

**Financial and non-financial methods  
of motivating employees  
in selected company**

Bachelor thesis

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## **Abstrakt**

NGUYỄN, H. Anh *Finanční a nefinanční prostředky k motivaci zaměstnanců ve vybraném podniku*. Bakalářská práce. Brno: Mendelova univerzita v Brně, 2015.

Tato bakalářská práce se zabývá finančními a nefinančními prostředky, které se používají k motivaci zaměstnanců ve vybraném podniku. Cílem je zjistit, zda jsou zaměstnanci spokojeni s danými prostředky, jaké jsou nedostatky těchto prostředků a jejich dopady na motivaci zaměstnanců ovlivňující jejich produktivitu v práci.

Zjištění o motivačních prostředcích a spokojenosti zaměstnanců vychází na základě pozorování autora jako zaměstnance v podniku a také z výsledků elektronického šetření, které bylo vyplněno zaměstnanci v podniku. Výsledky dotazníku pak slouží jako podklad k hodnocení celkového motivačního systému, jehož nedostatky budou definovány a následně bude vytvořen návrh na zlepšení a zdokonalení motivačního systému v rámci možností podniku.

## **Klíčová slova**

motivace, finanční motivace, nefinanční motivace, motivační prostředky

## **Abstract**

NGUYỄN, H. Anh *Financial and non-financial methods of motivating employees in selected company*. Bachelor thesis. Brno: Mendel University, 2015.

This bachelor thesis is focused on financial and non-financial methods, which are used to motivate employees in selected company. The objective is to find out, whether employees are satisfied with existed methods, what the weaknesses of those methods are and their impacts on employees' motivation affecting their productivity at work.

Findings on motivational methods and employee satisfaction is based on author observation as an employee in the company and based on the results of an electronic survey in form of questionnaire, which was filled out by employees in the company. The results of the survey will then serve for the purpose of evaluating the whole motivational system of chosen company, its weaknesses will be defined and subsequently a proposal of recommendations for improving motivational system will be created, taken into account current possibilities of the company.

## **Key words**

motivation, financial motivation, non-financial motivation, motivational tools



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# 1 INTRODUCTION

Employees are one of the core values of a company, who have built the company in the way it is alongside employers. The status of a business, its position in certain sphere of activity, its history, present and future, are the reflections of employees' effort and staff energy. If a company cannot understand the huge meaning of manpower, it can rarely become successful, or its success period could not be long-term. Seeing the importance of firm's manpower affecting its reputation and functionality, every manager has his/her measures to find the right people for the company and tries to keep those right people being always motivated to give their best working results contributing to the benefits of the company.

There is no perfect combination of motivational tools that fits every individual as each employee has different perception of satisfaction on workplace, and the requirements relating to financial or non-financial rewards, which can fulfil their expectations or which can motivate them to be loyal and hardworking, vary widely among individuals. Every manager is aware of the fact, that human beings are desirous and their requirements do not have limit, therefore reaching 100% employee satisfaction is nearly an impossible task. Company can hardly know how employees truly evaluate the motivational practices that are applied on them as employees usually do not express sincerely their opinion until being asked, especially in case of negative evaluation.

However, it is possible to find the optimal solution for every company to motivate the highest number of employees as possible within its possibilities. Motivation is a long-term determinant of one's satisfaction during employment with no distinction whether the source of motivation has financial or non-financial origin. Both of them are valuable, therefore companies usually apply the combination of both financial as well as non-financial methods. In some companies financial part can prevail and vice versa based on the company type, size, objectives and other factors.

Motivating employees is a continuous process which requires a lot of patience, sense for understanding of firm situation and goals as well as employees' demands and their

objectives. Understanding firm situation and goals helps manager to direct employees to go with firm's desirable path by motivating them with suitable motivational methods. Understanding employees' demands and objectives helps manager to offer them what they need or want within firms' possibilities to keep them be loyal and motivated.

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## **2 OBJECTIVE AND METHODOLOGY**

### **2.1 OBJECTIVE**

The main objective of this bachelor thesis is to describe financial as well as non-financial motivation and benefits provided by enterprises to employees. The thesis will make a research on a specific enterprise, further it will look deeper into the benefits and motivational practices used by this enterprise. Based on the methods used relevant conclusions will be drawn and appropriate recommendations with economic evaluation will be set up for the chosen company.

#### **2.1.1 OBJECTIVE OF THEORETICAL FRAME**

The theoretical frame of this bachelor thesis is aimed to describe what motivation is, why motivation is important and how it influences the attitude of individuals on workplace. The evolution of motivational theories by famous personalities will be represented, each theory will later address to some examples of motivational measures, how they are applied in real life and how the motivational measures can affect work performance of individual. Since there is a large number of a motivational methods, only the most basic and the most used by companies will be described in order to give an overview and highlight of main firms' practices.

#### **2.1.2 OBJECTIVE OF PRACTICAL PART**

- 1) identification of financial and non-financial motivational methods used in chosen enterprise
- 2) determination of the source of employee satisfaction and dissatisfaction
- 3) pointing out the weaknesses of current methods and their impact on employees
- 4) proposal of recommendations for improvements

The practical part will be focused on motivational methods used in a selected company. The object being examined is Aviette Ltd., which is an educational centre based

in Prague with one branch office located in Brno. As the author of this bachelor thesis is one of employees working in this educational centre, the practical part will examine only the motivational methods used in Brno branch. The objective is not only to identify financial and non-financial motivational methods used within the company, the goal is also to determine the source of employees' satisfaction and dissatisfaction – which factors decrease and increase their motivation, and how these factors and their weaknesses can affect employee performance at work.

After finding out the main source of satisfaction and dissatisfaction, suggestions will be drawn to help the educational centre improve or remove its weaknesses in the area of motivating employees. Concrete recommendations will underline what should be used to meet employee's demands and company objectives at the same time.

## **2.2 METHODOLOGY**

This bachelor thesis comprises of two main parts, the first part consists of theoretical frame and the second part is the practical part. In each part suitable methods will be used in order to accomplish the objectives set above.

### **2.2.1 METHODS USED IN THEORETICAL PART**

In the theoretical frame foreign and Czech literatures as well as appropriate amount of internet sources were used for the purpose of creating a systematic outline combining different types of motivational measures. The theoretical frame is arranged into subchapters, which provides not only the assumptions, opinions and views of theoreticians, but also shows the utilization and interpretation of these theories by companies or managers in real life. Knowledge of the author from the study and experience in personal life are composed into the theoretical frame as well. Some figures, tables and graphs used in this part for better visualization were created by the author, the rest are taken from used literature or internet sources.

## **2.2.2 METHODS USED IN PRACTICAL PART**

### **PERSONAL OBSERVATION**

In the practical part, company characteristics will be described based on personal observations and experience of the author as an employee. Certain amount about company facts was shared by manager in Brno branch of the chosen enterprise – Aviette Ltd. Also based on the personal observation and experience, hypotheses will be made and verified later.

### **SURVEY**

A survey in electronic form was created in order to identify more deeply what motivational measures are used within the chosen company, to what extent they are used by manager and how employees evaluate these measures. For the purpose of preliminary research of this survey, questions were sent to manager for approval, then consultation with 2 employees took place in order to discuss the content and formulation of the questions.

Due to the fact, that chosen enterprise is of small size with only 10 employees, the survey consists of both closed and open questions to reach the highest quality of answers. In total 40 questions were created, 29 of them are closed questions with the possibility to select one or more options, the remaining 11 questions were created as open questions where employees could specify the reasons for their satisfaction or dissatisfaction as well as opinion relating to the issue mentioned in the given question. Collected answers were transformed into tables and graphs in Microsoft Excel for better visibility and for easier examination.

The reason for choosing survey as a method of examining the company is to save time of employees and to keep anonymity of the responses. Employees were personally asked to fill out the survey online and the collection of responses was held from the beginning of March till the middle of April 2015.

## **3 THEORETICAL FRAME**

This part is dedicated to the description of financial and non-financial methods of motivating employees in the positive direction. Rewarding employees with financial practices has always been a main concern of managers and non-financial motivation has been underestimated. However this situation is becoming the past, in modern time non-financial means of motivation start to gain more importance than ever and capable managers are taking the advantage to utilize them in order to initiate employees as most effectively as possible.

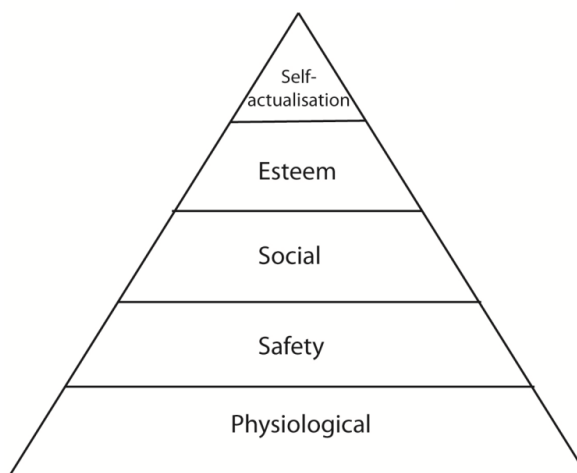
### **3.1 MOTIVATION**

Motivation is a complex of factors that can affect person's manner and behaviour in a certain way (Armstrong, 2002). These factors can have their origin both from outside and inside of the person and they differentiate a lot according to many conditions such as personality, mentality, culture, life situation, education, experience, contacts, physical conditions and others. In the aspect of work, motivation is seen as an art of creating internal interest of staff so they are willing to fulfil the activities which are in compliance with company objectives (Tomšík, 2005).

#### **3.1.1 MASLOW'S HIERARCHY OF NEEDS**

The feeling of the need to do something and to gain something was first described by Abraham Maslow, according to Maslow (1987) a person is motivated when a need is not fulfilled and that unfulfilled need motivates him/her to take action and to realize that need. Human beings are ambitious creatures and since there does not exist a specific boundary of their needs, after fulfilling one of them the others appear.





*Figure 1: Maslow's Hierarchy of needs*

*Source: <https://davidcbetts.files.wordpress.com/2012/04/hierarchy-of-needs.jpg>*

There are 5 important needs that are arranged in pyramid called Maslow's Hierarchy of needs and Maslow also organized them in order according to the level of importance as these needs are not equal (Maslow, 1987). The most crucial are **physiological needs**, people care about having enough food, water, air or sleep for surviving, these needs are represented at the bottom of the pyramid and need to be realized first.

Going upwards of the pyramid follows the less important group of needs that should be realized after achieving the physiological ones, they are **safety and certainty**. Once people have enough food, they want to be protected from anything that could danger or harm them, they need to be certain about the safety of their health and of their vital means in life such as food or financial sources.

As people are protected there occurs the **need of belonging and love**, to love and to be loved. Relationships are seen to be a major part of one's life, everyone needs a family, relationships of lovers or friends to belong to. This group of needs is called social needs. **Needs of esteem** arise when the other ones are reached, people look for the respect of others towards them to feel more self-confident. They also crave success and recognition in form of esteem, rewards or good reputation.

The last mentioned needs in the pyramid are on the highest point – **self-actualization**. Self-actualization arises exclusively inside each person, when he/she desires to explore new capabilities and looks for self-development. (Maslow, 1987)

Even though the hierarchy is applicable to huge mass of people, some might have dissimilar order of these needs. Many people see self-actualization having more importance than recognition, those people do not care about others' thoughts, they are fully satisfied with doing what they love without recognition.

### **MASLOW'S THEORY OF NEEDS IN APPLICATION**

At workplaces, the needs of employees based on Maslow's theory can be satisfied in different ways depending on company's management. To meet the basic physiological needs of employees companies usually offer drinks free of charge, there are meals with lower cost in comparison to restaurants outside of the workplace offered to employees (Ramlall, 2004). Sanitary facilities to serve the basic human needs are able within the company. Some companies have special place at disposal for employees to rest such as garden or relaxation room.

To satisfy the need of security firms ensure different types of benefits such as wages, salaries, retirement and medical benefits. Appropriate working conditions at workplace is required as well as firms should follow legislation regarding working conditions to provide adequate furniture, lighting and spacing. Firms also have to determine the fix range of time for employees to have a rest and lunch during the working day.

One of the management tasks is to create good relationship between managers and employees and among employees themselves. Good managers are always ready to listen to employees' problems relating to the job, to make newcomers feel being welcomed and to help them quickly integrate into firm's environment. This way manager can satisfy the third and very important category of needs which is belonging.

Self-esteem is another need that employees are looking for at their workplace. Employees are motivated when companies can offer them a good training so they can improve themselves in the field of competence. Managers should know how to correctly delegate the tasks to the subordinates and reasonably use rewards to

motivate them. A manager can encourage employees through different activities such as competitions within the business or in the public. This way manager can raise employees' self-confidence and motivation so they will give better result at work.

To satisfy self-actualization needs, company can challenge employees in many ways. Company can ask them to join projects that require creativity and certain skills, through such projects an individual will broaden own acknowledgment and find out what is he/she good at as well as what should be improved. (Ramlall, 2004)

### **3.1.2 ALDERFER'S ERG THEORY**

American psychologist Clayton Alderfer did not admit the Maslow's Hierarchical pyramid to be well described, he scaled down the categories from five basic needs to three forming the so called ERG theory (Alderfer, 1972). "E" stands for **Existential needs** embodying all the physiological needs and needs of protection Maslow described. Further category is **Relatedness**, labeled as "R", comprises great range of needs of social relationships, esteem, respect and recognition. The last group of ERG theory consists of the need of **Growth**, as "G", referring to the perception of growth – desire to realize own dream through self-actualizations. While Maslow claims that needs should be realized separately, meaning higher needs could not be satisfied without fulfilling the lower ones, Alderfer (1972) holds a different opinion, which states that one can try to satisfy all the needs simultaneously at the same time.

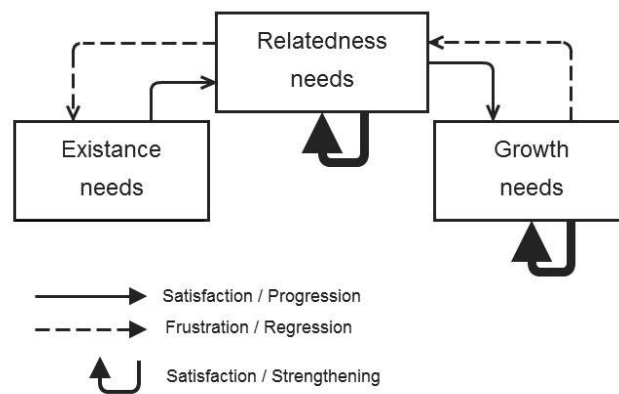


Figure 2: Model of ERG theory by Alderfer

Source: <http://www.comindwork.com/images/weekly/erg-theory-existance-relatedness-growth.png>

## ERG THEORY IN APPLICATION

There are 3 relationships occurring in the process of satisfying needs by Alderfer illustrated in the figure 2. The relationships described with thin filled arrows refer to the satisfaction of a specific need that forms the requirement to satisfy the next one. In the opposite case, an individual regresses back to the previous stage if the current need is not satisfied, this case is represented by discontinuous arrows. The bold arrows show that if a specific need is satisfied, it does not mean one starts losing motivation. Individual can try to strengthen it to meet his/her imagination and dream.

In many cases at workplace, employees require existence, relatedness and growth needs to be satisfied simultaneously, it is recommended for managers to avoid concentrating on just one of those needs and neglecting the others. Employees, to whom is provided a great opportunity of growth, need good relationship with co-workers and their support as well. For some of employees having only friendly co-workers and good relationships are not the only goal, they also need a chance of growth as motivation to work harder. When an employee gets a new job, he/she first tries to fulfil all entrusted tasks, get closer to co-workers, make friends with them and create good relationships with supervisor. However, his/her goal at the same time is to become promoted one day, and once he/she is promoted – meaning both needs of relatedness and growth are satisfied – does not mean the end of motivation. This

employer is now even more motivated to work harder to strengthen his position in the company and keep the relationships with all co-workers as good as possible. (Ramlall, 2004)

### **3.1.3 HERZBERG'S TWO-FACTOR THEORY**

According to Frederick Herzberg et. (1959), intrinsic motivation, which originates inside each of us, has a very strong basement. When an individual himself/herself sets a meaningful and important goal, the motivation becomes more powerful and long-lasting than extrinsic motivation, which comes from the outside.

**Intrinsic motivation**, also called **motivators** or **satisfactors**, arises from the need to realize something desirable, a person would put all effort and possibilities he/she has to reach the goal. Type of job can be an intrinsic motivation, for example an artist is motivated by own interest to shape a very difficult sculpture no matter how long it takes and how many financial rewards will be given to him/her. The reason is the artist is motivated to overcome himself/herself and to become a better artist. Other satisfactors include recognition, performance or job enrichment.

**Extrinsic motivation**, in other words **hygiene factors** or **dissatisfactors**, is usually used as tools of employers to take control over their employees such as regulations at workplace, remuneration, praises or punishments. Extrinsic motivation can work for a short time period, especially in the very first stage of one's employment, when a person is motivated to work because he/she gets money. This motivation weakens over time and after a certain period of employment the same amount of money does not satisfy one's needs anymore. Requirements for higher amount of money or the need of doing something more motivated leads an individual to an expected manner, which is quitting current job if there is any chance. (Herzberg et., 1959)

## TWO-FACTOR THEORY IN APPLICATION

Hygiene factors	Motivators
Staff regulations	Performance
Working conditions	Recognition
Relationships	Independent work
Private life	Responsibility
Earnings	Job enrichment

*Table 1: Classification of factors by Herzberg*

*Source: Manažerská psychologie (Mikulaščík, 2007) page 141. Table recreated by the author.*

The Herzberg's theory was formulated based on the differentiation of the intrinsic and extrinsic motivation. Dissatisfactors as extrinsic motivation do not satisfy one's needs at work, hence employers try to focus on the satisfactors relating directly to the job using job enrichment, see Table 1 column **Hygiene factors**. Job enrichment can have various form, possibility of growth to become an expert in scope of activity by assigning to an individual task he/she is specialized in will raise one's motivation to work for that business.

Other tools resulting from Herzberg's theory are assignment of more difficult task to employees so they can learn and challenge themselves, giving them the freedom to do their task by removing unnecessary controls and to be responsible for it. (Herzberg et., 1959)

### 3.1.4 VROOM'S EXPECTANCY THEORY

In 1964 American professor Vroom formulated expectancy theory based on the relationship between expectation, instrumentality and valence. A person believes (expectation) that if he/she performed well, he/she would get a reward for such a performance (instrumentality), and the value of that reward would be positive for him/her (valence). In other words, motivation by Vroom is seen to be strong only when an individual is sure about what the job will bring, whether he/she will get benefit or not. (Vroom, 1964)

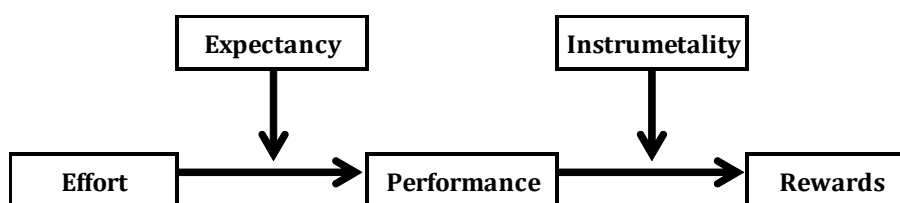


Figure 3: Expectancy theory by Vroom

Source: <http://www.nationalforum.com>

People usually expect something to be realized based on own's prerequisites, without which the **expectation** could not be made at all. Such prerequisites refer to person's experience, a person might have the job in the past, has some skills he/she believes that can be helpful for executing the task, or there are co-workers, supervisors, who can give him/her great advice. All those prerequisites form the expectation for a success of an action.

