

Motivation of Employees in the Třinec Region

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ABSTRAKT

Tato bakalářská práce se zabývá problematikou motivování zaměstnanců v Třineckém regionu. Práce je rozdělena na teoretickou a praktickou část.

Teoretická část zahrnuje vývoj motivace, základní pojmy a formy motivace, motivační teorie a systém odměňování.

Praktická část bakalářské práce analyzuje spokojenost zaměstnanců se systémem benefitů ve společnostech WALMARK, a.s. a MRÓZEK, a.s.

Klíčová slova: motivace, potřeba, zaměstnanec, zaměstnavatel, benefity, odměny, spokojenost

ABSTRACT

This bachelor thesis deals with the problematic of employee motivation. The work is divided into the theoretical and the practical part.

The theoretical part covers the history of motivation, basic concepts and forms of motivation, theories of motivation and a reward system.

The practical part of bachelor thesis analyzes the satisfaction of employees with the benefit system in companies WALMARK, a.s. and MRÓZEK, a.s.

Keywords: motivation, need, employee, employer, benefits, reward, satisfaction

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CONTENTS

INTRODUCTION	10
I THEORY.....	11
1 DEVELOPMENT OF MOTIVATION	12
1.1 From primitive nations to 19th century	12
1.2 From the 19th century to present.....	12
2 BASIC CONCEPTS OF MOTIVATION.....	14
2.1 Motivation	14
2.1.1 The process of motivation	14
2.1.2 Types of motivation.....	15
2.2 Need.....	16
2.3 Motive.....	16
2.4 Conflict	18
2.5 Frustration.....	18
2.6 Stress.....	19
3 MOTIVATION THEORY	20
3.1 The theory of instrumentality	20
3.2 The theory of needs	20
3.2.1 Need Hierarchy Theory	20
3.2.2 Herzberg's two factor theory	22
3.2.3 The Alderfer's ERG theory	23
3.2.4 The McClelland's theory	23
3.3 Cognitive theories.....	23
3.3.1 The expectancy theory.....	24
3.3.2 The objective theory	24
3.3.3 Equity theory	25
3.4 The theory of attribution.....	25
3.5 McGregor's X and Y theory	25
4 REWARD SYSTEM.....	26
4.1 Elements of reward system.....	26
4.2 Total reward.....	27
4.3 Grades and pay structure	28
4.3.1 Types of grades and pay structures	28
4.4 Employee benefits	29
5 SUMMARY OF THE THEORETICAL PART	31
II ANALYSIS	32
6 WALMARK, A.S.....	33

6.1	History of the company	33
6.2	Subject of business	33
6.3	WALMARK, a.s. and the Třinec region	34
6.4	Employee benefits in WALMARK, a.s.....	34
7	ANALYSIS OF EMPLOYEE MOTIVATION IN THE COMPANY WALMARK, A.S.....	35
7.1	Results of the questionnaires	35
7.2	Summary of the analytical part in the company WALMARK, a.s.....	41
8	MRÓZEK A.S.	43
8.1	The history of the MRÓZEK A.S.....	43
8.2	Subjects of business.....	43
8.3	Employee benefits in MRÓZEK, a.s.....	44
9	ANALYSIS OF EMPLOYEE MOTIVATION IN THE COMPANY MRÓZEK, A.S.....	45
9.1	The results of questionnaires	45
9.2	Summary of the analytical part in the company MRÓZEK, a.s.....	50
	CONCLUSION	52
	BIBLIOGRAPHY	53
	LIST OF FIGURES:.....	55
	APPENDICES.....	56
	APPENDIX P I: THE QUESTIONNAIRE. (CZECH VERSION).....	57
	APPENDIX P II: THE QUESTIONNAIRE. (ENGLISH VERSION)	60

INTRODUCTION

John Adair writes, “Leadership and motivation are like brother and sister.” (Adair 2006, 7) But how should be employees motivated? It’s one of the most important questions for management in each company. And what is a motivation? Many definitions could be found in different literature. Every employee is motivated by something else. He needs different incentives, rewards and benefits. The recognition and understanding of employees’ needs is an important task for every manager. It’s the only way how to make employees work effectively.

The theoretical part of this bachelor thesis will be focused on literature dealing with motivation, employee rewards and benefits.

The practical part of bachelor thesis will be focused on the motivation system in the company WALMARK, a.s. and in the company MRÓZEK, a.s. It will concern an analysis of the satisfaction of employees. The survey will be made by questionnaires completed by employees. At the end, several recommendations for improving motivation and benefits will be made.

Both companies are located in the Třinec region which is situated in the East of the Czech Republic. This region is a very specific one because it is highly industrial. Whole region was seriously affected by the economic crisis. Companies had to reduce their productions and costs. It led to massive firings. Many families were left without incomes and the unemployment rate was very high.

Today’s situation seems to get better but companies still use the economic crisis as a reason why they can’t pay the full wages or provide employee benefits as they did before.

I. THEORY

1 DEVELOPMENT OF MOTIVATION

Motivation has a very long and difficult history. Each period gave a new opinions and attitudes toward motivation.

1.1 From primitive nations to 19th century

The history of motivation began with the first primitive nations. Also these primitive people realized that something influenced their behaviour.

They thought that their behaviour was influenced by ghosts, magic and eating specific pieces of animals. Semi-primitive Greeks considered Gods to put their ideas directly into the human mind. A big progress came in the 6th and 5th century BC. Greek philosophers worked with the theory that human behaviour is affected by physical feelings and ideas although these two forces were considered as opposites. (Hunt 2000, 457-458)

Greek philosophers considered people as “individuals focusing their efforts on seeking pleasure and avoiding pain.” This theory was later developed and used by Locke, Mill, Helvetius and other philosophers. (Steers, Mowday and Shapiro 2004, 379-380)

Till the 19th century psychologists didn't concern causes of human behaviour. Human behaviour was mentioned only in moral philosophy and it said how people should behave. Charles Darwin, although he was a natural scientist and not a psychologist, analyzed the influence of emotions on human behaviour. He came with the claim that emotions were developed because they led to a useful behaviour and increased chances for survival. At the end of the century, psychologists were content with the thesis that behaviour contingent on physiological need is formed by instincts. But this statement didn't tell anything about the functioning of instinct on the psychological level. (Hunt 2000, 457-459)

1.2 From the 19th century to present

Questions of motivation were transferred from the philosophical field to psychology. Consequently, behaviorist began to search for new ways how to explain motivation. Instinct theories were proposed by Freud and James. But these theories were replaced by theories based on drive in the 1920's. Along with psychologists also managers focused on the task of motivation. Frederick Taylor, who was coming from industrial engineering background, focused on insufficiency of the factory production. He came up with paternalistic approach built on a combination of incentive systems, job training and pay-for-performance incentive systems. However, this system expired with the rise of unionization efforts in the 1930's. But even this setback led to consideration of the role of

social influences on behaviour. New theories of work motivation appeared in the 1950's. These theories are known as content theories. Their basic aim was to identify factors connected with motivation. An example of content theory is a Maslow's need hierarchy theory (further discussed in Chapter 3.2.1). (Steers, Mowday and Shapiro 2004, 379-380)

The golden age of work motivation theories began in the 1960's. Process theories were focused on the processes coming under work motivation. The major change was the shift in psychology from mechanism to cognition. Researchers started to be interested in the human rather than in nonhuman behaviour. (Graham and Weiner 1996, 66)

Many ideas that occurred in the 1960's and 1970's were more elaborated in the 1980's. Interest in work motivation theory has declined since the 1990's. New articles or books are nearly not published, they only extend existing theories.

(Steers, Mowday and Shapiro 2004, 381-383)

2 BASIC CONCEPTS OF MOTIVATION

2.1 Motivation

A motivation is the reason why people behave as they behave. It's possible to ask "What are their motives?" or "How we can motivate them?". (Armstrong 1995, 191)

Motivation has many definitions as well as every human is motivated by something else and needs different degrees of motivation.

Steers, Mowday and Shapiro write, "Managers see motivation as an integral part of the performance equation at all levels, while organizational researchers see it as a fundamental building block in the development of useful theories of effective management practice." (Steers, Mowday and Shapiro 2004, 379)

The dictionary defines motivation as "encourage someone to do something, especially to work or to sell." (Dictionary of Human Resources and Personnel Management 2006, s.v. "Motivation")

Armstrong defines motivation:

Motivation can be described as a goal-directed behaviour. Well-motivated people are those with clearly defined goals who take action which they expect will achieve those goals. Such people may be self-motivated, and, as long as this means they are going in the right direction to achieve what they are there to achieve, this is the best form of motivation. Most of us, however, need to be motivated to a greater or lesser degree. (Armstrong 2008, 36)

2.1.1 The process of motivation

The process of motivation begins with an unsatisfied need. This need cause the action oriented on the goal = satisfaction of need. The repetition of the behaviour depends on its successfulness. If the need is satisfied than the behaviour will probably occur again. But the same behaviour won't be repeated in case when the need is not satisfied successfully. (Armstrong 2008, 36)

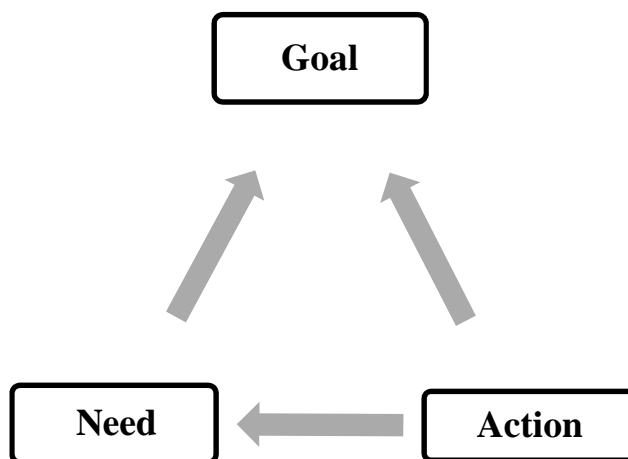


Figure 2.1. The process of motivation (Armstrong 2008, 37)

2.1.2 Types of motivation

Motivation can be divided in two groups:

1. *Intrinsic motivation*

Armstrong defines the intrinsic motivation as “the self-generated factors that influence people to behave in particular way or to move in a particular direction.” (Armstrong 2003, 217)

The responsibility, the autonomy, the freedom to act and interesting job are the factors of intrinsic motivation. (Armstrong 2008, 37)

2. *Extrinsic motivation*

The extrinsic motivation can be defined as something “what is done to or for people to motivate them” (Armstrong 2003, 217)

Rewards are typically extrinsic motivation (promotion, punishment and many others).

Motivation at work can be also divided according to types of reward:

1. *Material incentives*

The most important part of this motivation is of course a salary or a wage. It is accompanied by contributions to life or pension insurance, providing of loans, company car, coverage of costs on improvement on qualifications, 13th or 14th salaries, bonuses, profit sharing, contributions to holidays and many others.

2. *Intangible motivation*

Intangible motivation includes praise or recognition. An employee can be also intangibly motivated by good relationships with colleagues and supervisors, by possibility to work flexi-time, by a good name of company and its products or by providing employee with the possibility of personal development.

Praise should obey several rules to become motivational for employee. It should be concrete (a worker should know why he is praised) and addressed. Praise has to be said immediately after reaching the achievement and should be given publicly. A supervisor should be also prepared to give praise and not to take everything automatically. Several rules are also for admonition. A supervisor should find the exact cause of the failure and should get rid of personal assaults. An employee should know what is anticipated from him. Admonition must be addressed and cover concrete things. (Bělohávek 2008, 49-51)

2.2 Need

A whole process of motivation starts up with a need. Everyone has his own needs and puts some effort to satisfy them.

A need, from the biological point of view is a lack of something essential for organism. Long-term deprivation can lead to its harm or death.

Human needs change with age, as well as person's attitude towards job. Young people like changes and it's easier for them to deal with failures. They want to build their careers and to try their abilities. Middle aged people prefer prestige and status. Elderly people don't like changes and they have also bigger difficulties to find a new job when they are made redundant. (Deiblová 2005, 40)

An unsatisfied need causes a pressure and a disbalance. Human behaviour is directed and motivated by unsatisfied needs. (Armstrong 2003, 219)

Armstrong writes that "not all needs are equally important for a person at any one time – some may provide a much more powerful drive towards a goal than others, depending on the individual's background and present situation." (Armstrong 2003, 219)

The needs will be further discussed in Chapter 3.

2.3 Motive

It's an impulse that energizes behaviour. For example an employee starts to attend a course of accountancy because it will guarantee him a promotion in a future. In this case, a promotion is a motive which led an employee to participation in the course of accountancy.

Thinking, evaluating, accepting or refusing of motives is characteristic for people. A single motive cannot influence a human behaviour. It must be a whole complex. A similarity of motives leads to an emphasized behaviour. On the contrary, different motives can complicate behaviour. (Bedrnová and Nový 1994, 185)

For example, an employee should work whole day on annual report for his company. But his best friend asked him for help with building his new house at the same day. There the conflict of motives occurs. His concentration wouldn't be high enough if he would prefer to work on annual report. And also his help to friend wouldn't be efficient because he will still think about his uncompleted job.

Bedrnová and Nový present 3 main motives influencing human working behaviour:

1. *active motives*

These motives directly affect working performance.

2. *supporting motives*

Supporting motives create a space for the effect of active motives. For example a motive for creating a friendly atmosphere at work place.

3. *suppressing motives*

These motives cause the distraction from working performance to another activity.

(Bedrnová and Nový 1994, 199)

It's a mistake to think that money is the only motivating factor for employees. A successful manager should try to recognize needs of his employees.

