

Czech University of Life Sciences Prague
Faculty of Economics and Management
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Diploma Thesis

Employee motivation

Comparison between private and public sector in the Czech Republic

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Department of Management
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DIPLOMA THESIS ASSIGNMENT

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Economics and Management

Thesis title

Employee motivation, comparison between private and public sector in the Czech Republic

Objectives of thesis

The main aim of this diploma thesis is to find out which motivation strategies are mainly used in the Czech Republic. Second aim of the thesis is to compare motivation in the private and in the public sector. For this purpose will be used two companies operating on the construction market, namely MOTA-ENGIL CENTRAL EUROPE Česká republika, a.s. from the private sector and Ředitelství silnic a dálnic ČR from the public sector. The last step in this thesis will be to set the best motivation strategy for each company, which will come out from the results of my research.

Methodology

The main tools for conducting this research will be a survey carried out by a questionnaire backed up by structured interviews. These will be analysed and additional tools including SWOT analysis, Pivot tables and a classification analysis will be applied.

Schedule for processing

Literature overview draft - October 2011

First attempts at own contribution - October 2011

The proposed extent of the thesis

60 - 80 stran

Keywords

motivation strategies; construction companies; public sector; private sector;

Recommended information sources

- ARMSTRONG, M., Řízení lidských zdrojů 10th edition, Grada Publishing, 2007, 800 pages, ISBN 978-80-247-1407-3
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The Diploma Thesis Supervisor

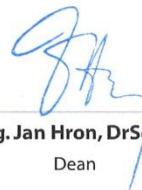
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Last date for the submission

březen 2012



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Declaration

I declare that I worked on my diploma thesis titled “Employee motivation – Comparison between private and public sector in the Czech Republic” by myself and I used only the sources mentioned at the end of this thesis.

In Prague on 30th March 2012

Lukáš Skala

Acknowledgement

I would like to thank Richard Selby, Ph.D. for his comments, advice and support during my work on this thesis and to the management of companies MOTA-ENGIL CENTRAL EUROPE Czech Republic and Road and Motorway Directorate of the Czech Republic for providing me with the information, consultations, materials and allow me to do the research.

Motivace zaměstnanců

Porovnání mezi soukromým a státním sektorem v České republice

Employee motivation

Comparison between private and public sector in the Czech Republic

Souhrn

Tato diplomová práce je zaměřena na problematiku motivace zaměstnanců a její porovnání v soukromém a státním sektoru České republiky. V teoretické části této práce je uveden přehled základních pojmů a teorií motivace, na který navazuje ve druhé části výzkum, prováděný v pozorovaných společnostech. Začátek této části práce je věnován popisu společností, v nichž byly prováděny výzkumy a pomocí SWOT analýzy popisuje postavení těchto společností na českém trhu.

Výzkum byl prováděn ve dvou společnostech, přičemž každá společnost zastupuje jeden ze zkoumaných sektorů. Výzkum byl realizován formou interview a dotazníkového šetření. Výsledky byly následně zpracovány do tabulek, grafů a kontingenčních tabulek, ze kterých byla následně zkoumána závislost jednotlivých okruhů na motivaci zaměstnanců v jednotlivých sektorech. Závěr empirické části se věnuje vyhodnocení výsledků, ověření stanovených hypotéz, komparaci státního a soukromého sektoru a navržení nových motivačních strategií ze získaných výsledků výzkumu.

Klíčová slova

ERG teorie, kultura organizace, Maslowova pyramida potřeb, motiv, motivace, odměňování zaměstnanců, Paersonův kontingenční koeficient, proces motivace, stavební společnosti, SWOT analýza, vzdělávání zaměstnanců

Summary

This diploma thesis deals with the matter of employee motivation and its comparison in private and public sector in the Czech Republic. In the theoretical part of this thesis, there is an overview of basic definitions followed by the empirical research in the second part. The beginning of this section is devoted to the description of the companies in which the research was performed and it describes their position on the market using SWOT analysis. The research was done in two companies, each representing one sector. Research was made through a questionnaire survey, of which results were subsequently processed into tables, graphs and contingency table from which was furthermore explored the dependency of selected fields to the employees' motivation in each sector. Conclusion of the empirical chapter is devoted to evaluation of results, verification of hypotheses, comparison between the public and private sector and proposal for new motivation strategies, arising from the results of research.

Key words

Construction companies, employees' education, employees' remuneration, ERG theory, Maslow's hierarchy of needs, motivation, motive, organisational culture, Pearson's contingency coefficient, process of motivation, SWOT analysis

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1. INTRODUCTION

This diploma thesis focuses on the issue of employee motivation in companies which are doing business on the Czech Republic market. Motivation as a method of leading people has acquired large significance in last few years. It has become one of the most useful methods of increasing employees' performance together with bringing them good feeling about the work itself. It is possible to significantly increase the effectiveness of work when using good motivation strategies.

In the Czech Republic is a well known fact that there are huge differences between employees' motivation in the private and in the public sector. The main difference is in the financial approach. However, nowadays it would be better to say: "it used to be". Thanks to the financial crisis and economic recession, companies in both sectors are trying to save as much money as possible. This means that nowadays, both types of sectors not want to spend money on such a thing like motivation of their employees. Unfortunately, a large number of HR managers do not know about many possibilities of motivating people without high costs. This type of motivation is called "inner motivation" or "intrinsic motivation" and it is focused mainly on motivating employees by stimulating their feelings and inner needs rather than giving them extra money.

The diploma thesis is divided into two main parts – literature review and case study.

The first part is focused on the theoretical background of the whole process of motivation and explains the basic terminology connected to this topic.

The second part is focused on the research. As it was mentioned above the aim of the research is to find out what motivates people instead of money and help to prepare to most suitable strategy for observing companies. The second part also describes the history, structure and the main activities of both companies in which the research was done. This part is concluded by the results of the research and a proposal of new motivation strategies which will help companies to increase the employee's performance with the minimal cost.

2. OBJECTIVES AND METHODOLOGY

2.1 Objectives

The main aim of this diploma thesis is to find out which types of motivation could increase employees' performance and to prepare a strategy which will motivate employees to better performance **without high costs** and to compare motivation strategies in the private and public sectors in the Czech Republic.

This diploma thesis is based on the general presumption that companies in the private and public sectors of the Czech Republic do not motivate their employees because they want to cut overheads. This phenomenon is the same in both sectors - the public sector and the private sector.

This diploma thesis is written to prove that there are many possibilities of motivating employees without incurring high costs and to prepare new motivation strategies for two selected companies from the Czech Republic.

This thesis will also show that there are many differences between the private and the public sector and employees in each selected company prefer different types of motivation.

Here is a list of hypotheses to be proved or disproved by the research:

- H1:** Employees are mostly motivated by financial remuneration.
- H2:** There is a strong relationship between motivation and length of employment in the company.
- H3:** Observed companies could improve motivation of their employees without high costs.

2.2 Methodology

Interview

An interview, a part of qualitative methods, was used to support the results obtained from the questionnaire research. While quantitative type of analysis usually have a wide forms variety, qualitative research is mainly focused on signs, language, meaning and approaches. The interviews with respondents and managers of observed companies were helpful to explore the motivation strategies more deeply. When having this type of data the preparation of individual proposals for motivation improvement for each company was more precise.

Questionnaire

The basic methodology, which was used to prove or disprove the hypotheses stated above, is a type of the quantitative research, namely questionnaire. This research is a type of approach which demands confirmation that doesn't need to be empirically based like other types of research. It does not identify a new problem or test the feasibility of a solution by using empirical evidence as other types of research but it focuses on developing solutions to an existing problem. This type of research allows the researcher to collect precise and relevant data right from the affected source with the lowest level of effort and costs.¹

SWOT analysis

*“SWOT analysis is a tool for auditing an organization and its environment. It is the first stage of planning and helps marketers to focus on key issues. SWOT stands for strengths, weaknesses, opportunities, and threats. Strengths and weaknesses are internal factors. Opportunities and threats are external factors.”*²

In this diploma thesis, the SWOT analysis was used. This analysis helped in defining the market position of observed companies and consequently, also in the preparation of the suggestion of new motivation strategies.

¹ SKALA, L., Bachelor Thesis, 2010, page 7

² FRIESNER, T., web page, <http://marketingteacher.com/lesson-store/lesson-swot.html#> (12.1.2012)

By using this analysis, it was easier to propose new steps of improving motivation according to the possibilities of the company.

Statistical analysis

When doing an opinion poll or a market research, the results are mostly expressed in words - in a qualitative form, but this does not mean that it is not possible to observe the existence of dependency and its intensity. The qualitative marks could acquire two modifications (alternative marks) or multiple modifications (plural marks). When exploring dependency between the alternative marks, the result is association; when exploring the dependency between plural marks, the result is called a contingency.

This diploma thesis observes the dependence of plural marks because used questionnaire has more than just two possibilities of answer. At first, it is necessary to put all data into a contingency table. In order to find the theoretical frequency, the following equation is used:

$$n_{oj} = \frac{n_{i.} \times n_{.j}}{n}$$

When the theoretical frequency is known it is possible to apply χ^2 test of independency:

H_0 : There is no relationship between observed marks.

$$\chi^2 = \sum \sum \frac{(n_{ij} - n_{oj})^2}{n_{oj}}$$

The result of this test is compared with the critical value $\chi^2_{\alpha(k-1)(m-1)}$, where “ k ” represents number of modifications of the first mark and “ m ” represents number of modification of the second mark.

If $\chi^2 > \chi^2_{\alpha(k-1)(m-1)}$ the null hypothesis (H_0) is rejected.

It is necessary to mention, that the share of theoretical frequencies in the contingency table, which are lower than 5 must not exceed 20% and none of the theoretical frequencies can be lower than 1.

In case that the null hypothesis is rejected it is possible to observe the intensity of dependency of each marks. For this purpose is used the **Pearson contingency coefficient**:

$$C = \sqrt{\frac{\chi^2}{\chi^2 + n}}$$

This coefficient acquires value of 1 so it is needed to normalize it with the C_{max} value. Formulations used for this purpose are as follows:

$$C_n = \frac{C}{C_{max}} \text{ where } C_{max} = \sqrt{\frac{(r-1)}{r}}$$

where “ r ” represents number of modification of lower represented mark.

Normalized coefficient C_n now acquires value in the interval [0;1] where “0” represents absolute independency and “1” represents absolute dependency.

3. LITERATURE REVIEW

3.1 Human resource management

The basic function of human resource management is to find the connections between how people are employed, managed, work and developed in the organizations. Human resource management includes activities like strategic management, human capital management, knowledge management, organizational development, motivation and rewarding.

“Human resource management (HRM) is a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations.”³

The main objectives of human resource management are to ensure organizational ability to achieve given aims through available human resources, to increase performance effectiveness and to ensure flexibility, high quality and strategic integration of involved human resources. This could be done by many ways, one of them being employee motivation.

3.2 Organizational behaviour

“Organizational behaviour is the term used to describe how people within their organizations act, individually or in groups, and how organizations function, in terms of their structure, process and culture.”⁴

There are many factors influencing organizational behaviour:

- Characteristics of people – personality, differences, attitudes
- Motivation
- Employee engagement
- Organization function
- Organizational culture

³ ARMSTRONG, M., Armstrong’s Handbook of Human Resource Management Practice, 2009, page 4

⁴ ARMSTRONG, M., Armstrong’s Handbook of Human Resource Management Practice, 2009, page 292

Factors listed above are the most relevant to this topic. Each employee is a unique personality and he or she needs different approach than others. This is directly connected to the motivation – there is no possibility to apply the same motivational strategy to different types of personality. And once again, there is a direct connection to the organization function and its culture.

As follows from the above, all factors in an organization are connected and all of them should run without problems. If one of them fails, the domino effect will come and in a short time, also the others will fail.

3.3 Motivation

The word “motivation” has its origin in the Latin *moveo, movere* – to move, to change. To understand to core of motivation it could be easily defined as a process directing and controlling human acts aimed at reaching given goals.

Every organization has always wishes to reach high and sustainable performance of its employees. To reach this goal, it is necessary to focus on good motivation, which consists of stimulation, remuneration and good leadership of employees.

Three main parts of good motivation are mentioned above but there are more aspects than just these. Other indispensable way of motivating employees is to prepare them good working environment in which employees will feel comfortable and pleasant.

This diploma thesis explains how motivation works, what its basic theories, tools and problems are and how to apply them it in the practice.

On the other hand, there are still many people who do not want to work and even the best motivation strategy or the best working environment will not make them work hard.

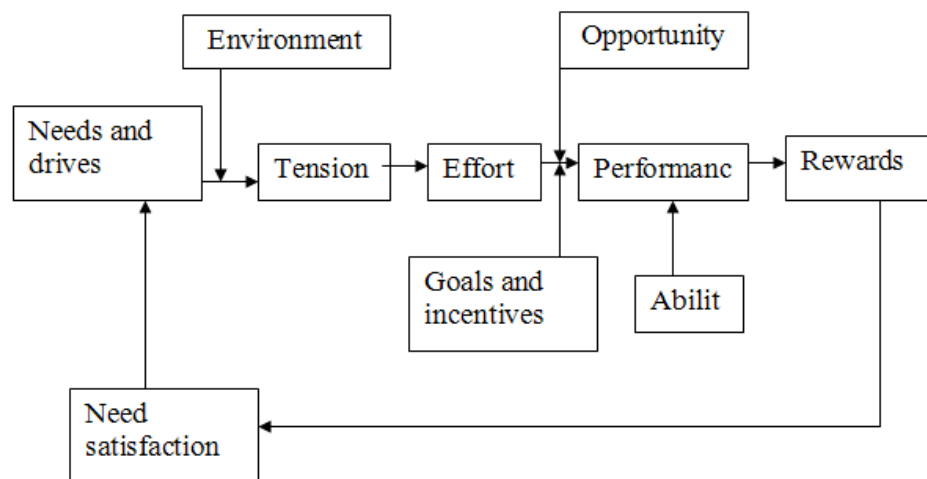
3.4 Process of motivation

Motivation is a more sophisticated process than just giving people money and expecting that they will increase their performance. As a motive could be described an inner reason to do something – so in general, motivation is a sum of reasons which influence people to behave in a relevant way.

“The process of motivation begins with the internal need creating state of tension, which results in an individual selecting a goal and striving to achieve it.”⁵

The whole process of motivation is visible in Figure 3.1 below.

Figure 3.1 – Process of motivation



Source: <http://www.laynetworks.com/Motivation.html>

The starting point of the whole process of motivation is needs and drives. If these needs are not going to be satisfied, the person falls into the condition of “inner disharmony”. The needs and drives for doing something lead to tension and effort but this will not be possible without an environment where all this happens. After the tension and effort come, with help of opportunity and incentives, a performance that is limited by the ability of a human being. The opportunity can but need not occur. If it does, the performance will be easier and the aim will be reached quickly and without high endeavours. When the performance is done, the reward will appear and the need, which stands at the beginning of the whole process, comes to be “satisfied”. If not, it is necessary to repeat the whole process again. When one satisfies its needs, there appear another one, which needs to be satisfied. This happens repeatedly for a whole life. The process of motivation is a never-ending cycle.

⁵ COSTLEY, D.L., TODD, R., Human Relations in Organizations, 1987, page 170

3.5 Types of motivation

A well-motivated person is a person who has clearly defined aim and does the best to reach it. This person could be motivated by two types of motivation – internal (intrinsic) or external (extrinsic). Internal type of motivation is the best because it comes from the needs and mind of the human being. But, in many cases people also need to be motivated by others.⁶

3.5.1 INTRINSIC

This type of motivation is a part of human personality and it arises from inner factors that influence people's behaviour. It is created mainly by occasion to use and further develop skills, responsibility and self-satisfaction from well-done work. People need to feel that their work is important, interesting and provides them with responsibility, opportunities, develops their skills and give them relevant feedback.

The terms like “motivation” and “satisfaction” belongs to the intrinsic type.

This type of motivation has deeper and longer effect because it is not enforced. It is good for long and sustainable motivation of employees.

3.5.2 EXTRINSIC

This type of motivation comes from external environment, mainly organization. It takes form of remuneration, appreciation but also punishments or threats. This type of motivation is mainly connected to the terms like “inspiration” or “manipulation”.

It has not such a long duration as the internal type of motivation but it has immediate and expressive effect, which can highly increase one's performance for a specific action or short-time work.