Once a person have all the prerequisites he/she starts to choose a specific path to go, specific people to work with and specific skills to use with the belief that the choices are the best and the most suitable for the situation. Using all the possibilities the individual will deduct the reward he/she would receive, which is **instrumentality**. The last element is **valence**, which is the value placed on the reward by the individual. (Vroom, 1964)

### DEVELOPMENT OF VROOM'S THEORY BY PORTER & LAWLER

Vroom's theory was developed by Porter and Lawler (1968) based on the relationship between **performance** and **effort**, according to which the amount of effort affects the process of performance to a large extent. A motivated person will give more effort work, hence the performance will be probably better. While this **performance-effort** relation is influenced by individual's ability, the **effort-reward** relation analyzed within this theory is dependent on the past experience of the individual. If the reward of performance in the past was unsatisfying, the effort level would decrease as there is the expectation of rewards being unfair.

Many companies emphasize reward system based on **performance-outcome** relationship, where the remuneration reflects one's effort and result at work,

employees are then fully responsible for their task. Jobs based on this reward system require a lot of skills, adaptivity, experience and the vision for self-improvement.

### **EXPECTANCY THEORY IN APPLICATION**

Vroom's model of Expectancy theory and terminology used within this theory can be elaborated into mathematical formula, according to which the Employee's Motivational Force (MF) can be calculated and analyzed. (Lunenburg, 2011)

$$\mathbf{MF = E \times I \times V}$$

where: M = motivation, E = expectancy, I = instrumentality, V = valence

- Expectancy is moving in the range from 0 to 1, where the closest value to number 1 means the higher expectancy for the task being successfully done.
- Instrumentality refers to what kind of reward for completed performance is expected, values of instrumentality are found also in the range from 0 to 1. The higher value of instrumentality means the higher reward expected.
- Valence expresses how much the reward means to the individual after the task is done. Valence can be from -1 to +1, values close to 1 mean given reward meets expectation of an individual. In the opposite case, -1 indicates the disappointment of individual regarding the reward.

According to the formula, the higher values of expectancy, instrumentality and valence lead to higher motivation. In case any of the value is 0, the whole motivation level falls down to 0 as well. Therefore the relationship of those three factors is very tight, they are related one to another and none of them should be underestimated in the process of motivating.

As the relations of effort-performance (Porter et., 1968) is seen to be very important, managers should firstly create a belief for themselves, that employees will manage given tasks, and secondly make employees believe in themselves, that they will success. For the expectancy be possible, is very crucial to select the right people for certain tasks based on their skills, ability and experience. Without individual's ability, there will be no expectation for a good performance.



Managers should also make a clear vision for employees regarding rewards offered to them in the future. Considering expectation being the beginning of a performance and reward being its end, the middle part of the performance – the process itself is equally important. During performance, help, advice and requirements for specific task should be provided for employees. As managers show, success of employees is what they appreciate and try to provide any physical as psychological support, employees will be much more motivated than if managers would only promise rewards.

### **3.1.5 JOHN STACY ADAMS' EQUITY THEORY**

J. S. Adams' theory addresses to the problem how rewards influence one's motivation. Each individual cares about the fact, whether outcome is rewarded fairly in comparison to the input and effort he/she has brought into certain task and in comparison to colleagues. If an employee is not rewarded fairly according to his/her effort and contributions, demotivation might arise, demotivation will then lead to reducing effort that individual puts into given task. Under-rewarding might cause leaving the job as well, when individual tries to find a new job which might appreciate more his/her input. (Adams, 1965)

#### **EQUITY THEORY IN APPLICATION**

People's reaction to inequality can differ from one to another, some might be more sensitive and even a small inequality can cause great envy towards the counterparts who are being treated better. Therefore equality relating to rewarding system is very important at workplace.

As for the aspect of financial rewards, the task of managers is to correctly divide employees into groups consisting of people with same or similar skills, qualification, ability and experiences (Ramlall, 2004). If one pay system and treatment is applied for group of similar individuals, the possibility of unsatisfied employees feeling injustice could be less likely. A professor who has more than 30 years of practice in teaching on different universities will expect higher pay than a newly graduated teacher.

### 3.1.6 HACKMAN & OLDDHAM'S JOB CHARACTERISTIC MODEL

Hackman and Oldham (1980) described a complex of motivational approaches using the key factors relating to job characteristics. The idea is based on the belief, that job itself decides about the psychological states of each individual and hence influences the motivation level, challenging job usually keeps motivational level high.

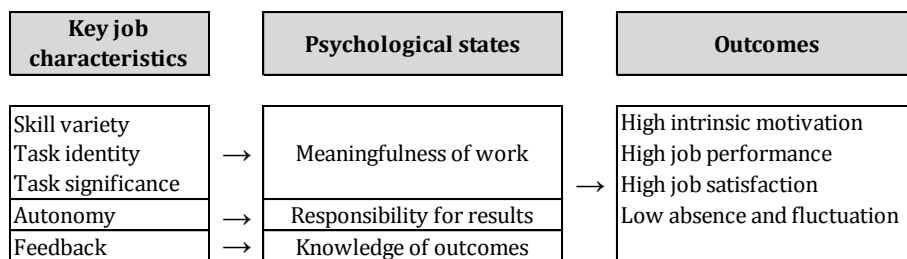


Figure 4: Hackman and Oldham's Job characteristic model

Source: Figure recreated and simplified by the author based on Řízení lidských zdrojů (Koubek, 2007), page 61.

The five key job characteristics including job variety, task identification, task significance, autonomy and feedback are illustrated in the figure 4 in the first column.

**Skill variety** refers to the amount of activities required by one task and the extent of skills an individual applies during performing this task. The range of one's skills should fit tasks' requirements, a person with greater skills might experience higher level of meaningfulness of work and can be more motivated. An individual with high quality of skills can feel bored if the job does not offer the possibility to apply those skills. On the other hand, in case abilities do not meet the requirements, individual might suffer frustration during performance instead of being motivated.

**Task identity** determines the range of one's involvement in specific task, whether the result is a visible and integrated unit, and whether it is able to be assigned to one employee or a group of employees. In most cases employees are more satisfied to work on their own from the beginning to the outcome.

**Task significance** is the impact of one task on other people. The more important the task is, the more it positively affects other people and the more satisfied is the employee. Employees want their job to be visible, meaningful and they need to know that their contributions to the company are useful and necessary.

**Autonomy** is how much freedom employees have in the process of performing, decision-making in the relation with the task and bearing responsibilities of outcomes. An appropriate degree of autonomy given to employees can result in higher job satisfaction, higher productivity and motivation.

**Feedback** has always been an important factor as it answers the question “what” and “how” an individual performs task. Employees seek for the information about their task, how their performance can affect other people and what the result might bring them, whether success or failure. (Hackman et., 1980)

## **HACKMAN AND OLDHAM'S THEORY IN APPLICATION**

Figure 4 is a simplified guide showing the relations between job characteristics and psychological states and how these relations affect motivation, satisfaction and performance at work. In order to improve the job characteristics there are few guidelines appropriate to follow, what approaches to use to maintain and enhance motivation as well as job satisfaction (Koubek, 2007):

### 1) Job enlargement

- variety of skills can be useful if managers **rotate the tasks** with similar characters among employees. It can help employees to show or to explore different skills and talent, and the job itself might seem more interesting. Besides rotating tasks another recommendation is appropriate and suitable **assignment of subduties** to the existing task so employees can experience more within the working area.

### 2) Job enrichment

- job enrichment refers to giving to employees more **autonomy**, hence more responsibilities and controls over their task, which usually push employees to be more motivated to give their best result.

- 3) Feedback and communication
  - employees with high productivity are the ones who regularly receive feedback from their managers, customers or even from colleagues. Providing employees with information about their work results increases the feeling of importance and involvement in the company.
- 4) Creating workgroups
  - working in groups does not only keep employees closed to each other, but also help them to improve their organizational and working-in-group skills. People learn to respect, listen and supplement one another while working together. Delegating autonomy to a group means enhancing the variety of skills and feedback, thus the job can be more meaningful for group members.
- 5) Creating relations between employees and their customers
  - employees should receive also the feedback from the customers they are serving. Managers should clearly establish the criteria required by customers on specific service or product.

### **Motivating Potential Score**

Motivating Potential Score (MPS) represents the relationship between the five key factors of Hackman and Oldham's Job Characteristic Model using simple equation.

The equation was introduced in the Job Diagnostic Survey (Hackman et., 1975) with the purpose to show the occupancy rate of each job characteristic contained in one job. Based on the number resulting from the equation the most important and the less important job characteristic can be defined and analyzed for possible improvement.

$$\mathbf{MPS} = \frac{\text{Skill variety} + \text{Task identity} + \text{Task significance}}{3} \times \text{Autonomy} \times \text{Feedback}$$

The rate of each characteristic can be moving in a numerical non-zero scale from less significant to high significant. Higher MPS rate predicts higher motivation, therefore satisfaction at work and positive outcomes can be assumed as well. Skill variety, task identity and task significance refer to the meaningfulness of the job experienced by the employee. Autonomy refers to the responsibility towards work performance and

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feedback refers to the knowledge of one individual about his/her results of specific task. (Steel, 2012)

### **3.1.7 SUMMARY OF MOTIVATION THEORIES**

Six mentioned theories above by Maslow, Alderfer, Herzberg, Vroom, Porter, Lawler and Adams, Hackman and Oldham are the basic theories analyzing the relation between motivation and employees.

Each employee is motivated in different way and the power of motivation can fluctuate many times during employment period depending on the situation of company, personal life of employees and manager as well. For some individuals, motivation does not create itself or they have very low motivation to work, then it is manager's task to create motivation.

Theory XY refers to how important the role of managers is, how managers type X or type Y can effect employees' motivation (McGregor, 1960). Powerless, dependent managers without ability – identified as managers type X, usually apply authoritative management style, distrust employees and hence demotivate them. On the other hand, managers type Y are the ones who motivate employees, they believe in employees, apply a suitable pay system and fair treatment to all employees, they are able to create attractive working conditions with great opportunities for growth in combination with appreciation and recognition.

There is no perfect Y manager, the first reason is related to the management style, which depends on manager's own perception of success and which also depends on objectives of the enterprise. The second reason is the variety of needs and demands among people, no manager can handle to identify all of them. The third reason can be explained by the huge number of motivational tools, which are differently applied throughout companies based on their type, size, location and other factors.

A good manager is able to combine available tools to find the best solution to match perfectly the needs of firm as well as employees. The most important tools of motivation are described in the subchapter below.

## 3.2 FINANCIAL & NON-FINANCIAL REWARDS AS MOTIVATIONAL TOOLS

To motivate employees there are generally two ways to apply, the first one is using **financial tools** consisting of different types of pay or monetary benefits, which can increase one's property. The second one are the **non-financial practices**, which might not have monetary form but still bear a great meaning for employees and can cause great impact on their motivational level.

Among supporters of financial rewards being the only effective motivational tool was Taylor, who assumed, that if financial rewards are not provided in considerable amount and permanently, nobody can be forced to work more diligent (Taylor, 1911). Many theories later were set against taylorism, Kohn (1993) claimed that financial rewards is ineffective and limits the intrinsic motivation. In his work "Why incentive plans cannot work" in magazine Harvard Business Review (1993, Vol. 71, p. 5) Kohn stated: *"Rewards have a punishment effect because they, like outright punishment, are manipulative. 'Do this and you will get that' is not really very different from 'Do this or here is what will happen to you'."*

According to Maslow (1987) motivation differs according to the need of an individual. There are five stages of needs from the lowest – basic ones to the highest ones, which are physiological, security, social, self-esteem and self-actualization needs. For those, who need to fulfil physiological need first, money can play a role of an incentive, however as the lower needs are satisfied, the needs will change and people will be motivated by something else. It could be not objective to say just one of financial and non-financial motivation has greater influence on the performance of employees, it is important to take into account, both elements are the keys of success in the process of motivating and they exist dependently on each other as there would be no effect if managers used just one of them.

The concept of **total remuneration** was emphasized by Herzberg et. (1959), Herzberg identified the positives and negatives of extrinsic incentive such as pay, and of intrinsic incentive such as recognition or growth. Total remuneration system includes all types

of direct, indirect, intrinsic and extrinsic motivation (Manuse et., 2003). The task of remuneration is very broad, it includes gaining employees in certain amount and with required quality, maintain and reward the important employees so they can help the company strengthen its position (Tomšík, 2005). The remuneration also defines what the company appreciates and how much the company is willing to pay to reach objectives.

Motivational tools whether financial or non-financial, are used differently, in different amount and with different importance throughout companies based on their type, size, specialization, orientation, culture and other aspects. Also each person as one unique human creature has own opinion towards those motivational tools and last but not least, motivation depends on the managers and employers to a large extent. Their opinion and relation to the company and employees as well as their experience or personal goals, all has certain impact on the way which motivation tools are applied and how they are used.

### **3.2.1 FINANCIAL MOTIVATION**

Financial motivational tools cover rewards in financial form that motivate employees and these tools are considered to be extrinsic motivation, which can have a significant impact on one's performance, but may last for short time period (Herzberg et., 1959). Any force from the outside can become meaningless over time, same theory is applied for motivation, and only intrinsic motivation is strong incentive and long-lasting. Nevertheless, nobody can deny the meaning of financial motivation, moreover, it could be thoughtless to unambiguously claim extrinsic motivation being bad and intrinsic motivation being good. According to Goldthorpe et. (1968) pay is the most powerful bond which connects people with their job, also Taylor (1911) assumed that nobody is willing to work without a considerable amount of financial rewards.

To define what pay is, Jaques (1961) assumed, that employees consider money as a tangible recognition they justly deserve after dedicating their effort to the job. Pay is the exchange for the task done and the key factor of success is to find the fair value

of pay, low pay reduces labour productivity and quality of work performance, and excessively high pay can cause envy among staffs (Werther et., 1989).

The pay system consist of fixed as well as variable components, some of the basic components of financial remuneration are described below.

### **1) GUARANTEED PAY**

Guaranteed pay is a fixed amount of financial compensation provided to an employee, depending on qualification, experience, complexity of work and other factors there is a division of wage tariffs (Korourek, 2001). To protect labour Czech law has set the minimum rate of monthly pay to CZK 9 200<sup>1</sup> in case of full-time employment and minimum hour pay rate is CZK 55<sup>2</sup> for the year 2015. There are 3 basic forms of guaranteed pay (Alinče et., 1999):

- a) **Time-wage** is a form of pay provided to employees based on worked hours, the sum is calculated as product of wage tariff multiplied by total worked hours.
- b) **Task-wage** is the amount paid for a piece of work done by worker, task-wage is commonly used to pay for manual jobs.
- c) **Profit-related** wage is usually applied in business sectors, when the amount of pay depends less or more on the number of total sold products.

### **2) INDIVIDUAL CONTINGENT PAY**

Contingent pay is defined as a financial reward related directly to performance, ability, skills and benefits, which an individual brings to the company during employment period (Armstrong, 2007). Contingent pay can be also based on seniority, which is the total length of employment, how long the person served for the company.

When talking about contingent pay there are two situations, the first one is referred to **direct motivation** of employees by their managers. Managers promise a specific amount of pay, that employees can obtain when a given task is fulfilled. This type

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<sup>1</sup> <http://www.mpsv.cz/cs/19457>

<sup>2</sup> <http://www.mpsv.cz/cs/19457>



of motivation is called **financial incentives**, which is a stimulus used by managers to make employees do what they normally would not do. (Armstrong, 2007)

The second situation is referred to **indirect motivation** arisen in employees themselves with a belief, that if they do well their job and task, they will be recognized and be positively, justly rewarded in the future, this type of pay is called **financial reward**. Indirect motivation can be driven by managers, who believe in their employees and provide the financial reward even before fulfilling the task. This behaviour can have a great impact on the performance of employees, as they are aware of the trust of managers in them. The impact is two-sided, on one hand awareness of trust by managers make employees work more confidently, maximally utilize the appreciation in such way that it can be turned into motivation and results in an excellent outcome at the end. On the other hand, the expectation can play a role of heavy burden, that makes employees feel stressful during performance, and in case the result did not come out as expected, disappointment and frustration can occur. (Armstrong, 2007)

The system of contingent pay is a great example of Porter's and Lawler's (1968) Expectancy theory, where the emphasis is placed on the conviction, that if employees perform well at current time, one day they will be rewarded (Porter, 1973). The system also refers to Adam's Equity theory (1965), according to which equity is what people are looking for at work as long as the tendency to compare each other still exists. Reward for employees should be equal to what they have put into the performance, employees providing higher quality should obtain higher pay and vice versa.

**Performance-based pay** is used as a motivation tool, which fairly rewards employees based on the effectiveness of their output and it motivates employers to try harder to give their best. Except for the base pay firms offer the opportunity to get an additional portion as a reward for good performance, this form of remuneration can nevertheless create tension between high-performers and low-performers and leads to demotivation of some of them. If the number of low-quality performers is higher, dissatisfaction among employees can occur. Another downside of this system is orientation on the result in most cases than the quality of performance itself, which could lead to the subjective performance evaluation. The system is especially bad

for situations of working in teams, where the whole team is responsible for the result irrespective to individual's effort level, which might cause the feeling of inequality for those, who had contributed more than the others. (Armstrong, 2007)

**Ability-based pay and skill-based pay** give the emphasis on the real capability of employees, what they can really do, how they combine different tasks and manage to fulfil them as required. For each level of ability and skills there is a specific wage rate (Koubek, 2007). Skills can be learned and improved over time and this pay system can motivate those who have special skills in their field of study to gain salary increase. Investment to learning process and education however are usually costly, only few companies are willing to pay for such programs.

**Contribution-based pay** is a two-dimensional system combining performance-based and ability-based system. It considers both input and output of employees, what their competency is and how they perform. The contribution covers all the individuals' skills, ability, present and future potential dedicated to performance influencing company's objectives. This system is highly effective when manager is able to define individual's skills and ability, and the process of evaluating is transparent. Evaluating process requires investment of time and willingness to examine properly employee's input and output. (Brown et., 1999)

**Seniority-based pay** seems to be the most controversial system out of the four mentioned above. While contingent pay systems relating to performance, ability, skills and contribution indicate the effectiveness of employees to be the guideline for their reward level, then seniority-based pay puts employment length of an individual on the first place. A plus of this system is loyalty appreciation of those people who have spent long period working with the company (Armstrong, 2007). In certain aspects it can be considered as a logical way to show respect to employees with longstanding experience, however this system involves many drawbacks concerning inequity in rewarding especially for newcomers, who might perform better than employees with higher seniority. This system does not create enough motivation as people expect increase in salary each year regardless how they perform at work.

### **3) TEAM-BASED PAY**

When people work in team, they complement each other thanks to the diversity regarding experience and skills of each member as Katzenbach and Smith (1993, p. 45) said: *“A small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they held themselves mutually accountable.”* Working in team creates a space for less flexible people to improve themselves, it also offers the opportunity for employees to stand out and work independently. Team working was also emphasized by Hackman & Oldham (1980) while creating Job Characteristic Model. According to Hackman & Oldham, teamwork is one of the key approaches, which helps employees work more effectively as they gain more autonomy.