Bělohávek shows different types of people and their motives:

1. *Money*

It's a very strong motive. Some individuals are capable to do anything for money.

2. *Personal status*

This type of people has a need to lead people, make decisions and manage situation. Improving of personal status shouldn't be done through machinations.

3. *Performance*

People who like their job work hard and they are important for their employers. They like to be the best and if not they will do a lot to be the best.

4. *Friendship*

This type of people prefers a good atmosphere rather than a good performance.

5. *Certainty*

People are satisfied with lower salaries. A certainty of job is more important for them rather than money.

6. *Qualification*

For this type of people is a success in their profession the most valuable quality.

7. *Independence*

These people don't want to work under any supervisor. They like to make decisions on their own.

8. *Creativity*

This group of people prefers such type of work when they can invent new things. (Běohlávek 2008, 42-43)

2.4 Conflict

Nobody's perfect. People are different and this inequality sometimes leads to misunderstandings and conflicts. Conflicts at work can result in different situations which may change the situation at a workplace and even in a whole company.

Managers often don't want to deal with a situation when a conflict occurs among their subordinates. They're often afraid of their reputation so they rather do nothing. But this is the biggest mistake they can make. The best solution is to discuss the problem and try to find, at least, a compromise because the conflict tends to grow. (Stýblo 1992, 59)

2.5 Frustration

"A frustration occurs when an instigated goal-response (or predicted behavioral sequence) is interrupted or interdicted." (Fox and Spector 1999, 916)

It appears under 2 conditions:

1. an unsatisfied need
2. a threat on the way to satisfaction of the need

A frustration has several sources as a loss of something very important for an employee, personality characteristics, fails in assigned tasks, social-technical influences and many others. (Stýblo 1992, 61-62)

It could be caused by many factors at work: an undeserved criticism from colleagues or a superior, a lack of intention to solve problems at workplace, an unfair rewarding, a lack of materials, instruments or work.

A cause of frustration can be also in the employee himself. This inner barrier is created by his incapability or limited ability to accept a problem as a challenge.

Several ways of dealing with frustration are known:

- *regression:*

Regression leads to a satisfaction of lower needs.

- *rationalization:*

A person tries to persuade himself that his intended goal wasn't good enough. And it's finally good, that it wasn't reached.

- *aggression:*

A suppressed energy is ventilated by aggression.

- *sublimation:*

An unreachable goal is replaced by a new one.

- *escape:*

A person finally gave up his goal.

A frustration in organization can seriously affect absenteeism, job performance, working climate or interpersonal aggression. (Fox and Spector 1999, 917)

The consequences of frustration are mainly negative. It might lead to disorders of behaviour. The frustration can also have positive results. It may increase the attractiveness of the aim. (Nakonečný 1997, 127)

2.6 Stress

It is a result of a long-term frustration. A stress can work negatively when it causes an anger or anxiety. But stress can also have a positive effect when it leads to an increase of motivation.

Four general stress sources are known:

1. *an overworking*
2. *too much responsibility at work*
3. *interpersonal conflicts at work*
4. *unclear job role*

(Stýblo 1992, 62)

3 MOTIVATION THEORY

Many psychologists and philosophers invented their own theories of motivation but any motivation theory won't give a clear way how to motivate people or even employees. A good manager has to start with himself. He should know how to motivate himself and then he can motivate the others.

The main acquisition of motivation theory is the recognition of different needs that people can have. Managers in companies have to recognize and understand the structure of employees' needs. (Gregar 2007, 54)

Theories of motivation can be divided into 4 groups:

3.1 The theory of instrumentality

The theory of instrumentality appeared in the second half of the 19th century. *The instrumentality* is a belief that a made activity leads to another one. The theory of instrumentality assumes that employees are motivated to work if their rewards and punishments are connected with their performance. This theory doesn't take into consideration the fact that the formal system of control is strongly affected by relations among employees. (Gregar 2007, 49)

3.2 The theory of needs

The theory of needs assumes that unsatisfied need is the reason of tension and disbalance. It is important to find the way how to satisfy the need and restore the balance of behaviour.

3.2.1 Need Hierarchy Theory

Abraham Maslow created a hierarchy of needs. He defined five groups and put them in a rising order. This system is known as a Maslow Hierarchy of Needs or a Maslow pyramid. Physiological needs, Safety needs and Belongingness and love needs have lower level than Esteem needs and Self-actualization needs. A person satisfies his needs increasingly from lower to higher needs. Lower needs become more important and urgent in critical situations.

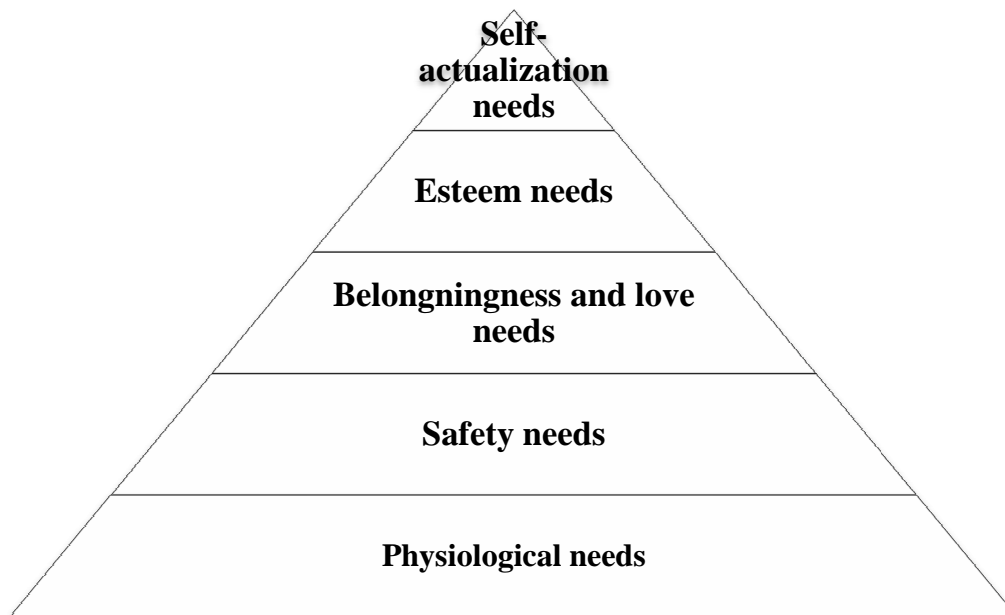


Figure 3.1. The Hierarchy of Needs

- *Physiological needs*

At this level, people want to satisfy their basic needs such as hunger, thirst. Maslow considers physiological needs as “the starting point for motivation.” (Maslow 1970, 15)

- *Safety needs*

People need a feeling of safety and preservation of existence. These needs appear at the time of crisis and threat.

- *Belongningness and love needs*

A person needs to be a part of some social group. People need love and friendship to be satisfied.

Maslow indicates that unsatisfied love and belongingness needs lead to a big effort to fill the empty space. People suddenly put love and friendship on the 1st place in their lives even though they thought that it's needless in time of unsatisfied physiological ad safety needs. (Maslow 1970, 20)

- *Esteem needs*

Everybody wants to be respected and highly evaluated.

Maslow divided esteem needs into two subsidiary groups:

1. the desire for strength, achievement, competence in the face of the world
2. the desire for reputation or prestige, fame and glory

Satisfaction of self-esteem needs leads to feelings of strength, and self-confidence when a person thinks that he is somehow necessary in the world. But dissatisfaction of esteem needs leads to discouragement. (Maslow 1970, 21)

- *Self-actualization needs*

Maslow writes that unless a person satisfies all his or her needs a new one will very soon appear “unless the individual is doing what he or she, individually, is fitted for...What a humans can be, they must be.” (Maslow 1970, 22)

Need Hierarchy Theory can be also related to the satisfaction of employee’s needs. Physiological needs concern employee’s attitude towards protection of his health. It includes protective aids. Safety needs are satisfied with the company’s good perspective which means that employee has granted his job in the near future. Good relationships at working place are essential for the satisfaction of belongingness and love needs. It can be done through team-building activities. Esteem needs are represented by money and recognition from colleagues and superior. An employee satisfies his self-actualization needs when he is satisfied with the job organization. It allows him to show his skills. (Bělohávek 2008, 41)

Maslow’s theory has been also criticized. Several researches have shown that there can be only 2 or 3 levels of the pyramid of needs. Also the claim that satisfaction of lower need is followed by satisfaction of higher need isn’t necessarily true because a new and unexpected need can always appear.

3.2.2 Herzberg’s two factor theory

The theory is also called The Motivation-hygiene theory. Herzberg distinguishes between 2 factors that lead to the job satisfaction or dissatisfaction – external factors are called hygiene factors (dissatisfiers) and internal factors are called motivators (satisfiers).

1. *Hygiene factors*

External factors can cause the job dissatisfaction of employee if they are negative. But even if the hygiene factors are positive they cannot cause the job satisfaction. Positive hygiene factors keep employee not dissatisfied. Hygiene factors don’t positively affect a job motivation.

As hygiene factors are considered: a wage or a salary, working conditions, working relationships, a supervision and a job security.

The effect of hygiene factors is very short-term. Dissatisfaction with hygiene factors can lead to the disruption of the relationship between employee and superior. Finally, a job performance can be reduced. (Kohoutek and Štěpaník 2000, 114)

2. *Motivators*

Motivators are internal factors derived from the employee's attitude toward the performed job. These changes affect employee's job performance.

Responsibility, achievement, growth, the job itself, recognition are considered as motivators.

3.2.3 The Alderfer's ERG theory

Alderfer defined in 1972 new motivation theory called ERG. ERG is the abbreviation from initial letters of the three most important needs (the needs of existence, relationships and growth).

The needs of existence stand for the needs that maintain the homeostatic balance (i.e. a thirst or hunger). The salary, employee benefits and working conditions are the needs of existence for employees in the companies. *The needs of relations* prove that people and also employees need to interact with people in their surroundings. The satisfaction of relations needs depends on the acceptability, understanding and reciprocity. *The needs of growth* stimulate people to perform some creative or productive effort. The needs of growth are satisfied by the inner grow and differentiation. (Gregar 2007, 50-51)

3.2.4 The McClelland's theory

McClelland identified three main needs. *The need of performance* (called also the need of success) is the want of success reached in the competition with other. *The need of alliance* is the need of friendly relations with other people. The last main need is *the need of power* when people need to have control and influence over other people. The three main needs can have different intensity and priority according to the level of management. The need of performance and the need of alliance are the highest in the lower or middle management whereas the need of power is the most important in the higher management. (Gregar 2007, 51)

3.3 Cognitive theories

These theories are focused on psychological processes or forces that can influence human motivation. They deal with the way how people perceive their working environment and ways how they interpret and understand them.

The cognitive theories might be more useful for managers than the theories of needs because they provide managers with more realistic guidance for motivating employees. (Gregar 2007, 51)

3.3.1 The expectancy theory

The name of the theory is derived from the Latin word *expecto* – to anticipate, to expect. The expectancy theory observes the effort that is put into the performance of some task.

Victor Vroom invented 3 conditions that motivate employee to create effort:

1. *An effort must be followed by an appropriate result*

Any employee would like to create a job with unclear result. Nobody likes to do a pointless work. A probability that an activity (*performance*) will lead to an appropriate result is called *expectancy*.

2. *A performance must be rewarded*

A businessman doesn't start with the project that won't repay in the future. Also an employee can work very effectively but when he isn't properly evaluated he will get demotivated soon. A probability of reward is called *instrumentality*. It's the relation between result and reward. A reward grows with the result.

3. *An employee must want to be rewarded*

As mentioned before, everyone has different motives. An employee can put a lot of performance even though his job isn't highly evaluated. He is working, for example, for pleasure. The value of reward for an employee is called *valency*.

(Bělohávek 2008, 45-46)

A motivation of working behaviour can be put into the formula:

$$M = f(V * E)$$

E stands for employee's expectancy about the result of his performance. It can have values from 0.0 (when a performance doesn't influence a job result) to 1.0 (when a performance improves a job result).

V is a valency of every reward, a subjective importance for every employee. It can have values from -10 (employee refuses the reward) to +10 (employee wants the reward).

(Bělohávek, 2008, 47)

3.3.2 The objective theory

The objective theory operates with the fact that motivation and performance are higher in case when a clear goal is defined and accessible. Difficult goals should be consulted with superiors. A feedback is very important for maintaining motivation. (Gregar 2007, 52)

3.3.3 Equity theory

Everybody is a part of some social or working group. It's important to treat every employee same. Different evaluation can lead to demotivation.

A distributive equity involve the way how employees feel that they are rewarded according to their contribution in comparison with their colleagues. *A procedural equity* concerns how employees perceive the equity of methods used by their company in fields like promoting and rewarding of employees. (Gregar 2007, 52)

3.4 The theory of attribution

The theory of attribution concerns explanation of performance after high effort to some task. Four key words are ability, effort, difficulty of the task and luck. (Gregar 2007, 53-4)

3.5 McGregor's X and Y theory

McGregor's theory doesn't take part in any of the group mentioned before. This is a proof that the process of motivation is very difficult.

McGregor divides employees into two groups according to their attitudes toward job. The type X considers work useful only for its existence. An employee performs only assigned tasks. He never creates something on his own and he has to be controlled. The type Y finds a sense in working. Employee is stimulated by internal motivators and looks for new tasks. (Kohoutek and Štěpaník 2000, 118)

4 REWARD SYSTEM

“Reward management deals with the strategies, policies and processes required to ensure that the contribution of people to the organization is recognized by both financial and non-financial means.” (Armstrong 2007, 3)

The reward system doesn't mean only the salary. It is also praise, a promotion, benefits and other elements.

