



**Final report of the 2022 Questionnaire Survey
between
BUT employees**



HR EXCELLENCE IN RESEARCH

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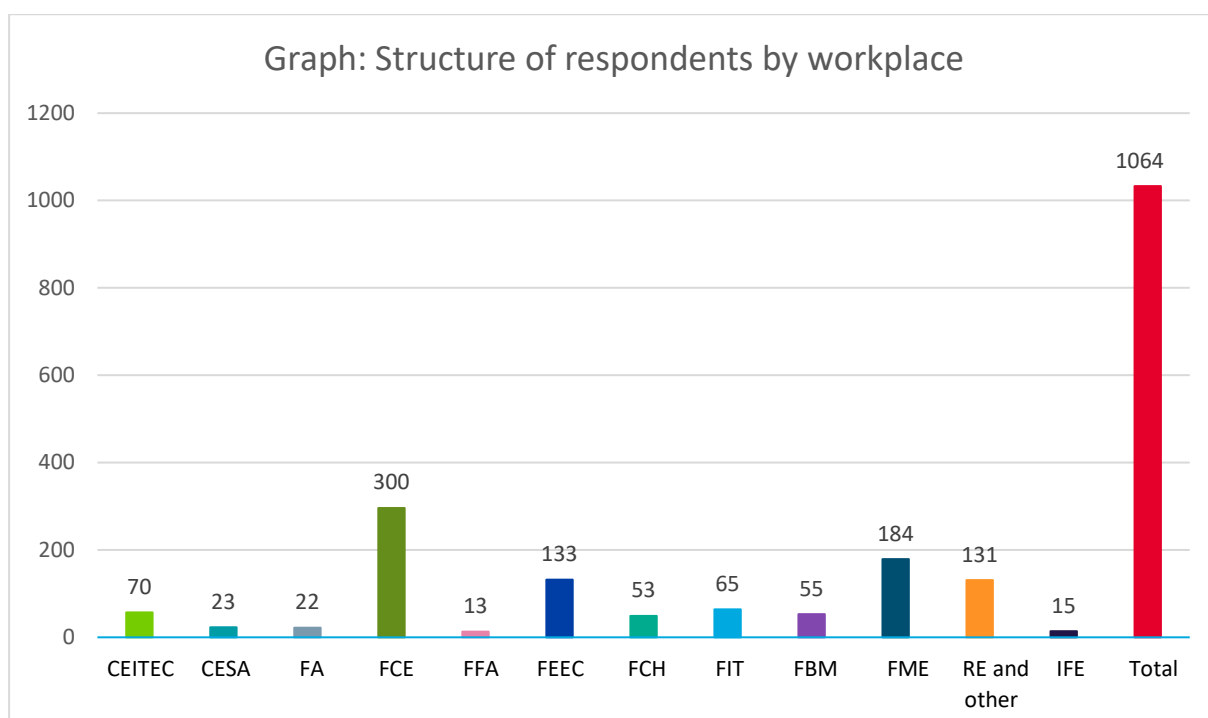
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INTRODUCTION

On 11 November 2019, the Brno University of Technology officially subscribed to the principles of the [European Charter for Researchers and the Code of Conduct for Recruitment](#) with the aim of receiving the HR EXCELLENCE IN RESEARCH award. On 12 February 2021, [the Brno University of Technology received this award](#). That moment marked the start of a two-year implementation phase, which is concluded by an Interim Assessment (self-evaluation). For this reason, a questionnaire survey was conducted among all employees. This took place between October and November 2022. The aim of the questionnaire survey was to find out employees' opinions on the individual areas covered by the HR EXCELLENCE IN RESEARCH award and to compare the results with the questionnaire survey conducted in April and May 2020.

All employees of the Brno University of Technology were invited to participate in the questionnaire survey in 2020. As of 31 March 2020, the total number of employees (persons) was 3 651. A total of 1 585 respondents completed the questionnaire and participated in the survey. This represented a total response rate of 43.4%.

[The questionnaire survey conducted in 2022](#) was designed in a similar way and all employees of the Brno University of Technology were once again invited to complete it. As of 31 October 2022, the total number of employees (persons) was 3 623. A total of 1 064 respondents completed the questionnaire and participated in the survey, representing an overall response rate of 29.4%.



LIST OF ABBREVIATIONS USED

AS – Academic Staff

BCS – Blue-collar Staff

CEITEC – Central European Institute of Technology

CESA – Centre of Sports Activities

CIS – Computer and Information Services Centre

FA – Faculty of Architecture

FCE – Faculty of Civil Engineering

FFA – Faculty of Fine Arts

FEEC – Faculty of Electrical Engineering and Communication

FCH – Faculty of Chemistry

FIT – Faculty of Information Technology

FBM – Faculty of Business and Management

FME – Faculty of Mechanical Engineering

FTE – Physical number of employees

ILL – Institute of Lifelong Learning

HRDS – Halls of Residence and Dining Services

Postdoc – Person with a doctoral degree (PhD) obtained less than 5 years ago and a fixed-term contract

RE – Rectorate

TOS – Technical/ Office Staff

TRS – Technical Research Staff

CL – Central Library

IFE – Institute of Forensic Engineering

BUT – Brno University of Technology

VUTIUM – VUTIUM Press (Academic Publishing House)

RS – Research Staff

METHODOLOGY

The investigation was designed as a quantitative sociological questionnaire survey, which included both multiple-choice and open-ended questions. The questionnaire was highly structured and selective, meaning that, for example, if a respondent answered that they were a supervisor/leader, they were also shown a section of questions relating only to persons in such positions. All employees of the Brno University of Technology were invited to participate in the questionnaire survey. In the event that someone responded that they were a doctoral student, the survey was closed and the respondent was informed that the survey for this group would be conducted at another time. The total number of respondents was 1 064, representing a response rate of 29.4%.

As in 2020, the questionnaire survey was conducted via the Click4Survey online platform, which meets all requirements for data protection and privacy. The link to the questionnaire was sent by the BUT via a message. [The questionnaire was open from 19 October 2022 to 11 November 2022](#). Before the actual launch of the questionnaire survey, a pre-survey was conducted to check the validity of the questions asked.

In addition to basic and demographic data, the questionnaire focused on the following areas:

- equal opportunities and combining work and parenthood;
- workplace culture at the BUT, career development;
- recruitment and selection of employees;
- undesirable phenomena;
- gender dimension in research;
- support in research;
- benefits;
- needs of supervisors/leaders;
- support for staff training and development;
- CEITEC;
- foreign employees.

Questions from the selected areas were revealed to respondents based on their responses in the first part of the questionnaire, which focused on demographic and background questions. For example, depending on an academic employee's answer about his or her gender, he or she was also shown questions relating to, for example, the gender dimension in research.

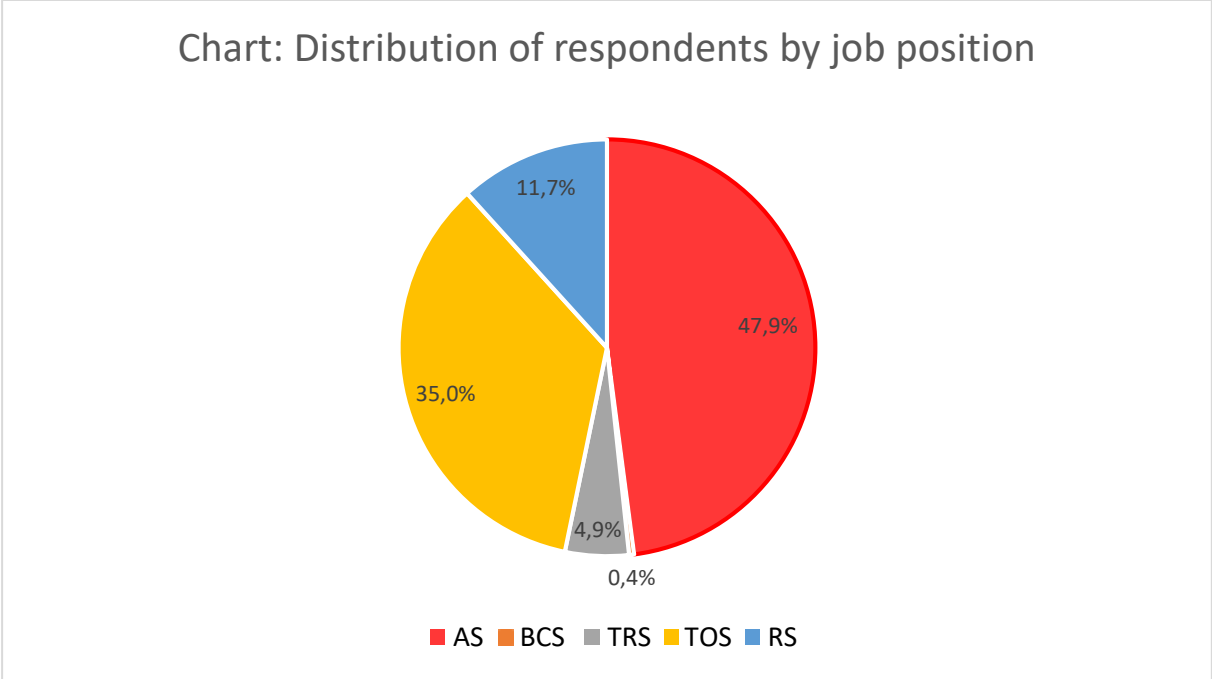
The questionnaire survey included scaling questions ranging from 1-9, with 1 usually representing a negative rating and 9 a positive rating. Scaling questions were included purposively to gauge attitudes towards each area. For statistical processing, we then classify the scaling questions into 3 domains, namely dissatisfied (ratings 1, 2 and 3), neutral (ratings 4, 5 and 6) and positive (ratings 7, 8 and 9).

The results are analysed in the context of the gender and job classification distribution according to the HR AWARD, i.e. R1 – full-time doctoral student (starting research staff), R2 – postdoc, R3 – junior researcher (equivalent to docent – associate professor) and R4 – senior researcher (equivalent to professor), then research staff and technical/office staff. Since the questions were filtered by background and demographic characteristics, the nominal number of responses varies for different areas.

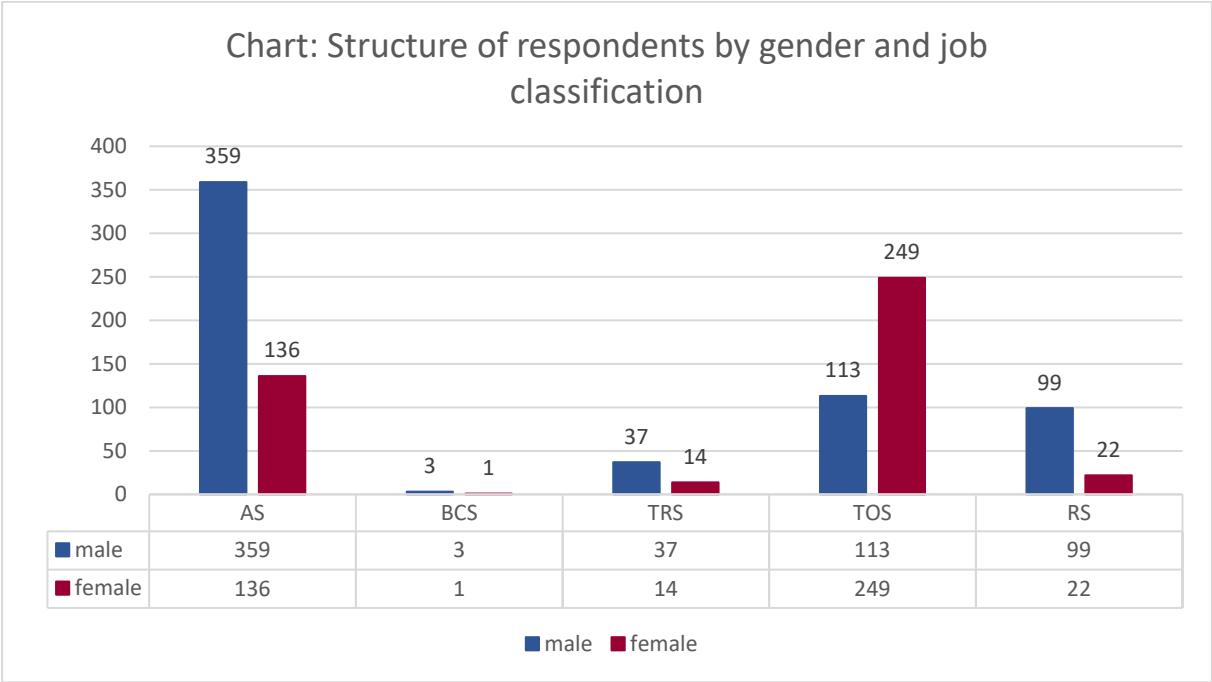
For each area, the respondents had an option to answer an open-ended question related to that area. They often chose to take advantage of this and answered the question. The responses are included as an annex to this final report.

STRUCTURE OF RESPONDENTS

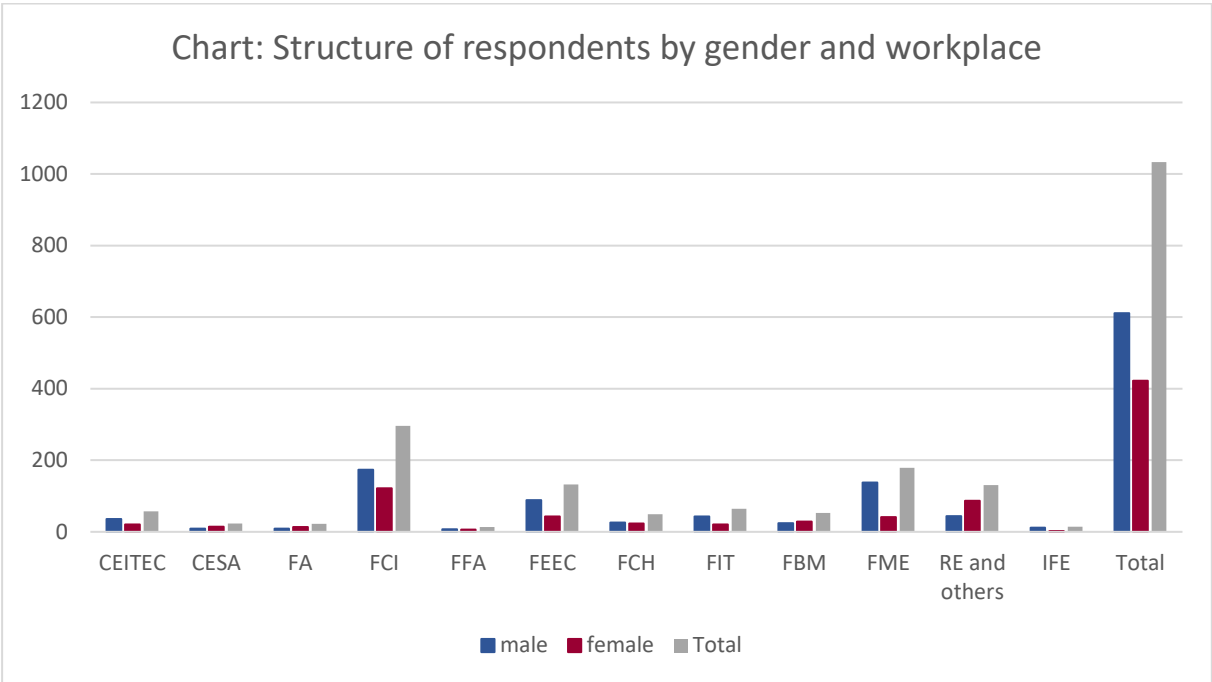
A total of 1,064 respondents completed the questionnaire, representing a return rate of 29.4%. Nominally, the largest representation was of academic staff – 48% of all respondents; followed by technical/office staff – 35%; research staff – 12%; technical research staff – 5%; and blue-collar staff – 0.4%.



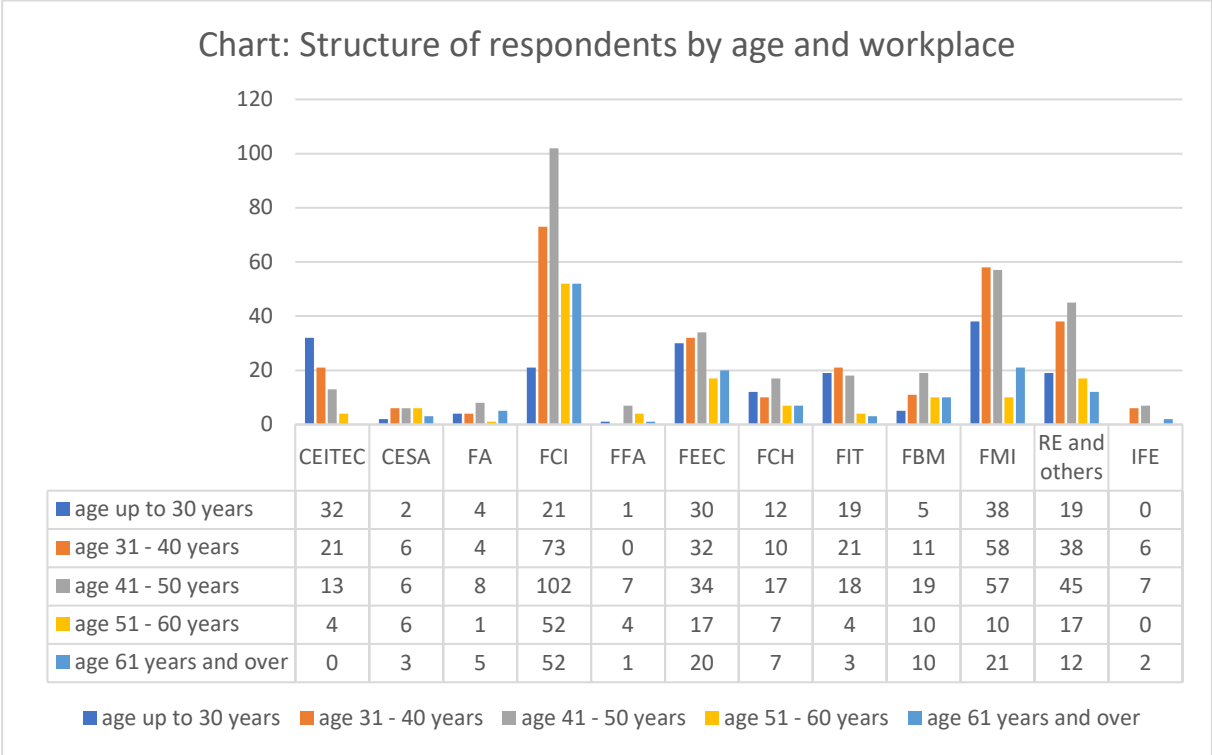
The questions about basic demographics included a question on gender. Gender issues were not monitored in this area. Respondents were also given the choice of not responding. All respondents indicated their gender – 59% of respondents were male and 41% were female. Men were significantly dominant in the group of academic staff and research staff. Women, on the other hand, dominated the group of technical/office staff.



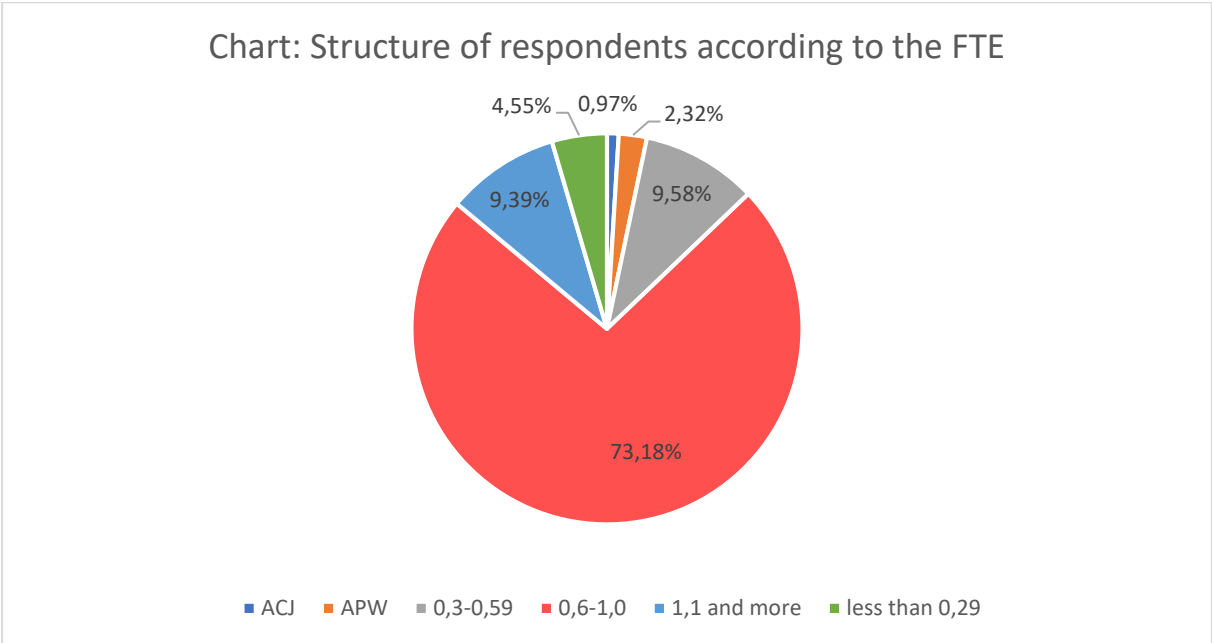
In terms of distribution by gender and individual workplace, women were the more frequent respondents at the CESA, FA, FBM, the Rectorate and others.



The following chart shows the distribution of respondents by age and individual workplace. The scales for age distribution was as follows: up to 30 years of age, 30–40, 40–50, 50–60, and 61 years and more. The distribution within the individual faculties was relatively even.

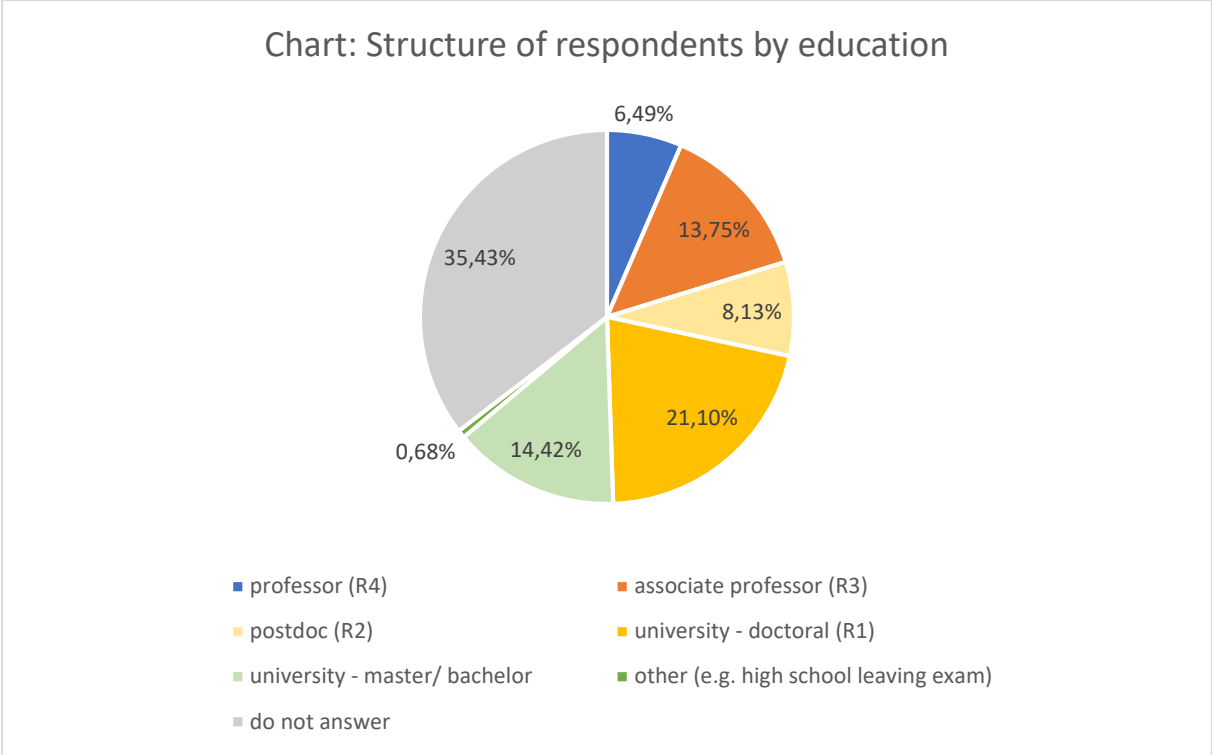


The largest proportion of respondents had a workload of 0.6 to 1.0 full-time equivalents (FTE) (73% of respondents). The other two significant groups were respondents with 0.3 to 0.59 FTE (10% of respondents), followed by those with 1.1 FTE or more (9% of respondents).

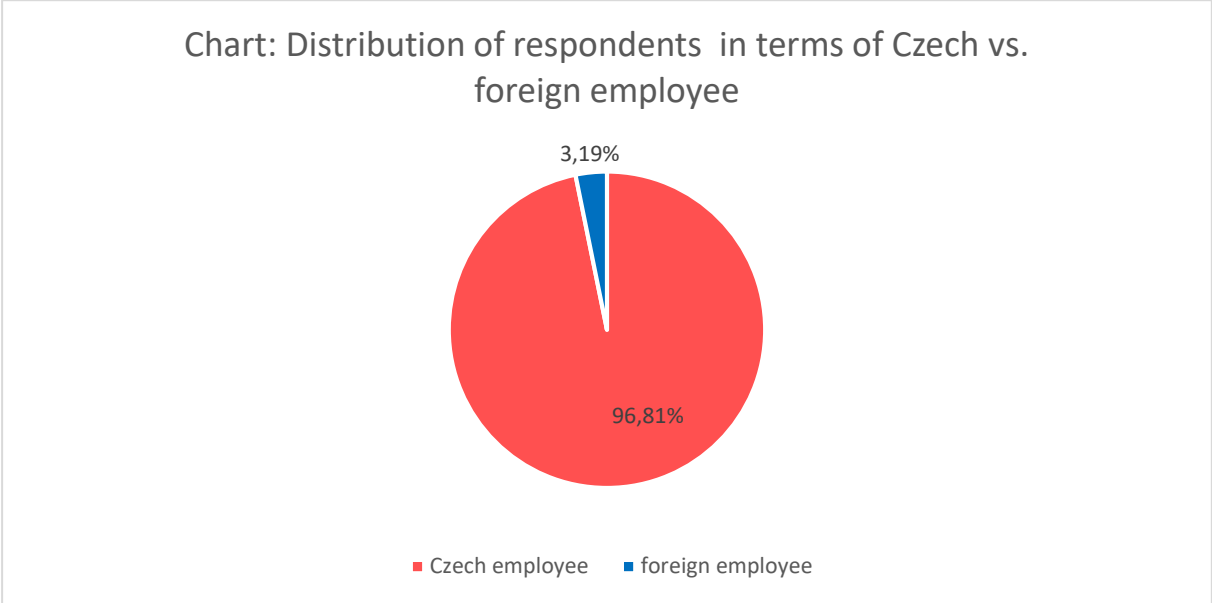


A significant proportion of respondents (35%) chose not to indicate their highest level of education, which may partially bias the results of this questionnaire survey. Their reasons for doing so may be

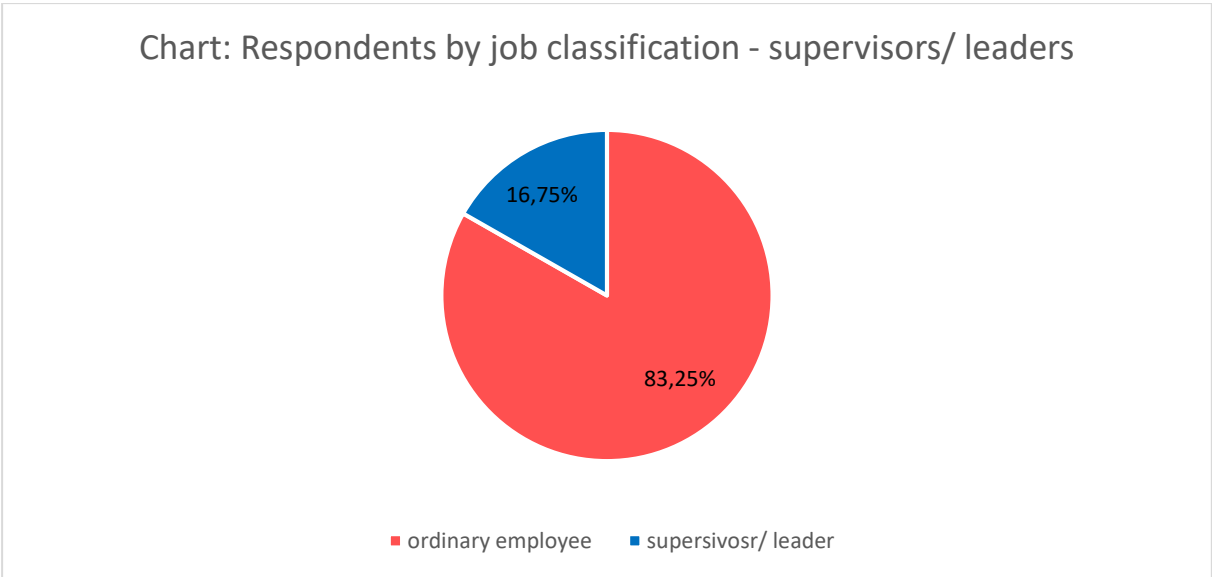
different, including, for example, concerns about their anonymity when answering other questions. Of those who responded, it is evident that professors (6%), associate professors (14%), and postdocs (8%) were represented among the respondents. The above groups are also tracked in the HR Award categorisation.



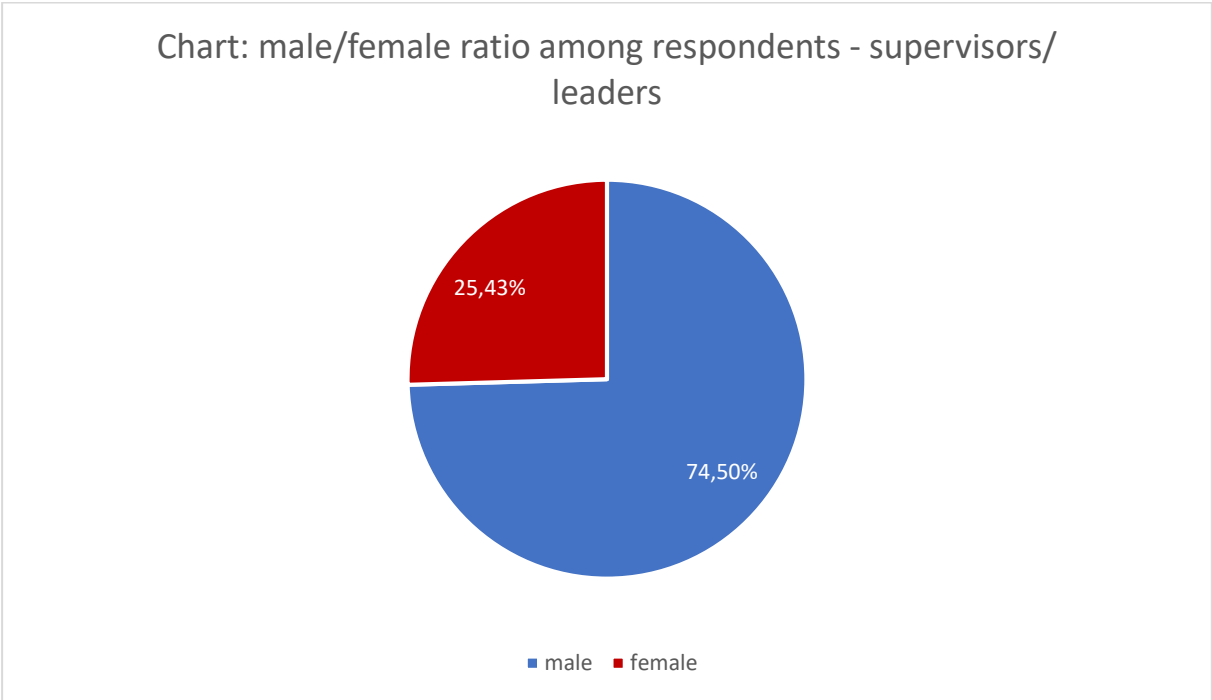
The survey asked whether the respondents were Czech or foreign employees. The option “foreign employee” was selected by 33 respondents, representing 3% of all respondents. Therefore, this is a significantly minority group responding to this survey. Slovakia was the most frequent country of origin (85%), followed by Russia (6%), Ukraine (3%), Poland (3%) and Moldova (3%).



From the point of view of job classification, the survey sought to establish whether the respondent was a supervisor/ leader or an ordinary employee. The structure of the respondents was such that 83% of the respondents were rank and file employees and 17% of the respondents were supervisors/ leaders.



75% of supervisors/ leaders were men and 25% were women



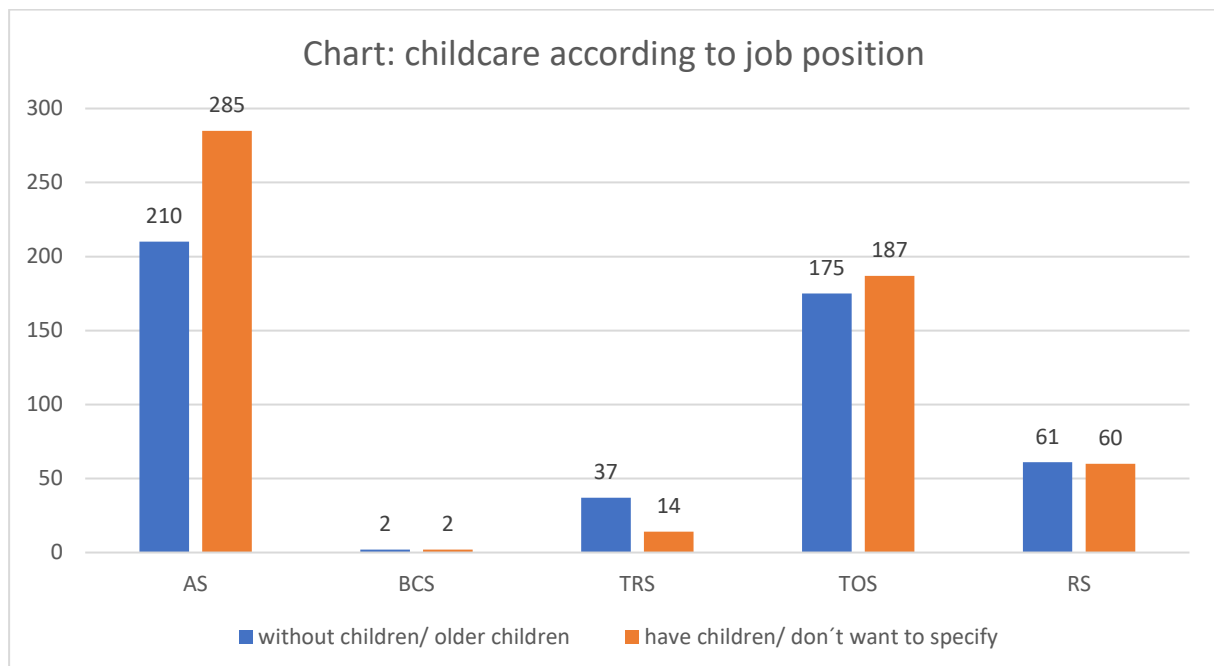
RESULTS OF THE QUESTIONNAIRE SURVEY

The questionnaire survey was conducted in several areas, specifically focused on equal opportunities and combining work and parenthood; working environment culture at the BUT or career development; aspects of recruitment and selection of employees; socially undesirable phenomena; the gender dimension in research; and the area of support in research. There was also a separate section for supervisors/ leaders.

The following text breaks down the different areas and includes the answers to the open-ended questions that were available for each area. The answers are not categorised, they are merely listed. The answers are not edited in any way and they are listed as provided by the respondents (including any mistakes or typos).

EQUAL OPPORTUNITIES AND COMBINING WORK AND PARENTHOOD

Within this area, the number of male and female workers who care for a child was surveyed. They were further divided into those who cared for preschool children, school-age children (compulsory school attendance) and children in full-time education up to the age of 26. Of the total, the most significant group was the group of academic staff caring for a child and the group that refused to answer the question (28%). Of all respondents, 53% care for children.



The following three charts show the distribution of workers caring for pre-school children, school-age children (compulsory school attendance), or children in full-time education up to the age of 26.

It is very likely that the groups overlap (multiple children of different ages).

