

TECHNICKÁ UNIVERZITA V LIBERCI

Hospodářská fakulta

Katedra podnikové ekonomiky

2007/2008

ZADANÍ BAKALÁŘSKÉ PRÁCE

Pro: **Janu SKRBJKOVU**

program č.: B 6208 Ekonomika a management
obor č.: 6208R085 Podniková ekonomika

Vedoucí katedry Vám ve smyslu zákona č. 111/ 1998 Sb. o vysokých školách a navazujících předpisech určuje tuto bakalářskou práci:

Název tématu:

Effects of teamwork and teambuilding on the academic staff

Působení týmové spolupráce a teambuildingu na vysokoškolské pedagogy

Pokyny pro vypracování:

1. Teoretický rozbor charakteristik týmové spolupráce a teambuildingu
2. Charakteristiky pedagogické profese ovlivňující postoj k týmové spolupráci a teambuildingovým programům
3. Metody užité při výzkumu
4. Aplikace metod na vybranou cílovou skupinu
5. Zhodnocení výsledků práce, diskuse a doporučení

Rozsah průvodní zprávy: 50 - 70 stran textu + nutné přílohy

Forma zpracování: tištěná

Doporučená literatura:

BEERENS, D. *Evaluating teachers For Professional Growth*. California: Corwin Press, Inc., 2000.

CANE, S. *Kaizen strategies for winning through people*. London: Pitman publishing, 1996.

CRESWELL, J.W. and PLANO C.V. *Designing and Conducting Mixed methods Research*. London: SAGE Publications, 2007.

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VROOM, V. *Work and motivation*. San Francisco: John Wiley and Sons, Inc., 1964.

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Konzultant: Robert R. Trick

Termín zadání bakalářské práce: 31.10.2007

Termín odevzdání bakalářské práce: 29.04.2008

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TECHNICKÁ UNIVERZITA V LIBERCI

Hospodářská fakulta

Studijní program: 6208 – Ekonomika a management
Studijní obor: Podniková ekonomika

EFFECTS OF TEAMWORK AND TEAMBUILDING ON THE ACADEMIC STAFF

PŮSOBENÍ TÝMOVÉ SPOLUPRÁCE A TEAMBUILDINGU NA VYSOKOŠKOLSKÉ PEDAGOGY

BP–KMG–2007

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Konzultant: Robert R. Trick, ve spolupráci s University of Huddersfield, VB

Počet stran: 78

Datum odevzdání: 29. 04. 2008

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Abstrakt

Objektem zájmu této bakalářské práce je **tým**. Fenomén týmu se v posledních letech stává stále populárnějším. Řada úspěšných společností přičítá velkou část svého úspěchu právě vysoké úrovni spolupráce a komunikace v pracovním kolektivu.

Na téma týmové spolupráce a teambuildingu byla publikována řada knih, které se však převážně soustřeďují na jejich přínosy, a často se zdají být až nekritické. Za největší přínosy týmových aktivit je považována větší pracovní motivace, spokojenost zaměstnanců a v neposlední řadě zlepšení vzájemných vztahů na pracovišti.

Hlavním úkolem předkládané studie bylo nezaujatě zjistit a posoudit důsledky teambuildingových programů a týmové spolupráce mezi pedagogy na akademické půdě. Potřebná data pro realizovaný výzkum byla zjišťována formou dotazníků, rozeslaných e-mailem pedagogickým pracovníkům Univerzity v Huddersfieldu a Technické Univerzity v Liberci. Významným zdrojem informací, umožňujícím optimalizaci dotazníků, byly i opakované konzultace s psychologem zaměřeným na problematiku univerzitního vzdělávání.

Získané výsledky studie v řadě aspektů přinášejí netradiční pohledy na přínosy teambuildingových programů. Lze konstatovat, že často tyto programy u pedagogů nevedou přímo k větší spokojenosti v zaměstnání, nebo ke zvýšení pracovní motivace. Na druhou stranu průzkum prokázal řadu podstatných přínosů těchto aktivit. Pedagogové ve velké míře potvrdili, že díky teambuildingovým programům lépe poznávají své kolegy a také se celkově zlepšuje atmosféra na pracovištích.

Výsledky průzkumu ukazují, že určitá úroveň týmové spolupráce je v pedagogické profesi nezbytná. Přestože v některých případech nepracují pedagogové v přímém kontaktu s ostatními kolegy, svojí činností je v širokém rozsahu ovlivňují.

Abstract

The dissertation focuses on increasingly popular phenomenon of the recent years called **team**. There are written studies about the benefits and advantages of teams and majority of the large or prosperous corporations apply a great portion of their success to a high level of team work and team communication.

The materials about these topics are written mainly in superlatives and sometimes seem to be indiscriminative. As the most important contributions of teambuilding programs and teamwork are considered motivation to work, job satisfaction and last but not least improvement of the relationships in the working place.

The main aim of this study was to identify the effects of teambuilding and teamwork on the academic staff without any prejudices and bias. The research was carried out through questionnaires distributed through email among the teachers at the University of Huddersfield and The technical University of Liberec. An interview with a psychologist was used reach deeper information about the investigated topic.

The findings of the research partially impeach the greatness of the teambuilding benefits. The results shows, that there is no evidence about increasing of work motivation or job satisfaction through teambuilding. On the other hand there were ascertained several benefits teambuilding program, first of all it was better knowledge about the colleagues or advancement of the feeling in the working place.

The study shows, that a certain level of teamwork is essential in the teaching profession, because even if the teachers are not working directly with someone else, they affect their colleagues in a wide extend.

Acknowledgement

First of all would like to thank very much my dissertation tutor Mr. Robert Trick for his help, useful advices and contribution to my research.

Also I thank to Prof. Nigel King for his willingness to give me an interview about the researched topic.

Last but not least I would like to thank all the respondents of my questionnaires for participation on my research.

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Introduction

There exist a large number of studies aimed on the teamwork and teambuilding, but generally they are examining the effects of those approaches in an industrial sector. There was found a gap in the literature focusing on the role of teamwork and teambuilding among the academic teachers.

Moreover the consequences of teambuilding and team work are in the majority of literature described in the best superlatives. In most of books and studies teamwork is described as a “panacea” for whatever problem in whichever organisation.

But are the effects of a teamwork really so amazing? Or is it just a managerial trend, which will be in short run replaced by any new “more modern” approach?

To discover the real impacts of teamwork is fairly complicated, because usually many other factors influence the final outcomes of an organisation. Moreover teambuilding initiatives are mostly introduced with several other changes within an organisation.

The aim of this study is to investigate the effect of teamwork and teambuilding among the academic staff in the Czech and British Universities. The work also focuses on comparison of the attitudes to those statements.

1 Literature Review

1.1 *Team working*

1.1.1 What is a “team”

“A team is a group of people who are interdependent with respect to information, resources, and skills and who seek to combine their efforts to achieve a common goal” (Thompson et al., 2000, pp.24)

“Team members can complement each other and a team produces more than the sum of individual components” (Cane, 1996, pp.113). Mullins supports Cane’s (1996) suggestion and adds that a team is a group of people who have knowledge that they are a team and have a common purpose.

To find a distinct of a term ‘team’ is relatively complicated task.

Firstly it is important to make clear, that a team is not just a group of people which has any character, task or target in common. The main difference between a team and a group is the fact that the team members in contrast to group members see each other strongly connected, have a mutual sense and pursue to achieve their corporate goals. (Clutterbuck, 2007, pp.37-38)

Cane (1996, pp.116) states that team members must believe that they can achieve better results by working together than individually. Cane (1996, pp.113) describes an effective team as a team which is able to achieve different required tasks in a most efficient way.

There is large number of attributes by which means a team can be determinate. Thompson et al. (2000, pp.24) and Belbin (2000) consider as a key factor of a team the interdependence of members.

Clutterbuck (2007, pp.39-40) describes other four issues creating a meaningful team, those are:

“Complementary skills” – these skills help to maintain a tight interconnection in a team. They create a background in which each element of the team is important for his unique skills and knowledge.

“Commitment to a common purpose” – all team members must know what their corporate objective is. If they wouldn’t know, what they are seeking to do they would be engaged in their individual propositions, not in the organizational.

“Commitment to the same performance goals” – to maintain the common target the team members need to be familiar with the common aims and with manners how to achieve them.

“Commitment to a common approach” – a team leader is bound to be clear in the division of task. Team members have to be sure of their role and function in a team.

1.1.1.1 Types of teams

Teams can be categorized by many different manners.

Hackman (1987) see as a key factor in assorting teams the authority and power of the manager (or a team leader). According to Hackman (1987) there exist three basic types of teams:

“Manager – led teams - These teams have responsibility only for the actual *execution* of their assigned work” (Hackman, 1987).

“Self – managing teams” – The manager is responsible for the goals and organizational context, while the “team for undertaking the task, the performance and control”(Hackman, 1987).

Salem et al. (1992) consider those teams as the best concept for an enterprise, because it non-violently encourages employees to teamwork.

Roy et al. (2002) state that in this kind of teams the level of employee satisfaction is much higher, than in the manager- led teams. Cordery et al. (1991) found out, that the

employees have also more positive attitudes to the work, than in the “traditional” teams.

“Self – designing teams” – Those teams are responsible for all their activities from the selection of member till the monitoring the performance. (Hackman, 1987)

Edmondson (1999) affirms that teams should be categorized by course of three spectrums which are sphere of function (from cross-functional to single-functional), life time (from time-limited to enduring) and authority (from manager-led to self - led).

The performance of a team and its dynamic depends on the combination of all the three spectrums. (Edmondson, 1999)

1.1.1.2 Importance of a team for an organisation

Mullins (2006, pp.261) states, that a certain level of team cooperation is necessary by performing every target in an organisation. He explains, that “work is a group-based activity and if the organisation is to function effectively it requires good teamwork”. Cane (1996, pp.111) adds, that a teamwork is achieving much more goals in a shorter time period, than a work of individuals from the same resources.

Cane (1996, pp.111) states that according to “Kaizen theory” the most important factor of people’s performance is a good working environment and that team working is the best way, how to improve it.

A work in a team, where each team member feels a positive alliance with the others constitutes a “fundamental building block” for an organization. (Woodcocks et al.,1994, pp.4). Woodcocks et al. (1994, pp.4) same as Mullins (2006, pp.263 - 265) declare that there is a numberless of benefits, which such a team brings.

Woodcock et al.(1994, pp.6) say that in the first place it is a good vibration on the work place, where every individual identifies and recognizes his position, the purpose of his work. The team members are familiar with the core value of the organization. This makes the corporate work meaningful not only in the case of achieving the common goal, but also in the fulfilment of the employees.

Next contribution of teamwork is that employees easily accept the team leader and his instructions. In an open and friendly environment the leader is not embraced as a strict authority, but as a part of a team participating on the same tasks as all the others. (Woodcocks et al., 1994, pp.7 - 8)

In addition there is no prejudice in the sense of communication. The employees do not feel shamed to discuss their attitudes with the leader or suggest their own treatments. Thanks to this nature a large scale of problems can be solved much faster and more simply than in any not team based organization. (Schermerhorn, et al., 2005, pp.229 - 230)

Cane (1996, pp.114 – 115) states, that if a team is well set with a clear focus, it leads to new ideas, improves job satisfaction of the staff which at the same time increases their motivation. A good team brings then higher productivity and in a long term horizon also consistent improved performance.

1.1.1.3 Importance of a team for an individual

A team work on a working place is beneficial not only for the organisation, but for individuals as well. Mullins (2006, pp.270 – 271) explains the reasons why people decide to form and join groups and teams or why they accept a membership in them.

First of all they have many different expectation of the team cooperation; groups are “a potential source of motivation and of job satisfaction”. (Mullins, 2006, pp. 271)

The “colleagues” offer a special mutual help and understanding, so the working environment seems friendlier, than stressful and kindles. A member can feel a wide sense of belonging to the group which enables him to find and embrace his role in that society. (Mullins, 2006, pp. 271)

1.2 Teambuilding

The term “teambuilding” presents all the prospective activities leading to creation a functional team.

Cane (1996, pp.111) point out the importance of choosing the right team building activity and advices, “to succeed, it is essential that organizations consider all the factors that make team working successful.”

Mullen (1992) explains that people are learning in three ways, “through intellect, emotions and behavior.” Learning through intellect (cognitive learning) is the classical learning style, mostly through reading and listening. Emotional learning includes actions which influence people’s feelings and emotion and the behavioural learning originates from doing things in a different way.

“Each of these ways that people learn can occur separately or in combination“(Mullen, 1992). Mullen (1992) maintains, that the best learning results are achieved, when all the three learning events make effect together. On the picture bellow this situation is illustrated as the area 4.

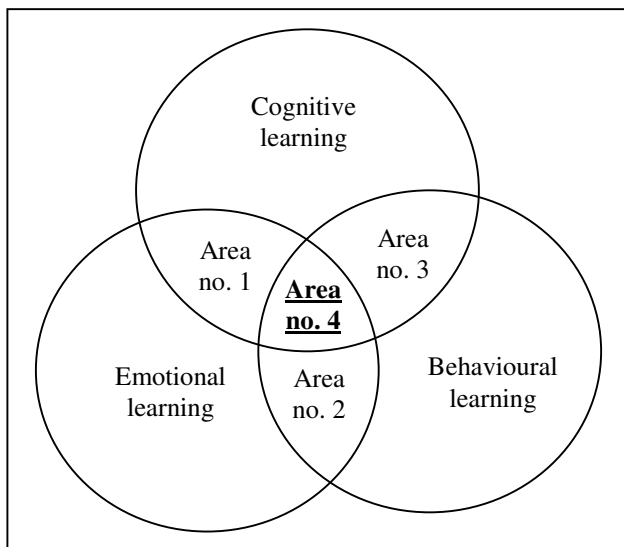


Chart 1.01, Source: Mullen (1992)

According to Woodcock et al. (1994, pp.7 - 8) in an effort to build a workable team it is necessary to go through many integrated series of methodologies, which are “collectively known as “team building interventions”.”

The fundamental partition of building interventions is in outdoor and indoor activities.

The indoor activities comprehend the cognitive materials, like the business strategy, the primary goals etc. and they are not much time consuming. On the other hand the outdoor activities (in other words experimental learning) include the behavioural and emotional learning, which are most important in building any teams (not only in the case of building a team at work). These activities usually need more time, because they are not easy to be realized in the work place. (Woodcock et al., 1994, pp.8)

Mazany et al. (1997) see as the most effective teambuilding technique so called “hybrid method” in which the indoor and outdoor activities are used. Cane (1996, pp.157) affirms, that team training and team improving should be involved into the every day working schedule instead of being regarded as a short-term isolated activity.

1.2.1 Teambuilding Readiness

1.2.1.1 Team readiness

Not every team or working group in the organisation is suitable or enough prepared for a teambuilding intervention.

Sometimes it is very difficult to recognize if a team is ready for teambuilding. However teambuilding training can be for an unprepared team unavailing. Woodcock et al. (1995, pp.49) is identifying the three most important components of teambuilding readiness.

First of all the team members have to be willing and taken with that process. They can not be forced to become a team.

Secondly they must be able to manage the challenges and objectives which a teambuilding breeds with it self.

And thirdly the organisation must be prepared and supportive for the teambuilding interventions. (Woodcock et al., 1995, pp.49)

Cane (1996, pp.116) believe, that there is also of consequences the balance “between the effectiveness of the team and the individuality of its members.” Cane (1996, pp.116) explains that the needs of individuals and needs of the team should stay in balance.

1.2.1.2 Organisations readiness

Woodcock et al. (1995, pp.49) states, that to make teambuilding efficient, not only the teams in an organization must be prepared for this kind of training. Also the executives and senior managers should be committed and enthusiastic (Cane, 1996, pp.113).

Cane (1996, pp.113) is saying, that the managers opinion on teambuilding and how do they present this idea is one of the most important element in creating a successful team. If the manager consider, that teamwork does not make any sense and can not improve the output of the organization then a creation of a team is impracticable.

According to Cane (1996, pp.113) the manager should identify with the idea, that a team is the best way, how to obtain maximum from the individuals and in this manner enhance the productivity, quality and efficiency.

If the managers do not receive those statements as a fact, then the success and achievement of the teams can not be guaranteed (Cane, 1996, pp.113).

1.3 Job Satisfaction

According to Mullins (2006, pp.222 - 223) a definition or theory of the term “job satisfaction” which is objective, comprehensive and accurate does not exist.

Job satisfaction can be considered by different individual as a different concept of personal attitudes and feelings.

Bassett (1994) impeaches, that the employee’s satisfaction can be related to the work conditions or workplace; he states that the satisfaction can be in principle influenced only by the individual’s approach. “In wholly overlooks the possibility that a person may choose to be satisfied or dissatisfied and that chronic satisfaction or dissatisfaction can be a life strategy” (Bassett, 1994).

To measure the level of job satisfaction is practically impossible. Mullins (2006, pp.223) asserts that it is affected by broad range of five important factors: individual, social, cultural, organizational and environmental.

Individual factors represent the personality, education, qualification, intelligence, abilities and other personal statuses and factors.

Social factors are practically representing the social environment within the company; it consists of relationship with co-workers, team working, opportunities for interaction and norms.