Gregar (2007, 36-37) defines what should reward system be: it should attract applicants for the job in company, to stabilize wanted number of employees, to reward employees for their efforts, reached goals and abilities. The reward system should correspond to needs of concrete company, it should be concrete and clearly defined and it should by stimuli for improving of qualification and abilities of employees.

4.1 Elements of reward system

- *Business strategy*

Business strategy is a document unique for every company. It sets out the business goals. Items like innovation, productivity, profitability and high performance are same in all business strategies.

- *Reward strategy and policy*

The reward strategy covers long-term aims in employee benefits, pay structures and contingent pay. Reward policy deals with levels of pay, approaches to contingent pay and the usage of market surveys.

- *Base or basic pay*

The base pay is the amount of fixed salary or wage that stipulates the rate for the job. It can be also called a time rate system of payment because base pay can be expressed as an annual, weekly or hourly rate.

- *Contingent pay*

Contingent pay is a financial reward that can be added to a base pay. It is related to the contribution, competence, performance, experience or skills of employees

- *Employee benefits*

Contributions to pensions, company cars and many others are considered as employee benefits. It also covers benefits which are not strictly remuneration, such as annual holidays.

- *Allowances*

Allowances are added to the base pay under several conditions. The main kinds of allowances are shift payments, overtime payments or working conditions allowances. They are negotiated in most cases but allowances can be also stipulated unilaterally.

- *Total earnings*

Total earnings, also called financial rewards, are consisting of all cash payments (base pay, contingent pay and allowances)

- *Total remuneration*

It's formed by total earnings plus the value of the benefits received by employee.

- *Job evaluation*

Job evaluation doesn't state the level of pay directly. It is an analysis of roles and jobs that produces job descriptions or role profiles.

- *Market rate analysis*

It compares data about the rates of pay from labour market for comparable jobs. Such information helps organization to decide on the level of pay.

- *Grade and pay structures*

Job is put into the graded structure according to its relative size. Pay is then determined by

- *Performance management*

Its processes are instruments of providing non-financial motivation and may also affect contingent pay decisions.

- *Non-financial rewards*

Non-financial rewards come from the job itself (recognition, autonomy, achievement, high quality-leadership). They don't cover any direct payments.

- *Total reward*

It combines non-financial and financial rewards accessible to employees. Total reward will be further discussed in next chapter.

(Armstrong 2007, 8-12)

4.2 Total reward

Reward management should consider all aspects of the work experience of value to employees. They need to get financial reward but also non-financial rewards arising from the job they are performing (opportunities to develop their careers and skills, work environment and the way how they are managed). (Armstrong 2003, 273-274)

Total reward provides several benefits. It has a greater impact on the motivation of employees, gives the flexibility to meet individual needs. It also enhances the employment relationship and wins the war for talent. (Armstrong 2007, 33)

The concept of total reward is shown below.

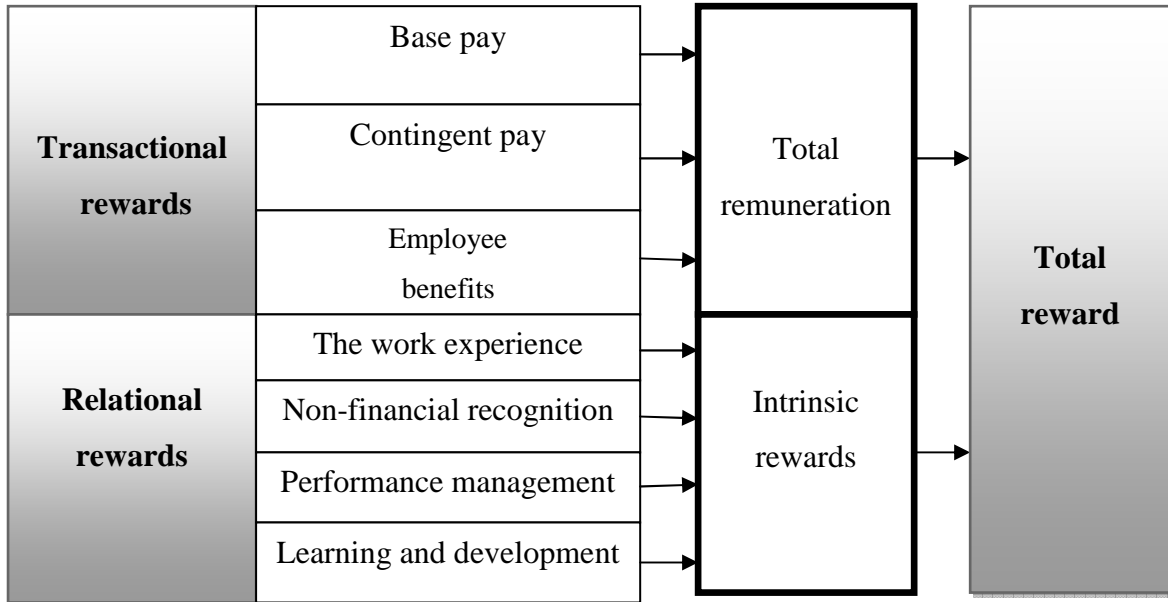


Figure 4.1. The elements of total reward. (Armstrong 2003, 274)

4.3 Grades and pay structure

Grade structure is sequences of levels into the jobs that are broadly comparable are placed. They are used as a part of a non-financial reward processes. Pay structure gives a framework for directing pay. Both structures should be created logically and clearly, facilitate the management of relativities and appropriate to the company culture. (Armstrong and Murlis 2004, 193-196)

4.3.1 Types of grades and pay structures

- *narrow-graded structures*

It's almost the universal structure in the private sector. It consists of 10 job grades or more. This system is easy to understand and suitable for large bureaucratic organization.

- *broadbanded pay structures*

Broadbanded structures started to replace narrow-graded structure in many organizations. The number of grades is cut down (5-6) so that the pay is directed more flexibly. But the system is difficult to understand.

- *career family structures*

It provides same grade and pay structure for each family. This system is very difficult to manage and is mostly suitable for companies with strong emphasis on development of career.

- *job family structures*

Job family structures provide separate grades and pay structures for job families containing similar jobs.

- *pay spines*

It's a series of several pay points covering all jobs. This system is easy to manage and it's hard to find any disadvantages.

(Armstrong and Murlis 2004, 196-203)

4.4 Employee benefits

Armstrong defines employee benefits:

Employee benefits are elements of remuneration given in addition to the various forms of cash pay. They provide a quantifiable value for individual employees, which may be deferred or contingent like a pension scheme, insurance cover or sick pay, or may provide an immediate benefit like a company car. Employee benefits also include elements which are not strictly remuneration, such as annual holidays. (Armstrong and Murlis 2004, 415)

Armstrong divides benefits into several groups:

1. *Personal security*

It covers employer's contributions to the health care, redundancy pay, sick pay and insurance cover for the case of death during service or being on a business trip.

2. *Financial assistance*

Financial assistance can take forms of mortgage assistance, company loans, season ticket loans and relocation packages.

3. *Personal needs*

It includes maternity and paternity leave, sport and social facilities, leave for personal reasons, pre-retirement counseling and company discounts.

4. *Holidays*

5. *Company car*

6. *Voluntary benefits*

The employer negotiates goods or services at lower prices and the employee can choose for example from health screening, personal accident insurance, household goods or gym membership. (Armstrong 2003, 460-463)

Robert Half International made a study about employee benefits in Czech Republic in 2009-2010. The research showed that employees mostly prefer one additional week of holidays and company car also for private purposes. On the other hand, benefits like refreshment, luncheon voucher, mobile phone or notebook are considered as something obvious. The area of employee benefits was also hit by economic crisis. 25 - 40 % companies have reduced their system of benefits. Two most commonly cancelled benefits are language courses and 13th salaries. The most wanted benefits are 5 weeks of holidays, company car for private purposes, language courses, professional trainings and luncheon vouchers. (Hrušová 2011)

5 SUMMARY OF THE THEORETICAL PART

It is important to understand the basic elements of the human motivation to be able to understand motivation as a whole and the motivation of employees. The aim of the theoretical part is to cover the most important issues connected with human motivation.

First chapter of the theoretical part covered the history of motivation and focused on the changes in opinions towards motivation.

Next part covers the basic concepts of motivation. The process of motivation, types of motivation (extrinsic and intrinsic motivation) and types of motivation in companies (tangible and intangible) are explained. Furthermore key words as need, motive, frustration, conflict and stress are included. It helps for the deeper understanding of motivation and it gives an insight to the barriers that can occur and disrupt the process of motivation.

Third section of the theoretical part deals with the motivation theories. It is a very difficult system so that's why only the most important and known theories are mentioned and related to the employees' motivation in companies.

The last unit of the theoretical part of this bachelor thesis covers the reward system. It defines and explains basic elements of reward system. This knowledge helps to understand to the reward system as a whole. Next part of the section is dedicated to the reward system, the term total reward and all of its elements. Types of grades and pay structures are another important part of the reward system. The basic employee's benefits are mentioned as well as the mostly preferred benefits in the Czech Republic.

The knowledge from the theoretical part will be used in the practical part focused on the analysis of employees' satisfaction with benefits in companies WALMARK, a.s. and MRÓZEK, a.s.

II. ANALYSIS

6 WALMARK, A.S.

WALMARK, a.s. takes up a strong market position with food supplement products. Its reputation exceeds the Třinec region and even the Czech Republic. The company has its subsidiaries in Slovakia, Poland, France, Bulgaria, Latvia, Hungary, Romania and Lithuania.

6.1 History of the company

As indicated on the WALMARK, Health for the whole family Web site, the history of the company begun after the Velvet revolution in 1989. Information technologies and household utensils were first subjects of company's business. Later, the company exported special seeds for food industry. In 1993, the company started to produce its own alcohol free beverages. From 1992 to 2001, alcohol free beverages, food supplements and healing cosmetics were the company's three main divisions.

In 2001, WALMARK, a.s. changed its legal form from limited liability company (Czech abbreviation - s.r.o.) to joint-stock company (Czech abbreviation - a.s.). This change helped to correspond to the company fast development.

In September 2001, the agricultural products division was sold. The food division was sold in 2004 because the company changed its orientation towards pharmaceuticals. Acquired money allowed the company to develop its pharmaceutical division. New production plant fulfilling the SVP standards (Appropriate production practice) was built. It is considered as one of the most modern in Czech Republic.

In 2003, WALMARK, a.s. got the permit to produce medicines by State institute for drug control. In September 2004, production of first medicines started.

In 2005, the company took over the company Profitness, a.s. which run a chain of Vitaland stores for healthy lifestyle. In 2008, WALMARK A.S. gained 100% share in the company Aminostar. It is one of the biggest producers of food supplements and nutrition for athletes.

6.2 Subject of business

WALMARK, a.s. provides food supplement products. The big scope of products offers a huge variety for children, women and men of all ages.

As indicated on the WALMARK, Health for the whole family Web site some of the products help to improve immunity, concentration, memory, stress and tiredness. Many products work preventively against a flu, sore throat, arthrosis and arthritis and

overweight and obesity. WALMARK, a.s. provides also special nutrition for sportsmen, athletes, pregnant women, children and senior citizens.

6.3 WALMARK, a.s. and the Třinec region

As indicated on the WALMARK, Health for the whole family Web site the company takes part in publicly beneficial projects. WALMARK, a.s. spends annually 1% of the gross profit on these projects. The company aims to support projects towards neglected senior population.

In 2008, WALMARK, a.s. founded a WALMARK fund for the Třinec region. The three main areas of the company's support are: support of community social services, support of education and free time activities for children and youth and health and healthy lifestyle.

6.4 Employee benefits in WALMARK, a.s.

As indicated on the WALMARK, Health for the whole family Web site the company WALMARK, a.s. motivates their employees by fixed and flexible benefits. Fixed benefits include 25 days of holidays, contribution to learning foreign languages, financial remuneration during life and work anniversaries, employer contribution to additional pension scheme, discount for company's products, free vitamins, contribution to meals, drinking regime, cultural and social events organized by the employer, contribution to departmental events and reward for blood donation. Flexible benefits cover employer contribution to learning foreign languages, employer contribution to additional pension scheme and FlexiPasses of SodexoPass.

7 ANALYSIS OF EMPLOYEE MOTIVATION IN THE COMPANY WALMARK, A.S.

The aim of the analysis is to analyze the satisfaction of employees in the company WALMARK, a.s. with motivation and benefits. The method of questionnaire was used in the analysis. Employees answered questions about satisfaction with their job and working conditions, relations with colleagues, relations with superior and satisfaction with motivation, benefits and reward. Questionnaires were fulfilled by technical and marketing staff. The most important questions from questionnaires will be covered in the next chapter.