Chart: Care for a preschool child by job classification

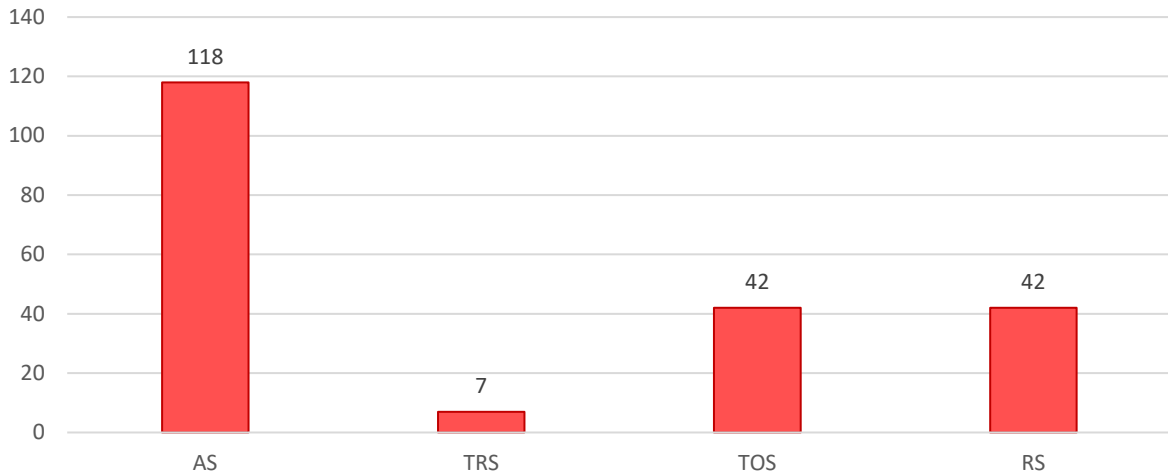


Chart: Care for a school-age child by job classification

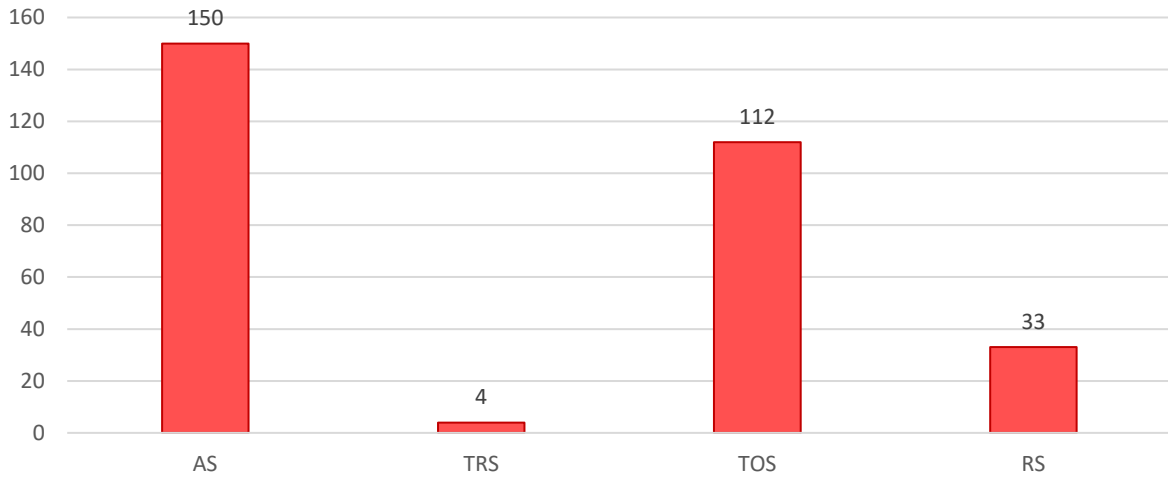
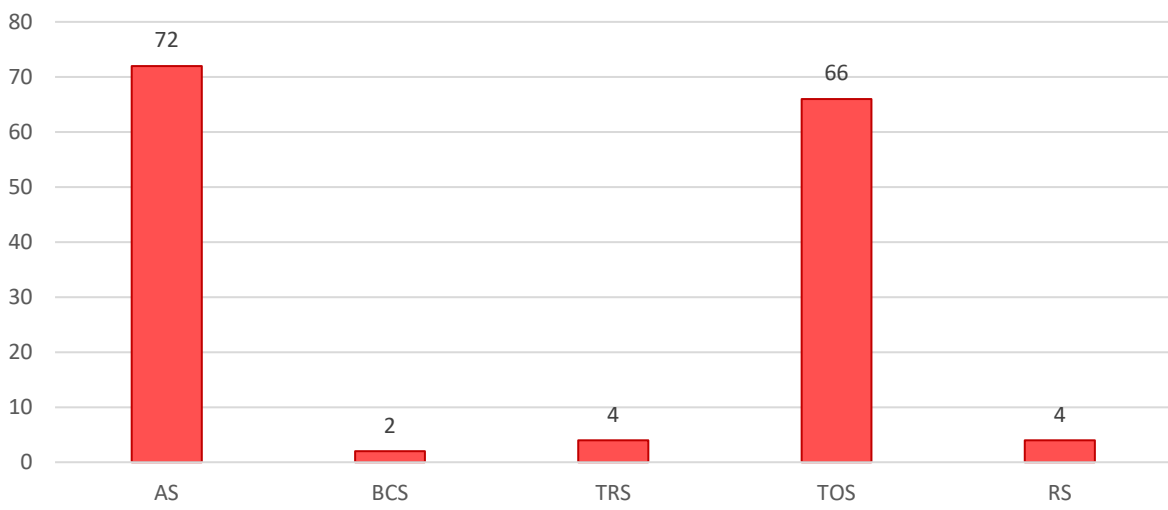
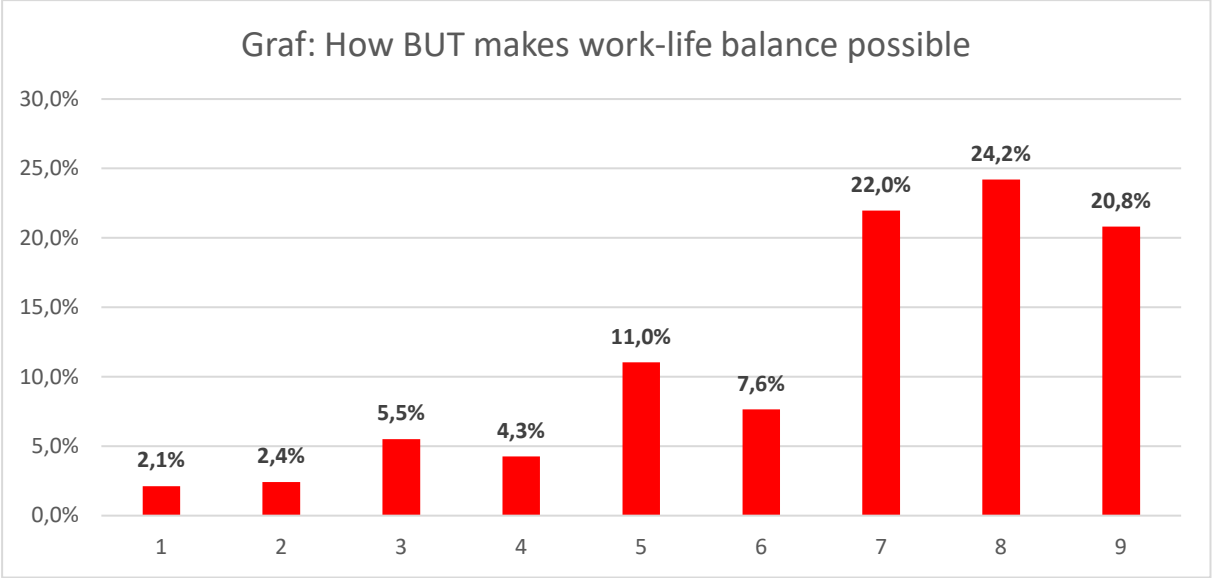


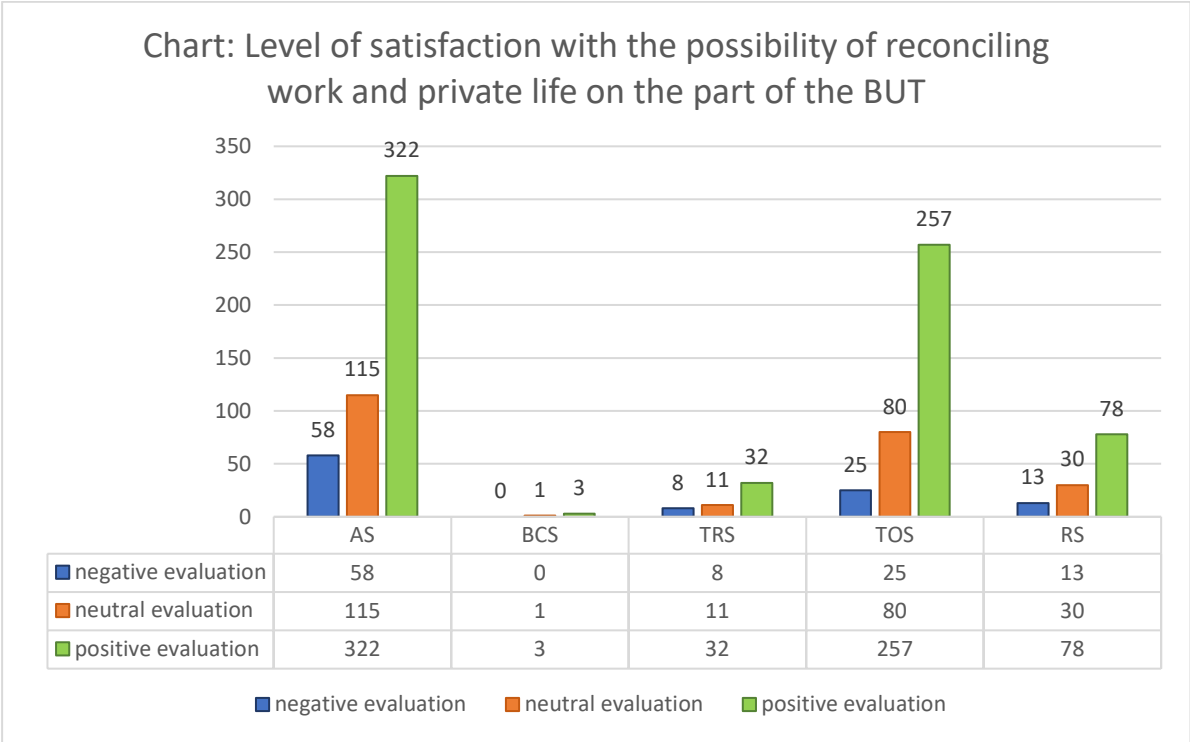
Chart: Care for students up to 26 years by job classification



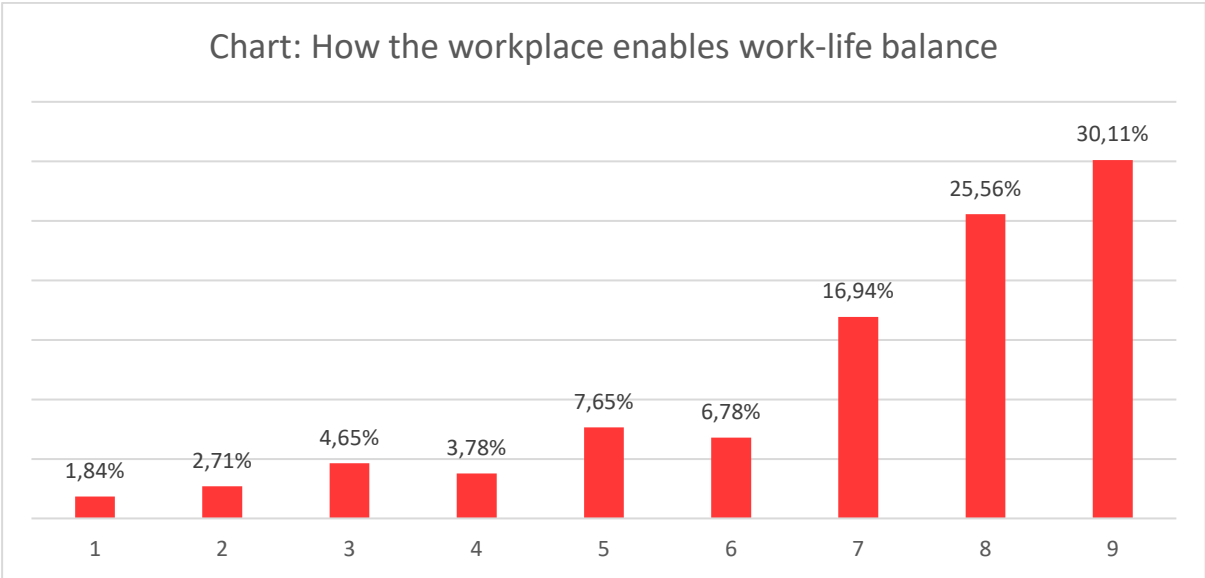
From the respondents' point of view, the BUT accommodates parents and allows them to reconcile their private and professional life. If we were to use the following categorical scaling: (1) dissatisfied (ratings 1–3); (2) neutral (4–6); and (3) satisfied (7–9); then **67% of respondents are satisfied with the BUT's support for parents with children.**



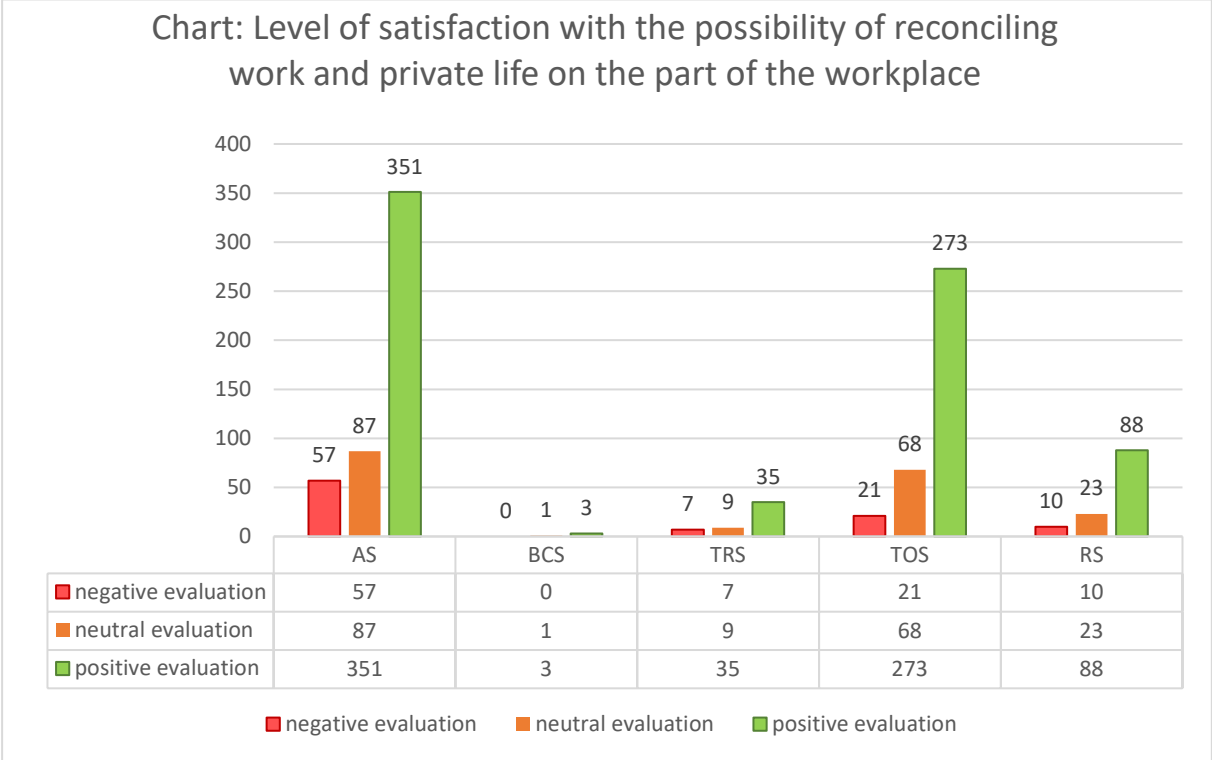
The following table presents the level of satisfaction with the perception of support and the possibility to balance work and private life among employees at the BUT.



The previous question focused on evaluating the university as a whole. The following chart shows the evaluation of workers focusing on their specific workplace. The chart shows that respondents evaluate their departments more positively than the university as a whole. If we were to use the same scaling as in the previous question, we could conclude that **73% of respondents are satisfied with the support for reconciliation of private and professional life.**



When comparing the nominal numbers by respondent category, we can conclude that employees in all categories perceive the support for work-life balance more positively at the workplace than at the university as a whole.



WORKPLACE CULTURE AND CAREER DEVELOPMENT AT THE BUT

Respondents were asked about their perceptions of equal treatment of male and female employees in career development. 85% of respondents answered that they perceived equal access. This group consisted of 62% male responses and 38% female responses. The fact that men have better conditions for career growth was perceived by 12% of respondents; this group consisted of 25% of men and 75% of women. 4% of the respondents thought that women had better conditions; this group of respondents was 97% men and 3% women.

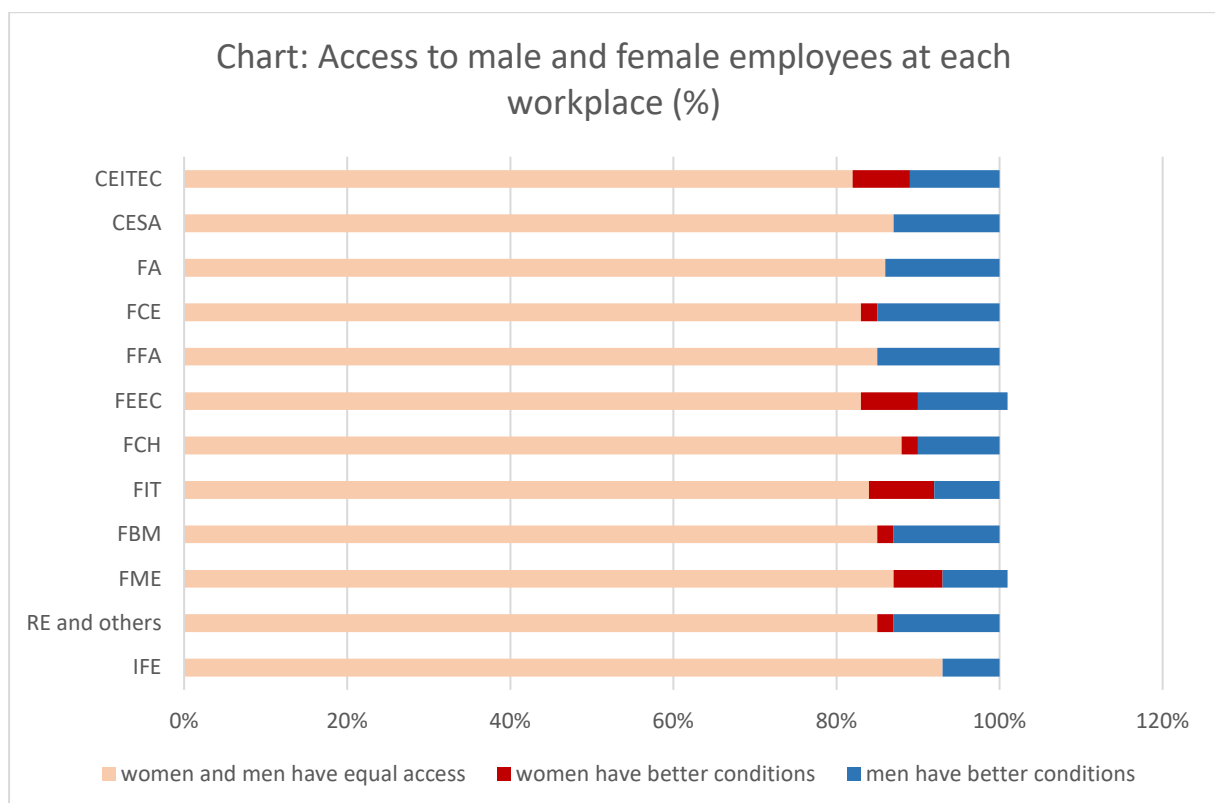
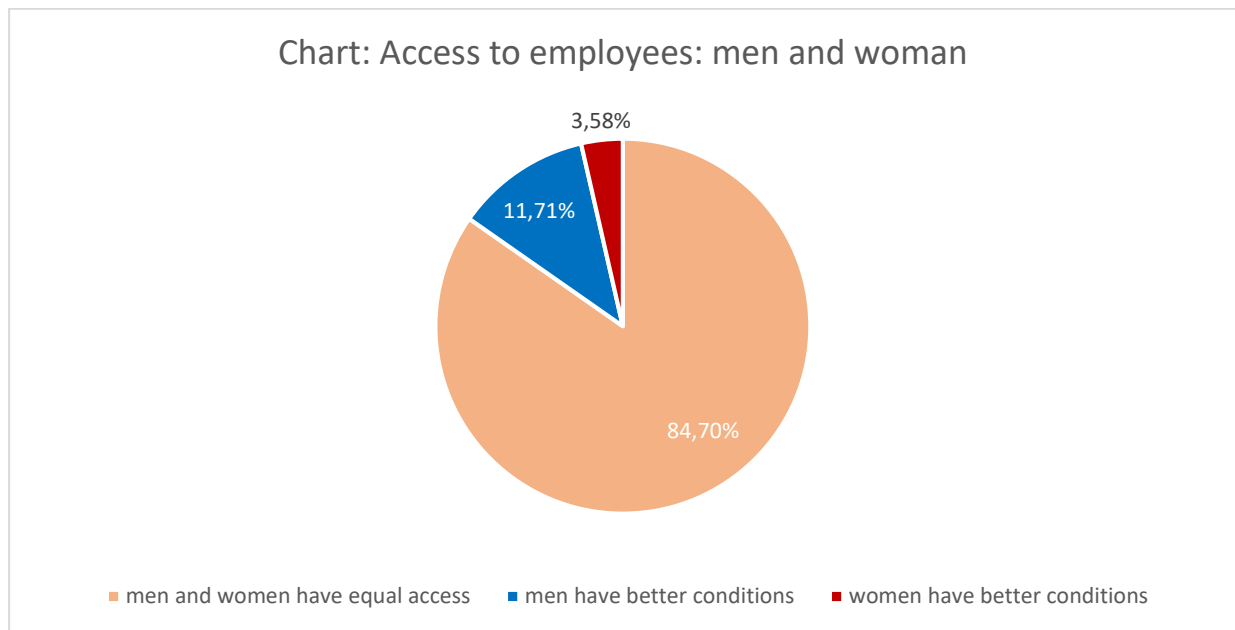
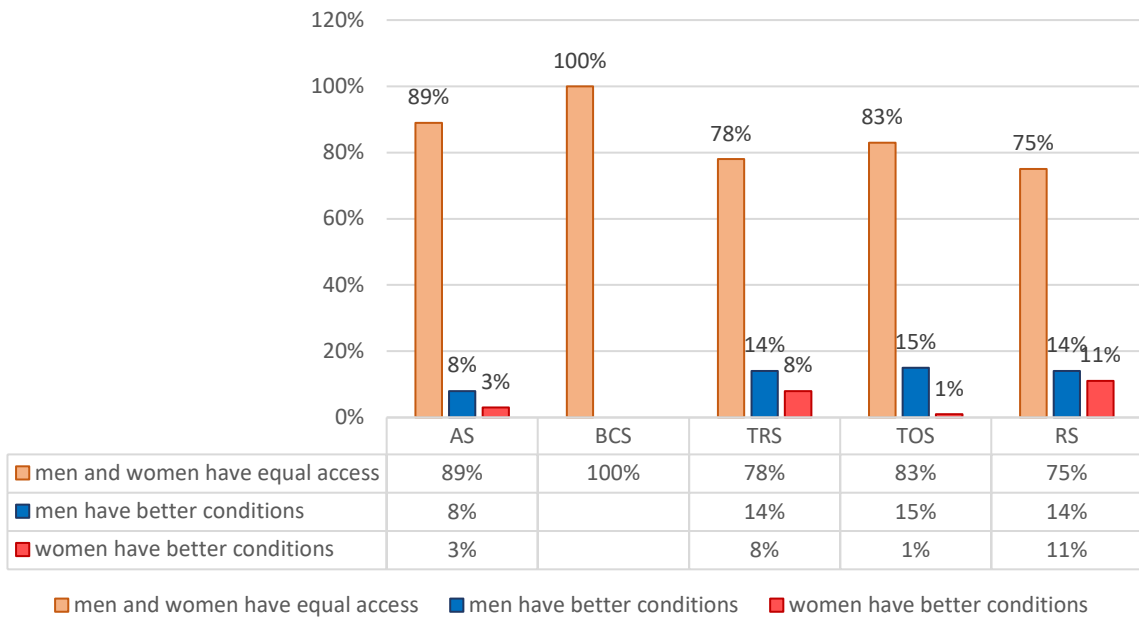


Chart: Access to employees by job classification



Respondents rate the feedback provided by their direct supervisor/ leader on their performance as sufficient; 74% of respondents said so, with the other 26% rating it as insufficient.

Chart: Feedback provided by supervisor/ leader

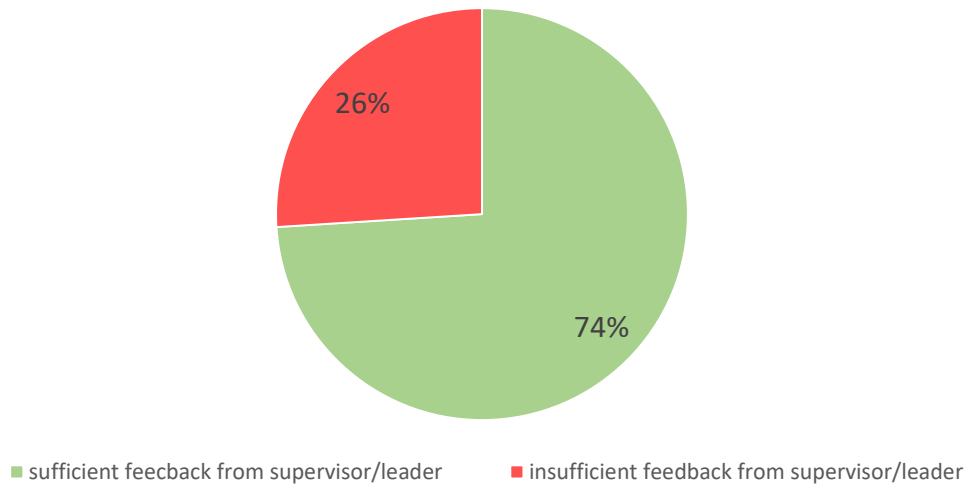
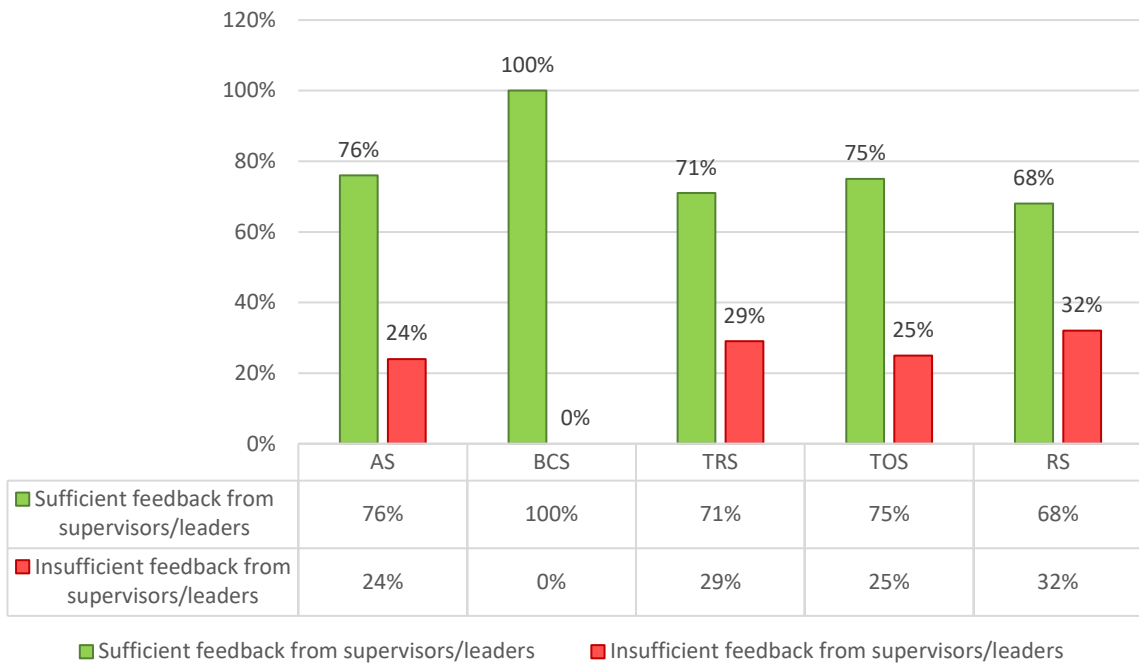
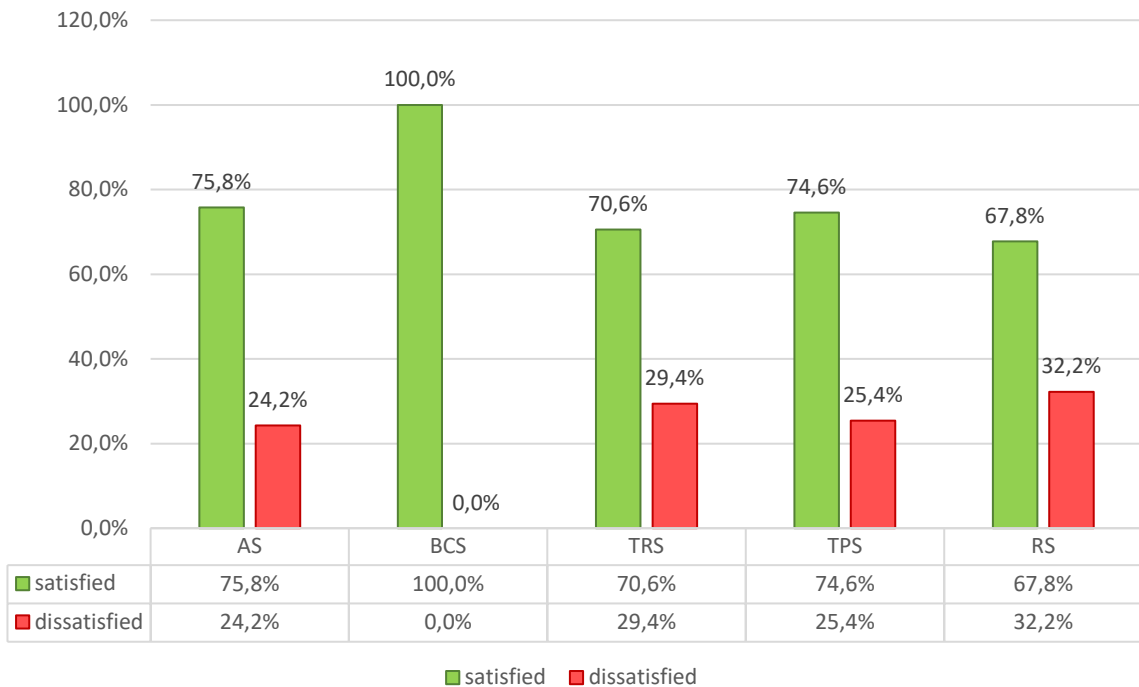


Chart: Provided feedback by job classification



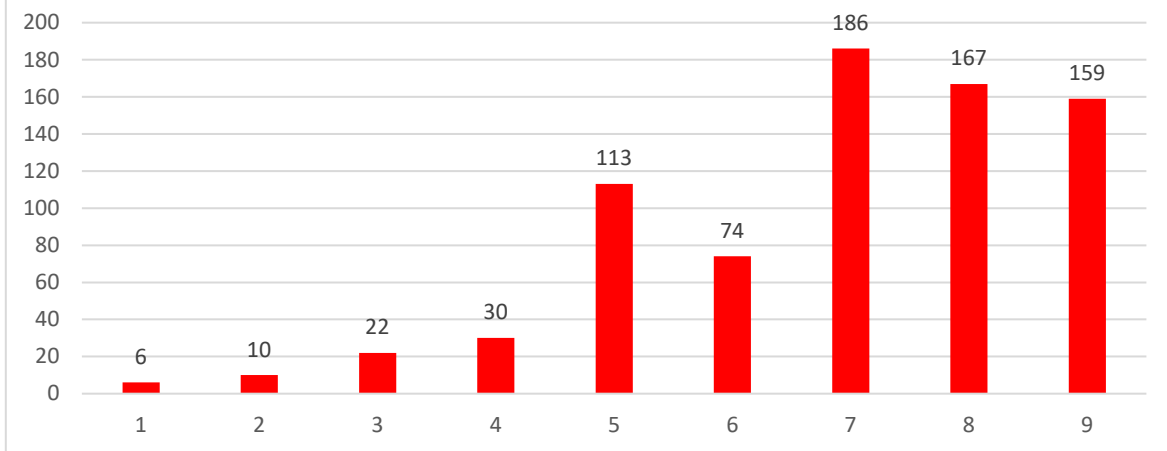
Feedback was most frequently reported as inadequate by respondents from the research staff and technical/office staff.

Chart: Satisfaction with provided feedback by job classification

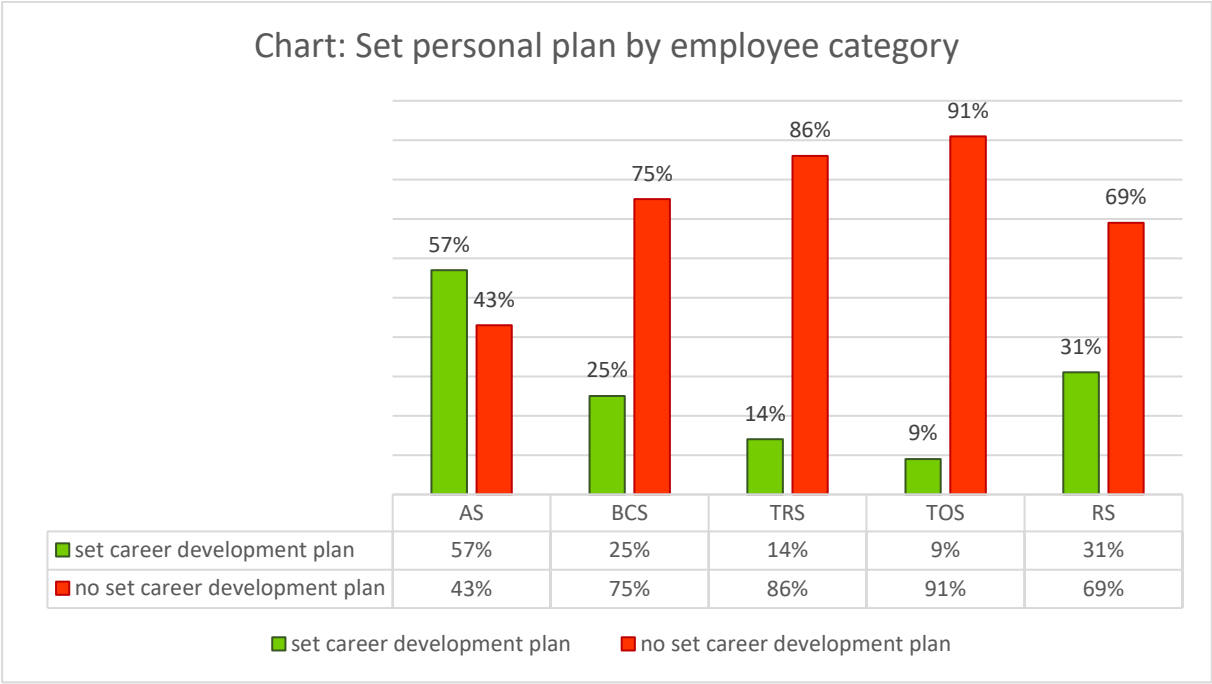
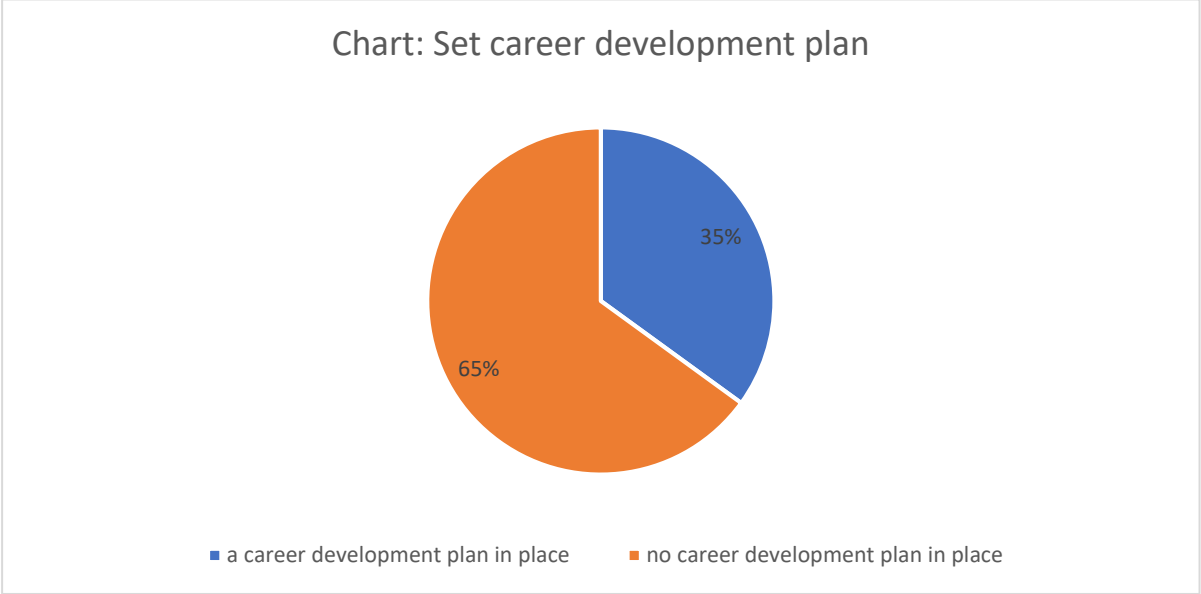


Respondents who were satisfied with the feedback also rated its motivational effect positively. On a scale of 1 to 9, a total of 67% of respondents rated it positively (7–9).