Cultural factors reflect the “underlining attitudes, beliefs and values.” Mullins (2006, pp.223)

Organisational factors picture the structure, technical performance, rules, principles and managerial approaches of the organisation as a whole.

Environmental factors are all the external factors including governmental, economical or social influences.(Mullins, 2006, pp.223)

Cane (1996, pp.113 – 114) assigns that one of the most important factors influencing job satisfaction is a well established team and effective team cooperation.

1.3.1 Job design

Mullins (2006, pp.235) states that design of any job is very considerable, because it can strongly influence the employees’ job satisfaction and in this way performance of the whole organisation. Job design is concerned with the relationship between workers, the nature and content of jobs, and task function.

The term “job redesign” means involving employees into the decision making processes about work conditions, pay, but also into the financial aspects of the whole organisation (e.g. share ownership scheme). (Fincham et al., 2005, pp.422)

Jex (1998, pp.21) explains, that through participation on decision making employees undertake more responsibility to the work they are doing and they can easily meet their needs in that work.

1.3.1.1 Individual job redesign

The individual first type is overall older and it is focuses on an individual. This job redesign consists of three main methods – **job rotation, job enlargement and job enrichment**. (Mullins, 2006, pp.236)

Job rotation

Job rotation is the most basic form of the job redesign.

Saval (1981, pp.61) represents this method as “sharing” tasks which were primarily tightly divided among employees and which were very monotonous. This “rotation” of tasks can make the work more interesting, stimulate employees to exploit their skills and prevent the boredom.

Mullins (2006, pp.236) criticize this method for its short term efficiency. The main problem of this approach is that all of the reversing task are still very simple and routine and do not develop the employees skills. After a short period a person becomes familiar with the whole division of the tasks and the job turns into stereotype again.

According to Mullins (2006, pp.236) this method is not really a “job design because neither the nature of the task nor the method of working is restructured.”

Job enlargement

Job enlargement is a horizontal job design. The principle of this redesign method is an extension of tasks cycles, in other words enlargement of the scope of a job.

This job design has for object same as the job rotation reduction of work monotony (Saval, 1981, pp.61). Mullins (2006, pp.236) states, that job enlargement is quite often rejected by the workers, sometimes they prefer simpler tasks on which they do not need to concentrate and are able to “socialize with colleagues without affecting performance”. On the other hand it gives people greater variety and can induce their sense of achievement.

Job enrichment

“The purpose of job enrichment is to introduce responsibilities or additional tasks into a job which genuinely do make it more of a complete occupation” (Fincham et al., 2005, pp.423).

According to Gard et al.(2005) a job can be enriched by many techniques which are all focused on extension the variety of work content through giving workers more responsibility and developing their skills and knowledge.

Gard (2005) states, that the “responsibility can be increased in terms of planning, directing, and controlling their own performance, and providing the opportunity for personal growth and meaningful work experience.”

According to Fincham et al. (2005, pp.423) a job can be enriched by incorporating responsibility or adding any task by which means a job becomes more complex and challenging.

Mullins (2006, pp.236 - 237) states that job enrichment has been evolved from the Herzberg’s two factor theory (which is closely discussed in the chapter 4.). “It attempts to enrich the job by incorporating motivation or growth factors such as increased responsibility and involvement, opportunities for advancement and the sense of achievement” (Mullins, 2006, pp.236).

In compliance to Mullins (2006, pp.236) this job design also enable the employee to have greater autonomy and authority over his work. The job becomes more challenging, because the employee is not responsible only for the work execution, but also for planning, timing and controlling of his work. This approach leads to a long term improvement of the employee’s position to his job, which can be very motivating and can produce greater job satisfaction.

1.3.1.2 Broader Organisational approaches to the job design

The shortcoming of the individual job redesigns is that they do not take into account the conditions of the organisation. The approaches Broader Organisational approaches are also focused on the individual job design but in a context of the whole organisation. (Mullins, 2006, pp.237)

The work – life balance

To achieve employee's satisfaction it is required to offer them suitable working hours and in this way to help them find a harmony between work and life.

One of the possibilities, how a work – life balance can be reached is “flexible working arrangement”.

Glass et al. (1997) describe flexible working arrangement as working conditions in which the employee can make the decision about his working hours and about the place, where he works. This approach is very well evaluated especially by the employees who have family and children. The flexible time arrangement is giving an opportunity to split the time between work and family in the most efficient way. (Glass et al., 1997)

There are also criticisms of this approach. Weeden (2005) pointed to that the employees acquire a distance from their job they terminate the work socialization and hardly restrict the direct contact with their co-workers. Those factors can strongly harm their loyalty to the company.

Employee involvement and empowerment

The employee involvement is including a large spectrum of programs and approaches. All those programs are focused on participation of employees on the common aims and objectives of the organization. (Fincham et al., 2005, pp.431)

The members of staff should have a possibility to say and to be fulfilled about their opinion. Last but not least the barriers in the communication between the employees and management as well as between particular departments must be dispatched. Fincham et al. (2005, pp.430)

Lashley (1996) assigns that there are many different managerial practices of empowerment. He resumes them into four basic groups.

Empowerment through participation (e.g. dislocation of decision making from the top level management to the employees)

Empowerment through involvement (e.g. best exploitation of employee's experiences, opinions and abilities)

Empowerment through commitment (e.g. initiation of employees into the organization's aims and goals)

Empowerment through de-layering (e.g. unblocking the organization's hierarchical structure, simplification of communication within the organisation)

The employee involvement and empowerment seems to be the most efficient model for an organisation - all the employees are happy, work efficiently and responsibly because they are conscious of the sense of their job and the performance of the organisation is moving forward. (Lashley, 1996)

On the other hand there are also some critics of these approaches. Heller (2003) states, that those approaches are not as efficient as they are promoted. As the main insufficiency indicates the unrealistic description, in what kind of activities or procedures should be the employees involved.

Quality circles

Quality circles are one of the way how to get employees involved in problem solving processes; however it is more focussed on the benefits for organisation, rather on the individuals needs (Lawler et al., 1987).

Lawler et al.(1987) describe them as a parallel structure operating in a special way. A quality circle is a group of volunteers from the employees within the organisation who regularly meet together and discuss problems relating to quality or productivity (Lawler et al., 1987)

The members are specially trained in group dynamics, problem analyzing and dealing with information. (Shermerhorn et al., 2005, pp.231)

Meyer et al. (1985) explain why the quality circles are so useful for an organization. The employees know much better their job and its challenges and issues; Lawler et al.(1987) states they can "suggest better work methods, procedures, and occasionally organization design alternatives."

The main limitation of this approach is a fact that never all the employees can be involved. (Mullins, 2006, pp.245)

Team working

Team working is nowadays one of the most popular methods for improving organization's performance. (Fincham 2005, pp.433)

Team work was more widely discussed in the chapter 1.

1.3.2 Stress

Spector (1997, pp.42) same as Geare (1989) criticize, that stress at work is generally taken as a factor which negatively influence job satisfaction and the performance. Geare (1989) point out that the majority of researches focus on the harmful consequences of stress. Geare (1989) maintain, that stress may discourage people from their work same as stimulate and motivate them to increase work assignment. On the graphs below explains that a certain level of stress can be more stimulating, than straining or tiring. From a specific limit stress begin to be only straining. Those limits vary by every employee; they result from the individual feeling and character.

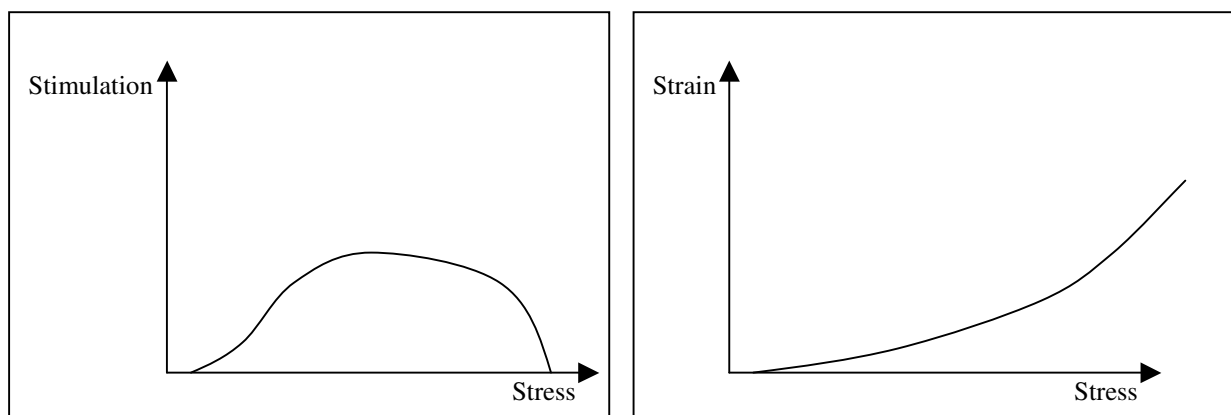


Chart 1.02, Source: A.J. Geare (1989)

1.3.3 Pay

According to Spector (1997) the level of pay has very low correlation with the job satisfaction. More important than the concrete amount is the fairness of the income. People are comparing themselves with others who are doing the same kind of job. (Spector, 1997) From this point of view the evaluation of income issues from the equity theory, which is described in more detail in chapter 1.4.2.1 Equity theory.

1.3.4 Workload

Jex (1998, pp.15) states that workload defines the demand on employee; it is the amount of work an employee has to do. The workload is not easy to measure. From the objective point of view it is measured for example by the working hours and number of tasks. But there is also a subjective interpretation. Every man can perceive the workload differently. (Jex, 1998, pp.15)

1.4 Motivation

Motivation is a driving force for people to behave in a certain way. It is an argument and direction of any action, in other words it makes an individual to choose one specific way of behavior instead the others. (Mullins, 2006, pp.184)

It is an “individual phenomenon”, because every individual is different and can feel motivation in different subjects.

“Motivation concerns action and the internal and external forces which influence a person’s choice of action” (Mullins, 2006, pp.184).

According to Fincham et al. (2005, pp.192 - 193) at the present time there are two types of motivational theories: content theories and process theories.

1.4.1 Content theories of motivation

The content theories assume that all individuals possess the same set of needs” (Fincham et al., 2005, pp.192).

Those theories appear from the Freud’s ideas, that every human’s behaviour is motivated by instinctual forces, which are encoded in people’s minds genetically. (Fincham et al., 2005, pp.193)

1.4.1.1 Maslow's theory

Maslow's theory results from a belief that all the human needs are instinctive, has been evolved during the evolution and that the human behaviour is lead by the aspiration to satisfy these needs.

This theory also states, that the motivation is very natural feature and people are not aware what motivates them. (Fincham et al., 2005, pp.193)

Maslow (1943) declared that every human had his own hierarchy of needs. Then a need on one level is satisfied then its impact on the human behavior decrease and a man unconscious starts to focus on a need in a next level of the hierarchy. According to Maslow (1943) there are five basic needs, arranged as showed below:

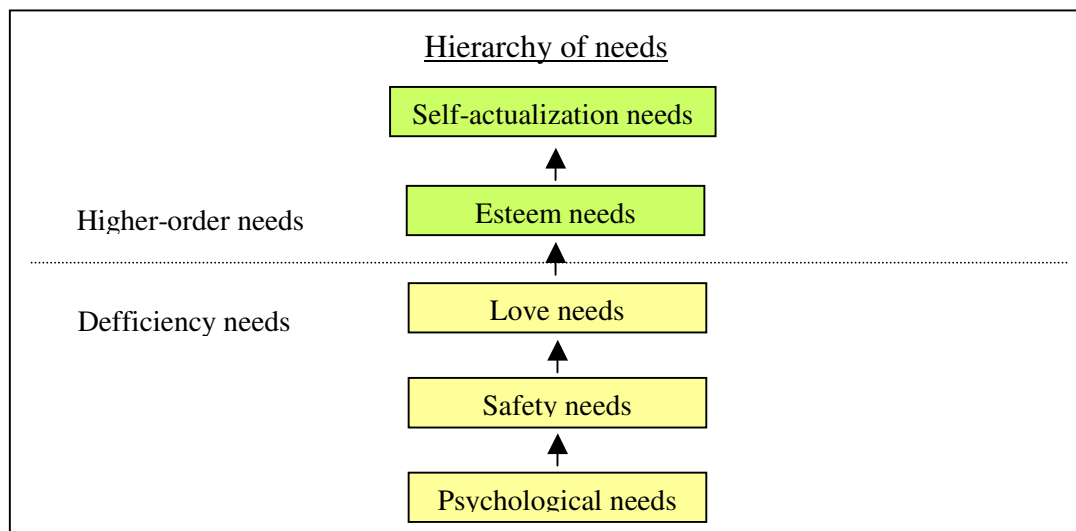


Chart 1.03 Source: Fincham (2005, pp.195)

In Maslow's theory, the psychological (as hunger, thirst or cold), safety (protection, freedom of fear) and love needs (good relationships, belonging to anybody) belong to the deficiency needs. Those needs are in a favourable environment (e.g. when a person has a sufficient rear, a job and a reasonable income) generally satisfied. (Fincham et al., 2005, pp.193)

Self esteem needs mean a longing for an evaluation of themselves and self-respect as well as respect from the others. When those needs are satisfied a person becomes to feel much more self-confident, strong, worth. (Maslow, 1943)

Self-actualization need is in other words a desire of self-fulfilment; to get the most from the position or situation they are in, a need to become “actualized in what he is potentially” (Maslow, 1943).

In spite of this motivation theory has aroused just from psychological hypotheses and results from empirical studies and researches which were made along the years did not support its statements, still belongs to the most widely known and repeated motivation theory by the managers. (Fincham et al., 2005, pp.199)

1.4.1.2 ERG theory

The ERG theory was created by C.P. Alderfer and is based on the Maslow’s theory of needs. Alderfer suggested there are only three categories of human needs – existence needs, relatedness needs and growth needs. (Fincham et al., 2005, pp.198)

The main difference between ERG theory and Maslow’s theory is the view at the adjustment of needs. In the ERG theory the needs are seen as a continuum and more than one need can affect the behavior in a same time. (Jindal-Snape et al., 2006) Alderfer make a difference in the concrete of need – the existence needs as most and growth least concrete – but “it is possible to move along in either direction” (Fincham et al., 2005, pp.198).

According to Alderfer’s theory not only the unsatisfied needs have an influence on the behavior. (Jindal-Snape et al., 2006) In contrary to Maslow’s theory when any higher-level need can not be satisfied a “frustration regression occurs” and a man begin to concentrate on fulfilling another need, which can be already satisfied. (Schermerhorn et al., 2005, pp.123)

1.4.1.3 Herzberg’s two-factor theory

Herzberg’s two-factor motivation theory was same as the two previous theories based on the human needs and desires, but in contrary to them it was created in virtue of a survey. (Herzberg, 1968)

Herzberg (1968) found out, that there are two different sets of factors which influence employee’s satisfaction or dissatisfaction.

The first group of characteristics is called motivators and includes “unique human characteristic, the ability to achieve and, through achievement, to experience psychological growth” (Herzberg, 1968). Those factors can bring job satisfaction, but if they are not fulfilled they do not cause job dissatisfaction. (Herzberg, 1968)

The second set, termed hygiene factors cover the needs to vindicate sufficient living and working standard (e.g. salary, company policy, supervision, working conditions etc.), those factors “can avoid a pain”(Herzberg, 1968). Absence of these factors caused dissatisfaction, but their presence does not cause job satisfaction. (Herzberg, 1968)

In Herzberg’s theory the sources of satisfaction and dissatisfaction are strictly separated. (Schermerhorn et al., 2005, pp.124)

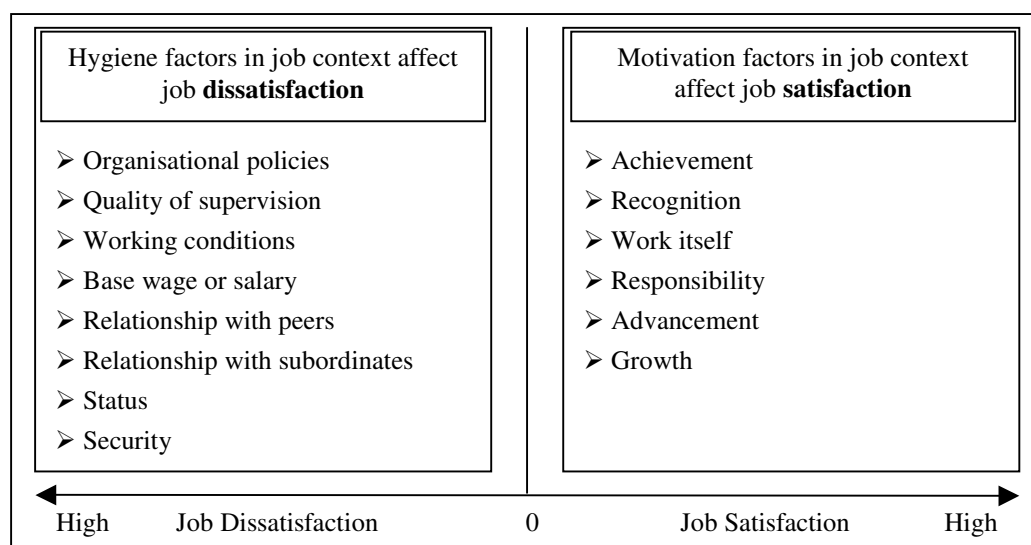
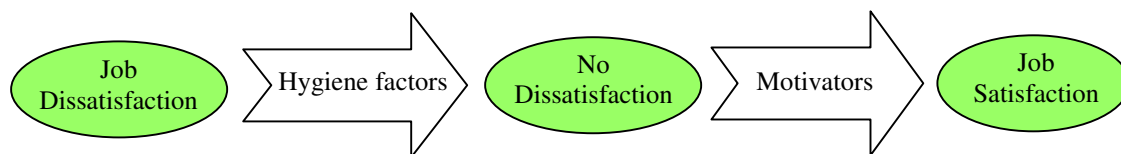


Chart 1.04, Source: Schermerhorn et al. (2005, pp.125)

There are two general criticism of Herzberg’s theory. First is, that this theory is only applicable on the low level (e.g. manual) workers, whose work is not interesting, but repetitive and monotonous. Second, the methodology was criticized, because people often attribute the satisfying incidents to their own performance while the dissatisfying attribute to the environment or generally more to the external factors. (Mullins, 2006, pp.184)

On the other hand there are still many supporters of this theory. The main contribution of this theory is that it place emphasis on relation between working environment and an individual. (Mullins, 2006, pp.184)

1.4.2 Process theories of motivation

These theories focus on the processes, why people choose one action over another. “They attempt to identify the relationship among the dynamic variables which make up motivation and the actions required to influence behavior and actions” (Mullins, 2006, pp.201).