7.1 Results of the questionnaires

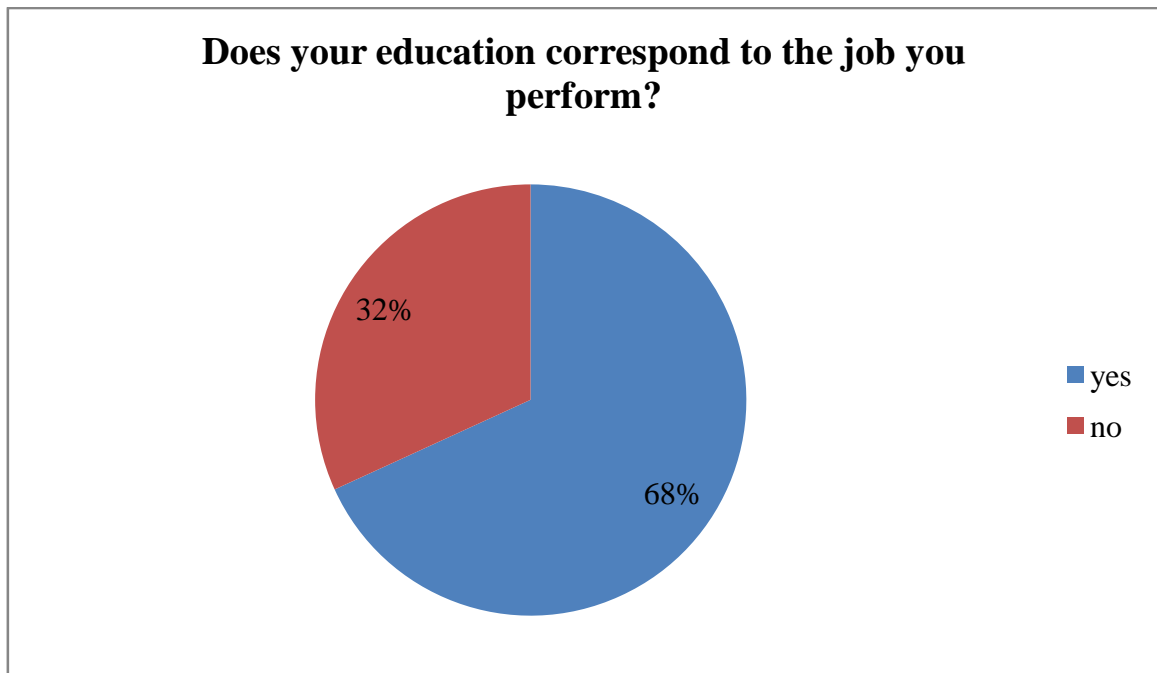


Figure 7.1. Employee education and the work performed (own elaboration)

Majority of employees (68%) thinks that their job performed responds to their education. Filling job places with people who have a proper education helps to prevent from situation when employee might have a feeling that his/her knowledge isn't sufficient for this position or would be more appropriate for higher position.

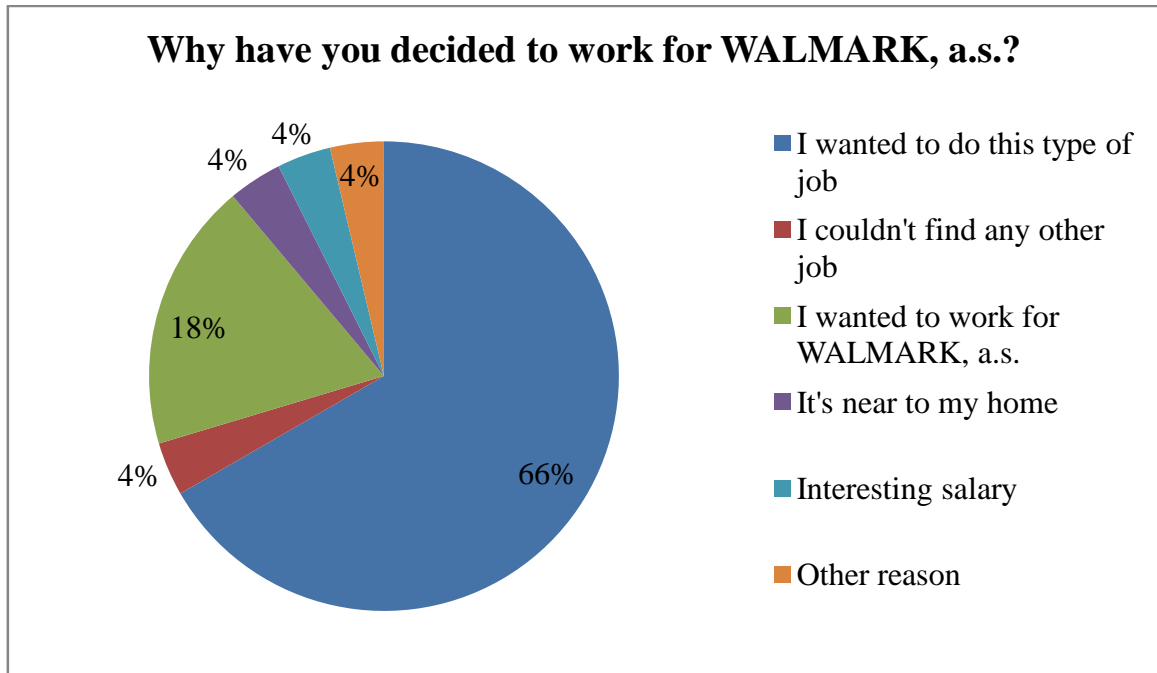


Figure 7.2. Reasons for working at WALMARK, a.s. (own elaboration)

Employees chose as the two main reasons possibilities: I wanted to do this type of job (66%) and I wanted to work for WALMARK, a.s. (18%). It might be a good result for management of the company. 84% of employees work in WALMARK, a.s. because they wanted to do this job or wanted to work for this company. It means that these employees should be satisfied and work effectively. 4% of the employees work for WALMARK, a.s. because the interesting salary and the same number work here because a good location to their home. Only 4% of employees perform this job because they couldn't find any other job. One employee (4%) chose the possibility other reason and stated that it has been a life chance 20 years ago.

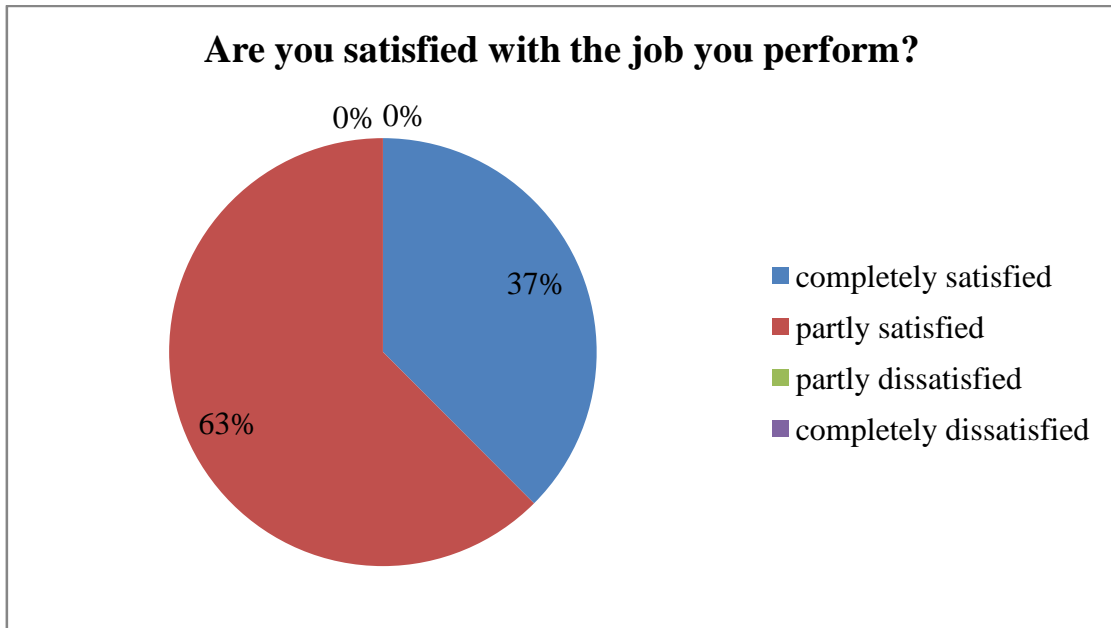


Figure 7.3. Satisfaction with the work performed (own elaboration)

The graph of employees’ satisfaction with their job shows very good results. 37% of employees answered that they are completely satisfied with their job and 63% of employees is partly satisfied. None of employees chose the possibility partly dissatisfied of completely dissatisfied. This could be taken as a very good result. These conditions should be maintained as long as possible.

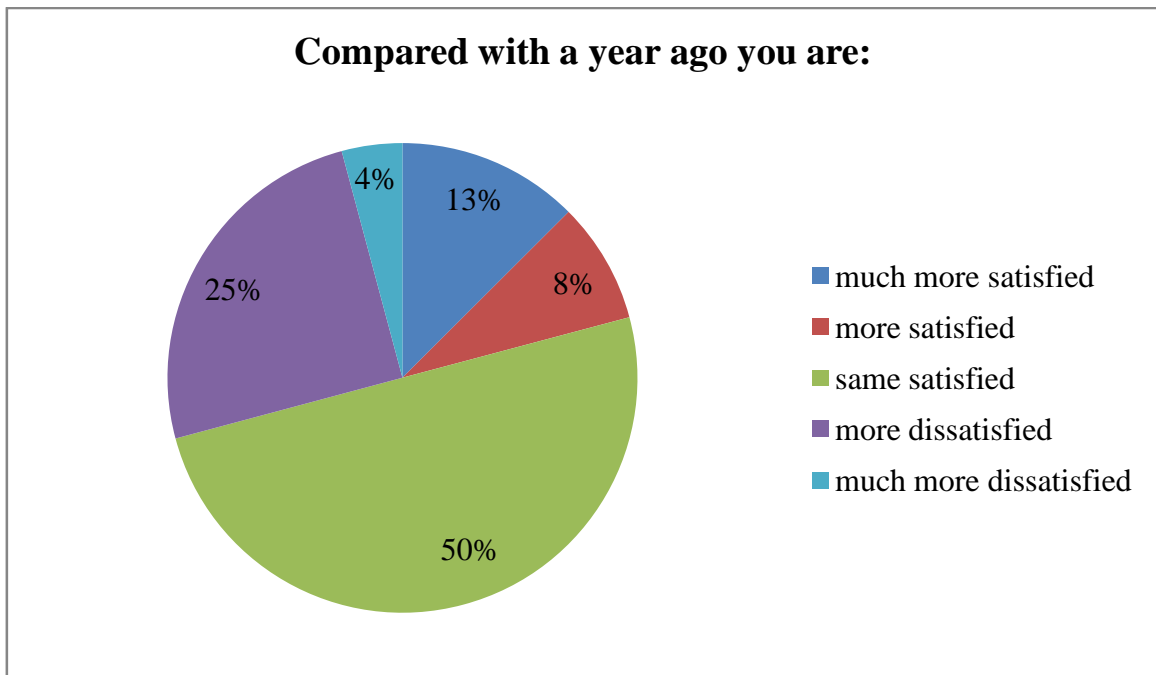


Figure 7.4. The situation now and one year before (own elaboration)

50% of employees are same satisfied with the current situation as they were one year before. 13% of employees are much more satisfied, 8% of employees are more satisfied.

But 25% of employees are more dissatisfied and 4% of employees are much more dissatisfied. As the positive fact could be taken that more than 60% of employees are more or same satisfied with this year situation.

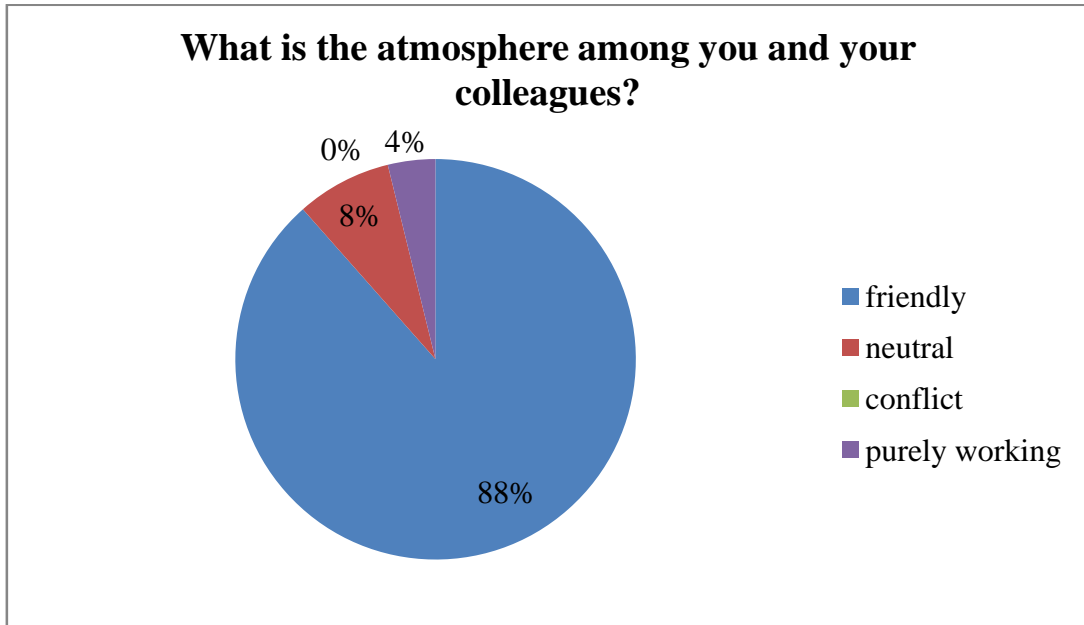


Figure 7.5. Working atmosphere among colleagues (own elaboration)

88% of employees answered that the working atmosphere among colleagues is friendly. 8% of employees think that the situation is neutral and 4% of them find the atmosphere purely working. None of the employees answered that the atmosphere is conflict. 88% for friendly atmosphere is a very high number. Managers should control this situation and help to solve any problems that can occur so that these good conditions will continue or grow.