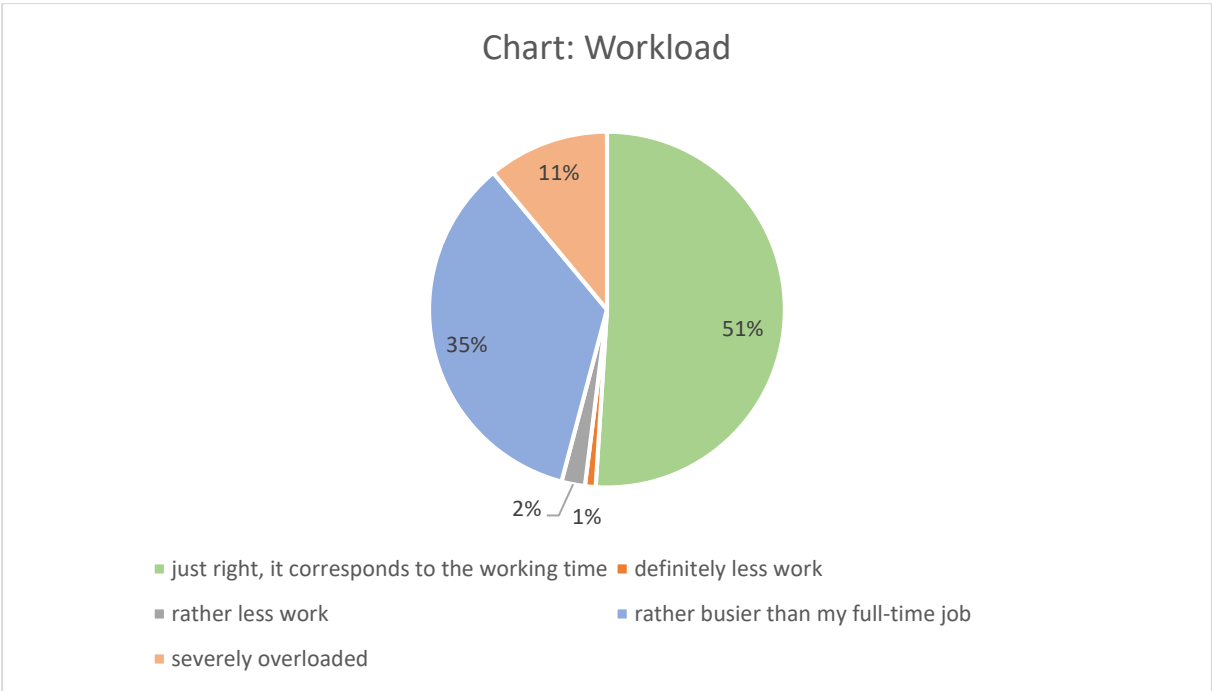
Chart: Evaluation of the motivational effect of the feedback provided



The following chart shows that 65% of respondents do not have a career development plan and only 35% of respondents have such a plan. Of those who have a plan in place, it is part of the regular evaluation for 85% of the respondents; for the remaining 15%, it is not part of the regular evaluation.



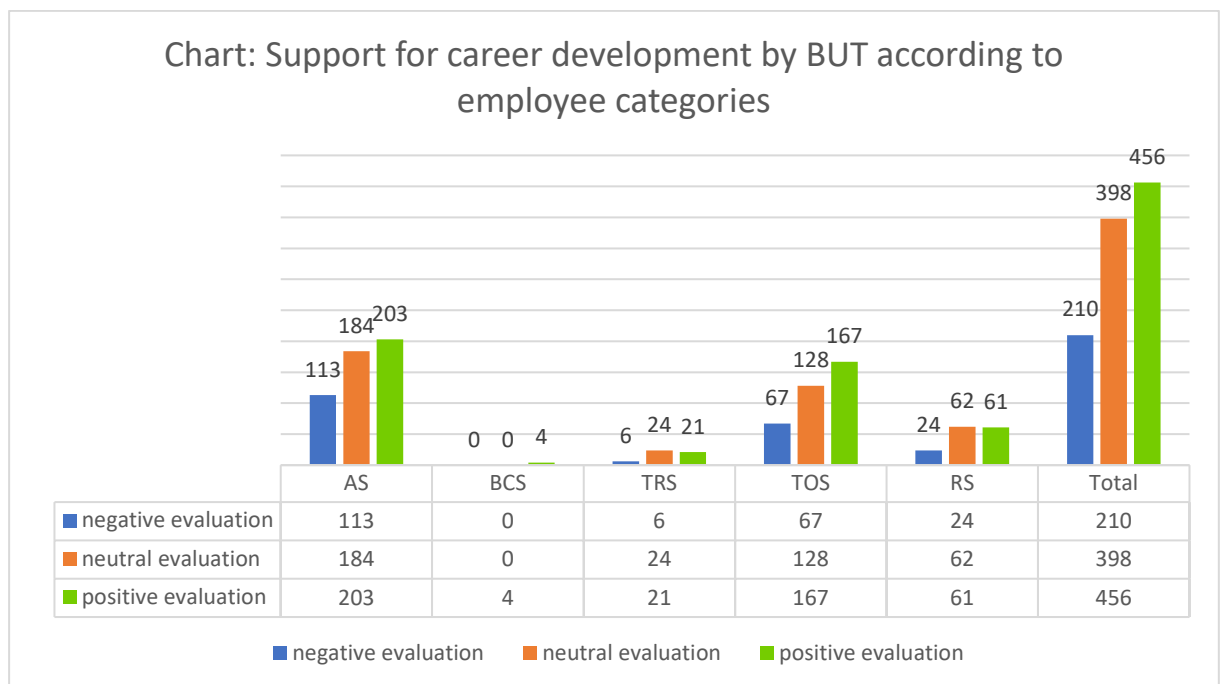
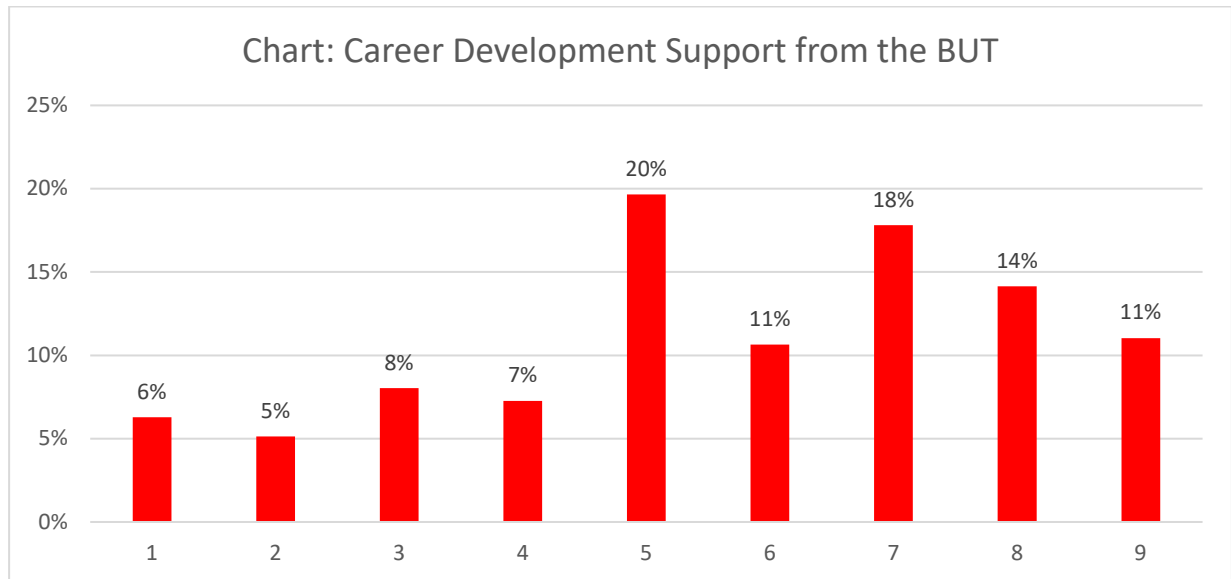
Subjective perceptions of workload were categorised into a series of responses. 51% of respondents perceived their subjective workload in relation to their FTE as adequate. In contrast, 35% of respondents perceived that they had more work than what would be adequate for their FTE. 11% of respondents felt significantly overloaded.



To make the results easier to understand, we also attach a table with a summary of responses by position. It is clear from the table that it is mainly blue-collar staff (25%) and academic staff (13%) who feel significantly overloaded. However, in the case of blue-collar staff, it should be noted that the statistics are based on only 4 responses. Given the numbers involved, the reliability is significantly lower and generalisation to the whole group of this given category of employees is problematic.

	just right/corresponds to the working time	definitely less work	rather less work	rather busier than my full-time job	severely overloaded
Academic Staff	45,9 %	0,8 %	1,2 %	38,8 %	13,3 %
Blue-Collar Staff	0,0 %	0,0 %	25,0 %	50,0 %	25,0 %
Technical Research Staff	49,0 %	3,9 %	2,0 %	33,3 %	11,8 %
Technical/Office Staff	59,7 %	0,8 %	3,0 %	28,2 %	8,3 %
Research Staff	48,8 %	0,8 %	2,5 %	38,8 %	9,1 %

Respondents' perception of support for employee career development is relatively positive, with 43% of respondents being satisfied (7–9 on the scale), 38% of respondents indicating a neutral response (4–6) and 19% of respondents perceiving support in this area negatively (1–3).



MOBILITY

54% of respondents plan to participate in mobility abroad. Those who answered that they were not planning to travel were asked about the most common reasons for such decision. This is also shown in the following chart.

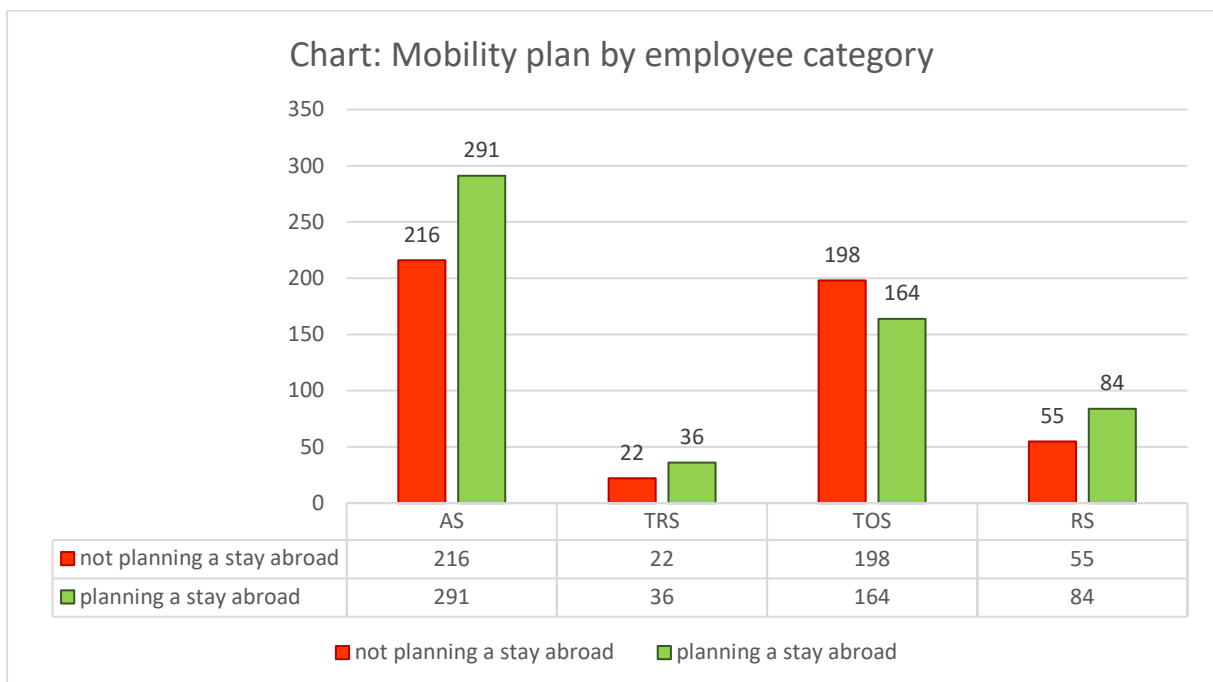
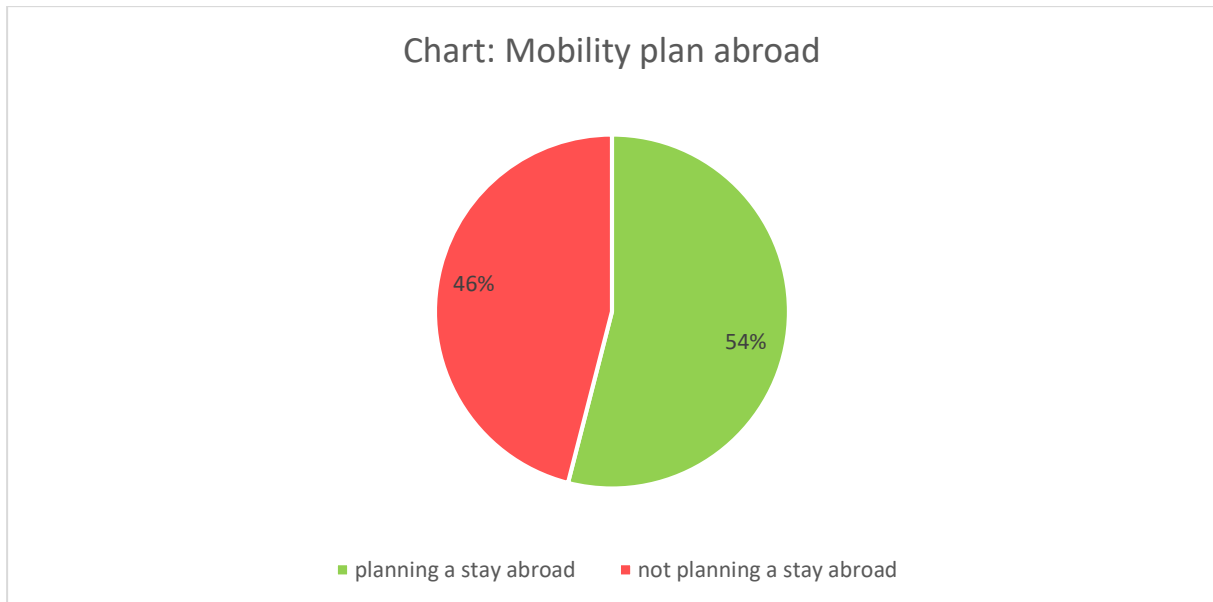


Chart: Subjective perceptions of barriers to participation in mobility programmes

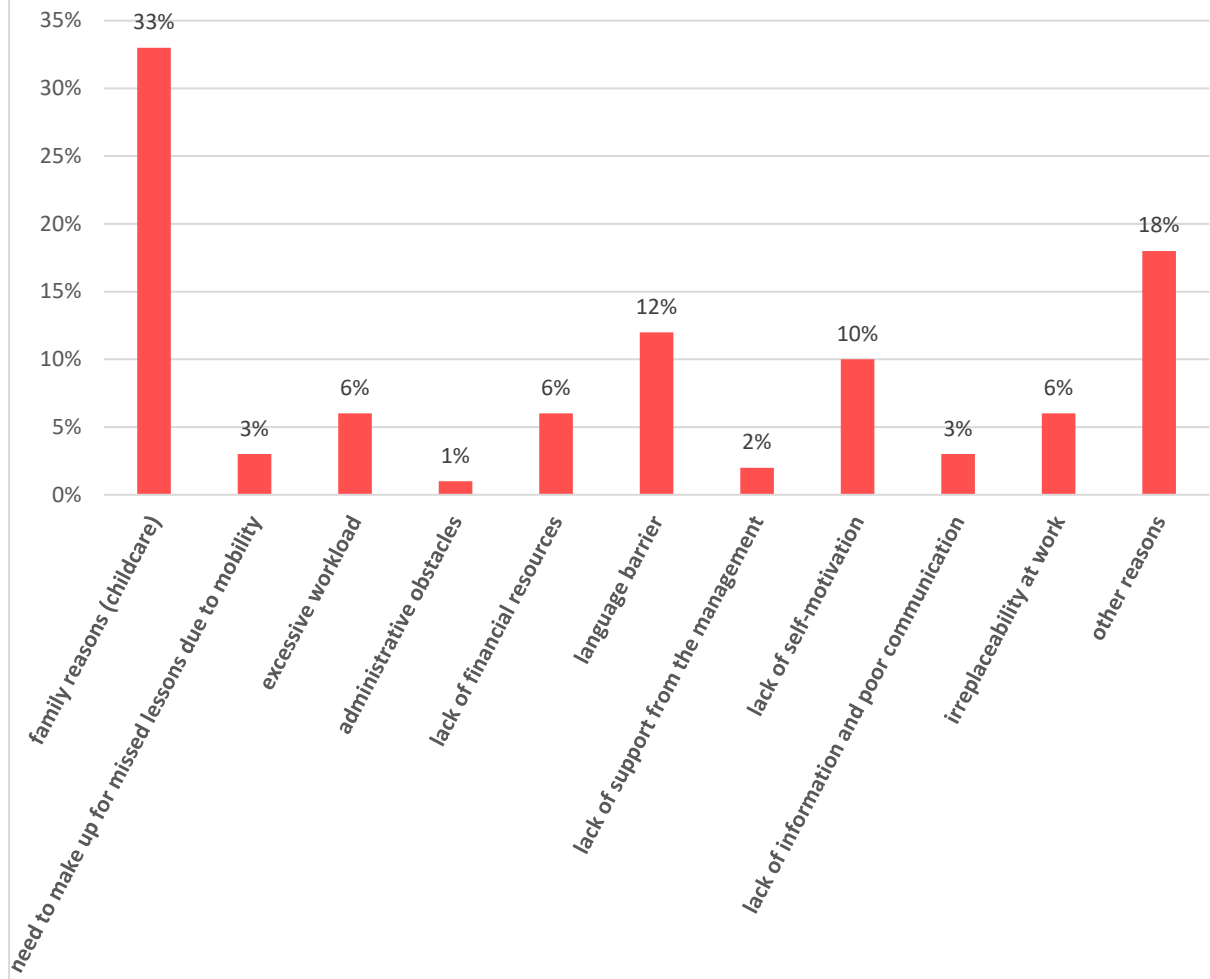
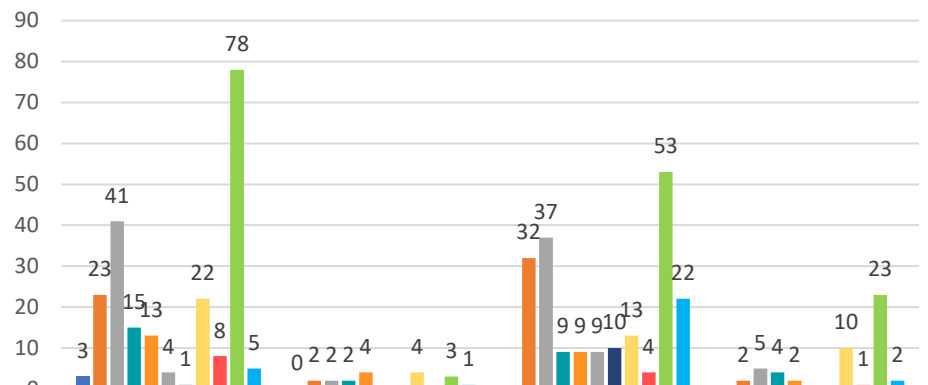


Chart: Reasons for disinterest in international mobility by employee category



	AS	TRS	TOS	RS
■ administrative obstacles	3	0		
■ language barrier	23	2	32	2
■ other reasons	41	2	37	5
■ excessive workload	15	2	9	4
■ lack of financial resources	13	4	9	2
■ lack of information	4		9	
■ lack of support from the management	1		10	
■ lack of self-motivation	22	4	13	10
■ need to make up for missed lessons	8		4	1
■ family reasons (childcare)	78	3	53	23
■ irreplaceability at work	5	1	22	2

The most frequently cited reasons included the following: health limitations, age, lack of reason to participate in mobility and lack of awareness of the possibility to participate in mobility.

The following charts present the support for employees' mobility, including support for each type of mobility. Of the total, 62% of respondents perceive that mobility is supported by the university (637 people).

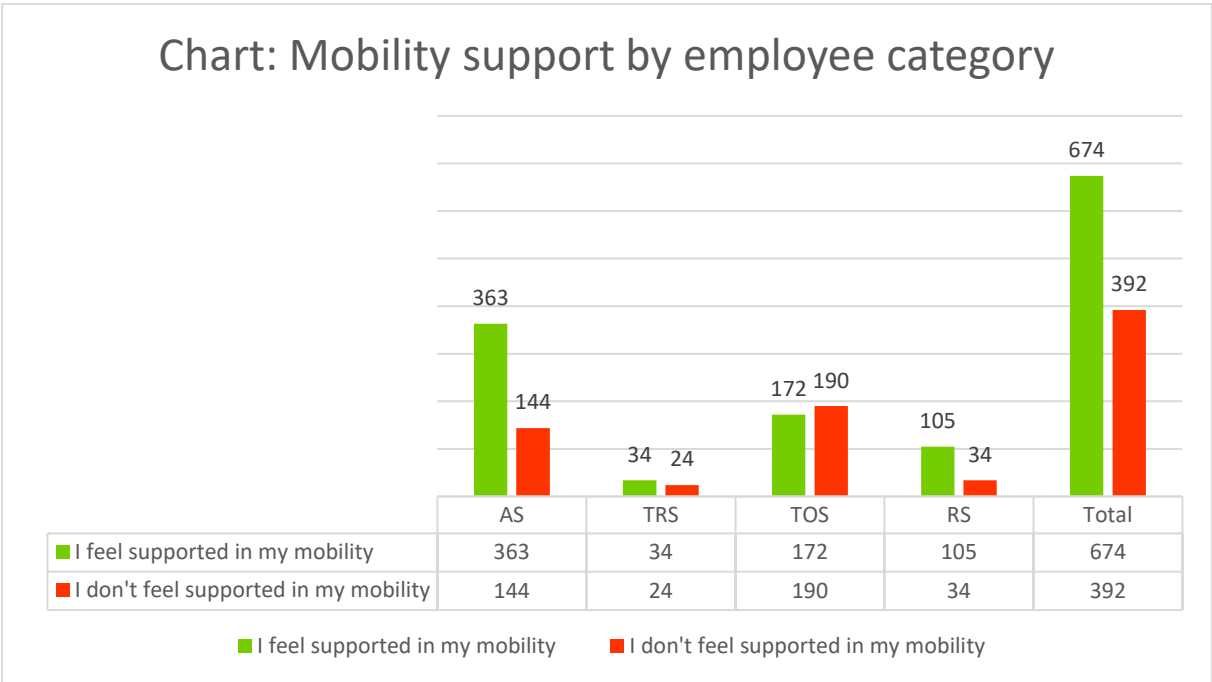
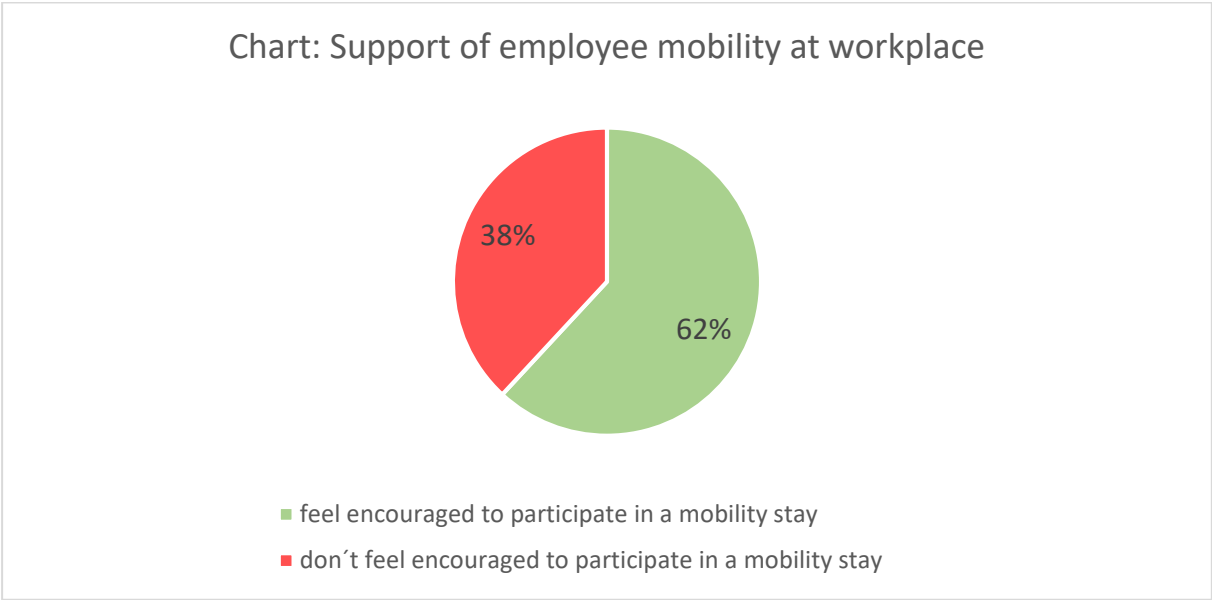
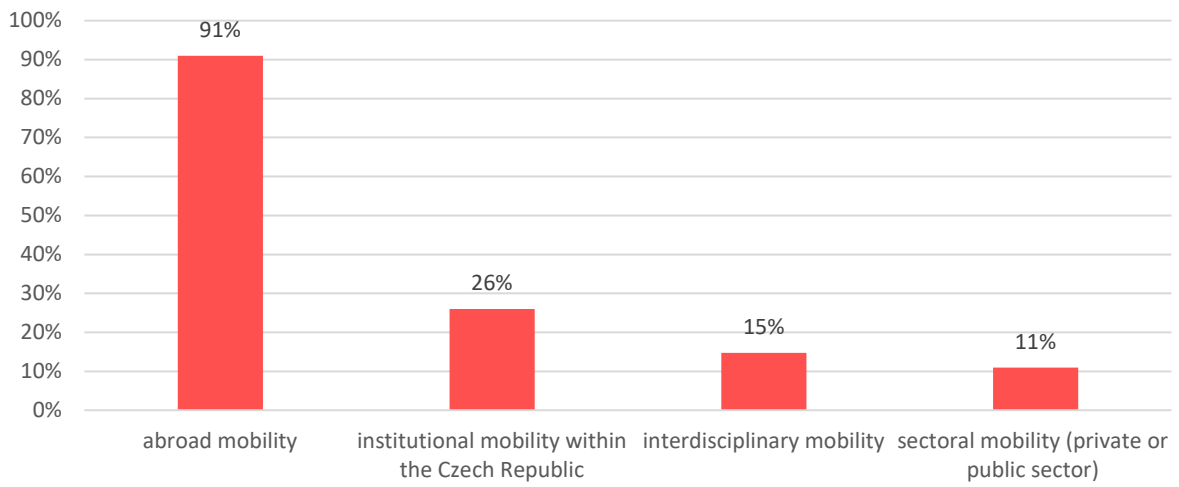
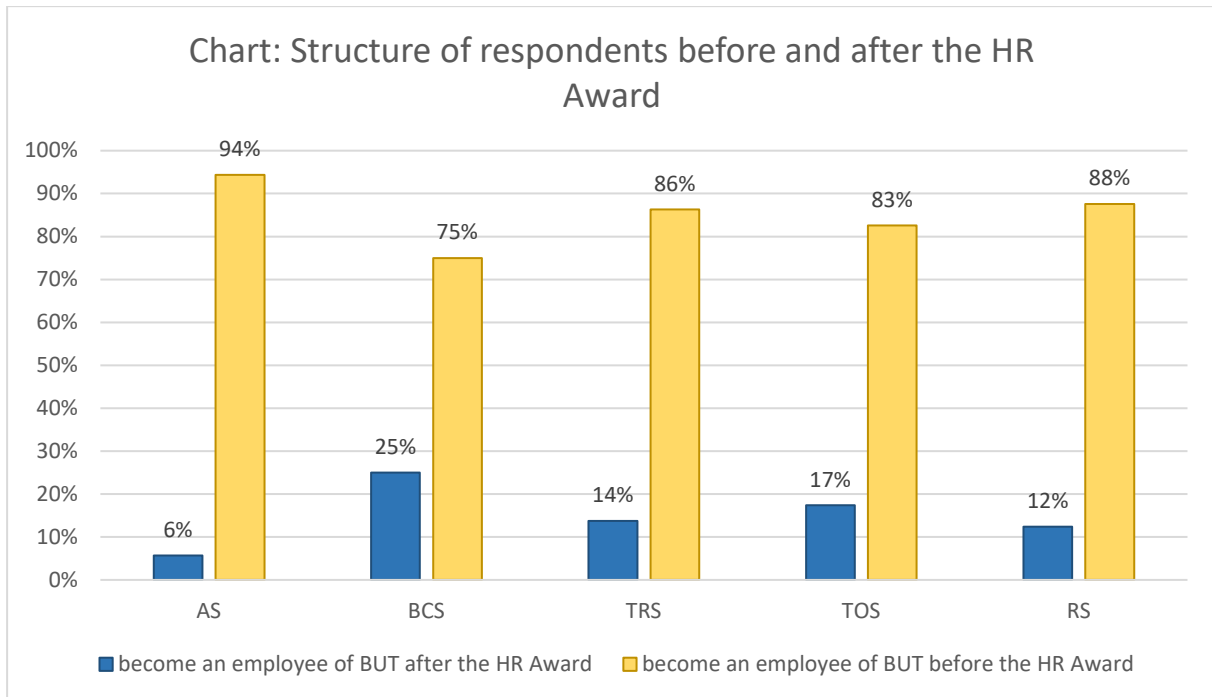


Chart: Support for individual types of mobility



ADAPTATION PROCESS

The respondents were asked whether they became employees of the BUT before or after it received the HR AWARD in order to compare their experience and thus the university's progress in recruitment and selection.



Other questions concerning HR processes are aimed at all employees regardless of when they joined the BUT. This is indicative of the long-term system setting, not the current situation.

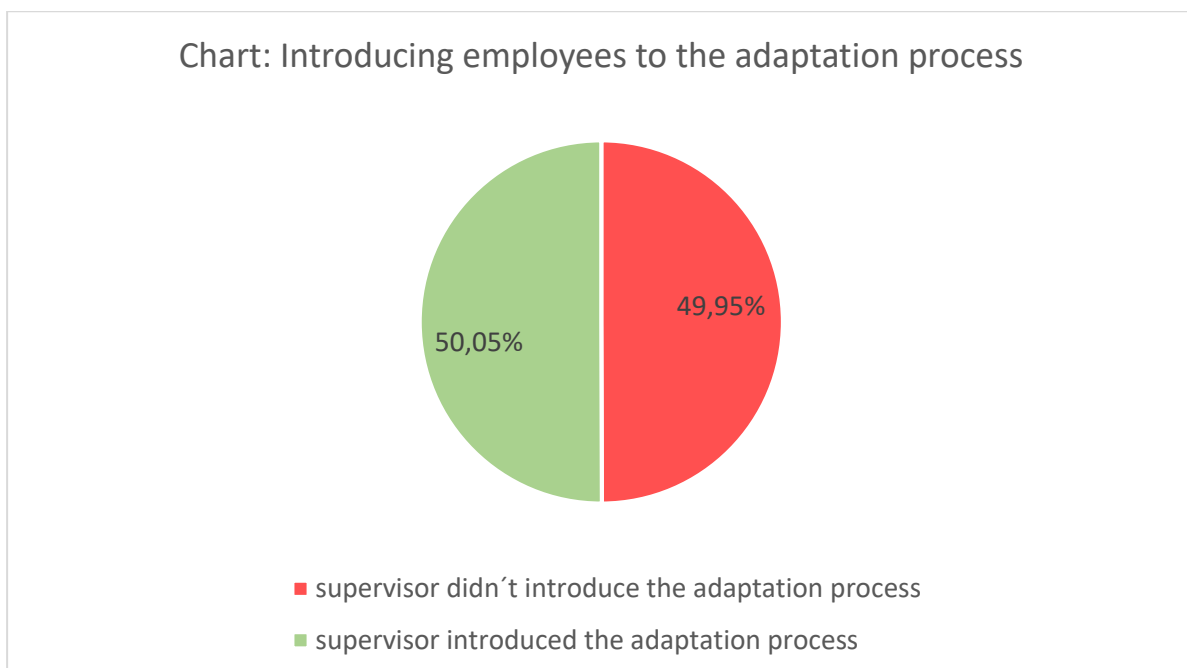
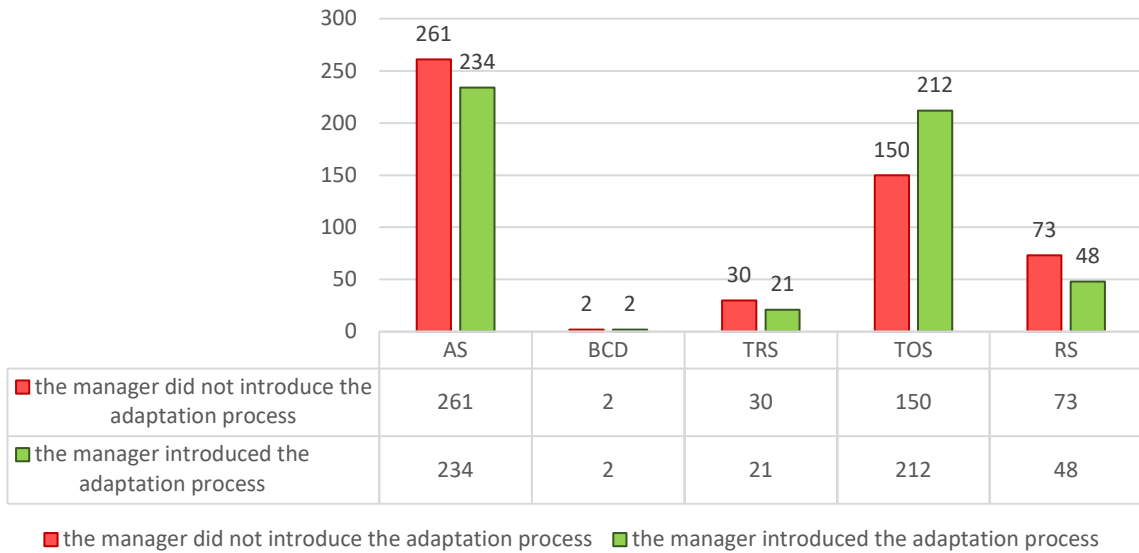
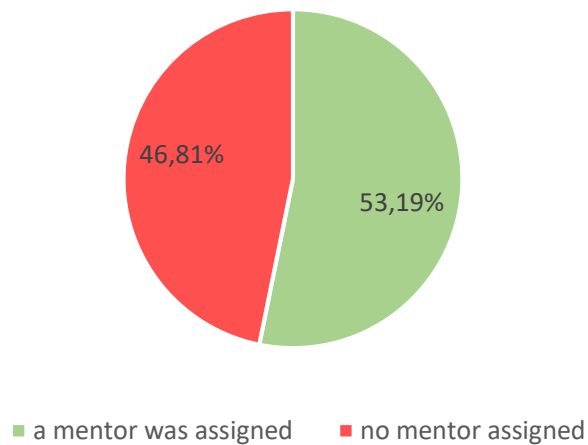


Chart: Introduction to the adaptation process by employee category

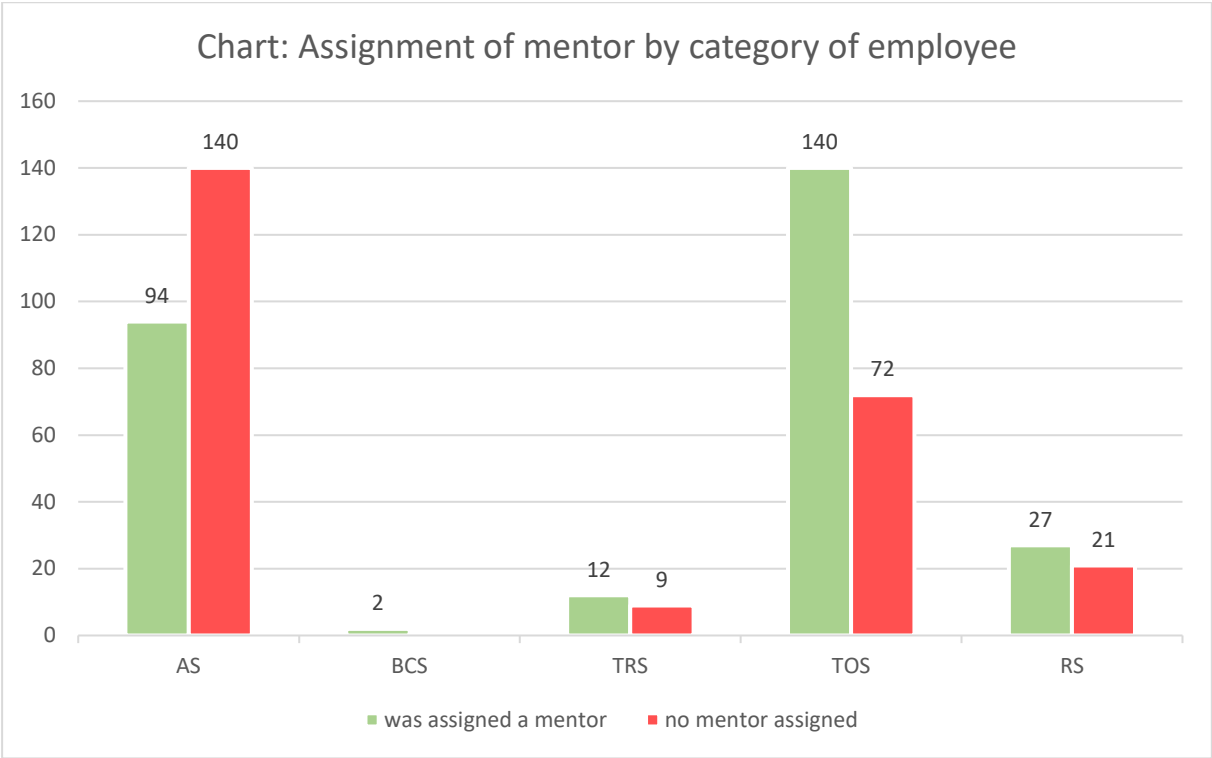
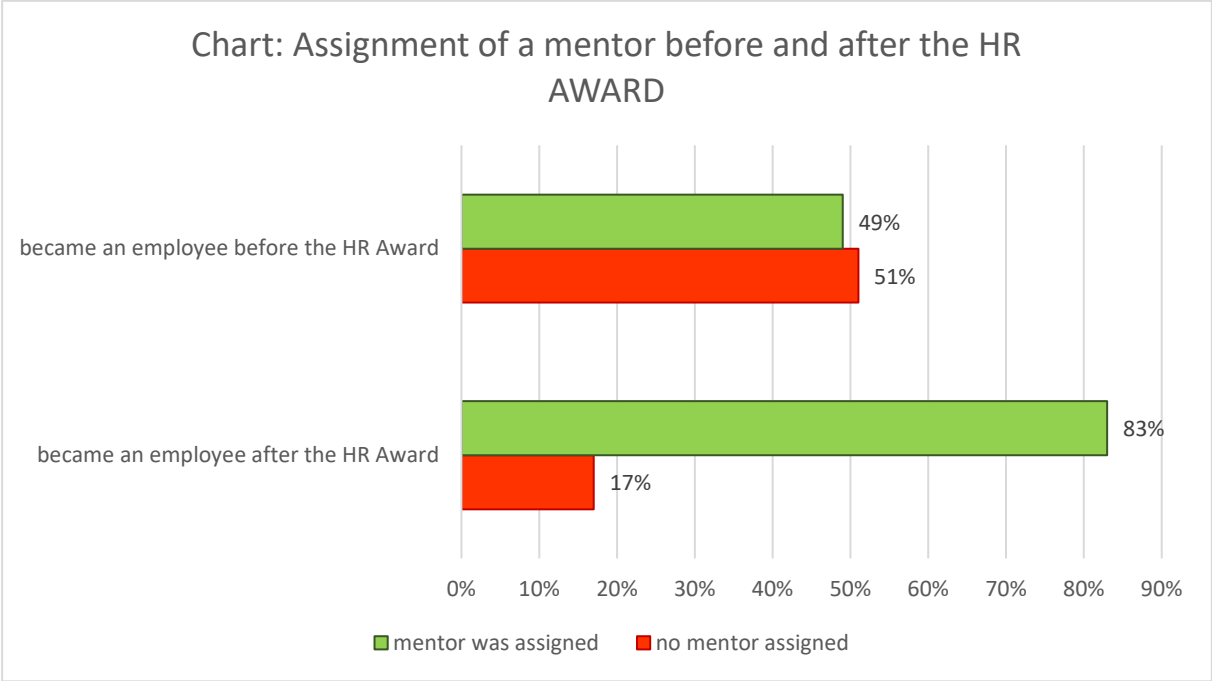


Respondents who answered that they were familiar with the adaptation process were further asked if they had been assigned a mentor. Of the total, 53% of respondents said they had been assigned a mentor.