1.4.2.1 Equity theory

Equity theory has its principles in the human cognitive learning process. Fincham et al. (2005, pp.202) states, that everyone is looking around, observing other people and compare them with himself. In this theory people are observing what effort other people are putting into their job and what their rewards for that effort are. People also compare their previous effort – reward experiences with the current situation. With this knowledge in mind people evaluate their own position. (Fincham et al., 2005, pp.202)

If a man find out that he must give more, or on the contrary less effort (input) than the others to receive the same reward, he becomes to feel the inequity. (Fincham et al., 2005, pp.202)

When people feel that they get more than the others, then we are talking about positive inequity. On the other hand, when they feel, they get less for the same inputs it is a negative inequity. (Schermerhorn et al., 2005, pp.126)

According to this theory people who feel the positive inequity (e.g. overpayment, better evaluation of their job etc.) are motivated to work much harder to reduce the inequality and to feel they have a rightful reward. The workers with negative inequity feeling decrease their inputs, the negative inequity usually discourage people to strive for any better appreciation. (Schermerhorn et al., 2005, pp.126)

According to Fincham et al. (2005, pp.203) most of subsequent studies shows, that this theory fits for conditions of negative inequity (e.g. underpayment), but not so much for the positive

one. People in positive in equity are usually motivated just few days or weeks and they begin to take the situation fair as it is.

1.4.2.2 Vroom's expectancy theory

Vroom's theory is based on three key elements: valence, instrumentality and expectancy. According to Vroom the main thought of the theory is that the motivation comes out from the relationship between individual's beliefs regarding effort and work outcomes. (Mullins, 2006, pp.202)

Valence is an individual's feeling about the value of any specific outcome. It is "affective orientation towards particular outcome." (Vroom, 1964, pp.15)

Valence is the potential satisfaction from an outcome and depends on individual preferences. (Vroom, 1964, pp.15)

"Instrumentality is the probability that performance will lead to various work outcomes" (Schermerhorn et al., 2005, pp.127). It shows the relationship between the original work outcome and the potential outcome rising from it. "It is an outcome – outcome association" (Vroom, 1964, pp.18).

Expectancy rates probability that a work effort will be followed by a performance assessment. (Vroom, 1964, pp.17)

Vroom (1964, pp.17) explains, that expectancy shows the risk of an action. It is practically the relationship between a chosen action and its predicted outcome.

People naturally decide for an action which leads to outcomes with higher valence, or which outcomes seem to be likely to result from it. The motivation force to decide for a specific action is in principle the attractiveness of its outcomes. (Vroom, 1964, pp.19)

The motivation force is simply described as sum of products of valence and expectancy. (Mullins, 2006, pp.203)

$$M = \sum^n (E * V)$$

Motivational force (M), Expectancy (E), Valence (V)

1.4.2.3 Porter and Lawler expectancy theory

This theory was developed from the Vroom's theory. In contrast to Vroom, Porter and Lawler do not see job satisfaction as a driving force to performance, but as an effect which appears from the performance. (Porter et al., 1968)

“Their model recognizes that job satisfaction is more dependent upon performance than performance upon job satisfaction” (Mullins, 2006, pp.204).

It is caused thereby that “satisfaction comes about when certain needs or desires are fulfilled” (Porter et al., 1968).

In this model the motivation force is influenced by the valence and expectancy, but the final performance depends also on the abilities and role perception of an individual.

The job satisfaction derives from the perceived equitable rewards and from the intrinsic and extrinsic rewards. The extrinsic rewards are the outcomes from the organisation as salary, award etc. The intrinsic rewards are coming from individual attitudes; those are e.g. sense of achievement or responsibility feeling. (Porter et al., 1968)

Porter et al. (1986) emphasize that high performance may not be the only mean how to obtain those rewards.

The job satisfaction is not the same as work motivation, but a feeling of satisfaction from all achieved rewards can increase the valence of that outcome and subsequently the effort giving to the next action with similar perceived rewards. (Mullins, 2006, pp.204)

On the other hand, when a company introduces an inadequate reward practice which does not unwind from the satisfaction the employees can be discouraged instead of motivated. Porter et al. (1968) show on the exhibit bellow, how bad company practices influence individual motivation.

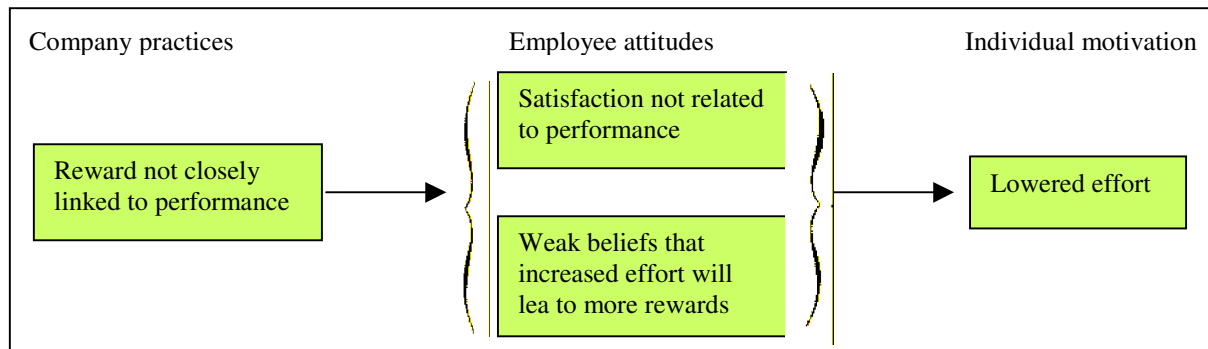


Chart 1.05, Source: Porter and Lawler (1968)

1.4.2.4 Goal theory

The goal theory was created by Edwin A. Locke and the basic presumption of this theory is that people's behaviour and performance is dependent upon the set goals. (Mullins, 2006, pp.209)

Locke (1996) explains that the main attributes of his theory are:

- 1) People with accurate goals perform better than people without them.
- 2) The difficulty of a goal increases performance and achievement.
- 3) "High commitment to goals is attained when the individual is convinced that the goal is important and attainable" (Locke, 1996).
- 4) The feedback for the achievement stimulates people to set greater goals and to perform better.

1.5 Specifics of teaching profession

According to the theories above, teamwork is very useful for a very large scale of organizations and professions. But the teaching profession differentiates from a "traditional" production or service oriented organisation in many ways.

1.5.1 Teachers' job satisfaction and motivation

Evans (1999, pp. 9) states that according to most research findings the Herzberg's two-factor theory can be applied on teachers' motivation. Their satisfaction or dissatisfaction is generally based on the Herzberg's hygienic and motivational factors.

According to Evans (1999, pp.13) the satisfaction of teacher is primarily affected by the environment they are working in and by the style of management and leadership.

At the same time Evans (1999, pp. 9) refutes the assumption that teachers motivation depend above all upon the "centrally - initiated factors", as are pay or status. Those factors affect teachers behavioral, but perform more as hygienic factors rather than motivators.

As the most important motivation factors Evans (1999, pp. 13) signs the right leadership structure and the collegial support.

The main question is where to place the students' feedbacks or performance. Is it more a motivational or hygienic factor?

Beerens (2000, pp.11) state that students' performance play a big role in teachers' behavior and attitudes to work. On the other hand claims, that it may have more impression on avoiding job dissatisfaction, than on bringing job satisfaction. From this point of view students' performance can be understand more as hygienic factors.

1.5.2 Teachers team working

At the first sight it may appear that this kind of profession is very individual and does not need any team-based structure to perform better.

Pounder (1999) explains that teachers should be gear actively into teambuilding, "group members must develop interpersonal and group decision - making skills and often have greater control over a broader range of work issues."

Park et al. (2004) maintain that teams in the educational institutions are perhaps more beneficial than in any other organizations. Besides the classical benefits as increasing productivity, service quality and reductions of management structure at schools there are

reached additional benefits which are improvement of school environment, responsibility to work and better communication not only between the teachers, but also between teachers and students or community.

Pounder (1999) adds that team communication may also amend the interdependence at work which leads to sharing knowledge about all the curricular areas and responsibilities.

1.5.3 Teachers teambuilding

To develop an effective team-building program for teaching staff is usually much more difficult, than for employees or managers from any other corporations.

Teachers are used to teach not to be taught. Beerens (2000, pp.25) points out, that an inadequate approach to the teachers learning can cause resistance from the teachers to persist in that learning program.

Beerens (2000, pp.26) advice to appear from the fact, that teachers are self-directing adults with rich practice and expertise and the learning program must be related to their professional life. Generally the learning of adults should be very interactive and focused on the individuals background (Beerens, 2000, pp.25).

Wenzlaff et al. (2004) declares that teachers prefer to be independent in the decision making what and how to learn and when they learn it. Teachers also prioritize to take part in learning programs which are useful and authentic, rather than hypothetical. They prefer to learn “physically - by doing” (Wenzlaff et al., 2004).

Hargreaves et al. (2005, pp. 27) explains that teachers should be continually educated and evaluate, because it is the best way how to increase students’ achievement.

Learning and evaluating improve teachers’ effectiveness, encourages professional growth and redeems weak teachers.

Beerens (2000, pp.26) also emphasize the importance of long term approach as the only meaningful way how to develop tie connection and team integration of teaching staff.

2 Methodology

2.1 Introduction

The main objective of this chapter is to describe the specific research techniques and methods which were used in the research in order to find answers for its objectives and hypothesis. In this chapter is also explained why those methods were chosen, what were they advantages and disadvantages and why were they appropriate for the study.

The methodology chapter is concerned with the methods of collecting the primary data, ethical issues related to the research and limitations of this study.

2.2 Objectives and Hypothesis

The main aim of this study was to investigate the effects of teamwork and teambuilding on the academic teachers. Considering the wide range of this question specific objectives have been identified.

To investigate if **teambuilding** program can be beneficial for University lecturers.

To investigate the potential benefits of **teamwork**, with the intention to investigate potential impression on job satisfaction.

To identify significant differences between the Czech and British University lecturers.

Additional objective:

To identify the main challenges on the University teachers profession and the possible tools, how to enrich their work.

With the view to the objectives four hypotheses have been established.

H1: There is a different level of cooperation and teamwork among the Czech and English University teachers.

H2: Lecturers, who work in a more cohesive environment, feel more satisfied in their job.

H3: Lecturers, who have participated on any teambuilding program, feel more satisfied in their work

H4: There are different attitudes to the TB program by the Czech and English University teachers. The British teachers will be more likely to participate on any TB program.

2.3 Research design

The design of the research has been selected in reference to the research question and objectives of the study. The research can be designed through three fundamental steps; research choice, research strategy and time horizons. (Saunders et al., 2007, pp.130)

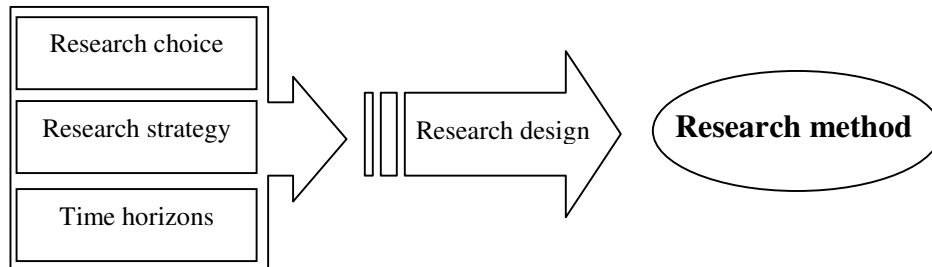


Chart 2.01 Steps in selecting a research method

2.4 Research choice

As the first step in designing a research a decision has to be made, whether to use only one data collection method (mono method), or more than one (multiple methods).

Within the scope of multiple methods it is possible to decide for multi – method, which means collecting either only quantitative or only qualitative data by using different methods. Or to use mixed methods, which enable to use qualitative and quantitative data in the same time. (Saunders, 2003, pp.144)

For this research the usage of a mixed method was planned. In this stage there were two alternates.

The first was “Mixed - model research”, in which the qualitative and quantitative data are analyzed together. (Saunders, 2003, pp.144 - 145)

The second model, which was also chosen is “Mixed - method model”. This model uses both kind of data, but analyzes them separately. (Saunders, 2003, pp.144 - 146)

There are four major mixed methods designs:

Triangulation design - which collects concurrently quantitative and qualitative data adjudicates them the same level of importance.

Embedded design collects concurrently quantitative and qualitative data, but weights them unequally.

Explanatory design collects data sequentially. - Usually collects first the quantitative data, which are followed and attempted to be more explained by the qualitative data.

Exploratory design collects data sequentially. - Usually first the qualitative data which create a base for the quantitative data collection. (Creswell, 2007, pp.85)

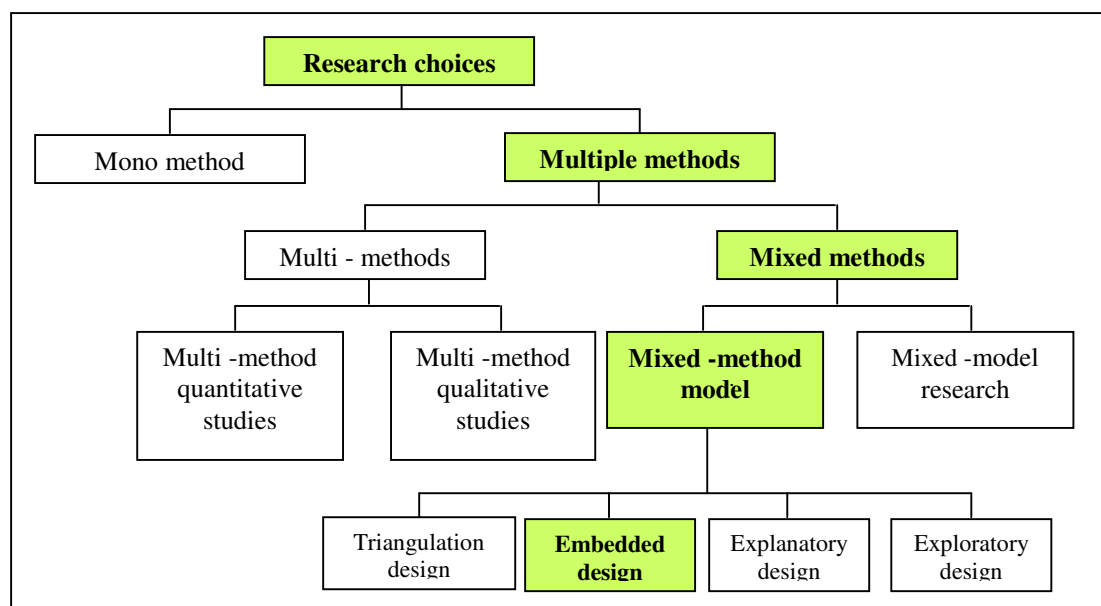


Chart 2.02, Research choice, Source: Saunders (2003, pp.146), Creswell et al. (2007, pp.80)

The research choice for design of this research was made as it is shown in the green steps on the chart above.

The embedded design fits most to this research, because it focuses more on one kind of data (in this case on the quantitative data) and the second type of data (qualitative) uses only to intensify the knowledge from the research.

With regard to the research objective it was decided to collect quantitative data through questionnaires from the University teachers.

Those data could practically answer the research question, but to understand the right meaning of the results it was necessary to go deeper into the problematic. From this reason

there has been made a qualitative research through semi-structured interview with a psychologist who is among others focusing on the academic teachers' behaviour.

In this way it was assured an in depth view and interpretation of the investigated topic.

2.5 Research strategy

The nature of the objectives and research question showed that a use of descriptive as well as explanatory research was appropriate.