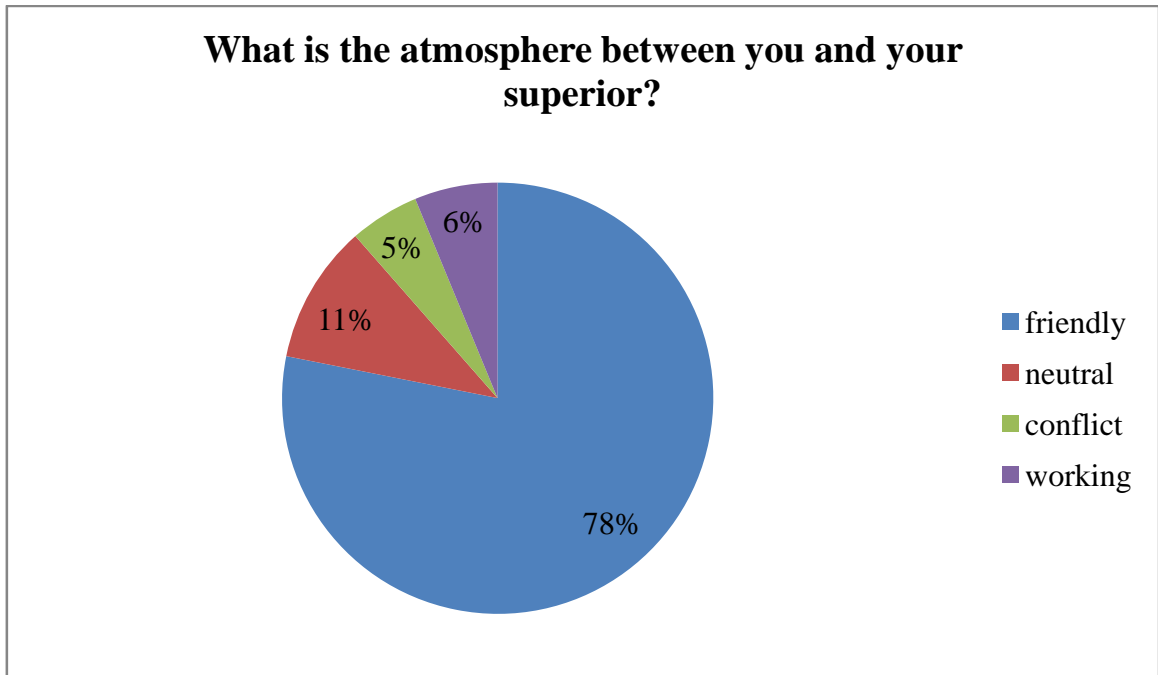


Figure 7.6. Relations with superior (own elaboration)

78% of employees think that atmosphere among them and their superior is friendly. 11% of them find the situation neutral, 6% of employees think that the atmosphere is working and 5% of them find the situation conflict. Managers should focus on the communication between superiors and its employees. A conflict between them can negatively affect working conditions and atmosphere in the whole department and decrease the work performance.

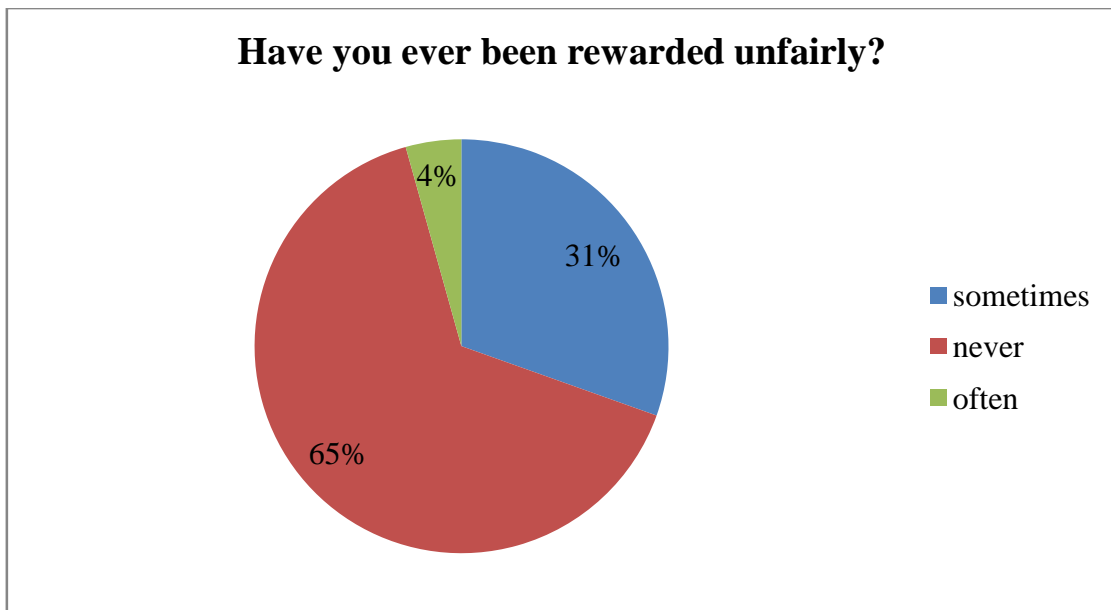


Figure 7.7. Unfair rewards (own elaboration)

65% of employees have never been rewarded unfairly. The number isn't so high but it is affected by the personal feeling of employees. 4% of employees think that they are often rewarded unfairly. 31% of employees are sometimes rewarded unfairly.

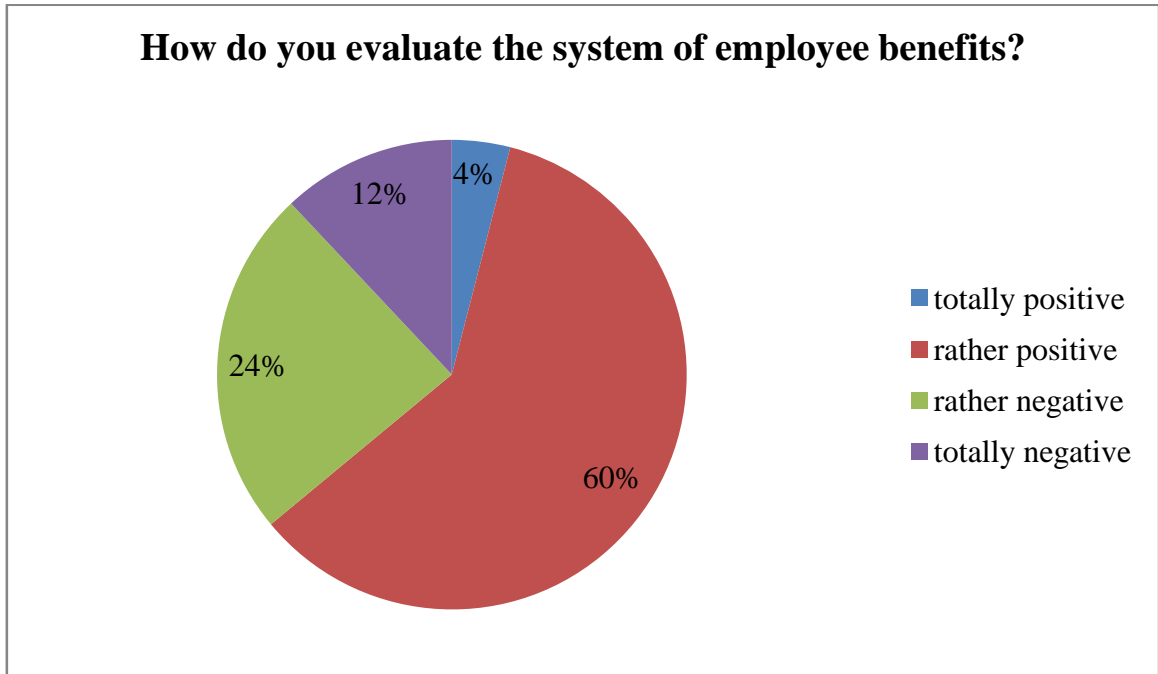


Figure 7.8. Employee benefits system (own elaboration)

60% of employees consider the system of employee benefits as a rather positive. 24% of employees think that it is rather negative and 12% of them see it as totally negative. Only 4% of employees regard benefits system as totally positive. The management of the company should dialogue with their employees to find the most suitable forms of employee benefits.

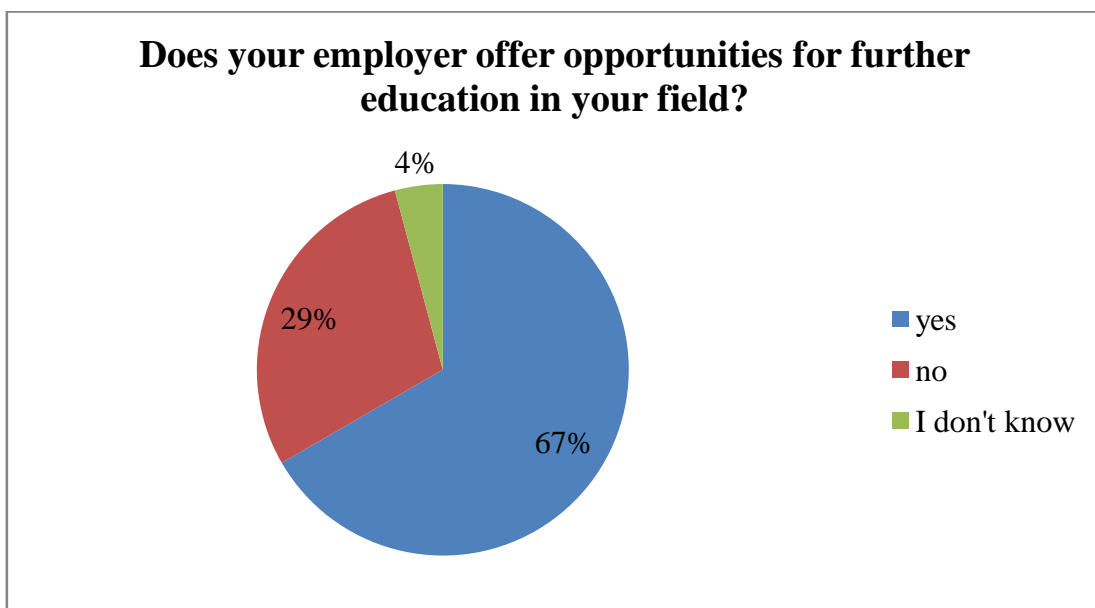


Figure 7.9. Further education (own elaboration)

67% of employees replied that they have an opportunity to study more in their field. 29% of them don't have these opportunity and 4% of employees don't know about it.

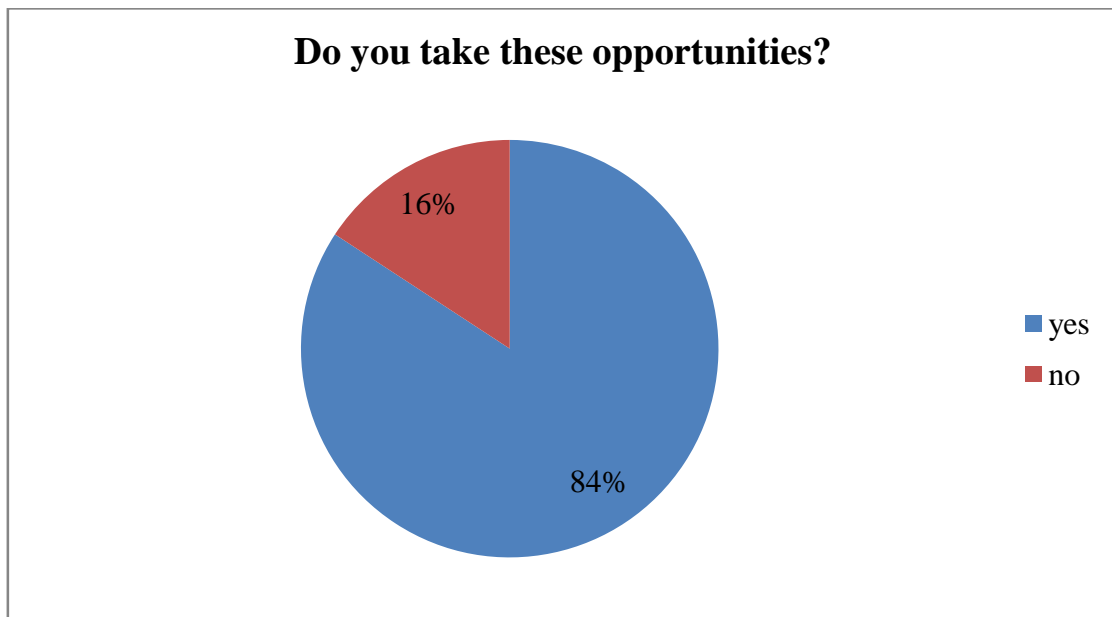


Figure 7.10. Taking the opportunity of further education (own elaboration)

84% of employees use the opportunity of further education. 16% of employees don't take this opportunity.

The management of the company should be able to react adequately on the changes in pharmaceutical market and provide their employees with proper possibilities for further education.

7.2 Summary of the analytical part in the company WALMARK, a.s.

Analytical part deals with the graphs covering the most important questions from questionnaires. The results are very good and there seems to be any significant problem.

As the results showed, employees are satisfied with the work they perform. More than the half of them works in WALMARK, a.s. because they wanted to do this job or work for this company. It indicates that the company and its products have a good name in the Třinec region and Czech Republic. This reputation makes company's employees loyal to the company. The fact that employees have a chance to purchase company's products for lower price and try their effects can strengthen their loyalty to the company because they know what they are inventing, producing and selling.

Their relations and relations with their superiors are on the good level. Although there seems to be no significant problem, the management of the company should stay observant and be able to catch possible problem at its beginning and maintain the situation in the

company calm and friendly. Employees should be encouraged to solve the problems with their superiors to prevent from stress, conflicts and frustrations at their workplace because even a small conflict can affect a working atmosphere at the whole department. The company WALMARK, a.s. should maintain this friendly atmosphere by team building activities.