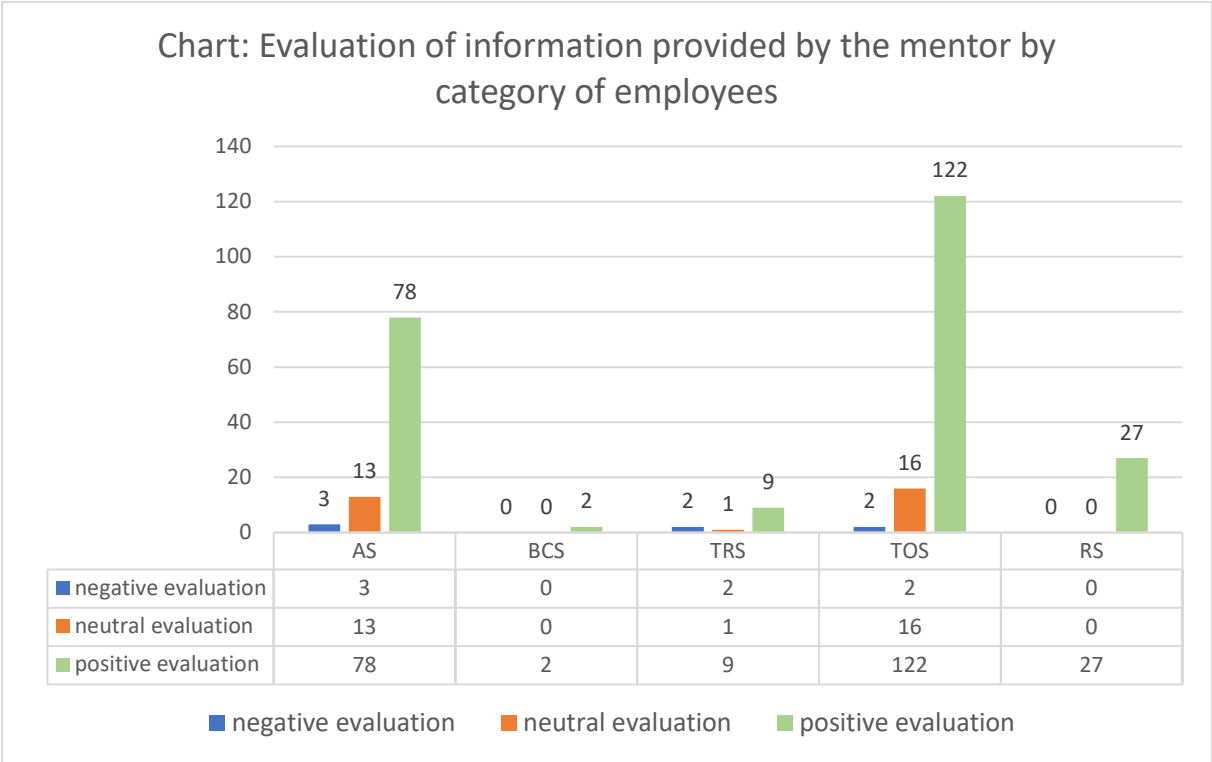
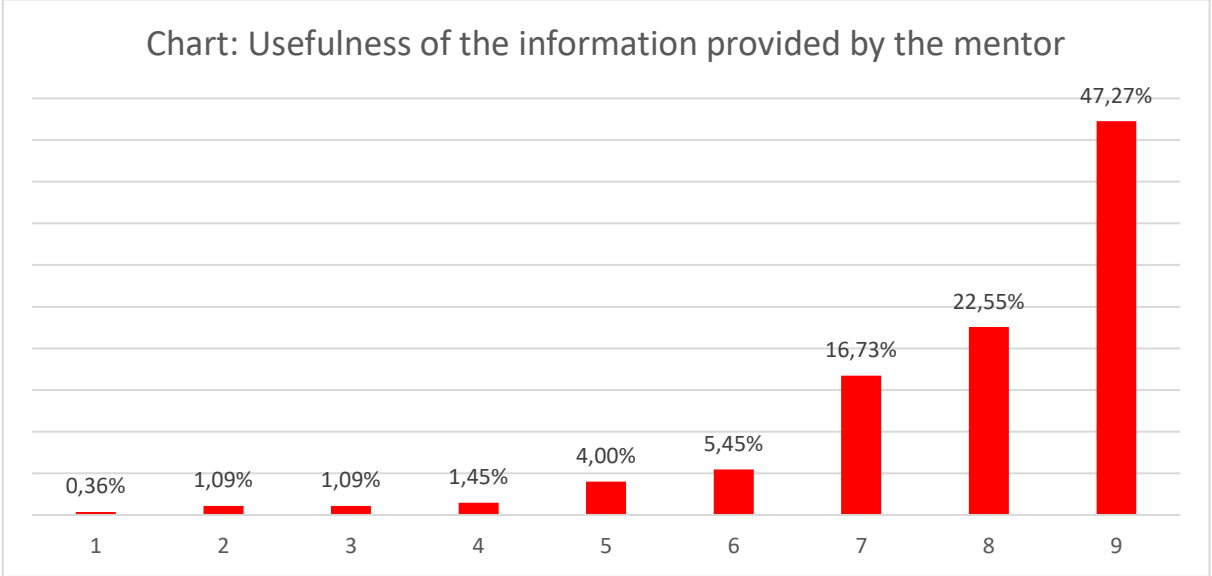
Chart: Assignment of a mentor in the adaptation process



The following chart shows that the rate of mentor assignments to new employees has increased significantly since the HR AWARD was awarded.

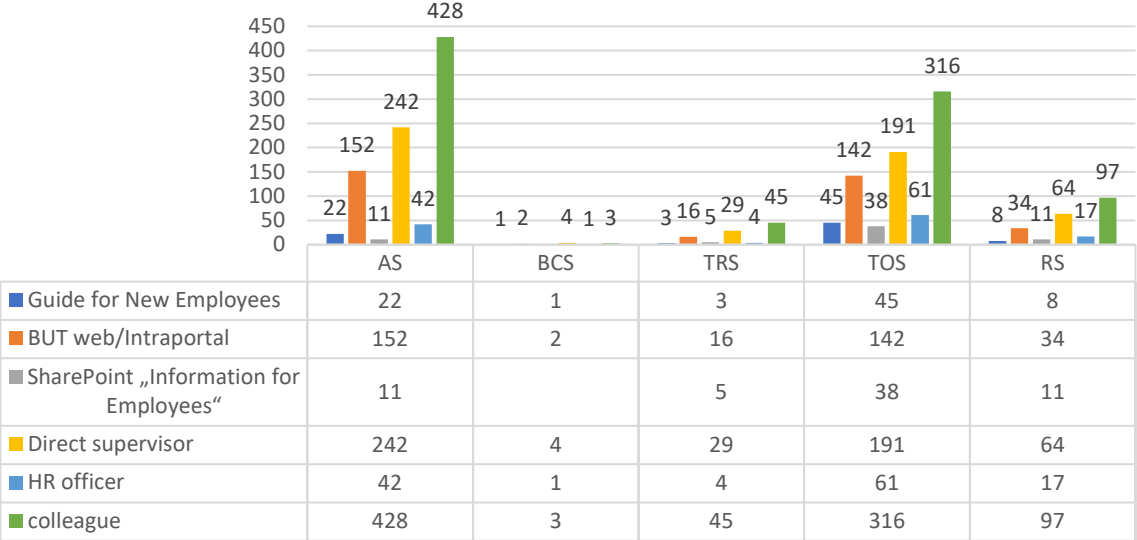


The usefulness of the information provided by the mentor (or a more experienced colleague, supervisor/ leader) is perceived as significantly positive. On a scale of 1 to 9, 87% of respondents rated their mentor during their adaptation process at levels 7, 8 and 9.



Respondents mostly gained new knowledge about adaptation from their colleagues (86%), or from their direct supervisor/ leader (51%), or from the BUT website or Intraportal (33%).

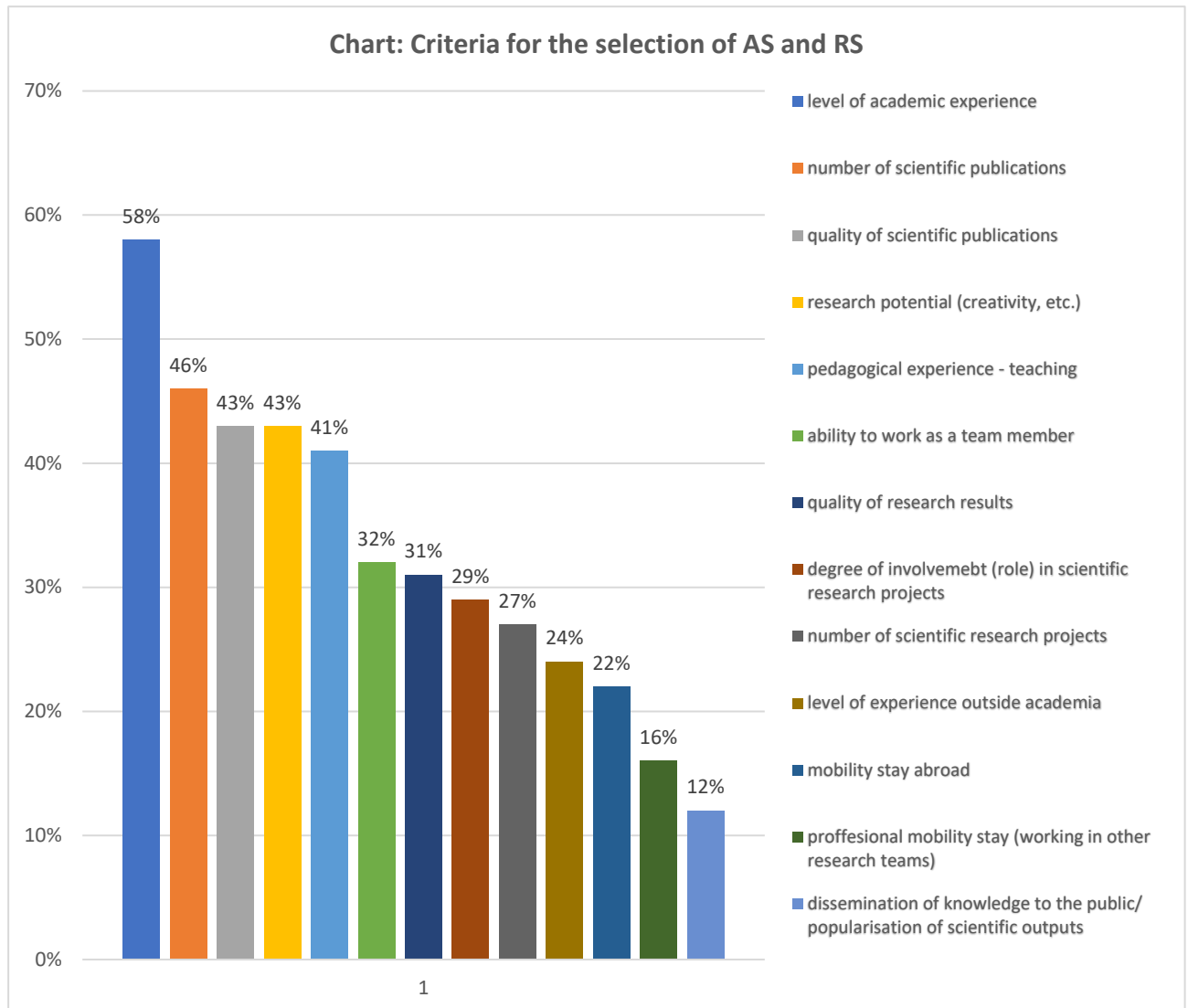
Chart: Sources from which employees drew information on entry to employment by category of employee



- Guide for New Employees
- BUT web/Intraportal
- SharePoint „Information for Employees“
- Direct supervisor
- HR officer
- colleague

RECRUITMENT, SELECTION AND ADMISSION

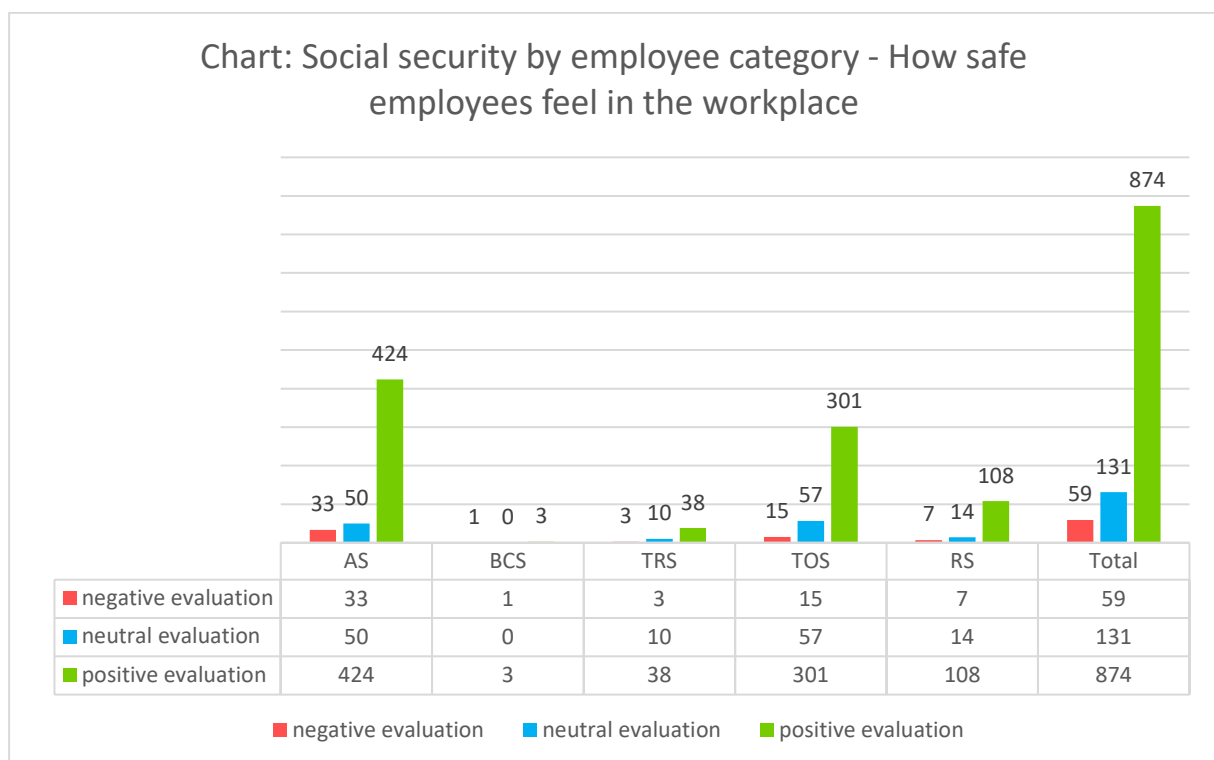
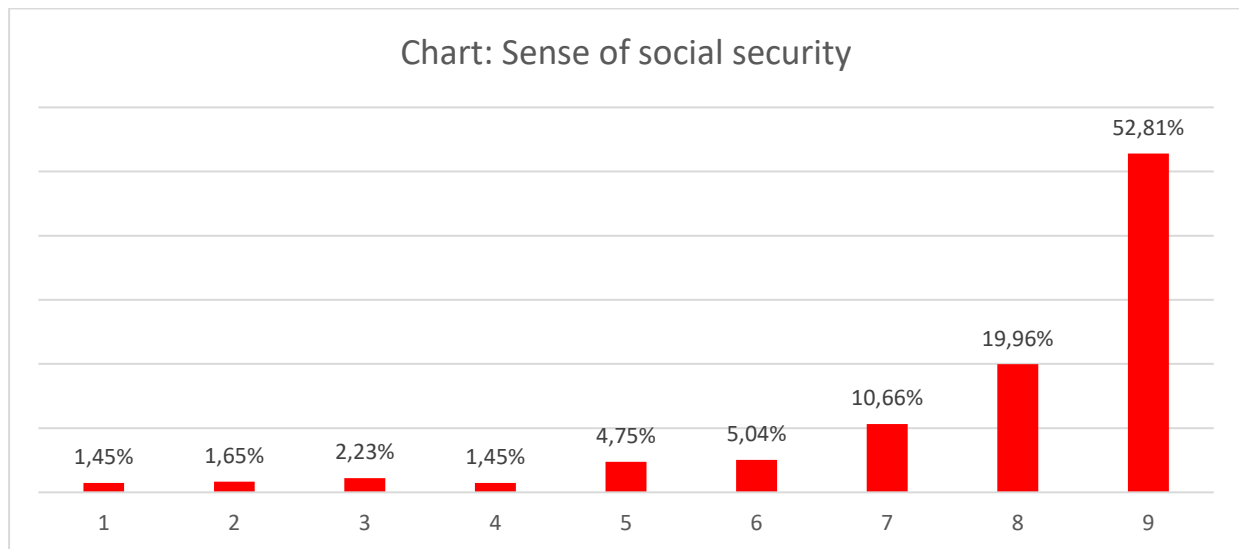
Employees were also given the opportunity to express their views on the selection criteria for academic and research positions.



SOCIALLY UNDESIRABLE PHENOMENA

Social security is defined as a state where there is no discrimination, e.g. based on age, gender, race or political affiliation. In a socially secure environment, an individual is also not afraid to share his or her opinion, even if it differs from the majority opinion. Also, in a socially safe environment, employees have the space to give feedback to their supervisor/leader or colleagues without fear of being sanctioned or punished. Undesirable phenomena include aggression, bullying, discrimination, sexual harassment.

BUT employees feel socially secure – 83% of respondents selected 7,8 or 9 on a scale of 1 to 9. Social security was not perceived by 5% of respondents (answered 1, 2 or 3).



A significant majority (76%) of respondents said they had never experienced socially undesirable behaviour in the workplace. 11% of respondents said that they had heard about socially undesirable behaviour from colleagues, 6% of respondents even said that they had witnessed it and 7% of respondents said that they had been a victim of socially undesirable behaviour themselves.

Chart: Encountering unwanted behaviour in the workplace

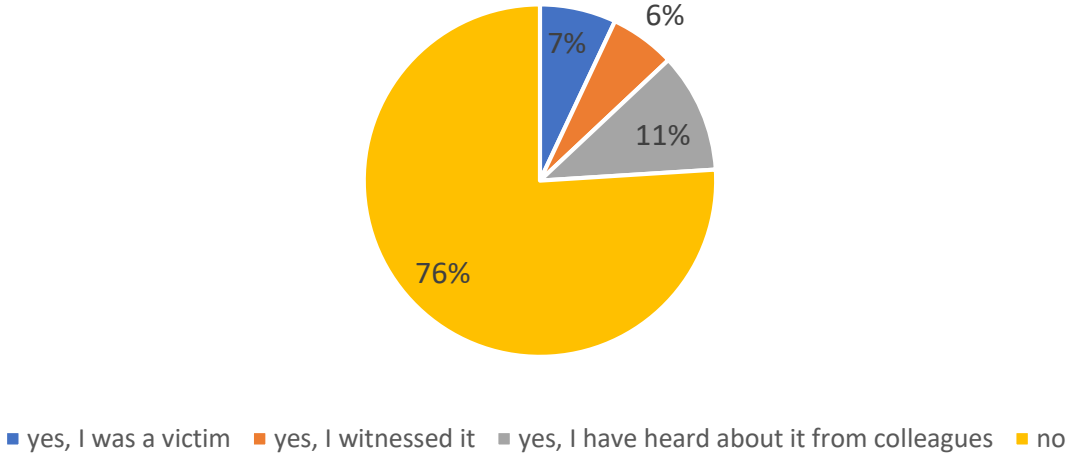
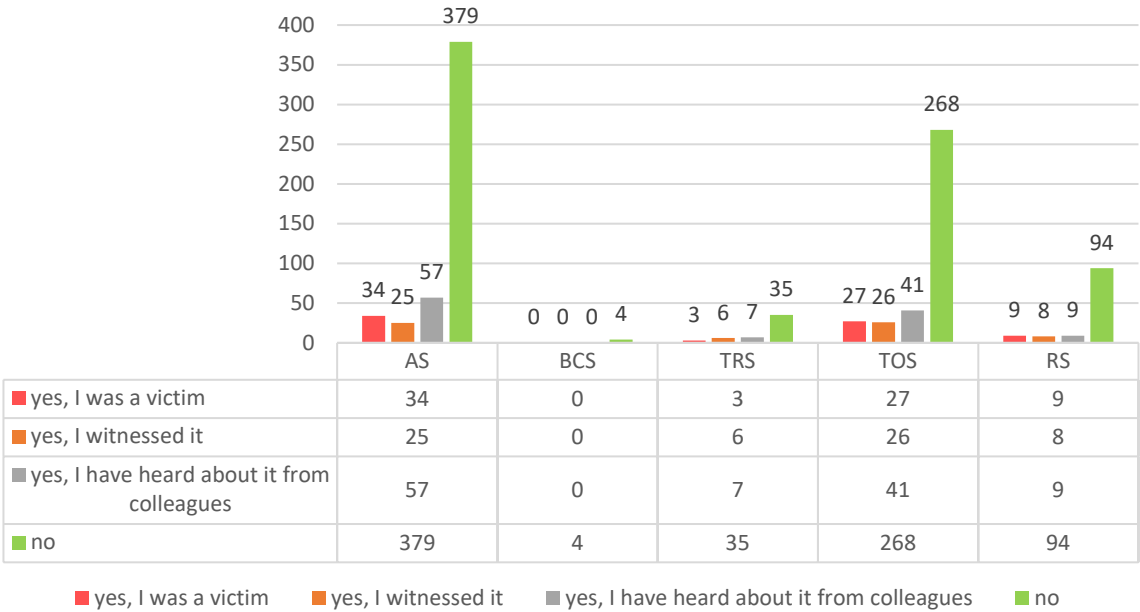
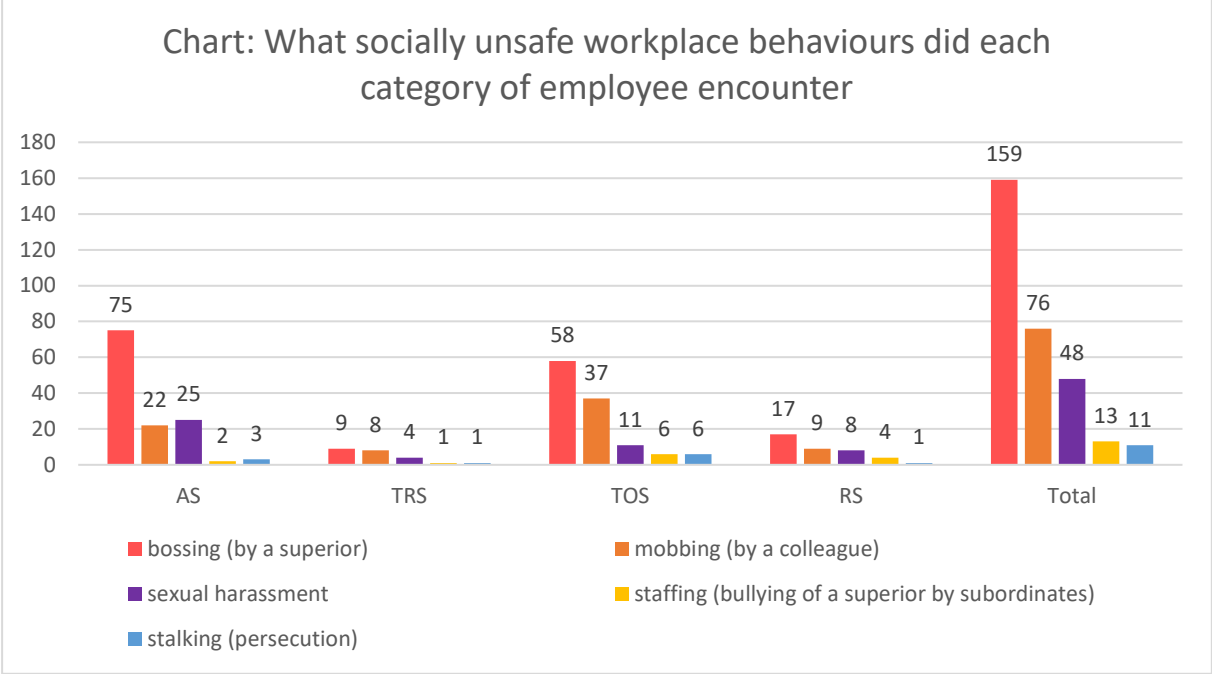


Chart: Encounters with unwanted conduct by employee category

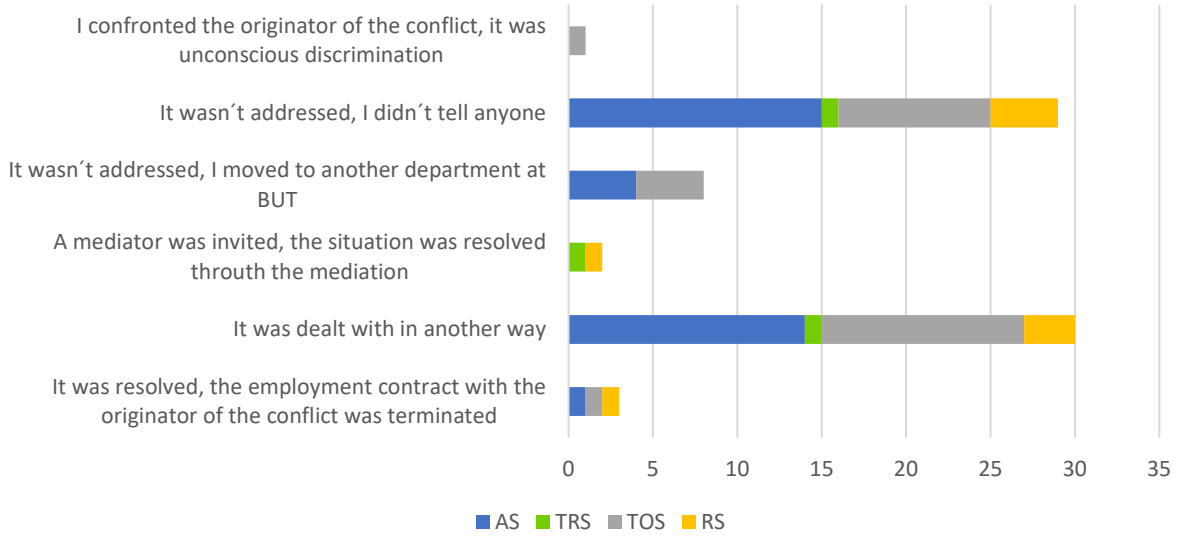


The most frequently reported socially dangerous behaviour that employees at the BUT have encountered was bossing by a superior. This behaviour was reported the most by academics and technical/office staff. It is followed by mobbing by colleagues, which is most evident in the group technical/office staff. The values in the table represent the nominal occurrence of the respective phenomena.



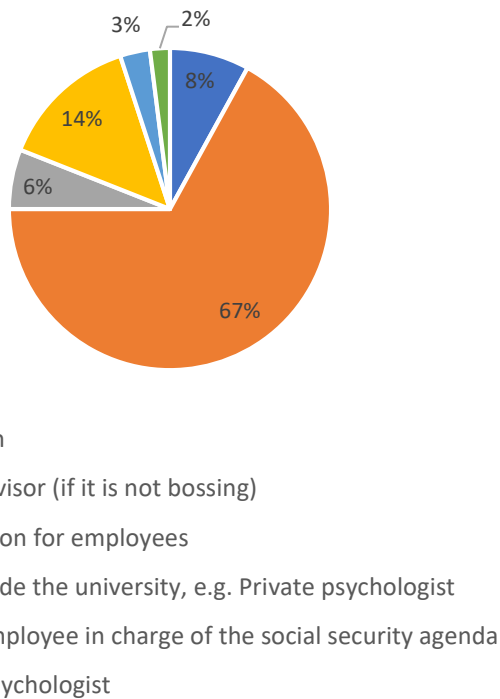
Employees who reported that they had experienced socially undesirable behaviour were asked about the resolution of such incidents. They most frequently reported that it was handled differently, or that they did not deal with it and did not tell anyone. In the following question, they were also asked about what the “different” handling meant. The responses from academic staff stated, for example, that the person (victim) was asked to stop pointing out the issue, or that it was handled by letter to the dean or vice-dean, by personal confrontation, by discussion with colleagues or by ignoring the behaviour. The responses by technical/office staff also stated that, for example, the perpetrator of the behaviour was confronted, an apology was made but the undesirable behaviour continued, the victim was transferred to another BUT workplace, and that complaints to supervisors/leaders were ignored. In the case of researchers, it was reported that the victim’s workload (FTE) was reduced so that, in their own words, they would stop causing problems, or that a mediator was invited and the situation calmed down as a result, or that they sought the help of a private psychologist.

Chart: Addressing socially undesirable behaviour in the workplace

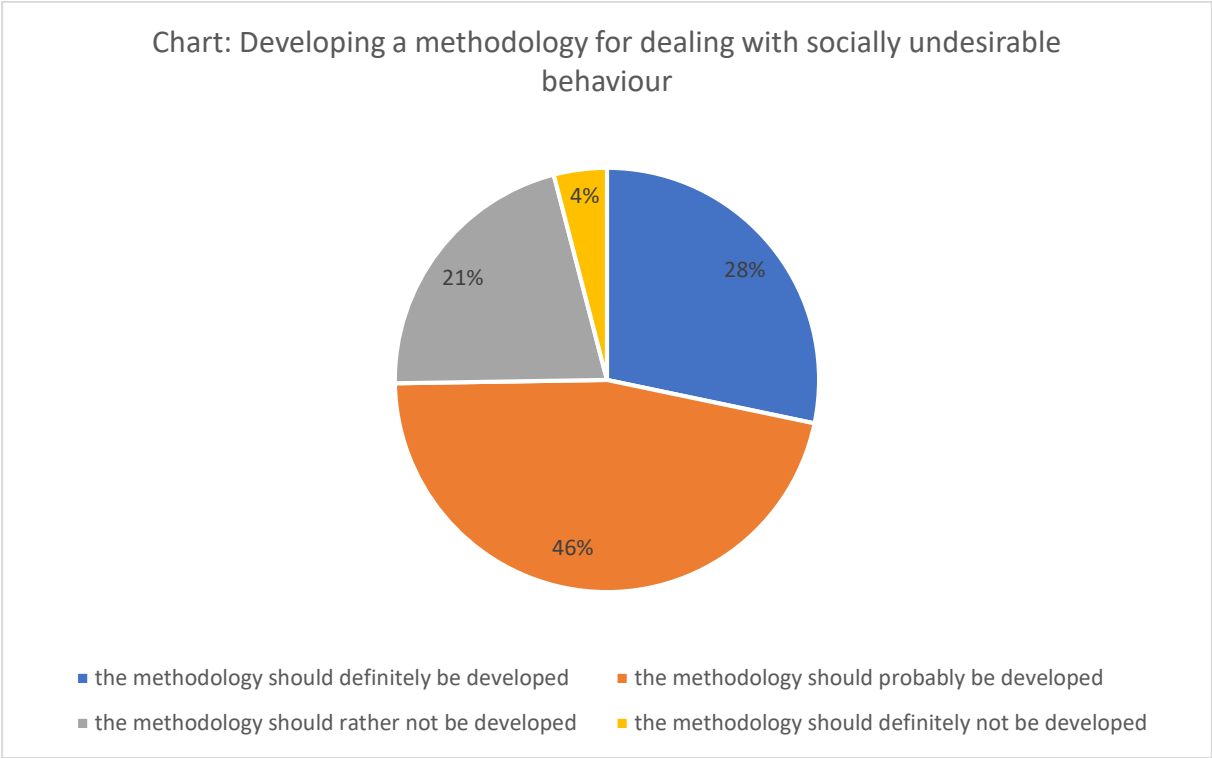


In the case of socially undesirable behaviour, respondents would mainly turn to their direct supervisor (67%) or a person outside the university (14%).

Chart: Who would respondents turn to in case of socially undesirable behaviour



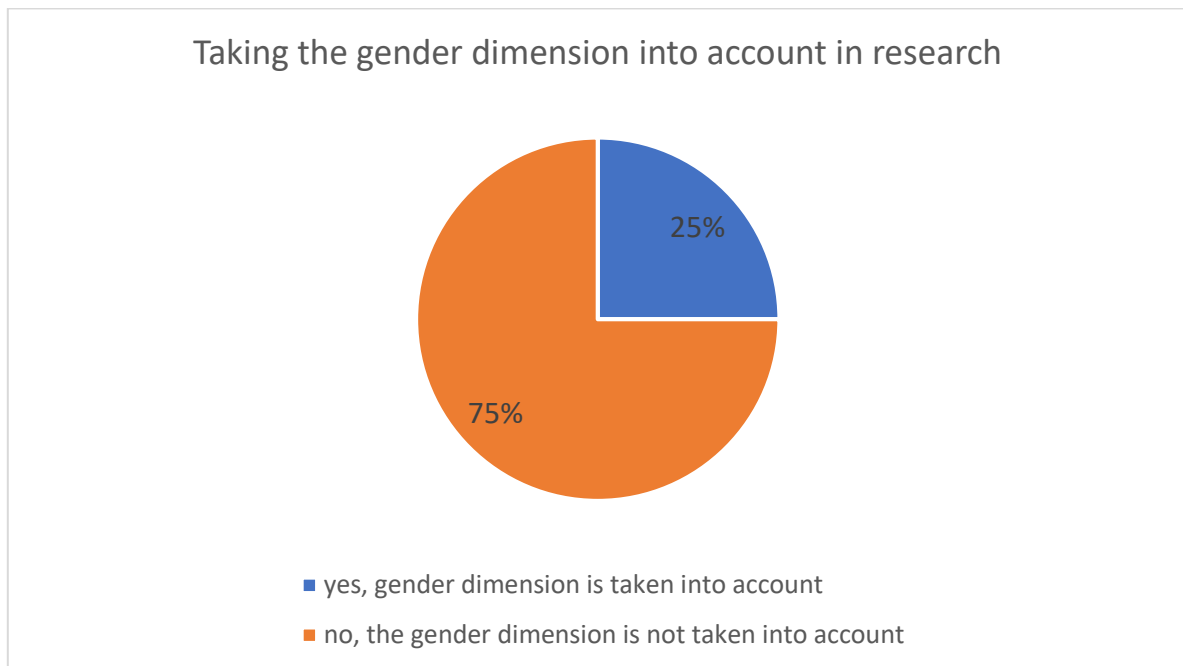
Respondents agreed that a **methodology for dealing with socially undesirable behaviour** should be developed (74%).



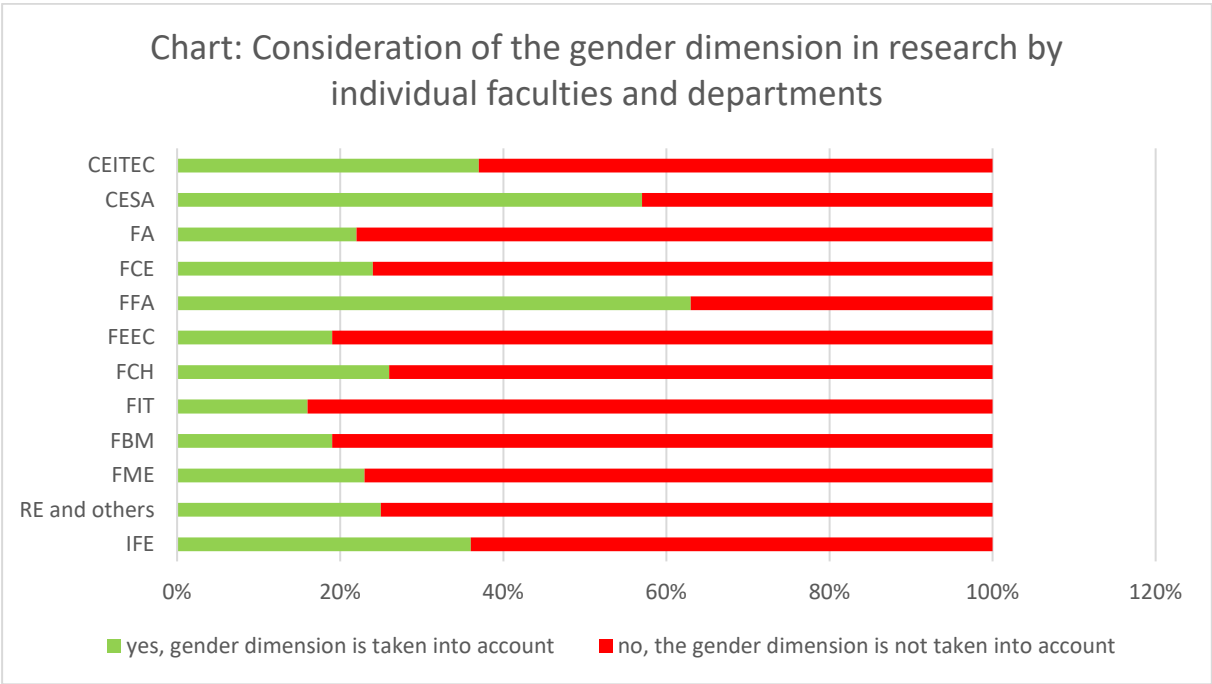
GENDER DIMENSION IN RESEARCH

The gender dimension in the content of research and teaching is defined by the Technology Agency of the Czech Republic as “the integration of knowledge on the impact of sex (biological factors) and gender (socio-cultural factors) into research practice in order to generate comprehensive and excellent knowledge”. In other words, when applying for a grant, it is also expected to describe whether and how sex and the consideration of gender dimensions (race, ethnicity, age, physiology, disadvantage) are relevant to the research and how they are likely to be reflected in the results.