The descriptive research is suitable for identification and description of variables in different phenomena. (Saunders et al., 2007, pp.356) This approach fits to recognize the differences between Czech and British academic environment.

The explanatory research enables to find the relationship between variables. (Saunders et al., 2007, pp.356) This concept suits for example to the effort to find relationship between team working and job satisfaction.

As the most competent strategy according to defined objectives of the research appeared a survey. Survey is characteristic for providing a wide breadth of data, charting the current situation and dependence on empirical data. (Denscombe, 2003, pp.10)

Survey is adequate for descriptive and explanatory research, because it answers questions as **what, where, how much** and **how many**. (Saunders et al., 2007, pp.138)

Some of the main aims of this research were to find out, **what** are the effects of teambuilding on academic staff, or **how much** can be teambuilding program motivating for teachers. Also to gain sufficient results it was necessary to obtain a wide range of update quantitative data.

At the same time it seemed to be useful to strengthen the quantitative data from the survey with some kind of deeper information. On that account an interview was assorted as an expletory strategy to the survey.

2.6 Time horizons

Right at the beginning of planning the research must be make a resolution whether it is make just for short time horizon (cross-sectional), or for a long term perspective (longitudinal). (Saunders, 2003, pp.148)

For this research it might be suitable the usage of longitudinal horizon, to see if there are any changes in the teachers behavioural and attitudes to their job before and after any teambuilding intervention. This approach would be very time – consuming and most probably not feasible during just a year period. In respect of the time limitation of this research, it was made in a cross-sectional horizon.

2.7 Research method

There were two main factors, which have strongly influence the selection process of the appropriate method.

The first was a time limitation of the research and the second a desire to achieve a large number of answers. Any time consuming method as observation (which could be very useful for that case) was impossible to realize.

The most suitable research method was signed the **questionnaire**.

For collection of the qualitative data was decided to use a semi - structured **interview**.

2.7.1 Questionnaire

The questionnaires are most productive methods for obtaining a large number of answers (Easterby – Smith et al., 2002, pp.132), (Denscombe, 2003, pp.145). Other advantages of the questionnaire are its relative simplicity of arrangement, supply large number of standardized and pre - coded answers. (Denscombe, 2003, pp.160)

There are some disadvantages of questionnaires, which were also acknowledged, first of all a poor response rate, limited shape of answers or impossibility to check, if the respondents were truth. (Denscombe, 2003, pp.146) Despite those challenges the questionnaire was evaluated as the most suitable method for this research.

2.7.1.1 Population

This study focuses on the university teaching staff regardless of the age, years they work at the University or their specialization. The only requirement was placed on the working hours, into the research were included only the full-time employees.

This limitation was made because of the nature of the study. The research focused on the working environment of a University. The part – time employees perceive the working environment at the University differently, because it builds smaller part of their every day life, than for the full-time teachers. Their attitudes might be also influenced by their other jobs.

2.7.1.2 Sampling

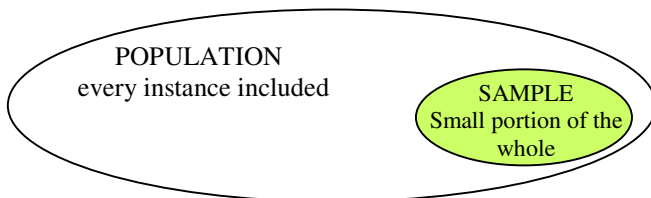


Chart 2.03, Source: Denscombe (2003, pp.11)

The sample is an appropriate example of the “population” on which the survey is made and which is created with the hope and expectation that the results would be equal in the rest of population. (Denscombe, 2003, pp.11)

There are two main samplings techniques: probability and non – probability.

For this research it was decided to use a non – probability sample. In this kind of sample “every unit of the population has an equal chance of being selected for the sample” (Easterby – Smith et al., 2002, pp.135)

There is a large number of different sampling techniques. The convenience sampling method seemed to be most appropriate for this study. As the sample there were chosen teachers from the University of Huddersfield and Technical University of Liberec. The questionnaires were distributed through email to the address found on the official web pages of the Universities. There were two main reasons for choosing those two Universities: Firstly there was quite easy

access to the emails of the staff and secondly there was better likelihood of obtaining responses as a student of those Universities.

The questionnaire was distributed to all departments which should have increased **generalisability** of the results.

2.7.1.3 Design of Questionnaires

The questionnaire was designed as a self – administered and was distributed as through emails. On that ground there was attached a covering email informing about the purpose of the research, the researcher and the confidentiality of data. This way of distribution was chosen first of all because it's financial and time **practicability**.

The questionnaire included large variety of the closed questions. It means that the respondent could choose from the offered options and alternatives to answers, but did not get opportunity to express themselves in their own words. (Denscombe, 2003, pp.156)

The majority of questions were rating. Other questions used in the questionnaire were ranking and category questions; only one quantity question was used for finding the age of the respondent.

According to Saunders et al. (2007, pp.364 – 365) a “data requirement table” was made to ensure, that the obtained data would enable to answer the research questions and objectives.

Research question / objective		
To investigate the effects of teamwork and teambuilding on the University teachers with a view of job-satisfaction and motivation improvement.		
Type of research: Descriptive as well as explanatory		
Investigative question	Variable(s) required	Data measurement
1) Teamwork at Universities	Opinion of a teacher, how much he feels dependent of his colleagues work, how much are his colleagues dependent on his work. How much does he interact with other colleagues?	Ranked questions, Yes/No questions
How strong and cohesive is the cooperation among colleagues at the Universities?		
Are there any differences between the colleagues' cohesion in Czech and British Universities?		

2) Effects of teambuilding (TB)		
Is TB contributing for the group or for an individual?	Get to know, if a teacher has ever been participating on any TB program.	Yes/No questions, ranked questions
Do people who have attended a TB program feel more satisfied in their work?	- Opinion of a teacher, what were the effects of the intervention.	
Does TB increases motivation?	- Opinion, if it has affected the group or an individual	
Are there any differences of attitudes to TB between the Czech and British academic teachers?	Opinion, how much feels a teacher satisfied with his work.	
3) Evaluation of the working environment at Universities		
What are the major challenges at the academic teaching profession?	Teachers' opinion about the challenges of his job.	Ranked questions, rated questions
Are there any differences in the attitudes to work and to the "rest of life" between the Czech and British academic teachers?	Teacher's evaluation of different criteria.	
4) How much representative are the responses of the teachers?	Gender, age, period of working at the University	Quantity question, Ranked questions

2.7.1.4 Pilot Study

First a pilot study was made and several times discussed with the research tutor to avoid any inconvenient or unavailing questions. The pilot study was also distributed to several friends and relatives to assure readability of the questions and to find and correct any typing errors.

On advice of the tutor several questions and above all their measurement were improved and three questions were completely removed.

Two of the removed questions focused on the previous job of respondents, so they were not essential for the research objectives.

The third question was about the general life satisfaction. This question was very personal and difficult to answer truly.

The pilot study also helped to increase the reliability of the research. **Reliability** refers to the consistency; it is the probability that the same question is answered in different time or situation in the same way. (Saunders, 2003, pp.367) The respondents of the pilot study were

asked, if the questions and answers appear to them clearly and unambiguously. According to their responses the question were modified.

2.8 Interview

The interview was made to supplement and enrich the data achieved from the questionnaires. From this reason it was made with a psychologist who was not directly connected to the respondents, but who has sufficient view of the researched area.

The main desire of the interview was to get more in-depth information. According to those needs the structure of the interview was selected.

This interview was constructed as semi-structured because demand of the research was to explore and inquire into main factors which are connected and which are able to influence the surveyed area (Sekaran, 2003, pp.228). In this type of research method the interviewer has just a list of themes and question which he wants to follow. (Saunders et al., 2007)

The interview focused on specific aspect of university teachers' profession and on the possible effect of teamwork and teambuilding on these employees. The aim of the interview was to gain more theoretical than "practical" information.

2.9 Ethical Issues

Saunders et al. (2007, pp. 180 – 187) describes the ethical way of doing research as a way which does not cause any kind of harm to any participants of the research. Denscombe (2003, pp.134) stress other very important propositions concerning ethics. The participants in the research project must be respected and should be informed about the purpose and usage of data with maximal honesty and integrity.

There was taken a big effort on the ethical issues during all the stages of research.

To the questionnaires there was enclosed a covering email explaining the purpose of the research and the confidentiality of the received data was guaranteed. The data were analyzed anonymously and were used only for the described purpose.

Also the interview has proceeded in accord with the ethics. The interviewee firstly received the estimative table of required questions. Not until he approved the content of interview a meeting has been arranged. The name of the interviewee was published in the study just because of the in writing permission to the exposure from the interviewee.

2.10 Limitations of Research

There are several limitations which have to be borne in mind when elaborating and generalization of the results.

First of all the research was made regarding to the time and financial limitation and to the access to the data only on two universities. It would be very courageous to generalize results from this study to all British or Czech Universities.

Secondly the response rate to the emailed questionnaires is generally very low, on account of this fact the reached sample of the researched population is quite small. There were sent 250 questionnaires to the teachers on each University. From University of Huddersfield 56 questionnaires have been completed and returned, what is approximately 22,4%. This low response rate was most probably caused by the wrong timing, because the questionnaires were sent closely before the beginning of Easter holidays. From the Technical University 84 questionnaires were received which builds 33,6% of the sent questionnaires.

Thirdly the research aimed just to show the effects of teambuilding and teamwork. It does not focus on any other factors which might have influenced the results.

3 Results and analyses

In this chapter the primary obtained data from questionnaires are presented, the hypothesis and objectives applied and the findings summarized. The qualitative data derived from the interview are used later on in the chapter 5. This chapter is divided into three sections.

In the first section the general attributes of the sample are summarized. In the second section the acquired data from the major section of the questionnaire are presented and some of them analysed with the view of the objectives of the study and hypothesis. The third part focus on competent data analyzes, examining correlations between certain results and resolution of the remaining hypothesis.

3.1 Structure of the sample

The data in this section present the profile of the respondents; their nationality, gender, age and working.

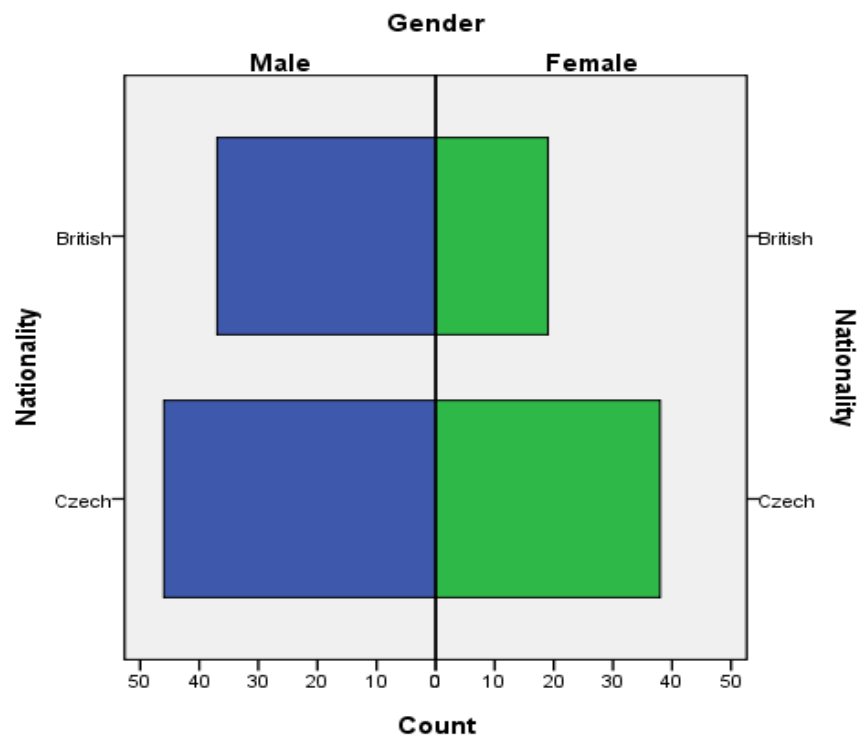
3.1.1 Nationality and gender

In total the amount of collected questionnaires was 140 whereof 84 were from the Technical University of Liberec and 54 from the University in Huddersfield. Concerning the gender the sample is quite equally divided; 40, 7% of the whole sample represent females and 59, 3% males. The chart 4.1 is shows the gender – distribution within the Czech and British sample, the English sample consisted of 66, 1% males and 33, 9% females, the Czech of 54,8% males and 45,2% females.

↵ Table 4.1 Gender

Gender			
		Frequency	Percent
Valid	Male	83	59,3
	Female	57	40,7
	Total	140	100

Chart 4.01 Nationalities and Gender



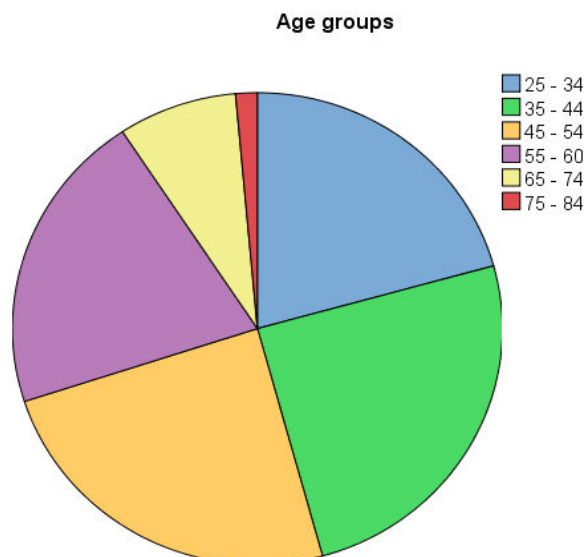
3.1.2 Age

The average age of the Czech and British respondents was very similar; the average age of the Czech respondents was c.47 years and of British was c.46 year.

Table 4.2 Age

Nationality		N	Minimum	Maximum	Mean
Czech	Age	84	26	76	47,10
British	Age	56	26	68	45,80

Chart 4.2 Age groups



3.1.3 Period of working on current position

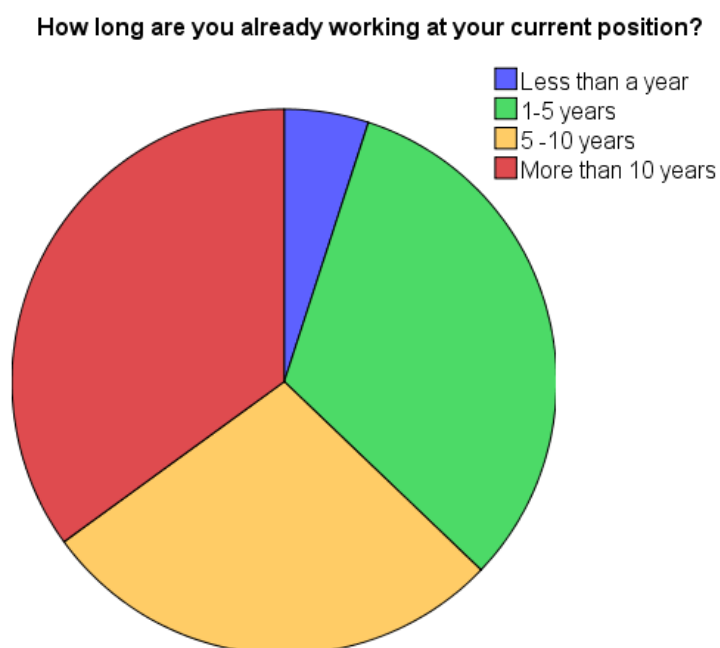
Answer for question: “How long are you already working at your current position?”

The respondents had four possible answers, as they are shown in the table. As can be seen on table 4.3, or on the chart 4.3, 35% of respondents answered, they work more than ten years at the same position, 32% between one to five years, 27,9 % between five and ten years and 5% of respondents less than a year.

Table 4.3 “How long are you working at your current position?”

	Frequency	Percent	Valid Percent
Valid Less than a year	7	5,0	5,0
1-5 years	45	32,1	32,1
5 -10 years	39	27,9	27,9
More than 10 years	49	35,0	35,0
Total	140	100,0	100,0

Chart 4.3 “How long are you working at your current position?”



3.2 The principal questions

3.2.1 Questions about teamwork

According to the discussed theory is a team in principal characterized by a mutual cohesion and interdependence of the members. The members believe, their work is dependent on the cooperation and contribution of their colleagues (Thompson, 2000), (Cane, 1996), (Clutterbuck, 2007).

With those affirmations in mind the four questions about teambuilding were created. Questions Q4, Q5 and Q7 the respondents answered by ticking appropriate box on a five-stage scale from “not at all” – “always”. The question Q6 was a yes/no question.

Q4: “Do you feel that your colleagues are affected by your activities or results of your activities?”