Managers should create a suitable plan of rewarding teams based on team's performance measured by concrete quantitative and qualitative achievement. The distribution of team-based pay can be equal for all members or in percentage of guaranteed pay. There is an expectation of members being paid equally as there is equality in their contribution to the result of teamwork. However in teamwork, percentage distribution is used more than the equal distribution, as there is the assumption that individual's based pay reflects the benefit, which he/she brings for teamwork. Nevertheless, the percentage distribution does not strongly motivate members, as they believe in getting a certain amount of pay regardless to performance. Therefore another way of rewarding teams is based on assessment of individual performance and so managers can avoid situations of over-rewarding worst individuals and under-rewarding the good ones. (Armstrong, 2007)

### **4) BONUS SYSTEMS**

Bonus is defined as a variable financial reward, which can change based on many criteria, therefore they are also identified as risky reward. Using bonuses helps companies keep their employees being loyal, dedicated and motivated. Bonuses can have an impact on individual's as well as team's performance not only in the present, but also in future. Bonuses only work as a motivator when they are paid regularly and people prefer rather increase of guaranteed pay as they do not rely 100% on bonuses.

**Performance bonus** is paid to individuals as a reward for outstanding performance, or can be team-based reward, reward for contribution to performance of company. Some companies apply system, which combines bonuses based on both company and individual performance mostly with equal distribution 50/50. (Armstrong, 2007)

## **5) EMPLOYEE BENEFIT**

Employee benefit refer to all benefits added to employee's pay, they are used to increase employee's motivation and exist only for the purpose of appreciation towards employees for their employment in the company (Koubek, 2007). The most common employee benefits in the Czech Republic are paid holidays or **13 month's salary**<sup>3</sup>, which is a type of bonus paid for loyalty and fulfilling company's predetermined requirements. 13 month's salary is also called Christmas bonus and as it is paid during Christmas times, this is one of the most used motivators for employees being used nowadays by many managers.

Other employee benefits include<sup>4</sup> for example health insurance, pension, meal tickets, training courses, gifts for special occasions, discounts for events, transport and others.

### **3.2.2 NON-FINANCIAL REWARDS AS MOTIVATION**

Non-financial motivation includes any types of rewards offered in tangible form with certain value, or in intangible form with no money value (Kleibl et., 2001). Examples of intangible motivational practices are recognition, praise, job itself, opportunities at work, training, challenging job and more. Non-financial tools, or so called intrinsic incentives (Herzberg et., 1959) are no less important than the financial ones even in general they do not contribute to one's wealth. In modern human resource

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<sup>3</sup> <http://www.mzdovapraxe.cz/archiv/dokument/doc-d2374v3131-zamestnanecke-vyhody-z-pracovnepravniho-pohledu/>

<sup>4</sup><http://www.ipodnikatel.cz/Pece-o-zamestnance/zamestnanecke-benefity-vyhody-pro-zamestnance-i-zamestnavatele.html>

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management non-financial methods of motivating bear more meanings and motivate employees better.

### **1) RECOGNITION AND PRAISE**

The need for recognition is included within the need of esteem at the second highest point of Maslow's Hierarchy of needs, it shows the importance of recognition as an intrinsic motivator, which was described by Herzberg et. (1959) as a long-term effective incentive. Most people appreciate recognition as they need to be respected and want their effort at work to be fairly evaluated. Recognition refers to employer's respect and concern towards employees so they know they are an integral part of the company. While people see the pay being something they deserve, they look for praise as a gift, which makes them feel happy as Rosabeth Moss Kanter (in Nelson, 2003, p. 17) – a management consultant said: "*Compensation is a right, recognition is a gift*".

**Informal recognition and praise** are formulated as statements which employees would be pleased hearing from their employers (Nelson, 2004). Phrases such as "Thank you.", "Well done.", "I appreciate your work." cost nothing but managers obviously reach many targets by saying them, they let employees know about the success and also show employees' contributions are recognized. Although recognition and praise must not be stated only to those who have done the task well, it also serves as the means which makes employees feel more self-esteem that they are noticed and their existence in the company is visible. **Formal recognition and praise** are expressed formally in form of tangible gifts or public appraisal within the company. Tangible gifts for employees have form of vouchers to events, tickets for different type of vacation such as trips or tours abroad (Nelson, 1994), tickets to cinema or theatre are also very common.

### **2) JOB DESIGN**

Job itself is considered to be a great motivator for employees if its characteristics are appropriately satisfied. The Job Characteristic Model by Hackman and Oldham (1980) has highlighted some practices useful for the process of motivating employees.

**Job enlargement** can motivate employees by delegating to them new subtasks. These subtasks should directly relate to the area an individual is working in and should not be pointless or redundant (Koubek, 2007). Suitable subtasks offer employees the possibility to apply own skills and reduce the boredom caused by performing the same work in long-term period.

**Job enrichment** gives employees more autonomy during performance as they are able to take control over it, they can make decisions, arrange the procedure or choose suitable practices in order to success on their own, and all the results fall in the scope of their responsibilities too. The right extent of autonomy given to employees can bring positive outcomes for the company. The task of manager is to find right people and to take into account their skills and personality while making decisions about job enrichment. Another reason for job enrichment being a good motivator is the offer of recognition and growth. (Koubek, 2007)

**Job rotation** at workplace refers to changing tasks between employees so everyone can obtain specific knowledge and experience from different sections (Koubek, 2007). In some factories where people are working on assembly lines there is a possibility to rotate tasks between each other, for example by changing positions in those lines so one person does not have to perform one and same single action during working hours. This method of job rotation reduces the boredom on workplace and helps employees to improve their skills as well as discover the new ones.

### **3) CONNECTION & COMMUNICATION**

A company could not operate well without a connection between managers and employees and between employees themselves. Good managers should be able to show their employees how matter their opinions are, and make them talk about problems relating to work without any fears (Harris, 1996). The connection carries many advantages, it fosters the trust of employees in manager and leads to the loyalty towards company. As long the employees are loyal, they will give their best to improve company's outcome.

Daily communication is not only about the need to know how employees perform, it shows the interest of managers in employees, respect for staff and thus managers can easily obtain the vision of the whole situations across the company. It is recommended for managers not to seat only in their office but they should be time to time on the eyes of subordinates. Exchanging information can help employees know more about the meaning of their job and they are more satisfied when managers try to listen. Asking and listening are the key factors used to cross the communication barriers, many companies organize at least once a month a friendly meeting between supervisors and subordinates so they can freely talk about everything. (Nelson, 1997)

#### **4) INITIATING INVOLVEMENT**

Another important motivating method is encouraging employees' involvement in company matters by collecting their ideas and fostering creativity (Nelson, 1997). The initiation by supervisor is always necessary, they can once a time ask such questions "What would you do to improve this situation?" or "What would you change to make it better?" to gather opinions of subordinates, which might be very useful, objective and creative. It would be a great motivation for employees when their ideas are taken seriously and their effort to contribute is appreciated by managers. No matter how much importance the idea brings, it should be verbally praised and in case of positive evaluation, the idea should be realized and rewarded as soon as possible.

#### **5) TRAINING**

Training helps to satisfy the need of self-actualization according to Maslow's Hierarchy of needs (1987), offering a training course means giving employees an opportunity to develop their skills, to learn and gain new qualifications in certain area and this new development might serve as the basis for the need of Growth described by Herzberg et. (1959). Not only employees capture benefits from training, the organisation itself by providing training makes an investment to its manpower, strengthens it, improves it and gains huge benefits from it. Extracurricular experience gives employees new vision and aspects, which they could not see within their company. Larry Colin (in Nelson, 1997, p. 62), president of Colin Service Systems, says: "*We realized that our largest asset was our work force and that our growth would come from asset appreciation*". If the

company is able to trust and appreciate its employees and offer them opportunities to improve themselves, success can be expectable. Training however can be costly and requires specific amount in financial fund dedicated to this purpose. The other downside of training is the non-use of gained skills after training course ends or the company does not offer career opportunity (Koubek, 2007). Motivation only works when there is the possibility to apply new knowledge or when a potential of growth exists. If there is no chance for growth, motivation loses and skills become useless, employees might look for new job as he/she now has the qualifications.

## **6) WORKPLACE ENVIRONMENT**

Employees spend the majority of their time at workplace, therefore the environment conditions play an important role and affect greatly the satisfaction of each individual. Workplace environment influences the quality of employees' health condition, their mental condition and thus their performance as well. The basic physical conditions are always expected, breath air must be clean, right degree of moisture and temperature should be set, and there must be sufficient light sources. In case of headwork the rate of noise shall be limited to minimum, also combination of colours affects one's psychological condition. Spatial design of workplace should not be underestimated, company is responsible for providing suitable equipment and furniture for specific job. Enough space for movement and sitting as well as standing is also required to be respected. Restroom cannot miss on the workplace and employees always welcome a relaxation room so they can take a small rest. The location of workplace itself is equally crucial, accessibility of a workplace can be deciding factor when a person applies for a job (Koubek, 2007). Many companies, especially factories located far from urban areas or with little access to public transport usually arrange own transportation means to serve workers.

## **7) CARE FOR EMPLOYEES**

Employees nowadays increasingly seek for fair, humane treatment and understanding from their supervisors regarding their personal problems and situations, which might not be related to the job. On the workplace should be facilities serving for personal hygiene, place or cabinets for storing personal belongings. Basic medical equipment



should be provided on the workplace for treatment in case of minor injuries. Some industries such as medical, food or construction industry provide special work wear or protective clothing.

Example of other services for employees include care for female employees on maternity, offer of consulting services regarding legal issues or help during illnesses. Many organizations arrange for employees sport activities, sport competitions, travel options or recreations, these activities can convene the participations of many employees and help to stabilize relationships between employees themselves, between employees and supervisor as well. (Koubek, 2007)

Care for employees can be shown for example through the concern of supervisor about special days of employees. Employees would be pleased receiving a small gift on their birthday, flowers given to female employees on Mother's day or on International Women's day are usually very heart-warming. The way how managers treat their subordinates can be more important than money as Mitchell Thall (in Nelson, 1997, p.13) – president of one famous gourmet market in Florida says: *"People today are looking for much more than a paycheck, they want to be treated like human beings. That may sound obvious, but a lot of employers do not get it."*

### **3.2.3 SUMMARY OF MOTIVATIONAL TOOLS**

Financial and non-financial methods of motivating employees above do not cover all existing practices that are used by enterprises. However the importance, advantages and disadvantages of mentioned methods were described and possible benefits captured from application of these methods were also noted. Table 2 below gives a brief review of the motivational tools that were mentioned in the previous subchapter.

Financial rewards	Non-financial rewards
Guaranteed pay	Recognition and praise
Individual contingent pay	Job design
Team-based pay	Connection and communication
Bonus system	Initiating involvement
Employee benefit	Training
	Workplace environment
	Care for employees

*Table 2: Financial and non-financial rewards*

*Source: Table created by the author*

As the motivational tools are arranged into table, it is visible that the financial rewards fall in the scope of hygiene factors defined by Herzberg et. (1959) as dissatisfactors, and non-financial rewards refer to motivators. Hygiene factors do not generate long-term motivation, also any improvement or changes relating to financial rewards have an impact on company budget, therefore strategy to motivate employees based on financial rewards must be properly prepared. While financial rewards require money investment the most, the non-financial rewards demand other investments. Costless non-financial methods such as informal recognition, praise and communication require time, effort and willingness of manager. To create connection with staff, to initiate employees to get involved and engaged into company issues is not the question of one or two days. Non-financial rewards require patience as well as collaboration between staff and supervisor, however the results can be very effective and beneficial for the company. Any company should fully exploit the possibilities it has as for the aspect of time or money to offer the most suitable remuneration system to its employees. Based on the type, size and orientation of a company, the right combination of financial and non-financial rewards should be chosen to satisfy employee as well as company needs and objectives.

Suitable choice and application of motivational methods leads to job satisfaction, when going to work does not mean force or making a living anymore, but going to work equals living a meaningful hardworking life (Deibl, 2005). When people do not work for money, they unconditionally work for themselves and the company, this is probably the result every company desires to reach.

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## 4 PRACTICAL PART

The practical part of this bachelor thesis is dedicated to the analysis of motivation and motivational practices used in Brno branch of educational centre Aviette Ltd. In this part, all figures, tables and graphs were created by the author of this thesis. All the answers of respondents were rewritten in table, long sentences were reduced and transformed into main points, the meaning of each answer remains unchanged. Some responses are presented as quotes.

### Objectives of practical part

- 1) identification of financial and non-financial motivational methods used in chosen enterprise
- 2) determination of the source of employee satisfaction and dissatisfaction
- 3) pointing out the weaknesses of current methods and their impact on employees
- 4) proposal of recommendations for improvements

Based on responses of employees motivational methods should be identified and source of employee satisfaction or dissatisfaction should be determined within practical part. Later recommendations will be given to the company in order to improve the imperfections relating to motivating employees if there were any.

As one of employees in the educational centre, after a year and half of employment and personal observation of company current situation on workplace, the author has made hypotheses, which will be verified within the practical part of this thesis.

- **Hypothesis 1:** More employees are motivated by job-related factors than those motivated by earnings.
- **Hypothesis 2:** At least 50 % employees are not satisfied with wage rate.
- **Hypothesis 3:** 100 % employees have good relationships with colleagues at work.
- **Hypothesis 4:** 100 % employees are satisfied with communication with supervisor.
- **Hypothesis 5:** 20 % employees evaluate the workplace environment to be bad

## 4.1 CHARACTERISTICS OF CHOSEN COMPANY

Aviette Ltd. is a limited company of small size created in 2010, it is based in Prague with 2 offices in this capital city and one branch office located in Brno. The company was first established in Prague and it originally targeted on Vietnamese clients, who were interested in education and study of languages. One year later it was established in Brno, where the courses are not just limited to teaching languages, but courses aimed to prepare students to high school or college were opened as well.

### Company organisational structure

The company leadership consists of the founder, which is also Chief Executive Officer, the statutory organ, one manager taking care of offices in Prague, and one branch manager in Brno branch. One manager takes care of sales and customers, one manager is responsible for the operations.

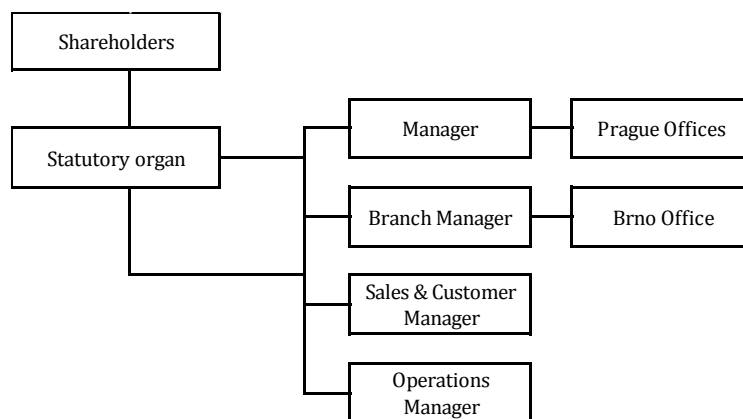


Figure 5: Organisational structure

Source: based on oral communication with Brno branch manager and company webpage

<http://aviette.cz>

### Area of operations

#### Main activities

The main activities include *educational* and *language courses* for clients at any age. In Prague the language courses prevail and in Brno there is demand for both

educational as well as language courses. Types of languages taught are very broad, the centre offers tutoring English, Vietnamese, German, French or Chinese. Educational courses consist of tutoring school subjects for enlarging knowledge as well as improving results in school. Some courses are dedicated to preparing preschooler for basic knowledge before entering first grade, and some courses are dedicated to preparing students to high school and university.

### **Side activities**

In the last few years there are *summer educational excursions* to different places in the world such as America, Great Britain, Korea and Hawaii offered to clients especially students in order to broaden their travel and language knowledge.

### **Aims and values**

Among the main emphases is the quality of each lesson, accordingly the quality of tutors is put on the first place. The company staff consists of employees with longstanding experience, however it also welcomes and creates opportunity for new employees, who are students or newly graduates to practice in the tutoring environment and to improve their tutoring skills.

Values<sup>5</sup> recognized by the company include *mutual respect*, *openness* and *honest* among tutors and students. The responsibility of tutors is to forward knowledge to students in such way, that they can manage to think critically, to be able to express own opinions and to reach the highest possible level of knowledge in the range of their limit.

### **Company staff**

The company staff consists of mostly of part-time employees, also the structure of employees is rather fluctuating due to the changing needs of clients, quantity of open courses, also according to periods of year. In the academic year there are more people interested in attendance in courses, while in summer time, number of courses might be

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<sup>5</sup> <http://www.aviette.cz/nase-hodnoty>

lower and their duration is also shorter, however it does not need to be a rule. The number of employees in Brno branch moves in the range 8–10 employees.

### **Pay system**

The wage for the job is based on total worked hours, wage rate differs among employees depending on experience in teaching and on the kind of tutoring subject.

### **Employee benefits**

There is a small amount of employee benefits due to the fact, that most employees work part-time. Most typical benefits are:

- entry benefits such as materials for teaching
- occasional tickets to theater, cinema or other events (usually once a year)
- refreshments and drinks
- unpaid holidays
- flexible working time customized to some of employees

### **Working hours**

The working hours are rather flexible as most employees work on part-time basis, therefore they work just few days a week and few hours per day. Employees can arrange their timetable, which should be suitable for students as well. During the week, classes usually start at 14:00 and end around 18:00, the reason of late opening is explained by the demand of clients consisting of mostly students, who require tutoring after school. The educational centre operates on weekends as well to comply with the demands of students, classes at weekend are open from 10:00 till 16:00.

### **Location and workplace environment**

As the thesis will be concern about the Brno branch, description of location and workplace will be made without mentioning Prague branch offices.

The branch in Brno is very well situated, it is found very near the centre of the city with very high frequency of public transportation movement. The surrounding area however is originally an industrial area nowadays transformed into place for renting

offices offered to companies. The buildings in this area are not completely innovated yet and the complex looks outdated.

The workplace environment is however different, manager tried to repaint the rented space and transformed it into classrooms with all tutoring-related equipments, therefore the workplace environment looks modern and suitable for teaching as well as studying.

### **Classrooms**

- Classrooms are all on the same floor, where offices of other companies are found as well.
- There are 5 classrooms in total, 3 of them are designed for individual as well as group courses up to 6 students (classrooms number 2,3,4). The 4<sup>th</sup> class serves for individual classes, the purpose of 5<sup>th</sup> class was originally to be served as relaxation room as here are large sofas, toys and magazines available, however due to the full occupancy and growing demand of courses it is now used as a classroom for individual group as well.
- From 14:00 till 18:00 are all 5 classrooms occupied, figure 6 below shows the workload of one working day at the educational centre and classrooms utilization. According to the figure no classroom is available for more than 1 hour, while each lesson takes usually 1,5 to 2 hours, therefore any accidental change or movement in timetable can cause complications, at the moment the temporary solution is to teach in manager office. However if the manager is not at work, nobody has access to the office, due to this fact sometimes the class must be cancelled. Cancellation of classes means loss of income for both company and tutor. While ensuring accidental changes in timetable, type of course must be taken into account, group courses are more complicated to move to another time and date than the individual ones as not all classes are equipped for the purpose of group course due to different size of the rented spaces. The high workload sometimes also complicate the opening of new courses, when at the time demanded by clients there is no available classroom.