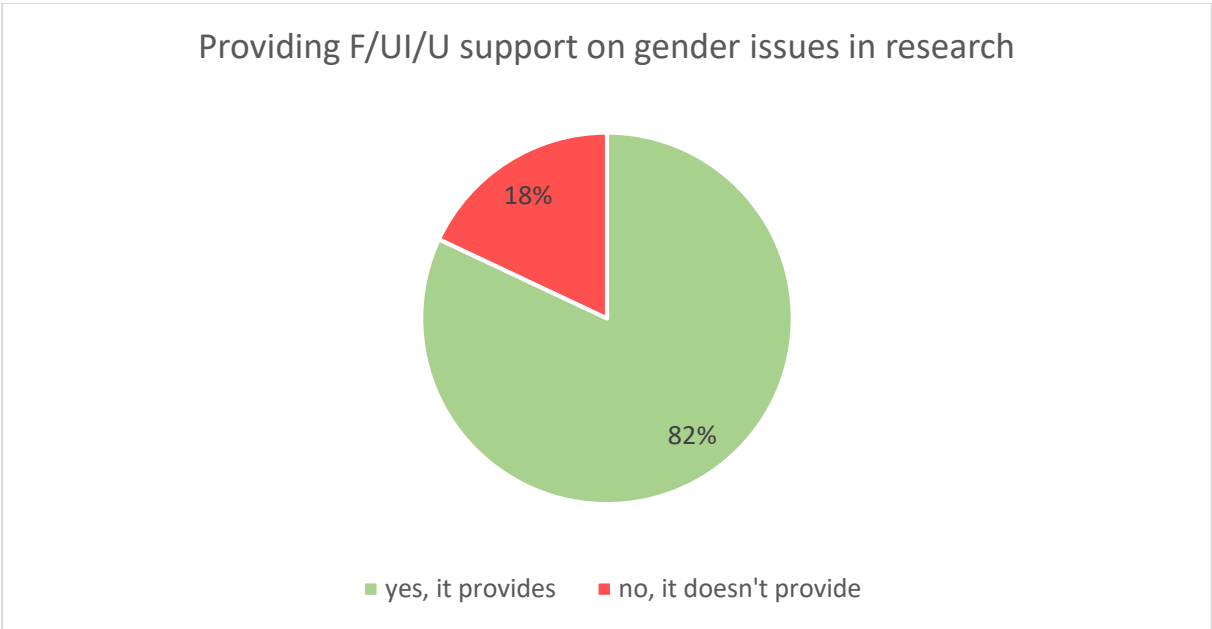
Only 25% of respondents said that the gender dimension in research concerned them. The respondents in this case were only academics and researchers.



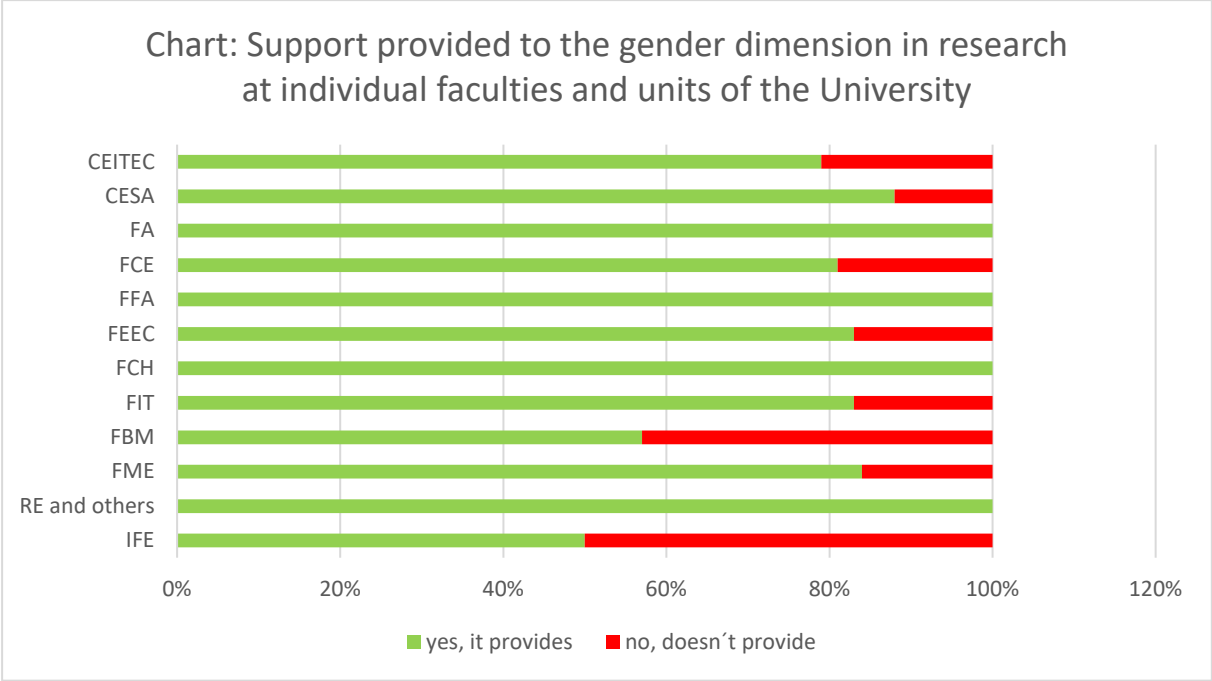
The gender dimension in research is mostly applied at the FFA (63%) and CESA (57%). It was applied the least at the FIT (84%) and FEEC and FBM (81% both).



Among those who said that they took the gender dimension into account, 82% mentioned that their faculty, higher education institute or component provided them with sufficient support.

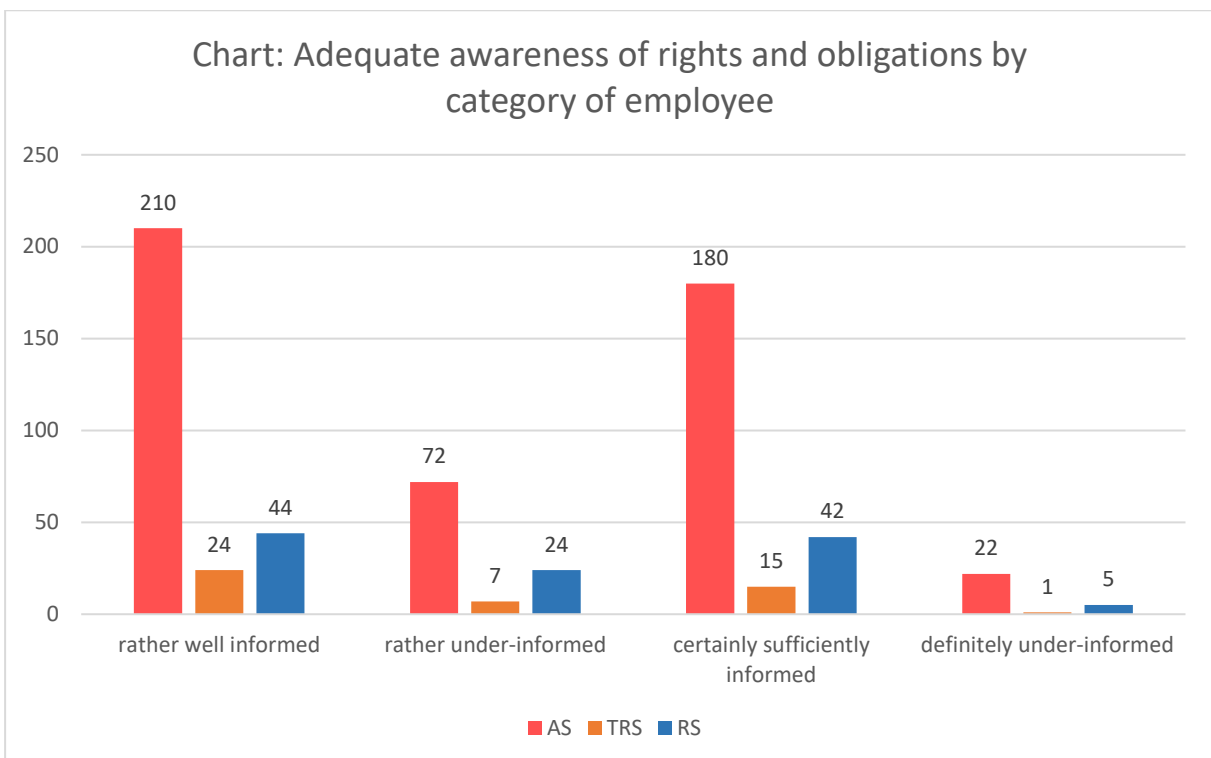
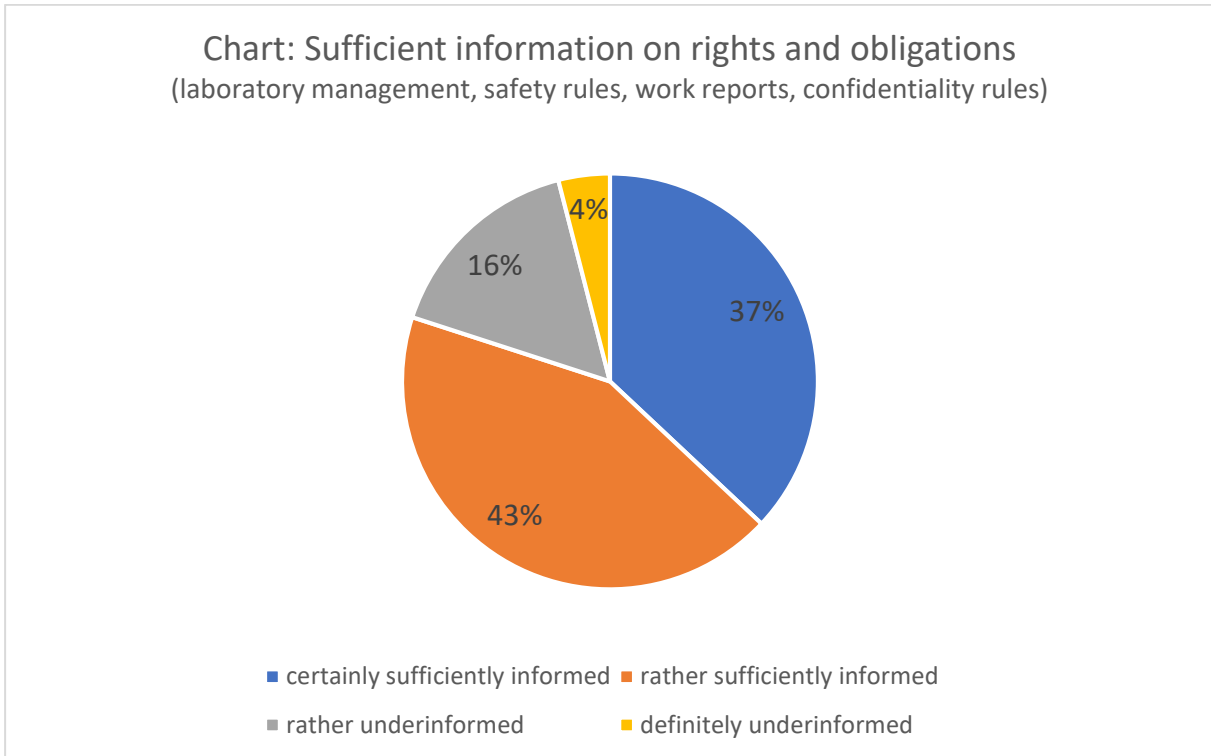


The most supportive faculties and components of the BUT in the area of gender dimension included the FA, FFA, FCH and the Rectorate. All respondents from each workplace indicated that the workplace was supportive. On the other hand, the ones with the greatest potential for development were the IFE (50%), FBM (43%) and CEITEC (21%).

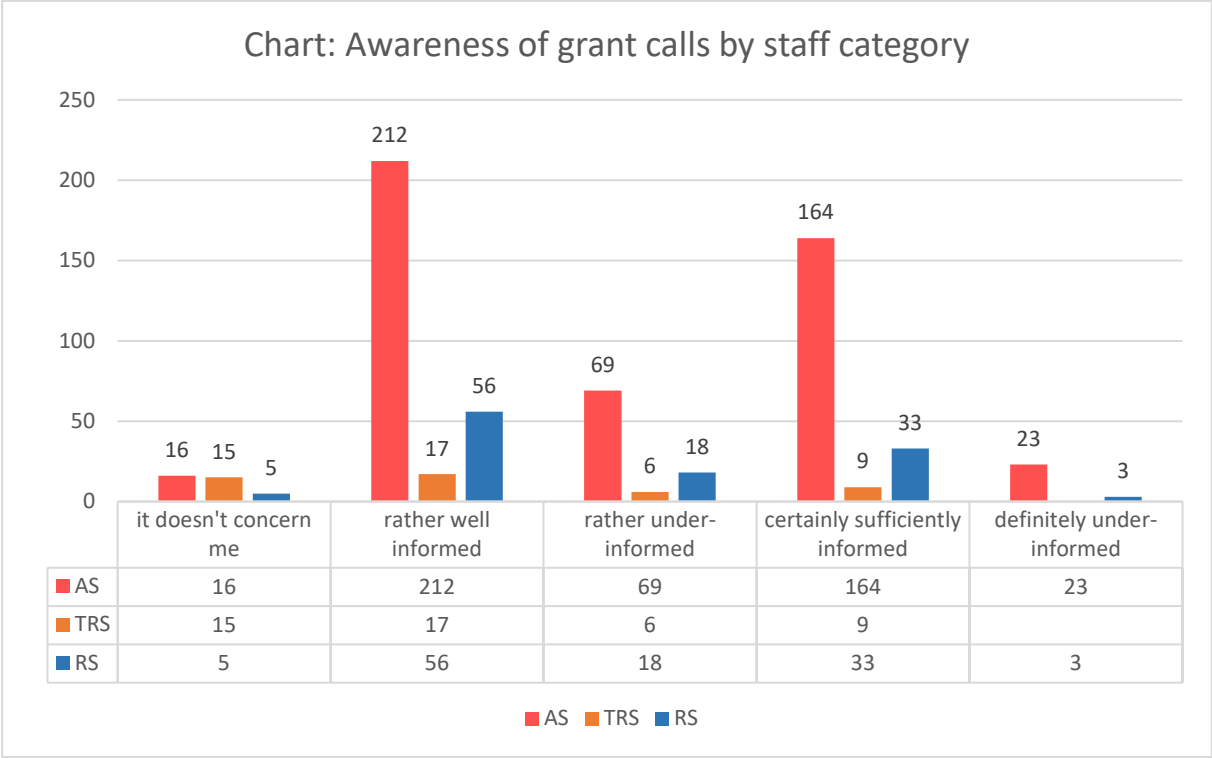
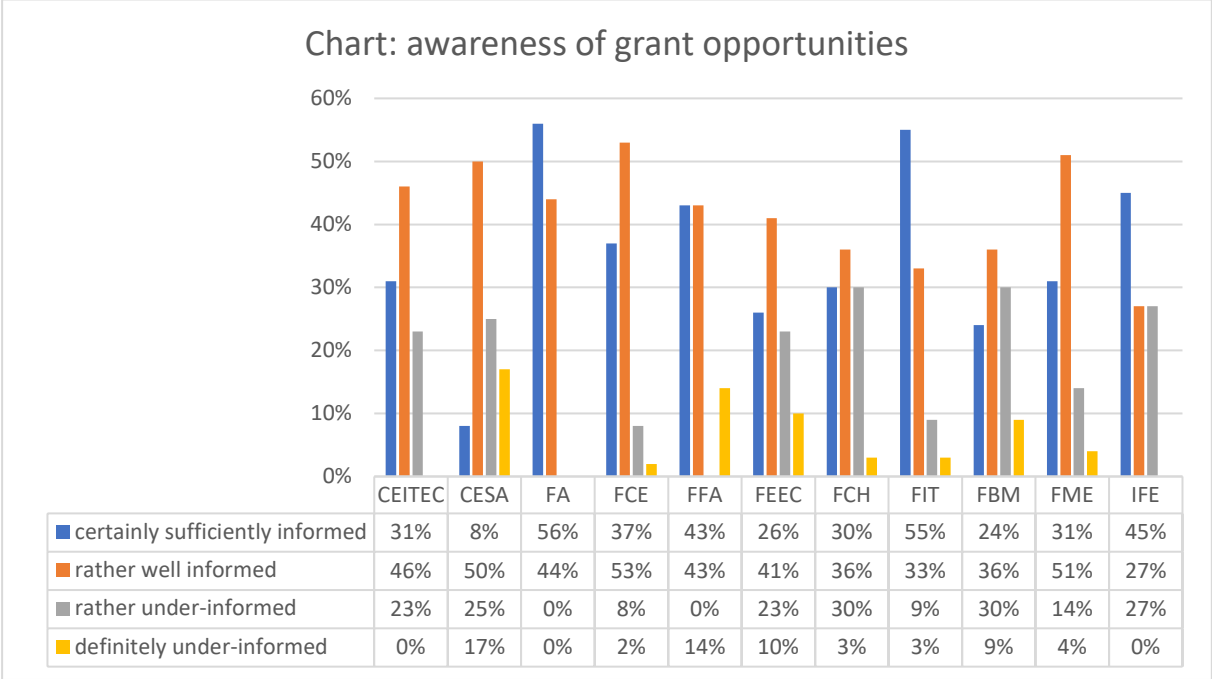


SUPPORT OF ACADEMICS AND RESEARCHERS

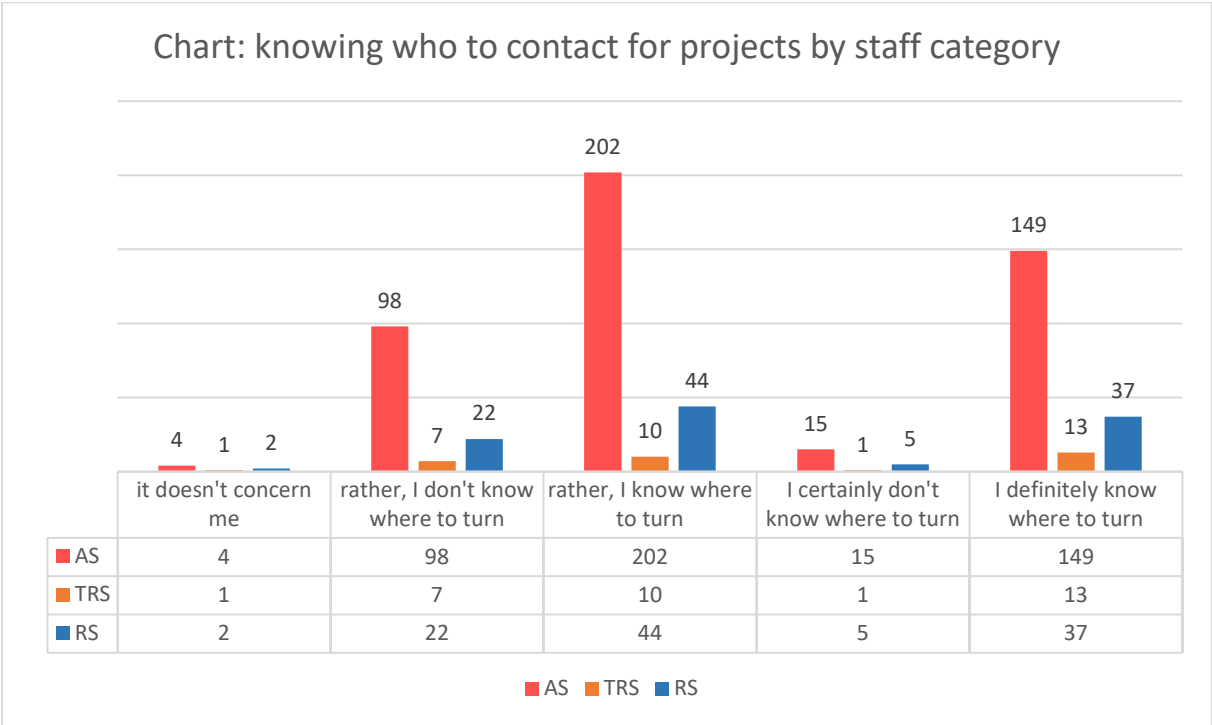
The following area is aimed at academics and researchers. They reported (80% of respondents) that they were sufficiently informed about rights and obligations such as laboratory management, safety rules, work reports, confidentiality rules, etc.



According to the respondents, the most sufficient information about rights and obligations were provided at the FFA, FA, FCE and FIT. The weakest awareness was then reported at the FBM, FEEC and CESA.



The greatest awareness of who to contact in case of questions about national and international projects can be observed at the FFA, (100% of respondents chose the “I definitely know who to contact” or “I am rather sure who to contact” options). This awareness was the lowest at the CESA (42% of respondents chose the “I am rather unsure who to contact” or “I definitely do not know who to contact” options).



The best ability to identify grant or subsidy titles for their own research was perceived at the FA (89% of respondents chose the “fully able” or “rather able” option), followed by the CEITEC and IFE. The worst results for the same were identified by the employees at the CESA and FBM.

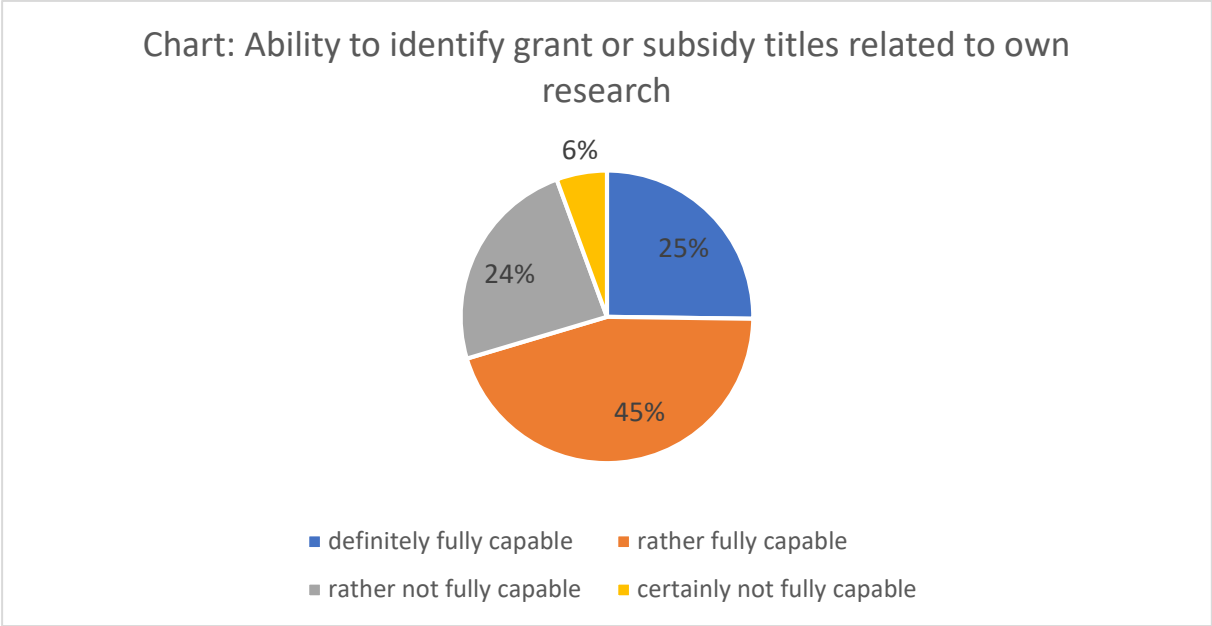
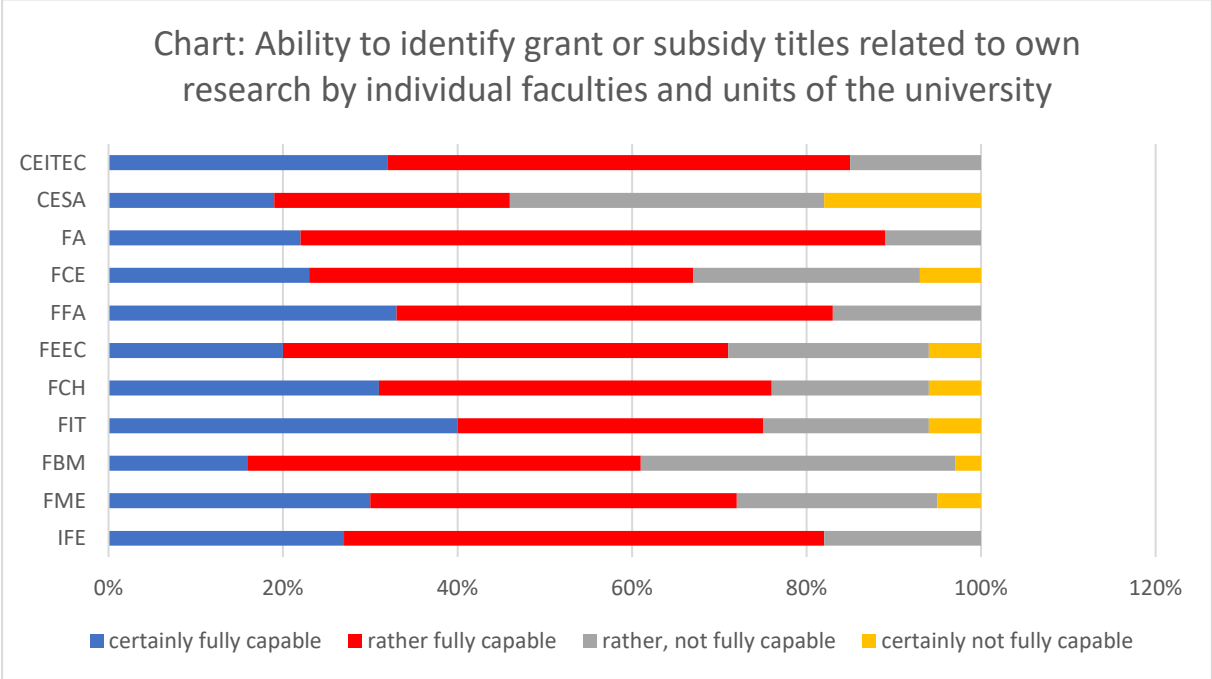
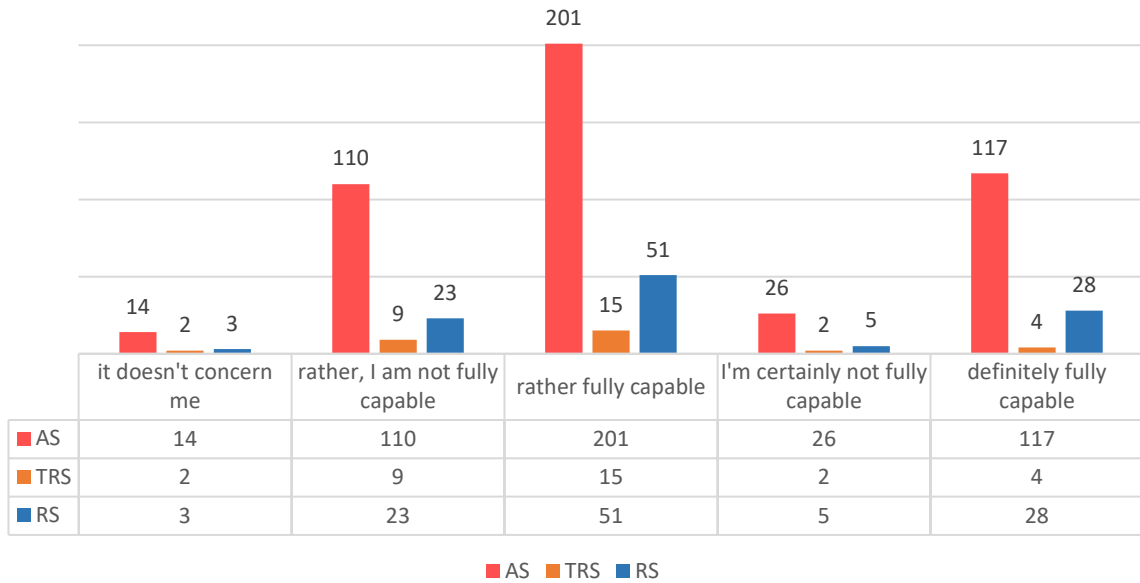


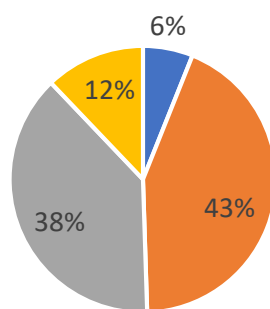
Chart: Ability to identify subsidy titles by employee category



SUPPORT IN THE AREA OF KNOWLEDGE TRANSFER

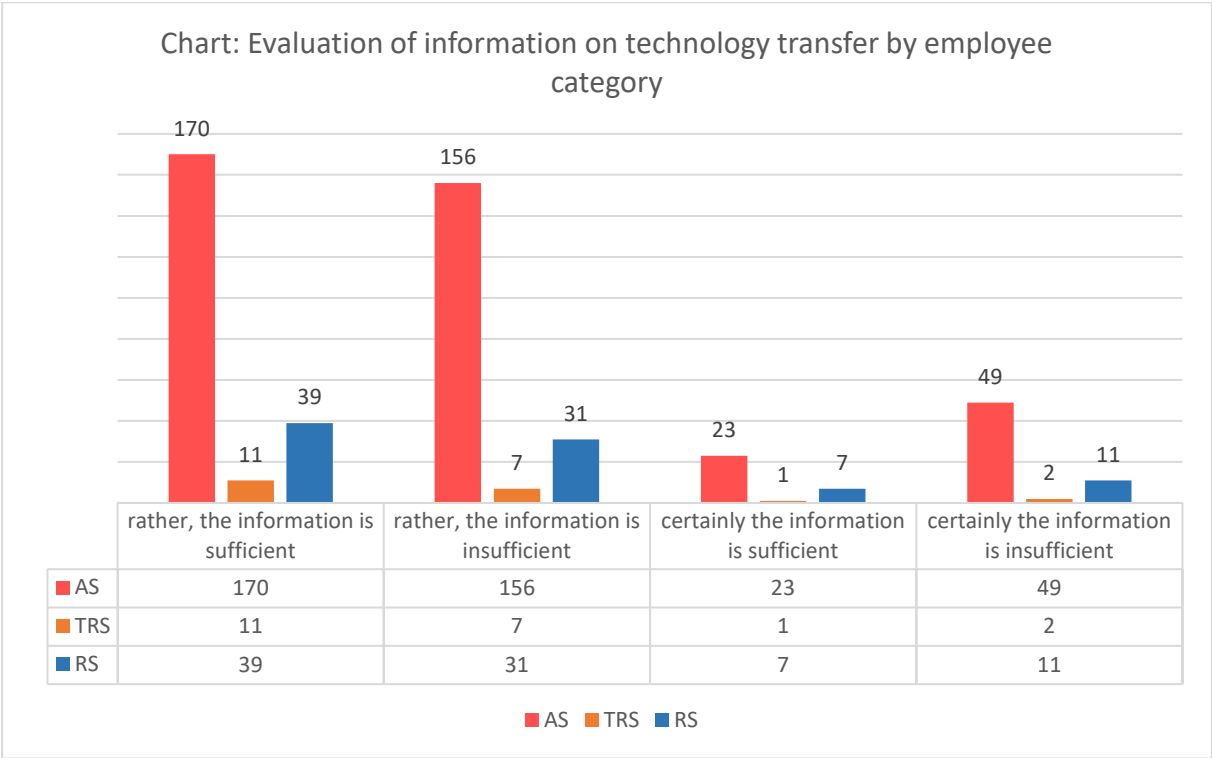
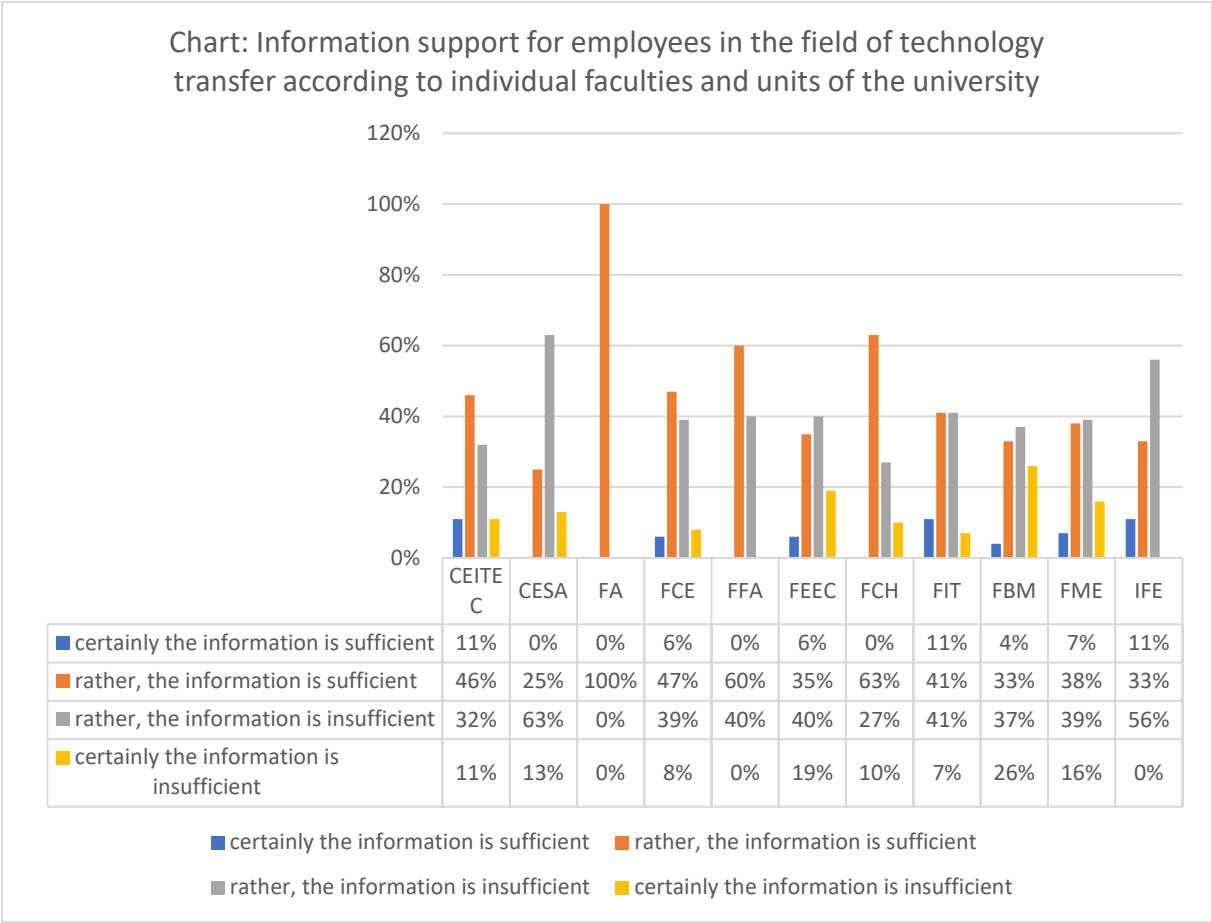
Another area assessed was the sufficiency of information regarding knowledge transfer. The most frequent option selected in the evaluation was “information is rather sufficient” (43% of respondents). The chart below shows the distribution of satisfaction by employee category.

Chart: Information support for employees in the area of knowledge transfer

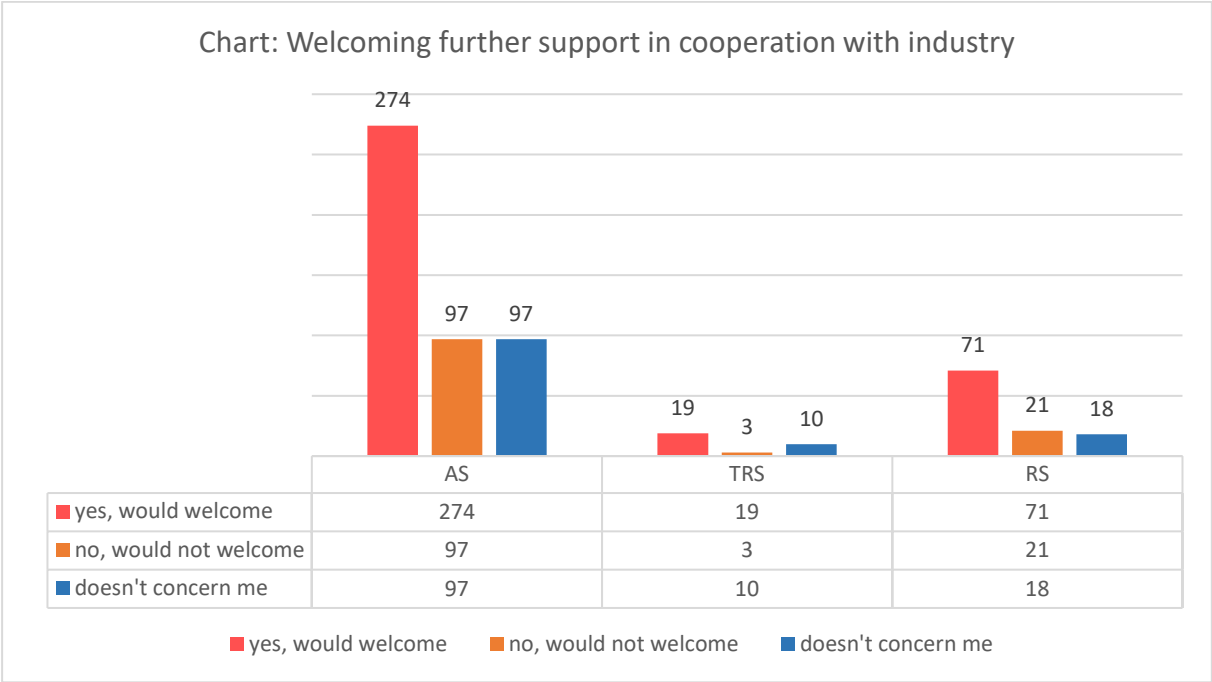


- certainly the information is sufficient
- rather, the information is sufficient
- rather, the information is insufficient
- certainly the information is insufficient

According to the respondents, the most sufficient information on technology transfer was available at the FA, while the least sufficient information was available at the CESA.