3.6 Sources of motivation

Sources of motivation and motivation itself were excellently defined by Eugene F. McKenna who wrote in his book:

⁶ COWLING, A.G. and coll., Behavioural Sciences for Managers, 1988, page 28

*“The question of motivation arises when we ask why people behave in a certain way. When people are motivated, they are responding to conditions operating within and outside them. Motivation is frequently studied with reference to needs, motives, drivers, and goals or incentives. The emphasis on needs and motives highlights the interconnection between motivation and personality.”*⁷

Furthermore, the sources of motivation are divided into four main types – motive, stimulus, need and driver.

3.6.1 MOTIVE AND STIMULUS

Motive

A motive could be explained as an inner reason for doing something. The well-known types of motives are:

- **Goal** – known or given aim of some activity
- **Habit** – tendency to behave in a particular way under certain condition
- **Instinct** - an inherent reason for behaving in a particular way
- **Interest** - motive gathered during life expressing positive relations to surroundings

A motive can also serve during the process of decision-making as a mean.

Stimulus

Many people usually confuse motive and stimulus. These notions are closely connected but their meaning does not represent the same.

Stimulus has also two types as motivation - internal (wishes) and external (money, approbation), but stimulation is a process which purposely encourages people to do some activity or behave in a particular way.

⁷ MCKENNA, E.F., Business Psychology and Organisational Behaviour, 2000, page 89

3.6.2 NEED

“Need is psychological or physiological lack or surplus of safety, social, esteem but also food or cold.”⁸

Need is one of the most important type of motives because it is connected with the internal mental suspense, which aimed at striving for compensating this lack or surplus. Needs are divided into two main groups:

- **Biological needs** are essential (need of breathing, eating and sleeping). Human beings have these needs in common with animals. These needs are also called **“primary needs”**.
- **Socio-psychological needs** are acquired during the whole life time period (love, social contact and education). These needs are also called **“secondary needs”**.

American psychologist Abraham Maslow has divided all needs belong to this two groups into a pyramid according to their importance for a human being. For more about this topic see paragraph 3.7.1.1 Maslow’s Hierarchy of Needs.

3.6.3 DRIVER

Driver is in another words for an adopting of a pattern of behaviour in order to achieve a given goal or aim.

“When a person receives sufficient compensation – achieves the given goal – the drive subsides until a different aim appears. As for the drive, we could say that: the greater the level of drive is the more experience the person gets. The higher level of excitement brings increased awareness and energy and can also have effective impact on the performance of well-learned mental and physical skills.”⁹

⁸ SKALA, L., Bachelor Thesis, 2010, page 12

⁹ SKALA, L., Bachelor Thesis, 2010, page 14

3.7 Theories of motivation

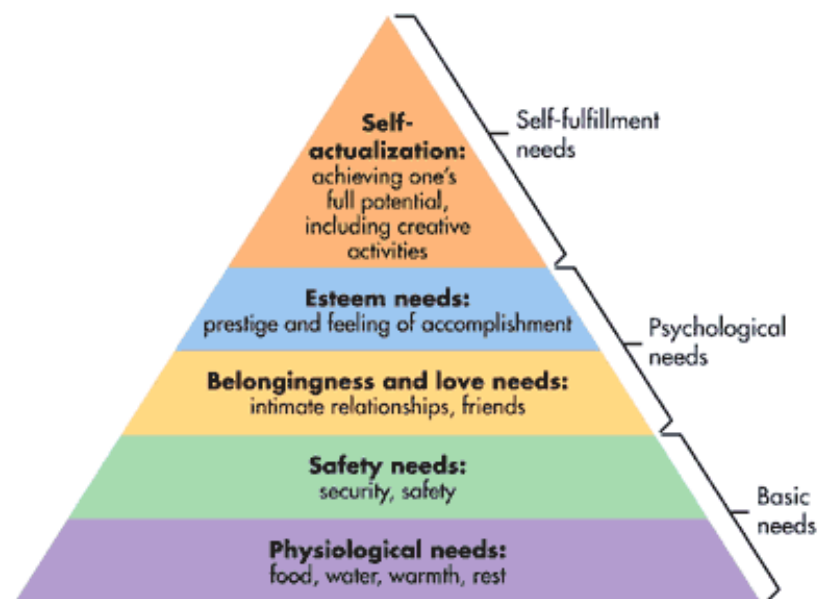
3.7.1 CONTENT THEORIES

Content theories are sometimes also called “need theories” because they are closely connected to the basic human needs and their lack or surplus. Generally, it could be said that each of us has several needs inside, which needs to be satisfied.

3.7.1.1 Maslow’s Hierarchy of Needs

As mentioned above, in 1945, Abraham Maslow has divided human being’s need into a pyramid, arranged from the most primitive ones (which are identical in human beings and other forms of life) to the most exclusive ones (which distinguish humans from animals and other lower types of life).¹⁰

Figure 3.2 – Maslow’s Hierarchy of Needs



Source: <http://www.teach-nology.com/tutorials/teaching/maslow.gif>

The personal goal of each human being is to reach to the top of this pyramid – to fulfil potential and creativity. But this can be done only after satisfying the previous stages and

¹⁰ ARMSTRONG, M., Armstrong’s Handbook of Human Resource Management Practice, 2009, page 324

needs belonging to these stages. According to A. Maslow, the first three stages are connected to the deficit D-NEEDS (needs without which a human being is not able to live) and the top two levels are B-NEEDS. If a person wants to achieve the top of this pyramid he/she has to satisfy all lower levels. If one of the levels is not satisfied, the person cannot attempt the next level. If a human being is not in safe or does not feel to be secured it is not possible to start solving deficit of relationship needs.

This theory has been very popular but on the other hand it has sometimes been criticized because it has not been verified by an empirical research. Wahba and Bridwell (1979) have claimed that different types of people have different priorities and it is impossible to allege that all human beings behave according to this pyramid.¹¹ Their opinion was that the pyramid should not be as strict as it is and that there has to be a place for changing the levels according to the personality and personal approach to life.

Physiological needs

This fundamental kind of needs is connected with the basis of human being live - our body is not able to exist without sleeping, eating or drinking. Human's body is motivated to drink and eat just because it is not possible to live without it. The main feature of physiological needs is that they have to be satisfied regularly and consumption of products connected to this level is the highest in comparison to the others. It means that a deficit of this stage is repeatedly solved simultaneously with other levels of the pyramid.

Safety needs

This group of needs includes not just security of body, health or property but also security of resources, employment and desire for justice. These needs are endangered in case of health or job uncertainty.

As it was mentioned above, a deficit of these needs can start to be solved after satisfying the previous stage. People need to feel secure about their life and their position in the society and without this type of security, there is no chance to grow up and satisfy the higher type of needs.

¹¹ ARMSTRONG, M., Armstrong's Handbook of Human Resource Management Practice, 2009, page 324

Belongingness and love needs

These types of needs are also known as affiliation needs and contain all social needs like love, social contact, belonging to a social or work group and also family. These needs are very important motivators for human behaviour because people have a tendency to belong in groups. This belonging means communication, understanding, social contact, new friendship and satisfaction from being accepted by others.

Esteem needs

This type of needs is furthermore divided into two sub-groups:

- Self-esteem
- Esteem from others

The first group is about self-respect, self-confidence, achieving goals and obtaining new knowledge to develop oneself. People are learning for the whole life and they want to improve themselves as much as possible. It brings them a kind of satisfaction from life.

The second group – esteem from others – includes the need to be appreciated by others and to make a good impression in a group of other people or a team.

Self-actualisation

This need is placed on the top of the pyramid and includes self-fulfilment that comes from the achievement of goals set in work or in personal life. It is necessary to state that not all people are able to achieve the last level of pyramid, because they are not able to satisfy lower types of needs.

3.7.1.2 Alderfer's ERG theory

Very similar to Maslow's hierarchy of needs is a theory of Clayton Paul Alderfer. While Maslow's pyramid has five set stages, the ERG theory consists only of three stages where people are not so strictly limited by given levels.

- **Existence (E)** – these needs are similar to the first and second levels in the Maslow's hierarchy – physiological and safety needs
- **Relatedness (R)** – these needs correspond to Maslow's safety and social level but partially to some of the esteem needs – mainly relationship needs.
- **Growth (G)** – The last category is connected to the last Maslow's level, the top of the pyramid and partially to the rest of esteem needs that are not mentioned in the Relatedness type of needs.

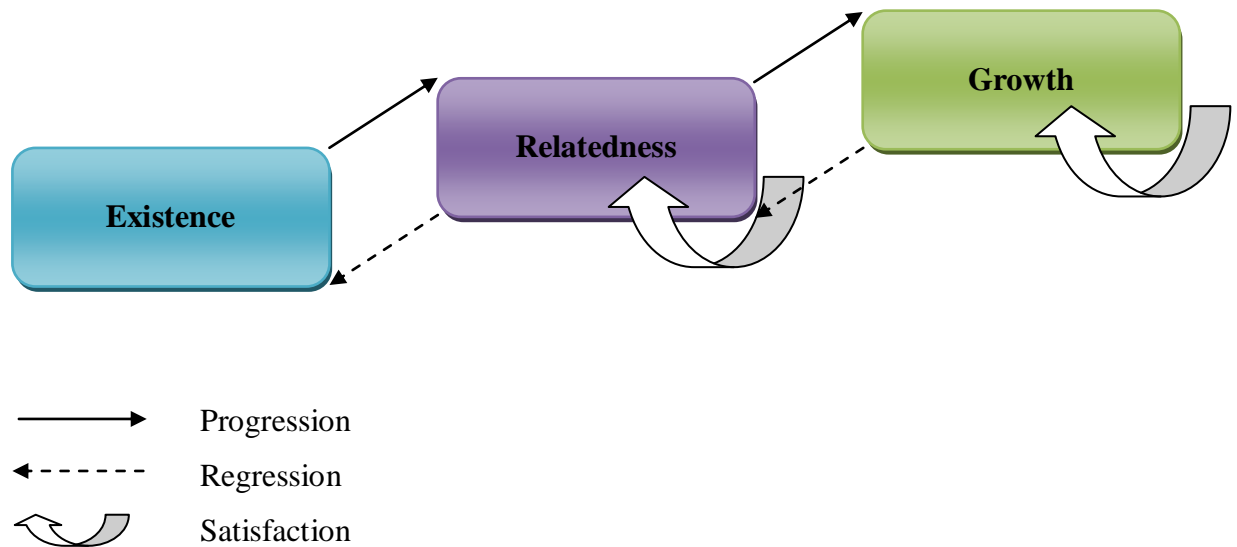
As it is seen from the graph and list above, the connections between Maslow's and Alderfer's theories are indisputable. On the other hand, there are two main differences between these theories – according to C. P. Alderfer's theory there are no strict borders between E, R and G levels and all of these three levels could be active at same time.

“An individual could regress from the higher stage should some frustration appear. If an individual is unsuccessful at reaching the relatedness stage, then according to the ERG theory, frustration appears at the existence level. Having satisfied the basic needs, a person can strive once again to reach the level hoping of positive outcome. In the case of failure the process is repeated until all the needs are satisfied and until there is zero negative outcomes.”¹²

As mentioned at the beginning of this paragraph, there is also a possibility to operate simultaneously on two or three stages. This is possible but not at the same degree.

¹² SKALA, L., Bachelor Thesis, 2010, page 17

Figure 3.3 – ERG theory



Source: http://www.12manage.com/images/picture_alderfer_erg.gif

Modified by author

3.7.1.3 McClelland's Managerial needs theory

Another way of classifying needs was developed by David C. McClelland in 1961. This theory, compared to others, is based on the studies of managers. It defines three most important managerial needs:

- Need for achievement
- Need for affiliation
- Need for power

It is clearly seen that also this theory has its basis in the Maslow's hierarchy but it is more focused on the higher stages because it assumes that the basic needs are already satisfied.

Different types of people have different levels of these needs. Some give preferences to achievement; others have a strong need for affiliation and others for power. These three needs are also different on different stages of management. Top managers probably prefer need for power because they already have satisfied their need of achievement at their

position while middle management people are more focused on the need for achievement. The significance of need for affiliation is not so strong at any level of management. The need for achievement could be defined as success with measurable comparison against a personal standard. The need for affiliation is the same as in the previous two theories – need for friendly relationship with others in the company or in society. The need for power could be defined as a need for controlling and influencing people around.

3.7.2 COGNITIVE THEORIES

People want to explore, create and control the environment around them. The cognitive approach to motivation deals with the ambition of people to have effect on their closest environment and to develop as many skills as possible during the process of motivation. The cognitive theories provide more relevant approach to motivation than content theories. The most used cognitive theories, sometimes also called “process” theories, are Equity theory, Expectancy theory and Social learning theory. These theories are focused on how human behaviour is initiated and terminated.¹³

3.7.2.1 Latham’s Goal theory

A goal is a set point which needs to be achieved by using accessible skills, knowledge and opportunities. As McKenna wrote, an organization uses goal for two main purposes:

- As a motivational source – employees do their best to reach the given aim
- As a control device – employees’ performance is observed in relation to the given aim

The origins of this theory have been laid down by the presumption that the specificity and difficulty of the goal influence employees’ performance. Finally, the research has proved that there are close relations between these variables.¹⁴

¹³ ARMSTRONG, M., *Armstrong’s Handbook of Human Resource Management Practice*, 2009, page 325

¹⁴ MCKENNA, E.F., *Business Psychology and Organisational Behaviour*, 2000, page 105

Goal specificity

A well-defined goal should be expressed in absolute figures, numbers or percentages (increase the profit by 9% or increase the production by 100 pieces). It is not easy to apply goal specificity in the qualitative form where there are no numbers. Employees need to know the precise goal which needs to be achieved. If they know it, they can decide whether the goal is reachable for them and whether the performance invested into the working process will make sense or not.

Goal difficulty

As mentioned in the paragraph above, employees need to know whether the given goal is reachable or not. This fact will have a strong influence on their performance. In general, “X” people react negatively to difficult goals. In case they feel that the work will be hard, they are demotivated and they do not increase their performance to reach the “nonsensical” aim. On the other hand, “Y” people will have positive reactions to difficult aims. The difficulty brings them an opportunity for self-development and self-satisfaction if they achieve the goal, which seemed unachievable to them. But all difficulties have their borders and this applies also to goal difficulty. If the goal is set really high and it is really unachievable, also “Y” people losing it motivation for better performance and the effect of increasing motivation has the exactly opposite outcome.

More about type “X” and type “Y” people could be find in paragraph 3.7.4 McGregor’s theory X and Y.¹⁵

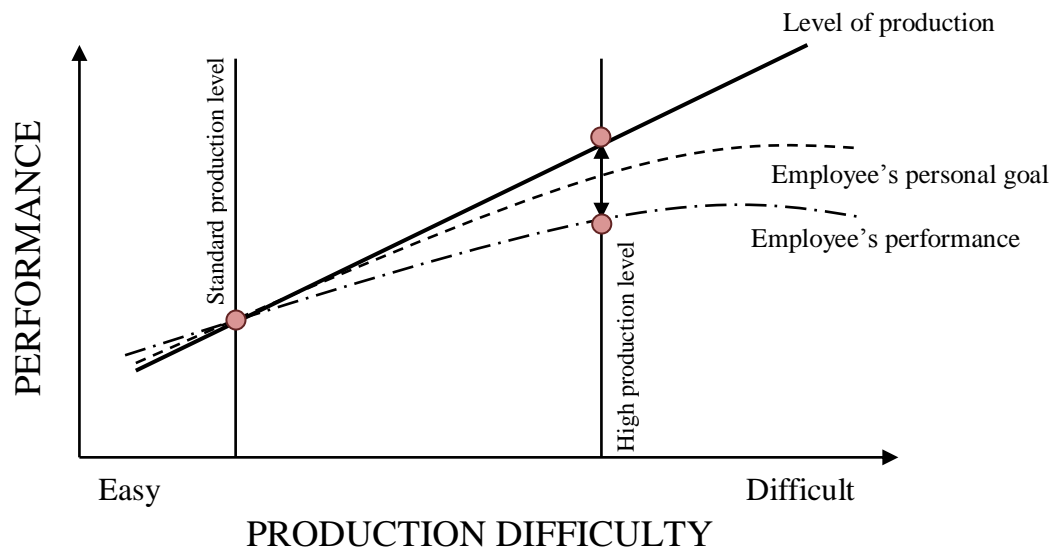
Applying goal difficulty on a production process

When applying the goal difficulty, the production process is suitable as an example. The production process is the most important procedure in each company and it is also quantitatively countable.