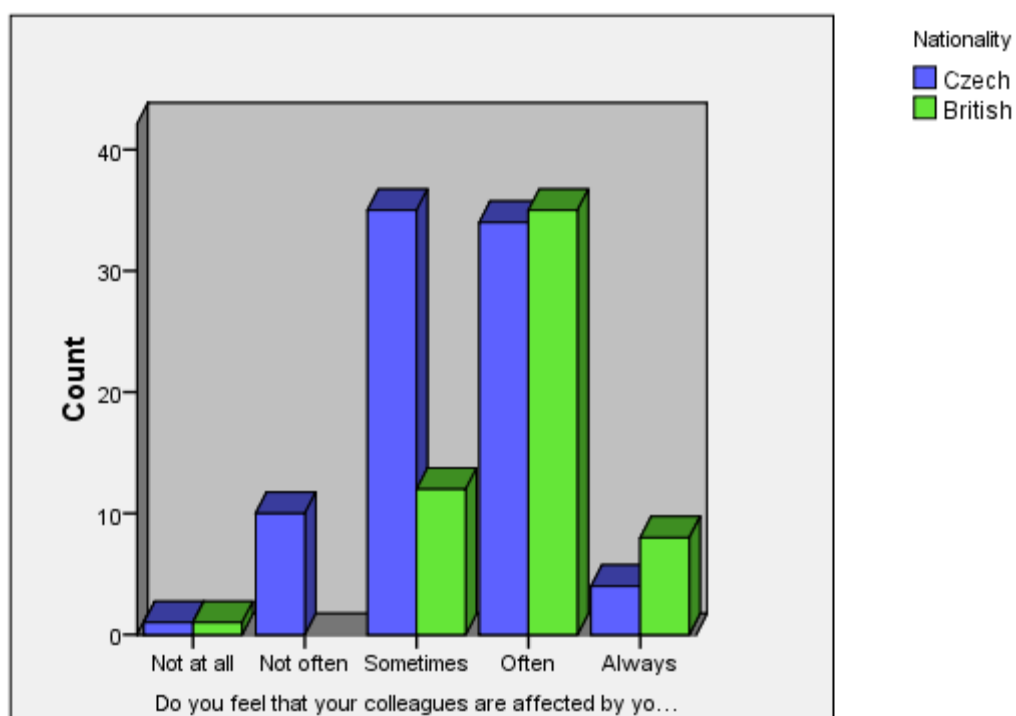
The most of the respondents (49, 3 %) consider their colleagues often dependent on their own work. While by the Czech teachers the answer “sometimes” and “often” is represented almost equally (41, 7% answered “sometimes”, 45, 2% “often”), by the British unambiguously dominates the answer “often” (62, 5%) and the answer “sometimes” has been answered only by 21, 4% of British respondents.

Only 1,4 % of all the respondents do not consider at all their colleagues dependent on their work.

The chart below (4.4) shows the counts of Czech and English teachers in relation to their answer.

(For detailed information see Appendix C, table 4.01)

Chart 4.4 “Do you feel that your colleagues are affected by your activities or results of your activities?”

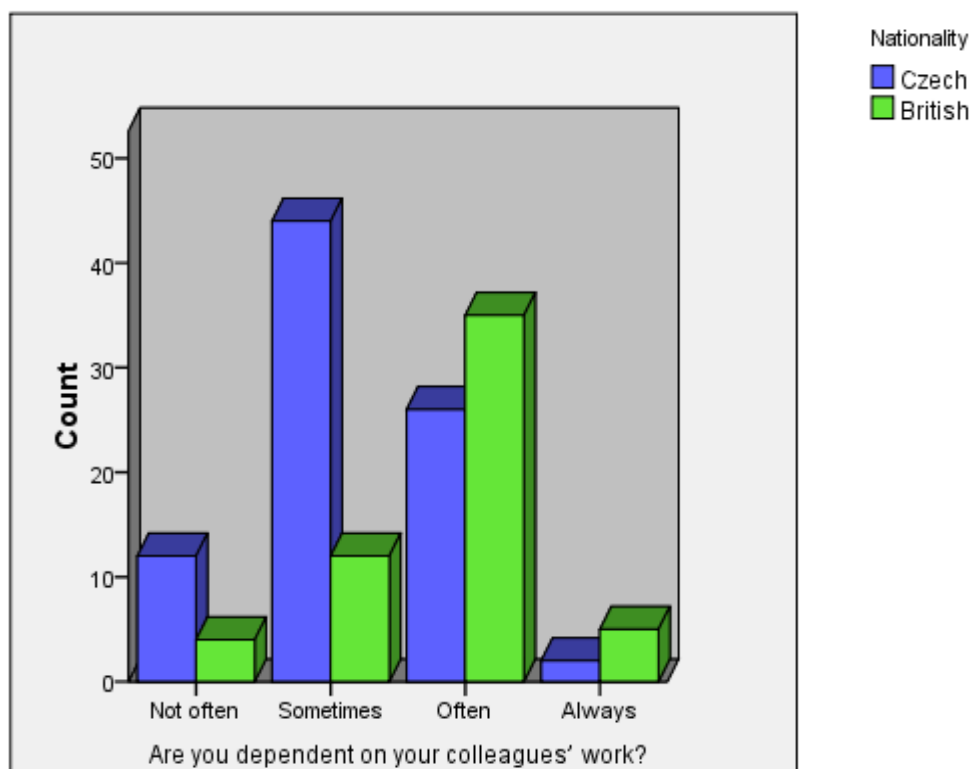


Q5: “Are you dependent on your colleagues’ work?”

The answers of this question received from the Czech and British teachers differ quite well. Generally most of respondents identify themselves often (43,6%) or sometimes (40%) dependent on their colleagues work. The most frequent answer (52, 2%) from Czech respondents was “sometimes”, in contrast large majority of British (62,5%) marked the answer “always”. No one from the respondents did answer “not at all”. The chart 4.5 shows the counts of Czech and English teachers in relation to their answer.

(For detailed information see Appendix C, table 4.02)

Chart 4.5 “Are you dependent on your colleagues’ work?”

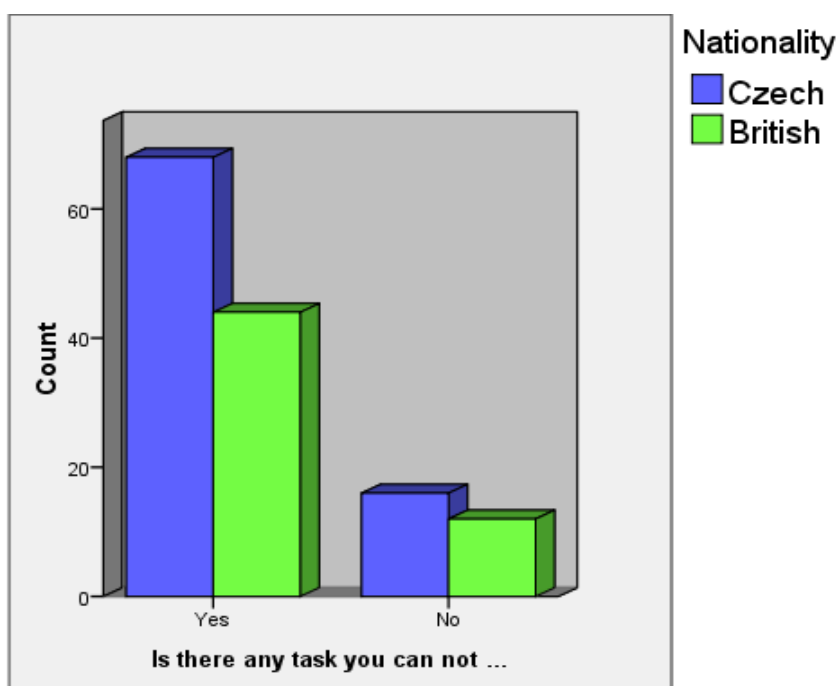


Q6: “Is there any task you can not undertake without the contribution of a colleague?”

The chart 4.6 shows, that the responses to the question Q4 appears very similar by the Czech same as by the British teachers. The majority of all the respondents believe there is any task, which is impossible to undertake without contribution of their colleagues.

(For detailed information see Appendix C, table 4.03)

Chart 4.6 “Is there any task you can not undertake without the contribution of a colleague?”

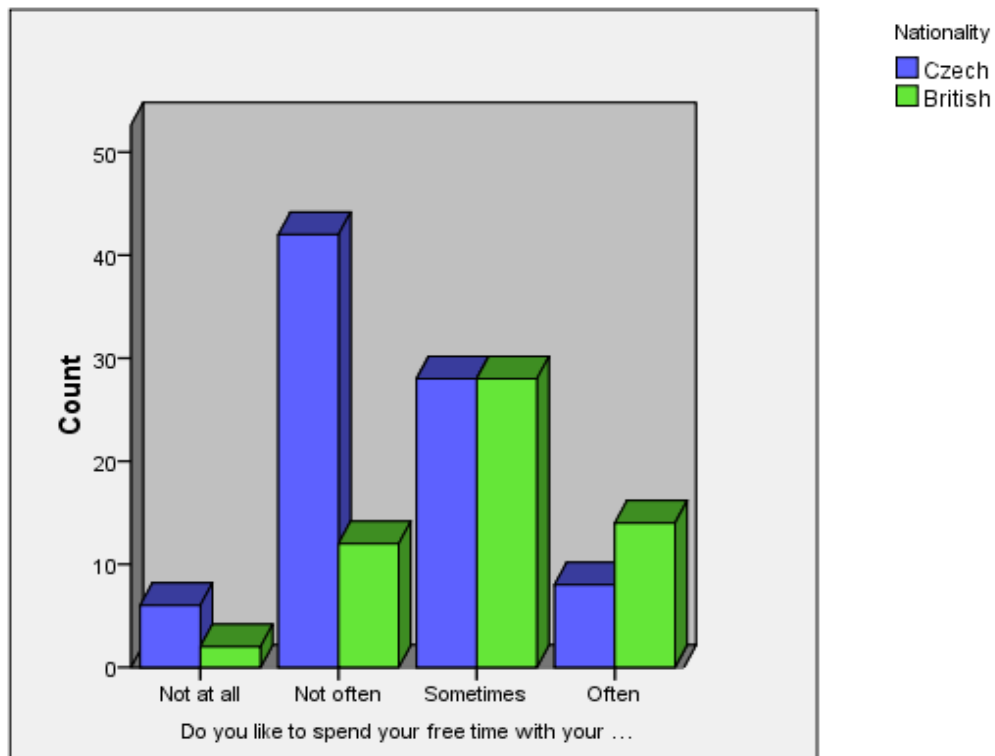


Q7: “Do you like to spend your free time with your colleagues?”

The free time which teachers spend with their colleagues seems to differ between the Czech and British teacher quite notably (see chart 4.7). While the most frequent answer of the Czechs was “not often” (50%) and then “sometimes” (33,3%) the British teachers marked most often the answer “sometimes” (50%) or “often” (25%). The answer “always” did not appear by any Czech neither by British teachers.

(For detailed information see Appendix C, table 4.04)

Chart 4.7 “Do you like to spend your free time with your colleagues?”



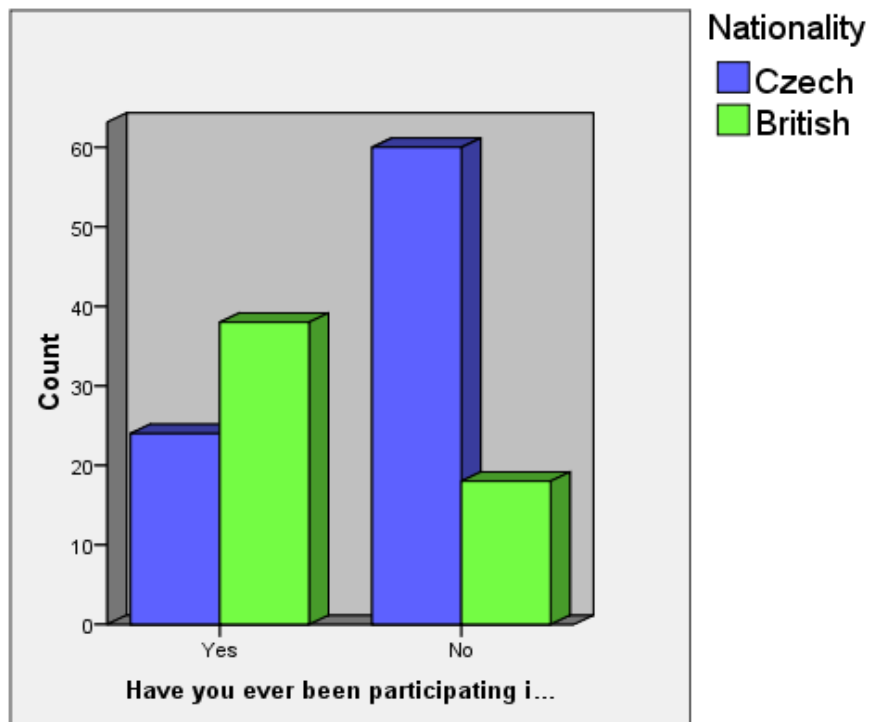
Questions about teambuilding

Q8: “Have you ever been participating in any teambuilding program?”

The first question (Q9) in this section focus on separation respondents who have or have not participated on any teambuilding program.

This question is also an instrument to identify any correlation between the participation on TB program and the nationality.

Chart 4.8 “Have you ever been participating in any teambuilding program?”



In the chart 4.8 (for more details see also Appendix C, table 4.05) is an evident difference between the Czech and British answers. Only 28, 6% of the Czech respondent in comparison to 67, 9% of Brits answered that they have ever participated on any TB program.

With these results we it is possible to evaluate the one hypothesis.

Hypothesis 4

“There are different attitudes to the TB program by the Czech and English University teachers. The British teachers will be more likely to participate on any TB program.”

To measure the strength of the association between the University and the participation on a TB program has been chosen the risk analysis.

Table 4.4 “Risk analysis – British teachers / teambuilding”

Risk Estimate			
	Value	95% Confidence Interval	
		Lower	Upper
Odds Ratio for Have you ever been participating in any teambuilding program? (Yes / No)	,189	,091	,395
For cohort Nationality = Czech	,503	,360	,704
For cohort Nationality = British	2,656	1,692	4,169
N of Valid Cases	140		

The risk analysis shows the probability that the British teachers are likely to participate on the TB session is 2,656 times higher than the Czechs.

Q9, Q10. Contribution of TB for an individual or for the teamwork

Those two questions serve to define if the teachers consider TB contributing for the working within group or for their personal development.

The respondents should have chosen their answer accordingly to how much they agreed with the specified contribution of TB.

As shows the chart 4.7, 71% respondents strongly agreed or agreed that the TB program contributed to improvement of their teamwork. Only 7% of respondents chose the option “disagree”, or “strongly disagree”.

(For detailed information see Appendix C, table 4.06)

Chart 4.9 “Do you consider that the program contributed to improve team working?”

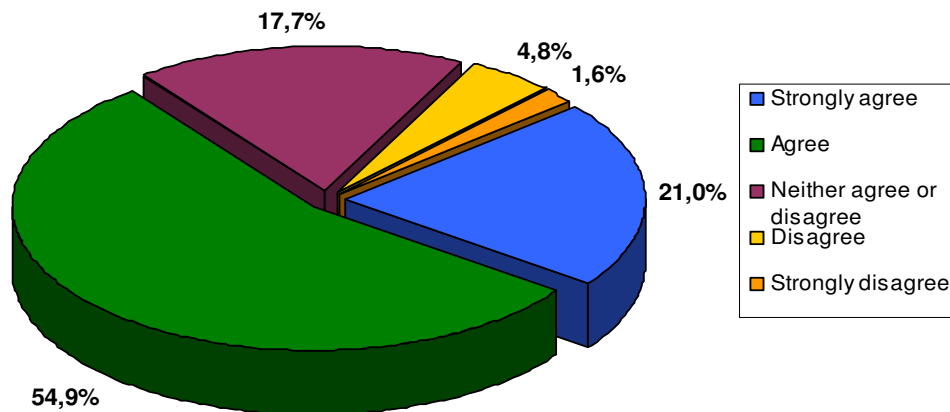
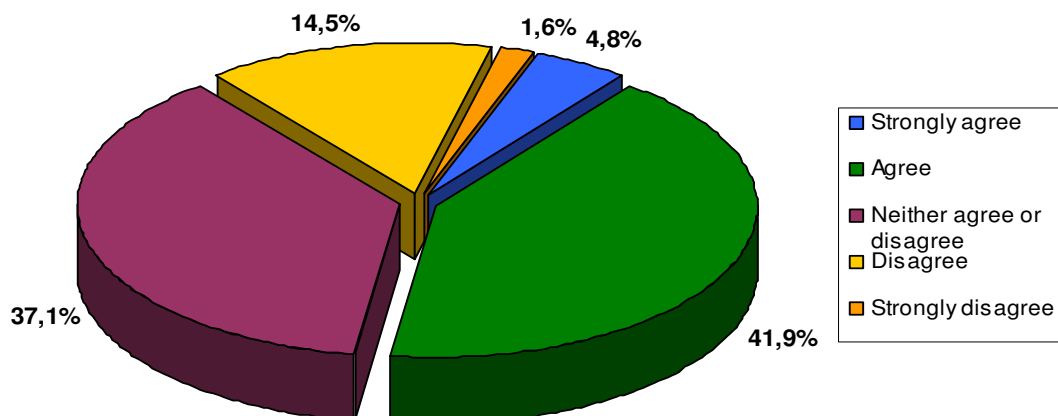


Chart 4.10 shows the answers to the question, if the respondents consider teambuilding contributing to their own personal development. The answers were mainly positive. 45% of respondents answered that they strongly agree or agree, 17% did not consider TB contributing for them selves and the left 37% neither agree nor disagree.