The system of benefits in the company is relatively wide so that every employee can find the most suitable benefit for him. In this case it's hard to make any suggestions. But the management of the company should regularly observe needs of their employees and be able to react adequately to changes in their preferences of benefits.

8 MRÓZEK A.S.

The company MRÓZEK, a.s. has a very strong name in the Třinec region. Activities of the company are oriented on groundworks, demolitions, recycling, the work at heights, utilities, mobile cranes and road transport.

8.1 The history of the MRÓZEK A.S.

As indicated on the MRÓZEK Web site the company MRÓZEK, a.s. was founded 1989 when Mr. Bohuslav Mrožek left after 15 years the Ironworks of Třinec where he worked as a locksmith. His passion for climbing gave him an idea of establishing new company which will be oriented on the work at heights. Its workers would take advantage from their climbing technique. The company employed 15 workers and had realized more 50 repairs and reconstructions of smokestacks in 1996. More than one hundred high-rise buildings, chimneys, cooling towers and tanks had been examined. The company MRÓZEK, a.s. started to focus on groundwork, utility networks, sewage and demolition work in 1997. A new operating centre in Bystřice was built in 2006. It covered buildings, a gas station, fuel and a cold storage. A new hall of construction machinery was built in 2008.

8.2 Subjects of business

As indicated on the MRÓZEK Web site the company has a huge range of services for their customers:

- demolitions:

One of the sections where MRÓZEK, a.s. operates is demolition. The company uses advanced and sophisticated processes so that it can work in every condition.

- groundworks:

The company offers a complete supply of ground work. They use solutions as soil stabilization or re-use of recycled materials.

- utilities:

MRÓZEK, a.s. provides constructions, repairs or reconstructions of utilities after consultation institutions, owners of networks and buildings.

- recycling:

The company takes the protection of environment as one of the most important priorities. It recycles recoverable waste by a mobile jawcrusher and sorts manufactured stones by sorting line for closer aggregates.

- works at heights:

As mentioned before, the work at heights was the impulse for establishing MRÓZEK, a.s. in 1989. The company offers complete reconstructions and repair of high objects, examinations of high objects, roofs and cladding repairs of buildings, industrial painting, constructions of steel halls and other works at heights. All activities are secured by highly-skilled professionals with the newest techniques, procedures and equipment.

- road transportation:

The company provides national road transportation to their customers.

- mobile cranes

The company's machinery is complemented by mobile cranes. MRÓZEK, a.s. is able to install crews with experience and skills training in the field.

8.3 Employee benefits in MRÓZEK, a.s.

The company MRÓZEK, a.s. provides its employees with contributions to their life insurances and to their meal tickets. Every employee has 20 days of holidays. MRÓZEK, a.s. appreciates its loyal employees. An employee who works for the company 10 years will get to this date a holiday voucher with value 10,000 CZK. The company also hands out tickets for different cultural or sport events held in the Třinec region. (Natálie Cieslarová, April 20, 2011, e-mail message to author)

9 ANALYSIS OF EMPLOYEE MOTIVATION IN THE COMPANY MRÓZEK, A.S.

The aim of this analysis same as it was in the company WALMARK, a.s. and it is to analyze employees' satisfaction with employee's benefits, satisfaction with the performed job, the atmosphere among colleagues and superior. Employees were chosen from the whole company.

The same questionnaire method was used. The same graphs were chosen in both companies for the better comparison.

9.1 The results of questionnaires

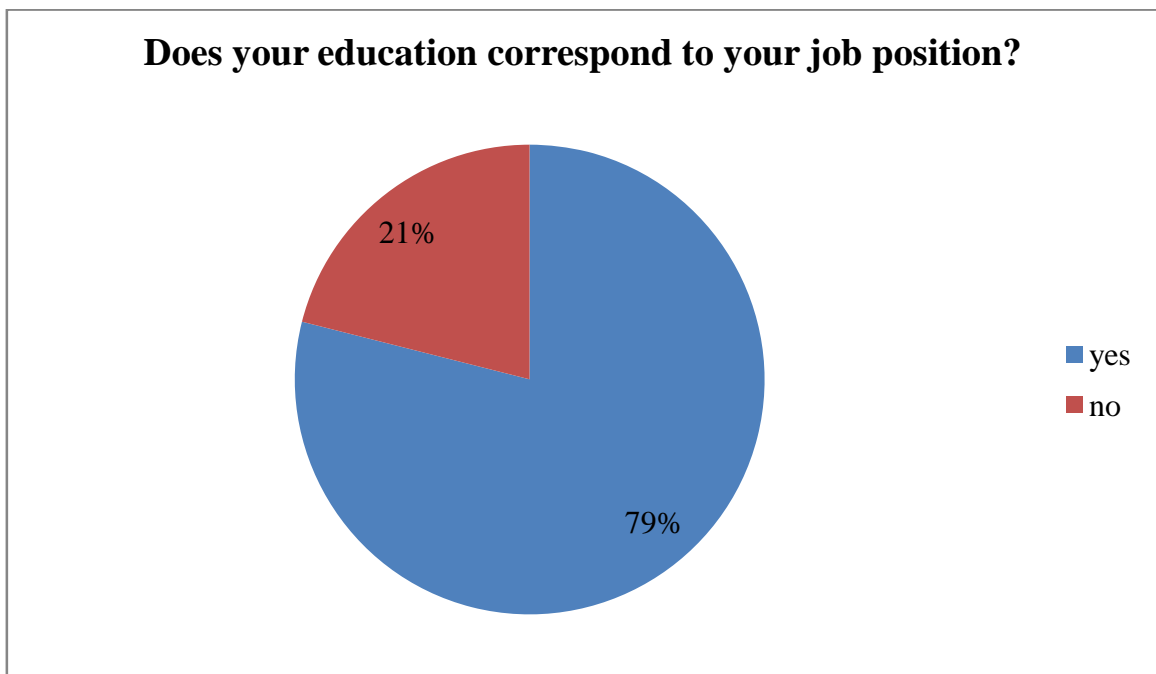


Figure 9.1. Employee education and performed job. (own elaboration)

79% of questioned employees think that their education corresponds to their job position. 21% of employees answered no to this question. 79% of employees is a rather big number indicating a good situation in filling job positions by employees with adequate education.

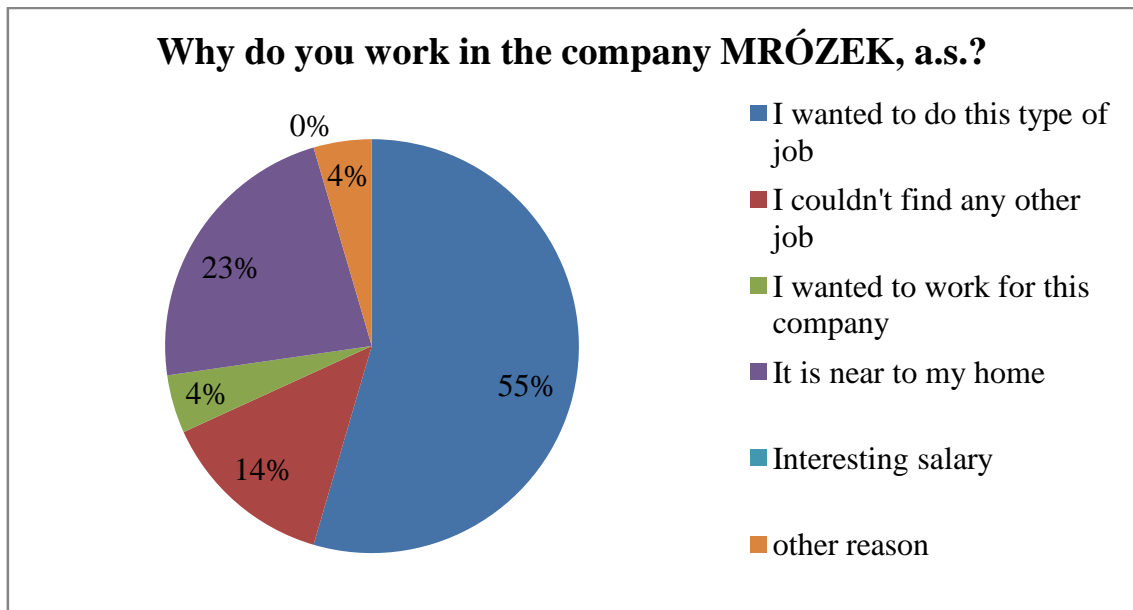


Figure 9.2. The reasons for working in MRÓZEK, a.s. (own elaboration)

55% of employees wanted to do this type of job, 23% of employees chose MRÓZEK, a.s. for its good location near to their home. Only 4% of employees work in the company because they wanted to work for MRÓZEK, a.s. 14% of employees couldn't find any other job so they accepted the job offer in MRÓZEK, a.s. None of employees chose as the right answer the possibility interesting salary.

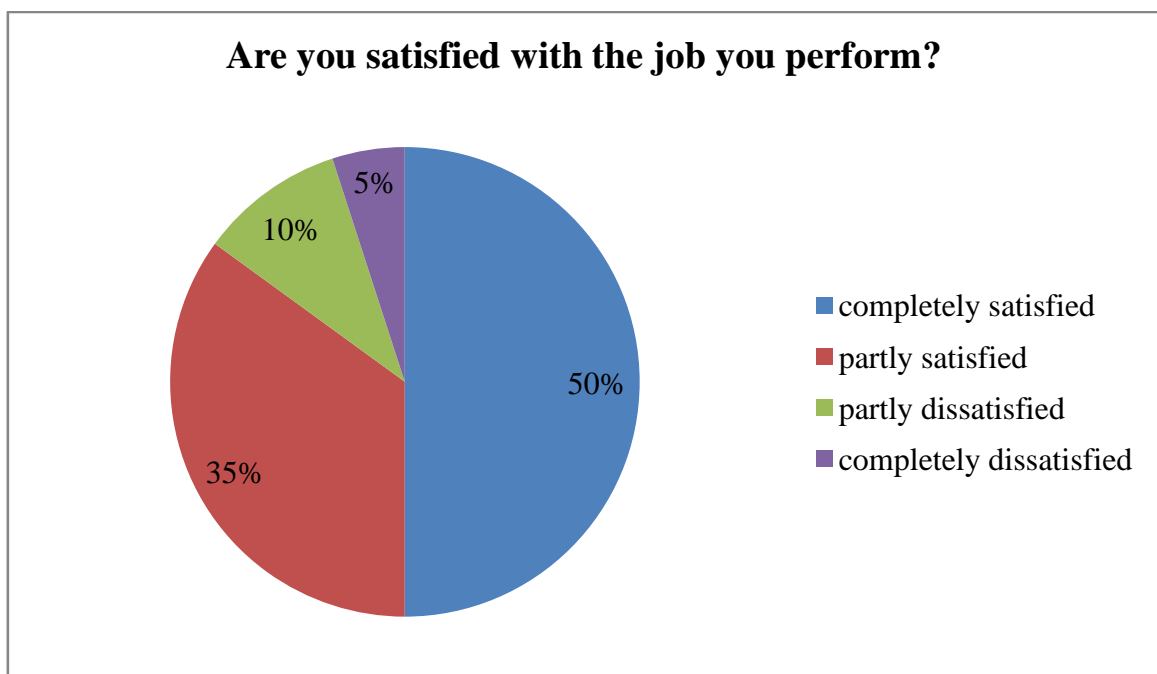


Figure 9.3. Satisfaction with performed job (own elaboration)

50% of employees answered that they are completely satisfied with the job they perform. This is a big number together with the fact that 35% of the employees are partly satisfied

with the performed job. 10% of the employees are partly dissatisfied with performed job and 5% of them are completely dissatisfied.

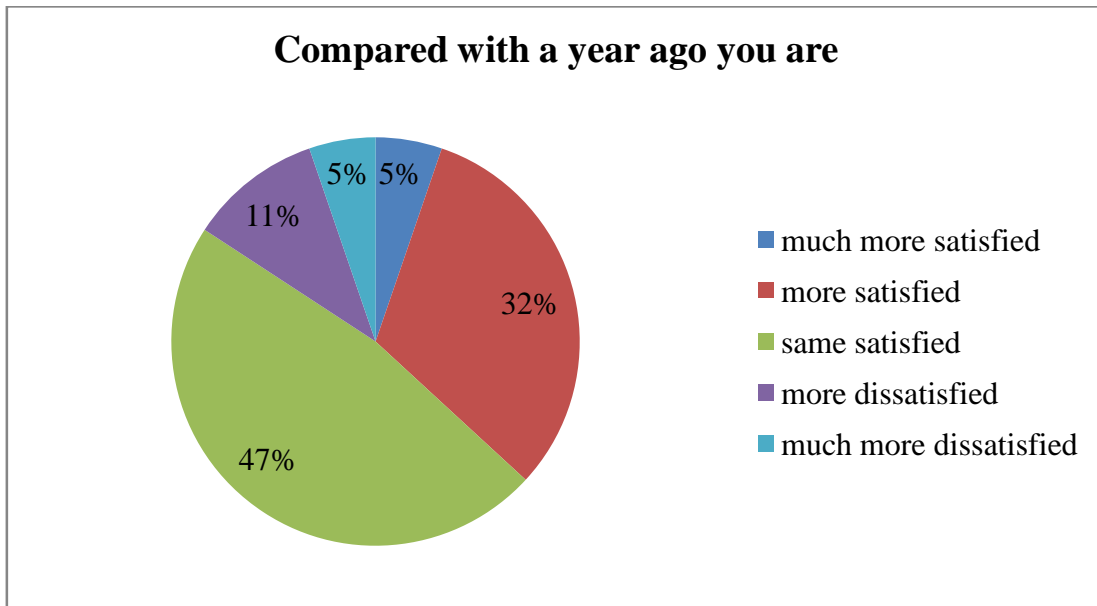


Figure 9.4. The situation now and one year before (own elaboration)

47% of employees feel the same satisfaction with their job as they did one year before. 32% of employees feel more satisfied and 5% of the questioned employees answered that they are much more satisfied. 11% of employees feel more dissatisfied with their job and 5% is much more dissatisfied as they were one year before.

