

HR AWARD

THE QUESTIONNAIRE
SURVEY REPORT

2020

List of Abbreviations and Symbols

BOZP	– Czech abbreviation for occupational health and safety.
CSc.	– Candidatus scientiarum. The older Czech degree, today's equivalent of Ph.D.
FP	– Fire Protection.
GDPR	– General Data Protection Regulation is a regulation in the European Union law on data protection and privacy in the European Union and the European Economic Area.
InNET	– Internal Information System.
OBD	– Czech abbreviation for internal information system for Registration of Information on R&D Results.
OSH	– occupational Safety and Health.
Ph.D.	– Doctor of Philosophy. This is an academic or professional degree that, in most countries, qualifies the degree holder to teach their chosen subject at university level or to work in a specialized position in their chosen field.
PO	– Czech abbreviation fire protection.
R&D	– Research and Development.
RIV	– Czech abbreviation for Register of Information on R&D Results.
ÚPV	– Czech abbreviation for Industrial Property Office.
VaV	– Czech abbreviation for Research and Development.
VSB-TUO	– English abbreviation for VSB-Technical University of Ostrava.
VŠB-TUO	– Czech abbreviation for VSB-Technical University of Ostrava.

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1 Introduction

During the preparation of the HR Award GAP Analysis and Action Plan the university decided to perform a questionnaire survey.

The questionnaire survey was conducted to gain an idea of the employees' opinions and to find out the possible problem areas from the employees' point of view. The questionnaire survey was complex and designed according to the knowledge and experience in the statistical and data analysis background. Every principle of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (the Charter and Code) was included to the questionnaire corresponding to the identified possible gaps between the everyday life at the university and the forty principles of the Charter and Code. The questionnaire was prepared in Czech and English languages in two versions – the first one was for the research staff (83 questions) and the second one for the administrative staff (64 questions). Both versions had special questions for managers (5 questions). Not all questions were mandatory. The employees could choose the language according to their preferences. The questionnaire survey was performed in an electronic way; it was accessible from 30th July till 16th August. After eleven days, a reminder was sent in order to gain a higher return of the responses. The total return was 19.4% for the addressed employees and 18.5% in the researcher category. The results of the survey were summarized and the survey gave valuable results and ideas for the GAP Analysis and Action Plan.

The questionnaire survey gave valuable results and ideas for the next work to gain the goals set by as follows:

- ensure a clear and transparent HR policy system to make the university more attractive to foreign employees and ensure their career development,
- ensure the advancement of the corporate culture as an institution of the new millennium,
- describe and make more available good practices and procedures in the professional conduct of a good researcher,
- arrange conditions and suitable environment for funding and project solutions for research from European and national research support programs,
- increase awareness of the university's scientific results and thus increase the openness to the general and professional public.

Every year during the implementation phase it will be performed the short survey concentrated on one of the areas such as “Ethical and professional aspects”, “Recruitment and selection”, “Working conditions” and “Training and development”. The area of the survey will be chosen according to in which area during the year the most changes were done and taking into account that the focus of the surveys should not be the same every year.

The report is divided into several parts, which are devoted to the responses recapitulation of the researchers (Chapter 2), researchers - managers (Chapter 3), and also the administrative staff (Chapter 4) and administrative staff - managers (Chapter 5). Every question is provided with the Czech and English version and with the graphical representation of the response (where it is possible) or with the list of the most frequently mentioned responses. The summary of the results is provided in the last Chapter 6.

2 Researchers

2.1 Question n. 1

CZ: Je Vám
ENG: You are

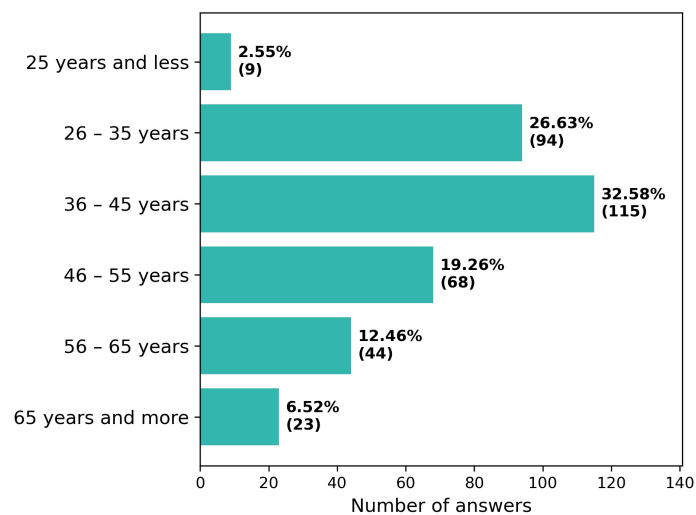


Figure 2.1: The graphical representation of the responses for the question n. 1 - researchers.

2.2 Question n. 2

CZ: Jste
ENG: You are

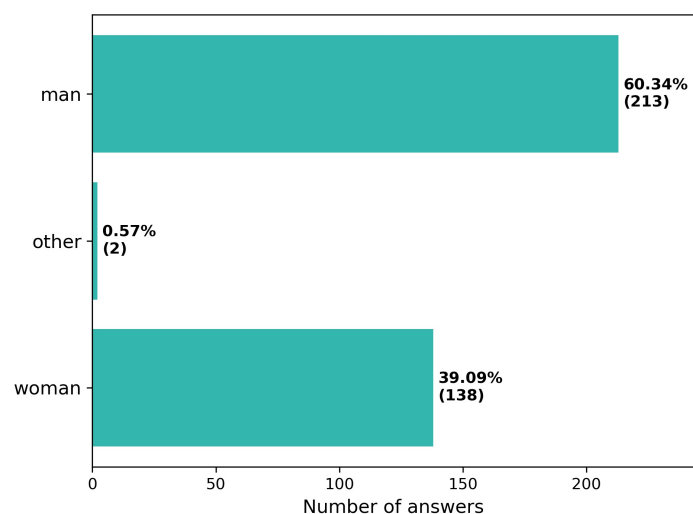


Figure 2.2: The graphical representation of the responses for the question n. 2 - researchers.

2.3 Question n. 3

CZ: Vaše nejvyšší dosažené vzdělání/hodnost
 ENG: The highest education/degree you achieved is

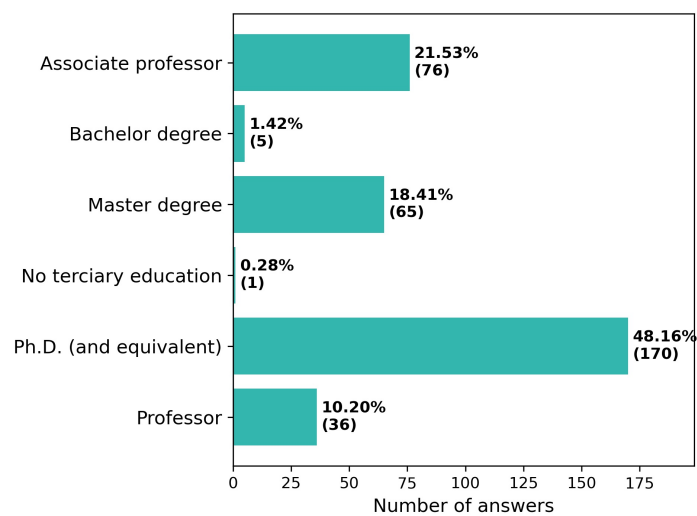


Figure 2.3: The graphical representation of the responses for the question n. 3 - researchers.

2.4 Question n. 4

CZ: Ve kterém roce jste získali Ph.D./CSc.?
 ENG: Which year did you acquire your Ph.D./CSc. degree in?

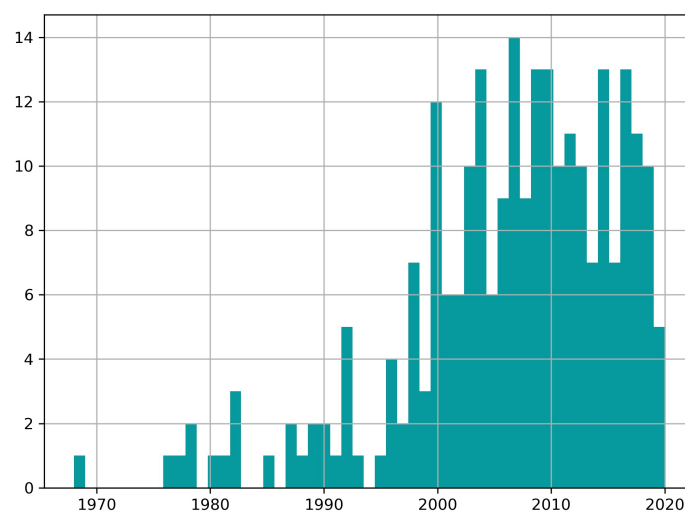


Figure 2.4: The graphical representation of the responses for the question n. 4 - researchers.

2.5 Question n. 5

CZ: Jste
ENG: You are

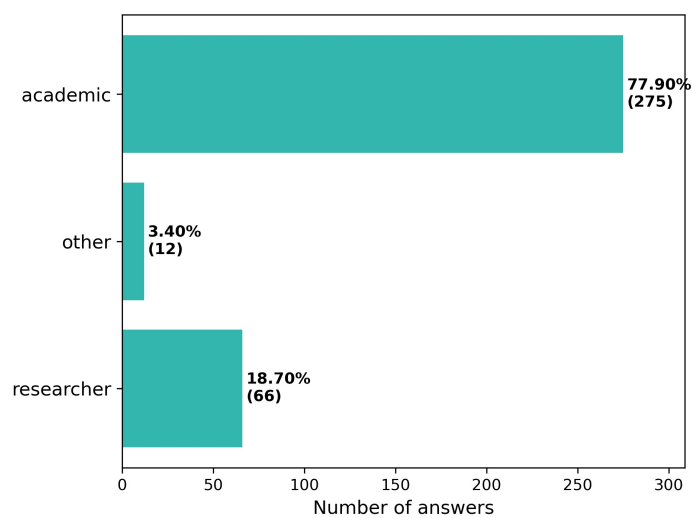


Figure 2.5: The graphical representation of the responses for the question n. 5 - researchers.

2.6 Question n. 6

CZ: Vaše státní příslušnost
ENG: You are a citizen of

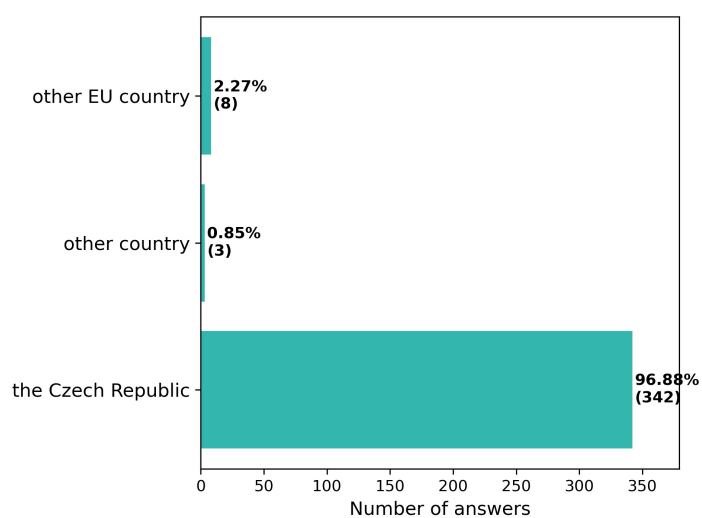


Figure 2.6: The graphical representation of the responses for the question n. 6 - researchers.