(For detailed information see Appendix C, table 4.07)

Chart 4.10 “Do you consider that the program contributed to your personal development?”



Q11. “In which ways was the program beneficial for you?”

In this question the respondents were asked to evaluate the five offered statements by ticking appropriate box on the scale from “strongly agree” to “strongly disagree”. To simplify the

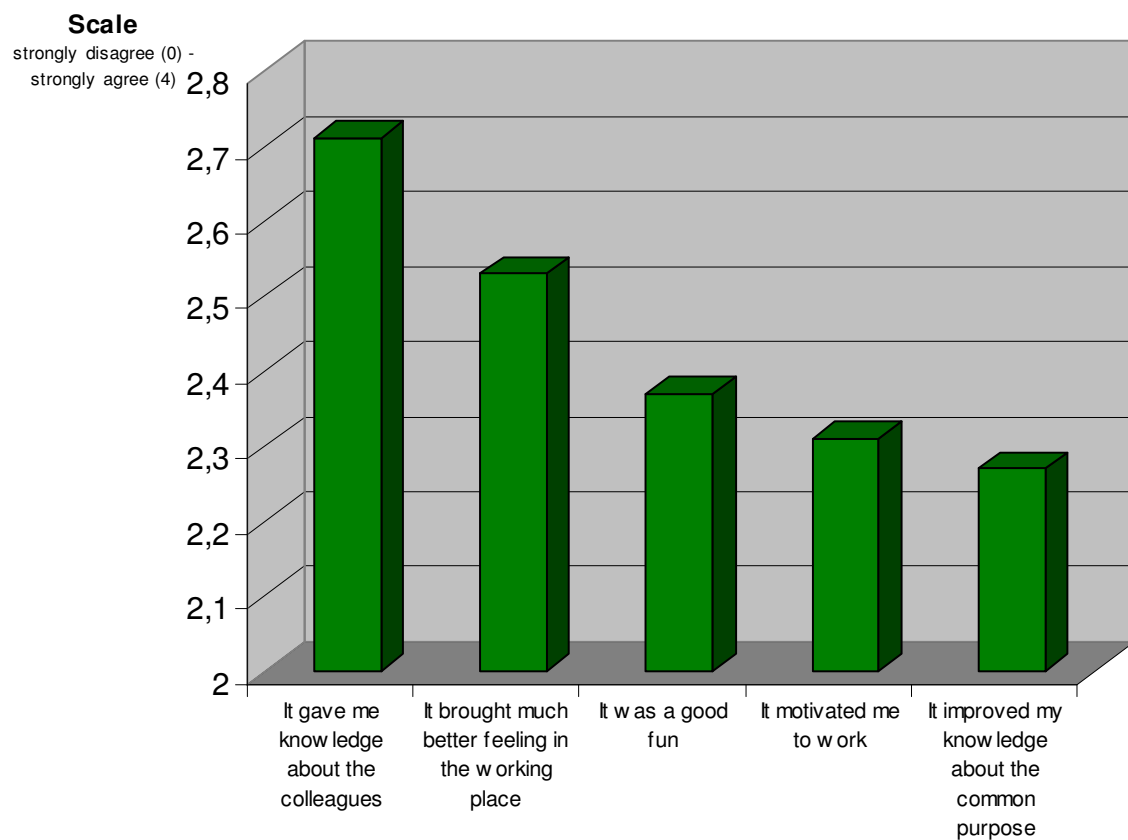
results, the answers were identified as ordinal variables and the mean was counted. In the table 4.18 and chart 4.8 the answers are ordered descending according to their mean.

All the means of the answers were positive, with regard to the scale all of them lie between “neither agree nor disagree” and “agree”. The main benefits of TB seem to be obtaining better knowledge about the colleagues and betterment of the working environment. The statements “It was good fun” and “it motivated me to work” were evaluated very similarly.

Table 4.5 “In which ways was the program beneficial for you?”

Answer	It gave me knowledge about the colleagues	It brought much better feeling in the working place	It was a good fun	It motivated me to work	It improved my knowledge about the common purpose
Mean	2,71	2,53	2,37	2,31	2,27
Std. Deviation	,837	1,127	1,075	1,049	,926

Chart 4.11 “In which ways was the program beneficial for you?”



Results from this question served also to identify, if the TB can be work - motivating for the participants, which is one of the objectives of this study.

With the statement “It motivated me to work” 46, 8 % respondents answered “strongly agree” or “agree”, 35, 5% answered “neither agree nor disagree” and only 17,8% indicated “disagree”, or “strongly disagree”. (For more details see appendix C, table 4.08)

3.2.2 Questions about working environment and personal preferences

Q12. “Are you satisfied with the job you have?”

This question was answered by ticking an appropriate box on a five range scale from “absolutely” (which was for statistical purposes marked by number 0) to “not at all” (labelled by number 4). The mean of all the answers is 2, 21 which on the scale from 0 to 4 represents an approximate median. It means that there does not dominate any positive nor negative answer.

Table 4.6 Are you satisfied with the job you have?

	N	Min.	Max.	Mean	Std. Deviation
Are you satisfied with the job you have?	140	0	4	2,21	,933

Q13. “How important is your job to”

This question consisted of four sub questions dealing with the importance of their job to family, friends, colleagues and community. Most probably, because the term community was not sufficiently described the response rate to this question was very low (just 32% of respondents have answered), from this reason was this question not covered up into the results (same as in question 16).

The questions were answered by ticking an appropriate box on a five range scale from “not at all” (which was for statistical purposes marked by number 0) to “completely” (labelled by number 4) in accordance how much they agree with certain statement.

↵ Table 4.7 How important is your job to:

Nationality		Minimum	Maximum	Mean	Std. Deviation
Czech	family	0	4	2,23	1,010
	friends	0	3	1,36	1,002
	colleagues	0	4	2,18	,838
British	family	0	4	1,89	1,260
	friends	0	3	,79	,889
	colleagues	0	4	2,34	1,049

From the table 4.7 can be seen, that the Czech teachers consider that their work is mostly important for their family and almost equally important for their colleagues.

By contrast British teachers answered, that their work is mostly important for their colleagues, concurrently the importance for family is much lower than for them. The Czechs same as Brits do not see their work important for the friends.

Q14. “Who do you think can best evaluate your qualities?”

This question was answered by ticking an appropriate box on a five range scale from “not at all” (which was for statistical purposes marked by number 0) to “completely” (labelled by number 4) in accordance how much they agree with certain statement.

↵ Table 4.8 Who do you think can best evaluate your qualities?

Nationality		Minimum	Maximum	Mean	Std. Deviation
Czech	family	0	4	2,88	,911
	friends	0	4	2,54	,975
	colleagues	0	4	2,46	,828
British	family	1	4	2,79	,948
	friends	1	4	2,55	,872
	colleagues	1	4	2,11	,867

As can be seen in the table 4.8 the answers from Czech and British teachers were very similar. The Czech same as British teachers believe that their job is best evaluated by family, by friends and at last by their colleagues.

Q15. “What do you consider as major challenges in your job?”

In this question the respondent were asked to rank in order 1 – 6 what they see as major challenges of their job (one is the major challenge, six the smallest).

The results shows, that the Czech and British teachers’ opinions about challenges of their job considerably differ. (See tables 4.9, 4.12 and chart 4.9)

As the major job challenge of lecturers from the TUL was rated the “incommensurate salary”, while of teachers from University of Huddersfield it was “lack of information”. The second main challenge was by Czech same as by British teachers a poor communication. Next challenges in the lane were by the Czechs “poor appreciation” and “lack of information”. By the British teachers it was “responsibility without authority” and “poor appreciation.”

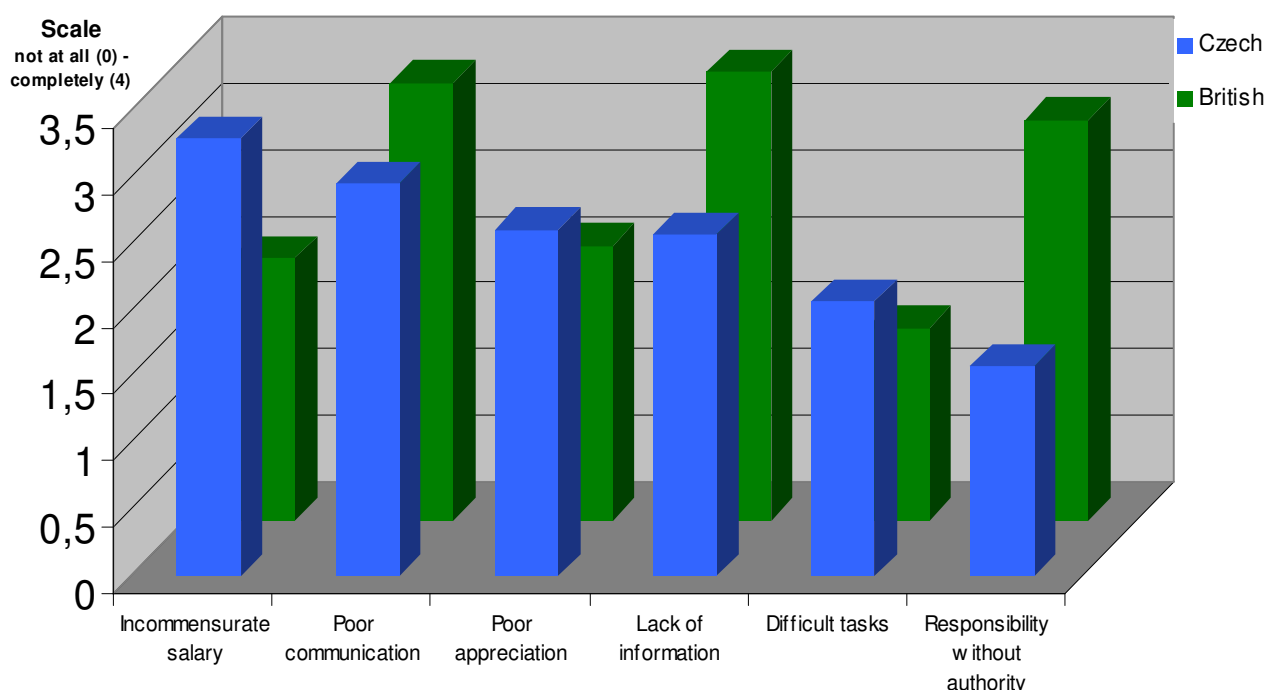
↪ Table 4.9 “What do you consider as major challenges in your job?” / Czech

Czech	Incommensurate salary	Poor communication	Poor appreciation	Lack of information	Difficult tasks	Responsibility without authority
Mean	3,30	2,96	2,61	2,58	2,07	1,58

↪ Table 4.10 “What do you consider as major challenges in your job?” / British

British	Lack of information	Poor communication	Responsibility without authority	Poor appreciation	Incommensurate salary	Difficult tasks
Mean	3,38	3,30	3,02	2,07	1,98	1,45

Chart 4.12 “What do you consider as major challenges in your job?”



Q16. “From your point of view what can mostly enrich (improve) your job?”

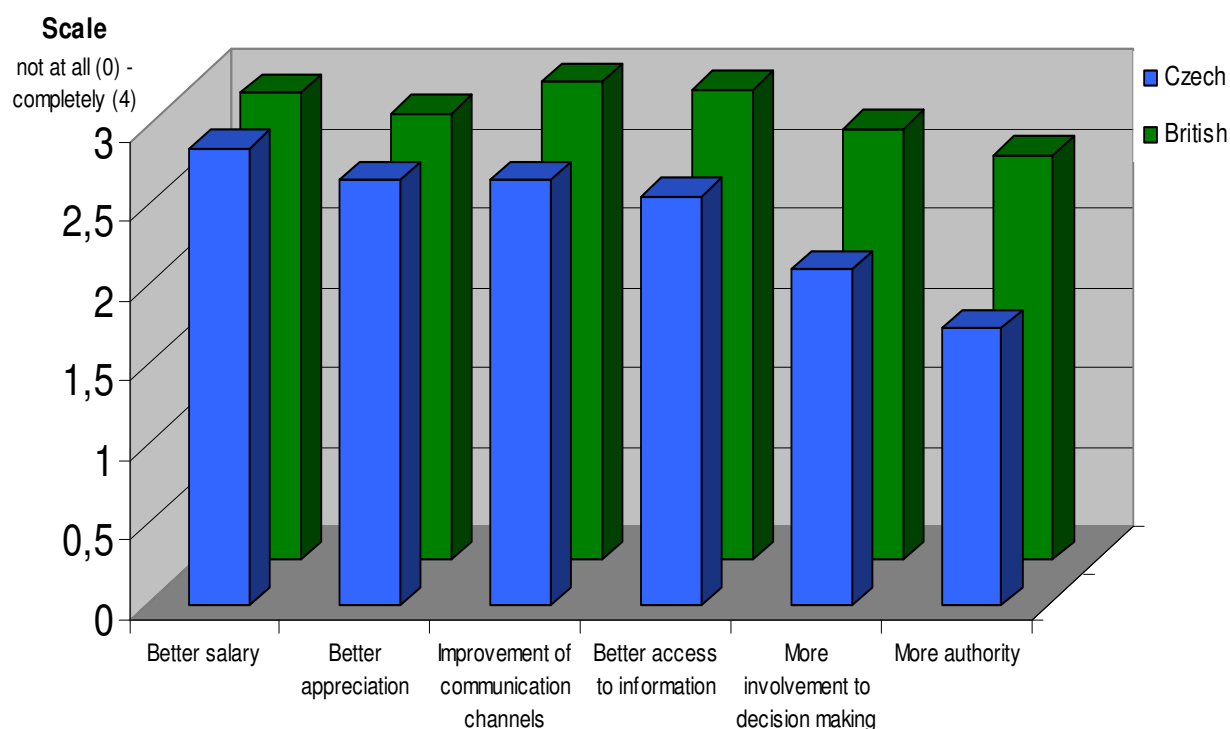
In contrast to the results from Q15 in this time were the “Czech” and “British” answers more similar. In general terms the British teachers have answered more positively than the Czechs (it means that their responses were closer in the scale to the answer “completely” than the Czech ones). The majority of British teachers agreed, that their job can be enriched by improving communication channels, upgrade of access to information and also by better salary. The Czech respondents would see the greater improvement of their job in higher salary, then in improvement of communication channels and in better appreciation.

Additionally 21 respondents indicated and evaluated the option other; this option was in majority of cases explained as workload reduction and greater support and investment for the research.

Table 4.11 "From your point of view what can mostly enrich (improve) your job?"

Nationality			More involvement to decision making	Better access to information	Better appreciation	Improvement of communication channels	More authority	Better salary	Other
Czech	N	Valid	84	84	84	84	84	84	17
		Missing	0	0	0	0	0	0	67
	Mean		2,11	2,57	2,67	2,67	1,74	2,87	3,53
British	N	Valid	56	56	56	56	56	56	5
		Missing	0	0	0	0	0	0	51
	Mean		2,70	2,95	2,80	3,00	2,54	2,93	3,80

Chart 4.10 "From your point of view what can mostly enrich (improve) your job?"



Q17. "How much important is for you:"

Table 4.12 "How much important is for you:"

Nationality		Family	Friends	Work conditions	Financial situation	Good relationship at work	Job satisfaction	Entertainment
Czech	Mean	3,83	3,18	2,87	2,93	3,13	3,24	2,38
British	Mean	3,52	3,12	2,84	2,95	2,73	2,96	3,00

Chart 4.13 “How much important is for you:”

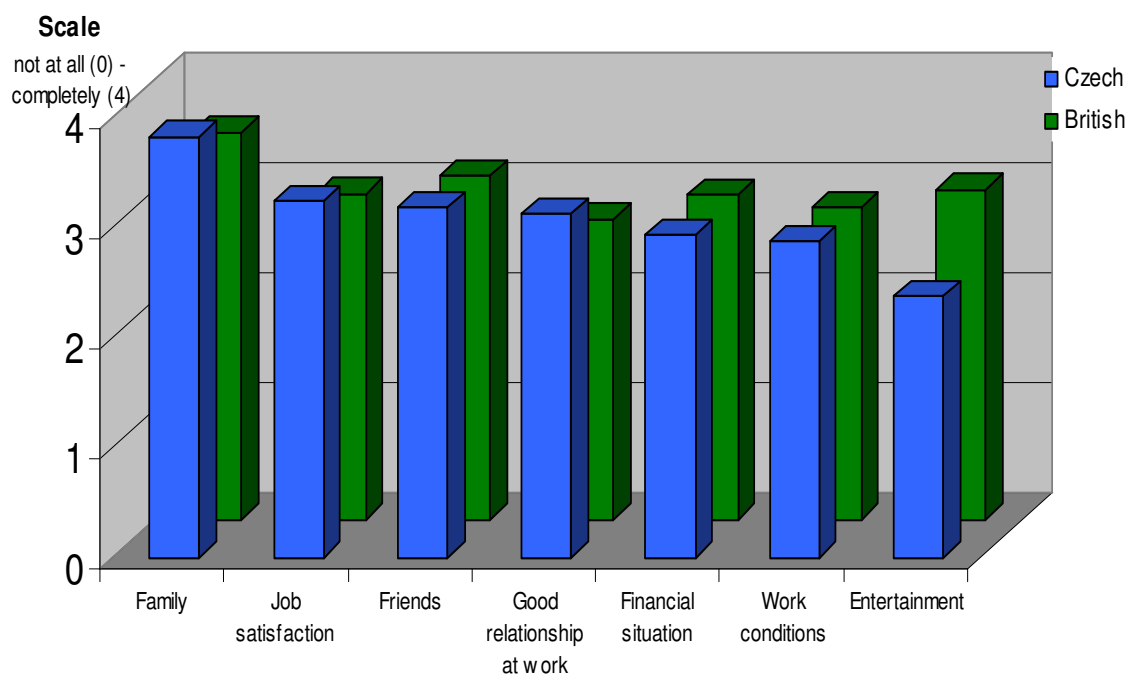


Table 4.12 and chart 4.13 shows the importance of different statements for the Czech and British respondents. For majority of respondents the most important of the statements is a family. Then the answers slightly differ between the Universities. The respondents from the TUL evaluated as the important concerns beside a family job satisfaction, friends and good relationships at work. The British respondents have chosen friends, entertainment and job satisfaction beside the family.