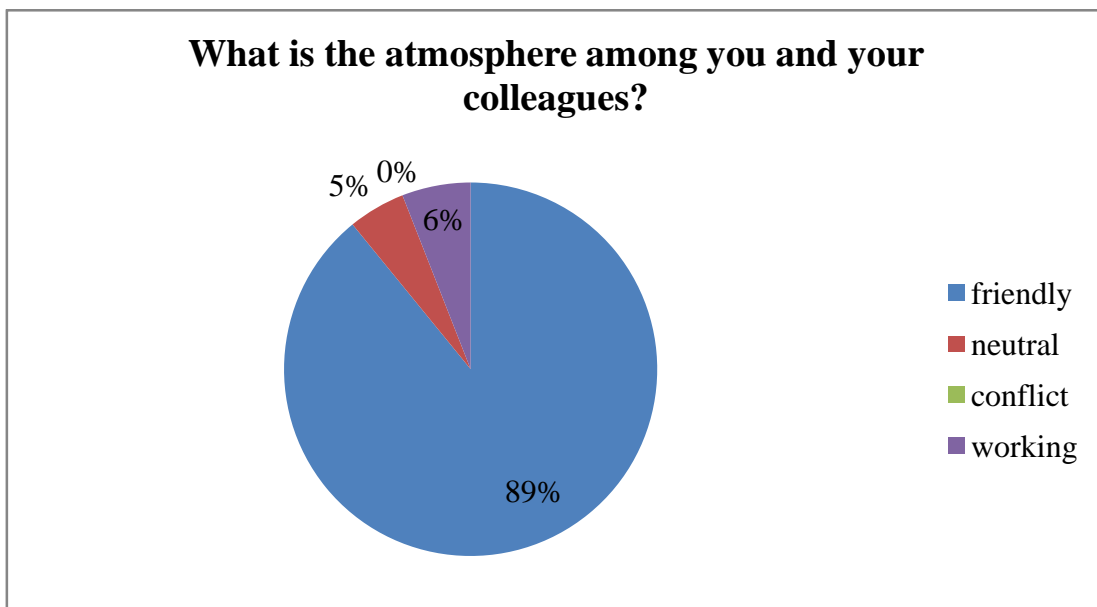


Figure 9.5. A working atmosphere among colleagues (own elaboration)

89% of employees answered that they have friendly relations with their colleagues. This high number indicates that there is a good working atmosphere in the company which is important for a good performance and results. 5% of employees consider the atmosphere

among colleagues as neutral and 6% of them consider it as purely working. A good signal is the fact that none of the employees finds the atmosphere as conflict.

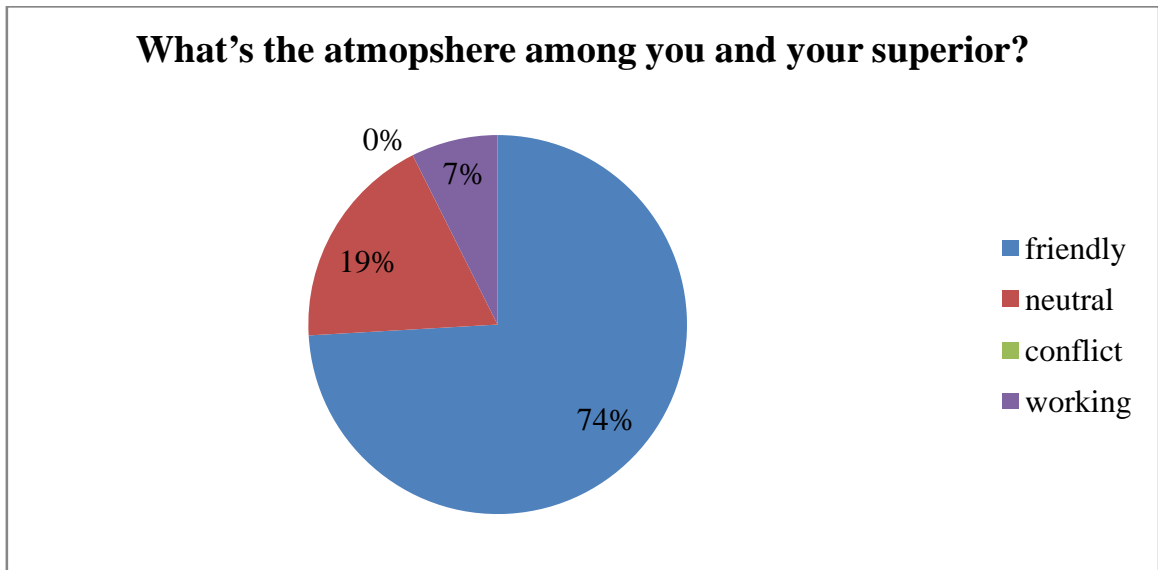


Figure 9.6. Relations with superior (own elaboration)

74% of employees have a friendly relation with their superior. 19% of them consider the relation as neutral and 7% of employees have a purely working relation with superior. None of employees answered that their relation is conflict.

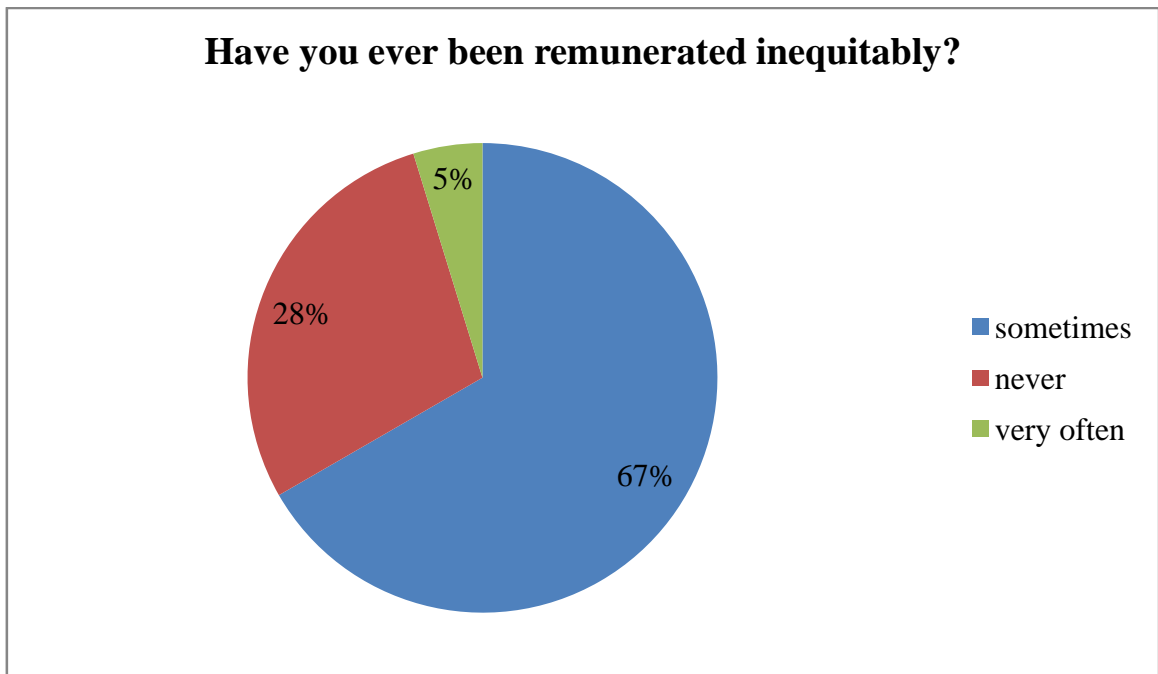


Figure 9.7. Unfair rewards (own elaboration)

28% of employees have never been remunerated inequitably. Very high number, 67% of employees, is sometimes rewarded unfairly. Management should take this number into an account and focus on the fair rewards. Employee should be encouraged to report whenever

they feel that they have been remunerated inequitably. 5% of employees answered that they are very often rewarded inequitably.

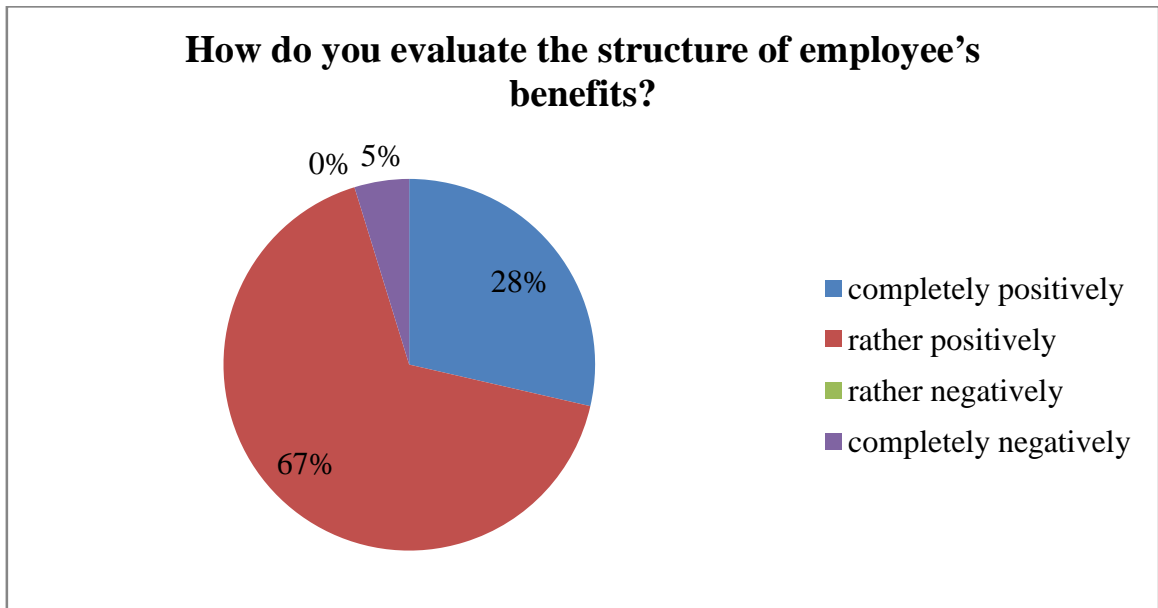


Figure 9.8. Satisfaction with employee benefits (own elaboration)

The most of the employees consider employee's benefits positively. 67% of them answered that the structure of benefits is rather positive and 28% of employees answered that the system is completely positive. Only 5% of them stated that the structure of benefits is completely negative.

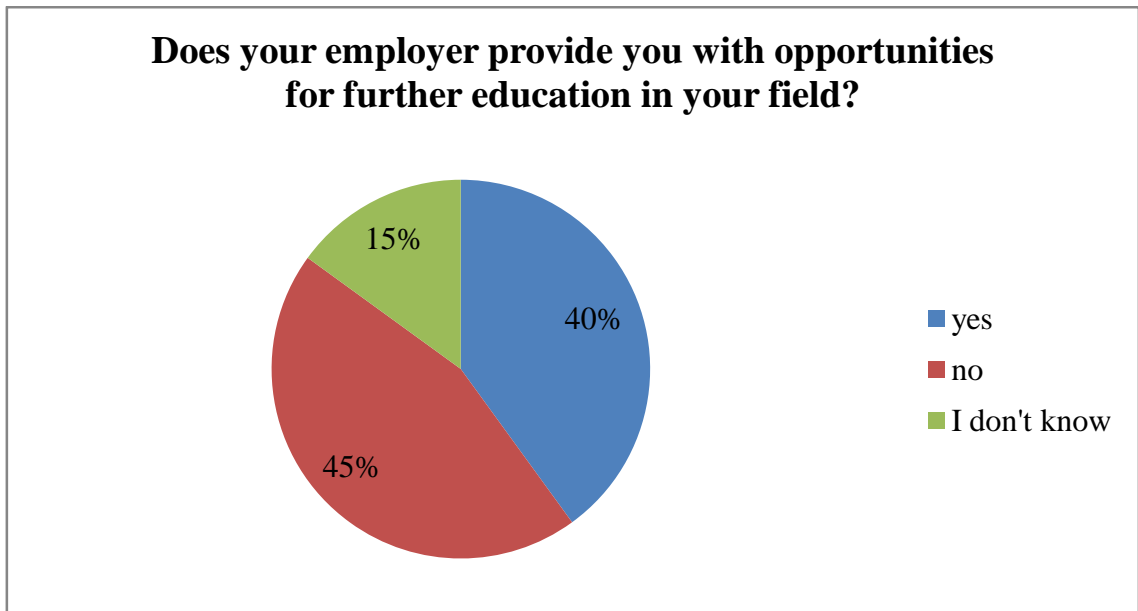


Figure 9.9. Possibilities of personal development (own elaboration)

40% of employees have the opportunity for further education in their field. 45% of employees don't have this opportunity. 15% of employees don't know if they have any possibility for further education.