¹⁵ MCKENNA, E.F., Business Psychology and Organisational Behaviour, 2000, page 105

Management of the company wants to produce as much as possible to earn money but non-motivated employees would not be a useful instrument. As it could be seen in the Figure 3.4 below, goal difficulty has direct impact on employees' performance.

Figure 3.4 – The effect of production level on performance



Source: McKenna E.F., Business Psychology and Organisational Behaviour, page 105

Modified by author

In case that the needed production outcome is set on the standard level, all employees involved in the process of production meet their goals (which will increase their motivation also into the future), they will adapt their performance to the process and the company will achieve the given aim. All involved parts are satisfied.

In another case where the needed production level is set too high, employees will feel the aim is unreachable and they will not use all their abilities to reach it and their personal goals and performance will start to decrease in some point. The result of setting difficult aims will be that the given aims will not be reached, employees start to feel unsatisfied and useless and this will also have negative impact on their future motivation.

3.7.2.2 Adams's Equity theory

The Equity theory is another well-known concept of cognitive theories, but people usually simplifies this theory and do not understand it correctly.

This theory is based on comparison of people. Each person needs to compare his or her performance and knowledge with others in a certain group. An outcome of this individual comparison is an impression if the person was remunerated or awarded fairly. In case of positive outcome, the result is satisfaction and motivation for further work of the person because now he or she knows that good performance brings equitable remuneration. Negative outcome brings injustice and lower motivation to the future.¹⁶

The principle of this theory easily definable by the formula:

$$O_1 \div I_1 = O_2 \div I_2$$

O₁ – own output

I₁ – own input

O₂ – output of the compared person

I₂ – input of the compared person

3.7.2.3 Vroom's Expectancy theory

The Expectancy theory is based on the presumption of Victor Vroom that employee motivation will be higher when people have precise information what to do in order to get the reward, when they know they are able to reach it and that the reward will be worth it. The concept of this theory was originally formulated in the VIE theory by Vroom in 1964, where “V” stands for Valency (Value), “I” stands for Instrumentality and “E” stands for Expectancy.

¹⁶ TURECKIOVÁ, M., Řízení a rozvoj lidí ve firmách, 2004, page 64

Vroom has furthermore defined an expectancy equation which says that the power of motivation is equal to sum of all inputs:

$$F = \Sigma (V \times I \times E)$$

Base of this motivation strategy lies in past experience that good job leads to some kind of reward. Where there is no relationship between these two variables, this theory cannot be applied.

On the other hand, this theory has also some disadvantages. One of them is that this theory connects incompatible variables; totally wane the coercion to work and its dangerousness.¹⁷

3.7.2.4 Bandura's Social learning theory

Social learning theory developed in 1977 by Albert Bandura combines aspects of behavioural and expectancy theories. According to Armstrong: *"It recognizes the significance of the basic behavioural concept of reinforcement as a determinant of future behaviour but also emphasizes the importance of internal psychological factors, especially expectancies about the value of goals and the individual's ability to reach them."*¹⁸

Robertson and Cooper pointed out that there were many similarities between expectancy theory and Social learning theory, especially in their individual goals and values.

3.7.3 HERZBERG'S DUAL-FACTOR MODEL

Dual-factor model together with Maslow's hierarchy of needs is one of the best-known theories of employee motivation.

The theory was based on an interview with 200 employees where a set of satisfaction and dissatisfaction factors were put together. According to this, Frederick Herzberg developed a dual-factor model of motivators (satisfactory) and hygiene factors (dissatisfactory).¹⁹

¹⁷ DĚDINA, J., ODCHÁZEL, J., Management a moderní organizování firmy, 2007, page 69

¹⁸ ARMSTRONG, M., Armstrong's Handbook of Human Resource Management Practice, 2009, page 327

¹⁹ SKALA, L., Bachelor Thesis, 2010, page 18

Motivators make employees feel good at work while hygiene factors make them feel uncomfortable. According to Herzberg's theory people are able to identify these feelings.

F. Herzberg assumed that lack of motivators and abundance of hygiene factors will cause dissatisfaction but on the other hand abundance of motivators and lack of hygiene factors would not cause satisfaction or dissatisfaction.

Criticism of dual-factor model

Herzberg's dual-factor model is often strongly attacked because it is based only on research of real life and nobody has ever measured the relationship between dissatisfaction and performance. There is also no evidence that motivators increase productivity.²⁰

McKenna shares Armstrong's opinion as follows from his book: *"Generally, studies that use the same methodology as Herzberg employed – i.e. content analysis of recalled incidents by respondents – are supportive of the theory. Studies that use other methods for measuring satisfaction and dissatisfaction often come forward with results quite different from Herzberg's findings."*²¹

This theory has still success because it is based on real life and it is comprehensible for wide public.

3.7.4 MCGREGOR'S THEORY X AND Y

Douglas McGregor based his theory on the presumption that there were two types of people and they behaved differently at work. Each type needs different approach and also different type of motivation. They called them people type "X" and people type "Y".

- **Theory X** – employees belonging to this category are lazy and have repugnance to work. The only way of increasing their performance is to use force and threats. When some work is done well, it is necessary to remunerate these people. This type of people could be motivated only externally by some kind of financial or non-financial benefits.

²⁰ ARMSTRONG, M., *Armstrong's Handbook of Human Resource Management Practice*, 2009, page 329

²¹ MCKENNA, E.F., *Business Psychology and Organisational Behaviour*, 2000, page 98

- **Theory Y** – employees belonging to this group have naturally given responsibility and work is rather a kind of a game for them. These people do not need to be externally motivated because the work itself and developing of skills is a kind of motivation for them.

When a manager allocates each person to one group it, will be easier to find an approach which will be suitable for leading.

3.8 Tools of motivation

3.8.1 EVALUATION

Employees' evaluation is a systematic process focused mainly on how they perform at work and how they fulfil given tasks. It is one of the most important actions of human resource management. Aims of the evaluation are to establish the relative value of work based on fair judgements, produce information for the company and personal development, to be transparent and to ensure equal work conditions for all employees in the company. Evaluation could be generally divided into two groups:

- **Formal** – this type of evaluation uses standardised methods, it is usually issued in a paper form and has regular intervals. These papers are archived and serve for future processes of human resource actions.
- **Informal** – evaluation of performance based on everyday relationship between one employee and his superior. This type of evaluation does not have paper form and is not archived. It is implemented through individual interview and has no effect on important decisions.²²

The key role in this process is played mainly the first line supervisor. The evaluation is mainly focused on performance and behaviour because these two variables are easily measurable and observable. The evaluation of performance is usually used to evaluate

²² KOUBEK, J., Řízení lidských zdrojů – Základy moderní personalistiky 3rd edition, 2006, page 60

employees while evaluation of behaviour is used to observe behaving of middle and top management.

The basic functions of evaluation are to find the level of performance, to find employees' weaknesses and strengths, to create the basic standard for remuneration and finally to motivate employees. Based on the whole process of motivation, formal and informal, managers are able to find ways for motivating, remunerating and leading employees.

The fundamental point of the evaluation is fairness and accuracy.

3.8.2 REWARDING

The entire system of rewarding is created mainly by the wage structure and its subsystems.²³ Good system of rewarding could attract new potential employees, keeps the existing ones and helps the organization to face the competition with using and developing skills and knowledge of employees. However, reward does not necessarily mean only wage or salary. It also includes other types of remuneration like appreciation or non-financial benefits (new office equipment, company's car or notebook for personal use or education paid by the company). These benefits have tangible form and they are also called "**external quittances**". The non-tangible form of remuneration is called "**internal quittances**" and it is connected mainly with the internal satisfaction at work.

Reward is the most efficient type of motivation but only in case of fairness. If this main condition is not met the rewarding loses its effect and has negative impact on motivation of employees. That is why many organizations are afraid of using the whole spectrum of rewards and use only external quittances, and mainly then direct financial remuneration. Another frequently used type of external quittances is benefit. This type of reward covers goods, services and some types of social care which are usually fully covered by the employer. To simplify it, a benefit is an extra bonus to standard wage and it takes form of luncheon vouchers, discounts for the company's products or a cell phone, a notebook or a car for personal use.

²³ KLEIBL, J., Řízení lidských zdrojů, 2001, page 68

The basic characteristics of benefits are as follows:

- They are not dependent on merits
- They have long-term stimulation
- They are in harmony with the present life style
- Each person is interested in different benefit
- It is hard to decrease their level in the company

In the last years, many companies have tried to cut cost as much as possible and limit or abandon benefits were one of the first actions to reach it.

3.8.3 EDUCATION AND SELF DEVELOPMENT

The requirements concerning skills and knowledge are changing and developing over a time period. If the company wants to be competitive on the market it is necessary to develop its employees by preparing educational and training programmes. Only skilled people are flexible and able to adapt to all situation and changes.

As it was mentioned above, companies have tried to cut costs as much as possible in the last years, but this should not be done to the detriment of decreasing further employees' education because it would have a negative impact from the long-term view.²⁴

However, it is necessary to distinguish between necessary and unnecessary employees' development. The unnecessary one, which is also called "**soft skills**", includes team communication, leadership or social empathy. Development of these skills could be postponed or temporarily stopped because the company will be able to face competitors also without this type of development.

On the other hand the necessary ones, called "**hard skills**", should be developed regardless of cost cuts. This type of skills contains legal knowledge, VAT laws, accountancy or devices handling and these skills should be developed continuously in repetitive cycles.

²⁴ KOUBEK, J., Řízení lidských zdrojů – Základy moderní personalistiky 3rd edition, 2006, page 39

3.9 Motivation and money

Money in the form of wage, salary or other financial benefit is the most common type of motivation because it offers people to afford any goods or services interesting or needed for them. Money does not have any inner sense but it is a symbol of all tangible and intangible aims that could easily satisfy human needs. That is why money is such a motivating tool and has strong dependence on increasing employees' performance.

Money has also strong dependence on the job decision and it plays a key role in working environment, education and allocation of benefits. On the other hand, according to Herzberg's dual-factor model, lack of money causes frustration but abundance of them need not necessarily cause permanent satisfaction. Money could cover basic human needs defined in the Maslow's hierarchy but it is not such a strong motivator as intrinsic motivation. Money is not able to bring employees satisfaction from the work itself.

3.10 Problems with motivation

The main factors which cause problems with motivation and also risks as regards safety at work are monotony and boredom. The basic factors causing boredom at work are mentioned below.

3.10.1 LACK OF VARIETY AND CHALLENGE

Lack or absolute absence of variety and challenge pushes the number of working operations and actions to the minimum level and this fact causes boredom. When employees are bored at work, they do not think one step ahead and this could cause an accident. The second factor, which is important for employee motivation is challenge. Employees need to have an aim, to develop their skills and knowledge to reach it and also to feel that their work has a sense and they are important for the company. If these factors are not represented on the working position the company faces the risk of losing employees.²⁵

²⁵ MCKENNA, E.F., Business Psychology and Organisational Behaviour, 2000, page 114

3.10.2 LACK OF SKILL AND INDEPENDENCE

As it was mentioned earlier, people need and want to develop their skills and knowledge because it brings them internal satisfaction. Another factor belonging to this group is independence. Well skilled employee with good knowledge of his/her field of work is able to work independently and does not need any kind of supervision. If the given work or tasks are too easy, there is no chance of improving knowledge and skills and this could also cause boredom and more mistakes. When a harder task occurs the employee is not able to mobilise his/her skills and a failure occurs. After this failure, the employee probably gets a supervisor and the good feeling of independence disappears and employee starts to feel as an invalid member of the team.²⁶

3.10.3 PACE OF WORK

Employees must have an ability to control their own pace of work, which is dependent on their skills and abilities. If not, people could be faster or slower than others. The faster approach to work could cause boredom because the person feels that he/she makes more work than others but their salary is the same and he/she slows down and gets bored. The second possibility is that an employee is slower than others and this could cause frustration and internal disharmony. This could lead to the fact that the employee starts to look for a new position or a new job.

3.11 Organization

3.11.1 CULTURE

The organization culture affects the way in which people behave in a certain company or in a team of employees. It is a set of mission, vision, values, norms and attitudes which are not written anywhere, but it creates the company's environment and employees acting in accordance with it. It is difficult to define it and it has many different components which operate on many different levels. The culture is a dynamic process and it tends to change over a time period.

²⁶ MCKENNA, E.F., Business Psychology and Organisational Behaviour, 2000, page 116

Each organization is unique and the uniqueness is caused mainly by the culture. Although culture is something abstract and intangible, employees know it and act according to it. If employees do not identify themselves with the culture, it is hard to motivate them and to increase their performance.²⁷

There are many components creating the company culture. Below is the list of the basic and the most necessary ones:

- Artefacts
- Environment
- Management style
- Norms
- Values

For well-working company's culture, it is also necessary to take into consideration other factors like communication, relations and interaction in the company because without these factors, the company's culture could not work.

3.11.2 COMMUNICATION

Good communication is one of the bases of motivation. If there are some barriers to the communication channel, it is hard to motivate people.

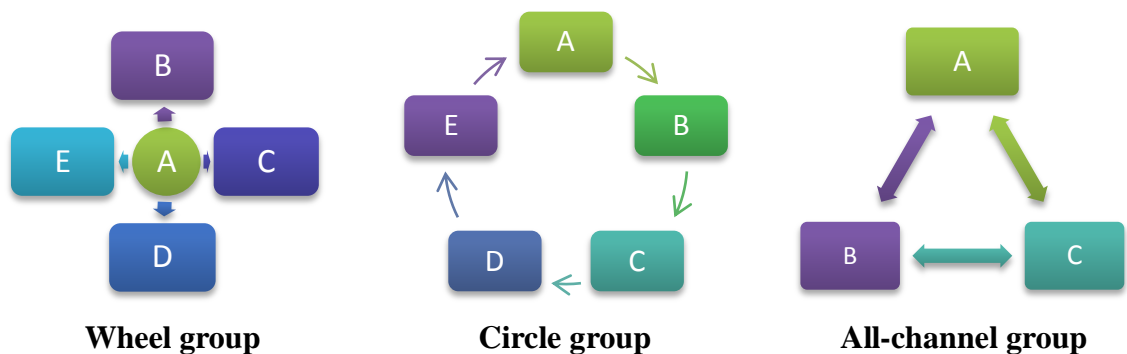
The principle of communication is based on early and adequate information for all employees about news which directly regard them. There are many ways of informing them: direct communication (speech 1-1), emails, central servers, corporate newspaper or conferences. However, communication is not just about providing information by management to employees but also vice versa. To any information gave from management to employees exists a feed-back. In order to get better performance from employees, it is necessary to provide them with all accessible information and to expect a feed-back.

²⁷ ARMSTRONG, M., Armstrong's Handbook of Human Resource Management Practice, 2009, page 950

3.11.3 INTERACTION

According to Armstrong, there are three basic channels of interaction within an organization or a group of people.²⁸

Figure 3.5 – Channels of groups' interaction



Source: Author

- **Wheel group**

This group has tendency to work relatively fast and is suitable for a small amount of input information when solving a problem. Against this it makes just a few mistakes but it is not flexible due to upcoming challenges.

- **Circle group**

This group is the fastest in solving complex problems but it is demanding for input information and has limited ability of intra-group communication.

- **All-channel group**

This working group is the most flexible and well organized. It is the best form of group in solving open-end situations. It has the best communication between involved object but on the other hand, it is not as fast as previous categories.

²⁸ ARMSTRONG, M., Armstrong's Handbook of Human Resource Management Practice, 2009, page 371

4. CASE STUDY

4.1 MOTA-ENGIL CENTRAL EUROPE Czech Republic

MOTA-ENGIL CENTRAL EUROPE Czech Republic has been chosen as a representative of the **private** sector.

4.1.1 COMPANY PROFILE

MOTA-ENGIL CENTRAL EUROPE Czech Republic (hereinafter only “MECE CZ”) is a construction company which has been operating on the Czech market since 1997. Its annual turnover is more than CZK 693 million.

MECE CZ is doing business in the following fields:

- Residential buildings – new apartment houses, extensions and reconstructions
- Civil buildings – schools, health care centres, leisure time centres
- Administrative buildings – administrative buildings and business entities
- Infrastructure – roads, waste water treatments plants

MECE CZ also operates on the Czech market as a developer of its own projects under the name of MOTA-ENGIL Real Estate.

The company is a holder of ČSN EN ISO 9001 certificate, holder of the “Safe company” title and it has implemented the environmental management system - ČSN EN ISO 14001.