2.7 Question n. 7

CZ: Máte možnost věnovat se v rámci své práce výzkumu, který Vás zajímá (v rámci svého výzkumu)?

ENG: Have you had an opportunity to do research at work that interests you (within your research)?

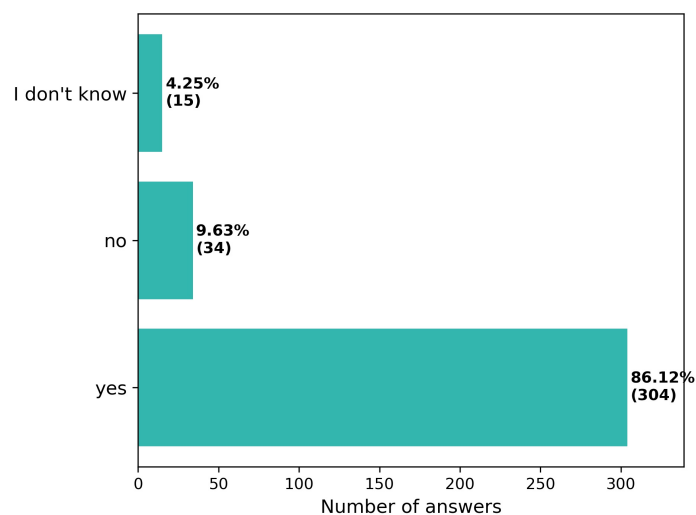


Figure 2.7: The graphical representation of the responses for the question n. 7 - researchers.

2.8 Question n. 8

CZ: Je Vaše pracoviště dostatečně vybaveno pro účely Vámi prováděného výzkumu?

ENG: Is your workplace sufficiently equipped for the purposes of your research?

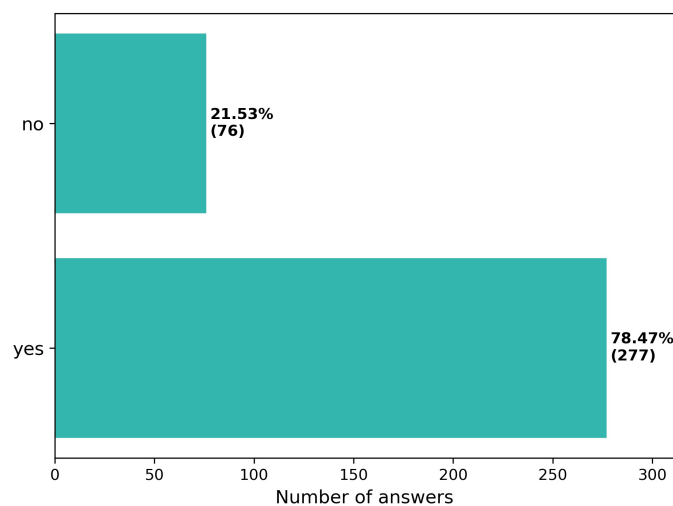


Figure 2.8: The graphical representation of the responses for the question n. 8 - researchers.

2.9 Question n. 9

CZ: Setkal/a jste se při svém výzkumu s porušením etických zásad, ke kterým se VŠB-TUO zavázala v rámci svého etického kodexu (např. plagiátorství)? Pokud ANO: uveďte příklad porušení etických zásad.

ENG: During your research, have you encounter any violation of the ethical principles to which VSB-TUO has committed itself in its Ethical Code (e.g. plagiarism)? If you answered YES: please give an example of such breach of ethical principles.

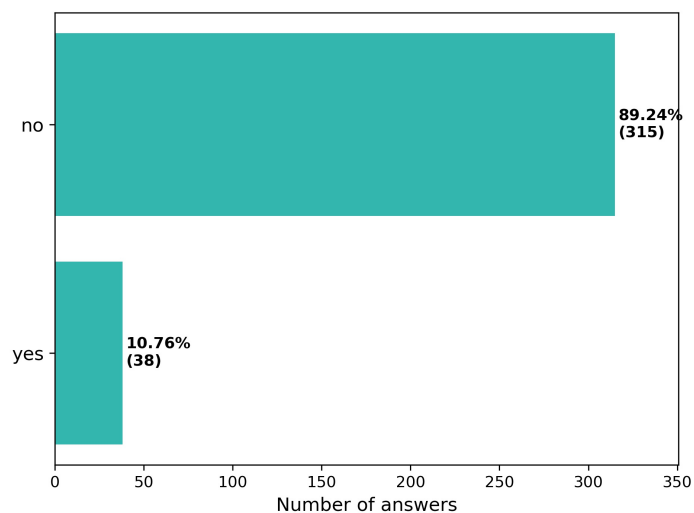


Figure 2.9: The graphical representation of the responses for the question n. 9 - researchers.

27 responses included the example of breach of ethical principles, the following offenses were the most frequently mentioned:

- Plagiarism (7)
- Plagiarism in other institution (1)
- Attribution of co-authorship (7)
- Non-recognition of co-authorship (4)
- Theft of results (2)
- Pressure on a student to achieve co-authorship (2)
- Gender positive discrimination (1)
- Conflict of interest of commission members (1)
- Reuse of results (1)
- All you can imagine (1)

2.10 Question n. 10

CZ: Máte zato, že jsou na VŠB-TUO dostatečně nastavena pravidla pro zajištění dodržování etiky ve výzkumu/vývoji? Pokud NE/SPÍŠE NE: Jaká pravidla pro zajištění dodržování etiky ve výzkumu/vývoji Vám na VŠB-TUO scházejí?

ENG: Do you think that the rules for ensuring compliance with ethics in research/development are sufficiently set at VSB-TUO? If you answered NO/RATHER NOT: Which rules for ensuring compliance with ethics in research/development do you lack at VSB-TUO?

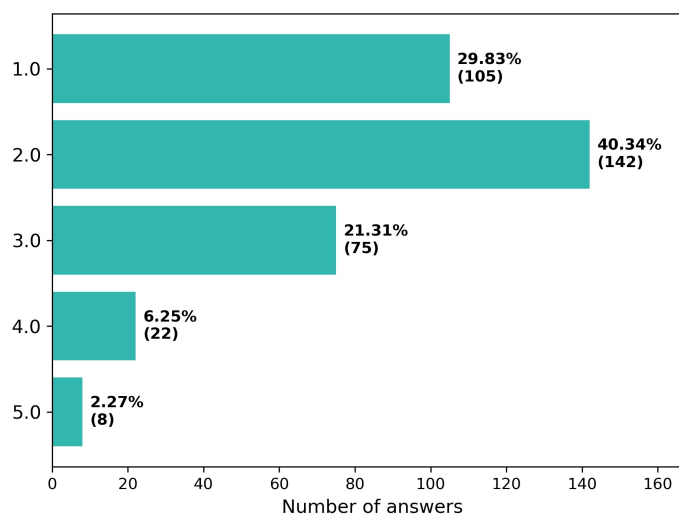


Figure 2.10: The graphical representation of the responses for the question n. 10 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

26 responses included the recommendation for rules for ensuring compliance with ethics in research/development at VSB-TUO, the following offenses were the most frequently mentioned:

- Employees do not know the rules, better presentation of the rules (7)
- Clear rules for for evaluating the results of a research on the basis of mental participation (5)
- Better enforcement of the rules (3)
- The head of the departments, professors etc. should be personalities (3)
- Better check of plagiarism (2)
- We can not change people and their nature, unfortunately (2)
- Statement of conflict of interest of commission members (1)
- I do not know (3)

2.11 Question n. 11

CZ: Dostal/a jste se někdy v rámci své praxe na VŠB-TUO do střetu zájmů (osobních, vědeckých, profesních, finančních nebo jiných)? Pokud ANO: uveďte prosím, jak jste dále postupoval/a.
 ENG: Have you ever had a conflict of interest (personal, scientific, professional, financial or other) during your time working at VSB-TUO? If you answered YES: please indicate how you proceeded.

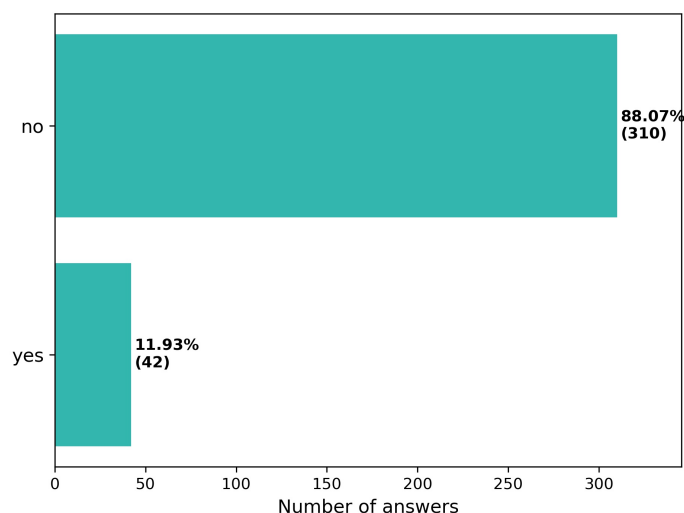


Figure 2.11: The graphical representation of the responses for the question n. 11 - researchers.

29 responses included the indication how the responder proceeded, the following answers were the most frequently mentioned:

- Termination of activities leading to a conflict of interest, leaving the department or faculty (6)
- Agreement (4)
- I did not deal with it (4)
- I stopped working with the people with conflict of interest (3)
- I gave it up (2)
- I refused to process the review or participated in the commission (2)
- Some professional positions at the university exclude others from the law (2)
- For financial reasons, I had to also start working in other institution (2)
- Problems with publications outputs (2)
- Following the instruction of the head of the department/dean (1)
- Lack of research funding on the basis of nationality, which was not informed before joining the PhD program - this response does not relate with conflict of interest. (1)

2.12 Question n. 12

CZ: Setkal/a jste se při svém působení na VŠB-TUO osobně nebo zprostředkovaně s některou z forem diskriminace (na základě pohlaví, věku, etnického, národního nebo sociálního původu, náboženství nebo víry, sexuální orientace, jazyka, zdravotního postižení, politických názorů, sociálních a ekonomických podmínek)? Pokud ANO: Uveďte prosím s jakou formou diskriminace jste se setkal/a.

ENG: During your work at VSB-TUO, have you encountered any form of discrimination in person or indirectly (based on gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social and economic conditions)? If you answered YES: Please indicate what form of discrimination you have encountered.

72 respondents included the example of discrimination, where 118 cases of discrimination were observed either in person or indirectly.

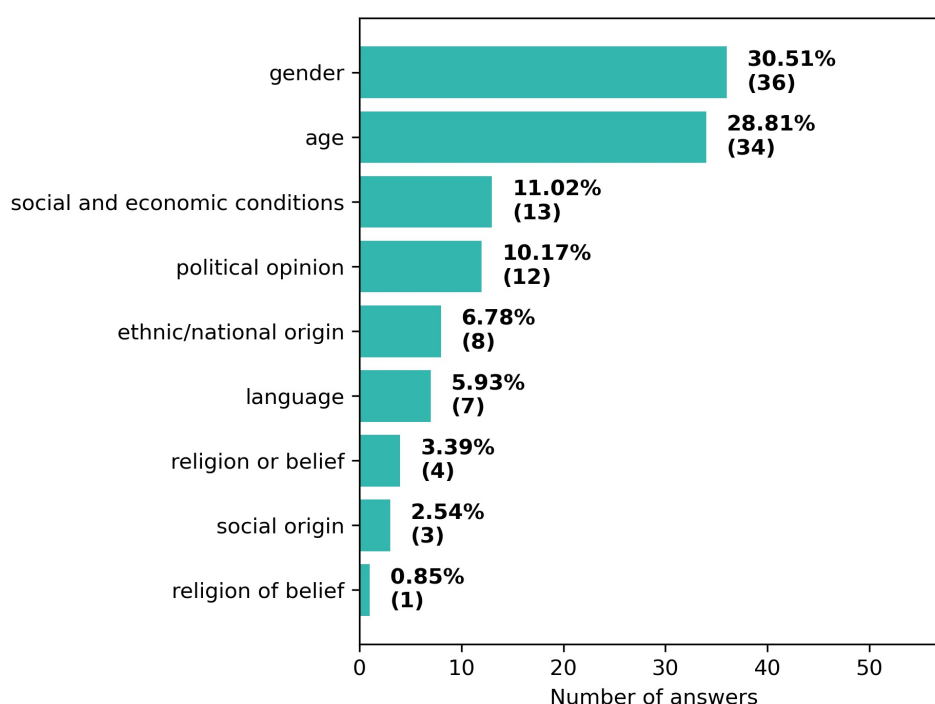


Figure 2.12: The graphical representation of the responses for the question n. 12 - researchers.