Respondents would welcome additional support in collaboration with industry (e.g. training on science-related legal issues, workshops).



Respondents were most likely to select the option “rather unfamiliar with options and procedures” when asked to evaluate their knowledge of commercialisation.

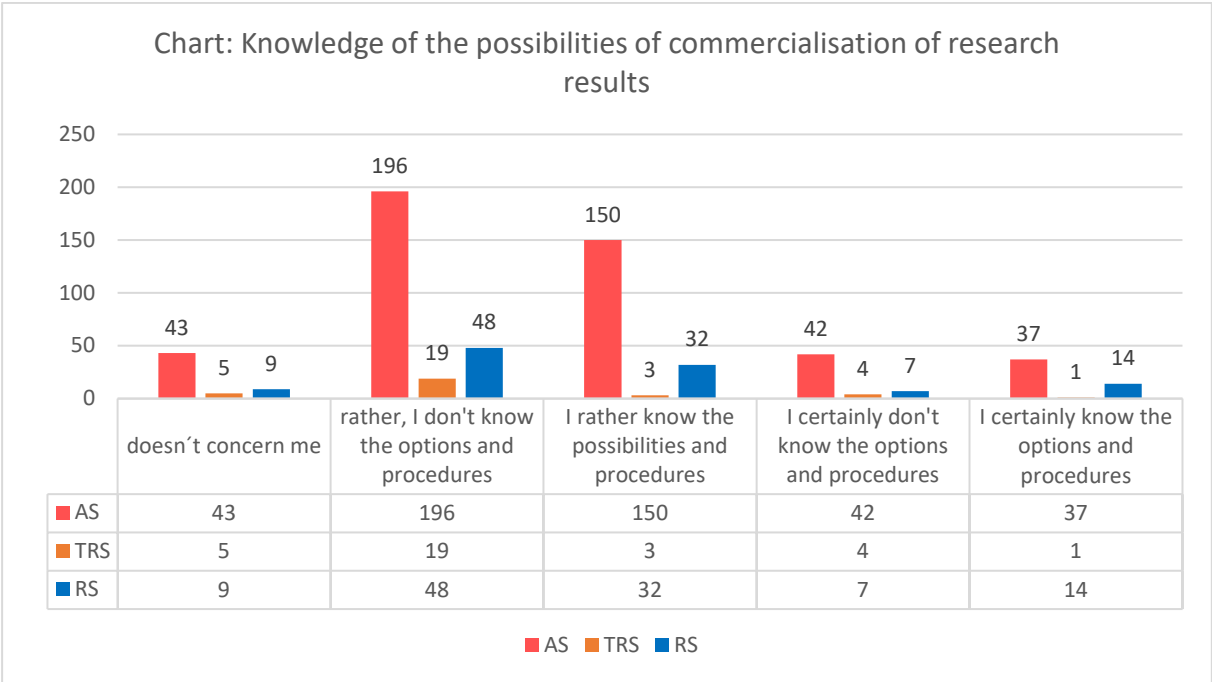
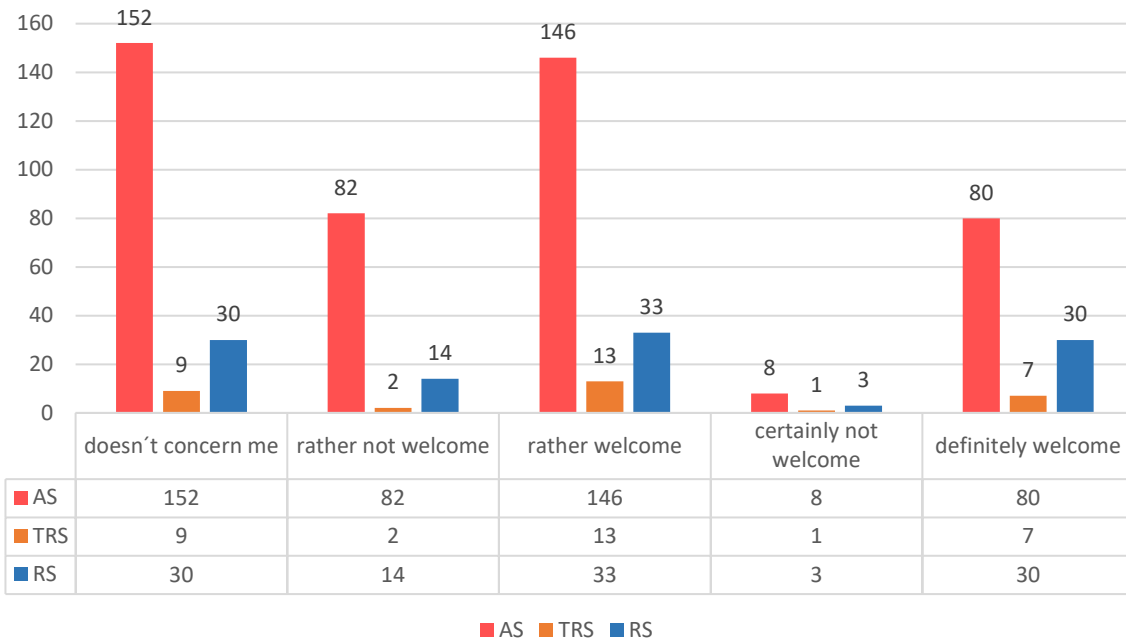


Chart: Welcoming support for the establishment of start-up and spin-off companies



BENEFITS

Benefits represent another area included in the questionnaire. The questions focused on the current use of individual benefits, but also on the interest in expanding the range of benefits in the future. An open question regarding benefits was also included.

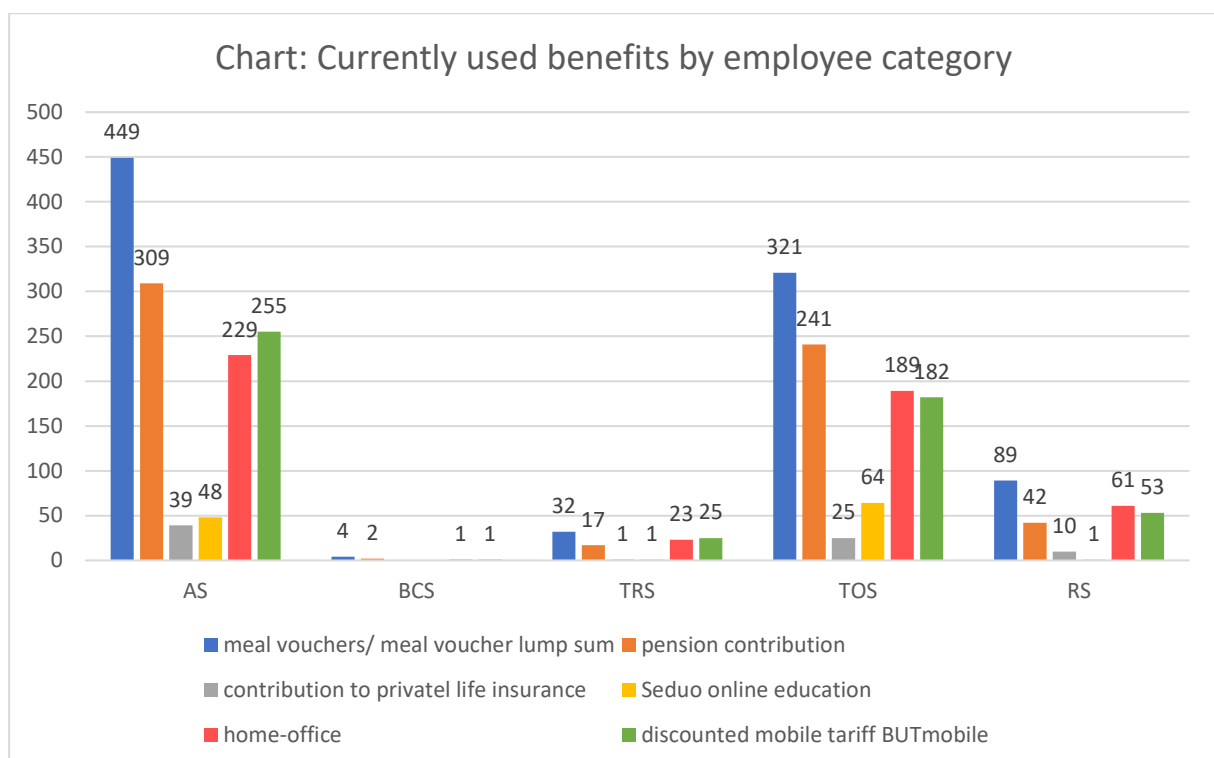
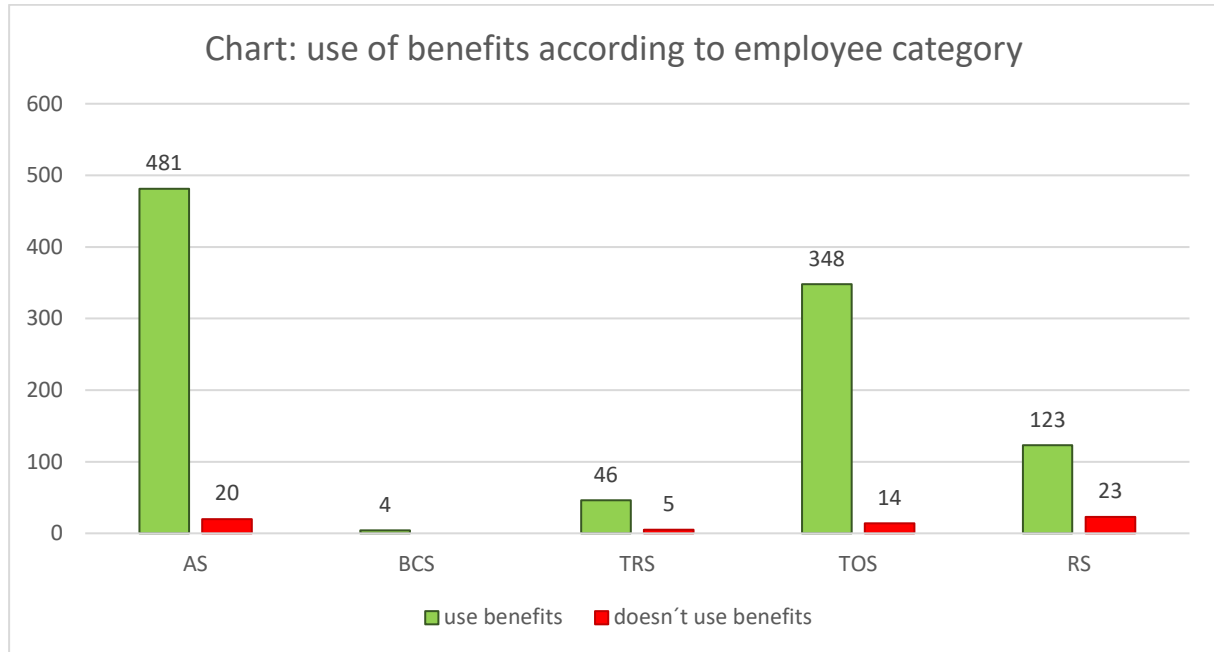
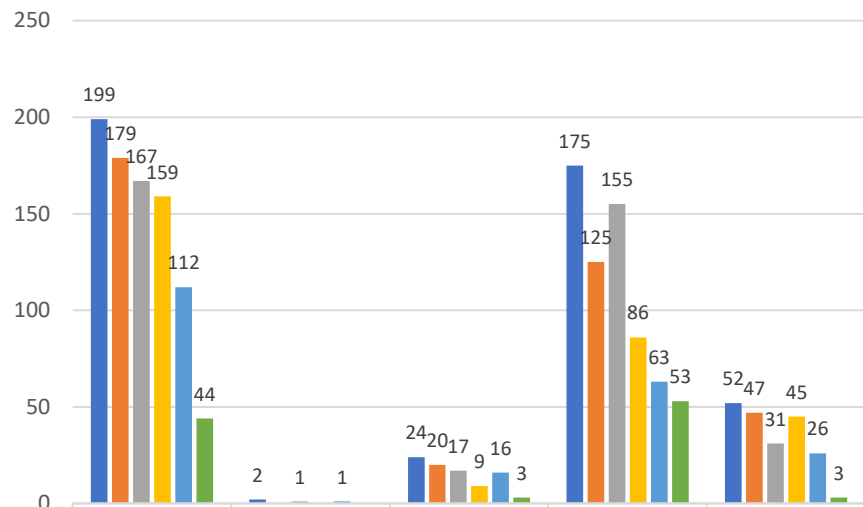


Chart: List of benefits that respondents would like to see in the next year (by employee category)

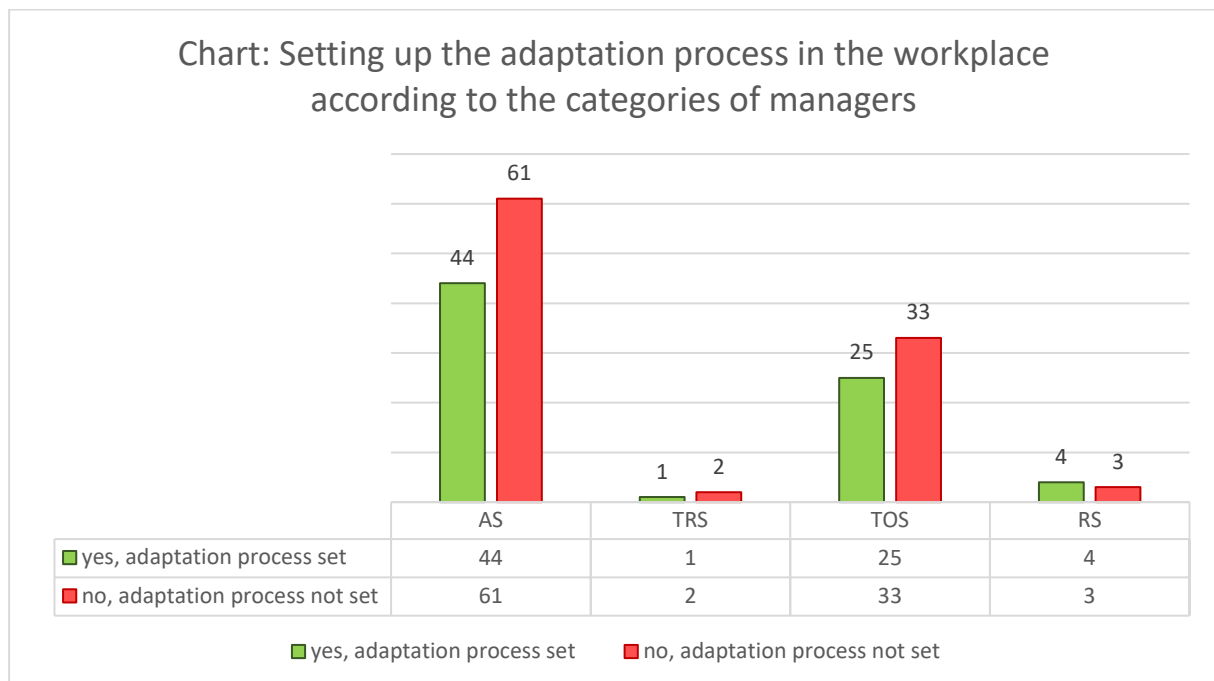
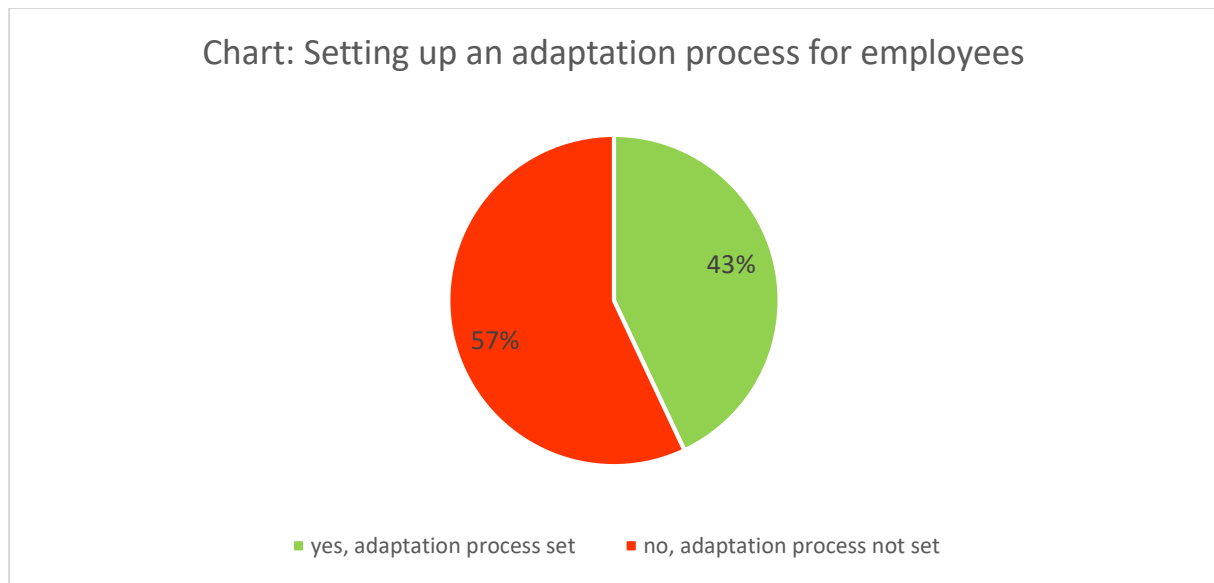


	AS	BCS	TRS	TOS	RS
allowance for transport to work	199	2	24	175	52
Multisport card	179		20	125	47
cafeteria	167	1	17	155	31
allowance for parents with children	159		9	86	45
meal voucher card	112	1	16	63	26
contribution to Seduo.cz license	44		3	53	3

MANAGEMENT OF SUPERVISORS/ LEADERS

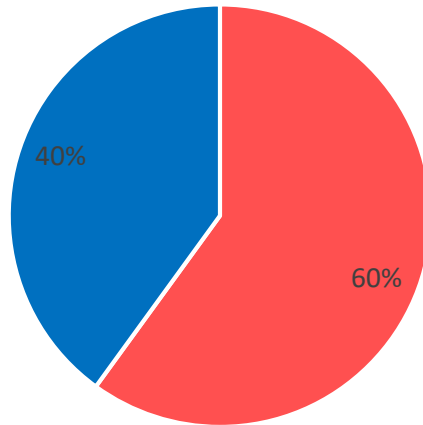
One of the focus areas of the survey was the needs of supervisors/ leaders. For this group of respondents, a separate series of questions was prepared focusing on, for example, the adaptation process, education, feedback, undesirable behaviour. As noted above, 17% of the 1 064 respondents were supervisors/ leaders.

43% of supervisors/leaders said that the adaptation process was well set up in their workplaces; however, they most frequently responded that there was no process set up (57%).



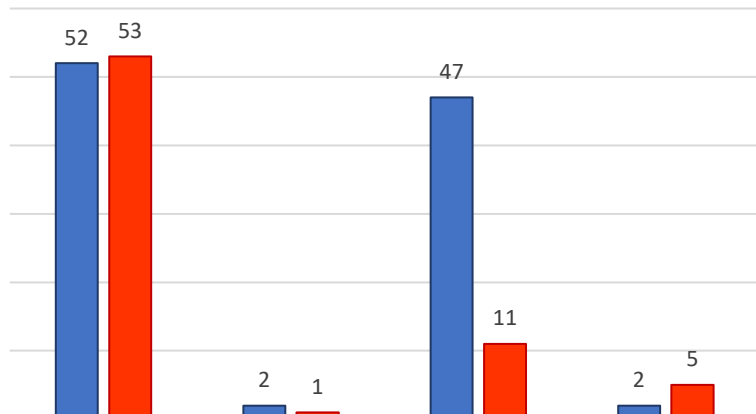
The supervisors/ leaders would welcome support in setting up the adaptation process (60%).

Chart: Welcoming support in setting up the adaptation process



■ yes, would welcome support in setting up ■ no, wouldn't welcome support in setting up

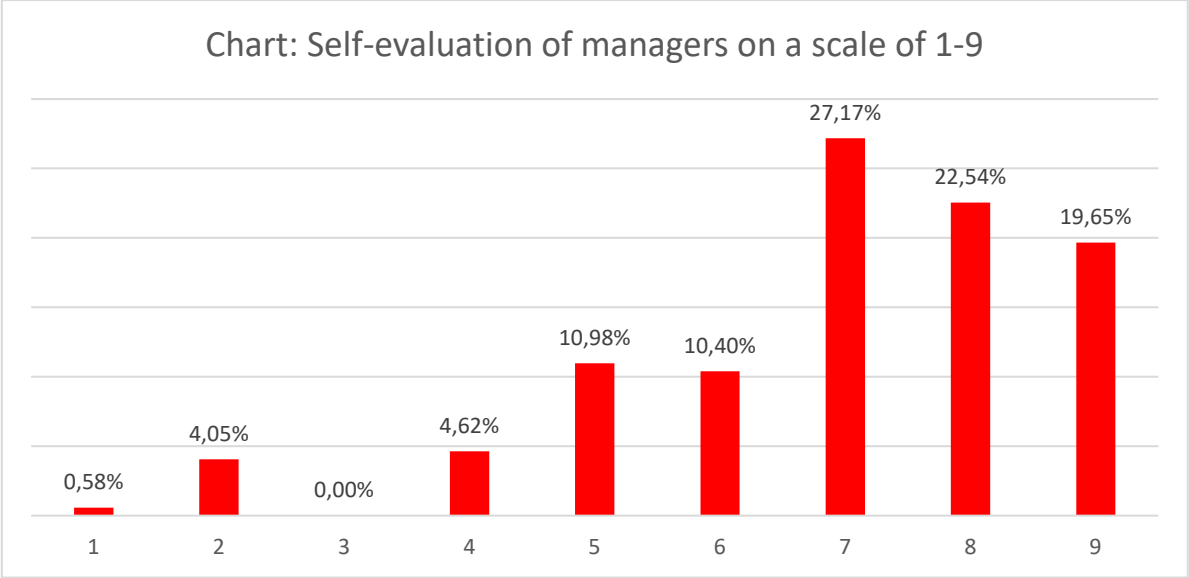
Chart: Welcoming support by executive category



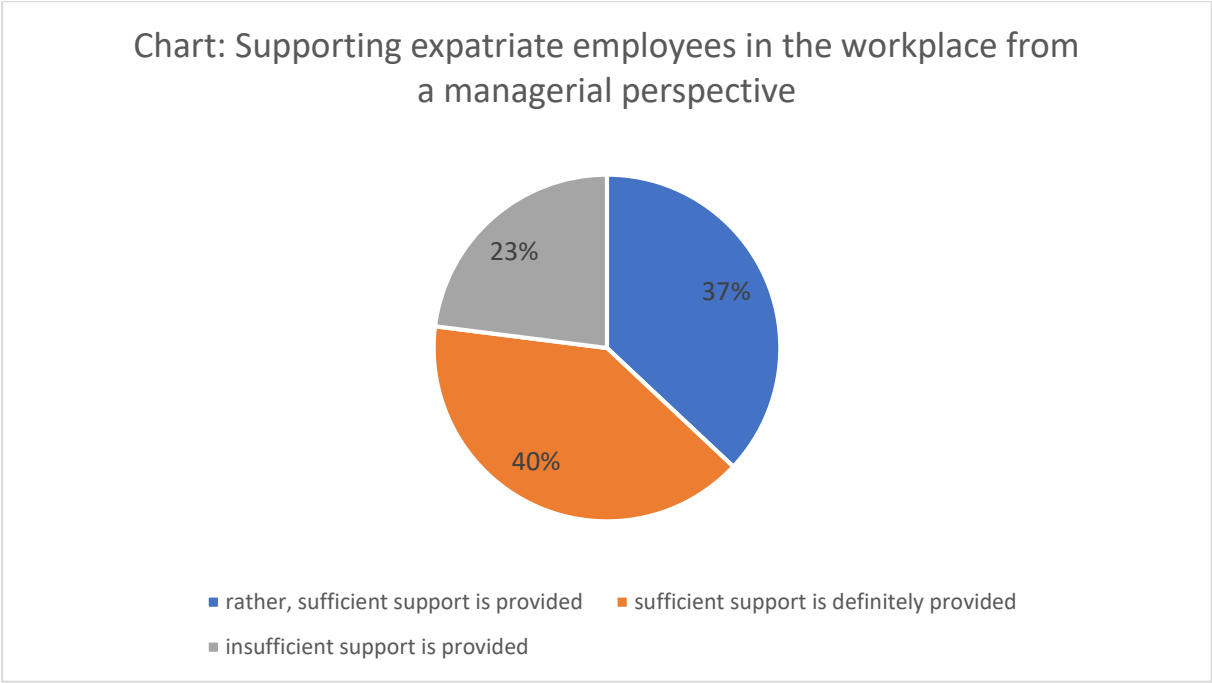
	AS	TRS	TOS	RS
■ yes, would appreciate support in setting up	52	2	47	2
■ no, would not appreciate support in setting up	53	1	11	5

■ yes, would appreciate support in setting up ■ no, would not appreciate support in setting up

They also had the opportunity to assess their own competencies. 69% of respondents perceive themselves as competent to perform the job of a supervisor/ leader (rating 7–9), 26% perceive themselves as neutral (4–6) and 5% perceive themselves as having significant potential for development (1–3).



Overall, 40% of supervisors/ leaders reported having a foreign worker in their workplace. 77% of supervisors/ leaders feel that they provide sufficient support to foreign staff.

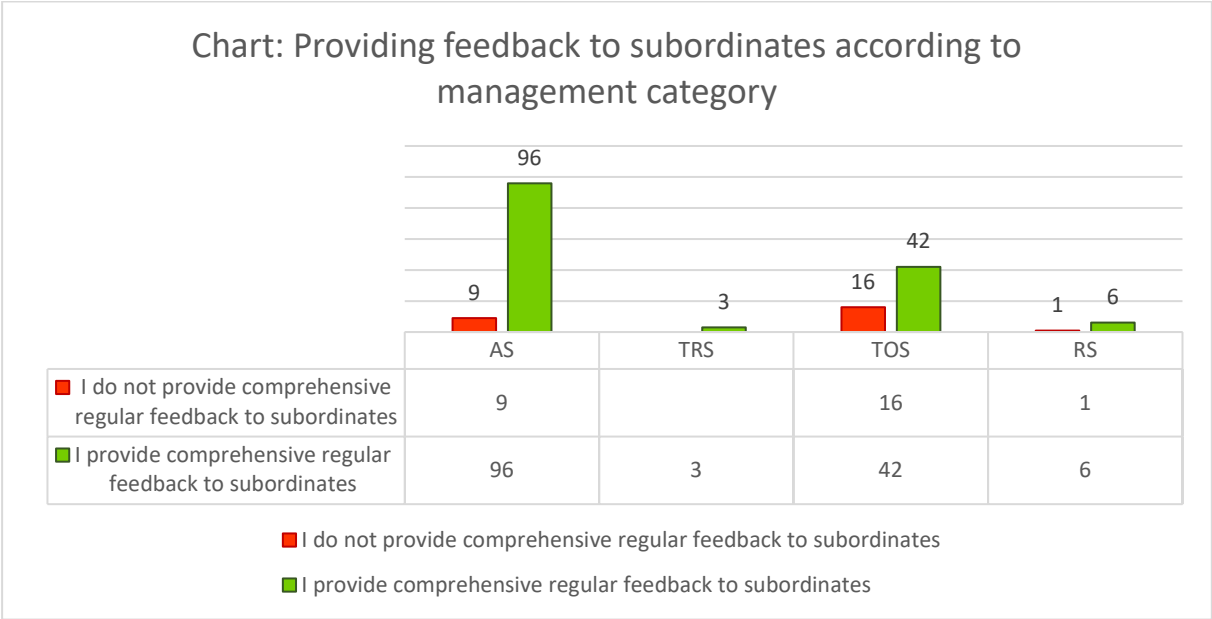
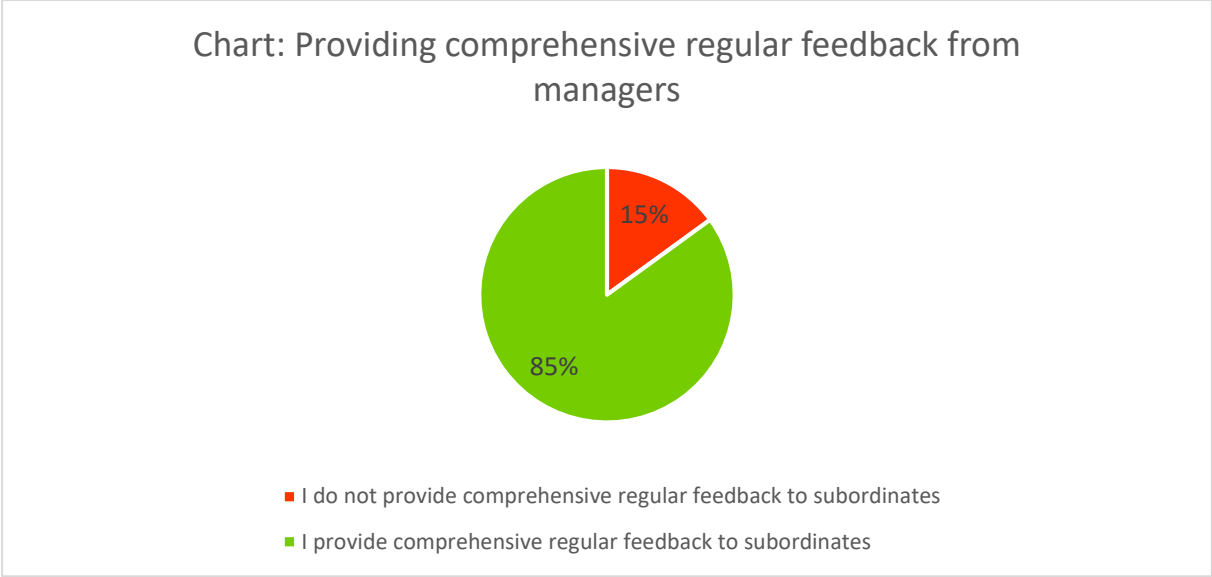


The following are most frequently mentioned as specific activities supporting foreign employees:

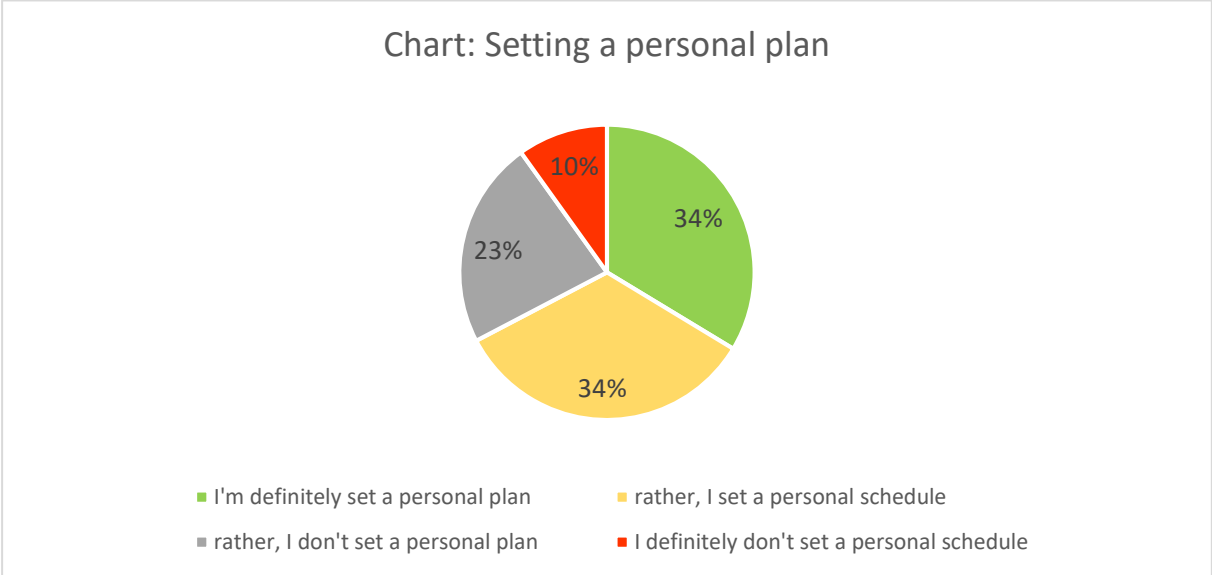
- Adaptation to the new environment, integration into the team, administrative support;
- Assistance, support from colleagues, communication in English (not only face to face, but also during meetings and negotiations);
- Respectful, non-discriminatory relationship;
- Electronic communication and enrolment in English;
- Welcome service, group and individual work meetings.

The majority of supervisors/ leaders (85%) report that they provide comprehensive and regular feedback to their subordinates.

Regular feedback is provided differently by different workplaces and by supervisors/ leaders at different levels. As is apparent from the table, senior academic staff are much more likely to report providing comprehensive regular feedback to their subordinates compared to senior technical/ office staff.



Personal development plans are set during the feedback process by 68% of the respondents from among the supervisors/ leaders. Overall, 33% of respondents said that they do not set personal schedules for their subordinates (rather not and definitely not).



6% of respondents from among supervisors/ leaders had to address socially undesirable behaviour in the last two years. According to the respondents, these included bossing, unwillingness to perform tasks, harassment, negative/disapproving behaviour, gossip and fabricated slander, sexual harassment, staffing, mutual intolerance between two workers or manipulation of part of the work team, splitting, verbal attacks and bullying of the weaker part by the stronger part.

