humiliation.

In this study, the author tried to find out the current goal for the company to retain its employees. The results showed that the manager always tried to acknowledge employees' specialities and provided them with the appropriate guideline to achieve personal development. However, most of the employees stated that they disagreed with the statement. During the feedback, personal growth often occurs, but the managers never acknowledge that. Almost every interviewee wished that they could have the growth talk once a month. The analyses and findings prove that the organizations must focus on keeping the staff happy and satisfied. By seeing the results, it can easily be said that the excellent feedback strategies adopted by managers help reduce employee turnover.

The company has few opportunities for personal development which are open to all. Managers are not likely to reach out or provide the employee with feedback. They should consider the opportunity for personal growth. The research found that one of these is the primary reason employees believe they were not acknowledged. Employee engagement is an affirmed strategy used to diminish worker stir, increment efficiency, remain cutthroat, and secure authoritative development and endurance.

LIST OF REFERENCES

- Adebayo, S. O., & Ogunsina, S. O. (2011). Influence of supervisory behavior and job stress on job satisfaction and turnover intention of police personnel in Ekiti State. *Journal of Management and Strategy*, 2(3), 13.
- Atkinson, A., Watling, C. J., & Brand, P. L. (2021). Feedback and coaching. *European journal of pediatrics*, 1-6.
- Bryman, A., & Bell, E. (2018). Mixed Research Methods: *Combining quantitative and qualitative methods research*.
- Braun, V., & Clarke, V. (2021). Conceptual and design thinking for thematic analysis. *Qualitative Psychology*.
- Bechtel, N. T., McGee, H. M., Huitema, B. E., & Dickinson, A. M. (2015). *The effects of the temporal placement of feedback on performance*. *The Psychological Record*, 65(3), 425-434.
- Castellaneta, F., Gottschalg, O., Kacperczyk, A., & Wright, M. (2015). The Disadvantage of Incomplete Performance Feedback: *Evidence from Private Equity-Backed Buyouts*. Available at SSRN 2670698.
- Daoanis, L. E. (2012). Performance Appraisal System: Its Implication to Employee Performance. *International Journal of Economics and Management Sciences*, 2(3), 55-62.
- Dutta, A. and Banerjee, S. (2014) 'Study of employee retention, *International Journal of Business Management and Research*, Vol. 4, No. 1, pp.83–88.
- Espinilla, M., de Andrés, R., Martínez, F. J., & Martínez, L. (2013). A 360-degree performance appraisal model deals with heterogeneous information and dependent criteria. *Information Sciences*, 222, 459-471.
- Farren, C. (2008). *The downside of downsizing*.
- Fenwick, T. J. (2003). Professional growth plans: Possibilities and limitations of an organization-wide employee development strategy. *Human Resource Development Quarterly*, 14(1), 59-77.
- Flick, U. (2011). Mixing methods, triangulation, and integrated research. *Qualitative inquiry and global crises*, 132(1), 1-79.
- Greenberg, J., & Colquitt, J. A. (2013). Handbook of organizational justice. *Psychology Press*.
- Hames, D., & Hooper, N. (2011). Feedback toolkit: 16 tools for better communication in the workplace. *Productivity Press*.
- Haque, A., Fernando, M., & Caputi, P. (2021). Responsible leadership and employee outcomes: a systematic literature review, integration and propositions. *Asia-Pacific Journal of Business Administration*.
- Hattie, J., & Timperley, H. (2007). *The power of feedback*. *Review of educational research*, 77(1), 81-112.
- Hackman, R. I. C. H. A. R. D., Lawler, E. D. W. A. R. D., & Oldham, G. R. E. G. (2005). Job characteristics theory. *Organizational Behavior: Essential theories of motivation and leadership*, 1, 75.
- H. Boushey and S. J. Glenn. "There are Significant Costs to Replacing Employees". In: (November 2012).URL: <https://www.americanprogress.org/wp-content/uploads/2012/11/CostofTurnover.pdf>.
- James, L., & Mathew, L. (2012). Employee retention strategies: *IT industry*. *SCMS Journal of Indian Management*, 9(3), 79.