2.13 Question n. 13

CZ: Seznámil/a jste se Strategickým záměrem - Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové a inovační, umělecké a další tvůrčí činnosti VŠB - TU Ostrava na období 2016–2020 a jeho každoroční aktualizaci?

ENG: Have you been acquainted with the Strategic Plan - Long-term Plan of Educational and Scientific, Research, Development and Innovation, Artistic and other Creative Activities of VSB - TU Ostrava for 2016–2020 and its annual updates?

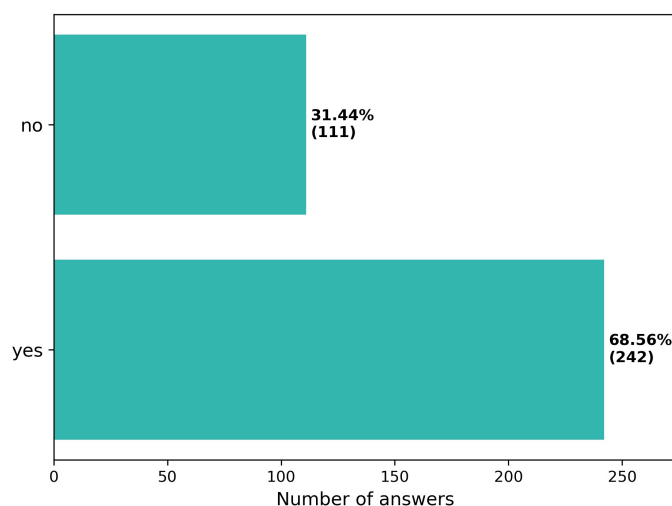


Figure 2.13: The graphical representation of the responses for the question n. 13 - researchers.

2.14 Question n. 14

CZ: Měl/a jste možnost se vyjádřit nebo zaslat své připomínky, náměty při tvorbě Strategického záměru - Dlouhodobého záměru vzdělávací a vědecké, výzkumné, vývojové a inovační, umělecké a další tvůrčí činnosti VŠB - TU Ostrava či jeho každoroční aktualizaci?

ENG: Have you had the opportunity to express or send your comments, suggestions during the creation of the Strategic Plan - Long-term Plan of Educational and Scientific, Research, Development and Innovation, Artistic and other Creative Activities of VSB - TU Ostrava or its annual updates?

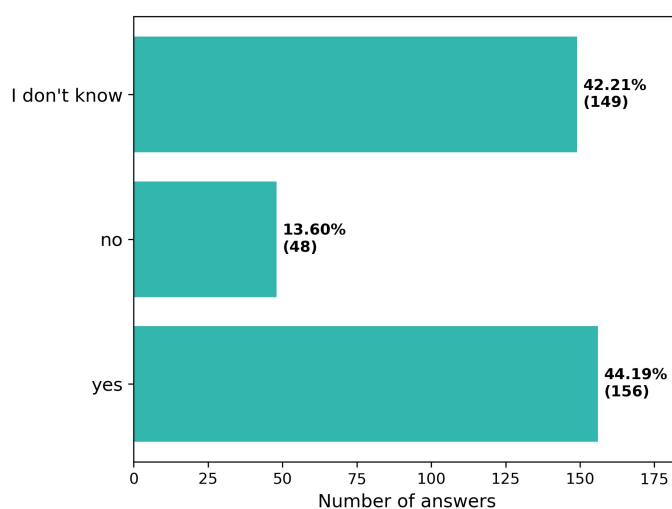


Figure 2.14: The graphical representation of the responses for the question n. 14 - researchers.

2.15 Question n. 15

CZ: Je pro Vás stránka (na InNETu) založená pro zveřejňování vnitřních předpisů, systémových a operativních dokumentů, výročních zpráv, strategických dokumentů přehledná? Máte-li nápad na zlepšení, doplňte.

ENG: Is the website (on InNET) created for the publication of internal regulations, system and operational documents, annual reports, and strategic documents easy-to-navigate for you? If you have any idea how to improve it, please add.

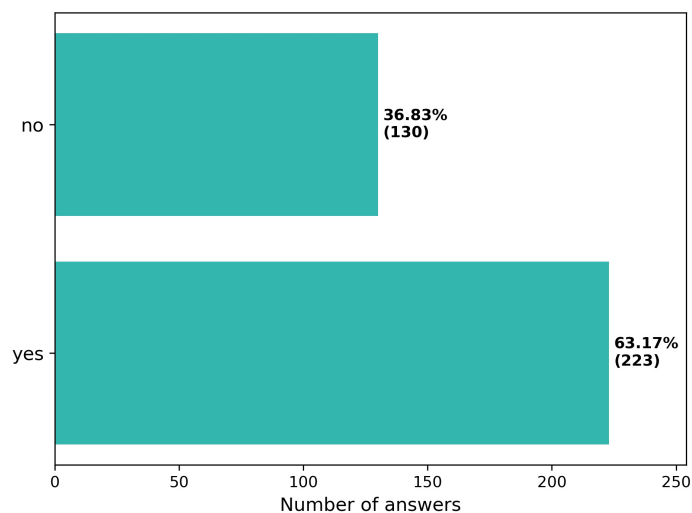


Figure 2.15: The graphical representation of the responses for the question n. 15 - researchers.

47 responses included the example of improvements of InNET, the following responses were the most frequently mentioned:

- Better search (full-text search etc.)
- Better orientation
- Thematic sort
- Better structuring of information
- Too much documents
- Better clarity

2.16 Question n. 16

CZ: Jste pravidelně elektronicky seznamován/a s vnitřními předpisy, systémovými a operativními dokumenty, které jsou zveřejňovány na webu VŠB-TUO?

ENG: Are you regularly electronically updated on internal regulations, system and operational documents which are published on the VSB-TUO website?

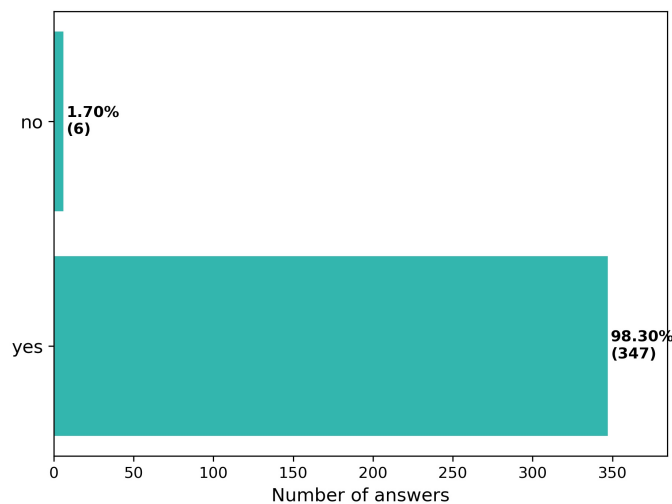


Figure 2.16: The graphical representation of the responses for the question n. 16 - researchers.

2.17 Question n. 17

CZ: Byl/a jste seznámen/a se všemi směrnice v oblasti výzkumu na VŠB-TUO? (Podpora výzkumu a vývoje, Navádění výsledků výzkumu a vývoje do RIV prostřednictvím OBD, Ochrana duševního vlastnictví, Metodický pokyn k evidenci VaV výsledků nepodléhající řízení o zápisu u ÚPV).

ENG: Have you been acquainted with all research guidelines at VSB-TUO? (Support of Research and Development, Input of Research and Development Results into RIV through OBD, Protection of Intellectual Property, Methodical Instruction for Registration of R&D Results not Subject to Registration Procedure at the Industrial Property Office).

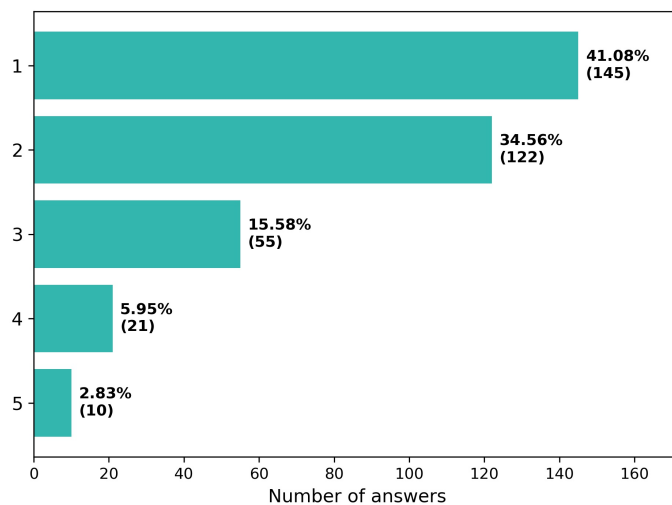


Figure 2.17: The graphical representation of the responses for the question n. 17 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.18 Question n. 18

CZ: Jste pravidelně a dostatečně proškolení/a v souvislosti s dodržování předpisů BOZP a PO?
ENG: Are you regularly and adequately trained in connection with OSH and FP regulations?

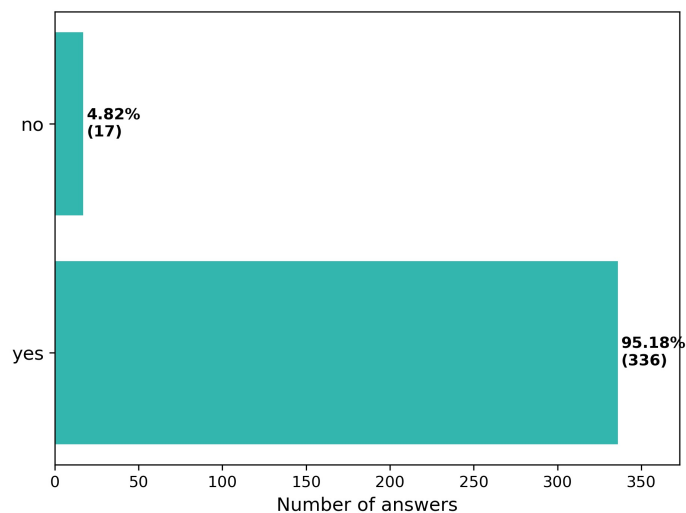


Figure 2.18: The graphical representation of the responses for the question n. 18 - researchers.

2.19 Question n. 19

CZ: Upřednostnil/a byste školení BOZP, PO, popř. další online formou?
ENG: Would you prefer OSH, FP, or other trainings online?