Time		14:00	14:30	15:00	15:30	16:00	16:30	17:00	17:30	18:00
<b>Classrooms</b>	Room 1		Physics			Mix subjects				
	Room 2	Vietnamese				English language				
	Room 3	Czech language				Czech language				
	Room 4	Chemistry				Mix subjects				
	Room 5		Maths/Physics			Maths/Physics				

Figure 6: Example of timetable and utilization of classrooms in one working day

Source: Figure created by the author based on real timetable of one period in academic year 2015–2016

### **Equipment**

- 3 out of 5 classrooms are equipped for the purpose of both individual and group classes ranging from 1–6 students, these 3 classrooms have a library with different kinds of books, teacherbooks, games and other materials served for tutoring.
- 2 classrooms are equipped with less desks and chairs for individual classes.
- 4 out of 5 classrooms have whiteboards.
- For tutors 1 computer and 1 printer are available for the purpose of preparing and printing materials, however both are older than 5 years and work slowly.
- One cassette for language courses is available.
- School supplies such as pens, paper, crayons, markers are available in all classrooms.

### **Care for employees**

- 1 cabinet for coffee, tea, mugs, dishes and cutlery, toilet paper, tissues
- coffee, tea offered for free of charge
- 2 water barrels available, 2 kettles for boiling waters
- 1 refrigerator, 1 microwave
- shoe cabinet with slippers
- 2 electric heaters available in 2 classrooms with worst heating for winter period
- paper box for each employee for keeping teaching materials
- Christmas event and event welcoming summer holidays



## 4.2 DATA COLLECTION

For the analysis of motivation and motivational tools used within the educational centre, a **survey** with 40 questions was created for tutors teaching in Brno branch in order to obtain their answers relating the job here. Data were collected anonymously in order to maintain privacy for tutors, as some questions concerning wage might be sensitive. The anonymity should also provide more comfortable space for respondents to answer questions, thanks to this fact collected data can be more reliable and closer to reality.

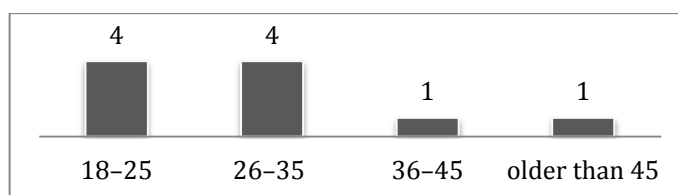
The number of respondents is 10, which means 100 % employees working in Brno branch have participated in this survey. Due to the small number of respondents, survey was created in such form including closed as well as open questions to enable a deeper look on the motivation of each employee. The open questions require respondents to specify the reason of certain answer in more detail.

## 4.3 DATA ANALYSIS

The analysis is based on the answers of 10 employees out of 10 employees. All figures including graphs and tables were created by the author of this thesis.

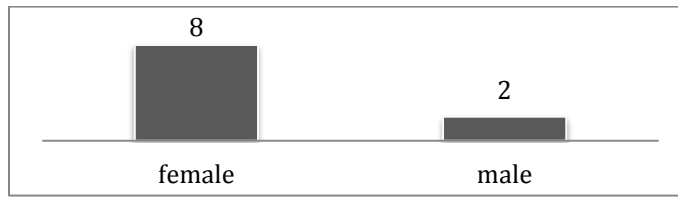
### 4.3.1 GENERAL STAFF INFORMATION

**Question 1 (closed question):** *Your age*



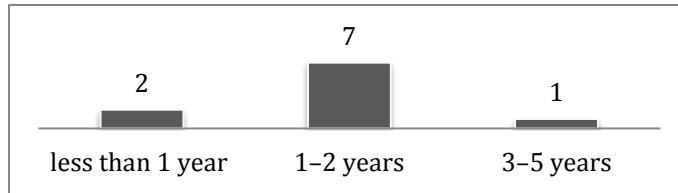
*Graph 1: Staff composition according to age*

**Question 2 (closed question):** *Your gender*



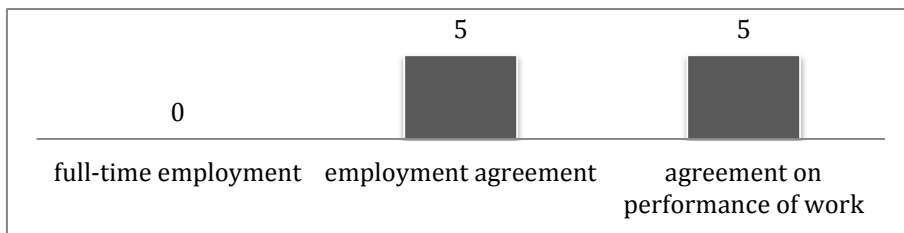
Graph 2: Staff composition according to gender

**Question 3 (closed question):** Length of your employment in the company.



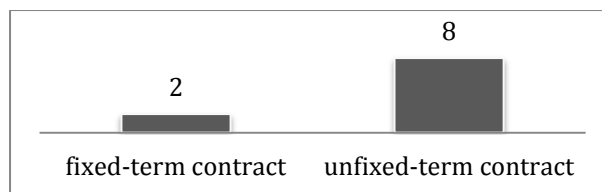
Graph 3: Staff composition according to the length of employment

**Question 4 (closed question):** What is the contractual relationship between you and the company?



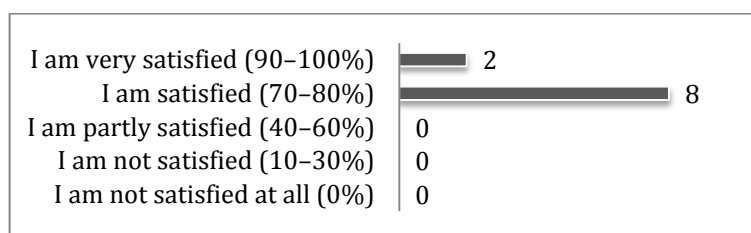
Graph 4: Contractual relationship between employees and company

**Question 5 (closed question):** What is the employment relationship between you and the company?



Graph 5: Employment relationship between employees and company

**Question 6 (scale):** Are you satisfied with the employment contract and its conditions?



Graph 6: Employee satisfaction/dissatisfaction with the contract

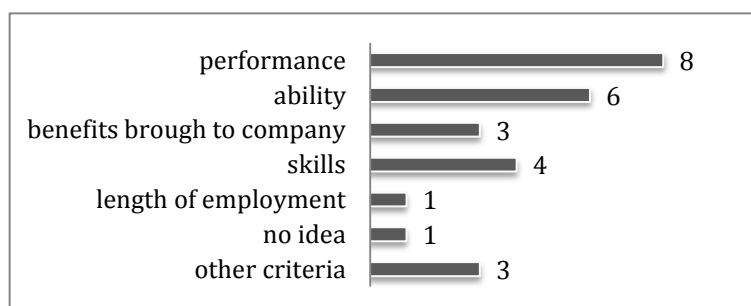
**Question 7 (open question):** *If you are not satisfied with the contract, please specify the reason.*

Nobody in the previous question 6 expressed the dissatisfaction with the employment contract, hence question 7 remains unfilled.

## 4.3.2 MOTIVATIONAL METHODS

### FINDINGS ON REWARD SYSTEM

**Question 8 (combination of closed and open questions):** *Based on which criteria are you rewarded?*



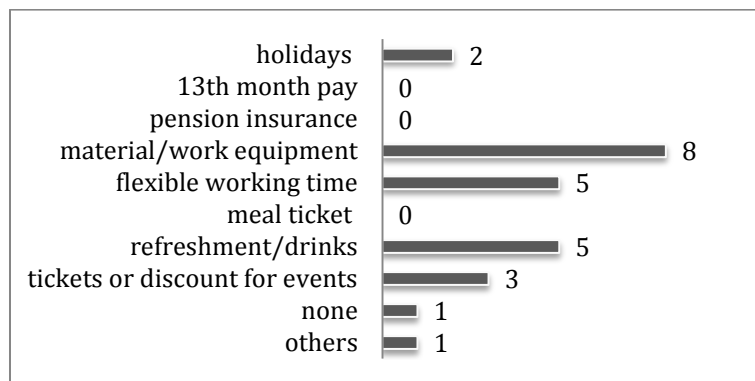
Graph 7: Criteria of rewarding according to employees' opinion

From the graph 7 above **performance** is considered by 8/10 employees to be the main criteria, according to which they are rewarded. Gradually, **abilities** were chosen by 6/10 employees, **skills** were selected by 4/10 employees and 3/10 employees decided that reward is based also on the **benefits** they bring to the company.

3/10 people have chosen **other criteria** and have specified their answer by mentioning **total worked hours** to be the criteria of rewarding. While 1/10 employees wrote that

**experience from previous jobs** also determines the reward. Just 1/10 employees claimed to be paid by the **length of employment**, and also 1/10 claimed having **no idea** about reason of reward.

**Question 9 (combination of closed and open question):** *Which employee benefits are provided to you?*



*Graph 8: Employee benefits*

According to graph 8, **material and work equipment** are provided to 8/10 employees, 5/10 people have **flexible working time**, 5/10 people are provided with **refreshment or drinks** at work, 2/10 people can have holidays, 3/10 people have obtained **tickets or discounts for events** such as cinema, theatre or concert. One employee claimed having **no benefits** provided to him/her. One of employees wrote **Christmas gifts** as employees' benefits in section others. The company does not provided 13<sup>th</sup> month pay, pension insurance nor meal tickets to any employee.

## **INTERPRETATION OF HERZBERG'S TWO-FACTOR THEORY**

**Question 10 (combination of closed and open question):** *Which factors motivate you the most while working in the company?*

This question is created based on Herzberg theory (1959) of hygiene factors and motivators to detect which of them prevail among employees. This question refers also to hypothesis 1: "More employees are motivated by job-related factors than those motivated by earnings." According to respondents' answers hypothesis 1 is confirmed, see table 3.

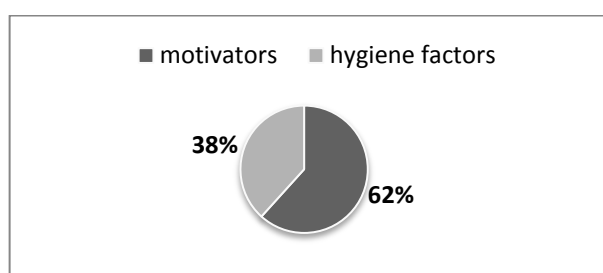
According to the table 3, factors motivating employees the most are **job itself** and **independence**, both of them belong to the group of motivators and are job-related elements.

	Factors	Responses
<b>Motivators</b>	job itself	7
	independence	7
	responsibility	3
	recognition	4
	opportunity to gain experience and skills	5
	opportunity for career	3
	<b>Total</b>	<b>29</b>
<b>Hygiene factors</b>	earnings	6
	working conditions and schedules	1
	workplace enviroment	5
	relationships with colleagues and/or with supervisor	5
	private life	1
	<b>Total</b>	<b>18</b>
	others	0

*Table 3: Motivators and hygiene factors among employees*

As a result, employees are motivated more by motivators than hygiene factors, this situation can be seen as a good sign as according to theory of Herzberg et. (1959) motivators have long-term effect on employees' motivation than hygiene factors.

Graph 9 below shows the percentage composition of motivators and hygiene factors influencing employees. The dark grey shows the share of motivators in value of 62 %, the light grey demonstrates the share of hygiene factors of 38 %.



*Graph 9: Percentage share of motivators and hygiene factors among employees*

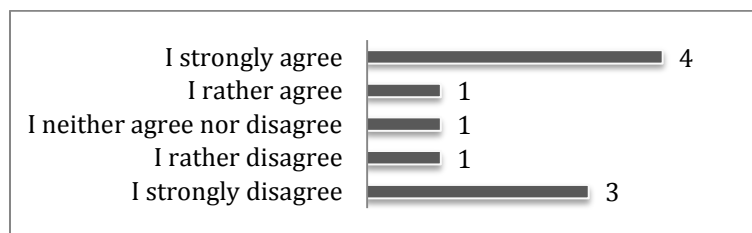
**Question 11** will be analyzed later with a corresponding group of questions.

## INTERPRETATION OF ALDERFER'S ERG THEORY

**Questions 12, 13, 14, 15** were set up based on Alderfer's ERG theory (1972), which claims that there are 3 basic needs – existential, relatedness and growth, that need to be satisfied in order to keep employees motivated.

**Question 12 (scale):** *Your income via Aviette Ltd. is the main source of your income.*

This statement aims to find out, if existential needs such as security of food or place to live of employees are satisfied just by working at Aviette Ltd.



*Graph 10: Income via Aviette Ltd. as the main source of employees' income*

5/10 employees agreed with the statement, that income via the company is the main source of their income. Among 5 remaining people, 4 of them have disagreed and 1 of them could not decide. According to graph 10 it is able to conclude, that working at the company does not fully satisfied the basic needs relating to income for at least 40 % employees.

**Question 13 (scale):** *You have good relationship with colleagues at work.*

This question aims to find out, whether the relatedness need of employees is satisfied and to verify hypothesis 3 which states: “100 % employees have good relationships with colleagues at work.” For this question 7/10 employees strongly agreed and 3/10 rather agreed with the existence of good relationships at work. None of employees has disagreed nor held a neutral opinion, therefore hypothesis 3 is confirmed – none of employees has problems with their colleagues at work.

**Question 14 (scale):** *The current job is useful for your future and career.*

Question 14 aims to find out whether there is any possibility of growth for employees' future and career. Answers are displayed in table 4.

**Question 15 (open question):** *Please specify reason for your current job being useful/useless.*

Table 4 below demonstrates answers of respondents for both questions 14 and 15. According to the responses, 5/10 employees strongly agreed with the statement, that current job is useful for them, 2/10 have rather agreed, 3/10 gave a neutral opinion and none of employees has disagreed with the statement.

Respondent 5 says: *“Working at Aviette gives me experience relating to cooperation with children, it requires a lot of creativity and I become more active and more creative. The job is interesting, non-monotonic, it brings fun and valuable experience at the same time.”*

Opinion Respondents	Strong agreement	Agreement	Undecided	Disagreement	Strong disagreement	Reason
1	●					<ul style="list-style-type: none"> <li>• ability development</li> <li>• good preparation for future</li> </ul>
2	●					<ul style="list-style-type: none"> <li>• job requires creativity to motivate and move students</li> </ul>
3		●				<ul style="list-style-type: none"> <li>• obtaining experience in graduated specialization</li> <li>• learning about another culture</li> <li>• improving communication skills with people</li> </ul>
4	●					<ul style="list-style-type: none"> <li>• option for future job</li> </ul>
5		●				<ul style="list-style-type: none"> <li>• job requires creacitivity</li> <li>• entertainment, experience</li> </ul>
6			●			<ul style="list-style-type: none"> <li>• learning to communicate with children</li> </ul>
7			●			<ul style="list-style-type: none"> <li>• work experience</li> <li>• experience in educational system</li> </ul>
8			●			<ul style="list-style-type: none"> <li>• providing knowledge and skills</li> <li>• integrate vietnamese children into czech culture</li> </ul>
9	●					<ul style="list-style-type: none"> <li>• useful for future career in the same field</li> </ul>
10	●					<ul style="list-style-type: none"> <li>• relations with people</li> </ul>
<b>Total = 10</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	

*Table 4: Degree and reason of usefulness of current job evaluated by employees*

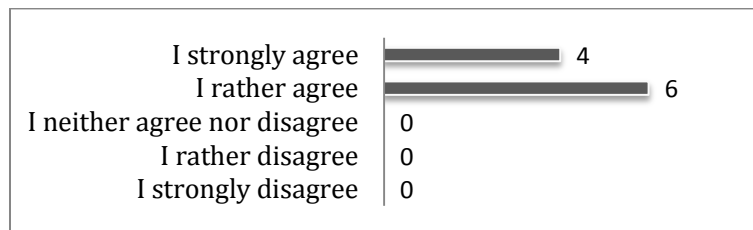
## **INTERPRETATION OF HACKMAN & OLDHAM'S JOB CHARACTERISTIC MODEL**

**Questions 16, 17, 18, 19 and 20** try to find out, how Hackman & Oldham's Job Characteristic Model is implemented within the company. The model consists of

5 elements – skills variety, task identity, task significance, autonomy and feedback. All of these elements should exist in the company in order to motivate employees and based on their satisfaction towards these elements, potential level of motivation can be calculated according to the formula of Motivating Potential Score (Hackman et., 1975) based on the occupancy of each element in the model. The calculation is presented at the end of the group of questions 16–20.

**Question 16 (scale):** *You have the possibility to fully apply your skills, knowledge and abilities.*

This question refers to the 1<sup>st</sup> element of Job Characteristic Model which is **skill variety**. The more various skills can be applied, the higher is motivation of an individual, job is seen to be more meaningful and interesting. None of employees has disagreed with the statement, all 10 employees claimed that the job gives their opportunity to fully apply their skills.

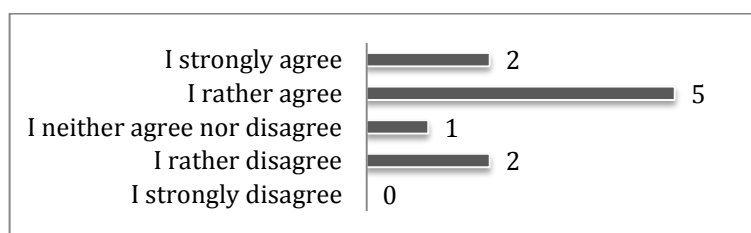


*Graph 11: Agreement/disagreement regarding ultimate use of skills*

**Question 17 (scale):** *You are not sharing the job content with anybody, therefore you are fully responsible for your work performance.*

This question refers to the 2<sup>nd</sup> element of Job Characteristic Model which is **task identity**. If a task is fully assigned to an individual without sharing it, there is higher probability that this individual would give better result.



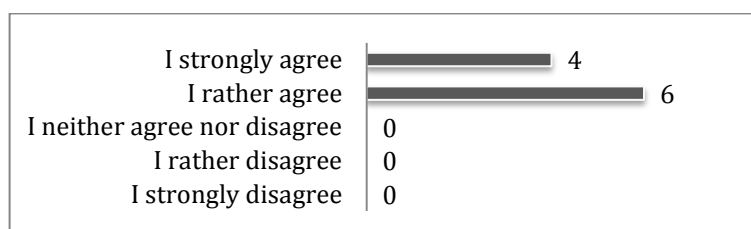


*Graph 12: Agreement/disagreement regarding non-sharing of job content*

Graph 12 above shows that 7 people have agreed with the statement, that they have 100 % involvement in the task at job. One person held a neutral answer and 2 employees claimed that their task is rather shared with colleague/colleagues.

**Question 18 (scale):** *Your job has a significant impact on clients.*

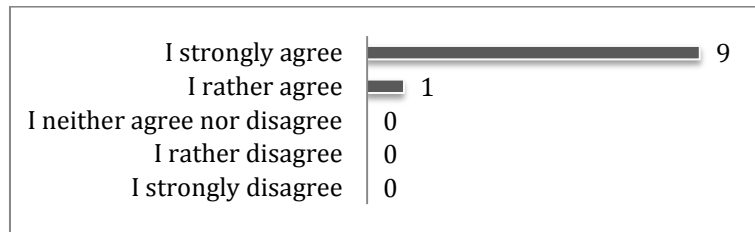
This question refers to the 3<sup>rd</sup> element of Job Characteristic Model which is **task significance**. The motivation level is influenced by how much the task means for the clients, the more it affects clients, the more it shows employees that what they are doing is meaningful and their contribution in the company is very important. According to employees' answers, their job performance definitely has a significant impact on their clients.