3.3 Hypothesis and further analysis

3.3.1 Hypothesis 1

“There is a different level of cooperation and teamwork among the Czech and English University teachers.”

The hypothesis has been investigating by assessment of correlation between the questions concerning to teamwork Q4, Q5, Q6, Q7 and the nationality of respondents.

To identify if there is any correlation between the Czech or British University and the responses to questions about teamwork the Pearson's chi-square test was used. For this purpose the scale of answers to questions Q4, Q5, Q7 needed to be transformed to three-stage scale. The answers "not at all" and "not often" were summarized into one group labelled for this purpose "not", answer "sometimes" stayed as one group and the answers "very often" and "always" were merged into group labelled "always".

Do you feel that your colleagues are affected by your activities or results of your activities? / Nationality

Table 4.13 Chi-Square Tests – Correlation between answer to Q4 / nationality

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	14,893 ^a	2	,001
Likelihood Ratio	16,176	2	,000
Linear-by-Linear Association	14,541	1	,000
N of Valid Cases	140		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 6,20.

Table 4.14 Symmetric Measures – Strength of relationship - Q4 / nationality

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	,326	,001
	Cramer's V	,326	,001
N of Valid Cases		140	

As the Pearson's coefficient in the chi-square test suggest there are evidential differences in evaluating the effect of teachers own work on their colleagues at the University of Huddersfield and Technical University of Liberec. It shows that there exist relation between the University and the selected answers (See table 4.13 and 4.14).

To determine the strength of the relationship the symmetric measures and to specify the strength Eta was measured. It was 0,323, which means that 32,2% percent of the answers were influenced by the nationality.

Are you dependent on your colleagues' work? / Nationality

Table 4.15 Chi-Square Tests – Correlation between answer to Q5 / nationality

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19,587 ^a	2	,000
Likelihood Ratio	20,116	2	,000
Linear-by-Linear Association	14,776	1	,000
N of Valid Cases	140		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 6,40.

Table 4.16 Symmetric Measures – Strength of relationship - answer to Q4 / nationality

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	,331	,000
	Cramer's V	,331	,000
N of Valid Cases		140	

According to the Chi – squared test tested on $p = 0,05$ there exist a significant relationship between the nationality and the opinion about the teachers dependence on their colleagues work, the symmetric measures (table 4.9) show that the approximate strength of the correlation. Eta was measured 0,326, which mean that 32,6 percent of answers are dependent on the nationality.

Is there any task you can not undertake without the contribution of a colleague? / Nationality

To ascertain if there is any relation between the nationality and the answer a Pearson Chi – squared test was made. Table 4.11 shows that on $p = 0,05$ there is no relation between those two indications.

Table 4.17 Chi-Square Tests – Correlation between answer to Q6 / nationality

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	,119 ^a	1	,730

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 11,20.

b. Computed only for a 2x2 table

Do you like to spend your free time with your colleagues? / Nationality

The relationship between the nationality and the preference of answer was tested by Chi – squared test on the level of probability $p = 0,05$ (see table 4.12). The Chi – squared shows, that there is a relevant relationship between the two variables, according to the symmetric tests (table 4.13) is this correlation quite obvious. The value of Eta was calculated as 0,324, it means that more 32% of changes in the answers can be scored up to the factor of nationality.

Table 4.18 Chi-Square Tests – Correlation between answer Q7 / nationality

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,293 ^a	2	,000
Likelihood Ratio	15,734	2	,000
Linear-by-Linear Association	14,593	1	,000
N of Valid Cases	140		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 8,80.

Table 4.19 Symmetric Measures – Strength of relationship - answer to Q7 / nationality

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Phi	,331	,000
	Cramer's V	,331	,000
N of Valid Cases		140	

4.3.2 Hypothesis 2

“Lecturers, who work in a more cohesive environment, feel more satisfied in their job.”

Three questions (Q4, Q5, Q7) were used to describe the cohesion and level of teamwork. According to the answer five groups were created, group 1, who answered not at all, group 2 – not often, group 3 – sometimes, group 4 – often and group 5 – always.

The answers to those questions were taken as independent variables, each of them with five categories. On the other hand job satisfaction was reviewed as a continuous dependent variable. For exploring the hypothesis one-way between-groups ANOVA was applied.

Do you feel that your colleagues are affected by your activities or results of your activities? /
Job satisfaction

The significance value of the F test ($p < 0,05$) in the ANOVA test is 0.572 , thus the null hypothesis that average job satisfaction is equal across the five groups can not be rejected. (See table 4.20)

The test shows, that there is not any significant influence of the level of affecting the colleagues upon the job satisfaction.

🔗 Table 4.20 ANOVA test Q4 / Job satisfaction

Are you satisfied with the job you have?				
	Sum of Squares	df	F	Sig.
Between Groups	2,565	4	,731	,572
Total	120,993	139		

Are you dependent on your colleagues' work?/ Job satisfaction

Neither this F test ($p < 0,05$) have disclose any relevant magnitude in the means ($F = 0.969$) , again the null hypothesis that average job satisfaction is equal across the five groups can not be rejected. (See table 4.21)

The test shows, that there is not any significant influence of the level of dependence upon colleagues to the job satisfaction.

Table 4.21 ANOVA test Q5 / Job satisfaction

Are you satisfied with the job you are doing?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,221	3	,074	,083	,969
Total	120,993	139			

Do you like to spend your free time with your colleagues? / Job satisfaction

The significance value of the F test ($p < 0,05$) in the ANOVA test is 0.001 which means that the null hypothesis that average job satisfaction is equal across the five groups must be reject. (See table 4.21 and chart 4.14)

To find the significant differences in means a post – hoc Tukey HSD test was used (See table 4.22). There has been found significant difference between the group 4, who answered often and all the other groups.

Table 4.21 ANOVA test Q7/ Job satisfaction

Are you satisfied with the job you have?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,846	3	4,615	5,858	,001
Within Groups	107,147	136	,788		
Total	120,993	139			

Chart 4.14 ANOVA test Q7/ Job satisfaction

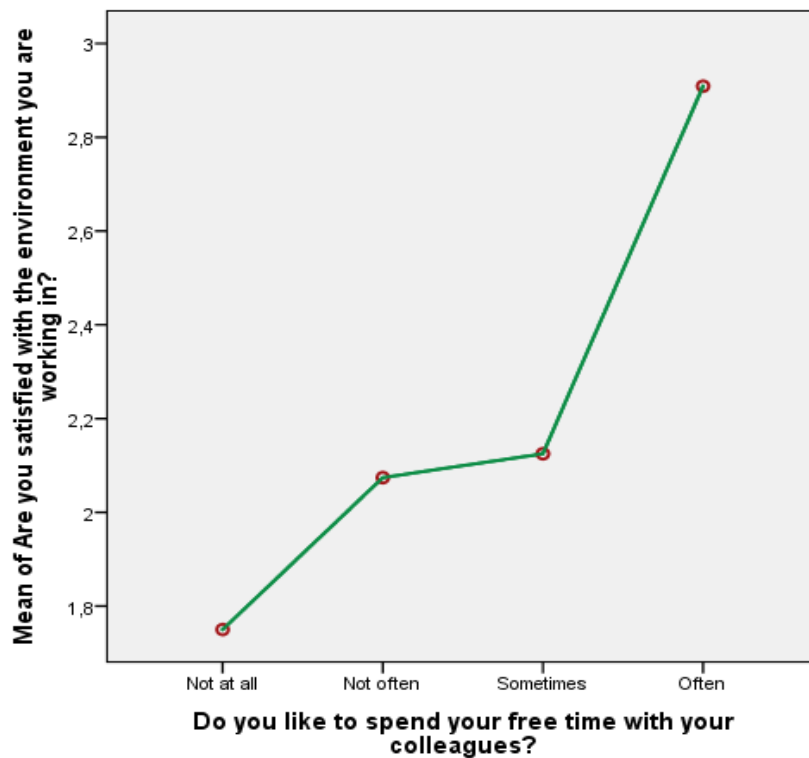


Table 4.22 Post – hoc test, Tukey HSD comparisons

(I) Do you like to spend your free time with your colleagues?	(J) Do you like to spend your free time with your colleagues?	Mean Difference (I-J)	Std. Error	Sig.
Not at all	Not often	-,324	,336	,770
	Sometimes	-,375	,335	,679
	Often	-1,159*	,366	,010
Not often	Not at all	,324	,336	,770
	Sometimes	-,051	,169	,991
	Often	-,835*	,225	,002
Sometimes	Not at all	,375	,335	,679
	Not often	,051	,169	,991
	Often	-,784*	,223	,003
Often	Not at all	1,159*	,366	,010
	Not often	,835*	,225	,002
	Sometimes	,784*	,223	,003

*. The mean difference is significant at the 0.05 level.

4.3.2 Hypothesis 3

“Lecturers, who have participated on any teambuilding program, feel more satisfied in their work.”

This question was used to find out, if people who attended a TB session feel more satisfied in their work. The chart 4.14 shows the answer in correlation with TB participation (for more detailed information see Appendix C, table 4.08).

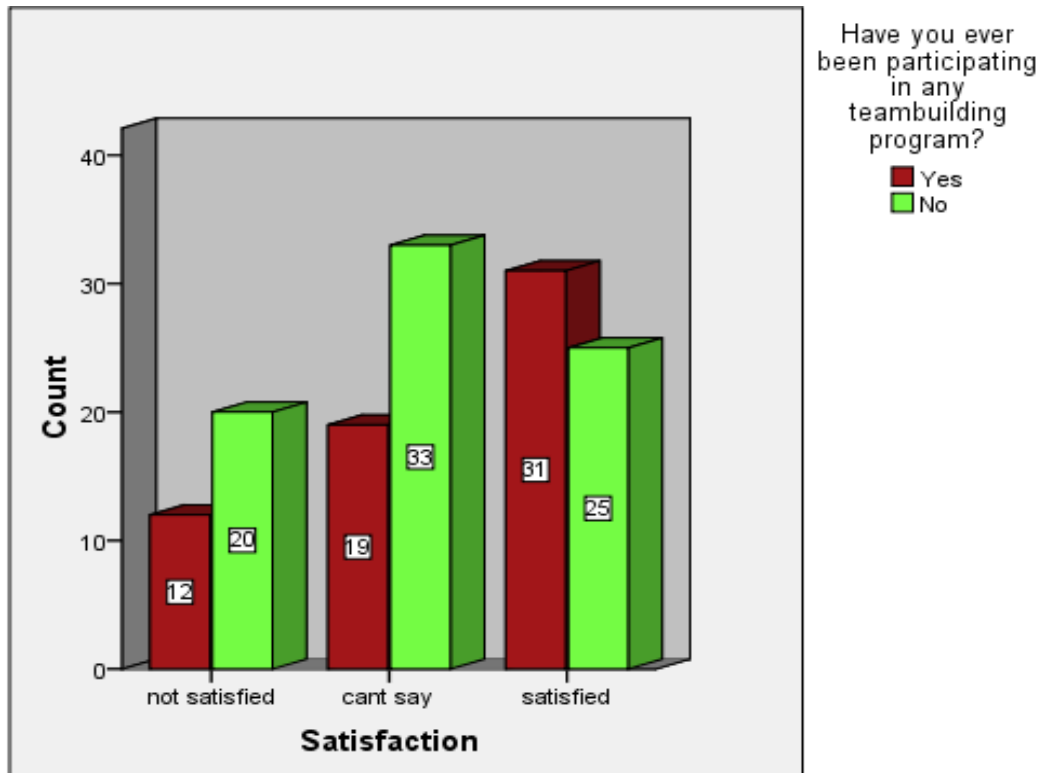
For identification if there exist any relation between those two statements a Chi-squared analyses ($p < 0,05$) has been used (Table 4.23). The significance value of the test for relationship between satisfaction and participation on TB program is 0,098. There is no evidence about any relation between those two statements.

Table 4.23 Chi-Square Tests – Satisfaction / TB participation

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,644 ^a	2	,098

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 14,17.

Chart 4.14 TB participation / Satisfaction



4 Discussion

The aim of this chapter is to summarize findings of the research according to the objectives with main focus on commenting upon the hypothesis.

The comments written in “*cursive*” present citation or results appearing from the interview made with psychologist Prof. Nigel King.

5.1 Teambuilding

5.1.1 First objective

The first main objective of the research was to discover possible impacts of teamwork to the job satisfaction and also to identify any differences in teamwork between the Czech and British Universities. For this purpose two hypothesis were established and analyzed.

“The teaching profession seems to be quite individual. However the lecturers must remember that even if they are not working directly with someone else, they affect someone else. The teachers have to work together to deliver the curriculum. From this reason are the teams within a University pretty important.”

H1: There is a different level of cooperation and teamwork among the Czech and English University teachers.

These hypotheses focus on differences between teamwork at the Czech and British University. At the same time the teams may differ within one organisation.

“There are different work teams within a school and some are working much better than others not because the people were hard working, but it is often about managing teams, how people manage within any team.”

The hypothesis has been investigated by assessment of correlation through chi-squared test between four questions (Q4, Q5, Q6, Q7) concerning to teamwork and the nationality of respondents.

Three of the tests have showed significant dependence of the answer on the nationality; on an average all 32% of the answers by all three questions were dependent on the nationality. Only by the yes/no question “Is there any task you can not without the contribution of a colleague?” was not found any dependence.

These results point out that there exist difference among the answers to the questions about team cohesiveness and the nationality. The British teachers feel more interdependence among their colleagues, also they prefer more than the Czech teachers to spend time with their colleagues.

The hypothesis has been acknowledged; there is a different level of cooperation and teamwork among the Czech and English University teachers. The British teachers seem to work in more cohesive environment, than the Czech teachers.

H2: Lecturers, who work in a more cohesive environment, feel more satisfied in their job.

According to the information from the interview just teamwork on its own can not influence satisfaction. It is very important, how the team work and cooperate together.

“A team which does not work in the right way might be having impact that most people get worst experience of their work. And that in the end might come out into the teaching and effects a bit demoralize. In comparison some staff might band rather together and they feel inspired to do it innovative things.”

The exploring of the hypothesis has consisted of comparison of three questions about the team cohesiveness and the level of job satisfaction using one-way analysis of variance.

The analysis has discovered a relationship between the two variables only in one case. There was found a strong relationship between the time spending with colleagues and the job satisfaction. It was discovered, that the more teachers preferred to spend their free time with their colleagues the higher was the job satisfaction.

It seems to be quite logical results; people prefer to spend their free time with their friends, or with people with who they understand one another. If at the same time are those people their

colleagues, than the working environment is more open and friendly and it might influence their job satisfaction.

The second hypothesis can not be acknowledged. Nevertheless the job satisfaction might be influenced by the good relationships at work.

5.1.2 Second objective

The second main objective of this study was to identify the effects and possible contributions of team building on the University teaching staff.

The four steps below shows the analysis of the quantitative data and exploitation of hypothesis. The results of TB can be influenced by a large scale of factors. In the interview the most important issues, which should be born in mind when doing any TB program for University teachers were discussed.

“It is really important to understand the culture, to understand the interests of the people.”

The most important thing is that the teachers expect to be treated as adults, to be treated as people who can make certain decision.

Basically they are very highly educated and pretty intelligent google people. The main thing is the level of the people has to be respected, also it is very important to understand the context.

The very first step in this pursuit was focused on the respondents’ opinion about the contribution of team building both for the group and for the personal development.

It was ascertained, that the University teachers gave generally positive verdict about the teambuilding contributions. The majority (71%) of teachers who have already engaged in any teambuilding program evaluate it contributive to the team working.

Among the responses, if TB program was beneficial for personal development predominated just lightly the positive answers over the negative.

From those two results can be deduced, that TB is definitely good for the improvement of teamwork, but does not necessary brings benefits for individuals personal development of the University teaching staff.

The second step in this work was to discover, what the main benefits of a TB program are and if a TB program can be work motivating for the University lecturers.

The results have showed that the main benefits of TB programs are developing knowledge about the colleagues and very closely after it improvement of the feeling in the working place. The majority of respondent also more likely agreed, that TB was a good fun.