The entire structure of the company is shown in Supplement 1.²⁹

4.1.2 HISTORY

MECE CZ was established in 1997 under the name of Sefimota. This name was the result of two merging companies – a Czech company called SEFIKO and the Portuguese company called MOTA-ENGIL, S.A (each having a share of 20% and 80%, respectively).

²⁹ SKALA, L., Bachelor Thesis, 2010, page 31

In 1998, Sefimota established a subsidiary called M-Invest the main purpose was of which was to expand to the field of developers. At the beginning of 2007, the last subsidiary was set up by Sefimota - under the name of “Road and engineering constructions” with its head office in Plzeň.

The last step, which took place at the beginning of year 2010, had to do with the redistribution of powers in Europe. Sefimota has changed its name to MECE CZ. At present, 100% of the company is owned by the Portuguese parent company MOTA-ENGIL, Engenharia e Construcao, S.A.³⁰

4.1.3 SWOT ANALYSIS

According to an interview with the cost controller, the accountancy and tax manager and the HR manager of the company, an analysis concerning strong and weak features of the company and its opportunities and threats was prepared. This analysis will be helpful in comparing this company to the second one from the public sector.

This analysis could also show how strong these companies on the market are and if they are approximately on the same level.

Strengths

- The first strong feature of this company is its base in another country. Thanks to this fact, there are many possibilities for MECE CZ that if there is a small level of new contracts in the Czech Republic, the company could move its forces abroad. There are larger branches of this company in Portugal, Poland and Ireland.
- The second strong feature is the size of the company. Thanks to the number of employees, machinery, scaffolding and formworks this company is able to engage in the largest projects implemented in the Czech Republic.
- The third strong feature is that MECE CZ has not negative financial results so it can also participate in public tenders.

³⁰ SKALA, L., Bachelor Thesis, 2010, page 33

Weaknesses

- One of the most important weaknesses of this company is the fluctuation of employees. As it is seen from the research the results of which are stated below, there are less than half employees, who work in the company for more than 3 years. Training and educating of new employees is costly and it takes time for a new employee to achieve the same level as others. When such an employee leaves the company, all money and time invested into him/her are wasted.

Opportunities

- The main opportunity is that the mortgages are on a very low level – in January 2012, the average base rate of mortgages on the Czech market was only 2.79%. That means people are able to obtain a mortgage and they will be more interested in housing. More new projects are prepared and MECE CZ could act as a developer.

Threats

- Motivation could be considered as the main threat. If employees are motivated in the incorrect way there is a threat that the fluctuation will increase and performance of employees decrease. This could have fatal impact on the running of the company. On the other hand if employees are motivated in the correct way the motivation could easily become an opportunity.

4.2 Road and Motorway Directorate of the Czech Republic

Road and Motorway Directorate of the Czech Republic (in Czech: Ředitelství silnic a dálnic ČR) has been chosen for adequate comparison from the **public** sector.

4.2.1 COMPANY PROFILE

Road and Motorway Directorate of the Czech Republic (hereinafter only “RMD CZ”) is a state organisation established by the Ministry of Transport in 1997. The organisation is led by its director who gets the instructions from the Ministry of Transport.

The structure of the company is shown in Supplement 2.

The organisation has been established in order to:

- Manage highways and 1st class roads
- Procure highway maintenance
- Ensure modernisation and construction of new highways and roads
- Ensure the operation of a toll system on selected roads ³¹

4.2.2 HISTORY

This company has been established on 1st January 1997 by the merger of several companies – Road Directorate Prague, Motorway Directorate CZ and individual road investors divisions with headquarters in the regions (Prague, Liberec, Brno, Jihlava, Ostrava, etc.).

The Ministry of Transport established this company by way of the “foundation deed”, in accordance with section 5 and section 20 of Act No. 219/2000 Coll. about the Property of the Czech Republic and its acting in Legal Relations.³²

³¹ SKALA, L., Bachelor Thesis, 2010, page 34

³² SKALA, L., Bachelor Thesis, 2010, page 35

4.2.3 SWOT ANALYSIS

The SWOT analysis is based on an interview with the HR manager and the financial director of Road and Motorway Directorate of the Czech Republic.

Strengths

- The main strength of RMD CZ is its monopoly on the market. As RMD CZ is the only company responsible for **maintenance** and **modernisation** of 1st class roads, there are no competitors on the Czech market who could threaten this company.
- The second one arises from the main strength. Every year, the Ministry of Transport releases money for repairs and maintenance of the roads and because RMD CZ is the only company responsible for this, it need not be afraid of having small amount of work.

Weaknesses

- Level of education could be considered as a weakness of this company. According to the research, less than 50% of employees have university education. In comparison with the observed company from the private sector, where the amount of employees with university education is 86%, RMD CZ has disadvantage.

Opportunities

- The main opportunity is the European integration. Where there are no borders and exists a free movement of people throughout Europe it is possible to build new highways and 1st class roads not only in the Czech Republic but also abroad.

Threats

- The threat of this company is the same as it was in the private sector - motivation of employees. If employees are not motivated in the correct way, there is the threat that fluctuation will increase and performance of employees decrease. This could

have fatal impact on the running of the company. On the other hand, if employees are motivated in the correct way, the motivation could easily become an opportunity.

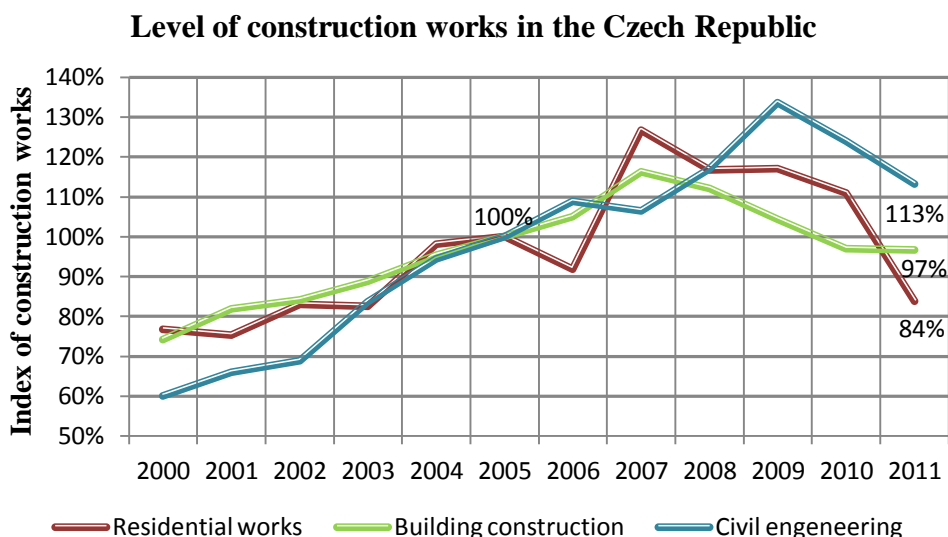
4.3 Current situation on the construction market

As it is seen from the graph below, the best situation on the construction market was between 2007 and 2009. Since 2009 the level of construction works has started to decline and the trend remains the same until these days.

The graph shows the percentage of volume of construction works on the territory of the Czech Republic, where year 2005 represents 100% of construction works. As it could be seen the level of residential works and building constructions is lower than it was in 2005 (RW: -16%; BC: -3%). Only the civil engineering works have higher number than in the base year but it also has a declining tendency (CI: +13%).

Percentage of volume according to the base year 2005 (in last observed year – 2011) is also show in the graph.

Graph 4.1 – Construction works



Source of data: Czech Statistical Office, <http://www.czso.cz/csu/redakce.nsf/i/stavebnictvi>, 1.3.2012

4.4 Research

4.4.1 COLLECTION OF DATA AND REALIZATION OF THE RESEARCH

As it was mentioned, the research took place in two chosen companies. The research started on 2 January 2012 with the interviews with HR managers, financial managers and cost controllers of selected companies, because these people know most about motivation and cash flow in their respective companies.

After the interview, the questionnaires were sent to all employees of both companies. In MECE CZ the questionnaires were sent directly to all e-mail addresses of the employees and in RMD CZ, the link was sent to the heads of departments and, it was further distributed to employees from them. The questionnaire was translated into the Czech language in order to avoid any misunderstandings during completing.

The questionnaire was made in Google Docs, because this application offers easy creation of form and its distribution through the web link to all potential respondents. Results then appear in an Excel spreadsheet so it is not hard to handle them. The questionnaire was anonymous so no one could match the answers to a specific person. The anonymity of answers ensures more and truthful responses because employees need not be afraid about any negative impact.

The research took place after previous agreement with the management of observed companies. The instructions as to how to answer the questions were placed at the beginning of the questionnaire and also in the email, by which the link was sent to the respondents.

The questionnaire consists of 20 questions and has the following structure:

- **Questions 1 – 4** has focus on the basic information about the respondent such as gender, age, the highest level of education and length of employment in the company.

These questions have closed format – respondents could choose only one of the given answer.

- **Questions 5 – 7** focus on satisfaction with occupation, financial remuneration and motivation in the company.
These questions were done by statements and have a scale format (also called “Likert questions”) – respondents have to mark only one point on the scale 1 – 5 where 1 means “*agree*” and 5 means “*disagree*”. The entire scale is visible in Supplement 3.
- **Questions 8 – 12** are linked mainly to relationship and communication in the companies and also have scale format.
- **Question 13** concerns education and self-development. This question is also in the scale format.
- **Questions 14 – 17** are the questions about “lie-factor”. These questions are connected with some previous questions and their role is to prove previous answers. These questions also have a scale format.
- **Question 18** focuses on the most motivating reward. It is a closed question – respondents choose only one of the given answers.
- **Question 19** is a semi-closed type of question focused on non-financial benefits. Respondents have a chance to choose one of the given answers but can also choose answer “Other” and write something different.
- **Question 20** is an open-type of question. Respondents have a chance to describe problems and demotivating situations by their own words.

The closed types and scale types of questions have the advantage that it is easy and fast to answer them. People are not forced to come up with their own ideas or their own words. On the other hand, open types of questions could get better to the heart of the matter. The whole questionnaire could be seen in Supplement 3.

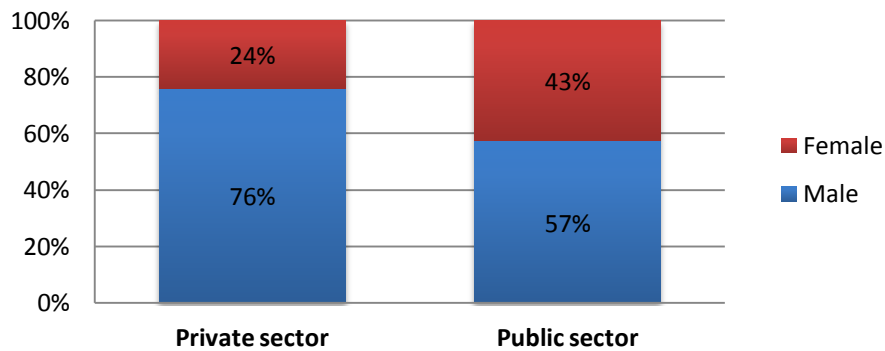
4.4.2 ANALYSIS OF FINDINGS

The questionnaire has been completed by 157 respondents from two companies. 75 respondents were employees of MECE CZ and 82 respondents of RMD CZ. Basic data about respondents (questions 1 – 4) were processed by percentages and put into graphs for better presentation of the results. The same technique was used for presenting questions 18 and 19 but points were used instead of percentages. The rest of the results were put into a contingency table and processed by a statistical analysis. This analysis was helpful in proving the dependency between motivation and other variables and finding their intensity. Graphs are divided into two colours – blue and violet, where blue colour represents private sector (MECE CZ) and violet colour represents public sector (RMD CZ).

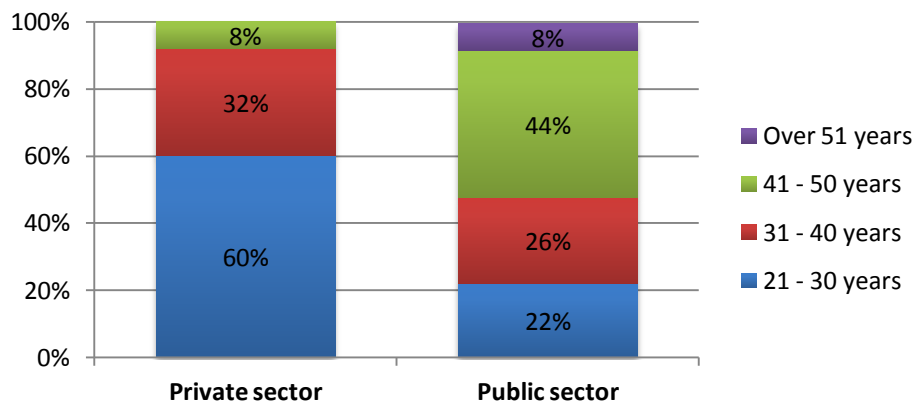
Other graphs not connected directly with each sector or representing both sectors are colourful.

Graph 4.2 – Basic information about the respondents

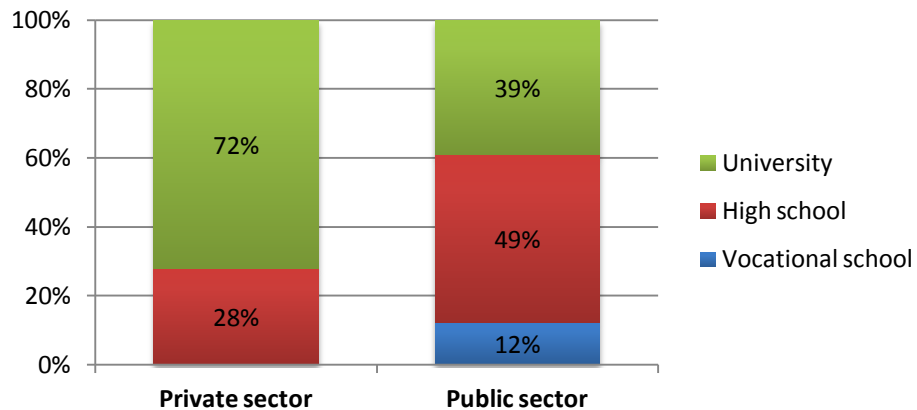
1. Gender structure



2. Age structure



3. Education structure



The first step of the research is to find out the basic facts about respondents. From the graphs above, the basic information and also differences between private and public sector are clearly seen. These results are expressed in percentages because of different number of respondents from each sector. Further analysis of these graphs is placed in paragraph 4.6 “Comparison between private and public sector”.

Verification of the first hypothesis

H1: Employees are mostly motivated by financial remuneration.

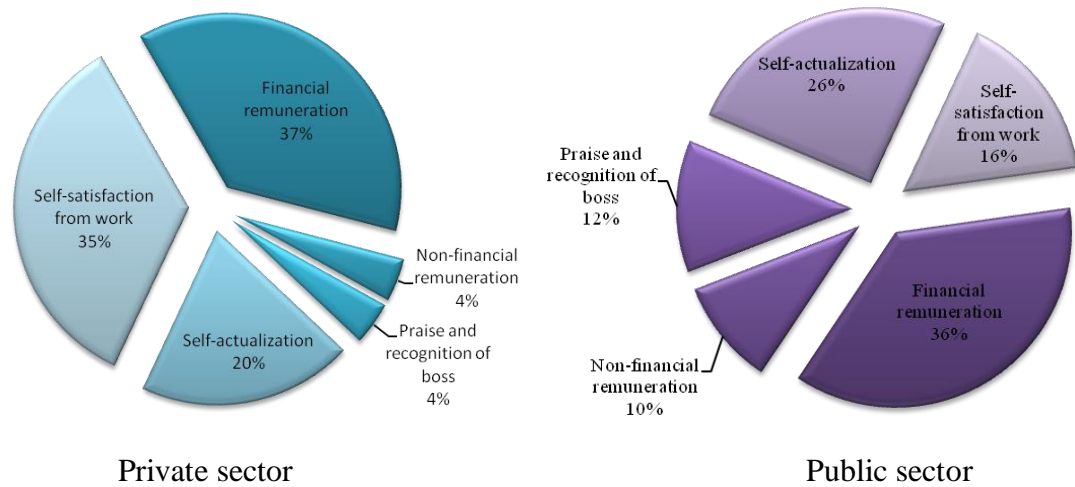
This hypothesis has been set according to paragraph 3.9 “Motivation and money” which says that money is usually the most motivating reward because it is a symbol of all tangible and intangible aims.