*Graph 13: Agreement/disagreement regarding the impact of job performance on clients*

**Question 19 (scale):** *You are fully independent while teaching, your supervisor does not excessively intervene into your lessons and you are still able to lead the lecture and accomplish predefined goals.*

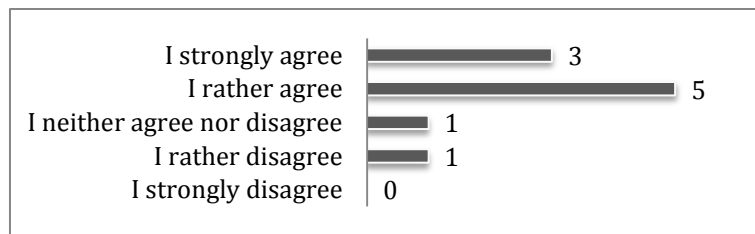
This question refers to the 4<sup>th</sup> element of Job Characteristic Model which is **autonomy**, higher autonomy means higher productivity as well as motivation. All employees confirmed their autonomy at work.



Graph 14: Agreement/disagreement with independence while teaching

**Question 20 (scale):** *You regularly receive feedback and evaluation on your job performance from supervisor and/or from your clients.*

This question refers to the 5<sup>th</sup> element of Job Characteristic Model which is **feedback**. Feedback helps employees realize their success or failure at specific task, if feedback is missing, employees would never know what they are doing wrong, what to improve or change.



Graph 15: Agreement/disagreement with regular receipt of feedback

At workplace, feedback is regularly provided to 8 employees, one of them held a neutral answer and one claimed to not receive feedback regularly.

### **Calculation of Motivating Potential Score**

As 5 elements were composed into the statements and were scored by respondents on agreement scale, now it is able to interpret the scores into numerical values hereby:

- 5 = I strongly agree, 4 = I rather agree, 3 = I neither agree nor disagree, 2 = I rather disagree, 1 = I strongly disagree

Based on the score voting the Motivating Potential Score - MPS (Hackman et., 1975) is calculated as:

$$\text{MPS} = \frac{\text{Skill variety} + \text{Task identity} + \text{Task significance}}{3} \times \text{Autonomy} \times \text{Feedback}$$

The maximum possible MPS is:  $MPS = \frac{5+5+5}{3} \times 5 \times 5 = 125$

The minimum possible MPS is:  $MPS = \frac{1+1+1}{3} \times 1 \times 1 = 1$

Respondents' scores were transformed into table 5 and calculated hereby:

Respondents	1	2	3	4	5	6	7	8	9	10	Average
<b>Job characteristics</b>											
<b>Skill variety</b> - viz question 16	5	5	4	4	4	4	4	4	5	5	4,4
<b>Task identity</b> - viz question 17	4	4	4	4	4	3	4	4	5	5	4,1
<b>Task significance</b> - viz question 18	4	5	4	5	4	4	4	4	5	5	4,4
<b>Autonomy</b> - viz question 19	5	5	5	5	5	4	5	5	5	5	4,9
<b>Feedback</b> - viz question 20	4	5	4	2	4	4	3	4	5	5	4
<b>MPS</b>	86,67	116,67	80,00	43,33	80,00	58,67	60,00	80,00	125,00	125,00	85,53
											4,36

Table 5: Score voting of Job Characteristics Model elements and calculating of MPS

From table 5 and graph 15 an assumption can be made, that only 2/10 employees are highly motivated and giving their best to current job. The weakest factor with lowest scoring is **feedback**, which should be a subject for improvement.

There is one person with lowest MPS scoring 43,33 which is Respondent 4, who gave value 2 for feedback. The table shows how one single factor can influence the whole work performance if this element is not fulfilled, even this respondent is satisfied with other factors at work.

## FEEDBACK

**Question 21 (open question):** *How does the supervisor provide the feedback? Is his/her style of giving feedback suitable for you? Why yes/no?*

This question is aimed to find out what kinds of methods supervisor uses to give employees feedback and whether the methods suit employees or not. Table 6 below contains respondents' answers, all employees agreed that style of supervisor's feedback is suitable for them, supervisor's feedback is provided in all cases orally and in few cases in combination of oral and written feedback. Except for 3 people,

7 employees have specified why the feedback is satisfying or dissatisfying, records of answers are displayed in the last column.

Respondent 6 says: "Feedback takes place mostly as verbal communication, which is suitable for me." Respondent 10 says: "Immediate, sincere and quick feedback, which is suitable for me. After each lesson we continuously talk about improvement or worsening of the students." Only 1 respondent feels dissatisfied regarding insufficient analysis of the classroom observations. This is the only point relating to feedback that needs to be improved.

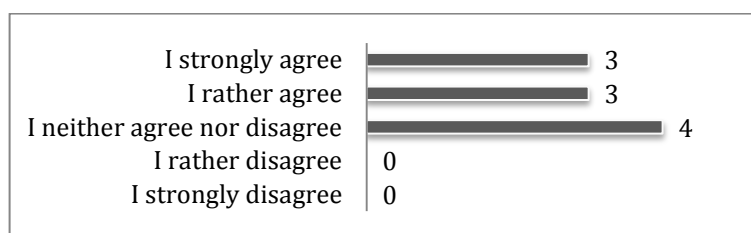
Methods Respondents	Oral	Written	Suitability	Satisfaction	Dissatisfaction
1	●	●	YES		• insufficient analysis of classrom observations
2	●	●	YES	• direct contact • direct reaction	
3	●		YES	• conciseness • concreteness	
4	●		YES		
5	●	●	YES	• fast reaction • honest • to the point	
6	●		YES		
7	●		YES		
8	●		YES		
9	●		YES	• immediately • honest, fast • regular consultation	
10	●		YES	• spot on • no delay	

Table 6: Methods of giving feedback and satisfaction/dissatisfaction of employees

## INTERPRETATION OF J. S. ADAMS' EQUITY THEORY

**Question 22 (scale):** *Your pay is fair (in comparison to colleagues performing task with equal value and/or in comparison with market rates).*

This statement was created based on J. S. Adams' Equity theory (1965), according to which people tend to compare themselves with colleagues at work, the injustice feeling relating to reward method and pay rate can cause demotivation.



Graph 16: Agreement/disagreement regarding fair pay

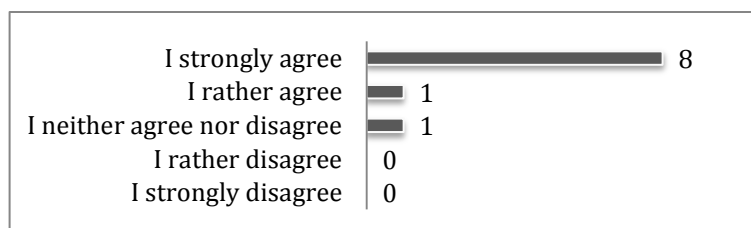
6/10 employees have agreed that their pay is fair, 4/10 people held a neutral opinion regarding this issue.

### INTERPRETATION OF VROOM'S EXPECTANCY THEORY

**Questions 11, 23 and 24** aim to test how fulfilment or non-fulfilment of expectation influences motivation of an individual. According to Vroom's Expectancy theory (1964) there is a tight relation between 3 elements – expectancy, instrumentality and valence. Motivation is strong when outcome and reward for given task meet the expectations.

**Question 11 (scale):** *The rewards provided to you, both financial and non-financial, which you have ticked in the previous questions, are meaningful for you.*

This statement refers to **valence**, which is the value of the reward for an individual, whether it is seen to be important and valuable by him/her or not.



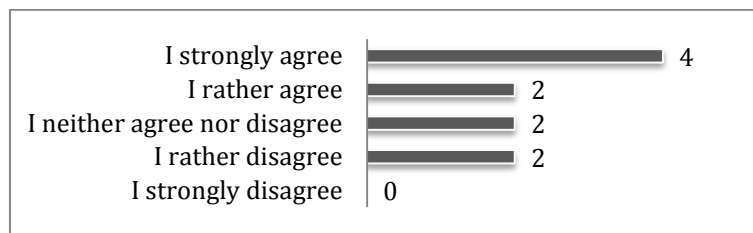
Graph 17: Agreement/disagreement with rewards being meaningful

According to the graph 17, 9/10 people find their rewards being meaningful, 1/10 hold a neutral opinion.

**Question 23 (scale):** *The pay for your work performance matches your expectation.*

This statement refers to **instrumentality**, which is the expected amount or type of reward for given task.

Answers for question 23 are used to testify the hypothesis 2, that “At least 50 % employees are not satisfied with the wage rate.”



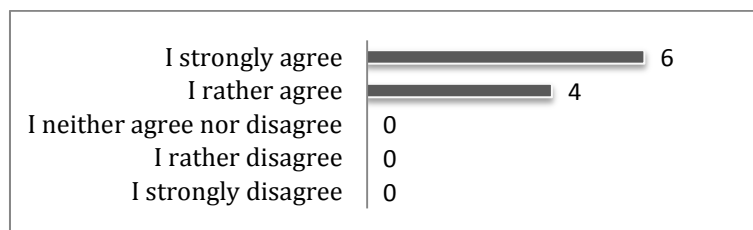
Graph 18: Agreement/disagreement regarding the meet of expectation of pay

According to the graph 18, 6/10 people have agreed that the pay for the job matches their expectation, 2 people did not express agreement nor disagreement and 2 remaining people claimed that they have expected another amount of pay.

The hypothesis 2 is rejected, as 60 % employees agreed that the pay meets their expectation – deductible as 6 employees are satisfied with the wage rate.

**Question 24 (scale):** *The job content meets your expectation.*

Statement in question 24 refers to the **expectation** of a person for specific job.



Graph 19: Agreement/disagreement regarding the meet of job content expectation

All 10 employees agreed that the current job content is in accordance with their expectations.

**Question 25 (open question):** *What were your expectations before applying for the job?*

This question aims gives the space for respondents to specify in more detail what expectations were met or were not met during the employment. Answers of employees were recorded into table 7 below, 3/10 did not specify exactly what is the fulfilment or non-fulfilment of expectation. From other 7 people the reasons are shown in table 7 within the corresponding column.

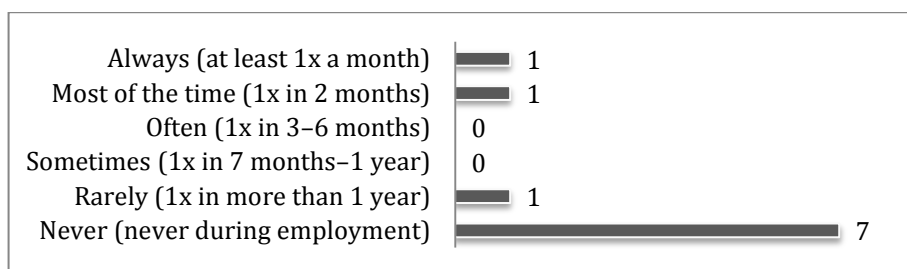
		Fulfilment of expectation	
		Met expectation	Unmet expectation
R e s p o n d e n t s	1	• job is more enjoyable than expected	
	2	• reality meets expectation	
	3		• tutoring more subjects than trained field - but good for revising knowledge
	4		• low working hours - allows to have other work agreements
	5	• improvement of financial situation • gaining more experience	• preparation for classes take more time
	6	• usefulness for students • progress and improvement of students	
	7	• expectation meets reality	
	8		• no contact with parents of students, no direct feedback from parents • only communication with supervisor at work, which is dissatisfying • low synergy of parents
	9	• pleasant cooperation with tutors, supervisor and students	
	10	• no expectation was made	

Table 7: Expectations of employees before applying for job and their fulfilment/non-fulfilment

## TRAINING COURSES IN THE COMPANY

**Question 26 (scale):** Does the company provide training courses in order to help you gain new skills?

According to graph 20 below 7/10 employees answered there are no training courses provided to them, 1 person answered that training courses are very rare, and according to the answer of remaining 2 people, training course takes place at least once each two months.



Graph 20: Frequency of training offer to employees

**Question 27 (open question):** Are you satisfied with the training courses? If there are no training courses provided to you, would you like to have this possibility?

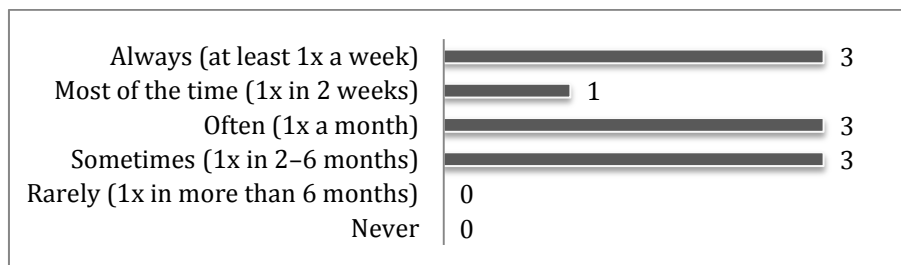
5/10 employees expressed their possible interest into training courses if there were any. 1/10 employee does not demand any training courses due to time limit, 2/10 employees did not specify why they would or would not like to have training courses.

Only 2/10 employees have the possibility to attend training courses, according to respondents' answers it was found, that the courses are provided only to tutors teaching Czech language. One of tutors teaching Czech says: *"I am definitely satisfied with the training, it is beneficial for me and provides me with useful suggestions that I would like to apply in my classes."* The second employee seems to be less satisfied and says: *"..., the quality of tutors varies, then it is necessary to educate them professionally and methodically. It is necessary to introduce them to new study materials in Aviette. However tutors do not have time and are not motivated enough to prepare themselves."*

## RECOGNITION IN THE COMPANY

**Question 27 (scale):** *How often is your job performance recognized by supervisor (by thanking, praising...)?*

Recognition is placed on the second highest point of Maslow's Hierarchy of needs (1987) and it is an important non-financial motivational tool that should be used frequently by supervisors to keep employees motivated.



*Graph 21: Frequent of recognition and praising at work*

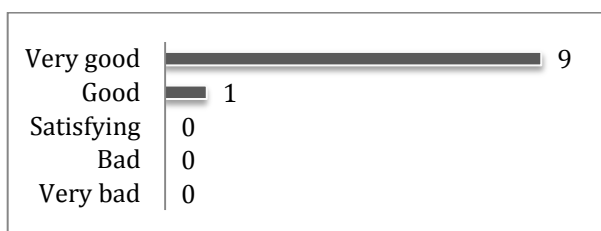
According to graph 21, respondents' answers are various, 3/10 claimed to be recognized at least once a week, 1/10 claimed that he/she is praised once in 2 weeks, 3/10 are recognized once a month and the remaining 3/10 people claimed to be recognized just sometimes.



## COMMUNICATION IN THE COMPANY

**Question 29 (scale):** *How do you evaluate communication with supervisor based on his/her willingness to help or provide you information relating to job?*

This question was created to test hypothesis 4, which states: *“100 % employees are satisfied with communication with supervisor.”*



*Graph 22: Evaluation of communication with supervisor by employees*

No employees are dissatisfied with the communication with supervisor, therefore the hypothesis 4 is confirmed to be true.

**Question 30 (open question):** *How does your supervisor communicate with you.*

**Question 31 (open question):** *Please specify the reason for your satisfaction or dissatisfaction to the communication with the supervisor.*

Answers of respondents to questions 30 and 31 are demonstrated in the table 8 below. Oral communication prevails over written one and the only dissatisfaction about communication with supervisor was expressed by respondent 5, who wrote: *“I am quite satisfied, supervisor always speaks to the point and honestly. However he gets angry quickly, when he is in stress he speaks with an unpleasant voice. Who works with him for a long time can tolerate it, but those, who do not know him well, might feel offended...”*

Respondent 3 expressed his/her satisfaction by saying: *“I am satisfied with the communication, it takes place in a friendly spirit. In case of necessary the supervisor tries to satisfy my requirements, he knows how to give criticism as well as praise.”*

Methods Respondents	Oral		Written		Satisfaction	Dissatisfaction
	Personal consultation	Phone talk	Email	Phone messages		
1	●	●	●		• supervisor has great communication skills	
2	●	●			• honest, openness • immediate feedback	
3	●	●			• friendly conversations • both praise and criticism well express	
4	●	●	●	●	• timely information towards changes	
5	●	●	●	●	• honest, to the point	• sometimes uncomfortable tone of supervisor due to his poor distinction of personal and work-related issues
6	●	●			• immediate explanation of any unclear issue	
7	●	●			• speed • efficiency	
8	●	●	●	●	• everything fine at the end	
9	●	●	●	●	• professional, friendly • to the point, clear,	
10	●	●	●	●	• smooth communication	

Table 8: Methods of communication used by supervisor and their evaluation by employees

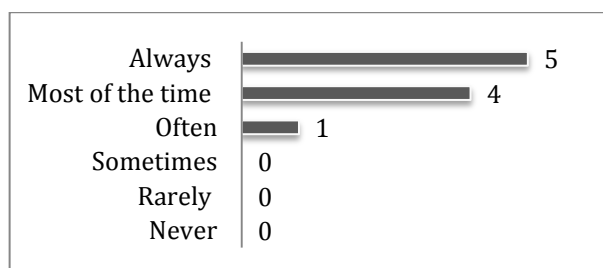
## INITIATING AND INVOLVEMENT IN THE COMPANY

**Question 32 (scale):** *Is there opportunity for you to express your creativity and ideas at work?*

Explanation of the scale:

- Always – 100 % of your ideas can be realized, the supervisor always supports you.
- Most of the time – you can implement your ideas and you have supervisor's support, the number of such cases is around 80 %.
- Often – you have supervisor's support, but not all your suggestions can be realized, supervisor usually approves but they are not always approved around 60 % of your ideas.
- Sometimes – only 40 % of your ideas can be realized, the supervisor does not always support you and he/she does not always approve your suggestions.

- Rarely – hardly you can success with new ideas, supervisor does not support you, number of successful cases is around 20 %.
- Never – you never propose any new ideas at work, you do what you are told, supervisor does not support nor give you opportunity to realize the ideas.

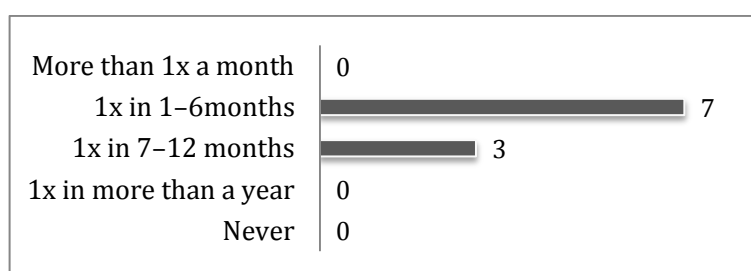


*Graph 23: Frequency of employee involvement at work*

According to the graph 23, 5/10 employees can always express their creativity and ideas at work, 4/10 employees can realize their suggestions most of the time and 1/10 employee can realize his/her ideas often.

## COMPANY EVENTS

**Question 33 (scale):** *How often does the company organize teambuilding activities or events in order to build and strengthen relationship between employees, between employees and supervisor?*



*Graph 24: Frequency of company events*

According to the graph 24, company event takes place once in six months.