In general teachers more or less agreed with all the statements, but the answers were not very persuasive. It could be caused by large scale of different TB programs they might participate on and also by the individual preferences and feelings.

“The final effects of teambuilding depends a lot on individual’s expectations, what people expect from the program. When they anyone comes on a teambuilding programs with a conviction, that it is just waste of his time, than it is very difficult to engage him to the process in any way. ”

The mean of the response to the statement “It motivate me to work” was counted 2,3 (on scale from 0 – strongly disagree to 4 – strongly agree). This result does not show any definite answer, if TB is motivating or not. From this point of view we can say, that there was not found any clear evidence of any work – motivating effect of team building.

Nevertheless according to the discussed literature motivation is an “individual phenomenon”, because every individual can feel motivation in different subjects moreover an individual is usually not aware of what really motivates him. (Mullins, 2006), (Fincham, 2005) Maybe this could be one of the reasons, why the answer is so indistinct.

The third step was an investigation if a TB program influences job satisfaction. To this aim the third hypothesis was created and analysed.

H3: Lecturers, who have participated on any teambuilding program, feel more satisfied in their work

For identification of any relationship between the TB program participation and job – satisfaction a Person chi-squared test was used. The results of the analysis showed, that there does not exist any significant relation between those two statements. From this reason we can say, that teambuilding programs are not key variables in achieving the job satisfaction by the University teachers.

The last step in this work was to analyse the fourth hypothesis.

H4: There are different attitudes to the TB program by the Czech and English University teachers. The British teachers will be more likely to participate on any TB program.

For interpretation of the hypothesis a risk analysis has been used. The results from the analysis confirmed the hypothesis. It was ascertained that the probability that British University teachers are likely to participate on a TB program is c. 2,7 times higher, than by the Czech teachers.

This result shows that there is an essential difference in participation on TB programs between Czech and British University teachers.

5.1.3 Third (additional) objective

The additional objective was to identify the specific challenges of the University teachers profession and the possible tools, how to enrich their work. The previous section focus on effect of TB and teamwork without having respect to other aspects, which might be very important (e.g. in evaluation job satisfaction or motivation). The aim was to explore the main issues of the University teaching profession, which should be borne in mind when judging the results connected to the previous two objectives.

Values

The results did not show any significant difference in the list of priorities between the Czech and British teachers. The respondents were asked to assign importance to seven different statements (family, friends work conditions, financial situation, good relationship at work, job satisfaction and entertainment). The first four priorities were similarly evaluated by the Czech

as well as by the British respondents. As the most important was evaluated family, than the friends and job satisfaction.

There was also found, that the Czech and British teachers feels their job can be best evaluated by family and friends.

We can say that the chart of value does not differ notably between the Czech and British teachers.

Challenges

The results show, that the Czech and British teachers see the major challenges of their job in very different issues. While the British teachers see the the main challenge in poor communication and in a lack of information and the incommensurate salary was placed on the last place on the scale of challenges, the main challenge of the Czech teachers is right the incommensurate salary. This big difference is caused most probably by the difference in school system and economical situation of the countries. The second main challenge of Czech teachers was marked same as by the British poor communication. The measured means by the rest of answers do not differ in many ways.

The answers to the question, what could mostly enrich the teachers' job differed only slightly. The majority of British teachers agreed, that their job can be enriched by improving communication channels, upgrade of access to information and also by better salary. The Czech respondents would see the greater improvement of their job in higher salary, then in improvement of communication channels and in better appreciation.

From the answer two those two questions appear that one of the main issues of teachers work is a poor communication. There are many alternatives, which may cause the insufficient communication at the workplace and imperfect teamwork can be one of them.

5 Conclusion

The aim of this study was to investigate the effects of teamwork and teambuilding on the University teachers with a view of job-satisfaction and motivation improvement.

In principal the study focuses on two main topics. First of the topic was aimed on evaluation of the role of teamwork for the academic staff. The second topic focuses on different effects of teambuilding.

It was discovered, that in spite of teaching profession seems to be quite individual profession a certain level of cooperation and cohesion is very important. Even if the lecturers are not working directly with someone else, they affect the colleagues in wide extend.

There was analysing a hypothesis about a relation between teamwork and job satisfaction. This hypothesis has not been adopted; the overall cohesion and interdependence within the colleagues at work did not influence the feeling of satisfaction in a job. Nevertheless an interesting finding appears thanks to this analysis. The job satisfaction is not directly related to the teamwork and interdependence of teachers, but it is very strongly influenced by the relationships in the working place.

The second hypothesis focused on differences between Universities, there was found a significant difference in the level of interdependence within colleagues at the British and Czech University. The British academic staff seems to be more team working, than the Czechs teachers. This may be particularly caused by different attitudes to team building.

In accordance to the second topic of the research, it has been ascertained that teambuilding is beneficial for the University teaching staff, predominately it can improve the teamwork and help the lecturers to get better know their colleagues. On the other hand there was found no evidence, that team building can be contributive for teachers' personal development. In addition TB seems not to be considerable factor in motivating lecturers as well as participation on TB program has no influence on the motivation.

The fourth hypothesis was related to the difference of attitudes to teambuilding between Czech and British teachers.

The results of that study showed, that the British academics are more than two times likely to attend a teambuilding program. This might be then reflected upon the level of teamwork.

The findings of teamwork and teambuilding were supplemented comparison of the main issues at the Czech and British University and maintaining the most significant differences.

It was realised, that the Czech and British academics do not differentiate significantly in the chart of values not even in evaluating the challenges and possible enrichments of their job.

The determined main challenge of the University teaching job is poor communication.

However there was found a serious difference in evaluating the wage. While the British teachers did consider their salary as one of the smallest challenge, the Czech academic regard it the greatest challenge of their work. This result was arrogated to the economical situation and differences in the educational system in the two countries.

In final it is necessary to stress that the results of this research are limited by several factors thus any deductions based on the research should be considered very carefully.

First of all the research was made only on two institutions, at one Czech and one British University. Secondly the number of respondents was relatively small. Thirdly the research focused directly on the effects of teamwork and teambuilding without taking into account the other essentials factors as managerial styles which might also have influenced the results.

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Appendices

Appendix A – Questionnaire

Questionnaire

1. Gender: Female

2. Age:

3. How long are you already working at your current position?

Choose one option. More than 10 years

4. Do you feel that your colleagues are affected by your activities or results of your activities?

Not at all	Not Often	Sometimes	Often	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Are you dependent on your colleagues' work?

Not at all	Not Often	Sometimes	Often	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Is there any task you can not undertake without the contribution of a colleague?

☐ Yes

☐ No

7. Do you like to spend your free time with your colleagues?

Not at all	Not Often	Sometimes	Often	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Have you ever been participating in any teambuilding program?

☐ Yes

☐ No

If you have answered yes go to the next question.

If you answered no go to question number 11.

9. Do you consider that the program contributed to improve team working?

Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Do you consider that the program contributed to your personal development?

Strongly agree Agree Neither agree or disagree Disagree Strongly disagree

☐ ☐ ☐ ☐ ☐

11. In which ways was the program beneficial for you?

Tick the appropriate box to show how much you agree or disagree with the set statements

	Strongly agree				Strongly disagree
It gave me knowledge about the colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It improved my knowledge about the common purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It motivated me to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was a good fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It brought much better feeling in the working place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Are you satisfied with the work you are doing?

Not at all ☐ ☐ ☐ ☐ ☐ Completely

13. How important is your job to:

Family	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Friends	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Colleagues	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Community	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely

14. Who do you think can best evaluate your qualities?

Family	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Friends	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Colleagues	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Community	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely

15. What do you consider as major challenges in your job?

(Rank in order 1 – 6 as one is the major challenge, six the smallest)

___ Difficult tasks

___ Lack of information

___ Poor appreciation

___ Poor communication

___ Responsibility without authority

___ Incommensurate salary

16. From your point of view what can mostly enrich (improve) your job?

More involvement to decision making Not at all ☐ ☐ ☐ ☐ ☐ Completely

Better access to information	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Better appreciation	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Improvement of communication channels	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
More authority	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Better salary	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Other (please state)_____	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely

17. How much important is for you:

Family	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Friends	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Work conditions	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Financial situation	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Good relationship at work	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Job satisfaction	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely
Entertainment	Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Completely

Once again, thank you very much for completing this questionnaire. Now please save it and send it to U0767485@hud.ac.uk

Appendix B – Transcript of Interview

Q: So at the beginning...what...what do you think in general about the role of team and the teamwork? You know...the teams are becoming more and more popular in the “modern” organizations and many managers see them as eh... panacea?

A: You don't mean just here, you mean like generally?

Q: Yes, I mean generally.

A: Well, I think you are right... it is quite complicated to formulate what I think...On one hand how team work is really really important, you know just by many organizational contacts...I think so...If ...if, you know, if I think of here... look at different work teams within our school and I know that some are working much better than others and it is not because people would like to try to hard work or ...were more hardworking. It is often about managing teams, how people manage within any team. So I think...you know it's clear how important it is.

But at the same time we also think that there is a lots of team building initiatives, and literature...popular literature...some of it is...is...pretty dodgy. You know things like managing people are really really full of trends, don't they...like... its like the latest thing is excellent, so you know, in the 80s it was copying Japanese models ...and often it is just jumping on trends without thinking carefully about them. So, you know I think...I think yeah, we need...people do need to look at it, you know there are some good material round there, but it's a bit indiscriminate from my point of view.

Q: Yeah...eh...And what do you think it teamwork for university teachers? I mean...you know... university is very different from other organizations, as the product, or service corporations, where each employee makes different part of the task... or is charged with different task of the final product...eh ...or service.

I mean, from this point of view...the teaching profession seems to be more individual.

A: Well, yeah, I think its quite interesting thing isn't it...because in some way we are quite individual, you know you have one module to teach...and there is some, there is more guidelines now in the world. When I started about, how you go about that... but actually

there is, you know, there is lots of methods up to use, as long as you do it properly till the end. But at the same time we have got to deliver curriculum. Say in psychology, which is my subject...we have to deliver curriculum meets professional accreditation, the bps, so that mean somebody could have a view how all fit together...ehm... And if one lecturer starts ...I don't know...say one lecturer agree to read all the dropped essay to all the students on the module. Than all the students turn-up for the next lecture and say: Why are you doing this? And then, you know...so there are actually things that mean you have to think about, how what you do... Even if he you are not working directly with someone else, you affects someone else...

Q: Yeah...so as you were talking about the students' reactions...eh...do you think that...like... teamwork of the teachers could also influence students?

A: Yes. What I am going to say, I think always students like to get a...get a reasonably consistent method...so...you know...you don't want to be told...that...you learn that there would be differences in opinion of someone...we don't think about radically different things, just to be clear about the process issues. Like what consequences are around of getting extension. You know, about things like that and if team is working well, it is more likely that the...we know what each other is doing...We have...we have a...you know an idea where we stand as a group. It is something to get rid fractured and splinted.

And also I think if...if a team is not working in a way that actually should with to bad relationship, then start, you know ... that might be a big impact that most people get worst experience of their work. And I think...I can look in different division in the school, lets say some staff is quite fed up because of that sort of issues. And that in the end might come out into the teaching and effect a bit demoralize. Whether some staff might band rather really put together without pushing head. And they feel inspired to do it innovative things.

Q: Hmmm, now I would like to ask you what do you think can influence the final effect of TB? Could it be influenced by the attitudes of the participants? You know...I mean, that sometimes people feel they are forced to TB, in spite of the TB interventions are presented as voluntary...couldn't it be danger...I mean couldn't such a program rather fracture the group than unify?

A: Yeah the problem...I think it depend a lot on an individual expectations...what people expect from the program...but the main thing is that it is usually on holiday, when you would be hopping have time for your own actions ...to do some research or ...just to get on with something. People really can be dodgy. But I think you are right, sometimes it is a hard work, isn't it? Be driven of to paintballing with people who completely do not want to play with...

Q: Yeah...well, are there any special issues of the teaching profession...I mean on the university teachers, which should be borne in mind when planning...or doing for them any TB program?

A: Yeah, I think... the biggest thing is that...you know...basically they are very highly educated and pretty intelligent google people.

And one thing we hate is mostly of anything is like some of manly is coming and talking down to you.

The main thing is, you have to respect the level of the people. And I think it does really help if you understand the context. You know, I mean ... have seen things, when they just talk about bonuses or ...you know, they say, You can use your bosses car! O god bless why I would do that!!? This is completely not my working, what they offer in car manufactures or something...

So, it is really important to understand the culture, to understand the people, their interests...or ...you know at least some part of what are they interested in their subject...And what they want, and do that without being paid extra to do it.

But ...we expect to be treated as adults, to be treated as people who can make certain decision

Appendix C – Additional tables from the results chapter

Table 4.01 “Do you feel that your colleagues are affected by your activities or results of your activities?”

			Nationality		Total
			Czech	British	
Colleagues dependence	Not at all	Count	1	1	2
		% within Nationality	1,2%	1,8%	1,4%
	Not often	Count	10	0	10
		% within Nationality	11,9%	,0%	7,1%
	Sometimes	Count	35	12	47
		% within Nationality	41,7%	21,4%	33,6%
	Often	Count	34	35	69
		% within Nationality	40,5%	62,5%	49,3%
	Always	Count	4	8	12
		% within Nationality	4,8%	14,3%	8,6%
Total	Count		84	56	140
	% within Nationality		60,0%	40,0%	100,0%

Table 4.02 “Are you dependent on your colleagues’ work?”

			Nationality		Total
			Czech	British	
Are you dependent on your colleagues’ work?	Not often	Count	12	4	16
		% within Nationality	14,3%	7,1%	11,4%
	Sometimes	Count	44	12	56
		% within Nationality	52,4%	21,4%	40,0%
	Often	Count	26	35	61
		% within Nationality	31,0%	62,5%	43,6%
	Always	Count	2	5	7
		% within Nationality	2,4%	8,9%	5,0%
Total	Count		84	56	140
	% within Nationality		100,0%	100,0%	100,0%

Table 4.03 "Is there any task you can not undertake without the contribution of a colleague?"

			Nationality		Total
			Czech	British	
Is there any task you can not undertake without the contribution of a colleague?	Yes	Count	68	44	112
		% within Nationality	81,0%	78,6%	80,0%
	No	Count	16	12	28
		% within Nationality	19,0%	21,4%	20,0%
Total	Count		84	56	140
	% within Nationality		100,0%	100,0%	100,0%

Table 4.04 "Do you like to spend your free time with your colleagues?"

			Nationality		Total
			Czech	British	
Do you like to spend your free time with your colleagues?	Not at all	Count	6	2	8
		% within Nationality	7,1%	3,6%	5,7%
	Not often	Count	42	12	54
		% within Nationality	50,0%	21,4%	38,6%
	Sometimes	Count	28	28	56
		% within Nationality	33,3%	50,0%	40,0%
	Often	Count	8	14	22
		% within Nationality	9,5%	25,0%	15,7%
Total	Count		84	56	140
	% within Nationality		100,0%	100,0%	100,0%

↵ Table 4.05 “Have you ever been participating in any teambuilding program?”

			Nationality		Total
			Czech	British	
Have you ever been participating in any teambuilding program?	Yes	Count	24	38	62
		Expected Count	37,2	24,8	62,0
		% within Nationality	28,6%	67,9%	44,3%
	No	Count	60	18	78
		Expected Count	46,8	31,2	78,0
		% within Nationality	71,4%	32,1%	55,7%
Total		Count	84	56	140
		% within Nationality	100,0%	100,0%	100,0%

↵ Table 4.16 “Do you consider that the program contributed to improve team working?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	9.3	21.0	21.0
	Agree	34	24.3	54.8	75.8
	Neither agree or disagree	11	7.9	17.7	93.5
	Disagree	3	2.1	4.8	98.4
	Strongly disagree	1	.7	1.6	100.0
	Total	62	44.3	100.0	
Missing	99	78	55.7		
Total		140	100.0		

↵ Table 4.07 “Do you consider that the program contributed to your personal development?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	2.1	4.8	4.8
	Agree	26	18.6	41.9	46.8
	Neither agree or disagree	23	16.4	37.1	83.9
	Disagree	9	6.4	14.5	98.4
	Strongly disagree	1	.7	1.6	100.0
	Total	62	44.3	100.0	
Missing	99	78	55.7		
Total		140	100.0		

↳ Table 4.07 "Answers - It motivated me to work"

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	4,3	9,7	9,7
	Agree	23	16,4	37,1	46,8
	Neither agree or disagree	22	15,7	35,5	82,3
	Disagree	6	4,3	9,7	91,9
	Strongly disagree	5	3,6	8,1	100,0
	Total	62	44,3	100,0	
Missing	99	78	55,7		
Total		140	100,0		

↳ Table 4.08 Have you ever been participating in any teambuilding program? / Satisfaction

			Have you ever been participating in any teambuilding program?		Total
			Yes	No	
Satisfaction	not satisfied	Count	12	20	32
		Expected Count	14,2	17,8	32,0
	cant say	Count	19	33	52
		Expected Count	23,0	29,0	52,0
	satisfied	Count	31	25	56
		Expected Count	24,8	31,2	56,0
Total		Count	62	78	140
		Expected Count	62,0	78,0	140,0