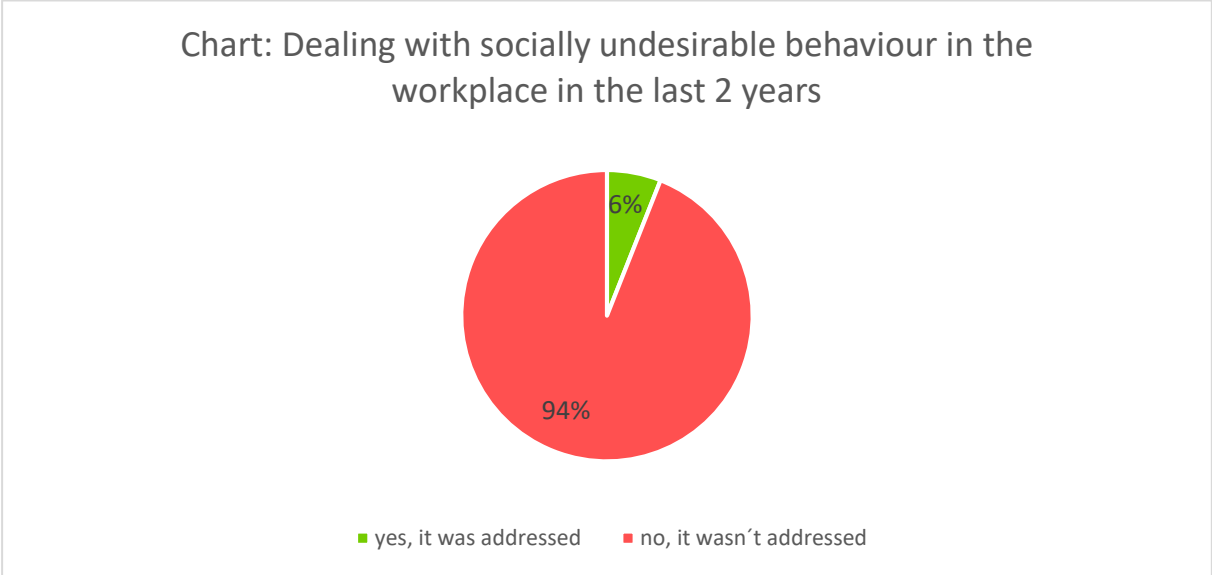
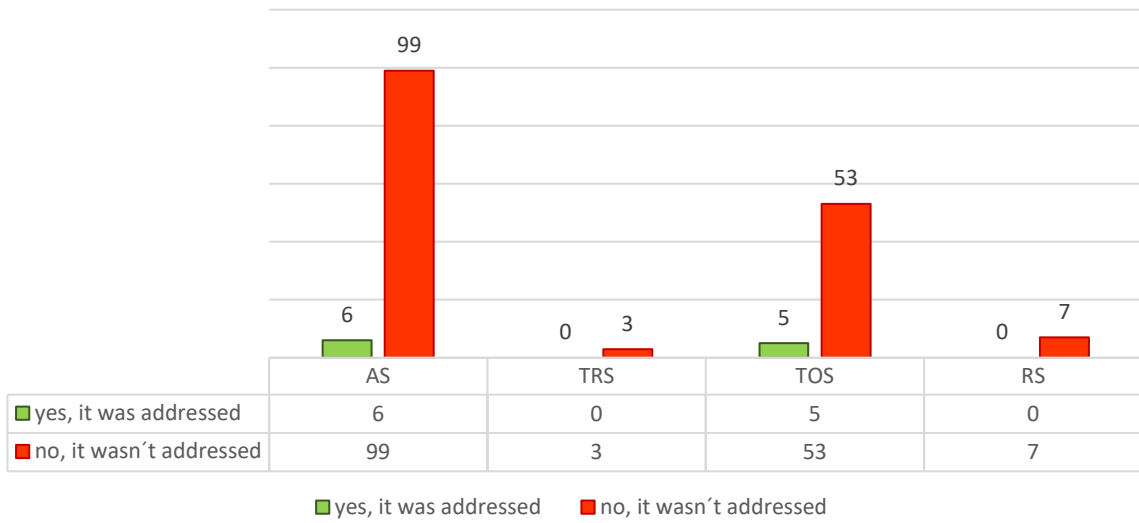


Chart: Addressing socially undesirable behaviour in the workplace by category of manager



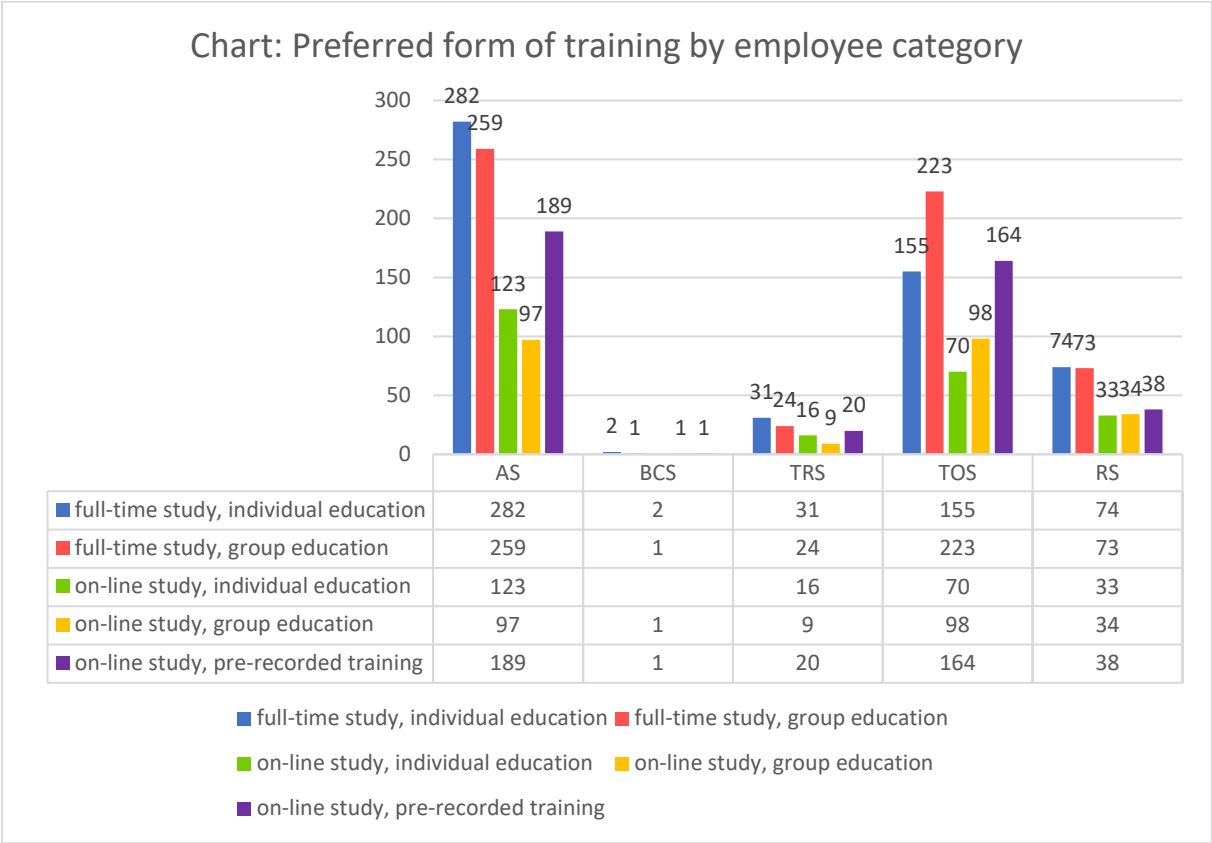
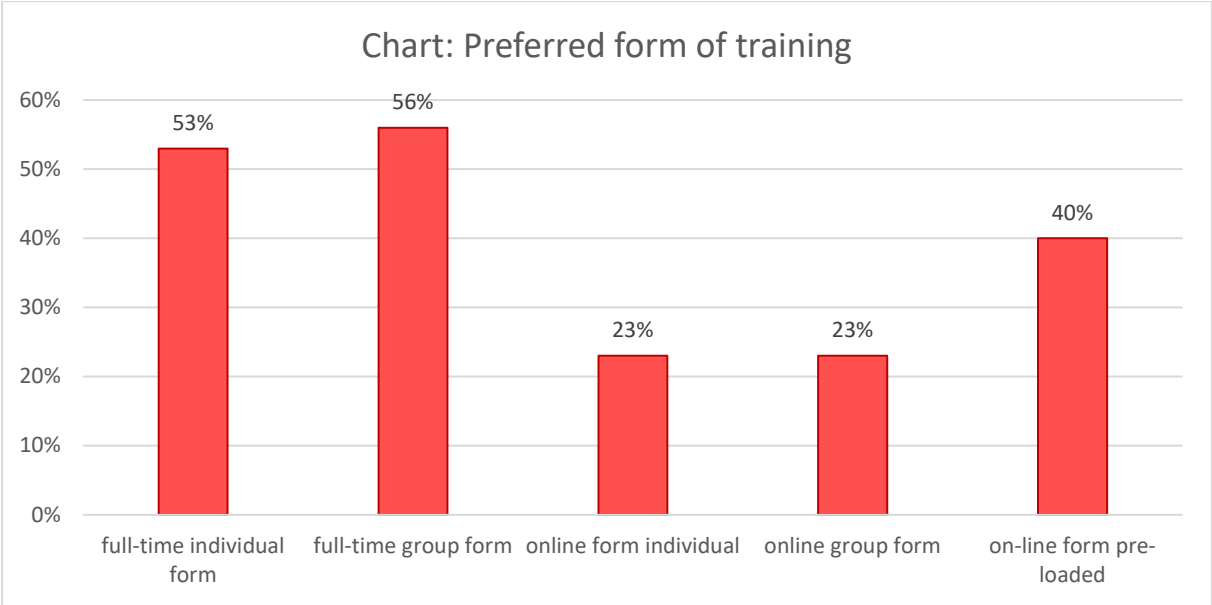
The supervisors/ leaders were also given the opportunity to indicate areas of support they would welcome from the BUT. The full list of responses is available in the last section of this final report. This is a list of the most frequent answers (areas):

- Reducing the administrative burden;
- Support in managing employees who are demotivated;
- Evaluation of all employees, not just the academic staff.
- Improving internal communication and information sharing;
- Financial support (for the evaluation of employees);
- Legal and psychological support;
- Digitisation of processes.
- It has often been stated that the current support was sufficient.

TRAINING AND DEVELOPMENT OF EMPLOYEES

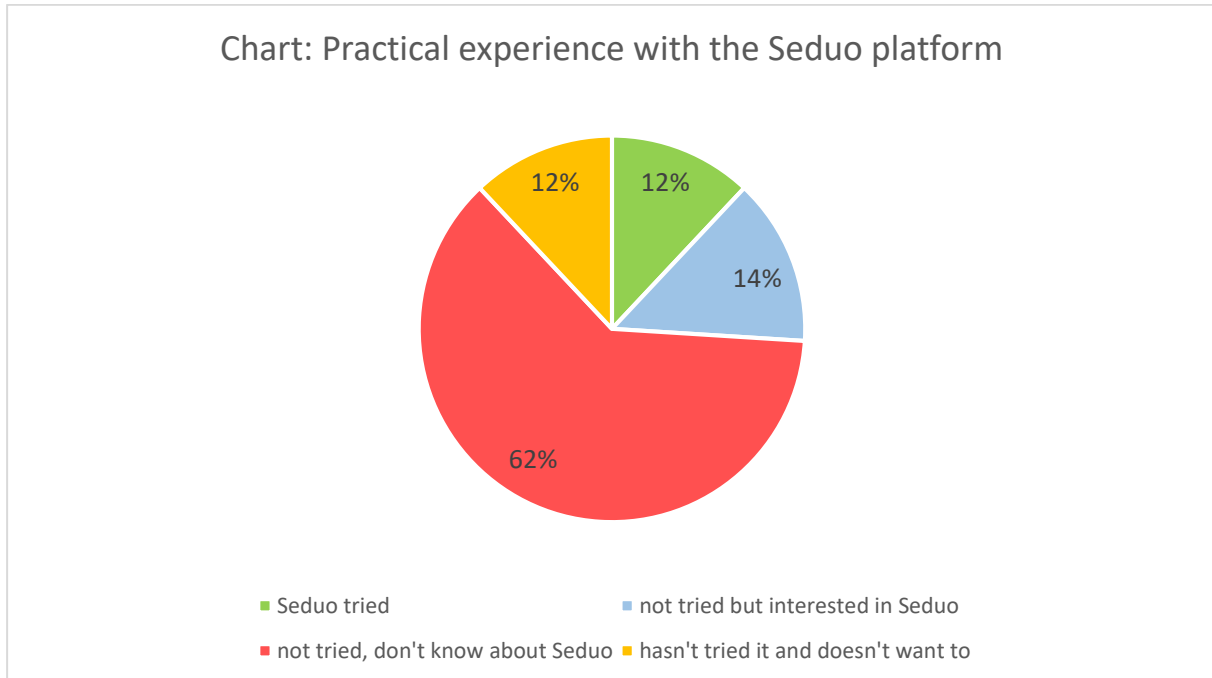
Respondents prefer full-time (in-person) education, both individual (53% of respondents) and group (56% of respondents).

Online form of education is preferred by only 23% of respondents. There is also a significant proportion of respondents (40%) who prefer pre-recorded training courses.

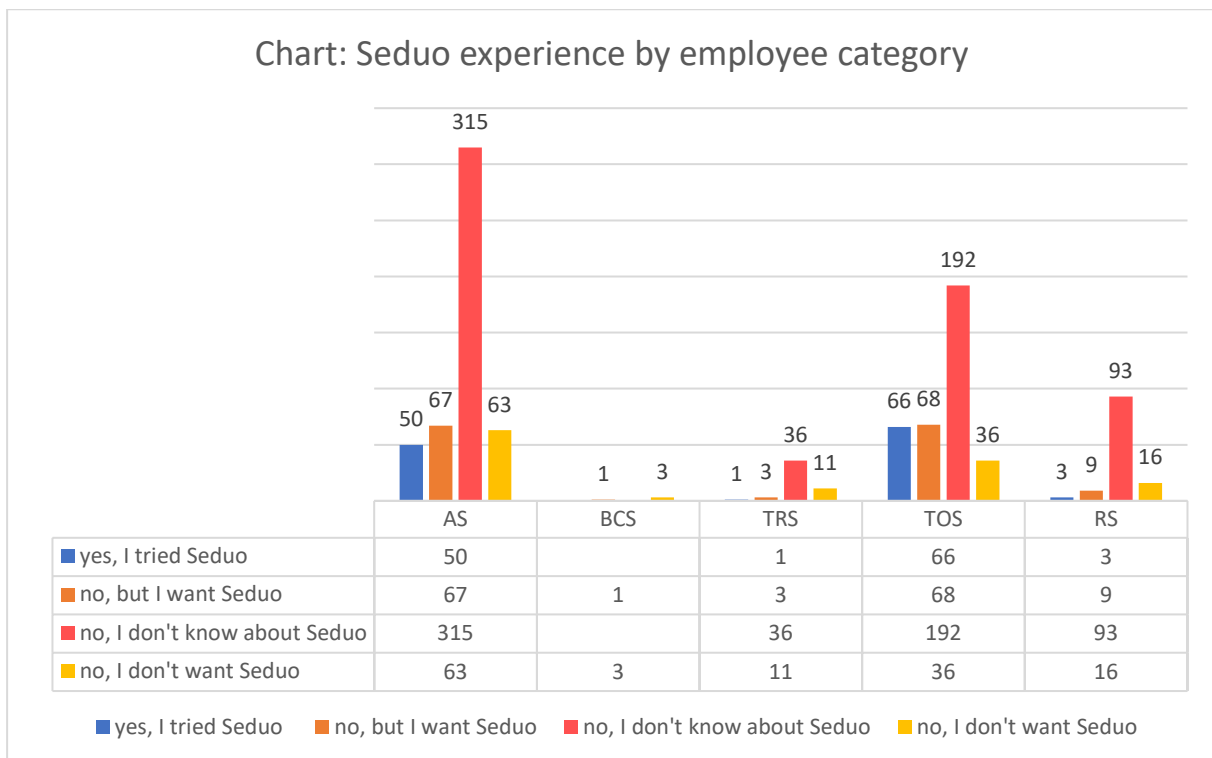


SEDUO

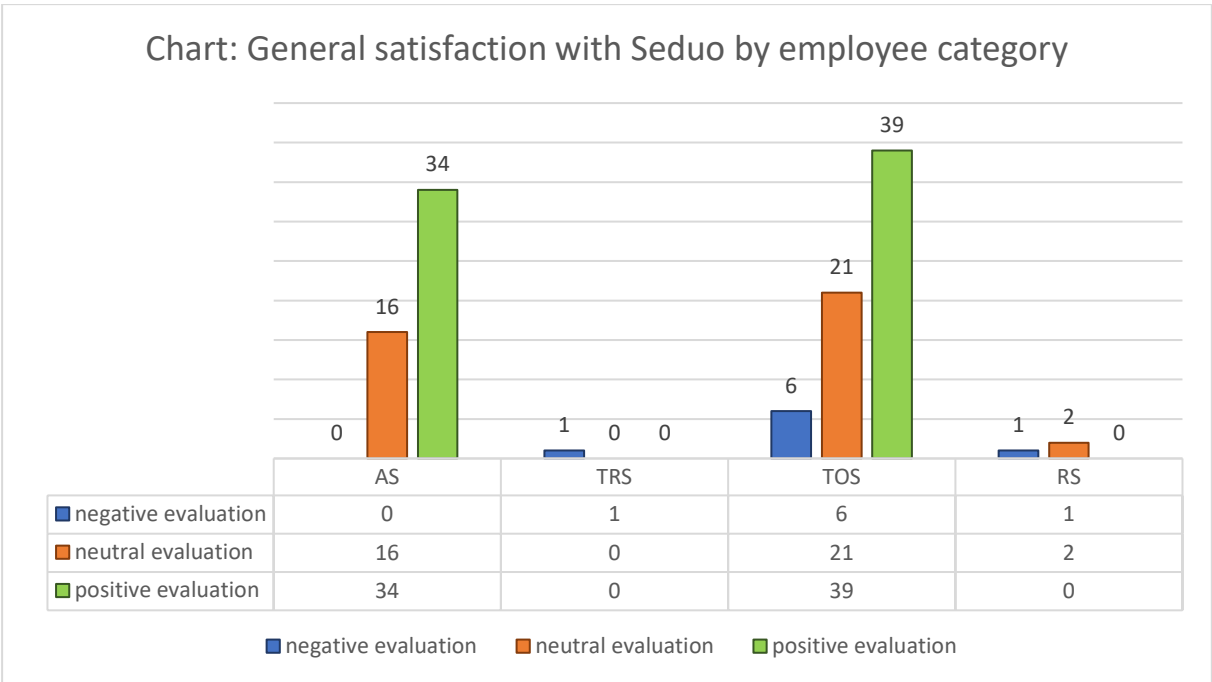
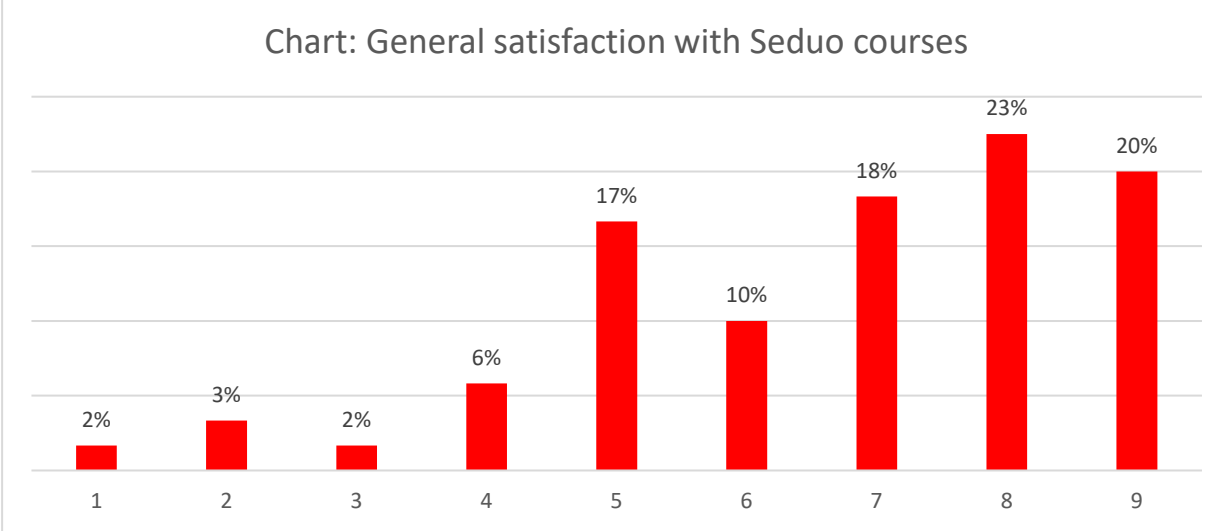
Selected employees of the BUT had the opportunity to pilot test online educational courses offered by the online educational portal Seduo.cz. The questions were about their practical experience and then satisfaction with the different areas, which is illustrated in the following charts.



The Seduo platform is used most by the technical/ office staff, followed by the academic staff.



Satisfaction with Seduo courses was surveyed among individual employees who had tried it. It was measured on a scale of 1 to 9, where 1=unsatisfied and 9=completely satisfied. As is apparent from the chart, a significant proportion of employees were satisfied (61%, ratings 7–9). The following table shows an overview of the evaluation according to the categories of employees working at individual faculties and components of the University.



The employees had the opportunity to express their satisfaction with the course instructors and satisfaction with the time allocation. This is illustrated in the following charts.

Chart: Satisfaction with Seduo course instructors

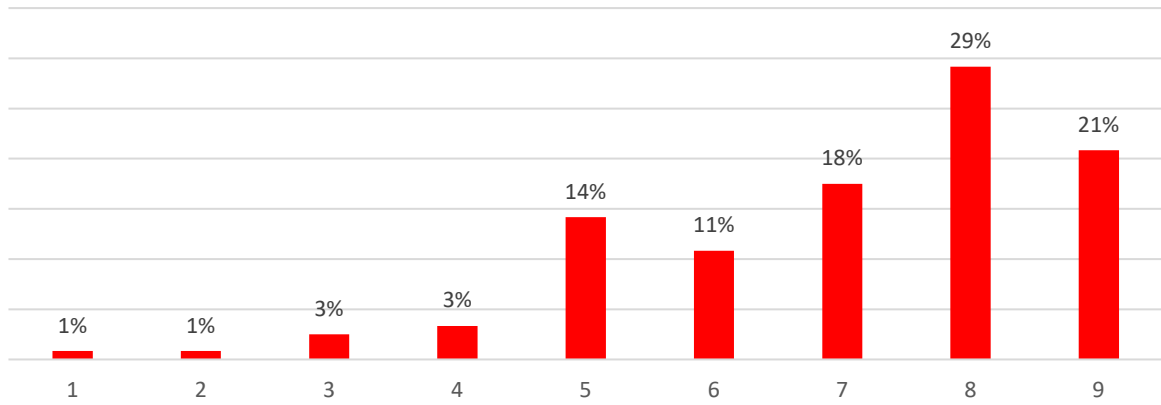


Chart: Satisfaction with lecturers by employee category

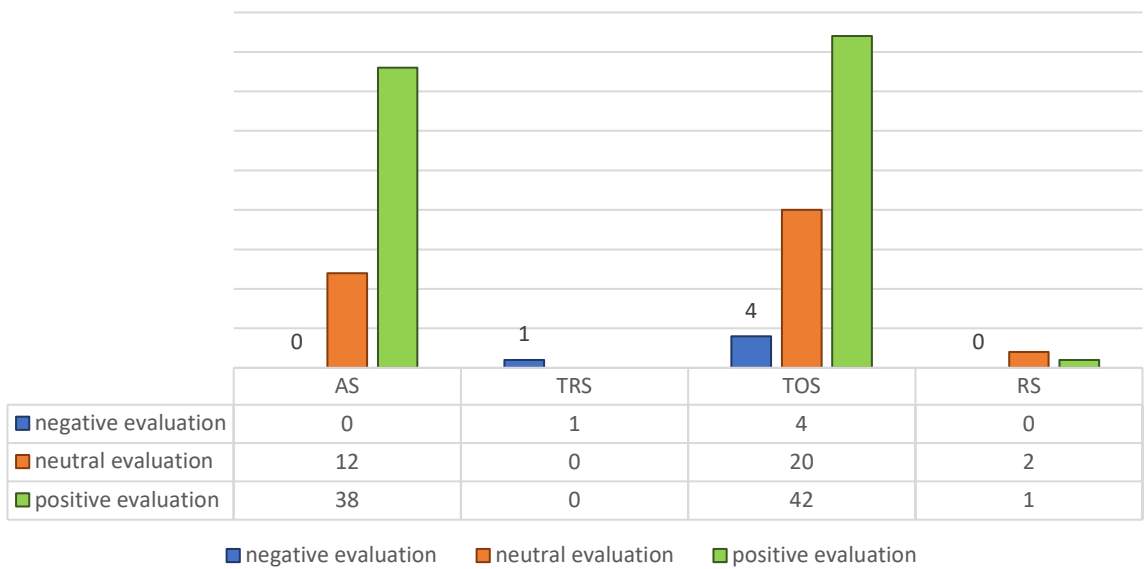


Chart: Satisfaction with time allocation of courses

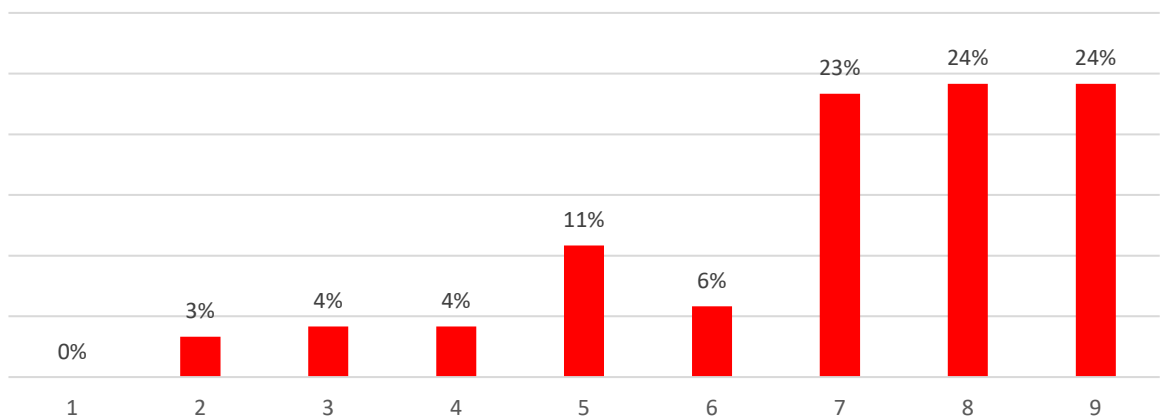
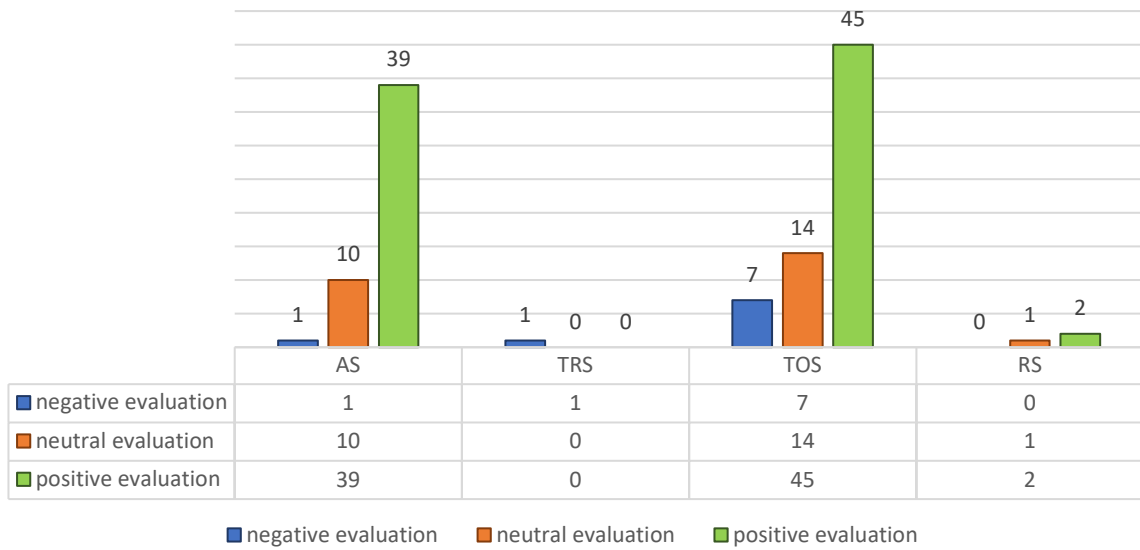
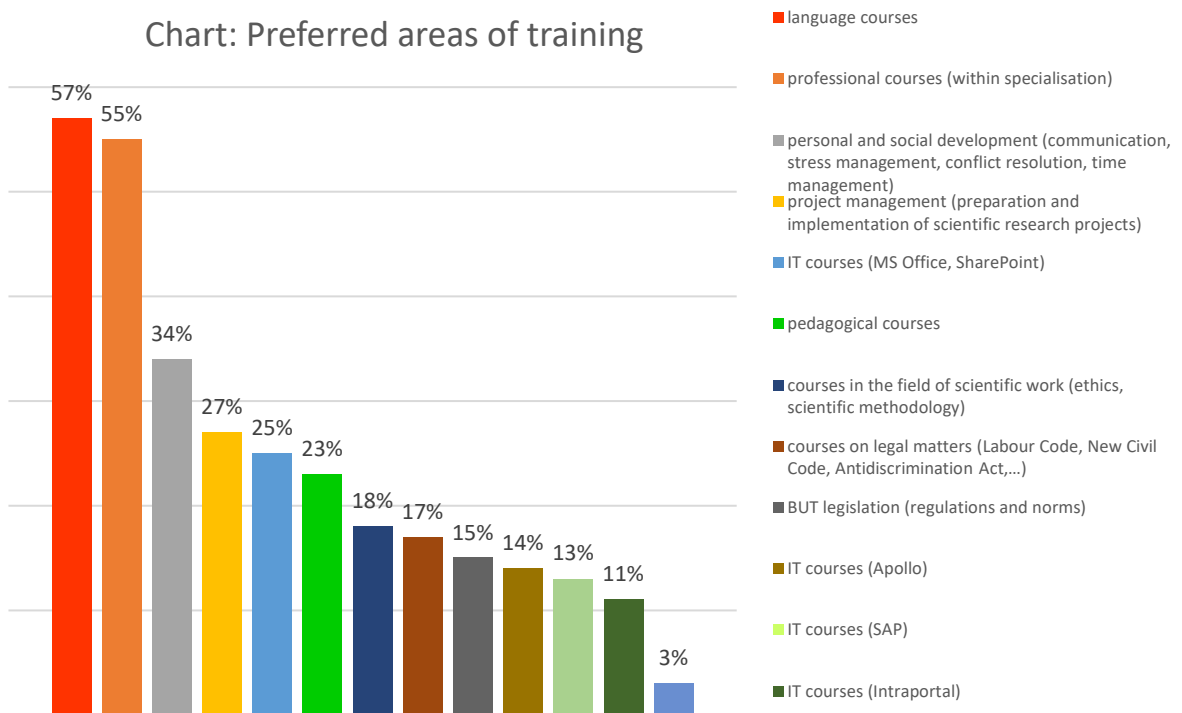


Chart: Satisfaction with time allocation by employee category



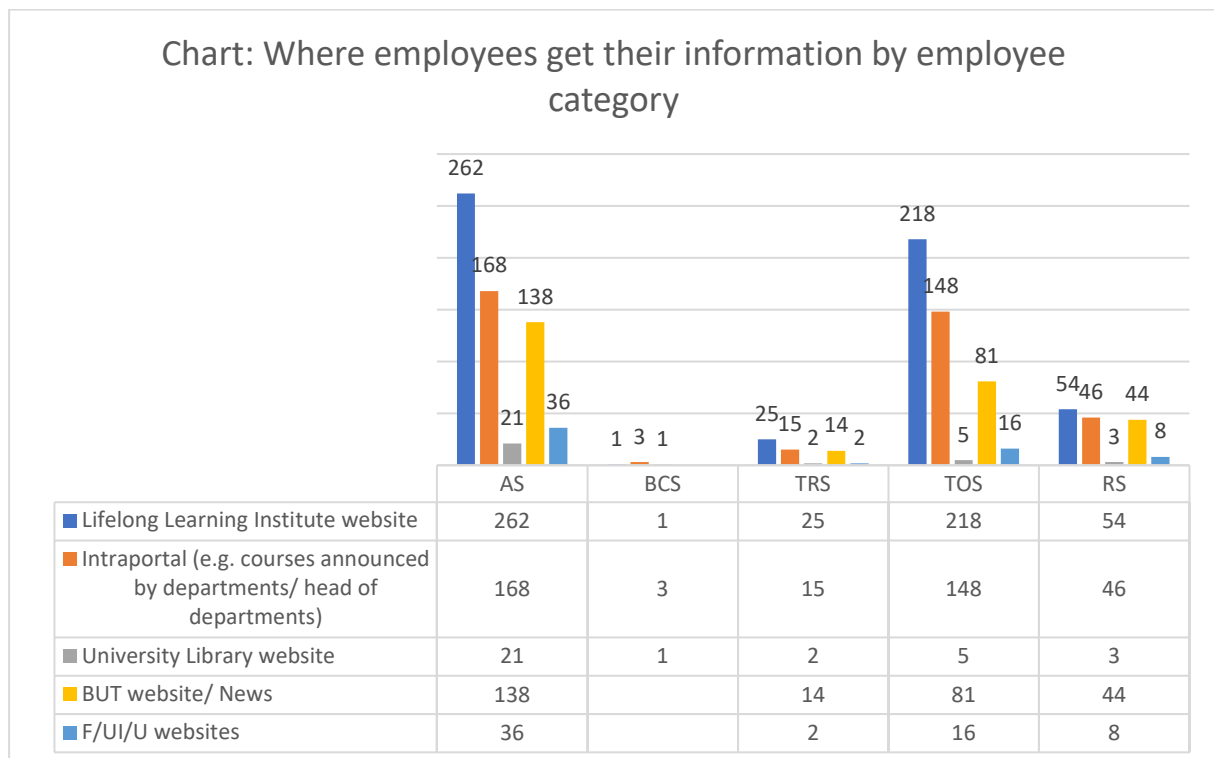
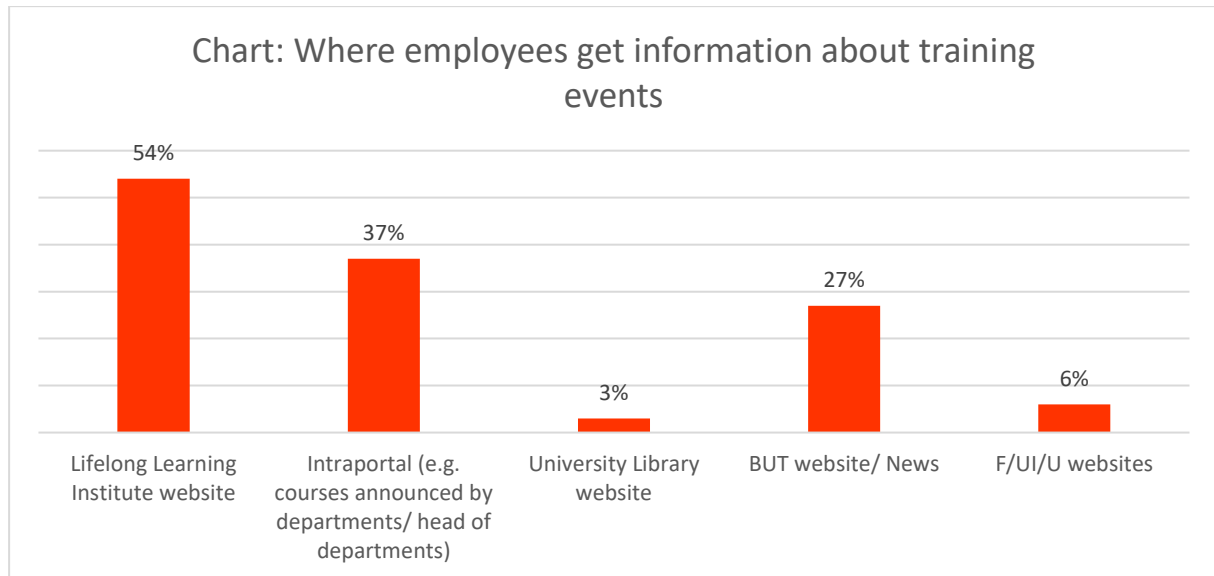
The employees also had the opportunity to comment on the areas that they would like to have more courses focused on. That is, what the training and education at the university should focus on.

Chart: Preferred areas of training



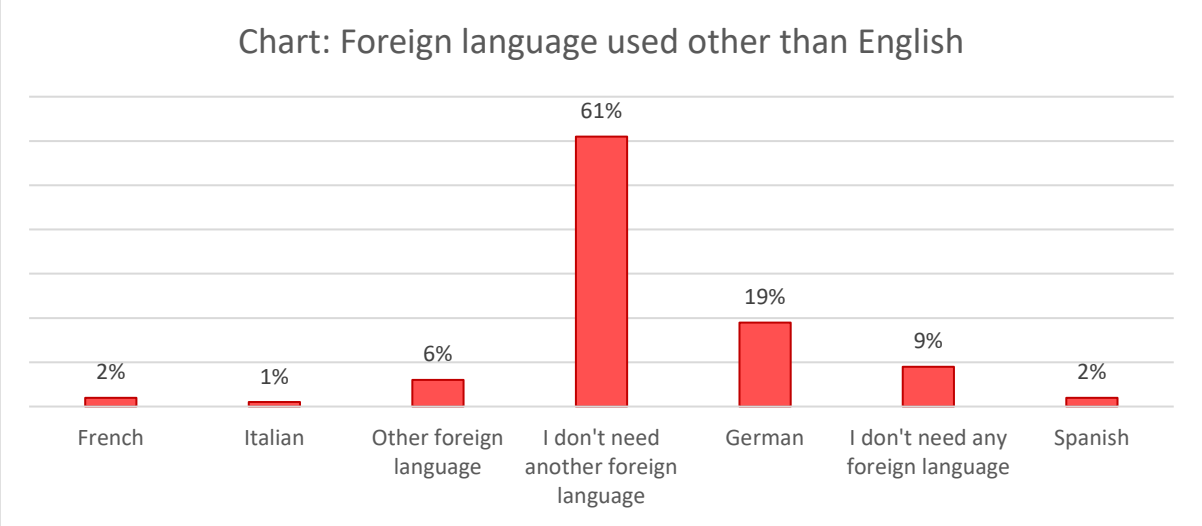
INFORMATION ABOUT TRAINING AND EDUCATION

There are several websites at the University where employees can find information about training and education. Respondents were asked which one they visit most often when looking for information about such offerings.

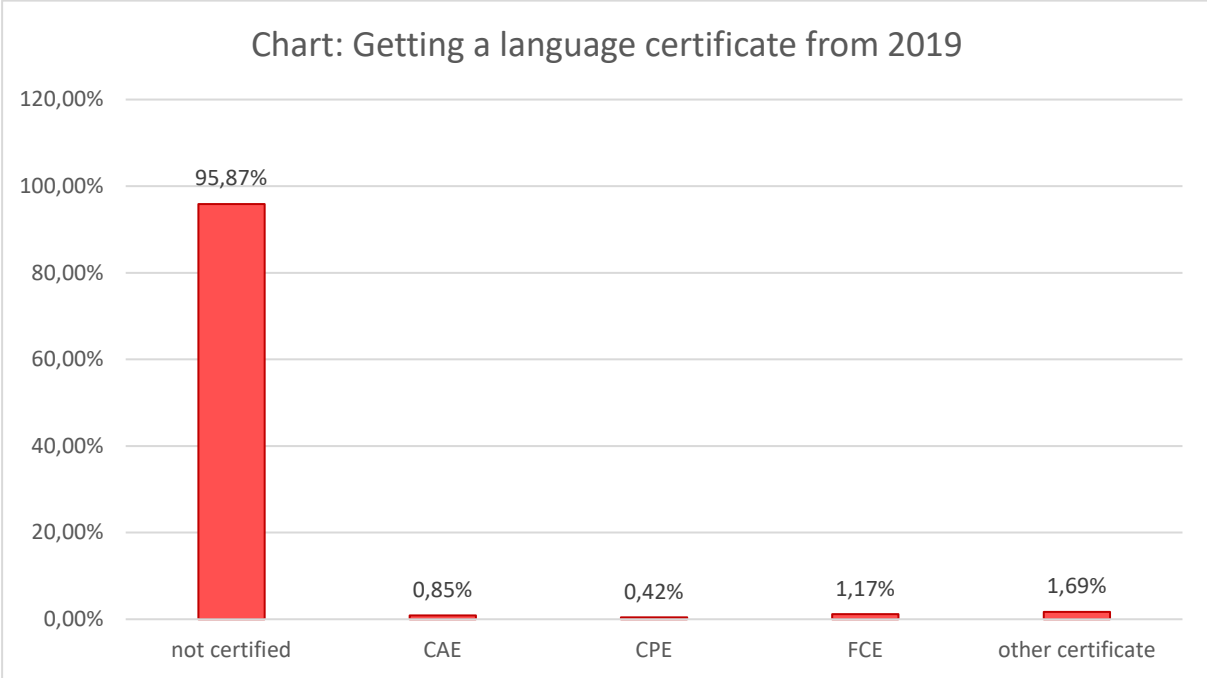


The most frequently used information channels for obtaining information about organised educational events, as mentioned by the respondents, included mainly email, social networks, newsletter, but also faculty information or hearsay from colleagues.

When asked about the need to speak a foreign language to do their job, the most common response was that they did not need any other foreign language besides English (61% of respondents). There was also an option to mention other languages; Russian and Polish were mentioned the most. The following table then shows an overview by individual faculties and components and employee categories.



The BUT staff who participated as respondents in this survey received a total of 39 certificates, of which 20 were awarded to academic staff. Others with language certification included technical/ office staff (11 certificates), researchers (7 certificates) and technical workers for research (1 certificate). The following table shows the workplaces and components of these employees.