**Question 34 (open question):** *Do you participate company events? Why yes/no?*

7/10 employees answered that they do participate on company events, mostly for the purpose of getting to know other colleagues, with whom they do not have time to speak with at work. 2/10 employee does not participate company events for timing reasons

and 1/10 employee had not the possibility to participate yet as he/she is new to the company. Respondent 10 answered: *“Well I do, as I would like to meet everyone who works at Aviette. As more and more new people are joining in, it is good to introduce myself and get to know my peers.”*

**LOCATION & WORKPLACE ENVIRONMENT OF THE COMPANY**

**Question 35 (scale):** *How do you evaluate the location of your workplace?*

**Question 36 (open question):** *Please specify the reason for your satisfaction or dissatisfaction with the workplace location.*

Respondents' answers for questions 35 and 36 are demonstrated in table 9:

Respondents \ Evaluation	Very good	Good	Satisfying	Bad	Very Bad
1		●			
2	●				
3			●		
4	●				
5	●				
6		●			
7				●	
8		●			
9	●				
10	●				
<b>Total = 10</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>

Satisfaction	Dissatisfaction
● good accessibility	
● great accessibility	
● close to center ● close to public transportation	● homeless around ● underprivileged citizens around
● close to center ● close to residence	
● good accessibility ● close to main station ● close to public transportation	
● in the center ● close to public transportation	● not very safe
	● old industrial area
● close to public transportation ● relatively peaceful area	
● easily accessible ● close to main station and public transport	
● center	

Table 9: Evaluation of workplace location and employees' satisfaction/dissatisfaction

For 5/10 people find the current location very good, 3/10 think the location is good, 1/10 employee finds the location satisfying and 1/10 employee claimed the location to be bad. The most frequent reason of satisfaction is the **central location** of the workplace and its **easy access to public transport**. Reasons for dissatisfaction include

**low security** of the area with many homeless people around and the fact that the workplace is located in an **old industrial area**.

**Question 37 (scale):** *How do you evaluate the workplace environment?*

Questions number 37 aims to testify hypothesis 5, which states: "20 % employees evaluate the workplace environment to be bad." This hypothesis is rejected, as 3/10 employees agree with workplace environment to be very good, 5/10 employees find it to be good and 2/10 expressed that the workplace is satisfying. No one thinks the workplace environment is neither bad nor very bad. Respondents' scores are shown in table 10.

**Question 38 (open question):** *What would you change or improve at the workplace?*

Respondents' dissatisfactions and proposals for solution of imperfections are shown in table 10.

Respondents	Very good	Good	Satisfying	Bad	Very Bad	Required changes and improvements
1	●					• one more classroom
2	●					• accessibility to classrooms
3		●				• extension of English or German textbooks
4		●				• slow computer • disfunctional mouse • shaky tables
5			●			• more computers and printers • poor thermal insulation • one more classroom
6		●				• not every classroom has whiteboard • bad placement of whiteboards
7		●				• more space for personal things related to teaching
8			●			• hygiene, dirty carpets • poor heating - cold classrooms
9		●				• whiteboards not available in every classroom • slow computer, mouse
10	●					• nothing
<b>Total = 10</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	

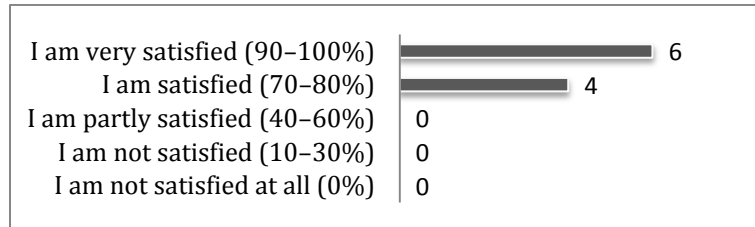
Table 10: Evaluation of workplace environment and employees' requirements for change

Dissatisfaction refers mostly to the **insufficient amount of classrooms, poor heating and slow computer**.

## OVERALL SATISFACTION/DISSATISFACTION WITH THE COMPANY

**Question 39 (scale):** *How do you evaluate your overall satisfaction with the company?*

None of employees expressed dissatisfaction with the company, according to graph 25 all of them are satisfied.



*Graph 25: Overall satisfaction of employees with Aviette Ltd.*

**Question 40 (open question):** *Please specify the reason for your satisfaction or dissatisfaction.*

Answers of respondents were recorded into table 12, there were no notes about dissatisfaction.

Respondent 10 says: *“Great students who make my work enjoyable and refreshing. It is about sharing ideas, opinions and creating long lasting bonds. It is not just teaching but developing social skills, helping the kids overcome adversity, stress from school and life.”*

Most frequent factors of satisfaction that were mentioned are:

- **interpersonal relationships**, both with supervisor or colleagues, was mentioned by 8/10 employees
- **job characteristics**, which was mentioned by 6/10 employees

Other factors mentioned are the **working environment, teaching equipment** and **possibility for self-development**.

Respondents	Overall satisfaction	Overall dissatisfaction
1	<ul style="list-style-type: none"> <li>enjoyable, satisfying and varied job</li> <li>wide range of teaching tools</li> </ul>	
2	<ul style="list-style-type: none"> <li>great communication with colleagues and supervisor</li> <li>possibility of self-fulfillment and creativity</li> <li>interesting job</li> </ul>	
3	<ul style="list-style-type: none"> <li>enjoyable, useful and interesting job</li> <li>well equipped classrooms</li> <li>friendly team</li> </ul>	
4	<ul style="list-style-type: none"> <li>independent work</li> <li>good communication with supervisor</li> </ul>	
5	<ul style="list-style-type: none"> <li>courteous and polite colleagues</li> <li>willing-to-help, fair and objective supervisor</li> </ul>	
6	<ul style="list-style-type: none"> <li>no reasons for dissatisfaction</li> </ul>	
7	<ul style="list-style-type: none"> <li>time flexibility</li> <li>pleasant team</li> </ul>	
8	<ul style="list-style-type: none"> <li>good interpersonal relationships</li> <li>useful and meaningful job</li> <li>interest of supervisor both in students and tutors</li> </ul>	
9	<ul style="list-style-type: none"> <li>comfortable working environment</li> <li>emphasis on education, interpersonal relationships and behaviour</li> <li>Aviette is like a family</li> </ul>	
10	<ul style="list-style-type: none"> <li>enjoyable work, great students</li> <li>sharing ideas, opinions</li> <li>developing teaching and social skills</li> </ul>	

*Table 11: Employees' overall satisfaction/dissatisfaction*

## 5 DISCUSSION AND RECOMMENDATIONS

### 5.1 DISCUSSION

The discussion will follow the objectives of this thesis as a whole and of the practical part as well. The discussion will first concern with the hypothesis set previously in the practical part, then types of motivational tools, the way they are used and how they satisfy employees will be described. Possible impacts of satisfaction or dissatisfaction of employees on their work performance will be discussed in the framework of this chapter as well.

#### **Hypothesis testing**

Previously in the practical part 5 hypotheses were made by the author based on own perception and opinion deducted from the personal observation during the employment at the company. Following are the 5 hypotheses and the results on their confirmation or rejection.

**Hypothesis 1:** *“More employees are motivated by job-related factors than those motivated by earnings.”*

Hypothesis 1 was confirmed based on responses for question 10, where the number of employees choosing earnings is less than number of employees choosing job itself or independence as factor of motivation. According to table 3, earnings motivate 6 people, job itself motivates 7 people, and independence also motivates 7 people.

**Hypothesis 2:** *“At least 50 % employees are not satisfied with the wage rate.”*

Hypothesis 2 is rejected by responses for question 23, where 60 % employees said, that the pay level meets their expectation. There are only 20 % employees who are not satisfied with the pay level and other 20 % hold neutral opinion regarding this issue.

**Hypothesis 3:** *“100 % employees have good relationships with colleagues at work.”*

This hypothesis was confirmed based on responses of question 13, as all employees agree with having good relationships with colleagues.



**Hypothesis 4:** *“100 % employees are satisfied with communication with supervisor.”*

This hypothesis is confirmed by responses for question 29, where all employees evaluated the communication with supervisor to be good or very good, which shows the satisfaction of employees towards this issue.

**Hypothesis 5:** *“20 % employees evaluate the workplace environment to be bad.”*

Hypothesis 5 is rejected as according to responses for question 37 there was no employee evaluated the workplace environment to be bad.

### **Wage**

The wage rate is based on performance, ability and total worked hours. 20 % employees are not satisfied with the pay level (viz. question 23), which means the majority of tutors think they are well paid and the majority agreed that pay level meets their expectation. When expectation is met, there is higher possibility for higher motivation as well.

### **Employee benefits**

Employee benefits are provided to employees mostly in form of **material and work equipment** at workplace, this type of benefits is used by 80 % employees. Some teaching tools especially English or German textbooks are not in a sufficient amount, and computer does not work as required (viz. question 38). Insufficient teaching tools can decrease the effectiveness of the whole tutoring lesson, leading to unsatisfied result of students in certain subject. Tutors might be forced to look for external source of materials which is very time-consuming.

**Refreshment and drinks** are available to just 50 % employees, this fact might be related to the unequal placement of water barrels, which are only 2, while there are 5 classroom. Teaching requires a lot of speaking, therefore teachers can get quickly thirsty in the middle of the lesson and this issue can have an impact on the health state.

50 % employees have the possibility to **work time-flexibly** (viz. question 9). Flexible working time depends a lot on other factors, firstly the time possibilities of tutors and students must met so the class can be realized, secondly there must be classroom

available at the time agreed by both tutor and student. Therefore number of 50 % employees having flexible working time is quite satisfying for current situation when all classrooms are most of the time occupied.

**Tickets or discounts for events** are provided to 30 % employees, tickets or discounts for events should be distributed to all employees more equally.

**Training courses** are provided only to 2 tutors and are limited for employees teaching Czech language, which can be disappointing for other tutors who would like to have this possibility too. According to the results of the survey 5/10 employees would participate training courses to broaden their knowledge related to teaching subject (viz. question 27).

Results above show the inequality in distribution of employee benefits, which can possibly cause the feeling of dissatisfaction and inequality among employees. Some of these benefits require low investment (refreshments or drinks) and others might require higher investment (training courses), however all of them can be improved over time.

### **Non-financial motivational methods**

Among the most important non-financial factors that tutors can exploit is **autonomy**, 100 % employees claimed to be fully independence while teaching (viz. question 19), all of them are able to lead the lessons and are able to accomplish predefined goals without supervisor's intervention. The more autonomy given to employees, the more they are responsible for their work results.

**Job-itself** is another factor which satisfies employees the most, 70 % employees see the usefulness of their job, they can gain experience, have the possibility of ability development and learn to communicate with students and children. According to answers for question 24, job content meets the expectation of 100 % employees. However in the open question 25 there are 4 answers about the unmet of expectation – one employee tutors more subjects than his/her trained field, nevertheless this person stated that this helps him/her to revise knowledge. The second employee said that he/she expected more working hours, but now low working hours are suitable as well.

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Third employee says that preparation for classes takes more time than expected and the fourth employee complained about having no possibility to talk directly with students' parents, about the missing feedback and low synergy with parents. Aviette Ltd. is an educational centre where students go to course for tutoring, therefore every contact with parents is made through the branch manager, who mediates all the problems between parents and tutors, between tutors and students. The characteristics of the company differ a lot from a school, therefore managers at the moment does not provide the direct link between tutors and parents. If the direct contact is possible, it may help the conversations between tutors and parents to be better interpreted as through third person some information might be wrongly transmitted.

The **communication** between supervisor and employees is considered to be very smooth, direct to the point. Supervisor is described to be professional, open and honest (viz. question 30, 31) and both oral and written communication is used. There is no major problem relating to communication methods except for the complaint of one employee about poor distinction of personal and work-related issue of supervisor, which leads to uncomfortable tone of him while communicating.

100 % employees are satisfied with the **feedback** methods used by supervisor (viz. question 21), however the frequency of feedback might be sometimes low (viz. question 20). 20 % employees do not regularly receive feedback from supervisor, one tutor is dissatisfied with the analysis of classrooms observations. Feedback gives employees knowledge about how they perform, what their results at work are, it helps them to improve weaknesses at and helps them to know the opinions of clients as well as supervisor. Lack of feedback causes repetition of the same mistakes in future, misinterpretation of clients' needs as well as misunderstanding of own performance.

**Recognition and praise** is used frequently by supervisor, 70 % employees are recognized by thanking or praising at least 1x a month, 30 % are recognized 1x in 2–6 months. Appropriate amount of recognition can motivate employees a lot as they know how important their contribution to the company is as well as how useful and respected their job performance is.

**Initiating involvement** of employees by supervisor does happen frequently as 100 % can realize their ideas and creativity, which gives very beneficial contributions to the lessons. Even though some of ideas must be first approved, 90 % employees receive support from supervisor always or most of the time (viz. question 32). Possibility to apply ideas is a great advantage for tutors to express themselves in the frame of workplace, the job itself becomes then more interesting tutors can show another part of own personalities and ability.

**Training** is available, however it is provided only to 2/10 employees who teach Czech language, which is a very small share. 5 out of 8 employees to whom training is not offered expressed their interest in such courses to broaden their knowledge (viz. questions 26–27). Training is beneficial not only for employees, but also for the company itself. Through training courses knowledge of tutors can be broadened, accordingly the higher quality of their lessons can be predicted as well.

**Location** is another satisfaction of employees as the workplace is located close to the centre, 80 % employees agree that the location is good or very good (viz. question 35). One employee finds the location just satisfying because of high frequency of movement of homeless people in the surroundings, also 1 employee is not satisfied about the location in industrial area, which is not suitable for the purpose of the company (viz. question 36).

**Workplace environment** is found to be good by 80 % employees and satisfying by 20 % employees (viz. question 37) , however there are many suggestions for improvement made by tutors regarding how workplace should look like and what is missing there (viz. question 38). Very frequent complaint is referred to the number of classrooms or their accessibility. Insufficient number of classrooms makes it more complicated when a need for change in timetable appears. As it was mentioned earlier in the subchapter Characteristics of the company, sometimes lessons must be held in manager office, which is inconvenient for both manager as well as teacher due to the fact, that office is not equipped with whiteboards and is lack of materials served for teaching. Furthermore, teaching requires a private space for teacher and student. Therefore with the presence of supervisor there, both teacher and supervisor could not work efficiently as they might disturb each other. There is a partition wall in case

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a lesson takes place in the manager office to divide the room into 2 parts, but it cannot be considered as long-term solution. One more problem is the fact, that when manager is not at work, nobody has access to the office, therefore the class must be cancelled. Cancellation has the negative impact on company as well as employee income. Repeated cancellation caused by lack space can be very demotivating, it might evoke the feeling of instability, hence individual might start to look for a more stable job.

There were 3 complaints referred to the functionality of computer and mouse, in fact computer has already served for more than 5 years, therefore it works very slow and lags quite often. Computer is one of most important tools at educational centre. Almost every tutor needs to print some materials before the lesson, if the computer does not work well it would have an impact on the process of lessons. Furthermore, no employee is willing to pay themselves for the printed materials. Two employees mentioned the poor heating of the classrooms in winter period, when the classrooms are very cold and teaching in such environment can cause illnesses. Two people complained that not every classroom has whiteboard, as it was described earlier at the beginning of Practical part, in subchapter Characteristics of the company, one classroom does not have whiteboard as this room is served for individual classes and originally it had to be relaxation room. A classroom without basic equipment such as whiteboard is very inconvenient for tutors.

Other complaints mentioned once were related to small number of printer, shaky tables, lack of space for personal things relating to teaching, low hygiene at workplace and dirty carpets. These are issues that can be differently perceived by each individual, however the less imperfections, the better environment and satisfaction of employees. If employees are satisfied with the workplace and the basic needs for equipment are fulfilled, the job performance would be also better.

**Company events** are held 2x in a year (viz. question 33) and 70 % employees do participate these events, 20 % employees due to unsuitable time do not attend the events and 1 employee is new to the company so there has not been the chance to participate. All participants of the events are interested into knowing more about other colleagues. The relationships between colleagues and supervisor can be more tightened and working atmosphere can be therefore more pleasant.

## **5.2 RECOMMENDATIONS**

Based on the evaluations and answers of employees a proposal of concrete recommendations will be made in favour of the company to emphasize existing motivational practices or to apply missing practices if possible. By applying following recommendations, the company might not only increase the motivation of each employee, but also increase the productivity of its staff, keep them be loyal and in the long run the company can have more stable staff.

### **PROPOSAL OF RECOMMENDATIONS**

The proposal will be divided into 2 parts, the first part will concern with improvements which require no monetary investment and do not affect company budget. The second part will concern improvements which require certain amount of monetary investment and accordingly will affect the company budget.

#### **Non-financial investment**

- Supervisor should provide feedback more frequently and equally to all employees.
- Results of classroom observations should be thoroughly analyzed for better self-evaluation of teachers.
- If possible, manager should enable communication between tutors and parents to emphasize parents interest and cooperation with their child, which will positively affect the teaching process of tutors.
- Supervisor should better distinct personal issues from the work-related issues to avoid unnecessary and unjustified anger towards employees.
- Company events should count with time restriction of all employees if possible, so they can participate in the maximum amount.
- Supervisor should regularly check the functionality of printer, computer as well as other equipment such as tables and carpets. Shaky tables can be fixed with basic tools and dirty carpets can be cleaned with the vacuum cleaner, which is available at the workplace as well.

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### **Financial investment**

- Supervisor should pay more attention on the library especially on the language textbooks, in case the number of textbooks is not sufficient and if the situation might have negative impact on lessons, new and suitable textbooks should be purchased. This suggestion does not refer to any concrete prices due to the wide offer of book on the market and also there was no concrete requirement for specific book made by employees.
- Company can try to offer one more training course for other tutors than only for teachers of Czech language.
- Company might rent one more classroom, advantage of the rental could be following:
  - easy change in timetable as there are more classes
  - new courses can be opened
  - no teaching in manager office, which is convenient for both manager and tutors
- Acquisition of new computer and new mouse could save time for employees and should make the process of printing and working on computers smoother.
- Acquisition of whiteboard to the classroom where it is missing could help tutors a lot while teaching, as they do not have to write on paper. Accordingly this solution would contribute to avoiding waste of paper.
- Acquisition of 2 more electric heaters would help to avoid cold caused by poor heating of whole the building.
- Offer drinks in form of bottles or containers to classrooms where the water barrel is missing.
- Offer twice a year tickets for events such as concert, cinema or theater to all employees.

### **Calculation of financial investment into new changes and improvements**

The calculation will be divided into 3 parts, the first part will be dedicated to occasional expenses which are not paid on monthly basis but just up to two times per year. The second part covers expenses on the modernization of current classrooms. Part 3 calculates new monthly expenses if company is willing to invest, new monthly expenses

include cost on training course, cost on water and monthly rental of new classroom, also the estimation of costs on equipment for new classroom will be calculated. Last section of this part will be dedicated to the assumption of new opportunities and estimation profit in case of renting new spaces.

#### 1) Ocassional expenses

Expenses which are not paid on regular basis include the tickets for events offered to employees twice a year. The company can offer for example one cinema ticket and one theater ticket for each employee within a year. According to the table, the amount manager may invest into tickets for events can be less than CZK 4 000, see Table 12.

Type of ticket	Price [CZK]/ticket	Quantity	Total price [CZK]
Cinema ticket	169	10	1 690
Theatre ticket	225	10	2 250
<b>Total price for all tickets [CZK]</b>			<b>3 940</b>

Table 12: Occasional expenses on tickets to cinema and theatre<sup>6</sup>

#### 2) Modernization

New investments can be made in order to modernize the workplace for its better functionality. The required purchase includes new computer, mouse, whiteboard and 2 electric heaters. Estimated expenses are following:

Equipment	Quantity	Price [CZK]/item	Total price [CZK]
Computer	1	9 990,00	9 990,00
Mouse	1	159,00	159,00
Whiteboard	1	579,00	579,00
Squeegee	1	189,00	189,00
Electric heater	2	799,00	1 598,00
<b>Total investment to workplace [CZK]</b>			<b>12 515</b>

Table 13: Expenses on new investment to workplace<sup>7</sup>

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<sup>6</sup> Prices of tickets are based on the actual price taken from <http://cinemacity.cz> and <http://ndbrno.com>

<sup>7</sup> Price of computer and mouse is taken from <http://hpmarket.cz>, price of whiteboard and squeegee is taken from <http://nobynet.cz>, price of electric heater is taken from <http://datart.cz>.