The first hypothesis was directly connected with question 18 in the questionnaire – “The most motivating reward for me is:”. It was assumed that employees know best what is the most motivating reward for them and what type of benefit could increase their performance most. It is necessary to mention that this hypothesis did not take into consideration the duration of motivation proceeded from the reward, but only the volume.

Respondents can choose one of the given motivational tools, namely:

- Financial remuneration
- Non-financial remuneration
- Praise and recognition of boss
- Self -actualization
- Self-satisfaction from well-done work

Graph 4.3 – Motivational rewards



The graphs above clearly show that the most motivating reward for respondents is the “Financial remuneration”. In both sectors, more than 1/3 of respondents choose this answer. It is interesting that while in public sector, this result is significantly higher than other options, in private sector, the second most chosen option – “Self-satisfaction from work” acquired almost the same result as the financial remuneration – 35%.

It is clear from above mentioned that for employees the most motivating benefit is the financial remuneration.

H1 has been proved.

Verification of the second hypothesis

H2: There is a strong relationship between motivation and length of employment in the company.

The second hypothesis deals with the presumption that the length of employment in one company is directly connected with the volume of employee motivation and that the relation between these two variables is significantly strong.

This relation is easy to count from questions 4 and 7 from the questionnaire thanks to the contingency table and Chi-squared test. The whole process of computation of the results from private sector is shown below.

First, all data are put into the contingency table and their marginal frequencies are expressed:

Table 4.1 – Contingency table

Mark 4	Mark 7					Total ni.
	1	2	3	4	5	
Less than 1 year					3	3
1 - 3 years	1	5	9	12	12	39
3 - 5 years		6	7	11	3	27
More than 5 years	2	4				6
Total n.j	3	15	16	23	18	75

This table allows expressing the theoretical frequencies (n_{oj}) which will be used in the next step of computation.

$$n_{oj} = \frac{n_{i.} \times n_{.j}}{n}$$

Table 4.2 – Theoretical frequencies

Mark 4	Mark 7					Total ni.
	1	2	3	4	5	
Less than 1 year	0.1200	0.6000	0.6400	0.9200	0.7200	3
1 - 3 years	1.5600	7.8000	8.3200	11.9600	9.3600	39
3 - 5 years	1.0800	5.4000	5.7600	8.2800	6.4800	27
More than 5 years	0.2400	1.2000	1.2800	1.8400	1.4400	6
Total n.j	3	15	16	23	18	75

6	lower than 1
60%	lower than 5

As it was mentioned in the methodology, there is no possibility to use such a model where there are cells with the number lower than 1 and more than 20% of numbers lower than 5. In this model there are 6 numbers lower than 1 and 60% of numbers lower than 5.

The solution is to unify similar rows and columns.

- Mark 7 – unification of positive answers 1 + 2 and negative answers 4 + 5
- Mark 4 – unification of years – less than 3 years and more than 3 years

The contingency table will then look like this:

Table 4.3 – Unified contingency table

Mark 4	Mark 7			Total ni.
	1 + 2	3	4 + 5	
Less than 3 years	6	9	27	42
More than 3 years	12	9	12	33
Total n.j	18	18	39	75

Now it will be attempted to express the theoretical frequencies (n_{0j}) again.

Table 4.4 – Unified theoretical frequencies

Mark 4	Mark 7			Total ni.
	1 + 2	3	4 + 5	
Less than 3 years	10.0800	10.0800	21.8400	42
More than 3 years	7.9200	7.9200	17.1600	33
Total n.j	18	18	39	75

0	lower than 1
0%	lower than 5

Now there are no numbers lower than 1 and no numbers lower than 5. This model could now be used for further observation. The next step is an expression of chi-square quadrate by equation:

H₀: There is no relationship between observed marks.

$$\chi^2 = \sum \sum \frac{(n_{ij} - n_{oj})^2}{n_{oj}}$$

Result of this equation is shown in the table below.

Table 4.5 – Chi-square quadrate

Mark 4	Mark 7			Total
	1 + 2	3	4 + 5	
Less than 3 years	1.651429	0.115714	1.219121	
More than 3 years	2.101818	0.147273	1.551608	
Total				6.79

Because the result 6.79 is higher than the critical value $\chi^2_{\alpha(k-1)(m-1)}$ from table, which is 5.99, the null hypothesis is rejected. This means that there is a relationship between observed variables.

For determination of how strong this relation is, the Pearson contingency coefficient is used:

$$C = \sqrt{\frac{\chi^2}{\chi^2 + n}} = \sqrt{\frac{6.79}{6.79 + 75}} = 0.3075$$

As it was mentioned in the methodology, this coefficient acquires value of 1 so it is necessary to normalize it by equation:

$$C_n = \frac{C}{\sqrt{\frac{(r-1)}{r}}} = \frac{0.3075}{\sqrt{\frac{(2-1)}{2}}} = \underline{\underline{0.4348}}$$

The same approach was used for computing this dependency in the public sector. Result from the public sector is $C_n = 0.6104$. Application of this hypothesis to all respondents could be done by an average of two results from both sectors: $\emptyset C_n = 0.5226$.

The outcome from these results is that the relation between motivation and length of employment in the company is medium strong.

H2 has not been proved.

Before verifying the last hypotheses, it is necessary to observe which variables influence the motivation at the most and if these variables are important for employees. For this purpose, a contingency table was made, concerning three selected fields, which were observed in the questionnaire:

- Company culture and relations
- Communication
- Education and personal development

The table below shows the normalized Pearson contingency coefficients of variable dependencies.

Table 4.6 – Normalized coefficients

Observed fields	Related question	Normalized coefficients	
		Private sector	Public sector
Company culture and relations	8	MFNS *	MFNS *
	9	MFNS *	MFNS *
	15	H0+ **	0.3129
Communication	10	MFNS *	0.7868
	11	MFNS *	0.3495
	12	MFNS *	MFNS *
Education and personal development	13	MFNS *	0.8227

* MFNS = Marginal frequencies are not significant

** H0+ = H0 has been accepted - there is no relationship between observed variables

These results shown that, many equations were not significant or the null hypothesis has been proved. To defend these results, an explanatory table was created. This table contains layout of answers to the given questions connected with the observed fields.

Table 4.7 – Explanatory table

Observed fields	Related question	Private sector					Public sector				
		1	2	3	4	5	1	2	3	4	5
Company culture and relations	8	30	33	3	9	0	33	38	0	10	1
	9	24	24	15	12	0	27	29	12	9	5
	15	12	48	9	3	3	3	29	36	9	5
	TQ* 17	6	6	48	12	3	7	6	36	23	10
Communication	10	33	36	6	0	0	8	21	37	10	6
	11	3	6	21	30	15	4	27	33	13	5
	12	45	21	3	3	3	40	35	3	0	4
	TQ* 14	6	18	15	27	9	11	20	12	27	12
Education and personal development	13	24	42	9	0	0	6	13	38	20	5
	TQ* 16	3	3	30	27	12	35	40	4	3	0

*TQ = Test question

It is clearly seen from the table why there were many insignificant coefficients.

Private sector

- **Company culture and relations** – It is evident from the results of the questionnaire, that employees are generally satisfied with the relationship with their boss and also with other colleagues in the company. Another important finding is that employees identify themselves with the corporate culture and its beliefs. Test question 17 asked respondents if they were trying to improve corporate culture and relations by themselves. As it is seen from the results, only 12 people actively participate in improving company's culture and relations. On the other hand, according to the results of questions 8, 9 and 15 it could be said that this result of question 17 is obvious. Employees are comfortable with this so there is no need to improve it.
- **Communication** – Almost the same results appears the field of communication. Nobody is dissatisfied with the communication with higher management in the company and almost all respondents think that management of the company is open to new options and ideas. Only one question shows negative answers – question 11. Respondents claim that they do not know what is happening in the company and they do not know its future plans. In some companies, this could cause a problem, because it is usually uncomfortable for employees if they do not know the company's plans. On the other hand, the test question proves that in fact a high number of employees are not interested in future plans of the company. Only 24 respondents answered affirmatively to this question.
- **Education and personal development** – In this question, no one answered negatively. All employees claim that they have a chance of further education and personal development in the company. This question relates to a test question 16 which was exploring whether employees were interested in personal development and further education. The result is more than clear – only 6 people have interest in this field. It could be said that MECE CZ offers educational programmes even if its employees do not have self-development as a priority.

Public sector

- **Company culture and relations** – The questionnaire proved that employees in the RMD CZ were satisfied with relations with their boss and also with other colleagues. Unfortunately, employees of this company do not identify themselves with the corporate culture and its beliefs. On the other hand, the normalized coefficient of contingency related to the level of motivation is $C_n = 0.3129$. This means that there is just a small dependency of this factor on the motivation of employees. A change in this factor would probably not have a significant impact on motivation of employees of the company in question.
- **Communication** – Answers to arose question revealed that employees of RMD CZ were not completely satisfied with the communication with their supervisors. Only 8 respondents claim that they absolutely agree with the given statement. It has been found out that the normalized coefficient is $C_n = 0.7868$. This means that the relation between communication with boss and motivation is significantly strong. This result will be taken into consideration in proposal of new motivation strategies. Another finding was that the employees were not sure or did not know about future plans of the company. On the other hand, the result $C_n = 0.3495$ shows that there is just a small relation between this field and motivation.
- **Education and personal development** – This field looks like the most critical one in the employees' motivation in this company. The results are absolutely opposite to those in the private sector. People do not have an opportunity of further education and personal development but they are interested in. Only 3 respondents do not want to improve their skills. Furthermore, very strong relation between self-development and motivation ($C_n = 0.8227$) was found. This result will also be taken into consideration when suggesting new motivation strategies for this company.

Verification of the third hypothesis

H3: Observed companies could improve motivation of their employees without high costs.

Private sector

According to the results, it could be said that “only” 37% of employees are motivated by financial remuneration while 55% of employees have self-actualization and self-satisfaction from work as the strongest motivator. Others prefer non-financial benefits and praise and recognition of their boss.

Another observation showed that employees in MECE CZ were satisfied with relations, company culture, education and self-development.

The results of this is that if MECE CZ focuses on self-actualization of employees with support of praise and recognition and extension of non-financial benefits, it can improve employees’ motivation without high costs.

Public sector

The results from public sector are similar to those in the private – 36% of employees are motivated by financial remuneration, but these respondents are more focused on praise and recognition of their boss – 12%, and non-financial benefits – 10%.

Employees of RMD CZ are not fully satisfied with communication in the company and also with the possibility of further education and self-development.

These fields are important in motivation of employees so RMD CZ should focus on them. This result means that RMD CZ could improve employees’ motivation without high costs.

It is evident from the above that companies could improve motivation of their employees without high costs by using different approach to work and recognition.

H3 has been proved.

4.5 Comparison between the private and the public sector

As it was mentioned before, the first comparison of these two sectors is made in the field of basic information about respondents.

It is evident from the Graph 4.2 – “Basic information about respondents” that the most significant differences are in the field of age and education structure.

While in the private sector, 60% of employees are younger than 30 years in the public sector the highest number includes employees aged of 41 – 50 years. This is probably caused by the fact that companies in the private sector are more interested in young and dynamic team of people and only top managers are expected to have more skills gathered during their life time. Employees over 40 years then look for companies which are more interested in skills rather than dynamics. These companies are in the public sector.

The second main difference is in the education structure. The graph shows that employees in the private sector are more educated than in the public one. 72% of employees have university education and the rest (28%) have high school education. In the public sector, the highest number appears in the high school education – 49%; and only 39% of employees have university degree.

Next comparison is done in the field of motivation and its variables. While employees of both companies are more or less satisfied with the company culture and relations, there are significant differences in the field of communication and personal development.

Employees of the public sector are not satisfied with the communication with their bosses and they are also worried about future plans of the employer. The results of questionnaire are almost the same in the question 12 – The management is open to new options and ideas. Respondents of both sectors agreed with this statement.

Probably the most different results arise from the question about education and personal development. 66 employees from the private sector are satisfied with the possibility of further education while 63 employees of public sector have negative opinion on this topic.

To summarize this comparison employees of the private sector are younger and more educated than employees of the public sector. Employees in the private sector are more satisfied with the observed fields than employees in the public sector.

4.6 Proposal of new motivational strategies

The proposal of new motivational strategies is based on the SWOT analysis, verification of the hypotheses, interviews and on all other results found out during the research.

4.6.1 MOTA-ENGIL CENTRAL EUROPE CZECH REPUBLIC

At first, it is important to see how employees perceive their motivation. This element is shown in table 4.8 below:

Table 4.8 – Motivation in the private sector

7. I feel to be well motivated.	1	2	3	4	5
	3	15	18	21	18

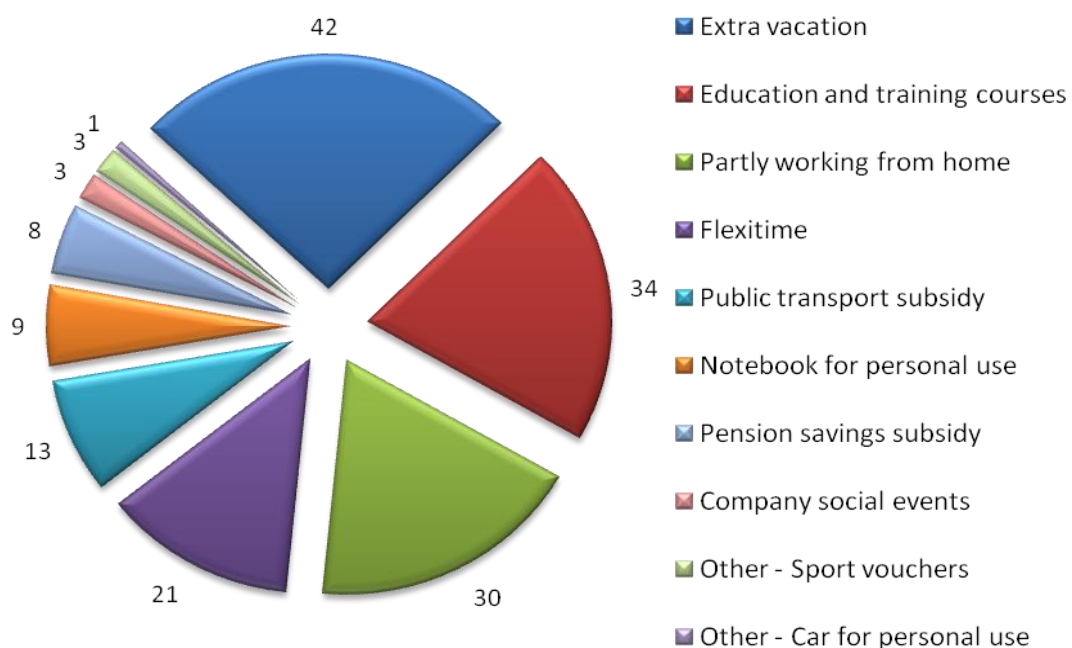
As it is seen from the table above, there are more negative answers than the positive ones.

Although the second hypothesis has not been proved, it was found out that there was a medium strong relationship between the motivation and length of employment in the company. Thanks to the SWOT analysis, it was found out that the weak point of this organization was a high fluctuation of employees. According to the results from statistical analysis, it could be generally said that if MECE CZ improves motivation of its employees, the fluctuation will decrease and the company could save money wasted on training of new employees, who will leave the company within 3 years. Just to remind, there is approximately 56% of such employees.

If MECE CZ wants to increase motivation of its employees, it has to focus mainly of the field of self-actualization. If employees have the place to use their own creativity during work and to solve problems on their own it will increase not just their self-actualization but also their satisfaction from work. This will increase their motivation. This could be furthermore supported by praise and recognition from their boss. Well done work should be acknowledged and the boss should demonstrate that he/she knows about good work done by an employee.

Even if only 4% of respondents mark the non-financial benefits as a motivational tool, this should not omit. These will surely increase motivation of 4% of employees in the company and it could also support motivation of the rest. All respondents have marked some non-financial benefit which could help them to increase their performance. Graph of these benefits is shown below.

Graph 4.4 – Non-financial benefits in the private sector



This graph shows that the most wanted non-financial benefits are extra vacation, training courses and also the possibility of partly working from home and flexitime. In the second place there are education and training courses, which do not correspond with previous findings where respondents answered that they were not much interested in further education. The explanation of this might be easy – MECE CZ offers courses which are not interesting for its employees. Before starting some kind of a training course, MECE CZ should ask its employees whether or not they are interested in such a course. It would be even better to ask employees which type of course or which type of their skill they want to improve.

An interesting idea is the possibility of partly working from home. Many employees must take at least a half day holiday if they need to solve some personal matters. If there is a

possibility of doing some work from home, employees could leave work after lunch, solve some personal problem and simply finish the rest of their work in the evening at home. This benefit could be also useful for part-time workers. If they have free two hours in the afternoon they will not be forced to travel to work but they could do their work from home. This could save their time and allow them to do more work. The rest of the proposals were set in accordance with the open question.

Summary of proposal for MECE CZ

- Allow employees to use their creativity and let them find the best possible way for them while solving problems
- Appreciate good work and let employees know that management knows about the work and effort which an employee invests in the company
- Differentiate important and unimportant things
- Find suitable training courses according to the agreement with affected employees
- Improve communication between employees and top management
- Offer employees some kind of non-financial benefits in which they are interested – extra vacation, flexitime or possibility to partly work from home

4.6.2 ROAD AND MOTORWAY DIRECTORATE OF THE CZECH REPUBLIC

At first, it is necessary to observe how employees perceive their motivation in the company.

Table 4.9 – Motivation in the public sector

	1	2	3	4	5
7. I feel to be well motivated	10	22	32	16	2

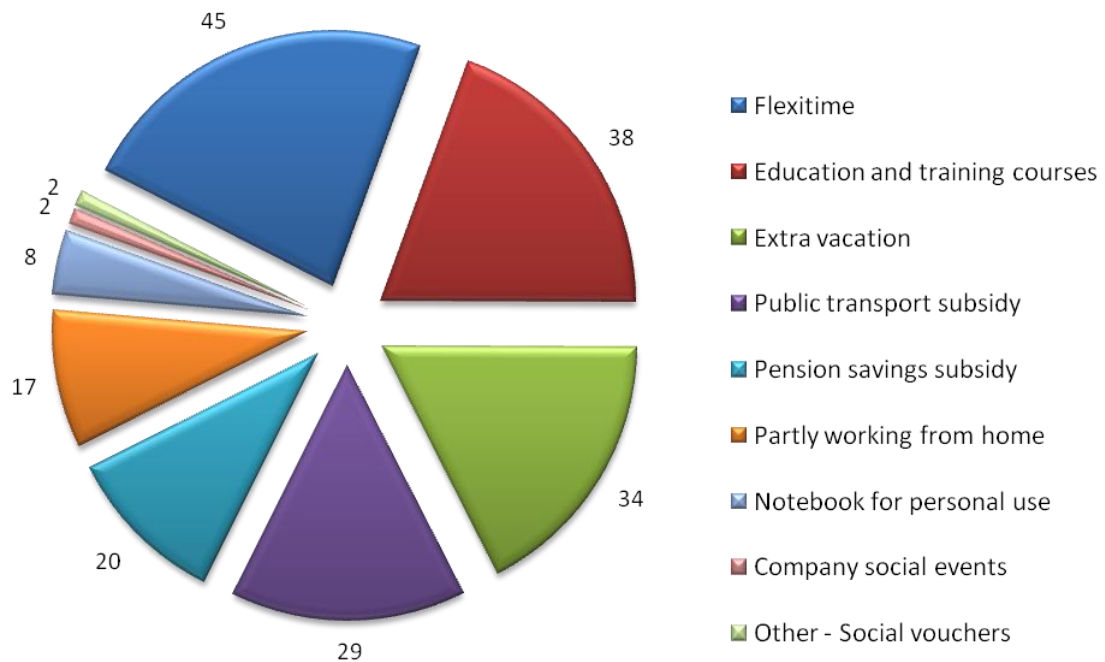
It is clear from this table that employees in the public sector are more satisfied with their motivation but still a higher number of respondents used neutral or negative answers to the given statement.

If RMD CZ wants to increase motivation of its employees, the main focus should be on the field of communication and personal development. Employees are not satisfied in this respect and it causes demotivation. When these fields are solved and communication in the company reaches satisfying level, then RMD CZ could use other types of motivation.

Employees of RMD CZ consider self-actualization, self satisfaction and also praise and recognition of boss as the most motivating type of reward. These results are almost the same as in MECE CZ, therefore the proposal will be the same – allow employees to extend their personal creativity and let them know about our good opinion on their good work. This motivating act could also be supported by some non-financial benefit.

The graph below depicts the most wanted non-financial benefits according to the results of the questionnaire.

Graph 4.5 – Non-financial benefits in public sector



This graph shows that employees in the private sector are most interested in flexitime, education and training courses, extra vacation and public transport subsidy. In fact, all kinds of subsidies are perceived identically by employer. It does not matter if the money goes directly to the employee or if they are paid for public transport or for pension savings – it is just money which goes out of the account. Because of this fact, it is not recommended to pay such kind of subsidy. As it was mentioned in the proposal for MECE CZ, it is more interesting to allow employees to work during day as they want – for example, some people do not mind to get up at 6 a.m. and finish their work at 2 p.m. On the other hand, some people want to sleep as long as possible and they do not mind working until late. Education and training courses were mentioned in the beginning of this paragraph. Employees of RMD CZ are more than interested in developing their skills and education but they do not have the possibility to do it. Employees should have at least some kind of courses needed for their jobs and developing of their skills needed for their position.

Summary of proposal for RMD CZ

- Allow employees to use their creativity while solving problems
- Appreciate good work and let employees know that management knows about their effort and good working results
- Improve communication between employee and first line supervisor
- Offer employees some kind of non-financial benefits in which they are interested – flexitime or extra vacation
- Prepare training courses and educational programme for employees who have interest in self-development
- Use all-channel group interaction

5. CONCLUSION

The main aim of this thesis was to observe and compare motivation in the private and public sector and to propose new motivational strategies from the gathered results. At the beginning of the research, three hypotheses were set which focused on three fields:

- Financial remuneration
- Length of employment in the company
- Increasing motivation without high costs

Although not all if these hypotheses were proved, they provided significant results which were helpful for setting a proposal of new motivational strategies for both observed companies.

The research showed out that both companies could increase motivation of its employees with lower cost otherwise than by direct financial remuneration. It is necessary to mention that education and training courses, which were proposed as a motivational tool in both companies, also need a good financial base. It could seem that there is no difference between giving money to employees and using money for educating them but there are two main differences between these two types of spending money. First, the education and development of employees have longer motivational effect than plain financial remuneration and second, the European Union provides companies with financial support for such kind of programmes.

As it was mentioned in the SWOT analysis of RMD CZ, weakness of this company is that employees have lower level of education than employees in the private sector. This could cause a disadvantage for RMD CZ so it is really recommended starting with an education programmes for employees.

Another discovered fact was that employees in the private sector were more satisfied with the observed fields such as communication with heads of the departments, company culture and personal development. On the other hand, employees from the public sector do

not feel that they have opportunity of further education and they are dissatisfied with the communication in the company.

Another identified problem was fluctuating of employees in MECE CZ. On the other hand, it was discovered that the fluctuation has medium strong relationship with the motivation of employees. It could be said that if MECE CZ uses the proposed strategies of improving motivation it will decrease fluctuation of employees and the company could save money in this way.

To summarize this thesis, it could be said that even if employees feel satisfied with their occupation and motivation, there is always something that could be improved and employees could be more motivated and more satisfied. Companies should always have in mind that only satisfied employees can move the company ahead and if employees do not feel interest from the company, they start to lose their interest in the job and in the company itself.

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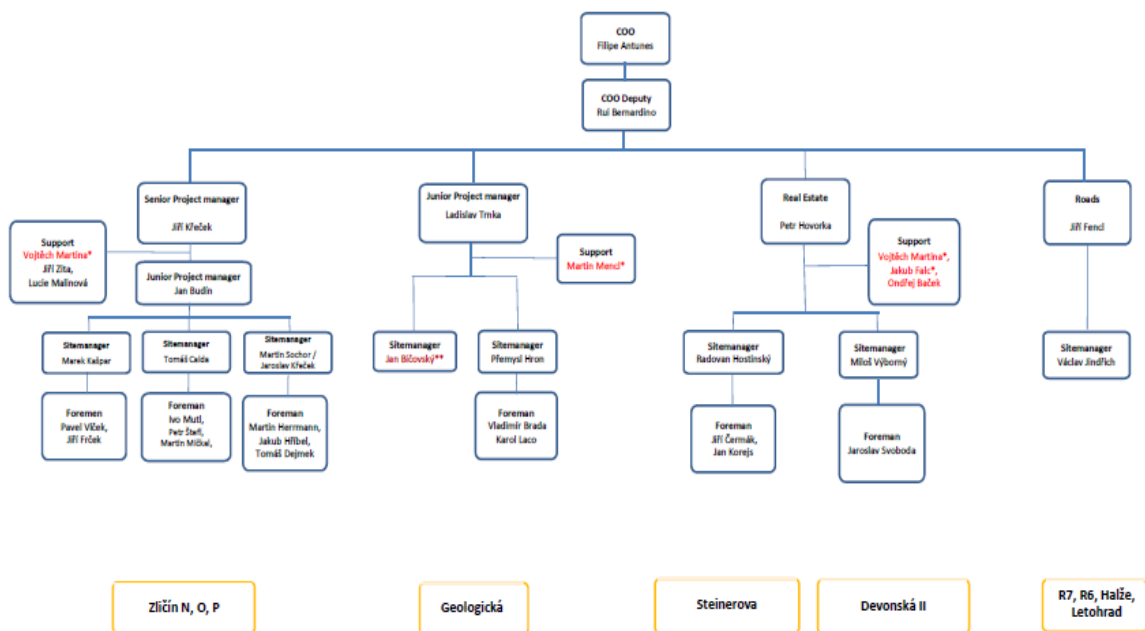
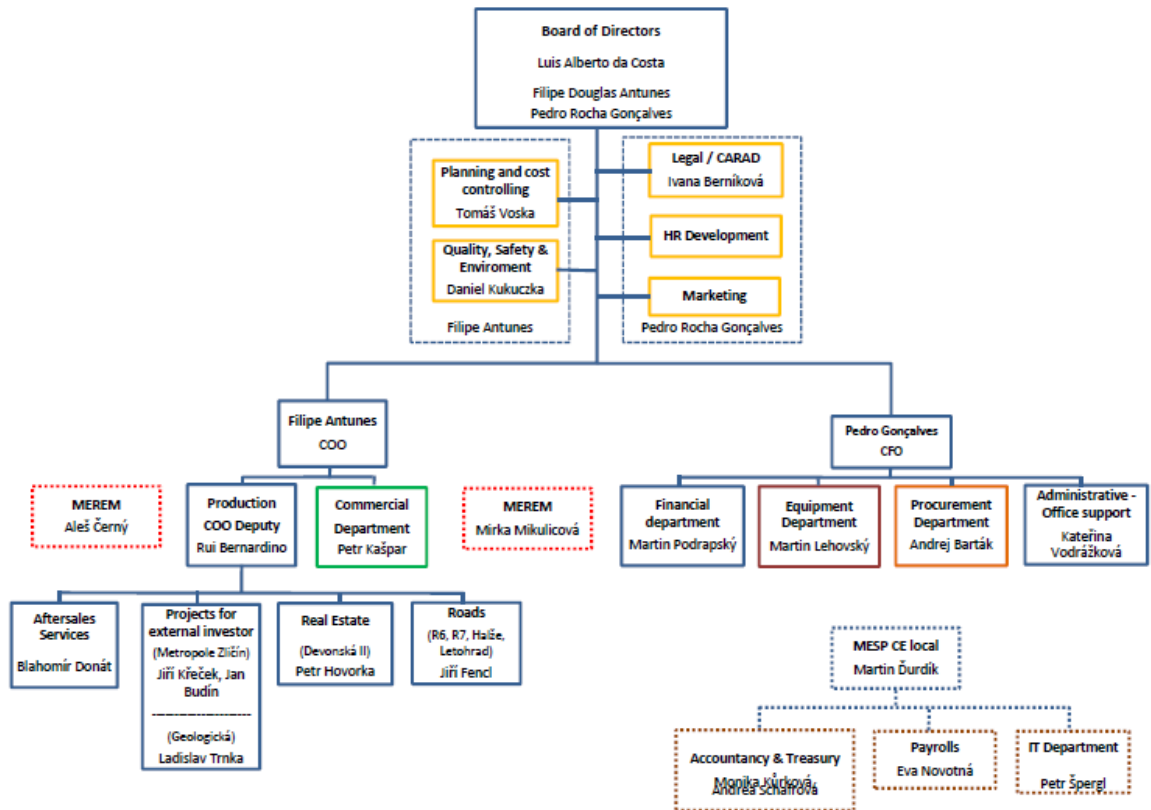
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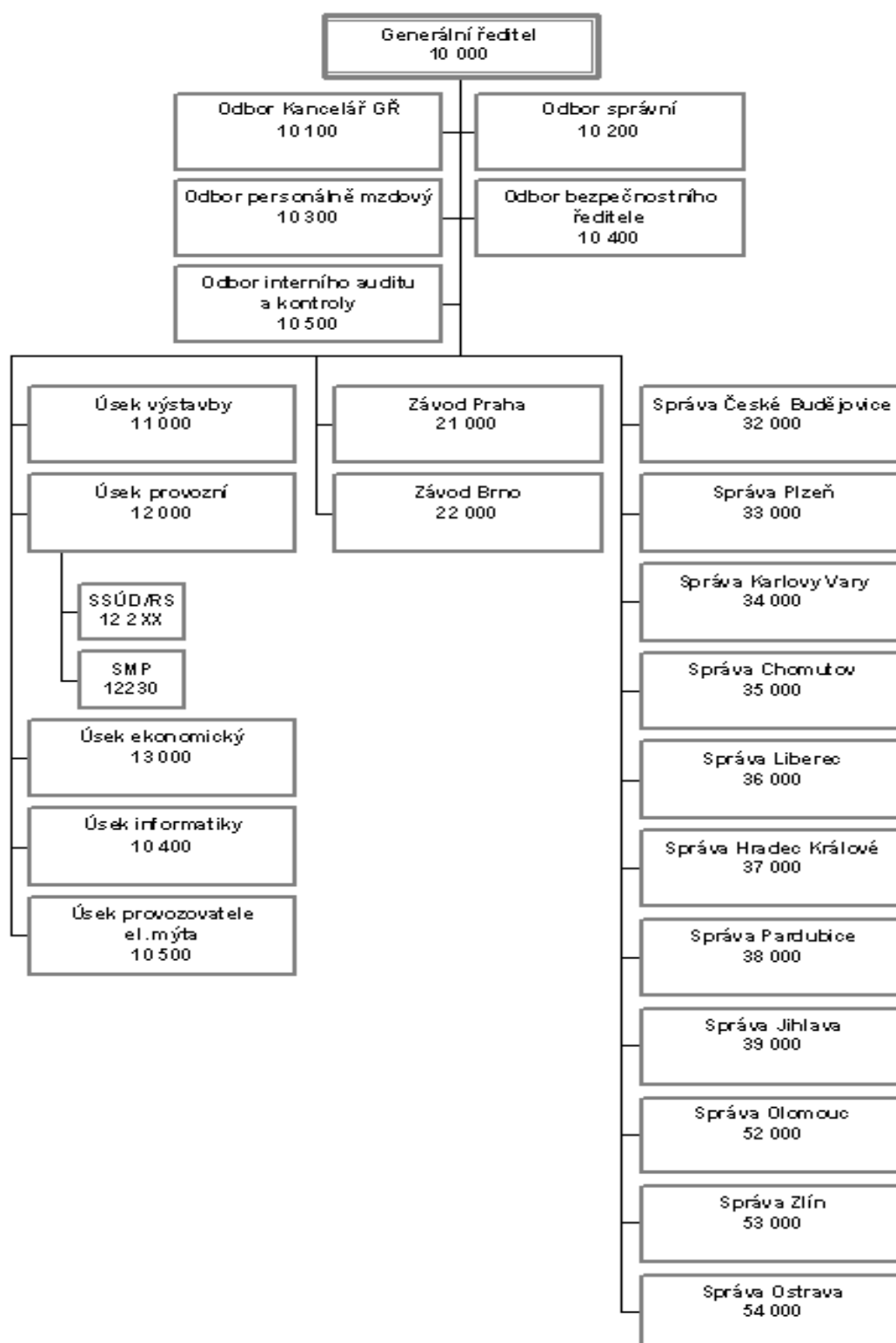
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7. SUPPLEMENTS

Supplement 1 – Organisational structure of MECE CZ



Supplement 2 – Organisational structure of RMD CZ



Questionnaire - motivation

If not stated otherwise, rate the given statements from 1 to 5, depending on the extent to which you agree with them.