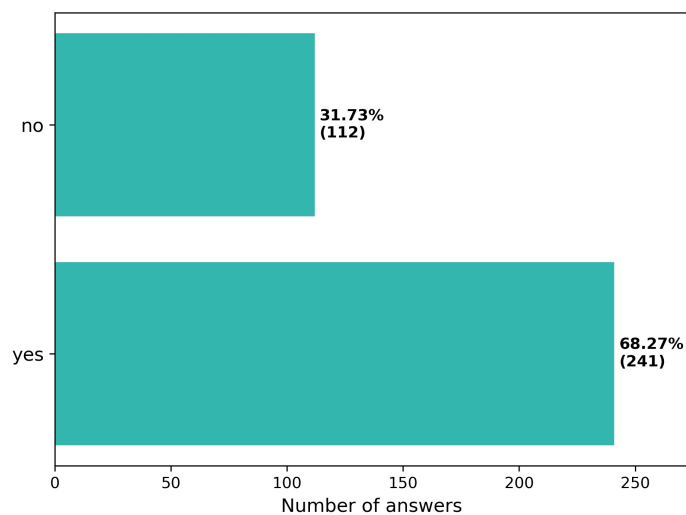


Figure 2.19: The graphical representation of the responses for the question n. 19 - researchers.

2.20 Question n. 20

CZ: Byl/a jste členem řešitelského týmu vědecko-výzkumného projektu?
ENG: Were you a member of a scientific research project team?

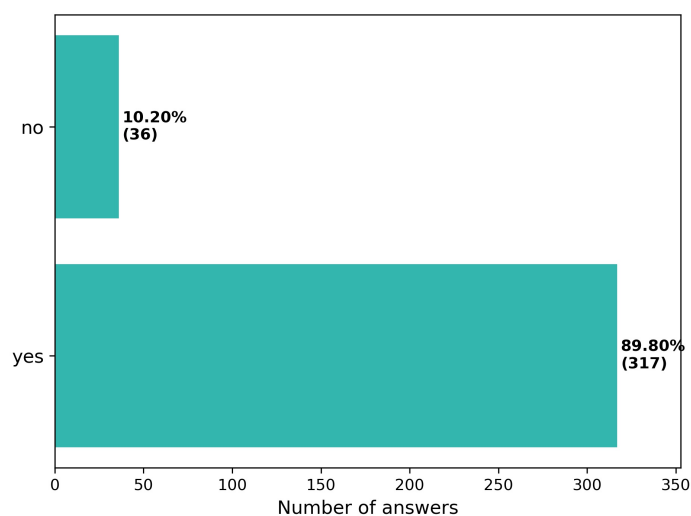


Figure 2.20: The graphical representation of the responses for the question n. 20 - researchers.

2.21 Question n. 21

CZ: Byl/a jste seznámen/a s pravidly pro řešení projektu (např. pravidla pro čerpání finančních prostředků apod.)?
ENG: Have you been acquainted with the rules for project management (e.g. rules for drawing funds, etc.)?

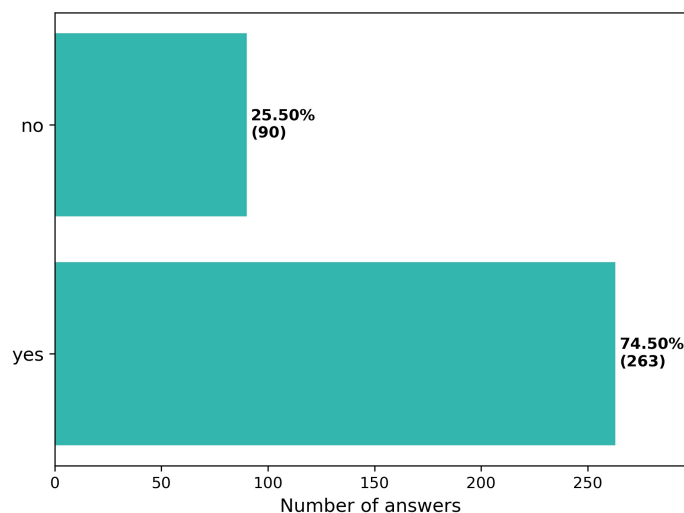


Figure 2.21: The graphical representation of the responses for the question n. 21 - researchers.

2.22 Question n. 22

CZ: Využil/a jste možnosti konzultace projektového oddělení v rámci univerzity (Centra projektové podpory) nebo fakulty?

ENG: Have you consulted the project department within the university (Project Support Center) or faculty?

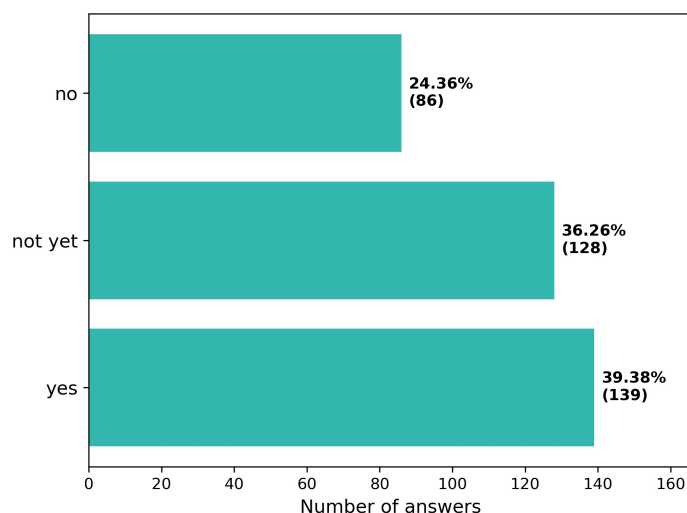


Figure 2.22: The graphical representation of the responses for the question n. 22 - researchers.

2.23 Question n. 23

CZ: Šíříte aktivně výsledky své vědecké práce, ať už mezi svými nejbližšími kolegy nebo i vně (např. máte účty na některých vědeckých sítích, kde odpovídáte na dotazy stran svého výzkumu apod.)?

ENG: Do you actively spread the results of your scientific work, either among your closest colleagues or outside (e.g. do you have accounts on some scientific networks where you answer questions about your research, etc.)?

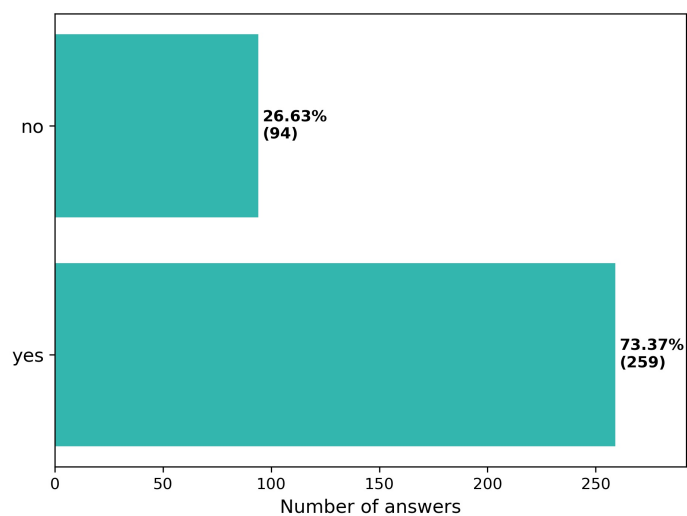


Figure 2.23: The graphical representation of the responses for the question n. 23 - researchers.

2.24 Question n. 24

CZ: Domníváte se, že je o výzkumné činnosti na VŠB-TUO dostatečně informována odborná i neodborná veřejnost?

ENG: Do you think that the professional and non-professional public is sufficiently informed about research activities at VSB-TUO?

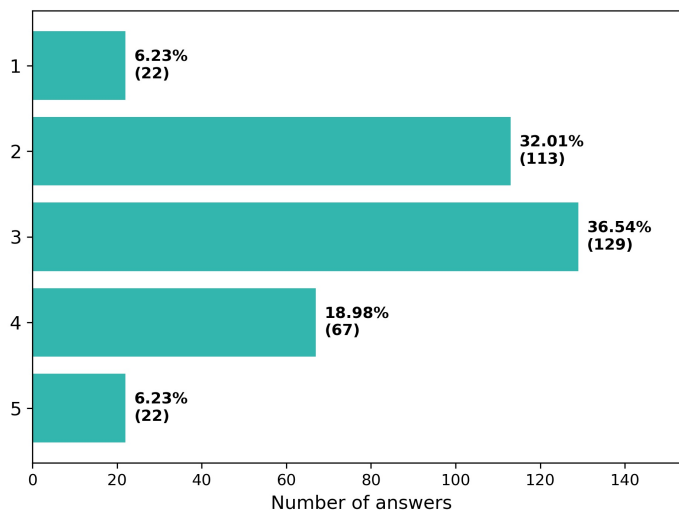


Figure 2.24: The graphical representation of the responses for the question n. 24 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.25 Question n. 25

CZ: Uveďte prosím způsoby informování odborné i neodborné veřejnosti o výzkumné činnosti na VŠB-TUO, o kterých víte.

ENG: Please indicate ways of informing the professional and non-professional public about research activities at VSB-TUO which you know about.

106 responses included the example of informing the professional and non-professional public about research activities at VSB-TUO, the following responses were the most frequently mentioned:

- Social networks e.g. Facebook, Twitter, LinkedIn
- Mass media (television, press etc.)
- Lectures for the public
- Events for the public e.g. Czech European Research Night, Art&Science Festival
- University web presentation
- Research articles, conferences etc.

2.26 Question n. 26

CZ: Byl v inzertní nabídce na výzkumnou pozici, na níž nyní pracujete, odkaz na ochranu osobních údajů dle GDPR?

ENG: Was there a reference to GDPR personal data protection in the job advertisement for the research position you are currently working on?

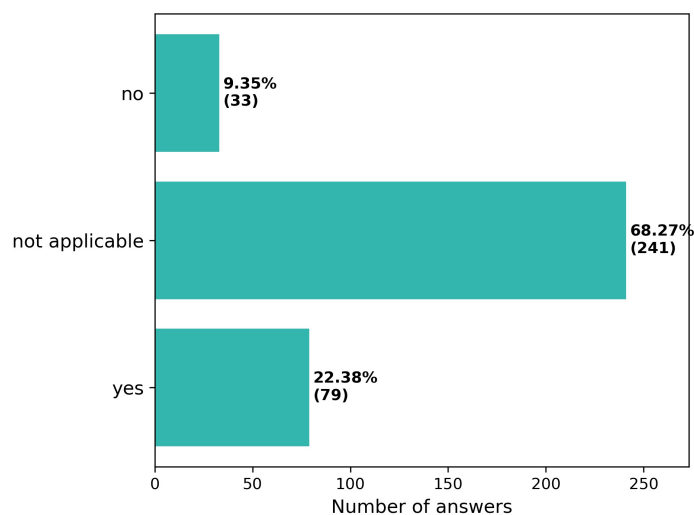


Figure 2.25: The graphical representation of the responses for the question n. 26 - researchers.

2.27 Question n. 27

CZ: Byl/a jste přijat/a na základě výběrového řízení nebo přijímacího pohovoru?

ENG: Have you been recruited through a tender process or job interview?