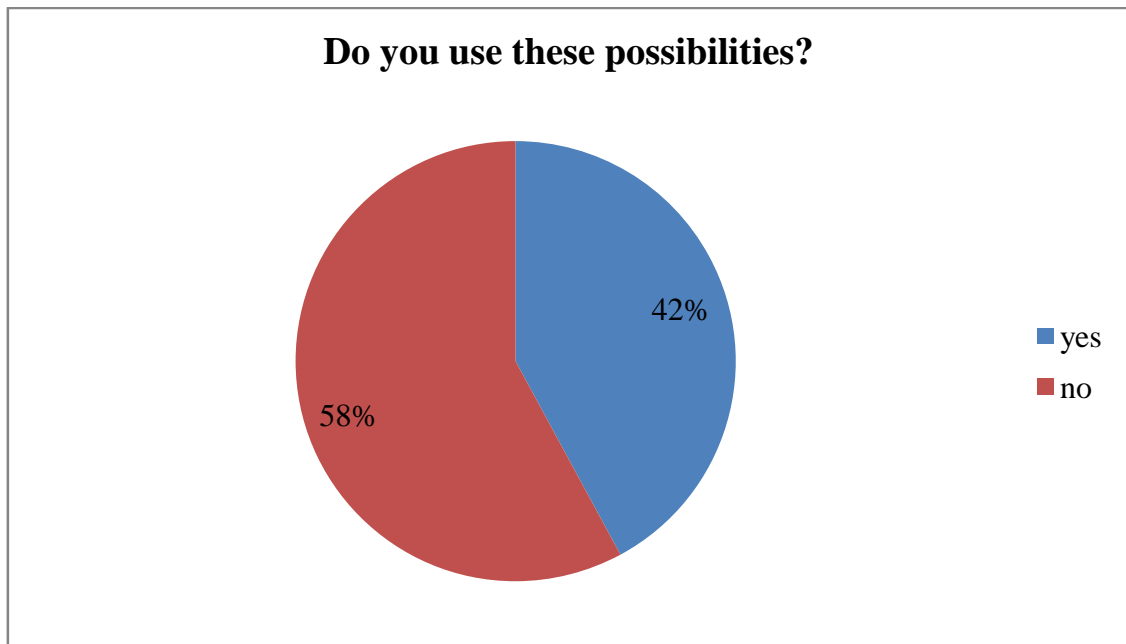


Figure 9.10. Utilizing of opportunities (own elaboration)

42% of employees use the possibility of personal development but higher number of employees (58% them) don't use this possibility. Management of the company should motivate them because an employee who develops his skills and information from his working field has higher value for the company.

9.2 Summary of the analytical part in the company MRÓZEK, a.s.

Results of questionnaires aren't as good as they are in the company WALMARK, a.s. It may be caused by the fact that the questionnaires were answered by employees from different departments from MRÓZEK, a.s. and not from one as it was in the company WALMARK, a.s.

High number of employees (79%) thinks that their education corresponds to their performed job. The management of the company should persist in the filling the job positions by employees with proper education. It's also a requirement because of the business interest of the company. Only highly skilled employees can perform a good job with proper results.

85% of employees are satisfied with the performed job (completely or partly) and nearly 80% of employees are more satisfied with job situation as they have been one year before. None of employees answered that there is a conflict atmosphere among him and his colleagues or his supervisor.

The result when 67% of employees answered that they are sometimes rewarded unfairly should start to concern the management of the company. This number is very high together

with the fact that 5% of the employees are rewarded unfairly very often. Lower percentage could be affected by the personal opinions of employees because everybody has different ideas about equity. But 71% is a very high number and should be solved.

More than 50% of employees don't have or don't know about the possibility of personal development. Very high number of employees (58%) doesn't utilize the possibility of personal development and further education. The management of the company should focus on the ways how to motivate employees for education. Education of employees can save the costs paid to the work of hired specialists. The company MRÓZEK, a.s. should think about the educative courses for their employees. They should get the opportunity to learn foreign languages and to improve their knowledges essential for performing their job. The possibility of further education makes employees more loyal to the company. The investment into education may be lower than the investment in hiring and coaching new employees.

In case that the government legitimizes a compulsory pension schemes the company should think about contribution to them.

CONCLUSION

The aim of this bachelor thesis was to analyze a system of employee motivation in the Třinec region and to prove that employees need to be motivated even in the time when the Třinec region has to cope with the consequences of the economic crisis. Two companies from different spheres of business were chosen and analyzed - WALMARK, a.s. and MRÓZEK, a.s.

The theoretical part of this bachelor thesis covered the most important topics essential for the proper employee motivation. It included the history of motivation, basic concepts of motivation, the most important motivation theories and their application to employee motivation. The last part of the theoretical part of this bachelor thesis dealt with the reward system and employee benefits.

Findings from the theoretical part were later applied in the practical part of this bachelor thesis and it also helped to the creation of the questionnaires for employees.

As mentioned before, the practical part of this bachelor thesis consists of the analysis of the employee motivation system in the company WALMARK, a.s. and in the company MRÓZEK, a.s. The analysis was based on the questionnaires distributed to employees.

An analysis in the company WALMARK, a.s. showed a very good results. Employees from the technical and marketing department are satisfied with the performed job, most of them wanted to work directly for this company and they have a good relations among themselves and among their superiors.

Results in the company MRÓZEK, a.s. were not as good as in the company WALMARK, a.s. Employees are also satisfied with performed job, they have also good relations among themselves and their superior. But as the biggest problem could be considered the fact that very high number of them feels that is rewarded unfairly.

Results in both companies showed that employees' benefits affect satisfaction of employees with their job. The system of benefits in both companies is huge and offers a selection from material incentives as well as from incentive motivation.

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LIST OF FIGURES:

Figure 2.1. The process of motivation

Figure 3.1. The Hierarchy of Needs

Figure 4.1. The elements of total reward.

Figure 7.1. Employee education and the work performed (own elaboration)

Figure 7.2. Reasons for working at WALMARK, a.s. (own elaboration)

Figure 7.3. Satisfaction with the work performed (own elaboration)

Figure 7.4. The situation now and one year before (own elaboration)

Figure 7.5. Working atmosphere among colleagues (own elaboration)

Figure 7.6. Relations with superior (own elaboration)

Figure 7.7. Unfair rewards (own elaboration)

Figure 7.8. Employee benefits system (own elaboration)

Figure 7.9. Further education (own elaboration)

Figure 7.10. Taking the opportunity of further education (own elaboration)

Figure 9.1. Employee education and performed job. (own elaboration)

Figure 9.2. The reasons for working in MRÓZEK, a.s. (own elaboration)

Figure 9.3. Satisfaction with performed job (own elaboration)

Figure 9.4. The situation now and one year before (own elaboration)

Figure 9.5. A working atmosphere among colleagues (own elaboration)

Figure 9.6. Relations with superior (own elaboration)

Figure 9.7. Unfair rewards (own elaboration)

Figure 9.8. Satisfaction with employee benefits (own elaboration)

Figure 9.9. Possibilities of personal development (own elaboration)

Figure 9.10. Utilizing of opportunities (own elaboration)

APPENDICES

P I The questionnaire. (Czech version)

P II The questionnaire. (English version)

6. *Jste spokojen/a s prací, kterou vykonáváte?*

- a) zcela spokojen/a c) částečně nespokojen/a
b) částečně spokojen/a d) zcela nespokojen/a

7. *Pokud porovnáte situaci teď a před rokem, jste teď:*

- a) mnohem více spokojen/a d) více nespokojen/a
b) více spokojen/a e) mnohem více nespokojen/a
c) stejně spokojen/a

VZTAHY SE SPOLUPRACOVNÍKY

8. *Jaká je atmosféra mezi Vámi a Vašimi spolupracovníky?*

- a) přátelská c) konfliktní
b) neutrální d) čistě pracovní

9. *Koho žádáte o pomoc, když si s něčím nevíte rady?*

- a) nadřízeného b) spolupracovníky c) nikoho
pracovníka

VZTAHY S NADŘÍZENÝMI PRACOVNÍKY

10. *Jaká je atmosféra mezi Vámi a nadřízeným pracovníkem?*

- a) přátelská c) konfliktní
b) neutrální d) čistě pracovní

11. *Zachází nadřízený pracovník se všemi podřízenými stejně?*

- a) ano b) ne

12. *Jste spokojený s úrovní informací, které Vám nadřízený pracovník sděluje?*

- a) určitě ano c) spíše ne
b) spíše ano d) určitě ne

13. *Cítíte ze strany Vašeho nadřízeného oporu?*

- a) ano b) ne

SPOKOJENOST S MOTIVACÍ, BENEFITY A OHODNOCENÍM

14. *Odpovídá výše platu náročnosti Vaší pozice?*

- a) ano b) ne c) nevím

15. *Byl/a jste někdy nespravedlivě ohodnocen/a?*

- a) občas b) nikdy c) často

16. *Jak hodnotíte systém zaměstnaneckých benefitů?*

- a) zcela kladně
- b) spíše kladně
- c) spíše záporně
- d) zcela záporně

17. Jaké zaměstnanecké výhody Vám zaměstnavatel nabízí? (zakroužkujte i více možností)

- a) příspěvek na stravu
- b) příspěvek na penzijní připojištění
- c) příspěvek na kulturní a sportovní aktivity
- d) příspěvek na očkování
- e) příspěvek na rekreaci
- f) příspěvek na dětskou rekreaci
- g) jiný:
.....

18. Jak moc je pro Vás důležité mít příležitost k rozvoji své osobnosti v rámci zaměstnání?

- a) velmi důležité
- b) spíše důležité
- c) spíše nedůležité
- d) nedůležité

19. Nabízí Vám zaměstnavatel dále se vzdělávat ve Vašem oboru?

- a) ano
- b) ne
- c) nevím

20. Využíváte těchto možností?

- a) ano
- b) ne

21. Seřad'te podle důležitosti, který z níže uvedených faktorů Vás nejvíce motivuje. Přiřad'te jim čísla od 1 (nejvíce motivující) po 10 (nejméně motivující).

- | | |
|-------------------------------|---------------------------------|
| finanční odměna ... | způsob jednání nadřízených ... |
| uznání od spolupracovníků ... | pracovní doba ... |
| uznání klientů ... | nefinanční odměna ... |
| společenské uznání ... | možnost pracovního postupu ... |
| druh a charakter práce ... | informativnost a komunikace ... |

Zde je prostor pro Vaše názory a připomínky týkající se motivace zaměstnanců:

APPENDIX P II: THE QUESTIONNAIRE. (ENGLISH VERSION)

Good morning,

You are reading a questionnaire whose aim is to gain information and to analyse the way how your company motivates its employees and employees' satisfaction with your company.

The questionnaire is anonymous. Please don't write your name anywhere. The results will be sent to the management of the company. If you are interested in the results, you can contact me on my email adress written below.

Please choose only a one right possibility, unless it's stated otherwise. Correct the right answer. I ask you for correct completion of the questionnaire.

Thank you for your time.

Petra Klapsiová
student of Tomas Bata University in Zlin
program English language for business administration
email: PetraKlapsiova@seznam.cz

BASIC INFORMATION:

- 1. Are you a:
a) woman b) man
- 2. How long have you been working in this company?
a) less than 1 year c) 5-10 years
b) 1-5 years d) more than 10 years
- 3. What's the field you studied or you are trained in?
.....
- 4. Does your education correspond to your job position?
a) yes b) no

SATISFACTION WITH JOB AND WORKING CONDITIONS

- 5. Why do you work in the company XY?
a) I wanted to do this type of job d) It is near to my home
b) I couldn't find any other job e) Interesting salary
c) I wanted to work for this company f) other reason
- 6. Are you satisfied with the job you perform?
a) completely satisfied c) partly dissatisfied
b) partly satisfied d) completely dissatisfied
- 7. Compared with a year ago, then you are:

- a) much more satisfied
- b) more satisfied
- c) same satisfied
- d) more dissatisfied
- e) much more dissatisfied

RELATIONS WITH COLLEAGUES

8. *What's the atmosphere among you and your colleagues?*
- a) friendly
 - b) neutral
 - c) conflict
 - d) working
9. *Whom do you ask for help whenever you are not sure about something?*
- a) superior
 - b) colleagues
 - c) nobody

RELATIONS WITH SUPERIORS

10. *What's the atmosphere among you and your superior?*
- a) friendly
 - b) neutral
 - c) conflict
 - d) working
11. *Does your superior treat every employee equally?*
- a) yes
 - b) no
12. *Does your superior provide you with a good level of information?*
- a) completely yes
 - b) partly yes
 - c) partly no
 - d) completely no
13. *Do you feel support from your superior?*
- a) yes
 - b) no

SATISFACTION WITH MOTIVATION, BENEFITS AND EVALUATION

14. *Does your salary correspond to the position's demands?*
- a) yes
 - b) no
 - c) I don't know
15. *Have you ever been remunerated inequitably?*
- a) sometimes
 - b) never
 - c) very often
16. *How do you evaluate the structure of employee's benefits?*
- a) completely positively
 - b) rather positively
 - c) rather negatively
 - d) completely negatively
17. *What employee benefits your employer provides you with? (you can circle more possibilities)*
- a) contribution to food
 - b) contribution to pension insurance
 - c) contribution to cultural and sport activities
 - d) contribution to vaccination
 - e) contribution to recreation
 - f) contribution to children recreation
 - g) other benefit:
.....
18. *How important for you is to have opportunities to your career development?*
- a) completely important
 - b) rather important
 - c) rather unimportant
 - d) completely unimportant
19. *Does your employer provide you with opportunities for further education in your field?*
- a) yes
 - b) no
 - c) I don't know
20. *Do you use these possibilities?*

a) yes

b) no

21. Please, order factors given below according to their importance. Which of them motivates you the most? Assign them numbers from 1 (the most motivating factor) to 10 (the less motivating factor).

a) financial reward...

f) the way of your superior's behavior...

b) recognition from colleagues...

g) working hours...

c) recognition from clients...

h) non-financial reward...

d) recognition from society...

i) the possibility of promotion...

e) the nature and character of the job...

j) informativeness and communication...

Here is the place for your opinions and comments on employee motivation: