

Czech University of Life Sciences Prague

Faculty of Economics and Management

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Diploma Thesis

Team Building as a Method of Corporate Training

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CZECH UNIVERSITY OF LIFE SCIENCES PRAGUE

Department of Management
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DIPLOMA THESIS ASSIGNMENT

Bahníková Lucie

Economics and Management

Thesis title

Team Building as a Method of Corporate Training

Objectives of thesis

The aim of the thesis is to propose a teambuilding workshop for a working group (within a department of Czech Power Company). The workshop will contribute to eliminating mistakes which members of the group make while working in a team.

Another aim is to work out a theoretical background for elaboration of the practical part of the thesis.

Methodology

Firstly information will be obtained by using basic social research methods:

1. Structured questionnaires (quantitative research technique)
2. Unstandardized interview, brainstorming (qualitative research techniques)

Secondly obtained information will be classified and subsequently processed (analysis, synthesis). Finally results will be evaluated.

Schedule for processing

Contents (aims, methodology) and resources - till 06/2011

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The proposed extent of the thesis

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Team, teamwork, teambuilding, teambuilding workshop, corporate training, employee development, experiential learning, outdoor training, Czech Power Company (CEZ)

Recommended information sources

Beard C., Wilson J. Experiential learning: a best practice handbook for educators and trainers. London: Kogan Page Ltd, 2006. 314 p. ISBN 978-0-7494-4489-1.

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Svatoš V., Lebeda P. Outdoor trénink. Praha: Grade Publishing, 2005. 200 p. ISBN 80-247-0318-1.

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Blagoevgrad, February 21, 2012

Declaration

I hereby declare that I have worked on the diploma thesis titled '**Team Building as a Method of Corporate Training**' by myself and I have used only the resources mentioned at the end of the thesis.

In Prague on April 2, 2012

Lucie Bahníková

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Team Building as a Method of Corporate Training

Teambuilding jako metoda podnikového vzdělávání

Souhrn

Diplomová práce se zabývá teambuildingem jako metodou podnikového vzdělávání. Jedná se o velmi aktuální téma od té doby, kdy se vzdělávání zaměstnanců stalo důležitým zdrojem konkurenční výhody pro každou firmu, která se chce udržet na trhu. V současnosti je teambuilding jednou z nejefektivnějších metod vzdělávání a rozvoje zaměstnanců, a to především proto, že kombinuje prvky zážitkového a aktivního vzdělávání. Diplomová práce je rozdělena na 2 části. Literární rešerše shrnuje významné publikace z oblasti podnikového vzdělávání, teambuildingu a procesu teambuildingu v praxi. Praktická část představuje společnost ČEZ a Fakturační oddělení společnosti ČEZ v Ostravě. Dále popisuje samotný výzkum, jehož cílem je zjistit, zda je pro zaměstnance Fakturačního oddělení v Ostravě teambuildingový program vhodnou metodou rozvoje a zda hlavní problém, kterému musejí zaměstnanci v současnosti čelit, spočívá v nedostatku komunikace. V závěru práce je představen vlastní návrh teambuildingového programu, určený přímo pro zaměstnance Fakturačního oddělení, který je zaměřen na zlepšení vzájemné komunikace a spolupráce. Návrh vychází z potřeb týmu, výsledků výzkumu, stejně tak jako z doporučení profesionálního instruktora teambuildingu.

Klíčová slova: tým, týmová práce, komunikace teambuilding, teambuildingový program, podnikové vzdělávání, outdoor trénink, zážitkové vzdělávání, ČEZ

Summary

The diploma thesis deals with team building as a method of corporate training. It has been a highly topical issue since training flexible employees became an important source of competitive advantage for each company which wants to succeed in the market. Currently team building training is regarded to be a very effective method of employee training and development whose power comes from its focus on both experiential and active learning. The diploma thesis is divided into 2 parts. The **literature overview** summarizes important publications addressed to the field of corporate training, team building and the process of team building in practice. The **practical part** firstly introduces the Czech power company CEZ and the Billing Department of the Czech power company CEZ, Ostrava. Secondly it describes own research focused on finding out if a team building activity is a suitable method of training for the employees of the Billing Department and if the main problem which they face while working in a team is a lack of communication. Finally the practical part presents own team building workshop proposal focused on improving communication and cooperation among the employees in the department. The proposal is based on the needs of the team, research results as well as recommendations of a professional team building instructor.

Keywords: team, teamwork, communication, team building, team building workshop, corporate training, outdoor training, experiential learning, the Czech power company CEZ

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1. INTRODUCTION

Coming together is a beginning. Keeping together is progress.

Working together is success.

Henry Ford

The current period is characterised by rapid, dramatic and constant changes which force companies to constantly cope with the changing conditions of the economic environment. As a result, training flexible employees has become an important source of competitive advantage for each company which wants to succeed in the market.

With regard to employee training and development a great emphasis is currently put primarily on its effectiveness. Therefore, participatory, also called active, methods of employee training are being preferred to traditional ones. An example of a participatory training method is outdoor training, whose power comes from its focus on both experiential and active learning. At present there is a variety of outdoor training programmes divided mostly according to their aims. A team building programme is one of them.

To put it simply, team building means building and developing a team and team cooperation. It focuses not only on cooperation among team members but also on improving communication and the ability to cope with difficult situations within a team. Its aim is to bond team members, use their potential to the largest possible extent and increase overall efficiency and productivity of teamwork.

There are two basic situations in which the use of a team building programme is suitable. The first situation is immediately after forming completely new teams when a team building programme is used to help team members to get to the stage of effective cooperation as quickly as possible. Secondly a team building programme is used in the case of already functioning teams to eliminate identified problems related to teamwork.

Team building always needs to be a part of an overall plan in order to serve as a tool for achieving company goals. It may be comprised of one event or a series of events organised over a period of time but, in any case, it should be viewed as a continuous process.

2. AIMS AND METHODOLOGY

2.1. Aims and Hypotheses

The aims of the diploma thesis are firstly to find out if a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava, secondly to find out if the main problem which the employees face while working in a team is a lack of communication in the department and finally to **propose a team building workshop** which will contribute to eliminate identified problems related to teamwork among the employees.

To meet the aims of the thesis two hypotheses to be verified have been formulated. The hypotheses are as follows:

1. A team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava.
2. The main problem which the employees face while working in a team is a lack of communication in the department.

2.2. Methodology

The diploma thesis is divided into 2 parts: literature overview and practical part including own team building workshop proposal.

The **literature overview** summarizes important resources addressed to the field of corporate training and team building. It contains 3 main chapters.

The chapter Corporate Training deals with definitions of corporate training. Moreover, it describes approaches to corporate training and employee training methods. It also examines the principles of outdoor training as well as main types of outdoor training programmes.

The chapter Team Building examines definitions of team building as well as its history and situations in which the use of team building is suitable. Finally it describes types

of team building programmes as well as their usual contents, including particular team building activities.

The chapter Process of Team Building in Practice examines the six steps in the process of team building which are: identifying the need, gaining the commitment, assessing needs and giving feedback, leading the team building programme, implementing results and evaluating the impact. This chapter is the most important one for developing the practical part of the thesis.

The **practical part** of the thesis firstly introduces the Czech power company CEZ and the Billing Department of the Czech power company CEZ, Ostrava. Secondly it describes own research as well as its results.

The research is focused on finding out if a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava, and if the main problem which the employees face while working in a team is a lack of communication in the department. During the research the manager's observations are taken into consideration.

Finally the practical part presents own team building workshop proposal focused on improving communication and cooperation among the employees in the Billing Department of the Czech power company CEZ, Ostrava. It is based on the needs of the team, research results as well as recommendations of a professional team building instructor.

With regard to the **methodological tools used**, firstly secondary resources were studied to examine the theoretical background related to the topic, which contributed to developing the practical part of the thesis. In this case content analysis of documents was used.

Secondly, primary data was collected by using the basic social research methods:

- Structured questionnaires (quantitative research method)
- Semi-structured interview (qualitative research method)

Two types of **structured questionnaires** were used for verifying the 1st hypothesis from the employees' point of view as well as for verifying the 2nd hypothesis.

The questionnaire No. 1 contained 15 questions, both open and closed, divided into two groups. The first group was comprised of questions related to team building and teamwork in general and the other one consisted of questions related to a team building workshop. The aim of this questionnaire research was to find out what the employees think about teamwork and team building and if they would like to attend a team building workshop at present, which contributed to the decision whether a team building activity as a tool for improving teamwork is suitable for the employees of the department.

The questionnaire No. 2 included 18 closed questions divided into two groups. The first group was comprised of questions related to communication among the employees themselves and communication between the employees and the manager and the other one contained questions asking about other factors related to work in the department. These factors were teamwork, team conflicts, motivation and career growth. The primary aim of this questionnaire research was to find out if the employees' observations related to communication in the department correspond to the observation of the manager who states that in the department there is low willingness to communicate.

In the questionnaire research there were 23 participants, which is the number of employees in the department. Both questionnaires were anonymous.

A **semi-structured interview** was used for verifying the 1st hypothesis from the manager's point of view. During the interview the manager of the department was asked 10 questions about teamwork and team building as well as other questions which helped find out if a team building activity was a suitable training method for the employees in the department. When formulating the questions the chapter 'Use of Team Building' stated in the theoretical part of the thesis was taken into consideration.

The entire research was done in Czech. The Czech copies of both the questionnaires and the questions from the semi-structured interview are a part of the supplements of the thesis.

The obtained data were classified and put into tables. Subsequently they were analysed. For better illustration pie charts were used. Finally the results were interpreted.

3. LITERATURE OVERVIEW

3.1. Corporate Training

In recent years, the importance of employee training and development within organizations has been growing worldwide. Each organization which wants to stay in the market for a long period of time has to ensure continuous training programmes for its employees. The attitudes of employees themselves have been changing as well. Especially younger knowledge workers currently consider training and opportunities for personal and career development to be an important motivator or benefit or they directly require that while applying for a job. A failure to comply with such a requirement may be a reason for not accepting or leaving a particular job.

Firstly this chapter deals with definitions of corporate training. Secondly it describes approaches to corporate training and employee training methods. Finally it examines the principles of outdoor training as well as main types of outdoor training programmes.

3.1.1. Definition

Corporate training is regarded to be an important part of taking care of employees. In some aspects it is similar to education for children and students provided by educational institutions. However, there are also a number of differences arising from the fact that for neither the organiser nor the participants it is a priority but it takes place alongside their core activity, namely work.

Corporate training may be defined as *'a value-addition activity undertaken by an organization to enrich the value of its core assets, namely, its people'* (Durai, 2010, p. 210). Training includes both deepening and broadening of personal knowledge and skills and well as a formation of social characteristics of employees. A controlled process of orientation and adaptation of newly recruited staff is also a part of corporate training.

Another definition says that corporate training is *'a process by which efforts are made to increase the knowledge and skill of the employees so as to perform a specific job efficiently'* (Singla, 2009, p. 34).

On the other hand Tureckiová (2004, p. 92) stresses that corporate training should be focused not only on a development or change in qualifications in terms of acquiring new knowledge and skills but mainly on reaching changes in thinking, feelings and behaviour of employees, which is crucial for the further company development and achieving and maintaining its competitiveness.

Nowadays, fortunately, most of companies are already aware of the fact that human capital is their most valuable commodity and employers are slowly realising that investing in employee training and development will pay off in the form of better results, improved competitiveness and subsequently higher profits.

3.1.2. Approaches to Corporate Training

An organization may approach the issue of training by one of the four following ways:

1. Organization seeking properly qualified workers

If there is a sufficient supply of skilled workers in the labour market, such a method of employee recruitment is very effective and inexpensive. However, in practice qualifications of workers differ from what a company needs. Moreover, there are a lot of changes which make the qualifications obsolete quickly. Therefore, this method is useable mainly for short-term jobs, e.g. seasonal ones.

2. Organization holding training courses

With this approach training courses are held at the moment when there is a need to provide workers with further training, e.g. when implementing new technologies. The disadvantage of this method is that training is organised after finding out that workers lack some skills, thus, after there have already been problems in functioning of the organization.

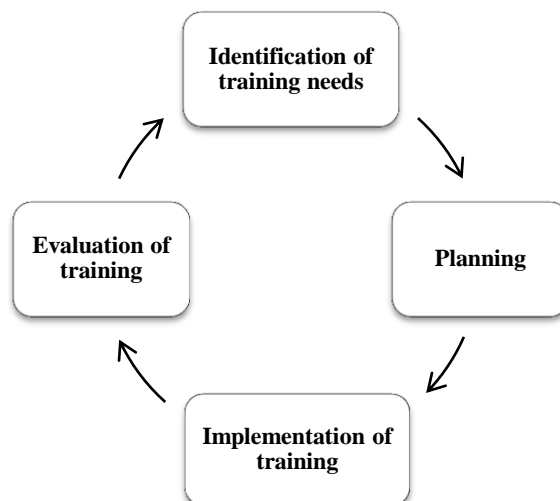
3. Systematic approach

Corporate professional training, particularly in large and medium-sized companies, is within a company human resource management authority. HR professionals develop a HR strategy which in accordance with a company mission and goals ensures human capital and helps create the best possible conditions for activities of employees.

A corporate strategy includes a programme of recruiting new employees, a stabilisation section, a programme of corporate training and a plan for personal development of employees with respect to a company's future needs. When drawing up a programme of systematic training a company HR management cooperates with line managers, external experts as well as with specialised training organisations (Koubek, 2006, p. 241).

The systematic approach to corporate training means that corporate training is a continuous process realised in the cycle: **identification of training needs – planning – implementation – evaluation**. Experiences from the previous cycles are used in the following ones, which leads to a permanent improvement of training within an organization (Currie, 1997, p. 172).

Figure 1: **The Systematic Training Cycle**



Source: own illustration based on Currie, 1997, p. 172

The phases of the systematic training cycle are as follows (Currie, 1997, pp. 173-184):

Identifying training needs is carried out based on the evaluation of workers, monitoring work outputs and work behaviour of individual workers as well as on the requirements of seniors and workers themselves. Also estimates of a professional and demographic structure of workers and its development trends are taken into consideration.

Planning lies in deciding what kind of training, for whom and which training methods will be used. It is needed to decide who will carry out the training, when, where and how much money is going to be invested in that.

Planning is followed by the **implementation of training**, which means the implementing specific training activities in accordance with the plan of the corporate training. This phase of the systematic training cycle includes a few key elements. They are the goals, schedule, participants, motivation, methods and lecturers.

When **evaluating the results** it is difficult to set objective criteria. It is possible to use e.g. initial and final tests or a comparison of their results as well as informal evaluations from participants or superiors.

The systematic approach to corporate training is a recommended one because training is effective and contributory only when it is planned, implemented and evaluated systematically.

4. Concept of 'learning organization'

The concept of 'learning organization' is a complex model of employee training and development. Continuous training is supplemented with learning from everyday experience. Everyone in the organization *'is engaged in identifying and solving problems, which enables the organization to continuously experiment, change, and improve, thus increasing its capacity to grow, learn, and achieve its purpose'* (Daft, Marcic, 2010, p. 22). Such a deliberately controlled process allows faster adaptation to the ongoing changes.

This is not considered to be a theory or a system of individual principles but rather a set of requirements. Although the concept of 'learning organization' has been extended in general, it is still rather a sort of ideal which should be achieved.

3.1.3. Employee Training Methods

A wide range of employee training methods has developed gradually. They can be divided into two major groups:

1. **On-the-job methods** = methods used in the workplace while working, usually when performing routine tasks: these are individual training methods and require an individual approach and a partnership between the trainee and the trainer.

2. **Off-the-job methods** = methods used outside the workplace: these training methods are realised in the organization or outside.

Randawa (2007, pp. 122-125) states the following types of employee training methods:

Methods used in the workplace

- **Understudy:** is a method when the trainee, called assistant or understudy, is trained and supervised by his or her senior.
- **Job rotation:** means that the trainee changes jobs within an organization after a certain period of time. This method is used mainly for training managers.
- **Special project:** the trainee works on special projects in order to get a certain experience, e.g. how to work in a team.
- **Experience:** is an effective method but, on the other hand, very time-consuming. It should be always supplemented with other training methods.
- **Coaching:** represents long-term instructing and explaining. Its task is to encourage the trainee to perform work at a desired level and to take his or her own initiative.

Methods used outside the workplace

- **Lecture:** provides the trainee with factual information or theoretical knowledge.
- **Seminar:** requires, unlike the lecture, participants to be active.

- **Case study method:** means that participants respond to a real, non-real, business situation or problem and try to identify that problem and propose possible solutions. This method is mainly used for training managers and creative workers.
- **Role-playing:** is a method focused on developing practical skills. Each of the participants plays a certain role, which helps him adopt a certain social role and required social characteristics.
- **Business game:** trainees in teams play games in which they analyse and try to solve a specific problem.

Another example of the off-the-job methods used outside the workplace is **outdoor training** which represents adventure activity programmes. These programmes seemingly have nothing in common with the scope of employment but they have been proven as a great tool for both team building and self-knowledge and increasing self-confidence. The condition is a well-thought-out dramaturgy and ensuring security of participants (Kroehnert, 2002, pp. 9-10).

The first group of methods is considered to be more suitable for training of routine workers, the other one for training and development of managers and specialists. In practice, both groups of methods are used for training of all categories of employees. However, there are certain modifications with respect to a particular job.

3.1.4. Outdoor Training

As mentioned in the previous chapter, outdoor training is one of the off-the-job training methods. The word 'outdoor' evokes the fact that an activity takes place in an unusual outdoor environment which may be very inspiring. Outdoor training workshops are usually held in the countryside but some of them are also set in the city centre. The aims of outdoor training are mainly to strengthen the team spirit and develop skills and qualities needed for work with people, so called **soft skills**¹. Outdoor training is appropriate

¹Soft skills - general skills which are difficult to measure and their change requires a longer period of time. These include communication skills, empathy, assertiveness, teamwork, creativity and other competences linked to a man's personality.

primarily for managers but some workshops focused mainly on strengthening the corporate culture, e.g. teamspirit, are designed for employees in non-managerial positions.

Outdoor training is based on the principles of **experiential learning**, thus, learning from experience based on searching for innovative solutions and overcoming tasks and challenges rather than on the mere gathering of information. Its main benefits are active behaviour, developing creative practices, improving informal relationships and being in a new environment (Beard, Vilson, 2006, pp. 15-19).

According to David Kolb's² research (1976) 80 per cent of our knowledge comes from own experience. The method of experiential learning is a very effective tool for conveying managerial skills but the key point is to process experience from the training environment into knowledge usable in a business practice. Therefore, during outdoor training a great emphasis should be put on feedback activities (Svatoš, Lebeda, 2005, p. 17).

Figure 2: **How much from new pieces of knowledge we recall after a certain time**

	Piece of knowledge obtained by		
	conveying	conveying demonstration	conveying demonstration experience
After 3 weeks people recall	70%	72%	85%
After 3 months people recall	10%	32%	65%

Source: Svatoš, Lebeda, 2005, p. 17

²David A. Kolb (born 1939) - professor of Organizational Behaviour at the Weatherhead School of Management, Case Western Reserve University. His publications focus mainly on experiential learning, career development and professional education.

3.1.5. Types of Outdoor Programmes

This chapter deals with a division of outdoor training programmes according to their aims. Svatoš and Lebeda (2005, p. 66) state that the criterion for this division is whether the aim is primarily to have fun or to get some knowledge. Given the share of fun and education there are the following types of outdoor programmes:

Team spirit events

A team spirit event is based on a unique experience which contributes to revive relationships among work colleagues and may set a new level of their cooperation. It is suitable for teams, working groups as well as a complete corporate structure of several hundreds of people (Snow, 1997, p. 10).

Team spirit activities help start cooperation among team members who search for new common experiences. They are also used as an initial stage before a client sets about team building and finally in order to motivate or reward team members working together for a long period of time.

Team building training³

A team building programme is often confused with a team spirit programme but unlike a team spirit programme it is focused on intentional, thought-out and structured team building.

Zahrádková (2005, p. 21) states that the term 'team building' is currently used for any activity taking place in a group, e.g. a birthday party, outdoor workshop or team assessment, both in a team or a work group. The author herself is inclined to the original definition of this term which covers an intentional and thought-out work with the team so that it could take advantage of uniqueness of each of its members.

Management training

A management training programme is a programme with clearly defined aims used for training of managers. It helps develop a range of skills which have a great impact on the quality of managerial work, e.g. on creating and assigning tasks, delegation of tasks,

³ See Chapter 3.2. Team Building for details.

time management and conflict solution. The programme consists mainly of team tasks. Managers solve model situations which serve to the observation and subsequent analysis of actions of individual team members with respect to the skills being developed (Harder et al., 1994, p. 4).

Teamwork training

A teamwork training programme is used for training of ‘team players‘ helping them, through various outdoor exercises, become familiar with the principles and techniques of effective teamwork. It is similar to a management training programme (Svatoš, Lebeda, 2005, p. 72).

Leadership training

A leadership development programme is focused on developing leadership skills of all those who are responsible for leading work teams or individuals. The programme is always organised with regard to specifics of individual leaders and respect for their leadership strategy. It makes its participants familiar with the principles of leadership, enabling them to explore approaches that go beyond the traditional way of leadership (Russell, 2003, pp. 1-3).

Outdoor assessment centre

The method of outdoor assessment centre serves as an effective tool for evaluation and selection. It focuses on a comprehensive assessment of prerequisites for a successful job performance. The participants can be both current and potential employees, from whom it is necessary to select those with managerial and other specific skills, e.g. work under stress, work with demanding clients etc. (Randhawa, 2007, p. 147).

An overall evaluation of job candidates summarizes their strengths and weaknesses in relation to the work position and suggests optimal steps for using their experience.

Special programmes

According to Svatoš and Lebeda (2005, p. 76) special programmes are programmes used in the situations such as an appointment of a new superior or employee dismissal. In the case of appointing a new superior an outdoor programme may help the superior and his/her subordinates to get to know each other. When dismissing employees an evaluation

programme may indicate to the leaving employees what their skills and abilities are as well as show them an interest in their further career.

3.2. Team Building

Work groups and teams working synchronously with all employees being aware of their duties and responsibilities are of great importance for each organization. If there are large work groups or teams in an organization, it is necessary to pay attention to a proper distribution of tasks and communication among employees. In this case team building makes a significant contribution.

Team building should be viewed as a starting point for changes rather than just a one-time event. It always has to be a part of an overall plan which has its goal, gradual steps and evaluation of results in order to serve as a tool for achieving company goals. If team building is viewed as a one-time event, its potential cannot be fully used.

Team building training is a training programme for work groups and teams aimed at developing both teamwork and competencies of individual employees. In addition to communication an emphasis is put primarily on the ability to provide support as well as on distribution of roles within a team.

Firstly this chapter deals with definitions of team building. Secondly it examines its history and situations in which the use of team building is suitable. Finally it describes types of team building programmes as well as their usual contents, including particular team building activities.

3.2.1. Definition of Team Building

In a simplified way, the term ‘team building’ means building or developing a team and team cooperation. It focuses not only on cooperation among team members but also on improving communication and the ability to cope with difficult situations within a team. The aim is to bond team members, use their potential to the largest possible extent and increase overall efficiency and productivity of teamwork.

According to Zahrádková (2005, p. 21) team building means an intentional and thought-out work with the team so that it could take advantage of uniqueness of each of its members.

Team building may be also defined as ‘*a process for working with a group of two or more people to facilitate and make possible an enhancement in their working relationships*’ (Hirsh, Kise, 2006, p. 225).

Another definition says that team building is ‘*in its broadest sense, a vehicle for ensuring that individuals work together harmoniously, productively and effectively to maximize task accomplishment and goal achievement*’ (Payne, 2001, p. 4).

Team building is used for various purposes. It may be focused on ineffective communication, role conflicts, ability to provide support as well as on building trust within a team. Svatoš and Lebeda (2005, p. 69) state the following purposes:

- reminding of principles of teamwork;
- developing assumptions and qualities crucial for teamwork effectiveness;
- closer and deeper knowledge of team members;
- supporting self-confidence;
- building mutual trust;
- developing team communication skills;
- adopting optimal team roles;
- showing natural leadership qualities;
- improvement in the use of creative teamwork methods.

3.2.2. History

The first team idea dates back to the late 1920s and late 1930s with nowadays well-known Hawthorne Studies. At that time a group of workers under specific conditions was monitored by using a wide range of research activities led by Professor Elton Mayo⁴. After a series of analyses it was found that the most important factors influencing employee productivity were a feeling of social support, a sense of group identity and cohesion arising from increased interaction among workers.⁵

The concept of teamwork and team building can be traced back to the 1960s when the basics of modern management were set out. It was originally aimed at improving interpersonal relationships and social interactions. Because the concept of team building developed from group dynamics, social psychology and T-groups⁶ a great emphasis was put on building relationships, group cohesion and harmony. When team building became more popular in organizations it focused more on finishing tasks, meeting aims and successful results. Today team building comprises both aspects of performance – accomplishment of team tasks and relationships among team members (Payne, 2001, p. 4).

The history of team building in the Czech Republic goes back to the 1990s. At that time team building activities were designed primarily for large companies which have enough resources to be invested in employee training and development. Nowadays even small businesses can afford them. At the beginning managers of companies proposed such programmes on their own, currently they prefer using services of team building agencies. The first Czech team building agency, called **Outward bound – Česká cesta**, was established in 1993. It was followed by the team building agency **Adventura Teambuilding** which came into existence in 1996. At present there is a wide range of team building agencies available in the Czech market.⁷

⁴ Elton Mayo (1880-1949) – an Australian psychologist, sociologist and management theorist. During his experimental work he examined the influence of social relations and employee satisfaction and motivation on factory productivity.

⁵ VAUGHTON, Tom. *The History of Team Building* [online]. Blog: Team Building and Performance, 2011-06-08. [cit. 2012-01-03]. Available at: <<http://managementhelp.org/blogs/team-performance/2011/06/08/he-history-of-team-building/>>.

⁶ T-group (sensitivity-training group) – training making individuals more self-aware and sensitive to other people.

⁷ JANEČKOVÁ, Pavla. *Tebuilding není jen hra* [online]. Superkariéra, 2009-08-11. [cit. 2012-01-03]. Available at: <<http://www.superkariera.cz/poradna/pro-firmy/teambuilding-neni-jen-hra.html>>.

3.2.3. Use of Team Building

There are two basic situations in which the use of teambuilding is suitable. The first situation is immediately after forming a completely new team when team building contributes to make the initial stage of the team development process shorter enabling a quick changeover to the stage of effective cooperation. Closer relationships among team members are established, which has a positive effect on interpersonal relationships as well as on an overall team atmosphere. Secondly team building is used in the case of already functioning teams either to prevent managers and other highly-ranked employees from burnout syndrome or to eliminate identified problems related to teamwork which, in most cases, lead to various conflicts within teams.

On the other hand team building is not always an ideal tool for an organization to achieve its intended goals. Teamwork is effective only in certain types of tasks and a certain organization of processes. Sometimes individual work is much more effective. But also in these cases it is possible to work with a group in terms of loyalty to the group or company or in terms of strengthening the corporate culture.

Vivette Payne (2001, p. 12) defines the situations in which the use of team building is not suitable and gives possible alternative solutions:

- Leader of the team, for which the use of team building is suitable, knows that during the team building he or she is going to be reassigned or leave the team for any other reason. In this case the solution is to postpone team building until a new team leader comes. Team members consider such a change as a new beginning and thus team building may be timed more properly.
- Team leader lacks professional qualifications or practical skills. In this case team leader should get needed qualifications and skills through an appropriate training.
- Team does not have enough resources. This is a problem which the team may not be able to solve. Therefore cooperation with the superior is required in order to make an agreement on the ways of getting new people, budget, equipment or other resources which are needed.
- Team performance is affected by the problems related to the performance of individuals. A possible alternative solution to team building is an independent

solution of individual problems, preferably ‘from face to face’ or in cooperation with the HR department. Team building should never be organised in order to address the issues of performance because it could destroy team morale.

- There is confusion about powers within the team. If it is possible, the team leader and team building implementer should agree on the scope of their powers and limits.
- Teamwork is not recognised or reflected in the performance appraisal system.
- Team has problems to attract and retain new members. In this case a recruitment strategy of the organisation should be assessed as well as employees’ reasons for leaving, assimilation techniques and other factors. Given the obtained findings appropriate measures should be taken.
- Team members do not have abilities and skills required for their work. The recommended alternative solution is to provide them with an appropriate training.
- Team members find themselves stuck at a standstill and feel a lack of opportunities for personal growth and career development. In this case, an organisation should provide its employees, to the greatest extent, with opportunities for further education and career growth. For intact teams it is also possible to use alternate tasks and special projects to improve satisfaction of members.
- It is not possible for all team members to take part in team building. In team building, the full participation of all team members is one of the essential conditions for its implementation.
- Team has a bad experience with team building. In such a situation team building should be postponed and another way of improving team performance should be found. After a certain improvement team may be ready for appropriate team building.

3.2.4. Types of Team Building Programmes

This chapter deals with a variety of team building programmes which are often offered by team building agencies. Zahrádková (2005, p. 132) states the following types of programmes:

Team bonding programme

A team bonding event is based on the principles of experiential learning. An emphasis is put on common experiences helping team members bring together. It is focused on stimulating team identity, spirit and belonging rather than on analysing situations. During this event a variety of both indoor and outdoor activities with different levels of difficulty is used.

Team building programme

A team building programme is used, in the case of completely new teams in order to help them get to the stage of effective cooperation as quickly as possible, and in the case of already existing teams mostly to eliminate problems related to teamwork, e.g. ineffective communication or role conflicts.

It is usually organised for work teams, project teams and cooperating departments. The ideal team size is 10 to 12 members. Smaller or larger teams may take part in a teambuilding programme as well but the maximum size of a team is 30 members.⁸

There are a number of team building activities and games with different aims, form, duration as well as the level of difficulty. Unlike a team bonding event, feedback activities and seminars are of great importance.

Coaching

With regard to teams and teamwork, coaching is focused on assisting various work teams when implementing new changes or improving their performance. An emphasis is put on team aims which should be precisely defined as well as on the analysis of the situation

⁸ *Teambuilding – pro koho je vhodný* [online]. Andra training. [cit. 2012-01-04]. Available at: <<http://www.andra.cz/nase-sluzby/teambuilding>>.

within teams helping reveal potential problems related to teamwork. For well-motivated teams coaching is a very effective tool for achieving required changes.

Experiential learning

This type of programmes is based on the principles of both experiential and active learning, which makes from that a very attractive method of employee training and development. During various activities provide different points of view on currently occurring events, thereby learning together while putting an emphasis on the use of knowledge and skills in practice.

Expeditions and demanding projects

Expeditions and other physically and mentally demanding projects require good health and physical condition of participants, a team which is already bonded and works well, motivation of team members to overcome obstacles as well as decisions of participants to take part in such an action. They take place in challenging outdoor conditions where individuals try hard to surpass themselves. Such extreme situations help participant's reveal basic tendencies toward problem solving. Moreover, their overcoming contributes to team bonding (Zahrádková, 2005, p. 152).

Entertainment events

The main objective of entertainment events is to encourage motivation and loyalty to the company, alternatively to reward employees or business partners (suppliers, intermediates and customers). They are focused on providing their participants with a positive experience. Moreover, entertainment events are also a great opportunity for establishing informal relationships rather. They may also serve as supplements to various off-site meetings where they are used to make a busy schedule of meetings more varied (Zahrádková, 2005, p. 153).

3.2.5. Contents of Team Building Programme

The team building programme usually takes 1 to 3 days. At the beginning participants are familiarized with the contents of the programme, instructors and **instructions** for individual activities. The programme itself starts with opening activities focused on braking mutual barriers, overcoming shyness, getting away from everyday problems and putting participants in a good mood. Gradually these games turn into **team building activities** oriented on developing communication and trust or eliminating problems related to teamwork, during which participants try to solve various tasks mostly in an unusual environment.

Instructors (facilitators)⁹ are responsible for assigning individual tasks, creating conditions enabling their accomplishment and, last but not least, creating a friendly cooperative atmosphere. They respond flexibly to team actions and direct them so that the objectives of the programme could be achieved.

Each building programme requires a number of **feedback activities** and theoretical seminars which contribute to improving the aspects of entire team building. An emphasis is put both on the feedback activities immediately after each game or task as well as on an overall evaluation at the end of the team building session which should be always in both directions, namely towards both the client and the team building implementer.

⁹ Facilitator – a person outside the team providing assistance with team processes and development.

3.2.6. Team Building Activities

There is a variety of team building activities used during team building. They differ in terms of form, duration, level of difficulty and aims. In practice, they are often combined.

According to Svatoš and Lebeda (2005, pp. 88-102) state the following types of team building activities:

Icebreakers - opening activities usually taking about 5 to 20 minutes. They are aimed at breaking mutual barriers, overcoming initial shyness and creating a friendly cooperative atmosphere as well as at motivating team building programme participants.

Example:

2 Truths & a Lie – participants' task is to write down 2 truths and a lie about themselves. Afterwards they introduce these 3 statements to the rest of the group who makes a guess which of the statements is a lie.¹⁰

Dynamics - rather problematic tasks with no given solution patterns. They are focused on developing team cooperation and dynamics and serve as model situations showing important features of team functioning which should be taken into consideration when choosing other activities.

Example:

Keypunch – a dynamic activity aimed at improving cooperation, communication and performance in medium-sized groups. Participants' task is to touch randomly placed cards with numbers forming the keypad as quickly as possible and under certain rules.¹¹

Team strategy games – games during which a few smaller teams compete against each other. Afterwards actions of team members are analysed allowing to compare different approaches, time management, the level of communication, etc.

¹⁰ *Icebreakers, Warmups, Energizers & Deinhbitizers* [online]. Wilderdom, 2011-03-14. [cit. 2012-01-04]. Available at: <<http://wilderdom.com/games/Icebreakers.html>>.

¹¹ *Team Building Activities, Initiative Games & Problem Solving Exercises* [online]. Wilderdom, 2011-03-14. [cit. 2012-01-04]. Available at: <<http://wilderdom.com/games/InitiativeGames.html>>.

Rope obstacles - the task of each individual is to conquer obstacles made of rope and wood, usually a few metres above the ground. It helps individuals realise the closeness and psychological support of their colleagues, which leads to developing trust among team members.

Outdoor sports - mentally and physically demanding sports, such as climbing, rafting, abseiling and orienteering. They have various purposes. For example, when climbing, participants have to learn to trust a person belaying them, whereas when abseiling responsibility is put in their own hands.

Construction tasks – constructing various vessels or bridges with the use of barrels, logs, ropes, etc. These tasks are focused on improving communication and cooperation within a team. They may also serve as a model of cost/revenue optimization when the material is bought for given prices and the team gets a certain amount of money for the transportation of each of its members.

Activities focused on communication – various discussions and other communication activities aimed mainly at improving argumentation, improvisation and negotiation skills.

Activities focused on trust building – various helping participants realise what it means to be dependent on the assistance of others.

Creative activities – activities used to encourage creativity, such as making collages from various materials, making videos, etc.

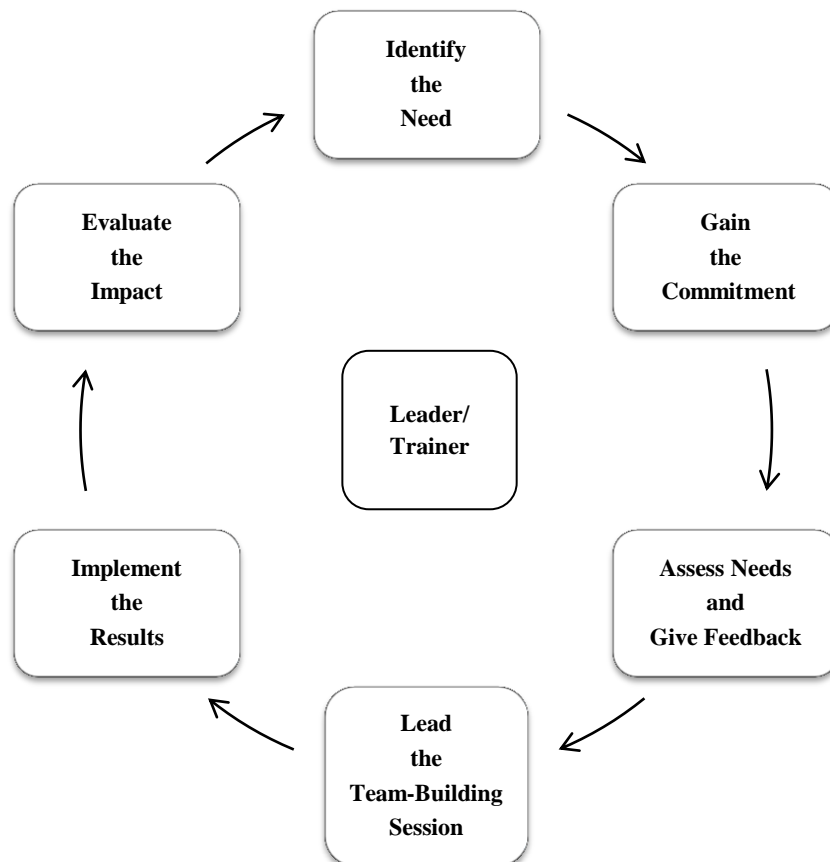
Social events - events usually organised at the end of a team building programme. An example of such an event is the activity called Casino Las Vegas – a casino themed party during which participants dressed in costumes have a good time while ‘gambling’ (Svatoš, Lebeda, 2005, pp. 100-102).

3.3. Process of Team Building in Practice

Team building always needs to be a part of an overall plan in order to serve as a tool for achieving company goals. It may be comprised of one event or a series of events organised over a period of time but in any case it should be viewed as a continuous process.

According to Payne (2001, p. 5) there are the six steps in the process of team building: identifying the need, gaining the commitment, assessing needs and giving feedback, leading the team building programme, implementing results and evaluating the impact. These are the subject of this chapter.

Figure 3: **The Six-Step Team-Building Process**



Source: Payne, 2001, p. 5

3.3.1. Identifying Need

The overall process of team building always starts by realising that team building is needed. Its success depends on deciding whether it is the best way of satisfying the identified need. The factors indicating the need for team building are mainly any failures in teamwork but it may be also used to increase team efficiency, e.g. when performing strategic tasks (Parcon, 2006, pp. 9-11).

Regarding problems related to teamwork, Payne (2001, p. 11) uses the term 'team distress' which is usually caused by e.g. decreased communication, reduced trust as well as by poor decision making or undermining others' efforts. In the case of any failures in teamwork the manager always has to decide whether they are widespread or caused by the actions of only one or two team members. If they are widespread, team building may help eliminate them, if not, the problems have to be solved on an individual basis.

An important issue in deciding about doing team building is its timing. The initial step towards readiness is when the manager makes decision towards problem solving or using the opportunity. The manager also has to be prepared to accept changes initiated by team building.

3.3.2. Gaining Commitment

A team building session may be led by the team leader, operating manager or a professional trainer, either internal or external. Therefore at the beginning of the team building process it is needed to decide who will be the leader of the programme. Usually a team building session is led by a professional trainer. However team building led by the manager has also its advantages, especially because the manager gains a new perspective on his or her competency to manage and becomes more confident when solving newly arisen problems.

A decision to take part in team building starts with making an agreement, followed by drawing up a contract between the manager and the trainer. The contract clearly defines what the manager and the trainer expect from each other and what the plan of their cooperation is. After assessing the needs of team building the contract has to be revised because the following data collection, which is another step in the process of team

building, may change expectations, roles and other aspects of the agreement. However, the original contract defines the scope of cooperation between the manager and the trainer.

According to Payne (2001, pp. 24-25) the contract should cover the following parts:

- **Manager's view on the issue** – the manager has to provide the trainer with the reasons why he or she thinks that team building is needed.
- **Scope of the trainer's work** – the manager and the trainer have to make an arrangement on the scope of the trainer's work, e.g. whether the trainer will address all aspects of team building or just certain issues.
- **Role of the trainer** – the manager and the trainer have to make an arrangement on the role of the trainer during team building, e.g. the trainer as a problem solver, data gatherer, coach, etc.
- **Manager's expectations from team building** – it is important to clarify the manager's expectations from team building. They should be always real and achievable.
- **Process of evaluation and data collection** – the intended process of evaluation and data collection has to be described, including choosing the most appropriate methods.
- **Team building output** – the trainer has to be aware of what the manager expects from team building.
- **Manager's support and role** – the manager and the trainer have to make an arrangement on how the manager will support the team and maximise benefits of team building. It also covers an arrangement on the manager's role within team building.
- **Time schedule arrangement** – a time schedule of the team building session have to be discussed, e.g. a data collection, duration of the session, etc.
- **Confidentiality** – arrangements around confidentiality needs to be discussed as well.
- **Follow-up** – the manager and the trainer have to discuss how they will follow up on the team building session, how soon they will evaluate progress, etc.

During contracting both the manager and the trainer should be present so that they could discuss their needs and concerns. The responsibility of discussing these issues lies in both parties.

3.3.3. Assessing Needs and Giving Feedback

The aim of assessing the needs for team building is to identify the cause of problems and questions which should be solved through a team building session. It is a very important step because only a team building session which is based on a systematic identification of problems has a better chance to be successful.

According to Payne (2001, pp. 31-81) assessing the needs for team building covers the following steps:

1. Defining aims

The first step in the process of assessing needs for team building is to define its aims. Understanding broader aims makes clear which information is relevant and how much information and from whom is needed to collect. The aims differ according to the purpose of team building. If the purpose of team building is to eliminate problems related to teamwork or problems in interpersonal relationships, collecting data is aimed at finding what works well and what not with respect to the team functioning. If team building should help the team with strategic issues, collecting data is usually focused on the position which should be achieved by the team. Sometimes the process of data collection examines both areas.

2. Choosing methods for data collection and evaluation

One-to-one interviews, focus groups (interviews in small groups), questionnaires and other methods of written evaluation are mainly used to collect data for team building. Each of the methods has its advantages and disadvantages.

In the process of team building interviews are the most popular method but compared to other methods they are most time-consuming mainly with regard to making arrangements, transportation and coordination of schedules of the interviewer and

interviewees. An emphasis also has to be put on data recording which may be also quite demanding.

3. Data collection

The success of collecting data depends on the relationship between the trainer who collects information and those who deliver it. Because the relationship affects the quantity and quality of the data obtained, the trainer has to provide team members with introductory information, such as what is the purpose of the data collection, how the whole process will be organised, etc. Answering these questions mitigates concerns and encourages members to deliver true and honest information. The initial relationship between the trainer team building participants is of great importance because it builds trust not only in him or her but also in the entire process of team building.

4. Data analysis

The process of data collection is followed by data analysis aimed at finding the main problems which should be solved during a team building session. During an analysis it is important to be careful about accuracy especially with regard to data categorization and summarization. The results should never be understated or exaggerated. A poor data analysis destroys the integrity of the team building session as well as casts doubt on the trainer's professional competence. An accurate and thorough analysis enables the team to focus on proper issues and reach great team building results.

5. Giving feedback

The assessing needs for team building is to give feedback both to the manager and the team. The trainer gives the manager both the results of the analysis as well as his personal views which may be quite useful. But the trainer always should differentiate between the information obtained from team members and his or her own opinions and impressions. The manager should accept all the information (Moxon, 1998, pp. 83-84).

The trainer usually gives feedback to the team before a team building session starts. This happens especially in the situations when the manager wants the team to be engaged in deciding about certain issues which should be discussed during team building. It is also considered to be a kind of strategy for building commitment to team building.

3.3.4. Designing and Leading Team Building Programme

Discussing results of the previous data analysis is followed by deciding whether team building will be realised, or not. If so, the aims and schedule need to be set. The obtained data show if team building is a suitable method of employee training and development and what the rough structure of the team building session should be.

After a decision is made, the trainer prepares a team building workshop schedule. Sometimes he or she can propose more than one alternative and describe advantages of each of them. In this case the manager and the trainer have to make an agreement and choose the most appropriate proposal.

Structures of team building sessions vary according to specifics of teams. It is important to realise that each team has different problems, needs and dynamics, e.g. the members of a team formed only to accomplish a short-term project should focus on making cooperation among them as effective as possible in order to reach required objectives, whereas the members of a team which faces some problems should try to eliminate them.

3.3.5. Implementing Results

The success of the team building session depends especially on the well-timed and thorough implementation of team building session results. The responsibility for documenting team building results lies on the team building trainer. The trainer also provides the participants with assistance while putting team building session results into practice. Sometimes the trainer supposes that it is entirely his or her responsibility, at other times the responsibility is shared with the manager or team members.

Payne (2001, p. 121) states that during the team building session the following information needs to be documented:

- **Executive summary** – a summary of team building session highlights which is useful for both stakeholders outside the team and the team building participants.
- **Team's feedback** – a summary of all feedback documents forming a baseline for team performance during team building.

- **Mission, roles and agreements** – a document including an agreement on the mission statement, division of roles, etc.
- **Action plan** – a plan of goals which are intended be achieved by the team over a period of time. It is usually focused on 3 main areas of improving team performance: firstly on boosting functional roles and execution of team mission, secondly on clarifying responsibilities and roles of team members, and finally on improving communication.
- **Next steps** – other important information which may be documented during or after the team building session.
- **Final evaluation** – a report include the final evaluation of the team building session by its participants.

The trainer and the manager help ensure an effective implementation of team building session results by a variety of supporting activities. Firstly the trainer documents team building results and provides the final report within two weeks after the end of the team building session. It helps maintain impressions from the session as well as initiate improvement actions. Secondly the trainer and the manager provide the team with assistance while fulfilling its commitments. It is important for the team to make always realistic commitments so that they could be fulfilled successfully over a given period of time. Thirdly the trainer and the manager ensure that all team members are engaged in the implementation plan, thus, everyone on the team helps implement the action plan items. Finally, after approximately one month, the trainer checks how the team is doing, which is a great opportunity to evaluate the preliminary impact of the team building session on team performance.

3.3.6. Evaluating Impact

Evaluating the impact of the team building session is the last step in the entire process of team building. This step is very important because it allows both the trainer and the manager to examine the overall effectiveness of team building. The immediate evaluation at the end of each team building session provides feedback about the quality of the session, meeting or not meeting its objectives as well as about the participants' opinions on the

usefulness of the session. The next evaluation, usually after three to six months, is aimed at finding if the session has really contributed to improving team performance. Neither the manager nor the team should expect that six months after the end of the session all problems will be solved or that new problems will not arise, but the evaluation after a certain time gives a great opportunity to look at progress which has been achieved or to determine how another team building session, eventually other methods of intervention, could help the team continue to improve performance.

Evaluating the implementation of team building session results is done by the trainer, manager as well as the team. According to Payne (2001, p. 141) the following items are discussed:

First of all, all parties assess the status of action plan implementation. The first check-in with the team has to be done one month after the end of the team building session. It serves to assure that the team has begun to implement team building agreements and action plan items.

After three months the trainer works with the team on identification of experienced problems and obstacles. It usually happens that the team is not able to implement all of the action plan items. In this case the trainer provides the team with coaching how to overcome the obstacles and barriers.

Secondly the trainer helps both the team and the team manager determine issues which should be the subject of subsequent team building sessions. The best way to do that is by re-administering the initial evaluation.

4. PRACTICAL PART

4.1. Company Profile

Figure 4: **The Logo of the Czech Power Company CEZ**



Source: the CEZ official website

The Czech power company **CEZ, a. s.** was founded in 1992 by the National Property Fund of the Czech Republic which is still the majority owner of its shares. The CEZ main business activities are the **production and sale of electricity and related support of power systems**. It also deals with producing, distributing and selling heat.

In 2003, after a merger of CEZ with distribution companies, **CEZ Group** came into existence. In a short time it has become the most significant energy group in Central and Eastern Europe. Currently CEZ group is one of the ten largest electricity groups in Europe. In the Czech Republic CEZ Group is the largest electricity and heat producer, the majority distribution system operator and the strongest subject in the both wholesale and retail electricity market.

After a number of successful acquisitions of distribution companies and power plants, e.g. in Bulgaria, Romania and Poland, and entering new markets in other countries of Central and Eastern Europe, Czech Group has become an multinational enterprise composed of more than 90 Czech and foreign companies.

Besides the production and sale of electricity CEZ Group deals with planning, telecommunications, information technologies, mining raw materials, processing energy by-products as well as in construction and maintenance of energy facilities. It is also engaged in nuclear research.^{12 13}

4.1.1. Department Profile

The profile of the Billing Department of the Czech power company CEZ, Ostrava may be briefly summarized in the following points:

- **Official title:** ‘Fakturace Retail’
- **Number of employees:** 24 (23+1 manger)
- **Gender:** only women (both married and unmarried)
- **Age:** 25-45
- **Team composition:** relatively stable
 - 55 percent of employees have been working in the department for 1-5 years
 - 45 percent of employees have been working in the department for 6-10 years
 - the current manager has been in the department since January 2011
- **Work characteristics:** without a significant change but a greater emphasis on working in project teams¹⁴

¹² *Czech Power Company CEZ Introduction* [online]. The CEZ official website, undated. [cit. 2012-01-26]. Available at: <<http://www.cez.cz/en/cez-group/cez.html>>.

¹³ *CEZ Group Introduction* [online]. The CEZ official website, undated. [cit. 2012-01-26]. Available at: <<http://www.cez.cz/en/cez-group/cez-group.html>>.

¹⁴ The information has been provided by the manager of the department.

4.2. Client's Request

When the manager realises the need for team building, it is needed to decide who will be the leader of the team building session. If the manager prefers a team building session led by an external professional trainer, he or she should contact one of a large number of team building agencies currently available in the Czech market. The contact is usually done in electronically through a so called **request form**¹⁵ in which the manager provides the basic information, e.g. the type of the requested event, size of the team, preliminary date etc., needed for the team building agency to make an initial idea about the requested event. After submitting the completed request form the manager has to wait until an agency representative contacts him back usually to arrange a personal meeting where necessary issues will be discussed.

Having monitored team projects the manager has found that in the department there is lower willingness to communicate and discuss possible solutions. The employees fail to ask each other questions as well as check if they understand given tasks clearly. They often lack the courage to express and defend own opinions. Moreover, experienced employees are not often willing to share their knowledge and experience with other employees.

These problems are likely caused by changing the way the department has been managed. More than before the employees are being assigned tasks demanding team cooperation for which effective communication is essential.

That is why the manager is requesting a **team building event aimed at:**

- making the participants familiar with the principles of effective communication
- improving communication and cooperation among the participants
- motivating the participants for greater team performance
- providing the participants with an opportunity to get to know each other in unusual situations
- emphasizing the importance of providing feedback

¹⁵ An example of request form is stated in the Supplement 1.

Other information:

- **Duration of event:** 2 days (Thursday-Friday)
- **Possible date:** the beginning of June – it will be specified later
- **Number of participants:** 24 (23+1)
- **Other services:**
 - Accommodation: no
 - Transport: no
 - Catering: no
 - Accident insurance: no
- **Budget amount:** 75,000 CZK
- **Additional comments:**
 - the event is preferred to take place in Velké Karlovice
 - the manager will arrange accommodation and meals at the Hotel Laterna on her own – the hotel is chosen based on the previous really good experience
 - company cars will be provided for transportation

Source: own research

4.3. Own Research

The research is focused on finding out if a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava, and if the main problem which the employees face while working in a team is a lack of communication. It covers the following steps:

- defining aims;
- choosing methods for data collection;
- data collection and analysis;
- giving feedback (evaluation of results).

During the research the **manager's observations are taken into consideration.**

4.3.1. Aims

The aims of the research are firstly to find out if a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava, and secondly to find out if the main problem which the employees face while working in a team is a lack of communication in the department. If the main problem which the employees face while working in a team is not related to communication, the research should help identify other problems which negatively affect teamwork among the employees.

The first aim is general one. There are situations in which team building is not an ideal tool for achieving intended goals. For example team building is not recommended when all team members cannot take part in team building activities or when the team has a bad experience with team building.¹⁶ Therefore it is always necessary to find out if a team building activity is a suitable method of training for a particular team.

The second aim is based on the observations of the manager who has noticed that in the department there is low willingness to communicate and that the employees become involved in discussions with difficulty.

To meet the aims of the research (as well as the aims of the thesis) two hypotheses to be verified have been formulated. The hypotheses are as follows:

- 1. A team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava.**
- 2. The main problem which the employees face while working in a team is a lack of communication in the department.**

¹⁶ See Chapter 3.2.3. Use of Team Building for details.

4.3.2. Research Participants

The research participants are both the **manager and 23 employees of the Billing Department of the Czech power company CEZ, Ostrava**. During the interview the manager will be asked approximately 10 questions about his subordinates and teamwork among them. The employees will complete two types of questionnaires focused mainly on team building and communication within the team.

4.3.3. Research Methods

The primary data will be collected by using basic social research methods, namely by a semi-structured interview (a qualitative research method) and structured questionnaires (a quantitative research method).

Semi-structured interview

A semi-standardized interview will be used to verify the **1st hypothesis from the manager's point of view**. This type of interview is regarded to be the most suitable one because it includes questions prepared in advance whose order may change. Moreover, an interviewer may create new questions or omit some of them. During the interview the manager of the department will be asked 10 questions about teamwork and team building as well as other questions which will help find out if a team building activity is a suitable training method for the employees of the department. When formulating the questions the chapter 'Use of Team Building' stated in the theoretical part of the thesis was taken into consideration.

Structured questionnaires

During the research two types of structured questionnaires will be used.

The questionnaire No. 1 will be used to verify the **1st hypothesis from the employees' point of view**. It contains 15 questions, both open and closed, divided into two groups. The first group includes questions related to team building and teamwork in general and the other one is comprised of questions related to a team building workshop. The aim of this questionnaire research is to find out what the employees think about teamwork and

team building and if they would like to attend a team building workshop at present, which will contribute to the decision whether a team building activity as a tool for improving teamwork is suitable for the employees of the department. The questionnaire serves as a supplement to the semi-structured interview.¹⁷

The questionnaire No. 2 will be used for verifying the **2nd hypothesis**. It includes 18 closed questions divided into two groups. The first group is comprised of questions related to communication among the employees themselves and communication between the employees and the manager and the other one contains questions asking about other factors related to work in the department. These factors are teamwork, team conflicts, motivation and career growth. The aim of this questionnaire research is to find out if the employees' observations related to communication in the department correspond to the observation of the manager who states that in the department there is low willingness to communicate. If the research reveals that the main problem which the employees face while working in a team is not related to team communication, it should contribute to identify other problems which have a negative impact on teamwork among the employees.¹⁸

4.3.4. Analysis of Interview

During the interview the manager of the department was asked 10 questions about her attitudes towards teamwork and team building as well as other questions which helped decide whether a team building activity is a suitable method of training for the employees in the department.

Below there are some examples of both the questions and the manager's answers from the interview. The complete list of the questions is stated in the Supplement 2.

¹⁷ The questionnaire No. 1 is the subject of the Supplement 3.

¹⁸ The questionnaire No. 2 is stated in the Supplement 7.

1. Are you going to be reassigned or leave the department for any other reason in the near future?

'I have been managing this department since 2011. Leading a new team has been a challenge for me that is why I am not going to be reassigned or leave the department in the next future.'

2. Is teamwork among the employees in your department important for you?

'Teamwork is essential for the department functioning. Assignments can be accomplished only through an effective cooperation and communication among the employees.'

3. Are you able to lead the employees in your department?

'I experienced leading teams which had more than 35 members. So I have no problems with leading the team consisting of 23 members.'

4. Why have you decided to organise a team building workshop for the employees in your department? What was your impetus?

'Having monitored group projects I have found that in the department there is a low willingness to communicate. The employees become involved in discussions with difficulty. Probably they were not used to take part in problem solving.'

5. Are you confident that the team members are not worried about team building?

'I am not confident but I have discussed the need for a team building event with all team members. Given my own experience I have made them familiar with the purpose and content of such an event. Therefore I believe that I have managed to remove a majority of their potential worries.'

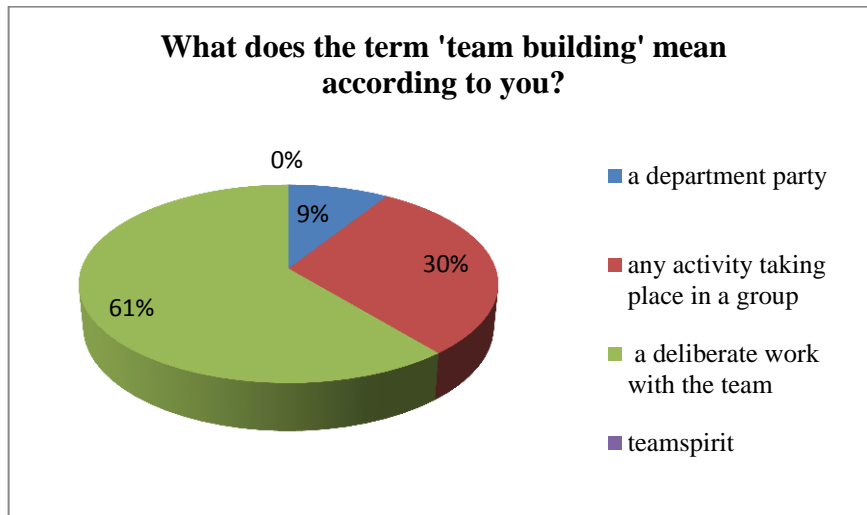
4.3.5. Analysis of Questionnaire No. 1

During the questionnaire research No.1 the employees of the department were asked 15 questions about their attitudes towards team building. The questions were divided into two groups. The first group was comprised of questions related to team building and teamwork in general and the other group included questions related to a team building workshop. The aim of this questionnaire research was to find out what the employees thought about teamwork and team building and if they would like to attend a team building workshop at present.

This chapter analyses the most important answers from the questionnaire. The complete analysis of the questionnaire is stated in the Supplement 6. For better illustration of the results pie charts are used.

The research reveals that a vast majority of the employees (21 out of 23 employees) have already encountered the term ‘team building’, which confirms the fact that in Czech companies the concept of team building is widely spread.

Chart1: What does the term ‘team building’ mean according to you?

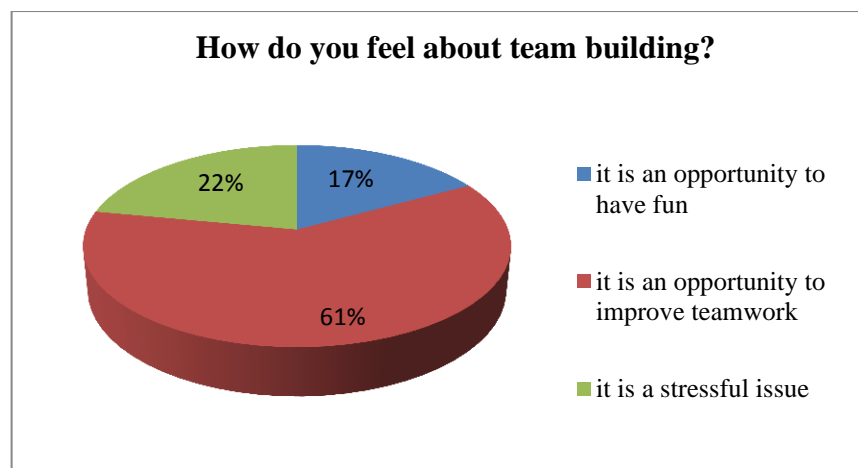


Source: own research

The Chart 1 shows what according to the employees the term ‘team building’ means. About 60% of the employees think that team building means a deliberate work with the team, 30% of the employees use this term for any activity taking place in a group and

about 10% of the employees even for a department party. This confirms the fact that in Czech companies the term ‘team building’ is often used for various activities, e.g. outdoor workshop, team assessment or even a birthday party, taking place both in a team or a work group. The option ‘teampirit’ was offered to the respondents because it often happens that a team building programme is confused with a team spirit programme. Despite this fact, none of the employees think that team building and teampirit mean the same thing. With respect to this result the manager of the department states that in the company teampirit events are not held and it is very likely that a large number of the employees in the department have not encounter the term ‘teampirit’ so far.

Chart 2: How do you feel about team building?



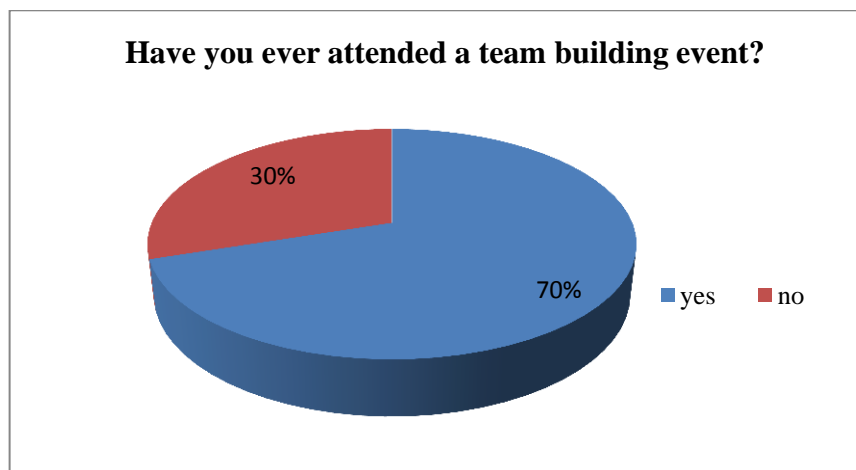
Source: own research

The Chart 2 shows how the employees feel about team building. About 60% of the employees see team building as an opportunity to improve teamwork and 17% as an opportunity to have fun, which means that almost 80% of the employees have a positive attitude towards team building. For 22% of the employees team building is a stressful issue. With regard to team building there is always a certain number of employees who are afraid of team building, usually for one of two reasons. The two reasons are no experience with team building so far or bad experience. The employees who have never attended a team building event so far should be made familiar with the purpose and content such an event and they should also be provided with experience of those who has already participated in a team building session. If employees have a bad experience with team building, the solution is much more difficult. It is possible to take certain steps but the final

decision on whether or not to attend a team building event should be always left up to the employees themselves.

When introducing team building in Czech companies team building events often included activities which were physically and mentally demanding (e.g. extreme sports), which has contributed to the fact that there is a quite large number of employees who have bad first experience with team building. Only later team building activities started to be chosen much more carefully and with respect to the team structure and requirements.

Chart 3: **Have you ever attended a team building event?**



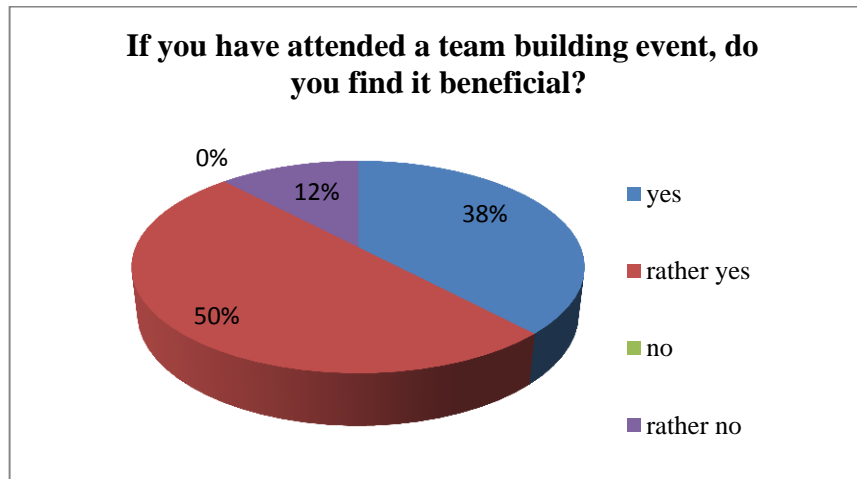
Source: own research

The research reveals that 16 out of 23 employees have experience with team building, which accounts for 70%. From these employees 5 employees have attended a team building event organised by the team leader (operating manger), 3 employees have attended a team building event organised by an external trainer (team building agency) and 8 employees have participated in several team building events organised either by the team leader or by an external trainer. Despite the fact that some of the employees have previous experience with team building, the potential team building event will be organised in the department led by a new manager for the first time. That is why it may not only help eliminate identified problems but also give rise to a number of questions.

When finding out attitudes of employees towards team building an emphasis should be to put on what they think about teamwork in general. For 20 out of 23 employees in the

department teamwork is important and the same amount of employees consider themselves team players, which is for team building very important.

Chart 4: If you have attended a team building event, do you find it beneficial?

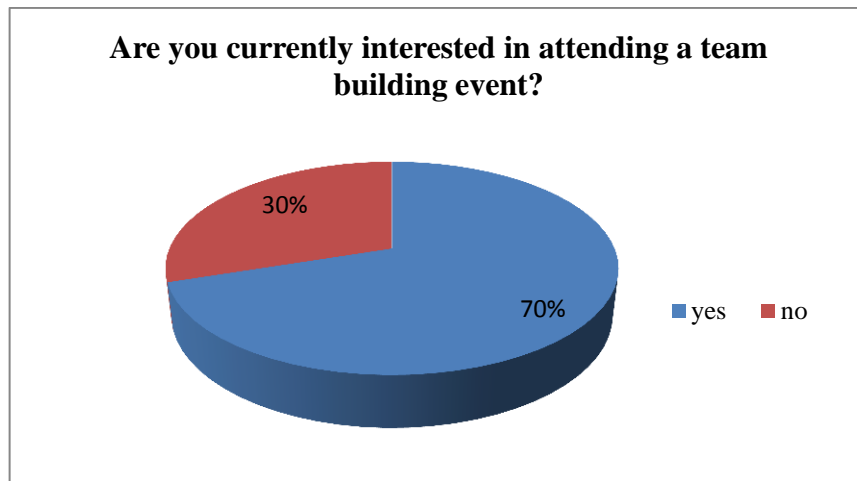


Source: own research

The employees who have already participated in a team building event, organised either by the team leader or an external trainer, should be asked whether they find it beneficial or not. The Chart 4 shows that 38% of the employees who have experience with a team building event think that it has been beneficial followed by 50% of those who say 'rather yes' towards team building event usefulness. Only 12% of the employees think that a team building event has been rather unbeneficial and there is no one in the department finding it entirely useless.

A very important step in deciding whether to organise a team building event or not is finding if employees are interested in attending such an event. If there are a majority of employees who are against a team building event there is no use to organise that. If there is a majority of employees who would like to attend a team building event it is the first step towards successful team building but it does not happen very often. The most frequent situation is when about a half of employees are for attending a team building event and about a half of them are against usually because they have no experience with team building event so far or their experience is bad, as mentioned above.

Chart 5: Are you currently interested in attending a team building event?



Source: own research

The Chart 5 shows that 70% of the employees in the department are for attending a team building event and only 30% of them are against. It is information which is very important for the entire process of team building in the department. The manager of the department has contributed to this great result for sure by discussing a need for a team building event with all employees and by making them familiar with the purpose and content of such an event.

The most interesting question in the questionnaire but also the most difficult one is the open question which is:

In case of organising a team building event it should be, according to you, focused on:

The employees who answered this question think that the potential team building event should be primarily focused on improving communication within the team (the most frequent answer) followed by improving teamwork, improving relationships among the team members and team bonding. The result shows that the problem of a low willingness to communicate and involving in discussions with difficulty has already been discussed in the department.

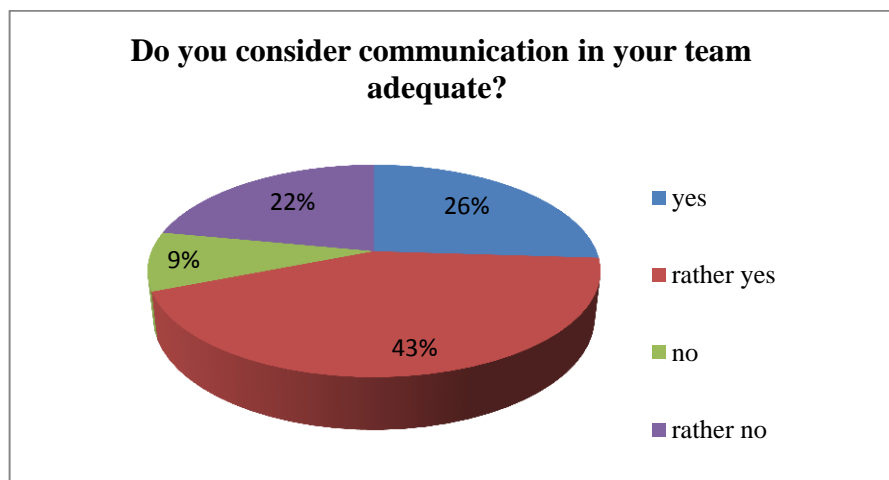
4.3.6. Analysis of Questionnaire No. 2

During the questionnaire research No. 2 the employees of the department were asked 18 questions about their attitudes towards communication and other factors related to work in the department. The questions were divided into two groups. The first group was comprised of questions related to communication among the employees themselves and communication between the employees and the manager and the other one contained questions asking about teamwork, team conflicts, motivation and career growth. The primary aim of this questionnaire research was to find out if the employees had the same opinion on communication in the department as the manager who thinks that in the department there is low willingness to communicate. In the case of revealing that the main problem which the employees face while working in a team is not related to team communication, the research should have contributed to identify other problems negatively affecting teamwork among the employees.

This chapter analyses the most important answers from the questionnaire. The complete analysis of the questionnaire is the subject of the Supplement 7. For better illustration of the results pie charts are used.

The research reveals that the employees in the department have different opinions on communication among themselves and on communication with the manager.

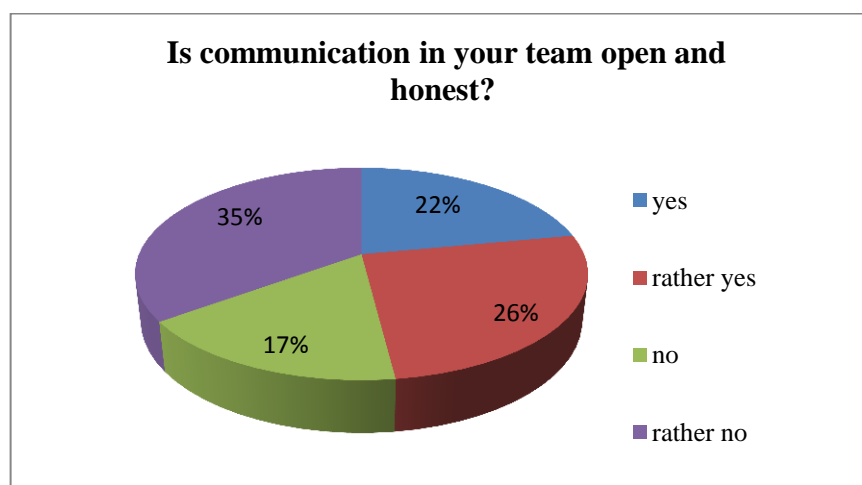
Chart 6: **Do you consider communication in your team adequate?**



Source: own research

The Chart 6 shows that 26% of the employees consider communication in their team adequate followed by 43% of those who say 'rather yes' towards adequacy of team communication. About 20% of the employees think that communication in their team is rather inadequate and 9% of them find it entirely inadequate. It is likely that for employees, who think that there is enough communication in their team, communication is not so important and that the current situation suits them. The rest of the employees consider communication among themselves more or less inadequate.

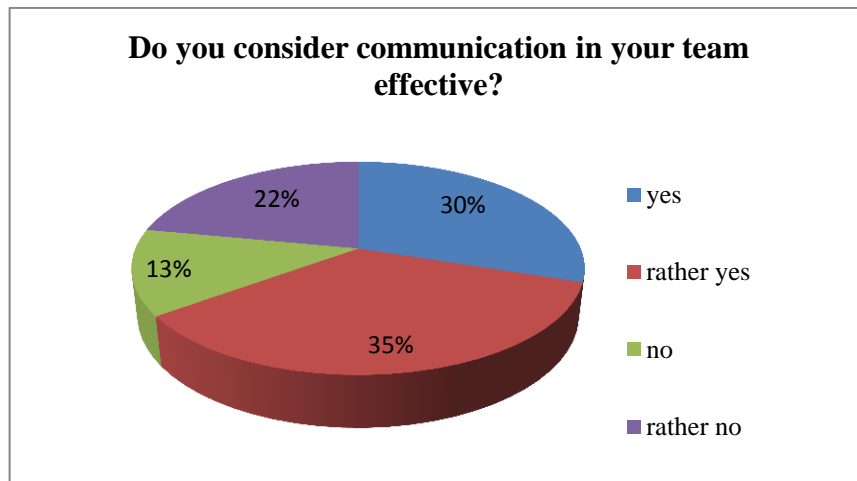
Chart 7: Is communication in your team open and honest?



Source: own research

The Chart 7 shows that 22 % of the employees consider communication in their team open and honest and for 26 % it is rather open and honest. A full 35 % of the employees say 'rather no' towards communication openness and honesty followed by 17% of those who think that in their team there is not any open and honest communication environment at all.

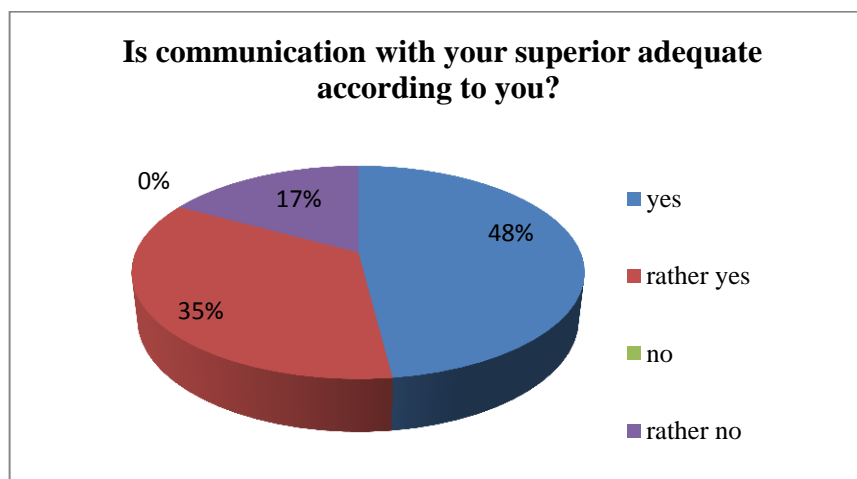
Chart 8: Do you consider communication in your team effective?



Source: own research

The research reveals that 7 out of 23 employees, which accounts for 30%, consider communication in their team effective followed by 35% of those who say 'rather yes' towards effectiveness of team communication. About 20% of the employees think that communication in their team is rather ineffective and 13% of them find it entirely inefficient. This question is recommended to be discussed in detail in the team because each team member may perceive communication effectiveness differently.

Chart 9: Is communication with your superior adequate according to you?

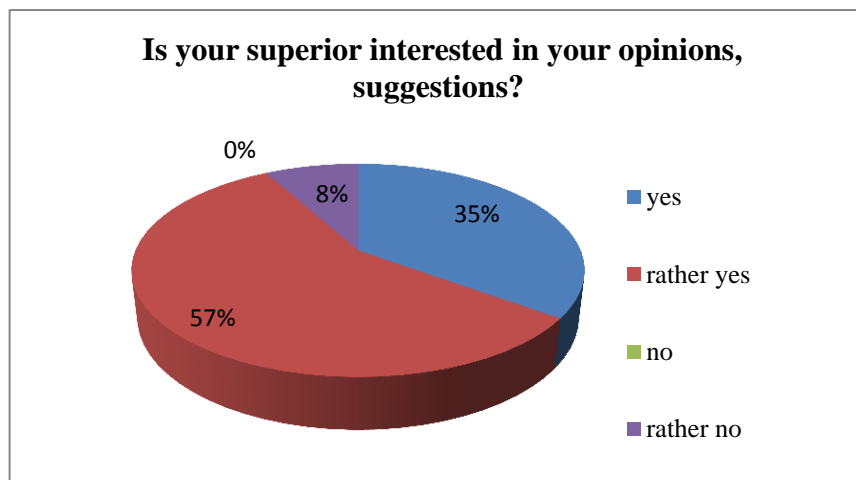


Source: own research

Communication with the manager is perceived as being much better than communication among the employees themselves. Almost 50% of the employees consider communication with their superior adequate followed by 35% of those who say ‘rather yes’ towards adequacy of communication with the manager of the department. For 17% of the employees communication with their superior is rather inadequate and there is no one in the department finding it entirely inadequate. About 80% of the employees have a positive attitude towards communication with their superior, which proves that the manager of the department pays attention to effective communication with her subordinates.

More than 50% of the employees communicate with their superior mostly in person, followed by almost 40% of those who use email. Less than 10% of the employees communicate with their superior mostly by telephone. According to the employees’ answers in the department communication in person is preferred to communication by email and telephone. With regard to this result the manager of the department should consider if communication in person is effective in all cases.

Chart 10: Is your superior interested in your opinions, suggestions?



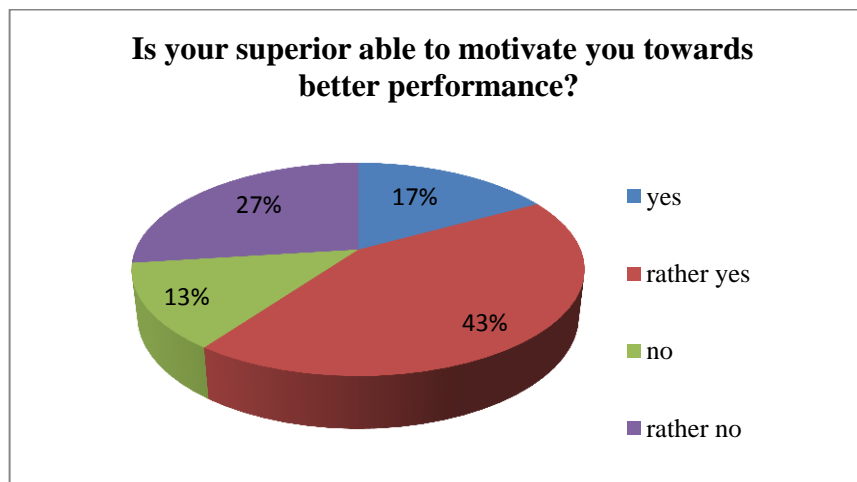
Source: own research

The Chart 1 that shows 17 out of 23 employees, which accounts for 92%, think that their superior is more or less interested in their opinions and suggestions. Only 8% of the employees consider the manager’s interest in their opinions in their opinions and suggestions inadequate and there is no one in the department finding it entirely inadequate.

This result proves that the employees in the department are given enough space to express their opinions and suggestions.

The second part of the research reveals that the employees in the department, except for a lack of communication, are not currently facing any other problems related to teamwork, team conflicts or career growth which may negatively affect teamwork among the employees. However, the results of the questions asking about employee motivation show that in the department there is a certain number of the employees who are not properly motivated.

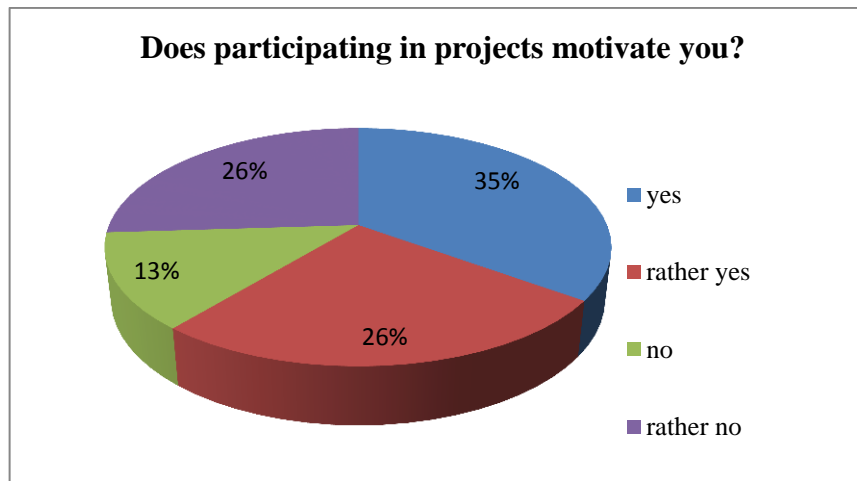
Chart 11: Is your superior able to motivate you towards better performance?



Source: own research

The Chart 11 shows that only 17% of the employees in the department think that their superior is able to motivate them to better performance followed by 43% of those who say 'rather yes' towards the manager's ability to motivate. According to a full 40% of the employees their superior is more or less not able to motivate them towards better performance. With regard to this result the manager should undoubtedly focus on improving her ability to motivate employees.

Chart 12: Does participating in projects motivate you?



Source: own research

The research reveals that participating in projects more or less motivates 14 out of 23 employees, which accounts for about 60%. Almost 30% of the employees say 'rather no' towards participating in projects as motivation and for 13% of them it is not motivation at all. This result shows that in the department participating in projects is regarded to be a sort of motivation. However, its potential is not fully used.

4.4. Research Results

This chapter provides a summary of the results from the previous research as well as verification of the hypotheses formulated at the beginning of the thesis.

H 1: A team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava.

When deciding whether a team building activity is a suitable method of training views of both the team leader and the team members should be taken into consideration. That is why the research taking place in the Billing Department consisted of two parts: semi-structured interview used to get information from the manager and structured questionnaire used to get information from the employees of the department.

In the **interview** the manager of the department was asked about her attitudes towards teamwork and team building in general as well as other questions needed to decide whether a team building activity is a suitable method of training for the employees in the department.

The interview has shown that during monitoring group projects the manager has found that in the department there is a low willingness to communicate and that the employees become involved in discussions with difficulty. That is why the manager is interested in organising a team building workshop in the near future. The need for a team building event has already been discussed within the team and the manager has also made all team members familiar with the purpose and content of such an event. The manager is worried about the current situation in the department because she finds teamwork and effective communication essential for the department functioning. Moreover, teamwork is reflected in the performance appraisal system. In the past the manager experienced leading teams which had more than 35 members, so the problems related to teamwork in the department do not obviously arise from the manager's insufficient qualifications or practical skills. All employees of the department have the required skills as well as the team itself has the resources necessary for its work.

During the **questionnaire research No. 1** the employees of the department were asked questions about their attitudes towards team building. The aim of this questionnaire research was to find out what the employees think about teamwork and team building and if they would like to attend a team building workshop at present.

The questionnaire research No. 1 has revealed that the employees in the department are familiar with the term 'team building' and more than half of them think that team building means a deliberate work with the team rather than any activity taking place in a group, e.g. an outdoor workshop or team assessment, both in a team or a work group. For a vast majority of the employees team building is an opportunity to improve teamwork or to have fun. Only a few of them consider it to be a stressful issue, mainly those who have never attended a team building event so far. Some of the employees have previous experience with team building but despite this fact the potential team building event will be organised in the department led by a new manager for the first time. That is why it may not only help eliminate identified problems but also give rise to a number of questions. Almost all

employees who have already participated in a team building event, organised either by the team leader or an external trainer, think that it has been more or less beneficial. About three quarters of them are currently interested in attending a team building event, which makes the first step towards successful team building. The manager of the department has contributed to this great result for sure by discussing a need for a team building event with all employees and by making them familiar with the purpose and content of such an event. The employees also think the potential team building event should be primarily focused on improving communication within the team, followed by improving teamwork, improving relationships among the team members and team bonding. The result shows that the problem of a low willingness to communicate and involving in discussions with difficulty has already been discussed in the department.

The results of both the interview and the questionnaire No. 1 have proved the hypothesis No. 1 right.

H 2: The main problem which the employees face while working in a team is a lack of communication in the department.

When deciding whether the main problem which the employees face while working in a team is a lack of communication in the department a structured questionnaire was used.

During the **questionnaire research No. 2** the employees of the department were asked about their attitudes towards communication and other factors related to work in the department. The primary aim of this questionnaire research was to find out if the employees had the same opinion on communication in the department as the manager who thinks that in the department there is low willingness to communicate. In the case of revealing that the main problem which the employees face while working in a team is not related to team communication, the research should have contributed to identify other problems negatively affecting teamwork among the employees.

The questionnaire research No. 2 has shown that the employees have different opinions on communication among themselves and on communication with the manager. In the department there is a certain number of employees who find communication among

themselves more or less inadequate. More than half of them think that in their team there is not any open and honest communication environment. Some employees also consider communication among themselves inefficient. However, this question is recommended to be discussed in detail in the team because each team member may perceive communication effectiveness differently. Communication with the manager is perceived as being much better than communication among the employees themselves. More than three quarters of the employees consider communication with their superior adequate which proves that the manager of the department pays attention to effective communication with her subordinates. They also think that their superior is interested in their opinions and suggestions.

The results of the questionnaire No. 2 have proved the hypothesis No. 2 partially right.

In the department there is a lack of communication only among the subordinates themselves likely caused by changing the way the department has been managed. Communication with the superior is adequate.

The second part of the questionnaire research No. 2 has revealed that the employees in the department, except for a lack of communication, are not currently facing any other problems related to teamwork, team conflicts or career growth which may negatively affect teamwork among the employees. However, in the department there is a certain number of the employees who are not properly motivated, e.g. more than one third of the employees think that their superior is more or less not able to motivate them towards better performance. That is why the manager should undoubtedly focus on improving her ability to motivate employees.

5. OWN TEAM BUILDING WORKSHOP PROPOSAL

When making the following team building workshop proposal, the needs of the team, research results as well as recommendations of a professional team building instructor have been taken into consideration.

5.1. Basic Information

The proposed team building workshop is focused on **improving communication and cooperation** among the employees of the Billing Department of the Czech power company CEZ, Ostrava.

Title of the workshop: Say it again!

Location: Velké Karlovice, Hotel Laterna¹⁹

Duration: 2 days (Thursday-Friday)

Possible date: the beginning of June – it will be specified later

¹⁹ For more information visit <http://www.laterna.cz/>.

5.2. Time Schedule

The table 1 shows the time schedule of the proposed team building workshop. It is subject to changes with respect to newly arisen conditions.

Table 1: **The Time Schedule of the Proposed Team Building Workshop**

Day 1 Thursday		Day 2 Friday	
Time	Schedule	Time	Schedule
7:30	Departure from Ostrava	8:00-9:00	Breakfast
9:00-10:00	Arrival Accommodation	9:00-9:30	Moderated discussion
10:00-10:30	Introduction Instructions	9:30-10:30	Morning activity Reflection
10:30-11:00	Coffee break	10:30-11:30	Morning activity Reflection
11:00-12:00	Morning activity Reflection	12:00-1:00	Lunch
11:45-12:30	Morning activity Reflection	1:00-1:30	Overall evaluation
1:00-2:00	Lunch	14:00	Departure
2:00-3:00	Workshop		
3:00-4:00	Afternoon activity Reflection		
4:00-4:30	Coffee break		
4:30-5:30	Workshop		
6:30-7:30	Dinner		
8:00	Social evening		

Source: own design

5.3. Detailed Schedule

5.3.1. Thursday

7:30 **Departure from Ostrava**

9:00-10:00 **Arrival in Velké Karlovice, checking into the hotel**

10:00-10:30 **Welcome to participants**

The participants are familiarized with the instructors, time schedule and contents of the workshop as well as with other necessary information. The following discussion helps them get answers to their questions. It is also needed to calm those participants who worry about physically demanding activities or making a fool of themselves. A great emphasis is put on giving safety instructions and ensuring that all the participants are in good health condition.

10:30-11:00 **Coffee break**

11:00-12:00 **Activity 1: KEYPUNCH**

12:00-1:00 **Activity 2: FARMERS**

1:00-2:00 **Lunch**

2:00-3:00 **Workshop: Principles of effective communication**

Moderated discussion and work in groups – the participants themselves define the principles of effective communication based on real life experience, both professional and personal. The instructor records findings of each group and asks additional questions.

3:00-4:00 **Activity 3: NEGOTIATION**

4:00-4:30 **Coffee break**

4:30-5:30 **Workshop: Communication styles**

Moderated discussion and role-play – after a brief introduction to all communication styles the participants working in groups choose particular

styles and present them to the others through role-play. They also think about advantages and disadvantages of individual styles and their use in different situations.