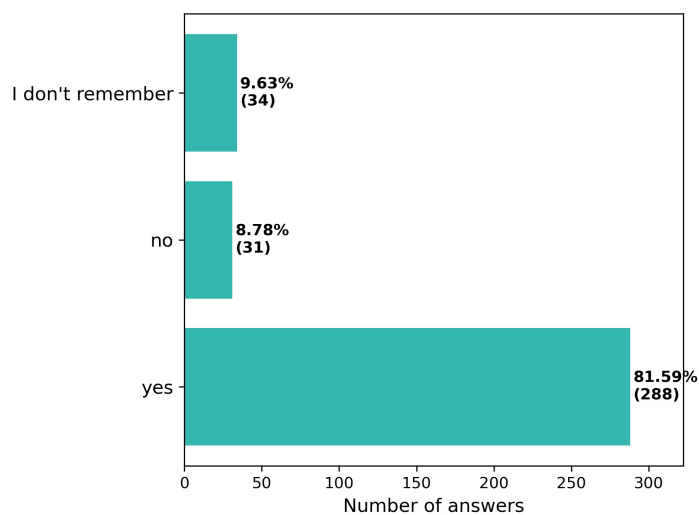


Figure 2.26: The graphical representation of the responses for the question n. 27 - researchers.

2.28 Question n. 28

CZ: Pokud jste byl/a přijat/a na základě výběrového řízení, obsahoval inzerát všechny potřebné informace, na základě kterých jste si udělal/a představu o nabízeném pracovním místě (náplň a rozsah práce, požadované vzdělání, zkušenosti, možnosti Vašeho budoucího profesního rozvoje apod.)? Upřesněte.

ENG: If you were accepted on the basis of a tender process, did the advertisement contain all the necessary information on the basis of which you had an idea of the job offered (content and scope of work, required education, experience, possibilities for your future professional development, etc.)? Specify.

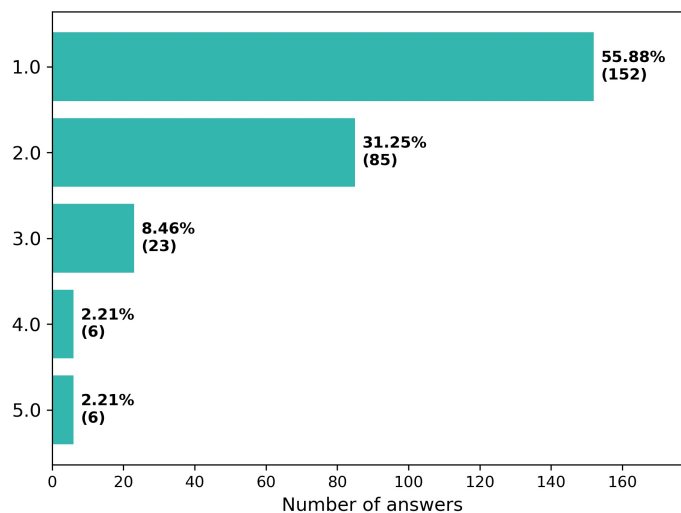


Figure 2.27: The graphical representation of the responses for the question n. 28 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

15 responses included the example of advertisement content, the following responses were the most frequently mentioned:

- I do not remember (know), it has been a long time ago (10)
- It has been a long time, at the time of accession, completely different regulations were applied (2)
- Yes (1)
- Yes, but the it was not respected (1)
- Only basic information, no information of working conditions etc and reward system (1)

2.29 Question n. 29

CZ: Dostal/a jste během výběrového řízení/pohovoru dostatečný prostor na dotazy a byly Vám všechny dostatečně odpovězeny?

ENG: Did you get enough space during the tender process/ interview for questions and were they all sufficiently answered?

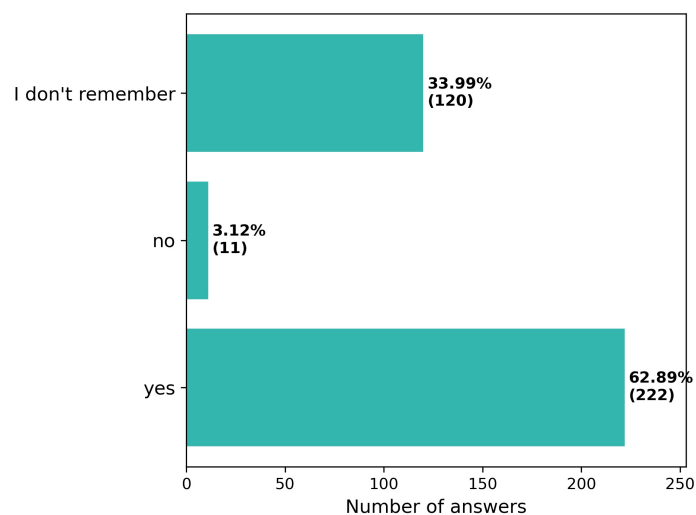


Figure 2.28: The graphical representation of the responses for the question n. 29 - researchers.

2.30 Question n. 30

CZ: Kde jste se dozvěděl/a o volné pracovní pozici na VŠB-TUO?

ENG: Where did you find out about the vacancy at VSB-TUO?

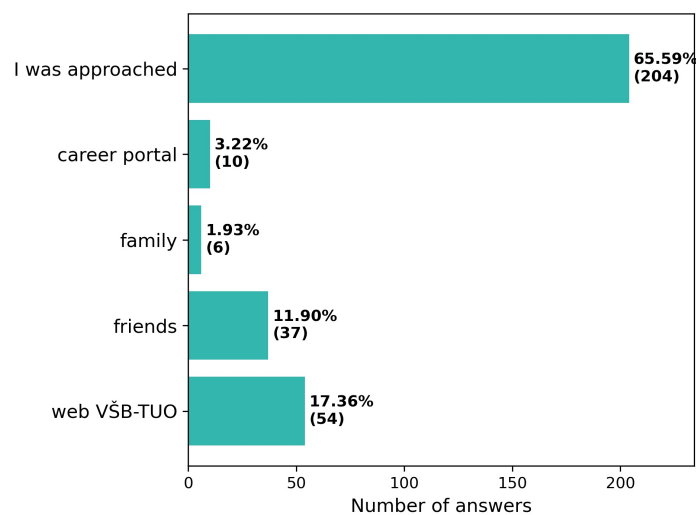


Figure 2.29: The graphical representation of the responses for the question n. 30 - researchers.

2.31 Question n. 31

CZ: Myslíte si, že výběrová komise byla složena na odpovídající odborné úrovni?
ENG: Do you think that the selection board members were at appropriate professional level?

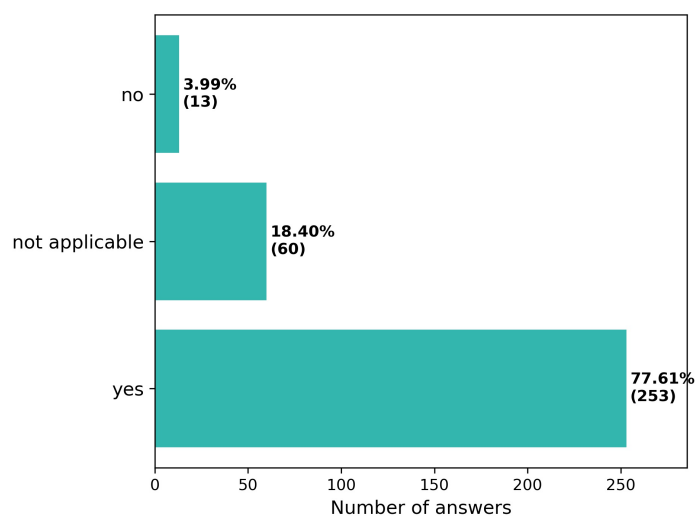


Figure 2.30: The graphical representation of the responses for the question n. 31 - researchers.

2.32 Question n. 32

CZ: Byly Vám v průběhu výběrového řízení objasněny možnosti jiných zaměstnání na VŠB-TUO?
ENG: Were the possibilities of other jobs at VSB-TUO explained to you during the tender process?

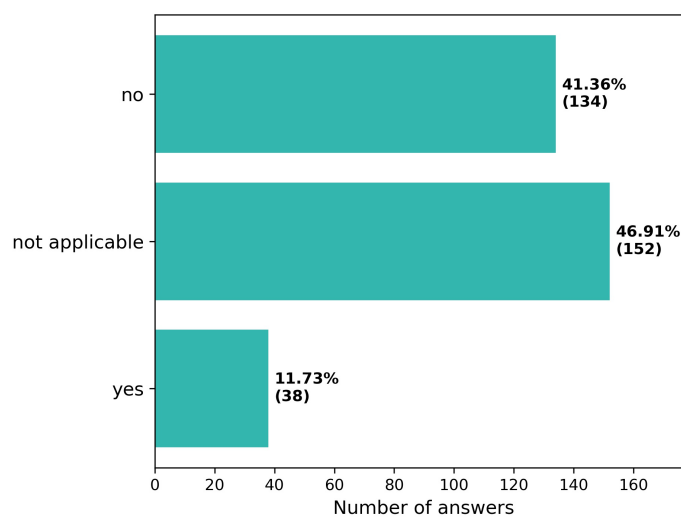


Figure 2.31: The graphical representation of the responses for the question n. 32 - researchers.

2.33 Question n. 33

CZ: Byl v inzertní nabídce na výzkumnou pozici, na níž nyní pracujete, uveden počet volných míst?

ENG: Has the number of vacancies been indicated in the job advertisement for the research position you are currently working on?

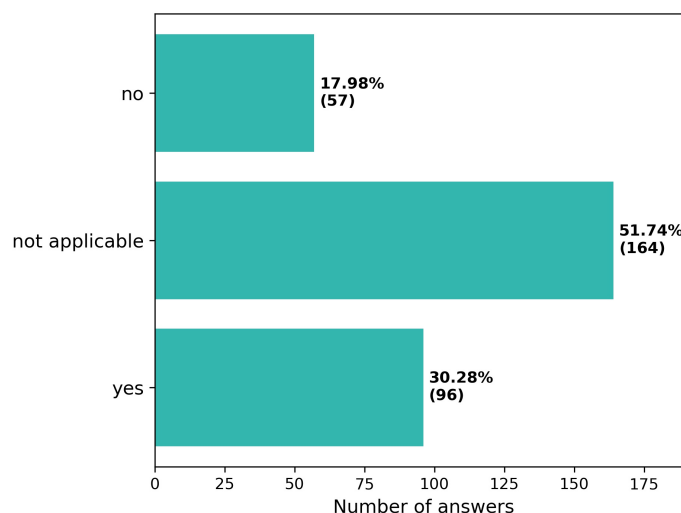


Figure 2.32: The graphical representation of the responses for the question n. 33 - researchers.

2.34 Question n. 34

CZ: Jsou podle Vašeho názoru při výběru nových pracovníků hodnoceny zejména kvantitativní a kvalitativní ukazatele, jako např. počty publikací a jejich kvalita, nebo jsou zohledněny i jiné kvality uchazeče (spolupráce s praxí, popularizace vědy, řídicí schopnosti apod.)?

ENG: In your opinion, when selecting new employees, especially quantitative and qualitative indicators such as the number of publications and their quality are evaluated, or are other qualities of the applicant taken into account (cooperation with companies, popularization of science, management skills, etc.)?

78 responses included answers as follows:

- Quantitative and qualitative indicators such as the number of publications and their quality (13)
- Quantitative and qualitative indicators such as the number of publications and their quality and also other qualities of the applicant (cooperation with companies, popularization of science, management skills, etc.) (11)
- Quantitative and qualitative indicators such as the number of publications and their quality and I don't know (1)
- Also other qualities of the applicant (cooperation with companies, popularization of science, management skills, etc.) (14)
- I don't know (39)

2.35 Question n. 35

CZ: Myslíte si, že byste na základě Vašeho vzdělání, výsledků a zkušeností mohli být zařazeni na jinou (vyšší pozici)?

ENG: Do you think that you could be placed in another (higher post) based on your education, results and experience?