1 - I agree

2 - I rather agree

3 - I do not know

4 - I rather disagree

5 - I disagree

* Required

1. Gender *

Choose one answer from the menu.

Male
Female

2. Age *

Choose one answer from the menu.

21 - 30 years
31 - 40 years
41 - 50 years
Over 51 years

3. Highest level of education *

Choose one answer from the menu.

Elementary school
Vocational school
High school
University

4. Length of employment in the company *

Choose one answer from the menu.

Less than 1 year
1 - 3 years
3 - 5 years
More than 5 years

5. I am satisfied with my job. *

1 2 3 4 5

I agree I disagree

6. I receive adequate financial remuneration. *

1 2 3 4 5

I agree I disagree

7. I feel to be well motivated. *

1 2 3 4 5

I agree I disagree

8. The relationship between me and my boss is very good. *

1 2 3 4 5

I agree I disagree

9. I have a good relationship with my colleagues. *

1 2 3 4 5

I agree I disagree

10. Communication between me and my boss is on a high level. *

1 2 3 4 5

I agree I disagree

11. I know always and on time what is happening in the company and what its plans for the future are. *

1 2 3 4 5

I agree I disagree

12. The management is open to new opinions and ideas. *

1 2 3 4 5

I agree I disagree

13. I have the chance of further education and personal development. *

1 2 3 4 5

I agree I disagree

14. I am interested in what is happening in the company and in its future plans. *

1 2 3 4 5

I agree I disagree

15. I identify myself with the corporate culture and beliefs of the company. *

1 2 3 4 5

I agree I disagree

16. Education and personal development are very important for me. *

1 2 3 4 5

I agree I disagree

17. I am trying to improve corporate culture and relationships in the company. *

1 2 3 4 5

I agree I disagree

18. The most motivating reward for me is: *

Choose one answer from the menu.

- Financial remuneration
- Non-financial remuneration
- Praise and recognition of my boss
- Self-actualization
- Self-satisfaction from well-done work

19. Which non-financial benefits are the most motivating for you? *

Choose one or more answers.

- Extra vacation
- Education and training courses
- Flexitime
- Partly working from home
- Company social events
- Notebook for personal use
- Public transport subsidy
- Pension savings subsidy
- Other:

20. The following things demotivate me in the company and I wish them to be changed:

Fill in by your own words.

Supplement 4 – Matrix of final results from MECE CZ

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	Female	21 - 30 years	High school	3 - 5 years	2	1	3	4	4	2	4	1	2	4	2	5	3
2	Female	21 - 30 years	High school	3 - 5 years	2	1	3	4	4	2	4	1	2	4	2	5	3
3	Female	21 - 30 years	High school	3 - 5 years	2	2	3	2	2	1	4	2	2	4	3	3	3
4	Female	21 - 30 years	High school	3 - 5 years	2	1	3	4	4	2	4	1	2	4	2	5	3
5	Female	21 - 30 years	University	3 - 5 years	4	2	3	2	3	2	4	1	3	4	3	4	4
6	Female	21 - 30 years	High school	3 - 5 years	2	2	4	2	2	1	4	2	2	4	3	3	3
7	Female	31 - 40 years	High school	1 - 3 years	2	4	5	4	4	2	4	2	2	4	2	3	3
8	Female	31 - 40 years	High school	1 - 3 years	2	4	5	4	4	2	4	2	2	4	2	3	3
9	Female	31 - 40 years	High school	1 - 3 years	2	4	5	4	4	2	4	2	2	4	2	3	3
10	Female	21 - 30 years	University	Lower than 1 year	2	2	5	2	1	2	3	1	2	4	2	4	3
11	Female	21 - 30 years	University	Lower than 1 year	2	2	5	2	1	2	3	1	2	4	2	4	3
12	Female	21 - 30 years	University	Lower than 1 year	2	2	5	2	1	2	3	1	2	4	2	4	3
13	Female	21 - 30 years	University	1 - 3 years	3	4	5	2	2	2	3	2	2	3	3	3	3
14	Female	21 - 30 years	University	1 - 3 years	3	4	5	2	2	2	3	2	2	3	3	3	3
15	Female	21 - 30 years	University	1 - 3 years	3	4	5	2	2	2	3	2	2	3	3	3	3
16	Female	21 - 30 years	High school	3 - 5 years	2	2	5	2	2	1	4	2	2	4	3	3	3
17	Female	21 - 30 years	University	3 - 5 years	4	2	5	2	3	2	4	1	3	4	3	4	4
18	Female	21 - 30 years	University	3 - 5 years	4	2	5	2	3	2	4	1	3	4	3	4	4
19	Male	21 - 30 years	University	1 - 3 years	2	3	1	1	1	1	3	1	2	2	1	3	3
20	Male	31 - 40 years	University	More than 5 years	4	2	1	1	3	3	5	4	3	5	5	4	5
21	Male	31 - 40 years	University	More than 5 years	4	2	1	1	3	3	5	4	3	5	5	4	5
22	Male	31 - 40 years	University	1 - 3 years	1	2	2	1	2	1	1	1	1	2	2	1	1
23	Male	31 - 40 years	University	1 - 3 years	1	2	2	1	2	1	1	1	1	2	2	1	1
24	Male	31 - 40 years	University	1 - 3 years	1	2	2	1	2	1	1	1	1	2	2	1	1
25	Male	21 - 30 years	University	3 - 5 years	2	3	2	2	2	2	2	1	1	1	1	3	3
26	Male	21 - 30 years	University	3 - 5 years	2	3	2	2	2	2	2	1	1	1	1	3	3
27	Male	21 - 30 years	University	3 - 5 years	2	3	2	2	2	2	2	1	1	1	1	3	3
28	Male	21 - 30 years	University	1 - 3 years	2	3	2	1	1	1	3	1	2	2	1	3	3
29	Male	21 - 30 years	University	1 - 3 years	2	3	2	1	1	1	3	1	2	2	1	3	3
30	Male	31 - 40 years	High school	3 - 5 years	2	2	2	1	1	2	3	2	2	3	2	3	3
31	Male	31 - 40 years	High school	3 - 5 years	2	2	2	1	1	2	3	2	2	3	2	3	3
32	Male	31 - 40 years	High school	3 - 5 years	2	2	2	1	1	2	3	2	2	3	2	3	3
33	Male	21 - 30 years	High school	More than 5 years	2	5	2	1	2	2	3	1	2	4	2	3	3
34	Male	21 - 30 years	High school	More than 5 years	2	5	2	1	2	2	3	1	2	4	2	3	3
35	Male	21 - 30 years	High school	More than 5 years	2	5	2	1	2	2	3	1	2	4	2	3	3
36	Male	31 - 40 years	University	More than 5 years	4	2	2	1	3	3	5	4	3	5	5	4	5
37	Male	21 - 30 years	High school	1 - 3 years	1	2	3	1	1	2	4	2	3	3	2	3	3
38	Male	21 - 30 years	High school	1 - 3 years	1	2	3	1	1	2	4	2	3	3	2	3	3
39	Male	21 - 30 years	High school	1 - 3 years	1	2	3	1	1	2	4	2	3	3	2	3	3
40	Male	21 - 30 years	University	1 - 3 years	3	5	3	1	1	3	2	1	1	2	2	4	2
41	Male	21 - 30 years	University	1 - 3 years	3	5	3	1	1	3	2	1	1	2	2	4	2
42	Male	21 - 30 years	University	1 - 3 years	3	5	3	1	1	3	2	1	1	2	2	4	2
43	Male	21 - 30 years	University	3 - 5 years	2	1	3	2	2	1	5	2	1	1	1	4	1
44	Male	21 - 30 years	University	3 - 5 years	2	1	3	2	2	1	5	2	1	1	1	4	1
45	Male	31 - 40 years	University	1 - 3 years	3	1	3	2	2	1	3	1	2	3	4	3	4
46	Male	31 - 40 years	University	1 - 3 years	3	1	3	2	2	1	3	1	2	3	4	3	4
47	Male	31 - 40 years	University	1 - 3 years	3	1	3	2	2	1	3	1	2	3	4	3	4
48	Male	21 - 30 years	University	3 - 5 years	2	3	3	2	3	1	4	3	2	3	2	3	3
49	Male	21 - 30 years	University	3 - 5 years	1	1	3	2	3	1	5	1	1	2	2	5	3
50	Male	21 - 30 years	University	1 - 3 years	2	4	4	1	1	1	3	1	1	2	1	4	3
51	Male	21 - 30 years	University	1 - 3 years	2	4	4	1	1	1	3	1	1	2	1	4	3
52	Male	21 - 30 years	University	1 - 3 years	2	4	4	1	1	1	3	1	1	2	1	4	3
53	Male	31 - 40 years	University	1 - 3 years	1	2	4	1	1	2	4	2	1	4	2	2	2
54	Male	31 - 40 years	University	1 - 3 years	1	2	4	1	1	2	4	2	1	4	2	2	2
55	Male	31 - 40 years	University	1 - 3 years	1	2	4	1	1	2	4	2	1	4	2	2	2
56	Male	21 - 30 years	University	3 - 5 years	2	1	4	2	2	1	5	2	1	1	1	4	1
57	Male	41 - 50 years	High school	1 - 3 years	2	4	4	2	3	2	4	1	2	4	2	4	4
58	Male	41 - 50 years	High school	1 - 3 years	2	4	4	2	3	2	4	1	2	4	2	4	4
59	Male	41 - 50 years	High school	1 - 3 years	2	4	4	2	3	2	4	1	2	4	2	4	4
60	Male	21 - 30 years	University	3 - 5 years	2	2	4	1	1	1	5	1	1	2	2	5	3
61	Male	21 - 30 years	University	3 - 5 years	2	3	4	2	3	1	4	3	2	3	2	3	3
62	Male	21 - 30 years	University	3 - 5 years	2	2	4	1	1	1	5	1	1	2	2	5	3
63	Male	21 - 30 years	University	3 - 5 years	2	2	4	1	1	1	5	1	1	2	2	5	3
64	Male	21 - 30 years	University	3 - 5 years	2	3	4	2	3	1	4	3	2	3	2	3	3
65	Male	31 - 40 years	University	1 - 3 years	2	1	4	3	4	1	4	1	2	4	2	4	3
66	Male	31 - 40 years	University	1 - 3 years	2	1	4	3	4	1	4	1	2	4	2	4	3
67	Male	31 - 40 years	University	1 - 3 years	2	1	4	3	4	1	4	1	2	4	2	4	3
68	Male	21 - 30 years	University	3 - 5 years	1	1	4	2	3	1	5	1	1	2	2	5	3
69	Male	21 - 30 years	University	3 - 5 years	1	1	4	2	3	1	5	1	1	2	2	5	3
70	Male	31 - 40 years	University	1 - 3 years	4	5	5	4	4	1	5	5	2	5	2	4	4
71	Male	31 - 40 years	University	1 - 3 years	4	5	5	4	4	1	5	5	2	5	2	4	4
72	Male	31 - 40 years	University	1 - 3 years	4	5	5	4	4	1	5	5	2	5	2	4	4
73	Male	41 - 50 years	University	1 - 3 years	3	4	5	2	2	2	4	1	2	5	2	5	3
74	Male	41 - 50 years	University	1 - 3 years	3	4	5	2	2	2	4	1	2	5	2	5	3
75	Male	41 - 50 years	University	1 - 3 years	3	4	5	2	2	2	4	1	2	5	2	5	3

	Q18	Q19	Q20
1	Self-satisfaction from work	Partly working from home, Notebook for personal use	
2	Self-satisfaction from work	Partly working from home, Notebook for personal use	Distinguishing between important and unimportant things
3	Self-satisfaction from work	Extra vacation, Notebook for personal use	Small amount of information
4	Self-satisfaction from work	Partly working from home	
5	Self-satisfaction from work	Education and training courses, Flexitime, Partly working from home	
6	Self-satisfaction from work	Extra vacation	Small amount of information
7	Financial remuneration	Extra vacation, Partly working from home	Leadership
8	Financial remuneration	Extra vacation, Partly working from home	
9	Financial remuneration	Extra vacation, Partly working from home	Small amount of information
10	Financial remuneration	Extra vacation	Communication between employees and top management
11	Financial remuneration	Extra vacation, Other: Sport vouchers	
12	Financial remuneration	Extra vacation	
13	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	Praise and recognition of work
14	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
15	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
16	Self-satisfaction from work	Extra vacation	Small amount of information
17	Self-satisfaction from work	Education and training courses, Flexitime, Partly working from home	Communication between employees and top management
18	Self-satisfaction from work	Education and training courses, Flexitime, Partly working from home	Leadership
19	Self-satisfaction from work	Education and training courses, finance	
20	Self-satisfaction from work	Extra vacation, Notebook for personal use	
21	Self-satisfaction from work	Extra vacation, Notebook for personal use	
22	Financial remuneration	Extra vacation, Company social events, Poukázky na sport	
23	Financial remuneration	Extra vacation, Company social events, Poukázky na sport	
24	Financial remuneration	Extra vacation, Company social events, Poukázky na sport	
25	Financial remuneration	Education and training courses, Flexitime	
26	Financial remuneration	Education and training courses, Flexitime	
27	Financial remuneration	Education and training courses, Flexitime	
28	Self-satisfaction from work	Education and training courses, finance	Insufficiently transparent strategy and goals of the company.
29	Self-satisfaction from work	Education and training courses, finance
30	Self-satisfaction from work	Flexitime, Other: Car for personal use	
31	Self-satisfaction from work	Flexitime, Public transport subsidy, Pension savings subsidy	
32	Self-satisfaction from work	Flexitime, Notebook for personal use	
33	Self-satisfaction from work	Extra vacation, Flexitime, Public transport subsidy, Pension savings subsidy	
34	Self-satisfaction from work	Extra vacation, Flexitime, Public transport subsidy, Pension savings subsidy	
35	Self-satisfaction from work	Extra vacation, Flexitime, Public transport subsidy, Pension savings subsidy	
36	Self-satisfaction from work	Extra vacation	Leadership
37	Financial remuneration	Extra vacation, Education and training courses, Partly working from home	
38	Financial remuneration	Extra vacation, Education and training courses, Partly working from home	
39	Financial remuneration	Extra vacation, Education and training courses, Partly working from home	
40	Financial remuneration	Extra vacation, Education and training courses	
41	Financial remuneration	Extra vacation, Education and training courses, Other: Sport vouchers	
42	Financial remuneration	Extra vacation, Education and training courses	
43	Praise and recognition of boss	Partly working from home, Notebook for personal use	
44	Praise and recognition of boss	Partly working from home, Notebook for personal use	Lax approach to implement the decision.
45	Self-actualization	Extra vacation, Other: Sport vouchers	
46	Self-actualization	Extra vacation, Public transport subsidy, Pension savings subsidy	
47	Self-actualization	Extra vacation, Public transport subsidy, Pension savings subsidy	Occasional lax approach to implement the decision.
48	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
49	Self-satisfaction from work	Extra vacation, Education and training courses, Partly working from home	
50	Financial remuneration	Public transport subsidy, Pension savings subsidy	Imbalance of experience and visions of certain divisions of the company.
51	Financial remuneration	Public transport subsidy, Pension savings subsidy	
52	Financial remuneration	Public transport subsidy, Pension savings subsidy	
53	Financial remuneration	Education and training courses, Partly working from home, Pension savings subsidy	
54	Financial remuneration	Education and training courses, Partly working from home, Pension savings subsidy	
55	Financial remuneration	Education and training courses, Partly working from home, Pension savings subsidy	
56	Praise and recognition of boss	Partly working from home, Notebook for personal use	Communication between employees and top management
57	Self-actualization	Education and training courses, Flexitime, Partly working from home	
58	Self-actualization	Education and training courses, Flexitime, Partly working from home	
59	Self-actualization	Education and training courses, Flexitime, Partly working from home	
60	Self-actualization	Extra vacation, Education and training courses, Partly working from home	Meaningless cutting costs.
61	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
62	Self-actualization	Extra vacation, Education and training courses, Partly working from home	Insufficiently transparent strategy and goals of the company.
63	Self-actualization	Extra vacation, Education and training courses, Partly working from home	Communication between employees and top management
64	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
65	Self-satisfaction from work	Extra vacation, Education and training courses	
66	Self-satisfaction from work	Extra vacation, Education and training courses	Communication between employees and top management
67	Self-satisfaction from work	Extra vacation, Education and training courses	
68	Self-satisfaction from work	Extra vacation, Education and training courses, Partly working from home	
69	Self-satisfaction from work	Extra vacation, Education and training courses, Partly working from home	Communication between employees and top management
70	Financial remuneration	Extra vacation, Education and training courses	
71	Financial remuneration	Extra vacation, Education and training courses	
72	Financial remuneration	Extra vacation, Education and training courses	Distinguishing between important and unimportant things
73	Non-financial remuneration	Education and training courses, Flexitime, Partly working from home	
74	Non-financial remuneration	Education and training courses, Flexitime, Partly working from home	Communication between employees and top management
75	Non-financial remuneration	Education and training courses, Flexitime, Partly working from home	