CEITEC

One of the areas covered in the questionnaire was the area focused on CEITEC. Most of the questions were open-ended, so respondents had the opportunity to answer at their own discretion. Below are the responses of respondents regarding pure direct and indirect competitors of CEITEC. Other responses are presented in the respondent responses section of the final report.

Among CEITEC direct competitors in the Czech Republic, respondents most frequently mentioned:

Czech Academy of Sciences

TFS

TESCAN

CATRIN Olomouc

ELI Beams

CTU in Prague

Smítko s.r.o.

Charles University

UCT Prague

RCPTM

Thermofisher Scientific

Direct competitor of CEITEC abroad:

ETH Zurich

Fraunhofer

MIT

Harvard

KIT

IMEC

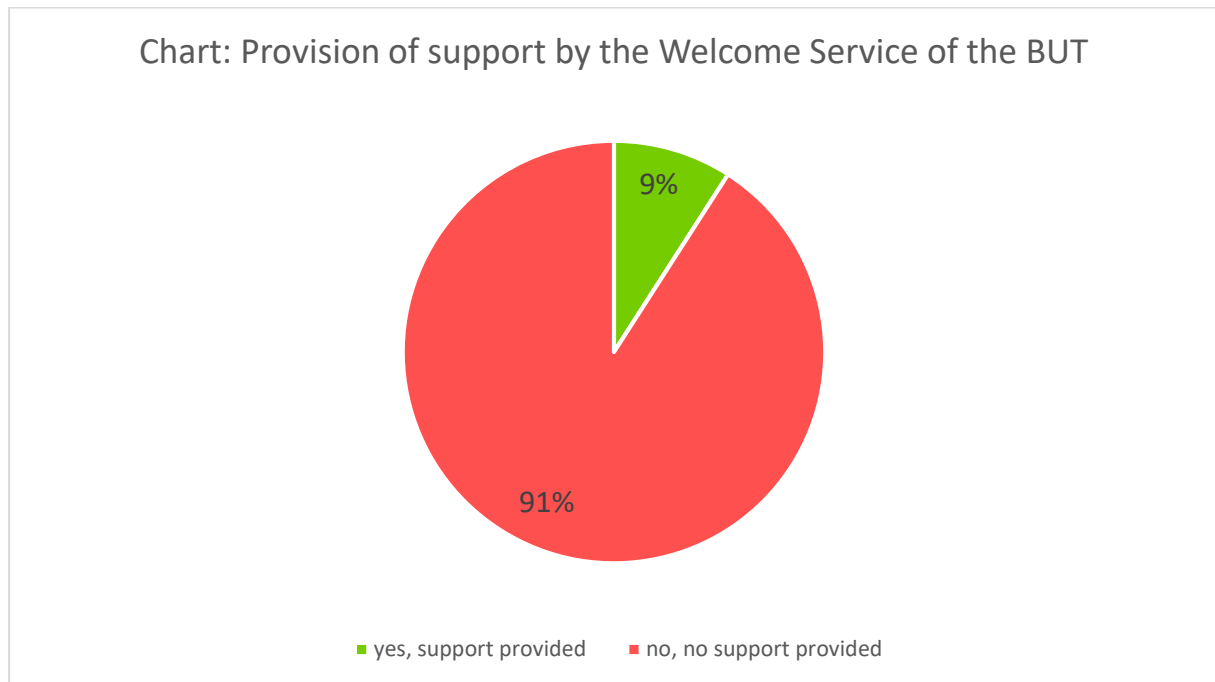
Max Planck Institute

ISTA Klosterneuburg

Local technical universities

FOREIGN EMPLOYEES

This area of questions was directly addressed only to employees who answered that they were foreign employees. A total of 33 respondents answered questions in this area.

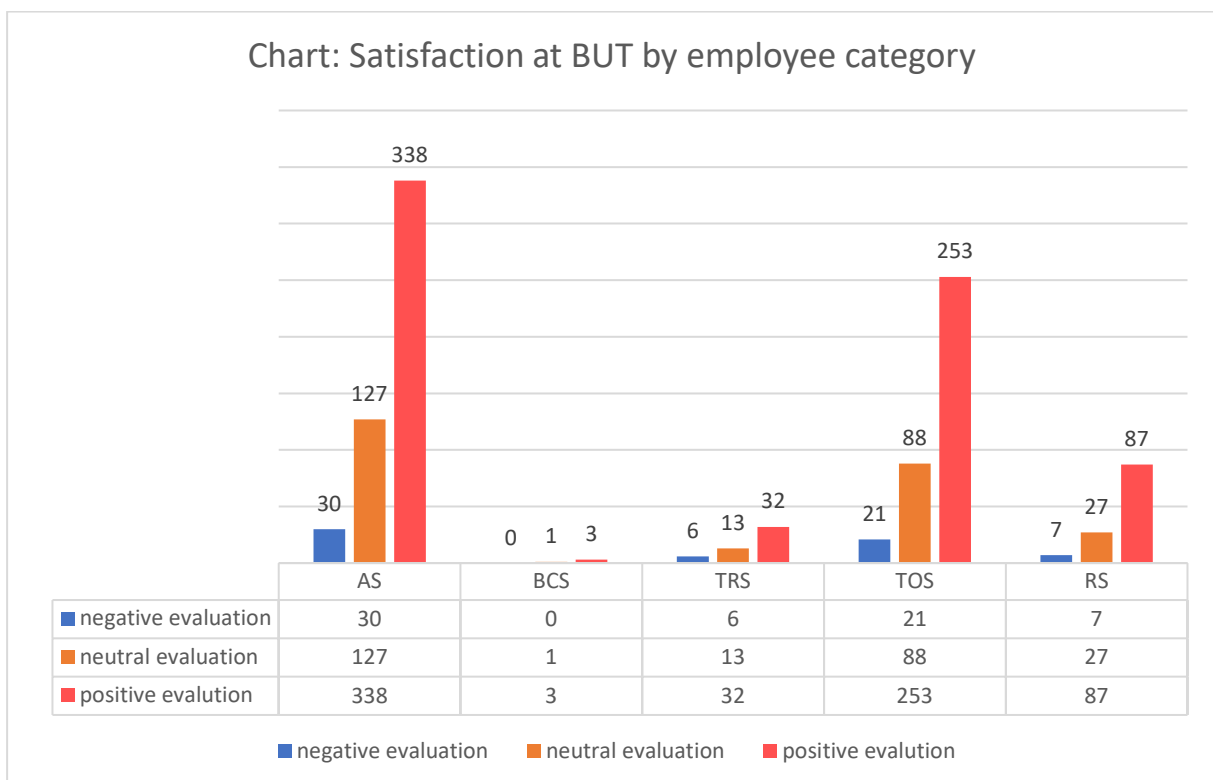
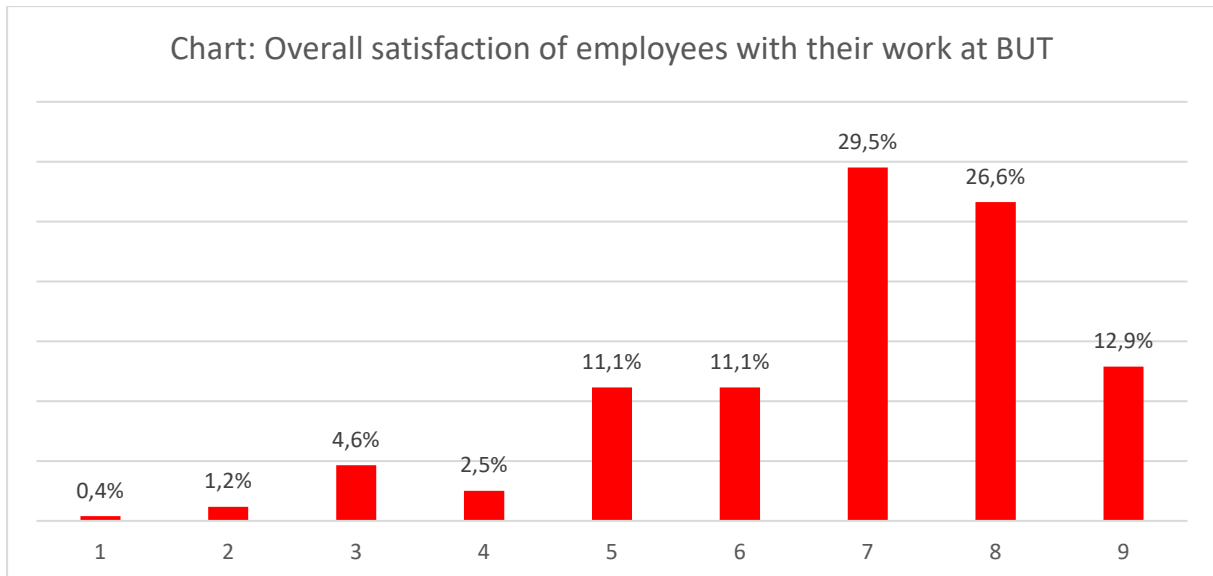


When asked what support or service was lacking at their workplace in English, they often stated that they lacked information about the “Welcome Service”, or that they did not care about that, or that they did not need such support given their language skills.

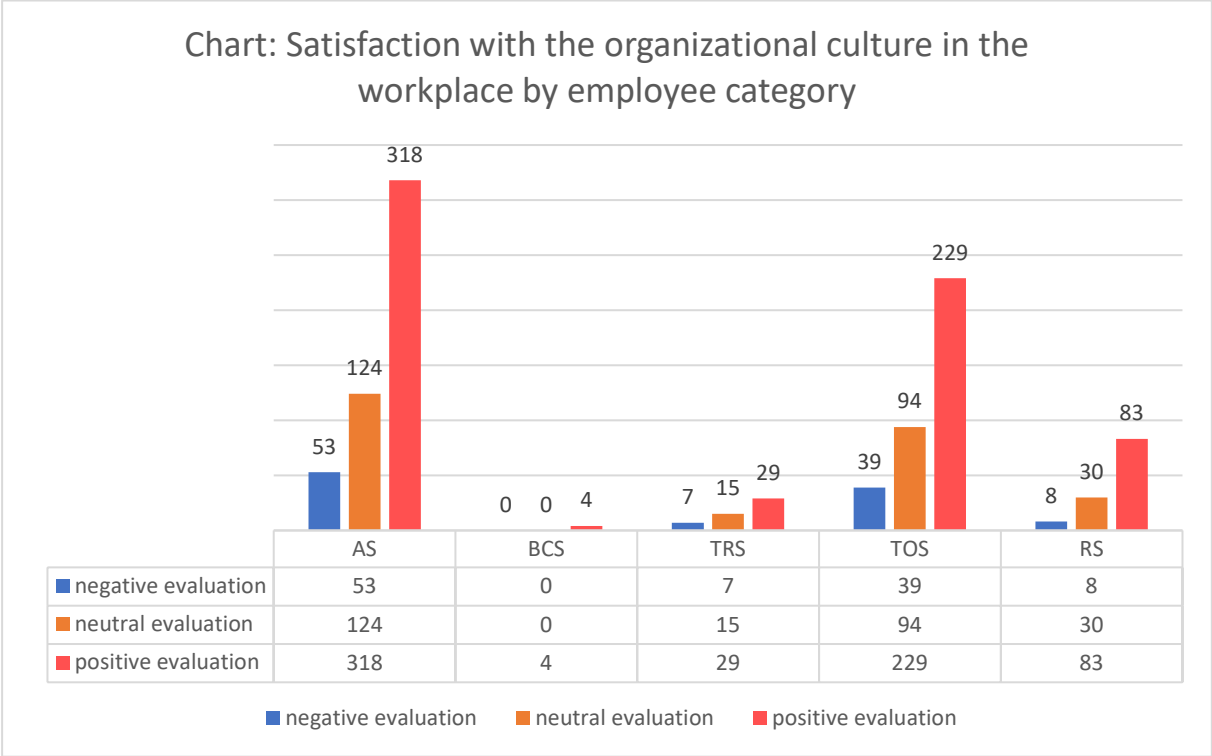
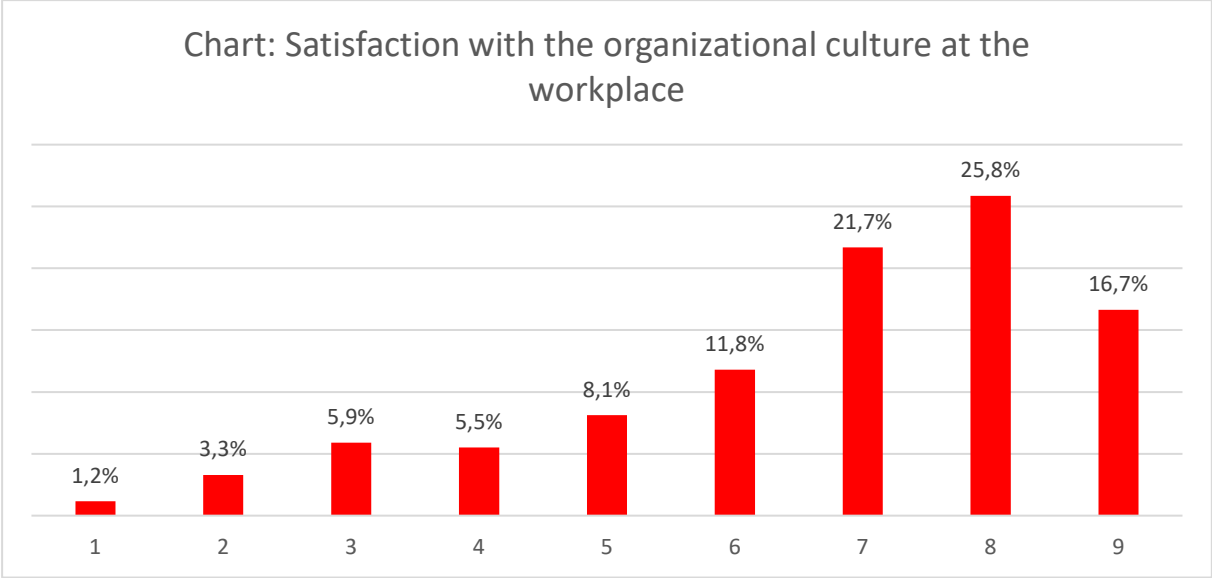
There was also a more complex question about support or services at the BUT that lacked an English version; the respondents stated that some parts of the BUT/F website were not translated and that EN templates were not available for some mandatory documents.

SATISFACTION AND CULTURE AT THE BUT

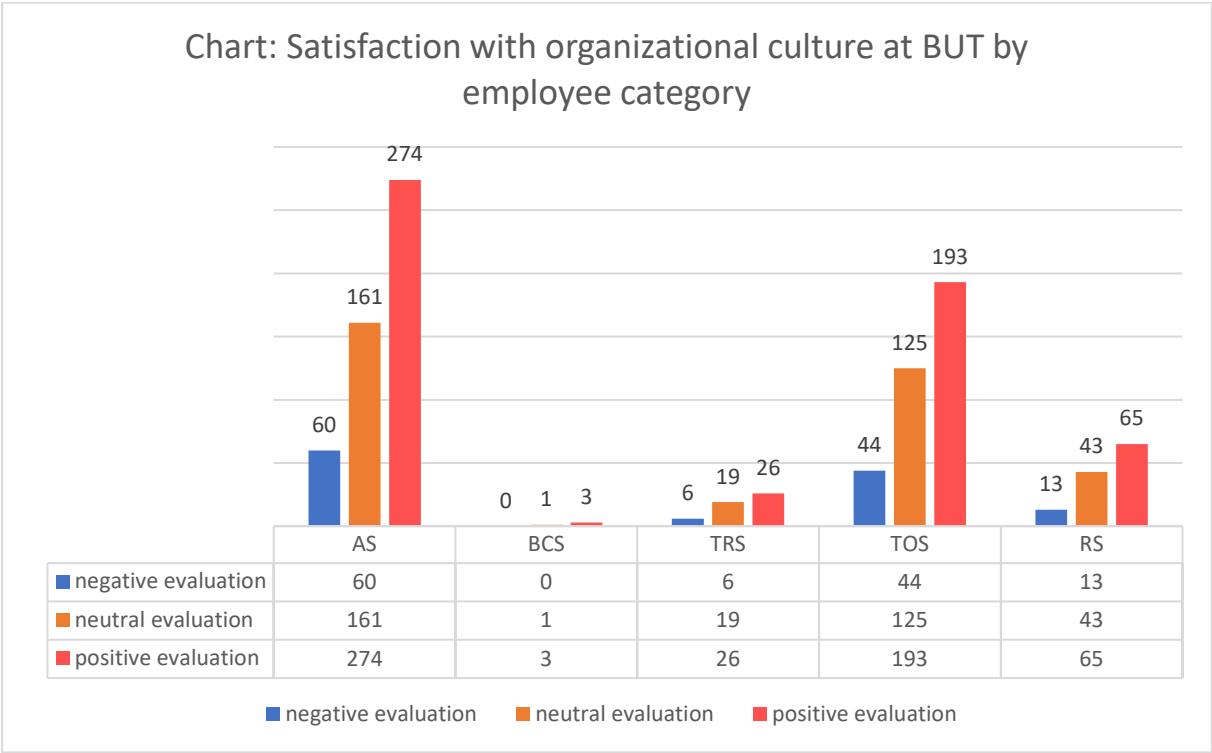
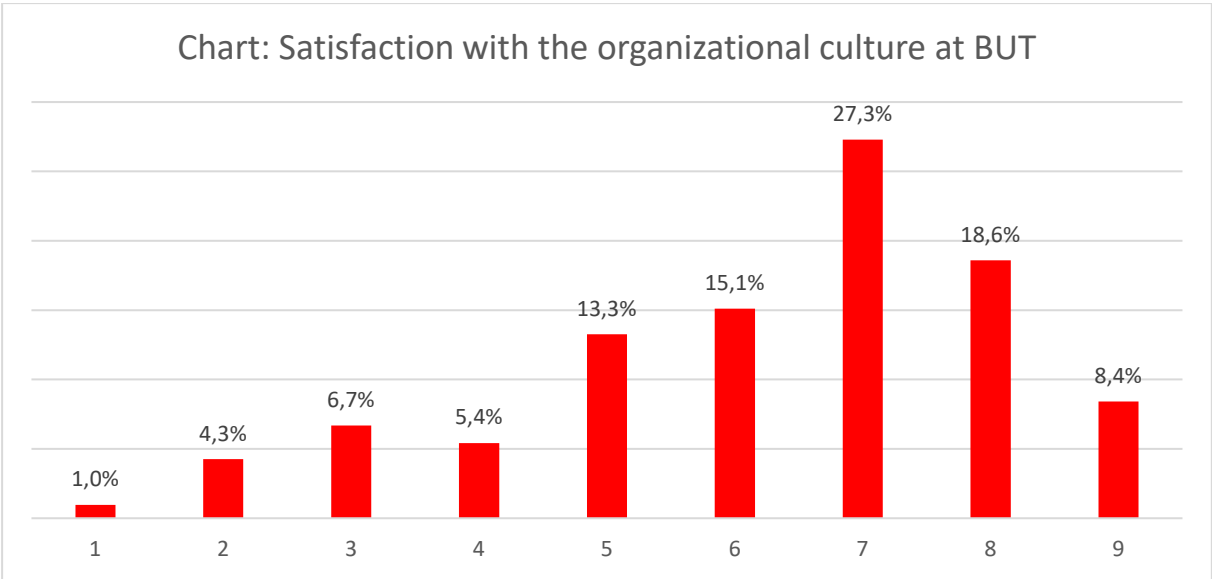
The employees are generally satisfied at the BUT; at least 69% of respondents said so (choosing 7–9 on a scale of 1 to 9). Only 6% were dissatisfied (ratings 1–3). A breakdown summary by faculty and component and employee category is provided in the table below.



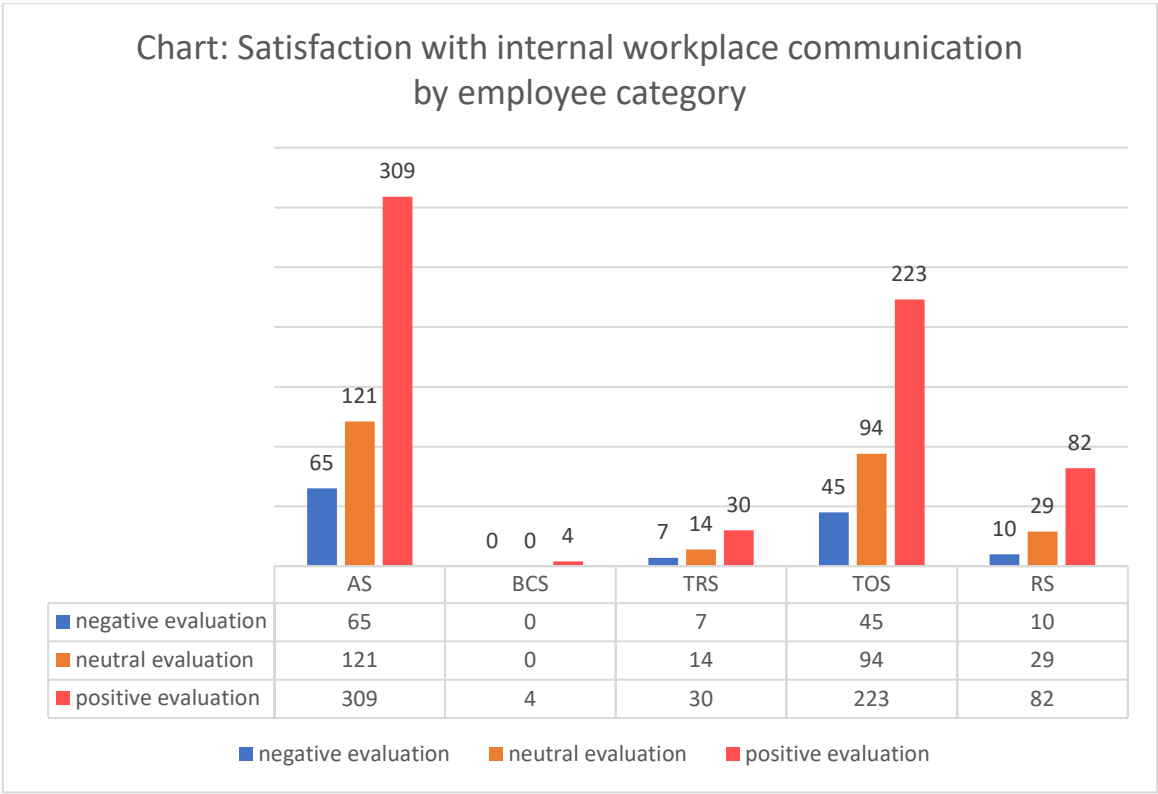
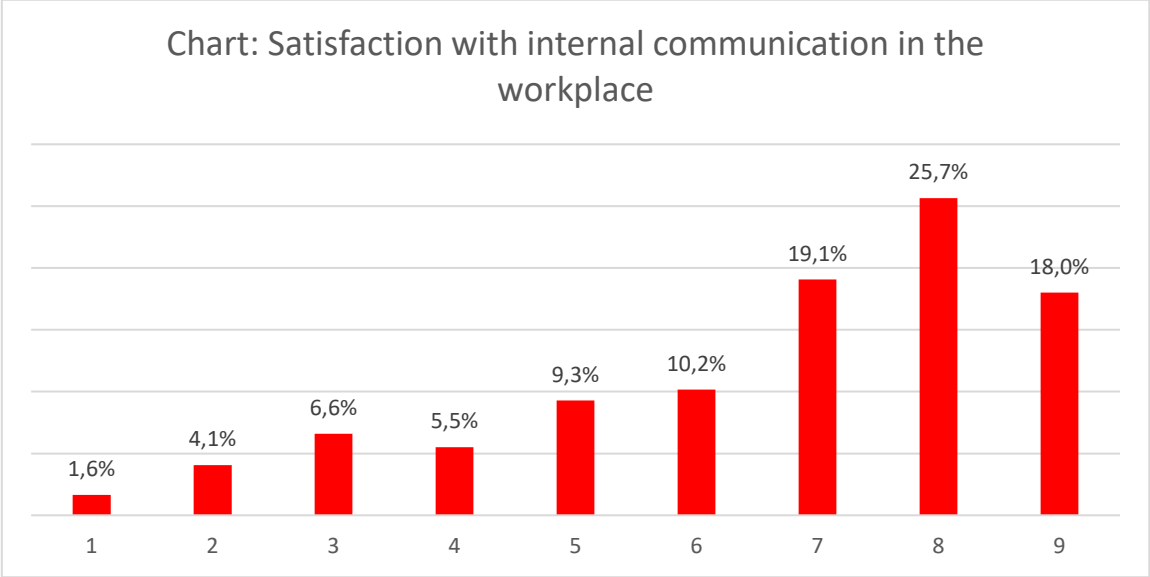
The respondents were also asked about their satisfaction with the organisational culture at the workplace. The organisational culture includes areas such as the way of working, processes, and attitude towards employees. 64% of the respondents rated it positively (ratings 7–9). The evaluation by individual faculties and components is shown in the following table.



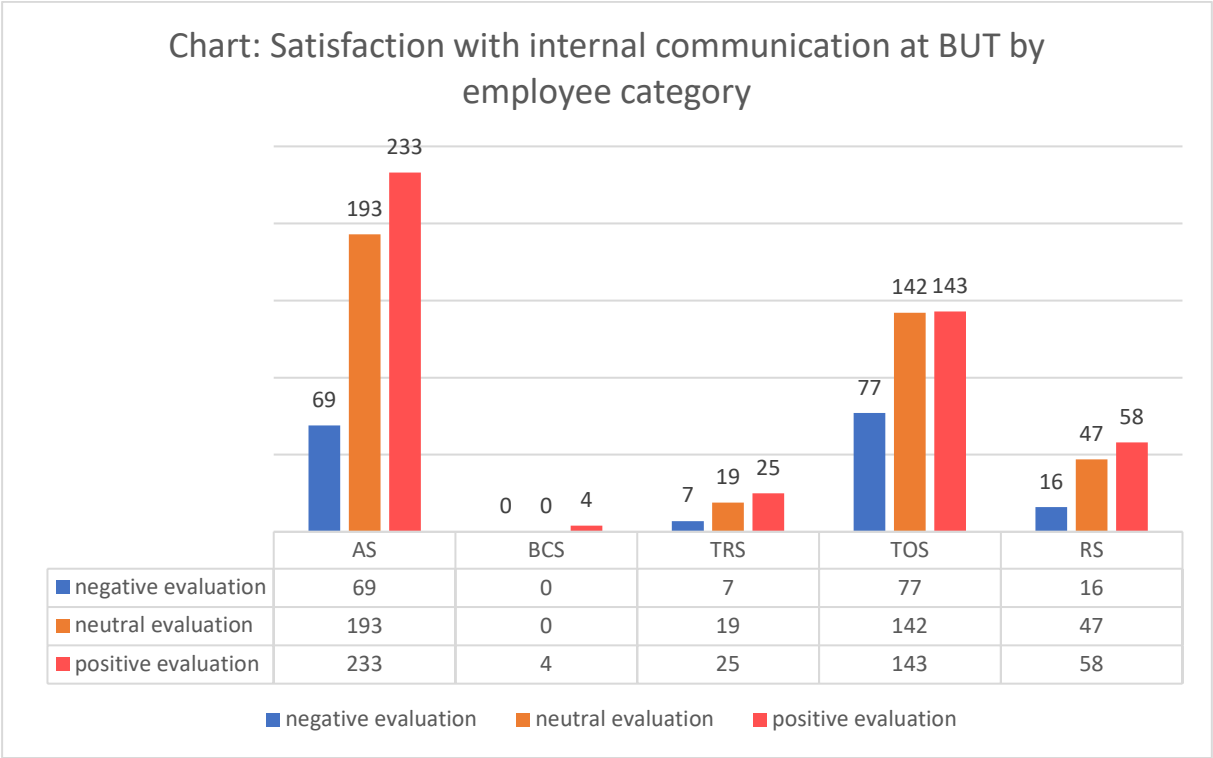
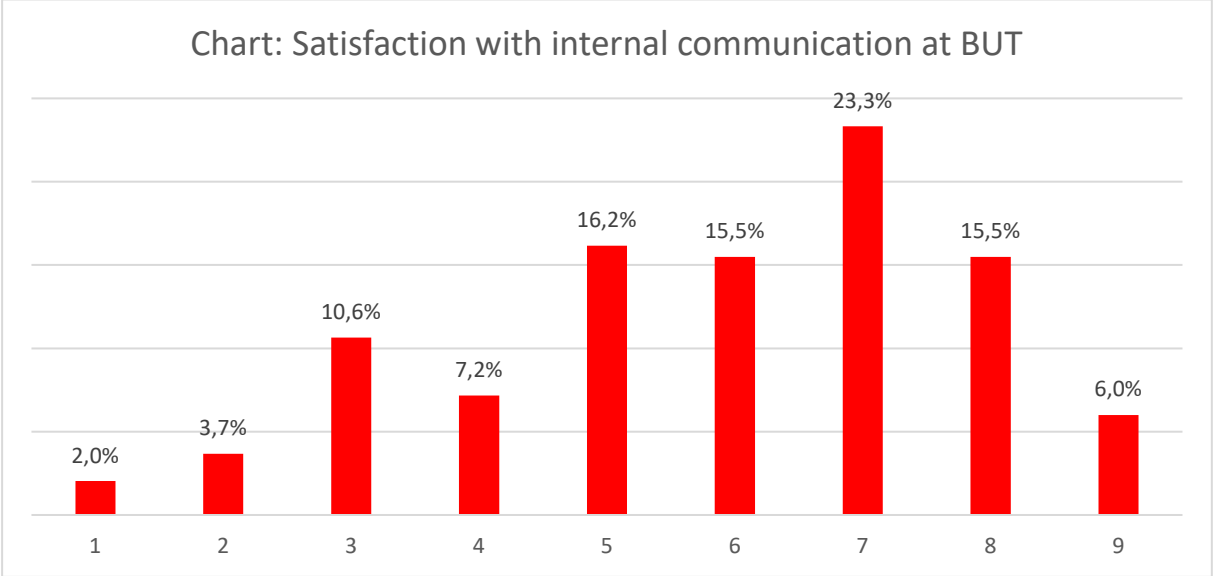
However, only 54% of respondents were satisfied with the organisational culture at the BUT as a whole (ratings 7–9). This is worse than the evaluation at individual faculties and components. The following charts show the level of satisfaction in general, categorised by individual job position, followed by a table presenting the evaluation of employees from individual faculties and components.



The area of internal communication both at the workplace and at the BUT as a whole is evaluated in the following two charts. The data show that respondents evaluate communication at the workplace positively (63%), while only 45% of respondents are satisfied with internal communication throughout the University. The chart shows the satisfaction rating by categories of employees working at individual faculties and components of the University.



As mentioned above, the employees at the BUT evaluate internal communication at their faculty or component more positively than at the University as a whole. The chart then shows the ratings of employees by category and by individual faculties and components.



SUMMARY - Questionnaire survey

The questionnaire was completed by 1,064 respondents, which represents approximately 29.4% of employees, with approximately 17% being managers.

Most respondents were between the ages of 41 and 50.

In terms of support for parents with children, they would most welcome an expansion of nursery capacity and if possible a unit in the locality, as well as the retention of the Home Office.

Approximately 65% of respondents have a set career development plan and this is predominantly AP.

Approximately 60% of respondents are planning a mobility program, seeing the biggest barriers as family reasons and language barriers.

The majority of respondents use one of the benefits, most often a meal allowance and a pension contribution.

Most would like to see an extension of benefits to include a transport allowance, multisport card, cafeteria and an allowance for parents with children.

More than half of the respondents prefer full-time education and would most welcome language and vocational training courses within their specialisation.

The questionnaire showed that the assignment of a mentor or a mentee to new employees increased significantly after the HR AWARD.

Approximately 80% of respondents feel socially safe at the university and 76% of respondents reported that they have never experienced socially undesirable behaviour in the workplace.

The most frequently reported socially unsafe behavior that respondents have encountered at the BUT is bossing by a supervisor.

Approximately 6% of supervisors have dealt with unwanted behaviour in their workplace.

Most respondents are aware of grant opportunities, but only half are aware of technology transfer opportunities.

More respondents are satisfied with internal workplace communication than with BUT-wide communication.

Most respondents are satisfied with the culture of the work environment at the BUT.

LIST OF RESPONDENTS ANSWERS IN EACH AREA

What extent do you think that BUT allows you to balance your work and private life? (What would you welcome - recommend in this area)

I would like to comment on a specific aspect concerning work/private life balance: I know that when scheduling an absence from work, such as holidays, one can also request days off for taking care of relatives (e.g., "doprovod k lékaři - rodina" or "ošetřování člena rodiny"). In my case, being a foreigner, I sometimes would like to travel to my country of origin for a few days (min 3 days due to the return trip) for this purpose, and request days off for that. However, they always told me at HR that in my case it was not possible to request days off in this format, and that I should request either holidays or days without paid salary. I understand that one of the reasons could be me being a foreigner and needing to go to a different country for this purpose. However, I never got a satisfactory explanation on why this is like that, if there is any rule of legislation behind it. I would appreciate a better explanation/communication when coming to these aspects (that I understand, can be very particular), as it can have a relevant impact in the work/private life balance.

What extent does your workplace (institute/department/section) allow you to balance your work and private life? (What would you welcome - recommend in this area)

Design ateliers are scheduled on Thursdays which makes it difficult to come from abroad as I need to take extra days off at my regular work - Fridays or Mondays would work better.

What would you welcome support in further career development?

Announcing job opportunities

Some regular individual meetings with the institute head to somehow inform me of possible areas development

Aim to more continuous formation offers

What do you personally perceive as the biggest obstacle to the use of mobility?

lack of self-motivation

lack of information and poor communication

lack of financial resources

family reasons (childcare)

Planned, but in the work section

family

family reasons (childcare)

excessive workload

family reasons (childcare)

need to make up for missed lessons due to mobility

family reasons (childcare)

other reasons: short-term mobility (up to 1 month) makes sense, longer term stays would need to be motivated by very specific reasons

What would you welcome - recommend in this area? (Mobility)

mobility stay needs more funds, especially in European countries with Euro currency

Family friendly internships

shorter stay

What benefits would you like to receive in the next calendar year? (multiple choice)

Discount for kindergardents/preschoolas inside the Technology park

Pension contribution. Despite having worked here for many years, I only learned about this possibility recently. Information in English needs to be much better.

What support have you received from your supervisor/workplace/faculty since you started your job?

I have received lot of support technical, and research work.

All that was needed (info, skills, ...) I received from team members or learnt myself; support from BUT/faculty was let us say limited; even though it has improved.

Nothing

flexible time, home office,

Advice

In your opinion, what criteria are applied in the selection procedures for researcher positions at your department? (specify)

the most important is personal recommendation/supervisor's impression after interviewing the person

Successful grant application

What do you think could be improved in this area at your workplace? (Social Safety at your workplace)

Especially these days this "social safety" is quite poor, not only at BUT but in the whole society, mainly as regards political affiliation and expressing opinions that differ from the "mainstream". Very much like communist era. What could be improved? For start, just do in reality what you proclaim on the paper and consider having more apolitical environment.

Avoid making sexist comments, diminish students

What was the area of discrimination?

discrimination of foreigners
gender discrimination (based on sex)

How was your situation resolved?

I confronted the originator of the conflict, it was unconscious discrimination

What would you welcome - recommend to BUT in terms of eliminating undesirable phenomena in the workplace (if they occur from your point of view)?

It would be good to remind us about the existing procedures, or who to contact, in case that such situations happen.

I heard about some restrictions for Iranian students/employees.

Prepare mandatory workshops about misogynistic | homophobic | racial comments for senior and junior researchers

Deal with the existing issues (instead of developing methodology etc.)

It would be great to be accompany when we have students having psychological problem. We are not psychiatric and sometimes we are confronted to students are psychologically really sick. It is creating really complicated situation on our side as teachers.

What would you personally welcome - recommend to support the gender dimension in research?

To introduce workshops about this topic.

All this looks to me like hypocrisy (writing about this in proposal etc.).

What would you welcome - recommend in the area of grant support? (grant support)

announcing grant in the website (special zone)

What would you like to see to promote awareness in the field of technology transfer?

announcing technology transfer needs via email.

What in particular would you like to see to promote cooperation with industry?

I would like to actually know the local industry: I know some big names, but it would be nice to have a wider knowledge, also to identify potential areas for collaboration.

Visiting related industries.

What specifically would you like to see to support the establishment of start-up and spin-off companies?

Financial support and providing infrastructures.

How satisfied are you with the level of Welcome service from the BUT?

Very good.

It is fine

It was great!

absolutely satisfied

very satisfied

Very satisfied.

Cannot judge. There was no welcome service when I arrived; now there is something, but still could be better as our new foreign colleague keeps asking me various questions that should be answered rather by this "welcome service".

What support or service do you lack in English at your workplace?

N/A

None

Information about benefits, e.g, pensions. Information about mobility schemes and other career development opportunities.

Administrative documentation Forms and explanations, website pages that are only in Czech, legislation,...

Anything

Dealing with HR aspects almost always requires knowledge of Czech.

When I arrived (2016), there was a lady from CEITEC MU taking care of the welcome services, in an office in the city center. The service was very good, but not much guidance was established yet at the spot at CEITEC BUT. I believe this has improved considerably since then.

What support or service do you miss at BUT in English?

N/A

The language barrier could be felt so much. Many people can't talk in English that may cause some difficulties for foreigners.

Apollo system, Announcements

None

As above.

Anything

While I cannot speak for myself, I recently noticed that the welcome support received by some newcomers was slightly superficial. However, I cannot provide a solid enough opinion on this.

What would you recommend to BUT in the area of recruitment and selection of employees?

Many of the crucial documents, or documents to fill are totally in Czech which is sometimes complicated regarding the Czech administrative vocabulary

Here you can comment on anything related to BUT and your work at the university:

I think there are still some places for some social benefits for the employees like multisport card, kindergarten discounts, ...

I am very happy with the expertise and personalities of both colleagues and supervisors/managers. But organization such as distribution of tasks, e.g., opportunity to supervise Ph.D. students as well as workload with projects could be improved. Communication in English works excellent within the group and regarding research matters but the administrative information is sometimes missing it seems.

Sometimes it misses translation to English

Who would you say is a direct competitor of CEITEC BUT (both institutional and industrial environments can be considered)?

max planck institute

For example at least from my field: CEA in France; Nanogune, ICMAB in Spain; Max Planck or Helmholtz in Germany