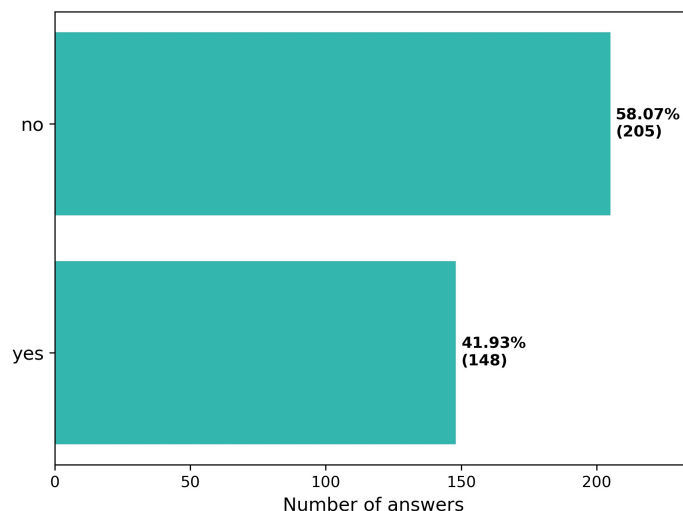


Figure 2.33: The graphical representation of the responses for the question n. 35 - researchers.

2.36 Question n. 36

CZ: Je Vám znám princip, že přerušení kariéry ani nestandardní průběh kariéry (mobility, působení v komerční sféře, mateřství atd.) nejsou na VŠB-TUO posuzovány negativně?

ENG: Are you aware of the principle that career interruptions and non-standard career courses (mobility, working in the commercial sphere, motherhood, etc.) are not assessed negatively at VSB-TUO?

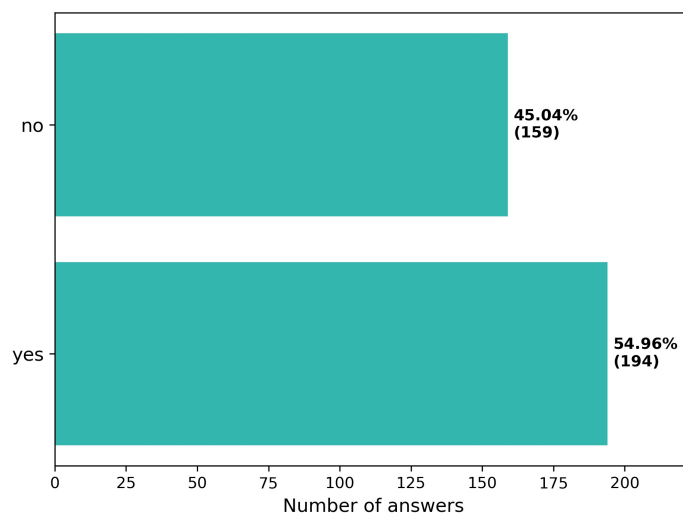


Figure 2.34: The graphical representation of the responses for the question n. 36 - researchers.

2.37 Question n. 37

CZ: Myslíte si, že je při výběrovém řízení na pozici výzkumného/akademického pracovníka na VŠB-TUO kladen důraz na zohlednění mobility (mezinárodní, národní, aplikační sféra)?

ENG: Do you think that during the selection procedure for the position of researcher/academic employee at VSB-TUO, emphasis is placed on taking into account mobility (international, national, industry)?

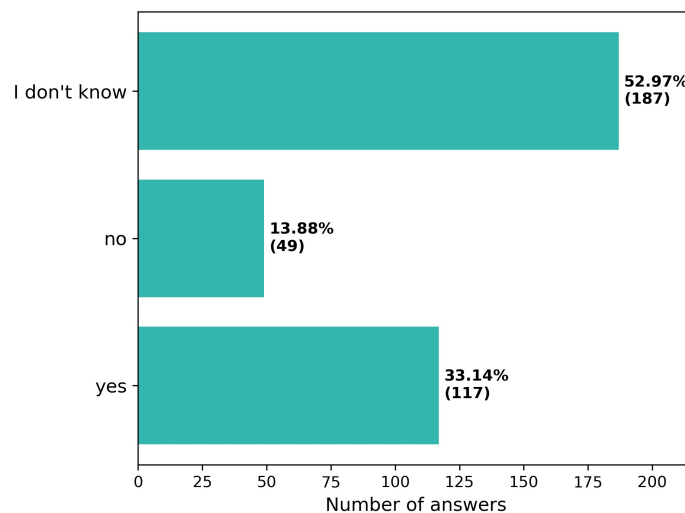


Figure 2.35: The graphical representation of the responses for the question n. 37 - researchers.

2.38 Question n. 38

CZ: Víte, že je na VŠB-TUO uplatňována zásada, že služební věk není při výběrovém řízení rozhodující, pokud má dotýčný výzkumný pracovník odpovídající pracovní výsledky?

ENG: Do you know that VSB-TUO applies the principle that seniority is not decisive in the selection process if the researcher in question has adequate work results?

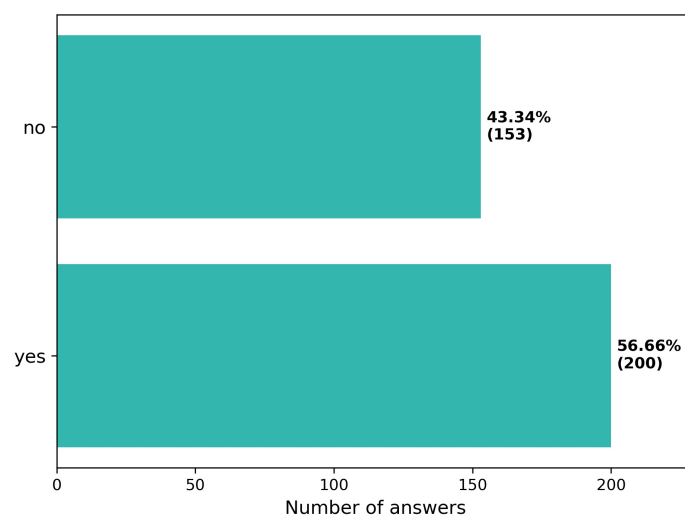


Figure 2.36: The graphical representation of the responses for the question n. 38 - researchers.

2.39 Question n. 39

CZ: Měl/a jste pocit, že při Vašem přijetí hrál roli Váš věk?
ENG: Did you feel that your age played a part in your recruitment?

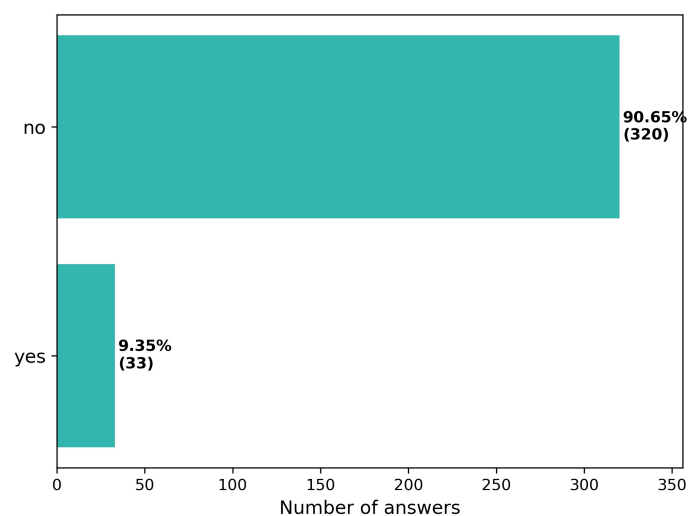


Figure 2.37: The graphical representation of the responses for the question n. 39 - researchers.

2.40 Question n. 40

CZ: Víte o tom, že existuje Kodex chování při přijímání výzkumných pracovníků?
ENG: Do you know about the european Code of Conduct for the Recruitment of Researchers?

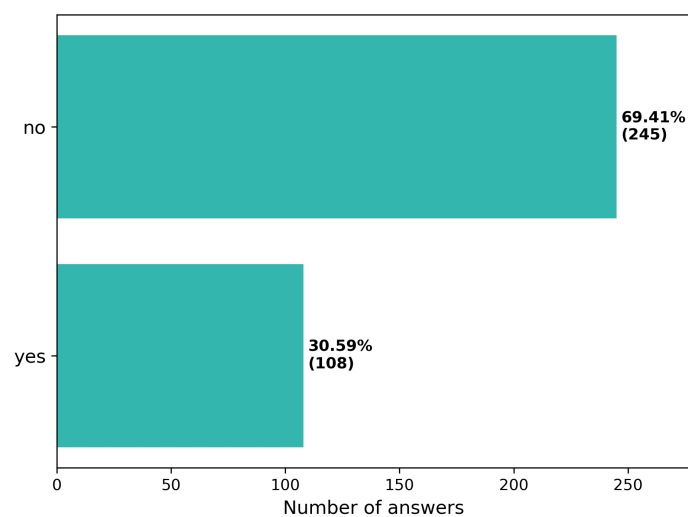


Figure 2.38: The graphical representation of the responses for the question n. 40 - researchers.

2.41 Question n. 41

CZ: Pokud jste na předchozí otázku odpověděl/a ano, domníváte se, že VŠB-TUO dodržuje alespoň rámcově jeho principy?

ENG: If you answered yes to the previous question, do you think that VSB-TUO adheres at least in general terms to its principles?

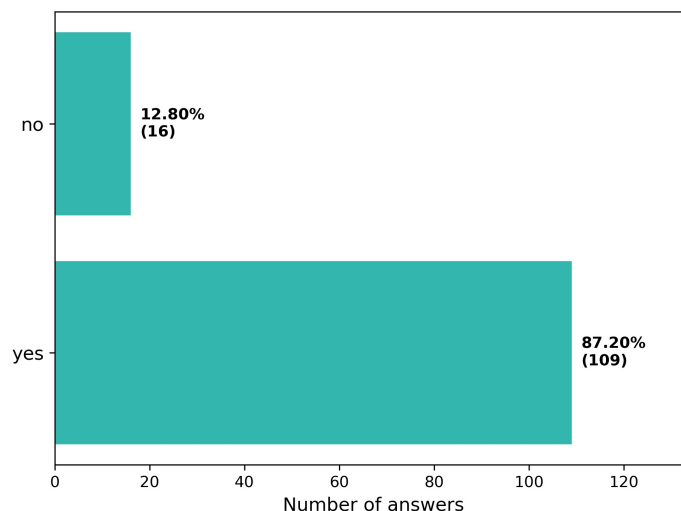


Figure 2.39: The graphical representation of the responses for the question n. 41 - researchers.

2.42 Question n. 42

CZ: Domníváte se, že je na VŠB-TUO věnována zvýšená pozornost absolventům Ph.D. studia, kteří mají zájem pokračovat ve vědecké a výzkumné činnosti v rámci pracovního poměru na univerzitě?

ENG: Do you think that VSB-TUO pays increased attention to Ph.D. graduates who are interested in continuing their scientific and research activities within the employment relationship at the university?