### 3) Monthly expenses

#### **Water**

Company can purchase water in order to distribute it to 3 classes where water barrels are not available. For the estimation, if the consumption of water in each class is 1,5 litres per day, the daily consumption of 3 classes would be 4,5 litres and monthly consumption would be 135 litres. Following table shows the calculation of the monthly expenses on water supply for 3 classes.

Amount of water/class/day	Amount of water	Number of classes	Total water consumption	Price [CZK]/litre	Total price [CZK]
1,5 litres	45 litres	3	135 litres	3,9	<b>526,5</b>

*Table 14: Water supply to 3 classes where water barrels are missing<sup>8</sup>*

#### **Training course**

The company can offer one more training course for employees teaching other subjects than Czech language, the monthly estimated cost can be up to CZK 1 000 if training is provided by head teacher of that subject.

#### **New classroom**

One of the most important suggestions of this part is renting new spaces in order to open a new classroom. The approximate costs of monthly expenses on new classroom are following:

Item	Unit	Price [CZK] / unit	Total price [CZK]
Renting new space	15 m <sup>2</sup>	116,67	1 750
Electricity	100 Kw/h	4,75	475
Services (cleaning, guarding, others)	1	573,75	573,75
<b>Estimated rental of new space [CZK]</b>			<b>2 799</b>

*Table 15: Estimated monthly rental of new classroom<sup>9</sup>*

<sup>8</sup> The price is based on author life experience.

<sup>9</sup> The rental cost and service costs are based on the webpage of building where Aviette Ltd. is currently situated – <http://alfabrno.cz>, the cost of electricity is based on the average cost in the Czech Republic taken from <http://energie123.cz>, the amount of Kw/h is based on author's experience.

If company decides to rent new spaces, there will be expenses related to the new material equipment, decorations or school aids for this new classroom. Estimated expenses are following:

Equipment	Quantity	Price [CZK]/item	Total price [CZK]
Desk	3	499,00	1 497,00
Chair	7	299,00	2 093,00
Whiteboard	1	579,00	579,00
School aids	1	1 000,00	1 000,00
Carpet	1	1 500,00	1 500,00
Decorations	1	800,00	800,00
<b>Total investment to new classroom [CZK]</b>			<b>7 469</b>

Table 16: Expenses on investment of new classroom<sup>10</sup>

### **Estimation of possible profit from renting new classroom**

Except for the purpose of serving for occasional classes, there is very high possibility of opening at least 2 more courses in case of renting new spaces. The reason for this assumption is based on the fact, that sometimes due to the lack of classrooms and their occupancy some courses cannot take place or cannot open, which leads to the partial loss of company income. Suppose at least 1 individual and 1 group course with 3 students will open as new spaces are rented, the company may delegate the new courses among its current employees, or it can hire 1 or 2 part-time employees working on the basis of Agreement on performance of work or Employment agreement.

Average gross wage for tutors is CZK 200 per hour, average fee in an individual course is CZK 400 per hour, and average fee in a group course is CZK 260 per hour per student. Each course usually takes place 2 times a week, the duration of each lesson is usually 1,5 hour, total teaching hour in a week for 1 course is then 3 hours.

In case of hiring 1 more employee for both suggested courses, this new tutor will work 24 hours per month, accordingly 288 hours per year as follow:

- Weekly working hours of 1 course: 3 hours
- Approximate monthly working hours of 1 course: 12 hours

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<sup>10</sup> Costs of chair, table are taken from <http://ikea.cz>, costs of whiteboard and squeegee are taken from <http://noby.net.cz>, costs school aids, carpet and decorations are estimated by the author.

- Approximate monthly working hours of 2 courses: 24 hours
- Approximate yearly working hours of 1 course: 288 hours

In case of hiring 2 more employees and each of them will take care of 1 class, each of these new tutors will teach 12 hours per month and accordingly 144 hours per year.

- Weekly working hours: 3 hours
- Approximate monthly working hours: 12 hours
- Approximate yearly working hours: 144 hours

Czech law concerning Agreement on performance of work and Employment agreement states that total yearly working hours of one employee must not exceed 300 hours<sup>11</sup>. In this case the total working hours of new employees are in accordance with the law.

Table below shows the gross income of new teacher/s for 2 suggested courses:

<b>Tutor</b>	<b>Pay [CZK] / hour</b>	<b>Monthly working hours</b>	<b>Total pay [CZK]</b>
Individual course	200	12	2 400
Group course	200	12	2 400
<b>Sum</b>		<b>24</b>	<b>4 800</b>

*Table 17: Gross monthly income for tutor/s of 2 new courses*

The monthly pay is less than CZK 10 000, therefore the company is exempted from payment on social and health insurance for employees. However it will have to pay tax advance in the amount of 15 % from monthly pay for employees. The sum CZK 4 800 in Table 17 is used as a base to calculate the tax advance in case of 1 employee, in case of 2 employees the amount of tax base is CZK 2 400 per employee.

In case of hiring 1 more tutor for 2 new courses, monthly net wage for this tutor is:

- Monthly tax liability:  $4\,800 \times 15\% = 720$  CZK
- Monthly net wage:  $4\,800 - 720 = 4\,080$  CZK

In case of hiring 2 tutors for 2 new courses, monthly net wage for each of them is:

- Monthly tax liability:  $2\,400 \times 15\% = 360$  CZK
- Monthly net wage:  $2\,400 - 360 = 2\,040$  CZK per employee
- Total monthly net wage:  $2\,040 \times 2 = 4\,080$  CZK

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<sup>11</sup> <http://www.mpsv.cz/ppropo.php?ID=IPB028>

In both cases, the monthly amount of tax advance is CZK 720 and total monthly net wage for tutor/s teaching 2 new courses is CZK 4 080.

Receivables of the company from 2 new courses are calculated as number of tutoring hours multiplied by fee rate.

- In case of individual course, student will have to pay:  $12 \times 400 = 4\,800$  CZK
- In case of group course, each student will have to pay:  $12 \times 260 = 3\,120$  CZK, total receivables from 3 students is CZK 9 360.
- Total receivables is the sum of fees from 2 courses in the amount of CZK 10 080.

Income of company from 2 new courses is calculated as the deduction of liabilities, which are the payments for tutors, from the course fees paid by students. To calculate the profit, rental on new classroom and payments on employees were deducted from the income. Following table shows estimated yearly profit from the new courses:

<b>1) Individual - approx. tutoring 12 hrs/month</b>	
<b>Receivables</b>	<b>4 800,00</b>
School fee from 1 student	4 800,00
<b>Payables</b>	<b>2 040,00</b>
Pay for tutor	2 040,00
<b>2) Group of 3 students - approx. tutoring 12 hrs/month</b>	
<b>Receivables</b>	<b>9 360,00</b>
School fee from Student 1	3 120,00
School fee from Student 2	3 120,00
School fee from Student 3	3 120,00
<b>Payables</b>	<b>2 040,00</b>
Pay for tutor	2 040,00
Total receivables	14 160,00
Total payables	4 080,00
<b>Revenues from new courses</b>	<b>10 080,00</b>
Revenues from individual course	2 760,00
Revenues from group course	7 320,00
Monthly estimated rental of new classroom	2 799,00
Monthly estimated operating costs (printing, drinks)	300,00
Monthly estimated income	6 981,00
Monthly social and health insurance payment	0,00
Monthly tax advance	720,00
Monthly estimated profit	6 261,00
Yearly estimated profit	75 132,00
Income tax (19%)	14 275,08
<b>Yearly estimated profit after taxes</b>	<b>60 857</b>

Table 18: Estimated profit from opening 2 courses (all values are in CZK)

The estimate profit gained from opening 2 more courses in the relation of renting new classroom is CZK 60 857. These two courses would occupy the classroom for 1 day or 2 half-days in a week, therefore there is still available for other classes to move in. This suggestion proves many benefits, new classroom would enable the change in timetable more flexibly, accordingly number of cancelled classes would be reduced, and the possibility of loss on company as well as employee income would be decreased. Tutors will not have to teach in manager office and last but not least, company itself will grow in profit.

The only risks of renting new spaces might be insufficient use this classroom as expected, it might stay most of the time empty without any courses taking place here while company still has to pay for rental and services relating to it. In order to avoid this risk, the company should firstly analyse properly the demand for new courses, afterwards the investment into new classroom can be realized.

## 6 CONCLUSION

The theoretical part of this thesis was defining what motivation is and main motivational practices which are found today in many enterprises and which are used by a huge number of employees. As said earlier, there is no perfect combination of motivational practices, which can satisfy every individual equally. Some practices can be more meaningful or less meaningful depending on the needs, demands and objectives of each employee. Therefore this thesis is aimed to give a brief overview of certain motivational practices and to identify the main methods used in a chosen company to evaluate and to find the weaknesses of motivational system in this company.

Aviette Ltd. is a young company of small size and small number of employees. Based on the survey, it is more focused on non-financial methods of motivating employees, however some of non-financial rewards are still distributed unevenly between employees. Financial tools consist just of the time-wage and the amount of employee benefits is very low, the lack of employee benefits is caused partly by the unstable staff consisting of mostly part-time employees. Nevertheless thanks to the characteristics of the job, which is teaching and working in young environment of students, the company manages to motivate employees by the independence and autonomy given to tutors, by initiating them while working so they can apply own skills and ability while teaching or by giving them the possibility to work time-flexibly. Manager in company is considered to be very communicative, willing and careful, his interest into employees is shown through initiating involvement of employees, regular recognition and praise at work. Despite the fact of small number of complaints regarding insufficient feedback, the communication is evaluated very well, to the point and on time. Manager behaviour is one of the key points of success as his/her manner at work reflects interests into firm objectives as well as interest into employees' needs and wants.

The company itself is always trying to do the best to motivate its employees, but sometimes it cannot see its own mistakes at workplace or own weaknesses relating to motivating employees. Most employees at workplace avoid criticizing company shortcomings and they keep silent about the critics, however if the dissatisfaction

is high, employees would be forced to quit their job if there is any chance. In the frame of this thesis, a survey was created to identify the source of employee satisfaction and dissatisfaction at workplace. Possible impacts of dissatisfaction as well as weaknesses of motivational methods used by the company were also described, accordingly practical and realizable recommendations were proposed taking into account current situation and possibilities of the company.

It can be expected, that if the company is willing to spend a part of its budget to enrich the offer of employee benefits, it could gain much more. All investments need not to be realized at once, manager can implement changes one after another gradually and select the most suitable change for current situation. The first among benefits brought for the company would be the motivation of employees, if employees are motivated, they will be more productive, hard-working and loyal. Investing into new equipment for modernization and tools for teaching purpose can raise the standard of classrooms and quality of lessons, the workplace hence would be more comfortable for employees. Investing into new classroom might give the company a chance to grow in size as it would be able to open more courses and attract more clients. Motivated, productive employees with fully equipped classrooms will satisfy the need of customers as well, and satisfaction of clients is what every company is looking for today.

High quality of courses thanks to motivated and experienced tutors, high standard of equipment and the time-flexibility in arrangement of timetable – all these factors lead to the spread of company good reputation, which would then increase the number of clients as well. As the educational centre grows larger and its population is greater, there will be more options for manager in many aspects such as cooperation or investment. A company with good image always has broader choice to work with teachers of high quality, and a company large in size and grows in profit will have more possibilities to afford better location and/or more modern equipment to serve for its purpose.

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## 9 ANNEXES

### ANNEX 1 – ELECTRONIC SURVEY GIVEN TO EMPLOYEES IN ENGLISH

#### **Analysis of motivation and remuneration used in selected company<sup>12</sup>**

Dear tutors,

my name is Nguyen Hai Anh and I am studying at Mendel University in Brno. If you could, please fill out the following survey in order to inform my bachelor thesis research. The topic of this thesis is employees' motivation and motivational tools in the workplace. The survey is anonymous, questions are related solely to your job at Aviette Ltd. and the estimate survey time is 15 minutes.

Thank you for participating.

Nguyen Hai Anh

- 1 Your age
  - 18–25
  - 26–35
  - 36–45
  - Older than 45
- 2 Your gender
  - Woman
  - Man
- 3 Length of your employment in the company.
  - Less than 1 year
  - 1–2 years
  - 3–5 years
- 4 What is the contractual relationship between you and the company?
  - Full-time employment (in Czech HPP: Hlavní pracovní poměr)
  - Employment agreement (in Czech DPČ: Dohoda o pracovní činnosti)
  - Agreement on performance of work (in Czech DPP: Dohoda o provedení práce)

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<sup>12</sup> <http://www.surveio.com/survey/d/08E5Q9B1X1K7U9I8J>

- 
- 5 What is the employment relationship between you and the company?
- Fixed-term contract
  - Unfixed-term contract

- 6 Are you satisfied with the employment contract and its conditions?
- I am very satisfied (up to 90–100%)
  - I am satisfied (up to 70–80%)
  - I am partly satisfied (up to 40–60%)
  - I am not satisfied (up to 10–30%)
  - I am not satisfied at all (0%)

- 7 If you are not satisfied with the contract, please specify the reason.

.....  
.....

**For questions below you can choose one or more options.**

- 8 Based on which criteria are you rewarded
- Based on performance
  - Based on ability
  - Based on the benefits you bring to company
  - Based on skills
  - Based on the length of employment
  - I do not know
  - Other criteria (please specify your answer)

.....

- 9 Which employee benefits are provided to you?
- Holidays
  - 13<sup>th</sup> month pay
  - Pension insurance
  - Material equipment and work equipment
  - Flexible working time
  - Meal tickets
  - Refreshments / drinks
  - Tickets or discounts for events (concert, theatre, cinema...)
  - None
  - Others (please specify your answer)

.....

- 10 Which factors motivate you the most while working in the company?
- Job itself
  - Independence
  - Responsibility
  - Recognition
  - Opportunity to gain experience and skills
  - Opportunity for carrier
  - Earnings
  - Working conditions and schedules
  - Workplace environment
  - Relationship with colleagues and/or with supervisor
  - Private life
  - Others (please specify your answer)

.....  
**Using the scale, please select the option that matches your opinion the best, please specify your answer when necessary.**

11 The rewards provided to you, both financial and non-financial, which you have ticked in the previous questions, are meaningful for you.

- I strongly agree
- I rather agree
- I neither agree nor disagree
- I rather disagree
- I strongly disagree

12 Your income via Aviette Ltd. is the main source of your income.

- I strongly agree
- I rather agree
- I neither agree nor disagree
- I rather disagree
- I strongly disagree

13 You have good relationship with colleagues at work.

- I strongly agree
- I rather agree
- I neither agree nor disagree
- I rather disagree
- I strongly disagree

14 The current job is useful for your future and career.

- I strongly agree
- I rather agree
- I neither agree nor disagree
- I rather disagree
- I strongly disagree

15 Please specify reason for your current job being useful / useless.

.....  
.....

16 You have the possibility to fully apply your skills, knowledge and abilities.

- I strongly agree
- I rather agree
- I neither agree nor disagree
- I rather disagree
- I strongly disagree

17 You are not sharing the job content with anybody, therefore you are fully responsible for your work performance.

- I strongly agree
- I rather agree
- I neither agree nor disagree
- I rather disagree
- I strongly disagree



- 
- 18 Your job has a significant impact on clients.
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 19 You are fully independent while teaching, your supervisor does not excessively intervene into your lessons and you are still able to lead the lecture and accomplish predefined goals.
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 20 You regularly receive feedback and evaluation on your job performance from supervisor and/or from your clients.
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 21 How does the supervisor provide feedback? Is his/her style of giving feedback suitable for you? Why yes/no?
- .....
- .....
- 22 Your pay is fair (in comparison to colleagues performing task with equal value and/or in comparison with market rates).
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 23 The pay for your work performance matches your expectation.
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 24 The job content meets your expectation.
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 25 What were your expectations before applying for the job?
- .....
- .....

- 26 Does the company provide training courses in order to help you gain new skills?
- Always (at least once a month)
  - Most of the time (once in 2 months)
  - Often (once in 3–6 months)
  - Sometimes (once in 7 months–1 year)
  - Rarely (once in more than 1 year to several year)
  - Never (never during employment)
- 27 Are you satisfied with the training courses? If there are no training courses provided to you, would you like to have this possibility?
- .....
- .....
- 28 How often is your job performance recognized by supervisor (by thanking, praising...)?
- Always (at least once a week)
  - Most of the time (once in 1 weeks)
  - Often (once a month)
  - Sometimes (once in 2–6 months)
  - Rarely (once in more than 6 months to several years)
  - Never
- 29 How do you evaluate the communication with supervisor based on his/her willingness to help or provide you information relating to your job?
- Very good
  - Good
  - Satisfying
  - Bad
  - Very bad
- 30 How does your supervisor communicate with you?
- .....
- .....
- 31 Please specify the reason for your satisfaction/dissatisfaction relating to communication with the supervisor.
- .....
- .....
- 32 Is there opportunity for you to express your creativity and ideas at work?
- Always (100% of your ideas can be realized, the supervisor always supports you)
  - Most of the time (you can implement your ideas and you have supervisor's support, the number of such cases is around 80%)
  - Often (you have supervisor's support, but not all your suggestions can be realized, supervisor usually approves but they are not always approved around 60% of your ideas)
  - Sometimes (only 40% of your ideas can be realized, the supervisor does not always support you and he/she does not always approve your suggestions)
  - Rarely (hardly you can success with new ideas, supervisor does not support you, number of successful cases is around 20%)
  - Never (you never propose any new ideas at work, you do what you are told, supervisor does not support nor give you opportunity to realize the ideas)
  - Another answer: .....

- 33 How often does the company organize teambuilding activities or events in order to build and strengthen relationship between employees, between employees and supervisor?
- More than once a month
  - Once in 1–6 months
  - Once in 7–12 months
  - Once in more than a year to several years
  - Never

- 34 Do you participate company events? Why yes/no?

.....  
.....

- 35 How do you evaluate the location of your workplace?

- Very good
- Good
- Satisfying
- Bad
- Very bad

- 36 Please specify the reason for your satisfaction/dissatisfaction with the workplace location.

.....  
.....

- 37 How do you evaluate the workplace environment?

- Very good
- Good
- Satisfying
- Bad
- Very bad

- 38 What would you change or improve at the workplace?

.....  
.....

- 39 How do you evaluate your overall satisfaction with the company?

- I am very satisfied (90–100%)
- I am satisfied (70–80%)
- I am partly satisfied (40–60%)
- I am not satisfied (10–30%)
- I am not satisfied at all (0%)

- 40 Please specify the reason for your satisfaction/dissatisfaction.

.....  
.....

I sincerely appreciate your time spending filling out this survey and your contribution to my thesis.

Nguyen Hai Anh

## ANNEX 2 – ELECTRONIC SURVEY GIVEN TO EMPLOYEES IN CZECH

### Analýza motivace a odměňování pracovníků ve vybraném podniku<sup>13</sup>

Vážené lektorky, vážení lektori,

jmenuji se Nguyen Hai Anh a jsem studentka Provozně ekonomické fakulty na Mendelově univerzitě v Brně. Tímto se na Vás obracím s prosbou o vyplnění níže uvedeného dotazníku, který bude sloužit jako podklad mé bakalářské práce, jež se zabývá motivací zaměstnanců na pracovišti, zejména prostředky, které slouží k jejich motivování. Dotazník je zcela anonymní a zabere zhruba 15 minut, otázky se budou týkat výhradně pracovní činnosti ve společnosti Aviette s.r.o.