- 6:30-7:30** **Dinner**
- 8:00** **Social evening**
Wine degustation, brass band

5.3.2. Friday

- 8:00-9:00** **Breakfast**
- 9:00-9:30** **Moderated discussion**
Summary of topics from the previous day
- 9:30-10:30** **Activity 4: ORIGAMI**
- 10:30-11:30** **Activity 5: COMIC STRIP CHAOS**
- 12:00-1:00** **Lunch**
- 1:00-1:30** **Overall evaluation**
Giving feedback and completing the workshop evaluation questionnaires
- 14:00** **Departure**

5.4. Proposed Team Building Activities

Day 1

Keypunch – Participants’ task is to touch randomly placed cards with the numbers 1-30 forming the keypad as quickly as possible and under certain rules.²⁰

²⁰ *Keypunch* [online]. Wilderdom, 2009-06-09. [cit. 2012-02-06]. Available at: <<http://wilderdom.com/games/descriptions/Keypunch.html>>.

The purpose: The activity is focused on improving team cooperation and communication. It serves as a model situation showing significant features of team functioning which should be taken into consideration during following activities.

Farmers - Participants deliver information about various aspects of farmers' lives to each other, while each participant knows only certain information. The information can be shared only verbally and no writing materials may be used. If any information is overlooked or changed the whole task cannot be accomplished.²¹

The purpose: It is a great team building exercise aimed at developing teamwork and communication skills.

Negotiation - An activity in which participants negotiate with each other for 2 ten-crown coins (Miller, 2004, p. 24).

The purpose: Participants search for creative solutions to simple problems and find out that a majority vote is not always the most effective way of decision-making.

Day 2

Origami - An activity in which participants fold a sheet of paper according to instructions while keeping their eyes closed. This may be also done while keeping eyes open but instructions should be more difficult (Miller, 2004, p.32).

The purpose: Participants find out that there are different ways of giving instructions and their interpretation and realise the importance of clear communication.

Comic strip chaos - Participants find the 'key' which enables them to arrange a set of comic frames in order to form a comic strip. At first sight it seems to be an easy task but in fact it is quite difficult because no one sees all comic frames at the same time – each player holds only one or two frames and must not show them to anyone else. It is a funny and interesting task which is very popular.²²

The purpose: The activity is focused on improving team communication and cooperation.

Each of the proposed activities can be performed both indoors and outdoors.

²¹ Farmers Team Building Game [online]. The Team Building Activities Shop, undated. [cit. 2012-02-06]. Available at: <<http://www.theteambuildingactivitiesshop.co.uk/farmers.htm>>.

²² COMIC STRIP CHAOS Teambuilding Activity [online]. Tebu Teambuilding, undated. [cit. 2012-02-06]. Available at: <<http://www.tebu.com.au/conference-icebreakers.html>>.

5.5. Economic Evaluation

The table 2 shows the economic evaluation of the proposed two-day team building workshop. It is subject to changes with respect to newly arisen conditions. The calculation covers accommodation and meals and drinks for 27 persons as well as transport of instructors and items related to the programme.

Table 2: **The Economic Evaluation of the Proposed Team Building Workshop**

Half-board accommodation - participants	Price per person (CZK)	Number of		Price including VAT (CZK)
		nights	persons	
Single room	1,567.50	1	22	34,485.00
Twin room	2,508.00	1	2	5,016.00
Accommodation tax	15.00	1	24	360.00
Half-board accommodation - instructors				
Half-board accommodation - instructors	Price per person (CZK)	Number of		Price including VAT (CZK)
		nights	persons	
Twin room	1,567.50	1	2	3,135.00
Single room	2,508.00	1	1	2,508.00
Accommodation tax	15.00	1	3	45.00
Meals and drinks - participants + instructors				
Meals and drinks - participants + instructors	Duration of stay		Persons	Price including VAT (CZK)
	Day 1	Day 2		
Lunch + drinks (lunch, dinner)	210.00	210.00	27	11,340.00
Accommodation + meals and drinks in total (CZK)				56,889.00
Other items:				
Programme + rents + coffee break + drinks (activities)				64,500.00
Transport - instructors				4,560.00
Final report				4,000.00
Other items in total (CZK)				73,060.00
Total calculation (CZK)				129,949.00

Source: own calculation

The item 'programme' includes:

- drawing up the programme with respect to the team specifics
- preparing the detailed programme led by professional team building instructors
- providing support materials and special equipment
- photo documentation

The estimated price of the proposed workshop is **129,949 CZK**. It includes the accommodation, meals and drinks, transport of instructors, rents, programme and final report.

To compare the team building agency Outward bound – Česká cesta offers a two-day team building workshop for 24 participants led by 3 instructors for approximately **150,000 CZK**. The price includes exactly the same items.²³

²³ The information is provided by the team building agency Outward bound – Česká cesta.

6. EVALUATION AND RECOMMENDATIONS

The results of the research show that a team building activity is undoubtedly a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava. A majority of the employees in the department have a positive attitude towards team building and even 70 % of them are currently interested in attending a team building event. Moreover, the employees are ready for team building mainly due to the approach of the manager of the department who has contributed to this fact by discussing a need for a team building event with all employees and by making them familiar with the purpose and content of such an event.

In case of organising a team building event for the employees of the Billing Department the following recommendations should be considered:

- During the team building event the manager of the department together with the instructors should maintain a pleasant atmosphere and see to it that all team building activities will be done in an attractive way so that the participants could not only get some knowledge but also have fun.
- During the team building event various problems which have a negative effect on the course of the session may arise. Below there are the most frequent problems and suggestions for how to solve them:

Problem 1: One or more team members do not want to participate:

- emphasizing that the full participation of all team members is one of the essential conditions for team building implementation
- letting the team know that somebody does not want to participate and allowing them to solve the problem on their own
- finding another way for the participant to still be engaged, e.g. as a timekeeper or scorekeeper

Problem 2: The team members do not fully understand the instructions they receive:

- repeating the instructions, demonstrating the activity if applicable
- reading the instructions from the book
- asking somebody who did understand to help explain the activity

Problem 3: The team members do not want to take part in the follow-up discussion:

- emphasizing that follow-up discussions and other feedback activities contribute to improving the aspects of team building
- rephrasing or repeating the questions
- giving own comments and asking the team members if they agree or disagree
- calling on particular team members for their thought should be the last option

Problem 4: The team members do not learn from the activity what has been expected:

- disclosing to the team what has been expected to teach and discussing what they learnt from the activity
 - accepting what the team members did learn and building upon that
 - repeating the activity if time permits
-
- During the team building event an emphasis should be put on theoretical seminars and feedback activities both immediately after each activity or task and at the end of the team building session since they contribute to improving the aspects of entire team building.
 - After the end of the team building event the employees in the department should be assisted while putting the experience gained during team building activities into practice because this is the most difficult step in the process of team building.
 - Here it is important for the team to make always realistic commitments so that they could be fulfilled successfully over a given period of time.
 - After approximately one month it should be checked if the team is implementing team building agreements and action plan items, which is a great opportunity to evaluate the preliminary impact of the team building session on team performance.
 - After three months problems and obstacles experienced by the team should be identified. Afterwards appropriate steps should be taken in order to solve them.
 - To enhance the effects of the team building event a similar but of course more demanding event should be organized again, preferably about one year after the end of the previous team building session.

7. CONCLUSIONS

Team building as a method of corporate training has been a highly topical issue since training flexible employees became an important source of competitive advantage for each company which wants to succeed in today's market. Currently team building training is regarded to be a very effective method of employee training and development whose power comes from its focus on both experiential and active learning.

The aims of the thesis were to find out if a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava, and if the main problem which the employees face while working in a team is a lack of communication in the department. Its task was also to **propose a teambuilding workshop** which will contribute to eliminate identified problems related to teamwork among the employees.

In the literature overview important book resources addressed to the field of corporate training and team building were summarized. The publication 'Process of Team Building in Practice' by Vivette Payne examining the individual steps in the team building process was the most important one for developing the practical part of the thesis.

The practical part firstly introduced the Czech power company CEZ and the Billing Department of the Czech power company CEZ, Ostrava. Secondly it described the entire research process as well as its results.

The research was focused on finding out if a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava, and if the main problem which the employees face while working in a team is a lack of communication in the department. During the research the manager's observations were taken into consideration.

When deciding whether a team building activity is a suitable method of employee training and development views of both the team leader and team members need to be taken into consideration. That is why the research taking place in the Billing Department consisted of two parts: semi-structured interview used to get information from the manager and structured questionnaire used to get information from the employees of the department.

In the interview the manager of the department was given a number of questions, especially about her attitudes towards teamwork and team building. The interview was supplemented by the questionnaire research in which the employees of the department were asked about their attitudes towards team building in general and about a potential team building workshop.

The results of both the interview and the questionnaire have proved the hypothesis No. 1, which states that **a team building activity is a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava**, right. A team building activity is undoubtedly a suitable method of training for the employees of the Billing Department of the Czech power company CEZ, Ostrava. A majority of the employees in the department have a positive attitude towards team building and almost three quarters of them are currently interested in attending a team building event. Moreover, the employees are ready for team building mainly due to the approach of the manager of the department who has contributed to this fact by discussing the need for a team building event with all subordinates.

When deciding whether the main problem which the employees face while working in a team is a lack of communication in the department another structured questionnaire was used. In the case of revealing that the main problem which the employees face while working in a team is not related to team communication, it should have also contributed to identify other problems which affect negatively teamwork among the employees.

During that questionnaire research the employees of the department were asked questions about their attitudes towards communication and other factors related to work in the department. The first group of questions contained questions related to communication among the employees themselves and communication between the employees and the manager and the other one was comprised of questions asking about teamwork, team conflicts, motivation and career growth.

The results of the questionnaire have proved the hypothesis No. 2, which states that **the main problem which the employees face while working in a team is a lack of communication in the department**, partially right. In the department there is a lack

of communication only among the subordinates themselves likely caused by changing the way the department has been managed. Communication with the superior is adequate.

The questionnaire research has also shown that the employees in the department, apart from low willingness to communicate, are not currently facing any other problems related to teamwork, team conflicts or career growth which may have a negative impact on teamwork among the employees. However, in the department there is a certain number of the employees who are not properly motivated, e.g. more than one third of them think that their superior is more or less not able to motivate them towards better performance. Regarding this result the manager should undoubtedly try to improve her ability to motivate employees.

Finally, on the basis of information obtained from the previous research, a team building workshop focused on improving communication and cooperation among the employees in the Billing Department of the Czech power company CEZ, Ostrava, was proposed. It is based not only on the research results but also on the needs of the team as well as recommendations of a professional team building instructor.

Given the fact that a team building workshop as intentional, thought-out and structured team building will be organised in the department led by a new manager for the first time, it may not only help eliminate identified problems but also give rise to a number of questions.

There is no doubt that a team building workshop cannot eliminate identified problems related to teamwork in the department overnight. But it may start a process of self-awareness, which will contribute to enhance the overall department atmosphere as well as improve communication and cooperation among the employees.

The results of the research together with the team building workshop proposal will be submitted to the manager of the department. Afterwards it will be only up to her and other superiors to decide whether or not to take the results and recommendations into account and use the proposal in practice, e.g. through a specialised team building agency.

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9. SUPPLEMENTS

Supplement 1: An Example of Request Form

Request Form: Outdoor Programmes

Contact Information

Name:

Telephone:

Email:

Event Information

Type of Event: Team Spirit

Team Building

Leadership

Entertainment

Duration of Event: 1 day 2 days 3 days

Possible Date:

Number of Participants:

Other Services: Accommodation

Transport

Catering

Accident insurance

Budget Amount:

Additional Comments:

Supplement 2: **The list of questions asked during the interview**

1. Are you going to be reassigned or leave the department for any other reason in the near future?
2. Are you able to lead the employees in your department?
3. Is teamwork among the employees in your department important for you?
4. Is teamwork reflected in the performance appraisal system?
5. Do the team members share work equally?
6. Are you clear about your competences and competences of other team members?
7. Does the team have the resources needed for its work?
8. Do the team members have the skills needed for their work?
9. Why have you decided to organise a team building workshop for the employees in your department? What was your impetus?
10. Are you confident that the team members are not worried about team building?

Supplement 3: **The list of questions asked during the interview – Czech version**

1. Máte v plánu v blízké době odejít z oddělení, např. z důvodu změny pracovního místa?
2. Dovedete vést zaměstnance na svém oddělení?
3. Je pro Vás týmová práce důležitá?
4. Odráží se práce v týmu v systému řízení výkonu?
5. Je práce rozdělená mezi členy týmu rovnoměrně?
6. Jsou Vám jasné Vaše kompetence a kompetence ostatních členů týmu?
7. Má tým prostředky, které potřebuje pro svou práci?
8. Mají členové týmu znalosti a dovednosti potřebné pro jejich práci?
9. Proč jste se rozhodla zorganizovat teambuildingovou akci? Co Vás k tomu přimělo?
10. Jste se jistá, že členové týmu nemají z teambuildingu obavy?

Supplement 4: The Questionnaire No. 1 – Team Building

Dear Sir/Madam,

I would be very grateful if you could fill out the following questionnaire which is aimed at evaluating your attitude towards team building. The obtained data will be used only for purposes of my diploma thesis. The questionnaire is absolutely anonymous.

Please give only one answer to each question.

Thank you in advance for your time and consideration in completing this questionnaire.

Lucie Bahníková, EMN
CULS

What is your gender?

- a) male
- b) female

What is your age?

- a) 18-30
- b) 30-40
- c) 40-50
- d) 50+

How long have you been working in the department?

- a) less than 1 year
- b) 1-5 years
- c) 5-10 years
- d) more than 10 years

1. Have you ever encountered the term 'team building'?

- a) yes
- b) no

2. What does the term 'team building' mean according to you?

- a) a department party
- b) any activity taking place in a group
- c) a deliberate and purposeful work with the team

- d) teamspirit
3. Is teamwork important for you?
 - a) yes
 - b) no
 4. Do you consider yourself a team player?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no
 5. Can team building contribute to improving teamwork in the workplace?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no
 6. Can team building contribute to personal development?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no
 7. Is team and personal development limited to the duration of a team building event according to you?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no
 8. How do you feel about team building?
 - a) it is an opportunity to have fun
 - b) it is an opportunity to improve teamwork
 - c) it is a stressful issue
 9. Is age important in team building according to you?
 - a) yes, it is only for young people
 - b) age does not matter
 - c) I cannot judge

10. Team building activities should be:
- a) compulsory
 - b) voluntary
 - c) it depends on circumstances (team, goals, etc.)
11. Have you ever attended a team building event?
- a) yes, I have attended a team building event organised by the team leader (operating manger)
 - b) yes, I have attended a team building event organised by an external trainer (team building agency)
 - c) yes, I have attended several team building events organised either by the team leader or by an external trainer
 - d) no, I have never attended any team building event
12. If you have attended a team building event, did you find it beneficial?
(This question is only for those who has participated in a team building event.)
- a) yes
 - b) rather yes
 - c) no
 - d) rather no
13. If you have not attended any team building event so far, what was the reason?
(This question is only for those who has not participated in any team building event so far.)
- a) there was not any opportunity
 - b) I was not interested
14. Are you currently interested in attending a team building event?
- a) yes
 - b) no
15. In case of organising a team building event it should be, according to you, focused on:
-
-

Supplement 5: The Questionnaire No. 1 – Team Building – Czech version

Vážený pane/ vážená paní,

prosím Vás o vyplnění následujícího dotazníku, jehož cílem je zhodnotit Váš vztah k teambuildingu. Zjištěná data budou použita pouze pro účely zpracování diplomové práce. Dotazník je zcela anonymní.