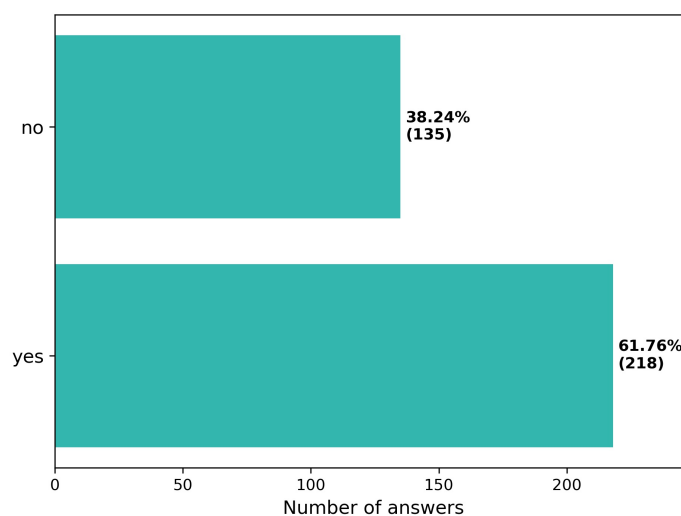


Figure 2.40: The graphical representation of the responses for the question n. 42 - researchers.

2.43 Question n. 43

CZ: Pokud jste zaměstnanec do 7 let od ukončení Ph.D. studia, domníváte se, že je Vašemu profesnímu rozvoji věnována dostatečná pozornost?

ENG: If you are an employee within 7 years of Ph.D. graduation, do you think that your professional development is given sufficient attention?

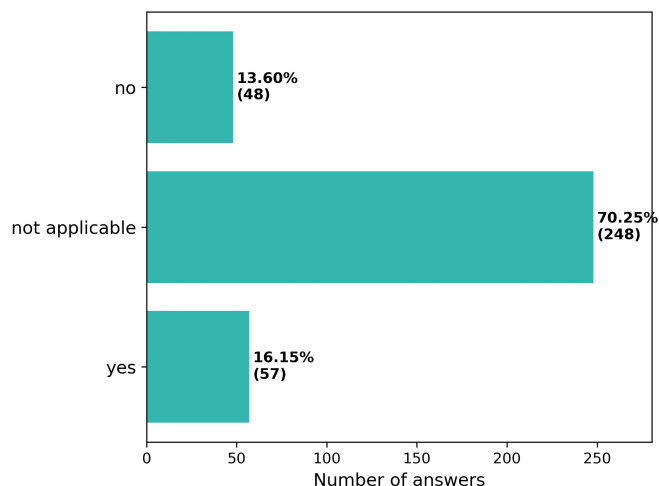


Figure 2.41: The graphical representation of the responses for the question n. 43 - researchers.

2.44 Question n. 44

CZ: Která z nabízených alternativ je z Vašeho pohledu důležitá pro zajištění flexibility práce? Doplňte.

ENG: From your point of view, which of the offered alternatives is important for ensuring work flexibility? Add other options.

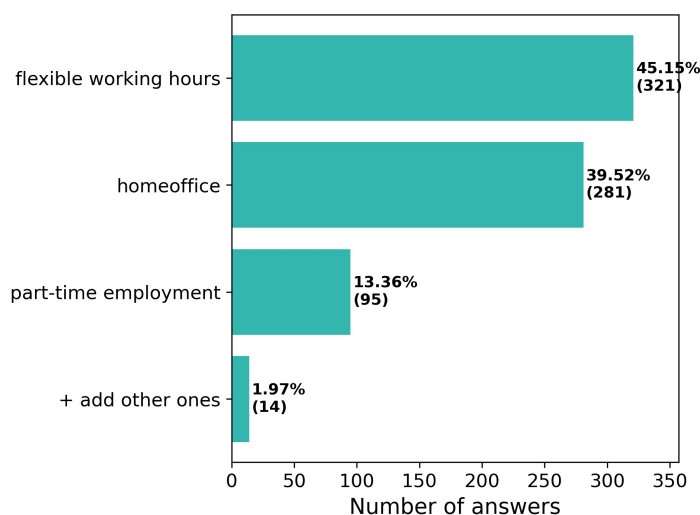


Figure 2.42: The graphical representation of the responses for the question n. 44 - researchers.

20 responses included the example of important options for better work flexibility, the following responses were the most frequently mentioned:

- Less administrative work, electronic circulation of documents (4)
- Humanity, understanding, tolerance, recognition (3)
- Better distribution of working time, better schedule for lectures (3)

- Homeoffice and better support for homeoffice as working equipment etc. (3)
- Good head of the department (2)
- Cooperation with industry, more mobilities (2)
- Active rest during the working time (1)
- Interesting projects across the university(1)
- Contracts for indefinit time (1)

2.45 Question n. 45

CZ: Umožňuje Vám Váš současný pracovní úvazek a systém výkonu práce (pružná pracovní doba, práce mimo pracoviště) sladění pracovního a soukromého života?

ENG: Does your current employment and work performance system (flexible working hours, work outside the workplace) allow you to reconcile your work and private life?

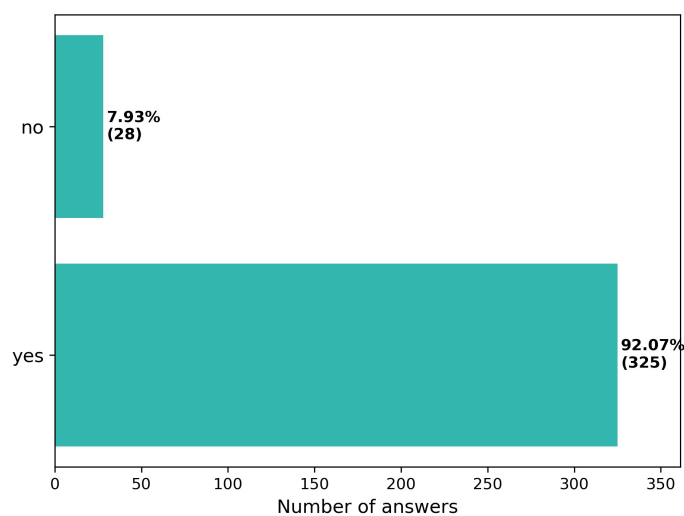


Figure 2.43: The graphical representation of the responses for the question n. 45 - researchers.

2.46 Question n. 46

CZ: Pokud máte pracovní smlouvu v souladu se Zákonníkem práce uzavřenou na dobu určitou, očekáváte nebo jste domluven/a na jejím prodloužení?

ENG: If you have a fixed-term employment contract in accordance with the Labour Code, do you expect or have you agreed to extend it?

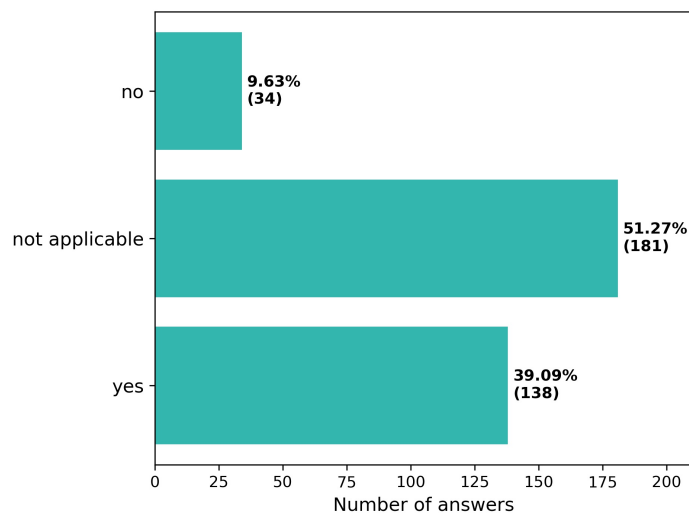


Figure 2.44: The graphical representation of the responses for the question n. 46 - researchers.

2.47 Question n. 47

CZ: Je pro Vás prioritní získání smlouvy na dobu neurčitou nebo zajímavá náplň práce?

ENG: Is it a priority for you to obtain a contract for an indefinite period or to have an interesting scope of work?

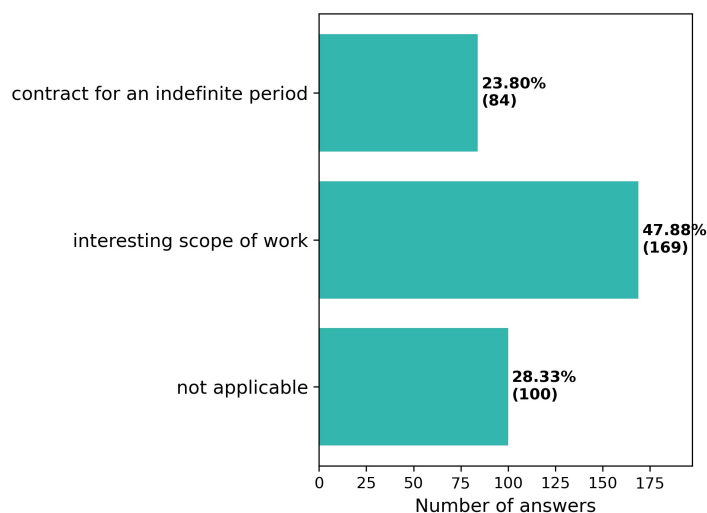


Figure 2.45: The graphical representation of the responses for the question n. 47 - researchers.

2.48 Question n. 48

CZ: V případě, že máte pracovní smlouvu na dobu určitou, vnímáte rozdílné zacházení ze strany zaměstnavatele (mzda, benefity, pracovní doba a jiné pracovní podmínky)?

ENG: If you have a fixed-term employment contract, do you perceive different treatment by the employer (wages, benefits, working hours and other working conditions)?

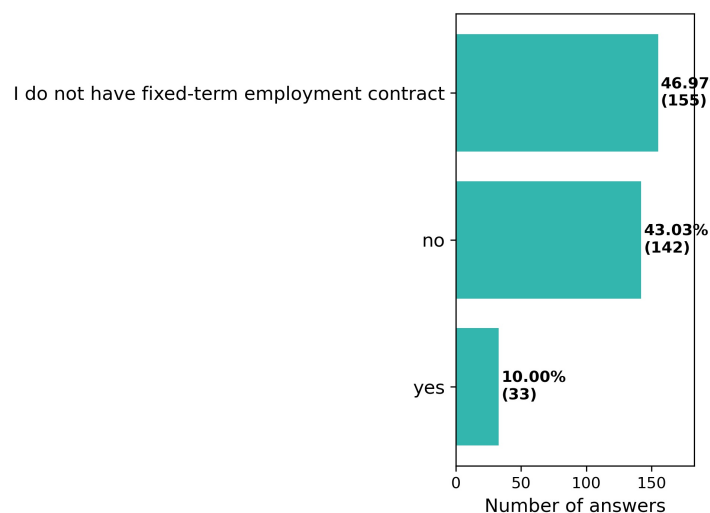


Figure 2.46: The graphical representation of the responses for the question n. 48 - researchers.

2.49 Question n. 49

CZ: Jste spokojen/a se systémem hodnocení Vaší práce na Vašem pracovišti? Pokud je Vaše odpověď tak napůl/ne/spíše ne, co byste změnil/a?

ENG: Are you satisfied with the evaluation system of your work at your workplace? If you answer neutral/no/rather not, what would you change?

86 responses included many ideas and comments such as low salary and globally unclear salary evaluation system.