- Justin, R. (2021). EFFECT OF TRAINING OPPORTUNITY AND JOB SATISFACTION ON TURNOVER INTENTIONS AMONG GEN X AND GEN Y.
- Johnson, S., & Blanchard, K. (2015). *The New One Minute Manager*. HarperCollins Publishers.
- Jose, G., & Mampilly, S. R. (2012). Satisfaction with HR Practices and Employee Engagement: A Social Exchange Perspective. *Journal of Economics and Behavioral Studies*, 4, 423-430.
- Johari, J., Yean, T. F., Adnan, Z. U. R. I. N. A., Yahya, K. K., & Ahmad, M. N. (2012). Promoting employee intention to stay: Do human resource management practices matter. *International Journal of Economics and Management*, 6(2), 396-416.
- Jug, R., Jiang, X. S., & Bean, S. M. (2019). Giving and receiving effective feedback: A review article and how-to guide. *Archives of pathology & laboratory medicine*, 143(2), 244-250.
- Kasmi, Z. (2011). Employee retention: A challenge for HR Practitioners. *Int. J. Commerce and Management*, 1(2).
- Knesek, G. (2015). Creating a feedback-rich workplace environment: Lessons learned over a 35+ year career in human resources. *The Psychologist-Manager Journal*, 18(3-4), 109.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development*. Upper Saddle River, NJ: Pearson Education
- Kurniawaty, K., Ramly, M., & Ramlawati, R. (2019). The effect of work environment, stress, and job satisfaction on employee turnover intention. *Management science letters*, 9(6), 877-886.
- Leitão, J., Pereira, D., & Gonçalves, Â. (2019). Quality of work-life and organizational performance: Workers' feelings of contributing, or not, to the organization's productivity. *International journal of environmental research and public health*, 16(20), 3803.
- Leibold, N., & Schwarz, L. M. (2015). The Art of Giving Online Feedback. *Journal of Effective Teaching*, 15(1), 34-46.
- Lee, T. S., & Tsai, H. J. (2005). The effects of business operation mode on market orientation, learning orientation, and innovativeness. *Industrial Management & Data Systems*.
- Manzoor, Q. A. (2012). *Impact of employees' motivation on organizational effectiveness*. *Business management and strategy*, 3(1), 1-12.
- Medvedeff, M., Brodie Gregory, J. & E. Levy, P. (2008), *How attributes of the feedback message affect subsequent feedback-seeking: the interactive effects of feedback sign and type*, *Psychologica Belgica*, 48-2&3, 109-125, University of Akron, USA.
- Muhammad Samsul Izzuddin, S. (2015). *The effects of human resource practices, supervisor support and empowerment on employee motivation* (Doctoral dissertation, Universiti Utara Malaysia).
- Mathis, R. L., & Jackson, J. H. (2011). *Human resource management: Essential perspectives*. Cengage Learning.
- Masaiti, G., & Naluyele, P. N. (2011). Strategies to retain and motivate employees in Africa: Examining the case of the ministry of education in Zambia. *African Journal of Political Science and International Relations*, 5(8), 409-423.
- Narciss, S. (2013). Designing and evaluating tutoring feedback strategies for digital learning. *Digital Education Review*, (23), 7-26.
- Raza, S., Ansari, N. U. A., Humayon, A. A., Hussain, M. S., & Aziz, K. (2017). Factors Affecting Millenials Employee Engagement in Government Sector. *International Journal of Management Excellence*, 10, 1195-1200.
- Rakhra, H. K. (2018). Study on factors influencing employee retention in companies. *International journal of public sector performance management*, 4(1), 57-79.
- Samuel, M. O., & Chipunza, C. (2009). Employee retention and turnover: Using motivational variables as a panacea. *African journal of business management*, 3(9), 410-415.
- Veesar, G. Y., & Bozai, G. *Employee Engagement-Best Practices of Successful Companies-Study of Gallup Great Workplace Award*.
- Wang, Z., Gong, S. Y., Xu, S., & Hu, X. E. (2019). Elaborated feedback and learning: *Examining cognitive and motivational influences*. *Computers & Education*, 136, 130-140.

- Wouters, P., Paas, F., & van Merriënboer, J. J. (2008). How to optimize learning from animated models: A review of guidelines based on cognitive load. *Review of Educational Research*, 78(3), 645-675.
- Wilson, V. (2012). Research methods: interviews. *Evidence-Based Library and Information Practice*, 7(2), 96-98.
- Zhang, F., Lyu, C., & Zhu, L. (2021). Organizational unlearning, knowledge generation strategies and radical innovation performance: evidence from a transitional economy. *European Journal of Marketing*.mc

APPENDICES

My name is Zisan. I am a student of international business administration at Tallinn university of technology. I am conducting this study for my bachelor's thesis on Structured feedback: An approach to control and assess employee performance for the advancement of the organization's retention policies - a case study of a start-up company in Estonia. The study aims to determine how structured feedback affects employees' performance for the benefit of working units and factors that affect employee retention for my bachelor thesis.

For the paper, I will be conducting a semi-structured interview. Only a few predetermined questions will be asked, while the rest of the questions are not planned. This interview will help the paper understand how structured feedback can advance employees' jobs, stay motivated, improve their performance, and the effect of turnover.

Your responses are completely anonymous and will only be used for analysis in this research. Also, the company name will not be presented on the paper.