Děkuji pěkně a přeji hezký den,

Nguyen Hai Anh

- 1 Váš věk
  - 18–25
  - 26–35
  - 36–45
  - Více než 45
- 2 Vaše pohlaví
  - Žena
  - Muž
- 3 Délka Vašeho zaměstnání ve společnosti.
  - Méně než 1 rok
  - 1–2 roky
  - 3–5 let
- 4 Jaký je smluvní vztah mezi Vámi a společností?
  - HPP – hlavní pracovní poměr
  - DPČ – dohoda o pracovní činnosti
  - DPP – dohoda o provedení práce
- 5 Jaký je pracovní poměr mezi Vámi a společností?
  - Na dobu určitou
  - Na dobu neurčitou

---

<sup>13</sup> <http://www.survio.com/survey/d/F9V7W8I1U105G5Y2L>

6 Jste spokojený/á s pracovní smlouvou a jejími podmínkami?

- Jsem velmi spokojený/á (na 90–100%)
- Jsem spokojený/á (na 70–80%)
- Jsem částečně spokojený/á (na 40–60%)
- Nejsem spokojený/á (na 10–30%)
- Nejsem vůbec spokojený/á (na 0%)

7 V případě nespokojenosti se smlouvou prosím uveďte důvod

.....  
.....

**Pro níže uvedené otázky lze zaškrtnout více než jednu možnost.**

8 Dle jakých kritérií jste odměněn/a?

- Podle výkonu
- Podle schopností
- Podle přínosu
- Podle dovedností
- Podle délky zaměstnání
- Nevím
- Dle jiných kritérií (prosím, uveďte jaké)

.....

9 Jaké zaměstnanecké výhody jsou Vám poskytovány?

- Dovolená
- 13. plat
- Penzijní pojištění
- Hmotné vybavení a pracovní pomůcky
- Pružná pracovní doba
- Stravenky
- Občerstvení/nápoje
- Lístky či sleva na akce (koncert, divadlo, kino...)
- Žádné
- Jiné (prosím, uveďte jaké):

.....

10 Co Vás motivuje nejvíce při práci?

- Samotná práce
- Nezávislost
- Odpovědnost
- Uznání
- Možnost získávání zkušeností a dovedností
- Možnost kariéry
- Vydělek
- Pracovní podmínky a řády
- Prostředí pracoviště
- Vztahy s kolegy a/nebo s nadřízeným
- Osobní život
- Jiné (prosím, uveďte jaké):

.....

**Na stupnici označte jednu z možností dle svého názoru, u některých otázek, prosím, uveďte zdůvodnění Vaší odpovědi.**

- 11 Odměny Vám poskytnuté společností, finanční i nefinanční, jež jste zaškrtl/a v předchozích otázkách, jsou pro Vás významné.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 12 Mzda za práci v Aviette s.r.o. je hlavním zdrojem Vašeho příjmu.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 13 Máte dobrý vztah s kolegy v práci.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 14 Nynější práce je užitečná pro Vaši budoucnost a kariéru
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 15 Prosím uveďte důvod, proč je pro Vás práce ve společnosti užitečná/neužitečná
- .....
- .....
- 16 Máte možnost uplatnit svoje dovednosti, znalosti a schopnosti v plné míře.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 17 S nikým nesdílíte náplň práce, proto jste sám/sama plně zodpovědný/á za svoji práci.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 18 Vaše práce má značný vliv na klienty.
- Zcela souhlasím
  - Spíše souhlasím

- Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 19 Jste zcela samostatný/á při vykonávání práce (při učení), tzn. nadřízený nezasahuje nadměrně do průběhu Vaší výuky a přitom jste schopen/schopna ji vést a splnit cíl.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 20 Dostáváte zpětnou vazbu a hodnocení svého pracovního výkonu od nadřízeného a/nebo od svých klientů.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 21 Jak Vám poskytuje nadřízený zpětnou vazbu? Vyhovuje Vám jeho způsob? Proč ano/ne?  
.....  
.....
- 22 Vaše mzda je spravedlivá (v porovnání s kolegy vykonávajícími práci stejné hodnoty a/nebo v porovnání se sazbami na trhu).
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 23 Mzda za Vámi vykonanou práci odpovídá Vašemu očekávání.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 24 Náplň práce splňuje Vaše očekávání.
- Zcela souhlasím
  - Spíše souhlasím
  - Nemohu se rozhodnout/Ani souhlasím, ani nesouhlasím
  - Spíše nesouhlasím
  - Vůbec nesouhlasím
- 25 Jaké bylo Vaše očekávání před nástupem do práce?  
.....  
.....
- 26 Nabízí Vám společnost možnost školení, během kterého můžete získat nové dovednosti?
- Vždy (nejméně 1x za měsíc)
  - Skoro vždy (1x za 2 měsíce)

- Často (1x za 3–6 měsíců)
- Občas (1x za 7 měsíců–1 rok)
- Vzácně (1x za více než 1 rok až několik let)
- Vzácně (1x za více než 1 rok až několik let)

27 Jste spokojený/á se školením? Proč ano/ne? V případě, že Vám není poskytnuto žádné školení, byl/a byste rád/a, pokud by byla tato možnost?

.....

.....

28 Jak často je Váš výkon uznán nadřízeným (poděkováním, pochvalováním...)?

- Vždy (nejméně 1x týdně)
- Skoro vždy (1x za 2 týdny)
- Často (1x za měsíc)
- Občas (1x za 2–6 měsíců)
- Vzácně (1x za 6 měsíců až několik let)
- Vůbec nikdy

29 Jak hodnotíte komunikaci s nadřízeným na základě toho, zda je Vám ochoten poskytnout pomoc či informace týkající se Vaší pracovní činnosti?

- Velmi dobře
- Dobře
- Uspokojivě
- Špatně
- Velmi špatně

30 Jakým způsobem s Vámi komunikuje nadřízený?

.....

.....

31 Prosím uveďte důvod Vaší spokojenost/nespokojenosti ohledně komunikace s nadřízeným.

.....

.....

32 Máte možnost uplatnit svou kreativitu a své nápady v rámci pracovní činnosti?

- Vždy (100% Vašich nápadů/návrhů lze uskutečnit, nadřízený Vás vždy podporuje)
- Skoro vždy (můžete uskutečnit své nápady, nadřízený Vás podporuje, počet těchto případů je kolem 80%)
- Často (máte podporu nadřízeného, ale ne všechny návrhy můžete uskutečnit a nadřízený většinou schvaluje jen 60% Vašich návrhů)
- Občas (jen 40% Vašich nápadů lze uskutečnit, ne vždy máte podporu nadřízeného, ne vždy Vám nové návrhy schválí)
- Vzácně (málokdy můžete uspět s novými nápady, nadřízený Vás nepodporuje, šance úspěchu je 20%)
- Nikdy (nikdy nic v práci nenavrhujete, děláte jen to, co je Vám řečeno a/nebo nadřízený nemá vůbec zájem Vás v ničem podpořit)
- Jiná odpověď: .....

33 Jak často pořádá společnost teambuilding aktivity či firemní akce za účelem vybudování a posílení vztahů mezi zaměstnanci, mezi zaměstnanci a nadřízeným?

- Více než jednou za měsíc
- Jednou za 1–6 měsíců



- Jednou za 7–12 měsíců
- Jednou za více než rok až několik let
- Nikdy

34 Účastníte se firemních akcí? Proč ano/ne?

.....  
.....

35 Jak hodnotíte lokalitu Vašeho pracoviště?

- Velmi dobře
- Dobře
- Uspokojivě
- Špatně
- Velmi špatně

36 Prosím uveďte důvod Vaší spokojenosti/nespokojenosti s lokalitou pracoviště.

.....  
.....

37 Jak hodnotíte pracovní prostředí?

- Velmi dobře
- Dobře
- Uspokojivě
- Špatně
- Velmi špatně

38 Co byste na pracovišti rád/ráda změnil/a či zlepšil/a?

.....  
.....

39 Jak celkově hodnotíte Vaši spokojenost se společností?

- Jsem velmi spokojený/á (na 90–100%)
- Jsem spokojený/á (na 70–80%)
- Jsem částečně spokojený/á (na 40–60%)
- Nejsem spokojený/á (na 10–30%)
- Nejsem vůbec spokojený/á (na 0%)

40 Prosím uveďte důvod Vaší spokojenosti/spokojenosti.

.....  
.....

Děkuji za Váš čas, který jste věnoval/a vyplnění tohoto dotazníku. Moc si toho vážím.

Přeji Vám pěkný den,

Nguyen Hai Anh

### ANNEX 3 – EXAMPLE OF RESPONSES FROM ONE EMPLOYEE

Answers of this respondent for closed questions are marked as **bold** and underlined. Answers in open questions are written in *italic*, all the answers were translated literally from Czech to English.

- 1 Your age
  - 18-25**
  - 26-35
  - 36-45
  - Older than 45
  
- 2 Your gender
  - Woman**
  - Man
  
- 3 Length of your employment in the company.
  - Less than 1 year
  - 1-2 years**
  - 3-5 years
  
- 4 What is the contractual relationship between you and the company?
  - Full-time employment (in Czech HPP: Hlavní pracovní poměr)
  - Employment agreement (in Czech DPČ: Dohoda o pracovní činnosti)
  - Agreement on performance of work (in Czech DPP: Dohoda o provedení práce)**
  
- 5 What is the employment relationship between you and the company?
  - Fixed-term contract
  - Unfixed-term contract**
  
- 6 Are you satisfied with the employment contract and its conditions?
  - I am very satisfied (up to 90-100%)
  - I am satisfied (up to 70-80%)**
  - I am partly satisfied (up to 40-60%)
  - I am not satisfied (up to 10-30%)
  - I am not satisfied at all (0%)
  
- 7 If you are not satisfied with the contract, please specify the reason.
 

.....

.....

**For questions below you can choose one or more options.**

- 8 Based on which criteria are you rewarded
  - Based on performance**
  - Based on ability**
  - Based on the benefits you bring to company**
  - Based on skills
  - Based on the length of employment

- 
- I do not know
  - Other criteria (please specify your answer):  
"according to number of worked hours"
- 9 Which employee benefits are provided to you?
- Holidays
  - 13<sup>th</sup> month pay
  - Pension insurance
  - Material equipment and work equipment**
  - Flexible working time**
  - Meal tickets
  - Refreshments / drinks**
  - Tickets or discounts for events (concert, theater, cinema...)**
  - None
  - Others (please specify your answer)  
.....
- 10 Which factors motivate you the most while working in the company?
- Job itself**
  - Independence**
  - Responsibility
  - Recognition
  - Opportunity to gain experience and skills**
  - Opportunity for carrier
  - Earnings**
  - Working conditions and schedules
  - Workplace environment
  - Relationship with colleagues and/or with supervisor
  - Private life
  - Others (please specify your answer)  
.....

**Using the scale, please select the option that matches your opinion the best, please specify your answer when necessary.**

- 11 The rewards provided to you, both financial and non-financial, which you have ticked in the previous questions, are meaningful for you.
- I strongly agree**
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 12 Your income via Aviette Ltd. is the main source of your income.
- I strongly agree**
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 13 You have good relationship with colleagues at work.
- I strongly agree
  - I rather agree**

- I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 14 The current job is useful for your future and career.
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 15 Please specify reason for your current job being useful / useless.  
*Working in Aviette gives me experience in cooperation with children, which requires a lot of creativity, and I become the more active, more creative. Working in Aviette is interesting, it is never monotonous, brings fun and valuable experience.*
- 16 You have the possibility to fully apply your skills, knowledge and abilities.
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 17 You are not sharing the job content with anybody, therefore you are fully responsible for your work performance.
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 18 Your job has a significant impact on clients.
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 19 You are fully independent while teaching, your supervisor does not excessively intervene into your lessons and you are still able to lead the lecture and accomplish predefined goals.
- I strongly agree**
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 20 You regularly receive feedback and evaluation on your job performance from supervisor and/or from your clients.
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree

- 
- 21 How does the supervisor provide feedback? Is his/her style of giving feedback suitable for you? Why yes/no?  
*In person, by phone, e-mail or messages. Yes it is suitable, supervisor responds immediately to the current situation, everything is honest and to the point.*
- 22 Your pay is fair (in comparison to colleagues performing task with equal value and/or in comparison with market rates).
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 23 The pay for your work performance matches your expectation.
- I strongly agree
  - I rather agree
  - I neither agree nor disagree
  - I rather disagree**
  - I strongly agree
- 24 The job content meets your expectation.
- I strongly agree
  - I rather agree**
  - I neither agree nor disagree
  - I rather disagree
  - I strongly agree
- 25 What were your expectations before applying for the job?  
*I expected that my job Aviette would improve my financial situation and here I can gain more experience, both were fulfilled, however tutoring requires more time spent on preparing lessons than I thought.*
- 26 Does the company provide training courses in order to help you gain new skills?
- Always (at least once a month)
  - Most of the time (once in 2 months)
  - Often (once in 3–6 months)
  - Sometimes (once in 7 months–1 year)
  - Rarely (once in more than 1 year to several year)
  - Never (never during employment)**
- 27 Are you satisfied with the training courses? If there are no training courses provided to you, would you like to have this possibility?  
*Yes, I would like to have participate training within my field.*
- 28 How often is your job performance recognized by supervisor (by thanking, praising...)?
- Always (at least once a week)
  - Most of the time (once in 1 weeks)**
  - Often (once a month)
  - Sometimes (once in 2–6 months)
  - Rarely (once in more than 6 months to several years)
  - Never

- 29 How do you evaluate the communication with supervisor based on his/her willingness to help or provide you information relating to your job?
- Very good**
  - Good
  - Satisfying
  - Bad
  - Very bad
- 30 How does your supervisor communicate with you?  
*phone, mail, messages, in person*
- 31 Please specify the reason for your satisfaction/dissatisfaction relating to communication with the supervisor.  
*I am quite satisfied, supervisor speaks always to the point, honest. He/she just gets quickly angry and when he/she is stressed he/she speaks with an uncomfortable tone. Who works with him/her for long time might know that supervisor does not mean anything, but who does not know him might be offended. In my opinion supervisor should differentiate more personal and business affairs, sometimes it is really visible that he/she is angry and the employee then is afraid, that if he/she would do something wrong he/she might worsen the situation, therefore the employee rather keeps distance.*
- 32 Is there opportunity for you to express your creativity and ideas at work?
- Always (100% of your ideas can be realized, the supervisor always supports you)
  - Most of the time (you can implement your ideas and you have supervisor's support, the number of such cases is around 80%)**
  - Often (you have supervisor's support, but not all your suggestions can be realized, supervisor usually approves but they are not always approved around 60% of your ideas)
  - Sometimes (only 40% of your ideas can be realized, the supervisor does not always support you and he/she does not always approve your suggestions)
  - Rarely (hardly you can success with new ideas, supervisor does not support you, number of successful cases is around 20%)
  - Never (you never propose any new ideas at work, you do what you are told, supervisor does not support nor give you opportunity to realize the ideas)
  - Another answer: .....
- 33 How often does the company organize teambuilding activities or events in order to build and strengthen relationship between employees, between employees and supervisor?
- More than once a month
  - Once in 1-6 months**
  - Once in 7-12 months
  - Once in more than a year to several years
  - Never
- 34 Do you participate company events? Why yes/no?  
*Yes. At work the employees do not have the possibility to talk and learn about each other, on the event they might get know each other personally. I like the fact that on these events supervisor tries think of richest and most interesting program, the food is great, on Christmas are always small gifts are always ready for employees.*
- 35 How do you evaluate the location of your workplace?
- Very good**
  - Good

- 
- Satisfying
  - Bad
  - Very bad
- 36 Please specify the reason for your satisfaction/dissatisfaction with the workplace location.  
*Workplace location is very accessible and serviced by various tram and trolley bus connections from the main railway station, which is far from the workplace only one stop.*
- 37 How do you evaluate the workplace environment?
- Very good
  - Good
  - **Satisfying**
  - Bad
  - Very bad
- 38 What would you change or improve at the workplace?  
*Due to the age of the building it is cold in winter and too hot in summer, but it is not the fault of the company, but of the entire building. Perhaps it would be better if there were two computers and two photocopiers, during peak periods, when most classes run parallel, teachers need a lot of copy, so it is not ideal to have just one machine available, I would also like to extend Aviette by one more classroom, at the moment there are five classrooms at Aviette and classes are scheduled to match the number of classrooms. However, sometimes there is a change occurred by teacher or student and the class needs to be moved to another day, then it is difficult to obtain a free classroom for such substitute hours.*
- 39 How do you evaluate your overall satisfaction with the company?
- I am very satisfied (90–100%)
  - **I am satisfied (70–80%)**
  - I am partly satisfied (40–60%)
  - I am not satisfied (10–30%)
  - I am not satisfied at all (0%)
- 40 Please specify the reason for your satisfaction/dissatisfaction.  
*Overall, I'm satisfied. Aviette is a place where knowledge is exchanged, employees are people with higher education who behave respectfully, politely. Supervisor is always willing to help, he/she is fair and objective.*

## ANNEX 4 – TIMETABLE OF THE EDUCATIONAL CENTRE IN ONE PERIOD OF THE ACADEMIC YEAR 2015–2016

Workplace		14:00	14:30	15:00	15:30	16:00	16:30	17:00	17:30	18:00
Monday	Room 1	Czech language			Czech language			Czech language		
	Room 2	Maths/Physics			Maths					
	Room 3	Maths/Physics			Czech language		Czech language			
	Room 4		English language				Math/Physics			
	Room 5		English language					Vietnamese language		
Tuesday	Room 1		Physics			Mix subjects				
	Room 2	Vietnamese				English language				
	Room 3	Czech language				Czech language				
	Room 4	Chemistry				Mix subjects				
	Room 5		Maths/Physics			Maths/Physics				
Wednesday	Room 1		Mix subjects				Maths			
	Room 2	English language			Vietnamese language					
	Room 3		Czech language				Czech language			
	Room 4	German language				Maths				
	Room 5	Czech language					Czech language			
Thursday	Room 1									
	Room 2		French language							
	Room 3		Czech language							
	Room 4		Czech language			Mix subjects				
	Room 5							Mix subjects		
Friday	Room 1	Maths				Vietnamese language				
	Room 2		English language				English language			
	Room 3	Czech language					Czech language			
	Room 4		Mix subjects							
	Room 5					Chemistry				

*Source: Timetable created by the author based on real timetable of Aviette*

Workplace		10:00	10:30	11:00	11:30	12:00	12:30	13:00	13:30	14:00	14:30	15:00	15:30	16:00	
Saturday	Room 1							Mix subjects							
	Room 2							Vietnamese language							
	Room 3		Czech language					Czech language			Geography/History				
	Room 4	Maths/Physics		Maths/Physics				Maths							
	Room 5							Mix subjects			Maths/Physics				
Sunday	Room 1							Chemistry		Chemistry					
	Room 2		Vietnamese language				Mix subjects		English						
	Room 3	Maths/Physics		Maths/Physics				Maths/Physics		Maths/Physics					
	Room 4							Mix subjects							
	Room 5							English			Maths/Physics				

*Source: Timetable created by the author based on real timetable of Aviette*