Supplement 5 – Matrix of final results from RMD CZ

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
1	Male	21 - 30 years	High school	1 - 3 years	2	2	3	1	1	3	3	1	3	2	3	1	2
2	Male	21 - 30 years	High school	1 - 3 years	5	2	3	1	1	3	3	1	3	2	3	1	2
3	Male	21 - 30 years	High school	1 - 3 years	5	2	3	1	1	3	4	1	4	2	4	1	3
4	Male	21 - 30 years	High school	1 - 3 years	2	2	3	1	1	3	2	1	3	2	2	1	4
5	Male	21 - 30 years	High school	1 - 3 years	2	3	4	1	1	4	4	1	4	2	4	1	2
6	Male	21 - 30 years	High school	1 - 3 years	2	3	4	1	1	4	3	1	4	2	3	1	2
7	Male	21 - 30 years	High school	3 - 5 years	1	1	1	2	2	3	4	1	1	1	3	4	1
8	Male	21 - 30 years	High school	3 - 5 years	1	1	1	2	2	3	3	1	3	1	3	4	1
9	Male	21 - 30 years	High school	3 - 5 years	2	2	1	2	2	4	4	1	1	1	3	2	1
10	Male	21 - 30 years	Vocational school	1 - 3 years	3	2	3	1	1	3	4	2	4	3	4	3	2
11	Male	21 - 30 years	Vocational school	1 - 3 years	1	1	3	1	1	3	4	2	4	3	4	3	1
12	Male	21 - 30 years	Vocational school	1 - 3 years	1	2	3	1	1	3	3	2	3	3	3	3	1
13	Male	41 - 50 years	University	1 - 3 years	2	1	2	1	2	2	2	1	2	2	4	1	2
14	Male	41 - 50 years	University	1 - 3 years	1	1	2	1	2	2	3	1	3	2	4	1	4
15	Male	41 - 50 years	University	1 - 3 years	1	1	3	1	2	3	3	1	3	2	3	1	2
16	Male	41 - 50 years	University	More than 5 years	3	2	1	2	2	3	2	1	2	1	2	1	1
17	Male	41 - 50 years	University	More than 5 years	2	3	2	2	2	1	2	1	2	1	2	2	1
18	Male	41 - 50 years	University	More than 5 years	2	3	3	2	2	4	4	1	4	1	4	1	2
19	Male	41 - 50 years	University	More than 5 years	2	3	3	2	2	3	3	1	3	1	3	1	2
20	Male	31 - 40 years	High school	3 - 5 years	1	2	2	2	2	2	3	2	3	1	3	1	2
21	Male	31 - 40 years	High school	3 - 5 years	1	1	2	2	2	2	3	2	3	1	3	1	1
22	Male	31 - 40 years	High school	Less than 1 year	2	1	4	2	2	2	2	2	4	1	2	1	1
23	Male	41 - 50 years	University	More than 5 years	1	2	2	2	2	3	3	2	3	1	3	1	1
24	Male	31 - 40 years	High school	3 - 5 years	4	3	2	2	3	2	3	3	3	3	3	2	2
25	Male	31 - 40 years	High school	3 - 5 years	1	2	3	1	1	3	2	1	2	2	2	1	4
26	Male	31 - 40 years	High school	3 - 5 years	2	2	3	2	3	3	2	3	4	3	2	2	4
27	Male	31 - 40 years	High school	Less than 1 year	2	3	3	1	1	2	2	1	3	2	2	1	1
28	Male	Over 51 years	High school	1 - 3 years	2	4	4	2	3	4	3	1	4	4	3	2	1
29	Male	Over 51 years	High school	1 - 3 years	2	4	4	2	3	4	2	1	4	4	2	2	2
30	Male	Over 51 years	High school	1 - 3 years	2	4	4	2	3	3	3	1	4	4	3	2	2
31	Male	41 - 50 years	University	1 - 3 years	5	2	3	2	2	3	2	1	2	3	2	2	2
32	Male	21 - 30 years	High school	1 - 3 years	1	1	1	1	1	1	2	1	1	2	3	4	1
33	Male	21 - 30 years	High school	1 - 3 years	1	1	2	1	1	2	3	1	3	2	4	1	4
34	Male	21 - 30 years	High school	1 - 3 years	1	1	3	1	1	3	3	1	3	2	3	2	2
35	Male	31 - 40 years	High school	3 - 5 years	2	1	2	2	3	2	4	1	3	2	3	2	1
36	Male	31 - 40 years	High school	Less than 1 year	2	3	4	1	1	2	2	1	4	2	2	1	3
37	Male	31 - 40 years	High school	Less than 1 year	2	3	4	2	3	3	3	3	4	3	2	2	3
38	Male	41 - 50 years	High school	3 - 5 years	2	1	1	1	1	1	1	2	1	3	2	2	1
39	Male	41 - 50 years	High school	3 - 5 years	2	1	1	1	1	3	4	2	4	3	2	2	3
40	Male	41 - 50 years	High school	3 - 5 years	1	2	2	1	1	2	2	2	2	3	4	2	4
41	Male	41 - 50 years	High school	More than 5 years	1	1	2	1	2	1	1	1	1	4	1	1	1
42	Male	41 - 50 years	High school	More than 5 years	2	3	4	1	2	5	2	1	5	4	2	2	3
43	Male	41 - 50 years	Vocational school	More than 5 years	1	1	2	1	2	1	2	1	2	4	2	2	1
44	Male	41 - 50 years	University	More than 5 years	1	2	1	1	1	3	3	1	3	2	3	2	2
45	Male	31 - 40 years	High school	3 - 5 years	2	2	3	2	3	3	3	1	3	2	3	1	4
46	Male	31 - 40 years	High school	Less than 1 year	1	3	4	2	3	5	5	1	5	2	4	1	3
47	Male	41 - 50 years	University	More than 5 years	2	3	3	1	1	3	3	1	3	2	3	2	2
48	Female	31 - 40 years	High school	Less than 1 year	2	3	5	2	1	5	2	1	5	4	2	2	3
49	Female	41 - 50 years	High school	3 - 5 years	2	3	3	4	4	2	2	2	2	4	2	2	2
50	Female	41 - 50 years	High school	3 - 5 years	2	3	3	4	4	3	1	2	3	4	1	2	2
51	Female	41 - 50 years	High school	3 - 5 years	2	3	3	4	4	2	5	2	3	4	5	2	1
52	Female	31 - 40 years	University	Less than 1 year	2	3	3	2	1	2	2	1	3	4	2	2	1
53	Female	41 - 50 years	University	1 - 3 years	1	2	4	1	1	4	4	2	4	4	4	1	2
54	Female	41 - 50 years	University	1 - 3 years	1	2	4	1	1	4	4	2	4	4	4	1	2
55	Female	41 - 50 years	University	3 - 5 years	2	3	2	1	1	1	2	2	2	4	2	1	1
56	Female	41 - 50 years	University	3 - 5 years	1	1	3	4	4	3	3	5	3	5	3	2	2
57	Female	41 - 50 years	University	3 - 5 years	1	1	3	4	4	3	3	5	3	5	3	2	1
58	Female	41 - 50 years	University	3 - 5 years	4	4	3	4	4	3	3	5	3	5	3	2	2
59	Female	31 - 40 years	University	Less than 1 year	2	3	5	2	1	5	5	1	5	4	5	2	3
60	Female	Over 51 years	University	3 - 5 years	3	3	3	2	2	2	2	1	3	5	2	2	2
61	Female	Over 51 years	University	3 - 5 years	3	3	4	2	2	4	4	1	4	5	4	2	2
62	Female	Over 51 years	University	3 - 5 years	3	3	4	2	2	5	5	1	5	5	5	2	2
63	Female	41 - 50 years	University	1 - 3 years	2	2	3	2	2	3	2	1	3	3	2	2	4
64	Female	41 - 50 years	University	1 - 3 years	2	2	3	2	2	3	2	1	3	3	2	2	4
65	Female	21 - 30 years	High school	3 - 5 years	3	3	3	2	2	2	2	2	3	3	2	2	1
66	Female	21 - 30 years	High school	3 - 5 years	3	3	3	2	2	4	4	2	4	3	4	2	1
67	Female	21 - 30 years	High school	3 - 5 years	3	3	4	2	2	5	5	2	4	3	3	2	3
68	Female	31 - 40 years	Vocational school	3 - 5 years	1	1	2	4	4	2	2	1	2	4	2	1	1
69	Female	31 - 40 years	Vocational school	3 - 5 years	1	1	2	4	4	2	2	1	2	4	2	1	1
70	Female	41 - 50 years	University	More than 5 years	1	1	1	1	3	3	4	3	5	3	2	2	2
71	Female	41 - 50 years	University	More than 5 years	1	1	1	1	3	2	2	4	2	5	2	1	2
72	Female	Over 51 years	University	More than 5 years	1	1	2	1	3	3	3	4	3	5	3	3	1
73	Female	31 - 40 years	High school	3 - 5 years	2	3	2	2	3	1	3	1	3	4	3	1	2
74	Female	31 - 40 years	Vocational school	3 - 5 years	1	1	2	2	2	2	2	2	2	4	2	1	2
75	Female	31 - 40 years	Vocational school	3 - 5 years	1	2	2	4	4	1	1	1	1	4	3	1	2
76	Female	31 - 40 years	Vocational school	3 - 5 years	1	2	3	2	2	3	3	2	3	4	3	2	2
77	Female	41 - 50 years	Vocational school	More than 5 years	2	3	3	2	2	3	3	2	3	4	3	2	3
78	Female	41 - 50 years	University	1 - 3 years	2	1	2	3	4	2	3	1	3	4	3	1	2
79	Female	41 - 50 years	University	1 - 3 years	2	3	4	3	4	3	3	1	4	4	3	2	1
80	Female	41 - 50 years	University	3 - 5 years	1	1	3	3	4	3	3	1	3	4	3	2	2
81	Female	41 - 50 years	University	More than 5 years	1	2	2	2	3	3	3	1	3	4	3	1	1
82	Female	41 - 50 years	University	More than 5 years	1	2	2	2	3	3	3	1	3	4	3	1	1

	Q18	Q19	Q20
1	Financial remuneration	Extra vacation, Education and training courses	
2	Financial remuneration	Extra vacation, Education and training courses	
3	Financial remuneration	Extra vacation, Education and training courses	
4	Financial remuneration	Public transport subsidy, Pension savings subsidy, automobil	
5	Financial remuneration	Public transport subsidy, Pension savings subsidy, automobil	
6	Financial remuneration	Public transport subsidy, Pension savings subsidy, automobil	
7	Financial remuneration	Education and training courses, Flexitime	
8	Financial remuneration	Education and training courses, Flexitime	
9	Financial remuneration	Education and training courses, Flexitime	
10	Financial remuneration	Extra vacation, Education and training courses, Partly working from home	
11	Financial remuneration	Extra vacation, Education and training courses, Partly working from home	
12	Financial remuneration	Extra vacation, Education and training courses, Partly working from home	
13	Financial remuneration	Extra vacation, Company social events, Poukázky na sport	
14	Financial remuneration	Extra vacation, Company social events, Poukázky na sport	
15	Financial remuneration	Extra vacation, Company social events, Poukázky na sport	
16	Financial remuneration	Education and training courses, Flexitime	
17	Financial remuneration	Education and training courses, Flexitime, Other: Social vouchers	
18	Financial remuneration	Education and training courses, Flexitime	
19	Financial remuneration	Education and training courses, Flexitime	
20	Non-financial remuneration	Partly working from home, Notebook for personal use	
21	Non-financial remuneration	Partly working from home, Notebook for personal use	
22	Non-financial remuneration	Partly working from home, Notebook for personal use	
23	Non-financial remuneration	Partly working from home, Notebook for personal use	
24	Praise and recognition of boss	Extra vacation, Flexitime, Public transport subsidy	
25	Praise and recognition of boss	Extra vacation, Education and training courses, Partly working from home	
26	Praise and recognition of boss	Extra vacation, Flexitime, Public transport subsidy	
27	Praise and recognition of boss	Extra vacation, Education and training courses, Partly working from home	
28	Praise and recognition of boss	Education and training courses, Flexitime, Partly working from home	
29	Praise and recognition of boss	Education and training courses, Flexitime, Partly working from home	
30	Praise and recognition of boss	Education and training courses, Flexitime, Partly working from home	
31	Praise and recognition of boss	Extra vacation, Notebook for personal use, Public transport subsidy	
32	Self-actualization	Education and training courses, finance	
33	Self-actualization	Education and training courses, finance	
34	Self-actualization	Education and training courses, finance	
35	Self-actualization	Extra vacation, Education and training courses, Partly working from home	
36	Self-actualization	Extra vacation, Education and training courses, Partly working from home	
37	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
38	Self-actualization	Flexitime, Notebook for personal use, Public transport subsidy	
39	Self-actualization	Flexitime, Other: Social vouchers	
40	Self-actualization	Flexitime, Notebook for personal use, Public transport subsidy	
41	Self-actualization	Extra vacation, Flexitime, Public transport subsidy, Pension savings subsidy	
42	Self-actualization	Extra vacation, Flexitime, Public transport subsidy, Pension savings subsidy	
43	Self-actualization	Extra vacation, Flexitime, Public transport subsidy, Pension savings subsidy	
44	Self-actualization	Education and training courses, finance	
45	Self-satisfaction from work	Extra vacation, Education and training courses, Partly working from home	
46	Self-satisfaction from work	Extra vacation, Education and training courses, Partly working from home	
47	Self-satisfaction from work	Education and training courses, finance	
48	Financial remuneration	Extra vacation, Notebook for personal use	
49	Financial remuneration	Extra vacation, Partly working from home	
50	Financial remuneration	Extra vacation, Partly working from home	
51	Financial remuneration	Extra vacation, Partly working from home	
52	Financial remuneration	Extra vacation, Notebook for personal use	
53	Financial remuneration	Education and training courses, Partly working from home	
54	Financial remuneration	Education and training courses, Partly working from home	
55	Financial remuneration	Education and training courses, Partly working from home	
56	Financial remuneration	Extra vacation, Education and training courses	
57	Financial remuneration	Extra vacation, Education and training courses	
58	Financial remuneration	Extra vacation, Education and training courses	
59	Non-financial remuneration	Extra vacation, Notebook for personal use	
60	Non-financial remuneration	Education and training courses, Flexitime, Partly working from home	
61	Non-financial remuneration	Education and training courses, Flexitime, Partly working from home	
62	Non-financial remuneration	Education and training courses, Flexitime, Partly working from home	
63	Praise and recognition of boss	Extra vacation, Pension savings subsidy	
64	Praise and recognition of boss	Extra vacation	
65	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
66	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
67	Self-actualization	Extra vacation, Flexitime, Public transport subsidy	
68	Self-actualization	Partly working from home	
69	Self-actualization	Partly working from home	
70	Self-actualization	Extra vacation, Pension savings subsidy	
71	Self-actualization	Extra vacation	
72	Self-actualization	Extra vacation	
73	Self-satisfaction from work	Education and training courses, Flexitime, Partly working from home	
74	Self-satisfaction from work	Extra vacation, Pension savings subsidy	
75	Self-satisfaction from work	Partly working from home	
76	Self-satisfaction from work	Extra vacation, Pension savings subsidy	
77	Self-satisfaction from work	Extra vacation, Pension savings subsidy	
78	Self-satisfaction from work	Extra vacation, Education and training courses	Education
79	Self-satisfaction from work	Extra vacation, Education and training courses	
80	Self-satisfaction from work	Extra vacation, Education and training courses	Training courses
81	Self-satisfaction from work	Education and training courses, Flexitime, Partly working from home	
82	Self-satisfaction from work	Education and training courses, Flexitime, Partly working from home	