Note: The interview duration for the study will be 30-45 minutes.

If you are willing to participate in this research, I would appreciate your time and find your availability. The interview can either be face-to-face or zoom in at your convenience.

Thank you.

Appendix 1. Interview questions to the managers

What is your current job title?

What is your age?

How do you currently provide feedback to your employees?

Do you think feedback is important? Why or why not?

Do you or your company have a feedback strategy in place?

(Yes/No)

If /YES - explain the strategy you employ and why you employ it.

If /NO - explain how you typically provide feedback to your employees and why you do not have a specific strategy.

Do you provide feedback individually or in groups? Why?

How frequently do you provide feedback to your employees in general? (daily/weekly/monthly)

How often do you provide feedback? (When they do something good, bad, or wrong, etc.)

How much time do you spend each time you provide feedback to your employees? Is there a reason for this timetable?

Do you give positive or constructive feedback to your employees most of the time? Why?

Do you believe that giving positive feedback and constructive criticism has the same effect on performance? Why?

Which of these two methods do you prefer, and why?

Do you tailor your feedback to each personality, or is it standardized? Why?

What do you think about discussing their growth and development?

Do you recognize their area of expertise and discuss their strategy?

Do you provide/encourage new personal development/organizational growth opportunities?

If so, what kind of personal development project do you provide to the employee?

If yes/no, do you think offering work in different departments could be an option to keep them?

Additional questions:

Do you get feedback from your employees?

If so, do you believe it also aids in the development of your feedback skills?

Appendix 2. Interview questions to the employees

What is your current job title?

What is your age?

How long has the company employed you?

How do you believe your manager currently provides feedback to you?

Do you find feedback motivating? Why and how?

How does manager feedback influence your behavior? Motivation? Performance?

Do you believe your manager has a feedback strategy in place? Answer YES/NO

If /YES - Why do you believe he employs this strategy?)

If /NO - How does he generally provide you with feedback, and why do you believe he lacks a specific system?

Does the manager give you feedback individually or in a group setting? (Can you tell me why and how you feel about it?)

How frequently do you receive feedback in general? (daily/weekly/monthly)

When do you typically receive feedback? (When you do something good, bad, or wrong, for example.)

In general, how long is the feedback? What are your thoughts on this time limit?

Is your manager more concerned with positive feedback or constructive criticism?

Is your performance the same after receiving positive feedback after receiving constructive criticism?

Which of these two types of feedback techniques do you believe has the most significant impact on your performance?

Do you know if your manager tailors his feedback to each personality type or if the method is standardized?

Does your manager think about discussing your growth and development?

Does the manager understand your area of expertise and long-term objectives?

Does your manager offer/encourage you to pursue new opportunities for personal development or for the organization?

If so, what kind of personal development project have you been offered?

If yes/no, do you think offering work in different departments could be an option to keep them?

Additional questions:

Do you provide feedback to your manager as well?

If so, do you believe it also aids in the development of the manager's skills?

Appendix 3. Non-exclusive licence

A non-exclusive licence for reproduction and publication of a graduation thesis¹¹

I, Mohammad Zisan (*author's name*)

1. Grant Tallinn University of Technology free licence (non-exclusive licence) for my thesis

STRUCTURED FEEDBACK: AN APPROACH TO CONTROL AND ASSESS EMPLOYEE PERFORMANCE FOR THE ADVANCEMENT OF THE ORGANIZATION'S RETENTION POLICIES – A CASE STUDY OF A START-UP COMPANY IN ESTONIA.

(title of the graduation thesis)

supervised by Virve Siirak, MSc

(supervisor's name)

1.1 to be reproduced for the purposes of preservation and electronic publication of the graduation thesis, incl. to be entered in the digital collection of the library of Tallinn University of Technology until expiry of the term of copyright;

1.2 to be published via the web of Tallinn University of Technology, incl. to be entered in the digital collection of the library of Tallinn University of Technology until expiry of the term of copyright.

2. I am aware that the author also retains the rights specified in clause 1 of the non-exclusive licence.

3. I confirm that granting the non-exclusive licence does not infringe other persons' intellectual property rights, the rights arising from the Personal Data Protection Act or rights arising from other legislation.

24/05/2022

(date)

¹ The non-exclusive licence is not valid during the validity of access restriction indicated in the student's application for restriction on access to the graduation thesis that has been signed by the school's dean, except in case of the university's right to reproduce the thesis for preservation purposes only. If a graduation thesis is based on the joint creative activity of two or more persons and the co-author(s) has/have not granted, by the set deadline, the student defending his/her graduation thesis consent to reproduce and publish the graduation thesis in compliance with clauses 1.1 and 1.2 of the non-exclusive licence, the non-exclusive license shall not be valid for the period.