U každé otázky vyberte prosím jen jednu možnost.

Předem děkuji za Váš čas a ochotu projevenou při vyplňování tohoto dotazníku.

Lucie Bahníková, EMN
CULS

Pohlaví

- a) muž
- b) žena

Vaše věková kategorie

- a) 18-30
- b) 30-40
- c) 40-50
- d) 50+

Jak dlouho pracujete na oddělení?

- a) méně než 1 rok
- b) 1-5 let
- c) 5-10 let
- d) více než 10 let

1. Setkal/a jste se již s pojmem 'teambuilding'?

- a) ano
- b) ne

2. Co si pod pojmem 'teambuilding' představujete?

- a) večírek na oddělení
- b) jakoukoliv aktivitu probíhající ve skupině
- c) promyšlenou a účelovou práci s týmem

- d) teamspirit
3. Je pro Vás týmová práce důležitá?
- a) ano
 - b) ne
4. Považujete se za týmového hráče?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
5. Může podle Vás teambuilding přispět ke zlepšení týmové práce na pracovišti?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
6. Může podle Vás teambuilding přispět k osobnímu rozvoji?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
7. Myslíte si, že je rozvoj týmu i jednotlivců v rámci teambuildingu omezen dobou trvání teambuildingové akce?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
8. Jaký je Váš názor na teambuilding?
- a) jedná se o příležitost pobavit se
 - b) jedná se o možnost zlepšení týmové spolupráce
 - c) jedná se o stresovou záležitost
9. Myslíte si, že je pro účast na teambuildingu důležitý věk?
- d) ano, teambuilding je pouze pro mladé
 - e) na věku nezáleží
 - f) nemohu posoudit

10. Teambuildingové aktivity by měly být:
- a) povinné
 - b) dobrovolné
 - c) záleží na okolnostech (týmu, cílech, atd.)
11. Účastnil/a jste se někdy teambuildingové akce?
- a) ano, účastnil/a jsem se teambuildingové akce organizované vedoucím týmu
 - b) ano, účastnil/a jsem se teambuildingové akce organizované externím školitelem (teambuildingovou agenturou)
 - c) ano, účastnil/a jsem se několika teambuildingových akcí organizovaných buď vedoucím týmu, nebo externím školitelem
 - d) ne, teambuildingové akce jsem se doposud nezúčastnil/a
12. Pokud jste se teambuildingu zúčastnil/a, považujete jej za přínosný?
(Odpovídají pouze ti, kteří se teambuildingu již zúčastnili.)
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
13. Pokud jste se teambuildingu doposud nezúčastnil/a, z jakého to bylo důvodu?
(Odpovídají pouze ti, kteří se teambuildingu doposud nezúčastnili.)
- a) neměl/a jsem příležitost
 - b) neměl/a jsem zájem
14. Máte v současnosti zájem o teambuildingovou akci?
- a) ano
 - b) ne
15. Případná teambuildingová akce by podle Vás měla být zaměřená na:

.....
.....

Supplement 6: The Questionnaire No. 1 Analysis

1. Have you ever encountered the term 'team building'?

Answer	Absolute occurrence	Relative % occurrence
yes	21	91
no	2	9
Total	23	100

2. What does the term 'team building' mean according to you?

Answer	Absolute occurrence	Relative % occurrence
a department party	2	9
any activity taking place in a group	7	30
a deliberate and purposeful work with the team	14	61
teamspirit	0	0
Total	23	100

3. Is teamwork important for you?

Answer	Absolute occurrence	Relative % occurrence
yes	20	87
no	3	13
Total	23	100

4. Do you consider yourself a team player?

Answer	Absolute occurrence	Relative % occurrence
yes	11	48
rather yes	9	39
no	0	0
rather no	3	13
Total	23	100

5. Can team building contribute to improving teamwork in the workplace?

Answer	Absolute occurrence	Relative % occurrence
yes	9	39
rather yes	11	48
no	0	0
rather no	3	13
Total	23	100

6. Can team building contribute to personal development?

Answer	Absolute occurrence	Relative % occurrence
yes	7	30
rather yes	10	44
no	0	0
rather no	6	26
Total	23	100

7. Is team and personal development limited to the duration of a team building event according to you?

Answer	Absolute occurrence	Relative % occurrence
yes	2	9
rather yes	4	17
no	11	48
rather no	6	26
Total	23	100

8. How do you feel about team building?

Answer	Absolute occurrence	Relative % occurrence
it is an opportunity to have fun	4	17
it is an opportunity to improve teamwork	14	61
it is a stressful issue	5	22
Total	23	100

9. Is age important in team building according to you?

Answer	Absolute occurrence	Relative % occurrence
yes, it is only for young people	3	13
age does not matter	13	57
I cannot judge	7	30
Total	23	100

10. Team building activities should be:

Answer	Absolute occurrence	Relative % occurrence
compulsory	2	9
voluntary	12	52
it depends on circumstances (team, goals, etc.)	9	39
Total	23	100

11. Have you ever attended a team building event?

Answer	Absolute occurrence	Relative % occurrence
yes, I have attended a team building event organised by the team leader (operating manger)	5	22
yes, I have attended a team building event organised by an external trainer (team building agency)	3	13
yes, I have attended several team building events organised either by the team leader or by an external trainer	8	35
no, I have never attended any team building event	7	30
Total	23	100

12. If you have attended a team building event, do you find it beneficial?

Answer	Absolute occurrence	Relative % occurrence
yes	6	38
rather yes	8	50
no	0	0
rather no	2	12
Total	16	100

13. If you have not attended any team building event so far, what was the reason?

Answer	Absolute occurrence	Relative % occurrence
there was not any opportunity	7	100
I was not interested	0	0
Total	7	100

14. Are you currently interested in attending a team building event?

Answer	Absolute occurrence	Relative % occurrence
yes	16	70
no	7	30
Total	23	100

15. In case of organising a team building event it should be, according to you, focused on:

The most frequent answers:

- improving communication within the team
- improving teamwork
- improving relationships among the team members
- team bonding

Supplement 7: **The Questionnaire No. 2 – Communication**

Dear Sir/Madam,

I would be very grateful if you could fill out the following questionnaire which is aimed at assessing communication and other factors related to work in your department. The obtained data will be used only for purposes of my diploma thesis. The questionnaire is absolutely anonymous.

Please give only one answer to each question.

Thank you in advance for your time and consideration in completing this questionnaire.

Lucie Bahníková, EMN
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What is your gender?

- a) male
- b) female

What is your age?

- a) 18-30
- b) 30-40
- c) 40-50
- d) 50+

How long have you been working in the department?

- a) less than 1 year
- b) 1-5 years
- c) 5-10 years
- d) more than 10 years

1. Do you consider communication within your team adequate?

- a) yes
- b) rather yes
- c) no
- d) rather no

2. Is communication in your team open and honest?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no

3. Do you consider communication in your team effective?
 1. yes
 2. rather yes
 3. no
 4. rather no

4. Is communication with your superior adequate according to you?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no

5. Which method do you use most to communicate with your superior?
 - a) in person
 - b) telephone
 - c) email
 - d) video

6. Can you express your opinions openly in your workplace?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no

7. Is your superior interested in your opinions, suggestions?
 - a) yes
 - b) rather yes
 - c) no
 - d) rather no

8. Do you get information needed for your work on time?
 - e) yes
 - f) no

9. Which method do you use most to get information needed for your work?
- a) in person
 - b) telephone
 - c) email
 - d) video
10. Do you have enough information about your work performance?
- a) yes
 - b) no
11. Is there enough cooperation and mutual assistance in your team?
- a) yes
 - b) rather yes
 - c) no
 - d) rather no
12. Is work in your team well-organised?
- a) yes
 - b) rather yes
 - c) no
 - d) rather no
13. Are there often conflicts within your team?
- a) yes
 - b) rather yes
 - c) no
 - d) rather no
14. Are conflicts in your team being solved quickly and effectively?
- a) yes
 - c) rather yes
 - d) no
 - e) rather no
15. Is your superior able to motivate you towards better performance?
- a) yes
 - b) rather yes
 - c) no
 - d) rather no

16. Does participating in projects motivate you?

- a) yes
- b) rather yes
- c) no
- d) rather no

17. Does your company offer career growth opportunities?

- a) yes
- b) no

18. Is promoting employees in your company fair according to you?

- a) yes
- b) rather yes
- c) no
- d) rather no

Supplement 8: The Questionnaire No. 2 – Communication – Czech version

Vážený pane/ vážená paní,

prosím Vás o vyplnění následujícího dotazníku, jehož cílem je zhodnocení komunikace a dalších faktorů souvisejících s prací na Vašem oddělení. Zjištěná data budou použita pouze pro účely zpracování diplomové práce.

Dotazník je zcela anonymní.

U každé otázky vyberte prosím jen jednu možnost.

Předem děkuji za Váš čas a ochotu projevenou při vyplňování tohoto dotazníku.

Lucie Bahníková, EMN
CULS

Pohlaví

- a) muž
- b) žena

Vaše věková kategorie

- a) 18-30
- b) 30-40
- c) 40-50
- d) 50+

Jak dlouho pracujete na oddělení?

- a) méně než 1 rok
- b) 1-5 let
- c) 5-10 let
- d) více než 10 let

1. Je podle Vás komunikace uvnitř týmu dostačující?

- a) ano
- c) spíše ano
- d) ne
- e) spíše ne

2. Je komunikace v týmu otevřená a upřímná?
 - a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

3. Považujete komunikaci v týmu za efektivní?
 - a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

4. Je podle Vás komunikace s Vaším nadřízeným dostačující?
 - a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

5. Jakou formou nejčastěji komunikujete se svým nadřízeným?
 - a) osobně
 - b) telefonicky
 - c) prostřednictvím emailu
 - d) prostřednictvím videí

6. Můžete na svém pracovišti otevřeně vyslovovat vlastní názor?
 - a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

7. Zajímá se Váš nadřízený o Vaše názory, náměty?
 - a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

8. Dostáváte informace důležité pro Vaši práci včas?
 - a) ano
 - b) ne

9. Jakým způsobem nejčastěji získáváte informace důležité pro Vaši práci?
- a) osobně
 - b) telefonicky
 - c) prostřednictvím e-mailu
 - d) prostřednictvím videí
10. Máte dostatek informací o Vašem pracovním výkonu?
- a) ano
 - b) ne
11. Je podle Vás ve Vašem týmu dostatek spolupráce a vzájemné pomoci?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
12. Je práce ve Vašem týmu dobře zorganizovaná?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
13. Dochází ve Vašem týmu často ke konfliktům?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
14. Řeší se konflikty ve Vašem týmu rychle a efektivně?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
15. Dokáže Vás Váš nadřízený motivovat k podávání lepších výkonů?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

16. Je pro Vás účast v projektech motivací?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne
17. Nabízí Vaše společnost možnosti kariérního růstu?
- a) ano
 - b) ne
18. Probíhá podle Vás povýšení zaměstnanců spravedlivě?
- a) ano
 - b) spíše ano
 - c) ne
 - d) spíše ne

Supplement 9: **The Questionnaire No. 2 Analysis**

1. Do you consider communication within your team adequate?

Answer	Absolute occurrence	Relative % occurrence
yes	6	26
rather yes	10	43
no	2	9
rather no	5	22
Total	23	100

2. Is communication in your team open and honest?

Answer	Absolute occurrence	Relative % occurrence
yes	5	22
rather yes	6	26
no	4	17
rather no	8	35
Total	23	100

3. Do you consider communication in your team effective?

Answer	Absolute occurrence	Relative % occurrence
yes	7	30
rather yes	8	35
no	3	13
rather no	5	22
Total	23	100

4. Is communication with your superior adequate according to you?

Answer	Absolute occurrence	Relative % occurrence
yes	11	48
rather yes	8	35
no	0	0
rather no	4	17
Total	23	100

5. Which method do you use most to communicate with your superior?

Answer	Absolute occurrence	Relative % occurrence
in person	12	52
telephone	2	9
email	9	39
video	0	0
Total	23	100

6. Can you express your opinions openly in your workplace?

Answer	Absolute occurrence	Relative % occurrence
yes	7	30
rather yes	10	44
no	1	4
rather no	5	22
Total	23	100

7. Is your superior interested in your opinions, suggestions?

Answer	Absolute occurrence	Relative % occurrence
yes	8	35
rather yes	13	57
no	0	0
rather no	2	8
Total	23	100

8. Do you get information needed for your work on time?

Answer	Absolute occurrence	Relative % occurrence
yes	19	83
no	4	17
Total	23	100

9. Which method do you use most to get information needed for your work?

Answer	Absolute occurrence	Relative % occurrence
in person	14	61
telephone	0	0
email	9	39
video	0	0
Total	23	100

10. Do you have enough information about your work performance?

Answer	Absolute occurrence	Relative % occurrence
yes	18	78
no	5	22
Total	23	100

11. Is there enough cooperation and mutual assistance in your team?

Answer	Absolute occurrence	Relative % occurrence
yes	9	39
rather yes	11	48
no	1	4
rather no	2	9
Total	23	100

12. Is work in your team well-organised?

Answer	Absolute occurrence	Relative % occurrence
yes	10	43
rather yes	11	48
no	0	0
rather no	2	9
Total	23	100

13. Are there often conflicts within your team?

Answer	Absolute occurrence	Relative % occurrence
yes	0	0
rather yes	3	13
no	17	74
rather no	3	13
Total	23	100

14. Are conflicts in your team being solved quickly and effectively?

Answer	Absolute occurrence	Relative % occurrence
yes	2	9
rather yes	18	78
no	0	0
rather no	3	13
Total	23	100

15. Is your superior able to motivate you towards better performance?

Answer	Absolute occurrence	Relative % occurrence
yes	4	17
rather yes	10	43
no	3	13
rather no	6	27
Total	23	100

16. Does participating in projects motivate you?

Answer	Absolute occurrence	Relative % occurrence
yes	8	35
rather yes	6	26
no	3	13
rather no	6	26
Total	23	100

17. Does your company offer career growth opportunities?

Answer	Absolute occurrence	Relative % occurrence
yes	15	65
no	8	35
Total	23	100

18. Is promoting employees in your company fair according to you?

Answer	Absolute occurrence	Relative % occurrence
yes	4	17
rather yes	9	40
no	4	17
rather no	6	26
Total	23	100