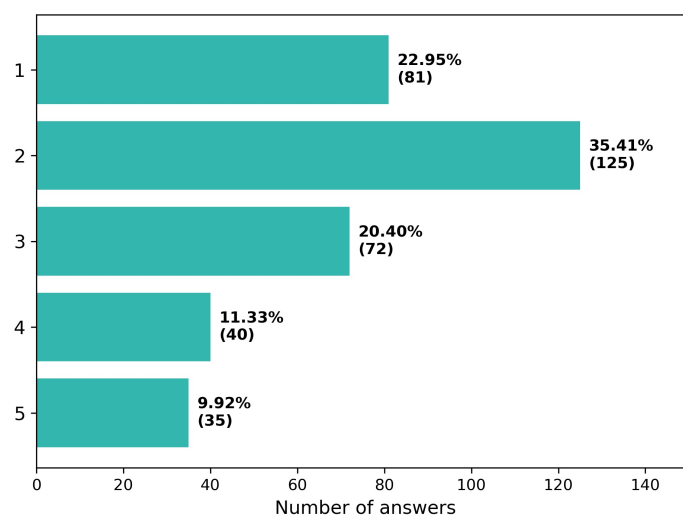


Figure 2.47: The graphical representation of the responses for the question n. 49 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.50 Question n. 50

CZ: Jsou v rámci hodnocení Vašeho pracovního výkonu zohledňovány činnosti mimo základní náplň práce (činnost v poradních/rozhodovacích orgánech – akademický senát, vědecká rada apod., spolupráce na výzkumu a vývoji s jinými organizacemi, propagace oboru)?

ENG: Are activities outside the basic scope of work taken into account in the evaluation of your work performance (activities in advisory/decision-making bodies - academic senate, scientific council, etc., cooperation on research and development with other organizations, promotion of the field)?

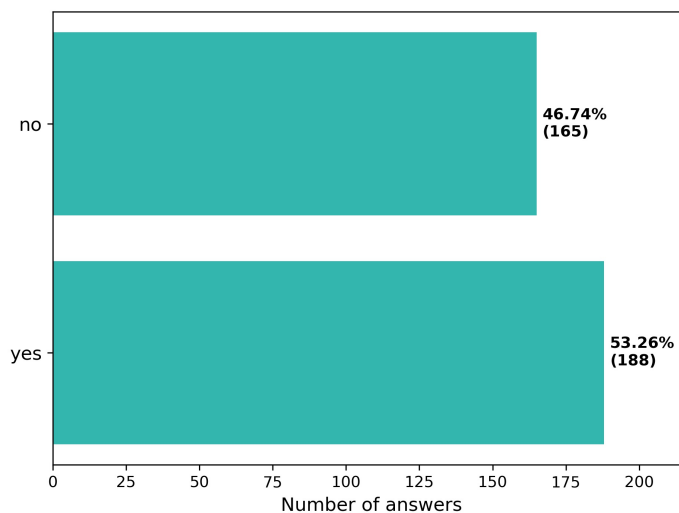


Figure 2.48: The graphical representation of the responses for the question n. 50 - researchers.

2.51 Question n. 51

CZ: Domníváte se, že principy odměňování na VŠB-TUO jsou nastaveny spravedlivě?

ENG: Do you think that the remuneration principles at VSB-TUO are set fairly?

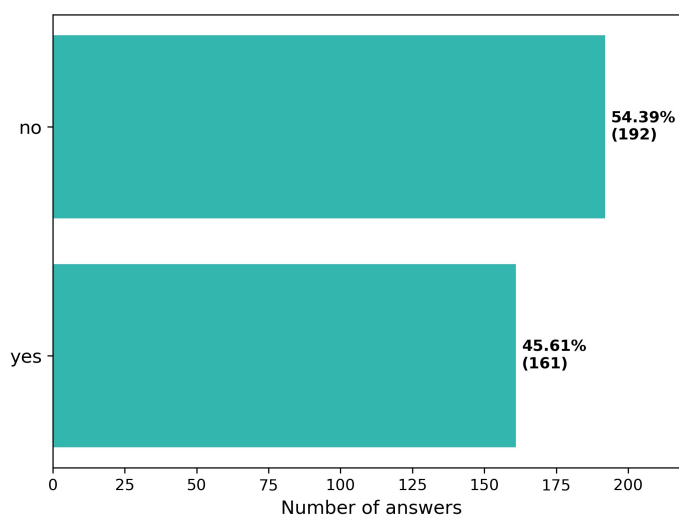


Figure 2.49: The graphical representation of the responses for the question n. 51 - researchers.

2.52 Question n. 52

CZ: Jste spokojen/a se svým pracovním a následně i mzdovým zařazením a celkovou mzdou?
ENG: Are you satisfied with your job titles and subsequently also your salary classification and total salary?

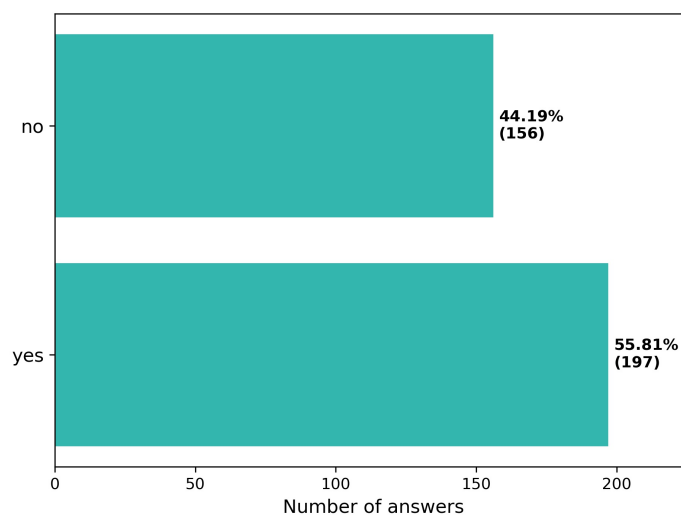


Figure 2.50: The graphical representation of the responses for the question n. 52 - researchers.

2.53 Question n. 53

CZ: Považujete mzdové podmínky na VŠB-TUO za srovnatelné se mzdovými podmínkami ostatních univerzit v ČR?
ENG: Do you consider the wage conditions at VSB-TUO to be comparable with the wage conditions at other universities in the Czech Republic?

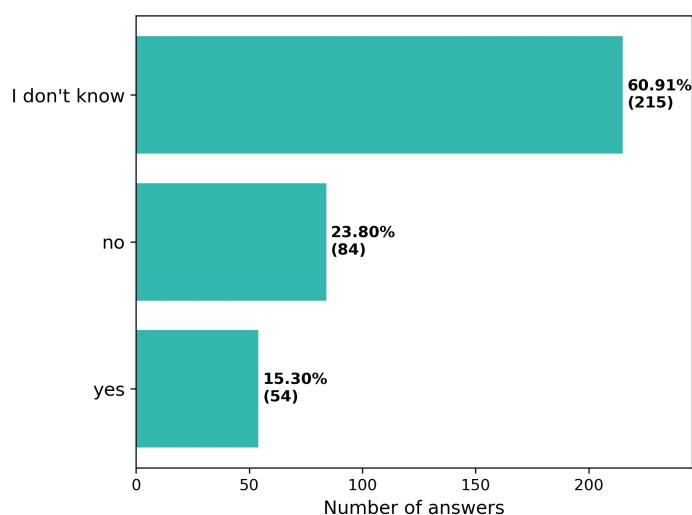


Figure 2.51: The graphical representation of the responses for the question n. 53 - researchers.

2.54 Question n. 54

CZ: Zohledňuje zaměstnavatel při stanovení mzdy Vaši kvalifikaci a profesní zkušenosti?

ENG: Does the employer take into account your qualifications and professional experience when determining the salary?

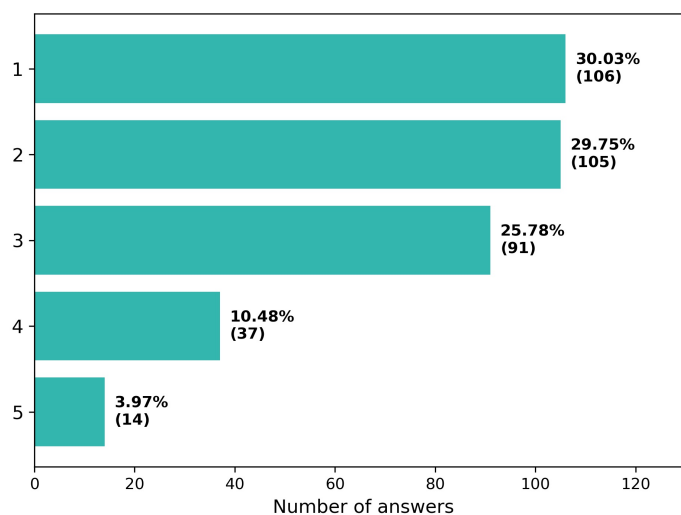


Figure 2.52: The graphical representation of the responses for the question n. 54 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.55 Question n. 55

CZ: Zohledňuje zaměstnavatel při stanovení mzdy Vaše pracovní výsledky, výkon, tedy hodnocení má reálný vliv na mzdový postup?

ENG: When determining the salary, does the employer take into account your work results, performance, i.e. evaluation has a real effect on the salary process?

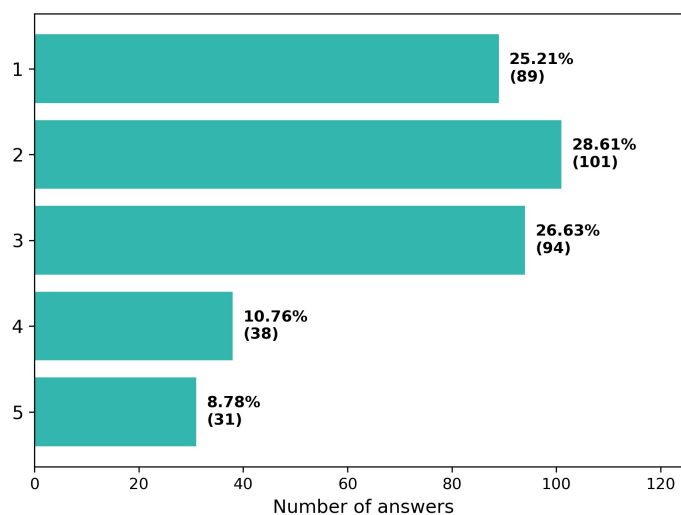


Figure 2.53: The graphical representation of the responses for the question n. 55 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.56 Question n. 56

CZ: Domníváte se, že v rámci VŠB-TUO jsou nastaveny rovné příležitosti pro všechna pohlaví na všech úrovních organizační struktury?

ENG: Do you think that equal opportunities for all sexes are set at all levels of the organizational structure within VSB-TUO?

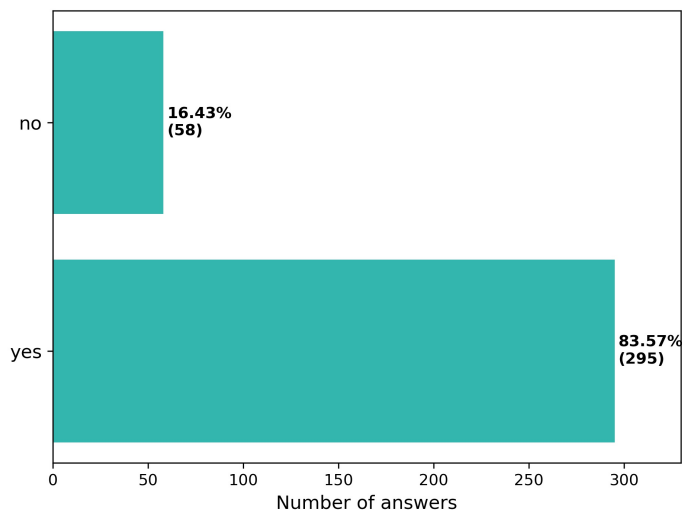


Figure 2.54: The graphical representation of the responses for the question n. 56 - researchers.

2.57 Question n. 57

CZ: Byl Vám při nástupu do zaměstnání, anebo při změně pracovní pozice, vyhotoven adaptační plán?

ENG: Has an adaptation plan been drawn up for you when you started work or when you changed your post?

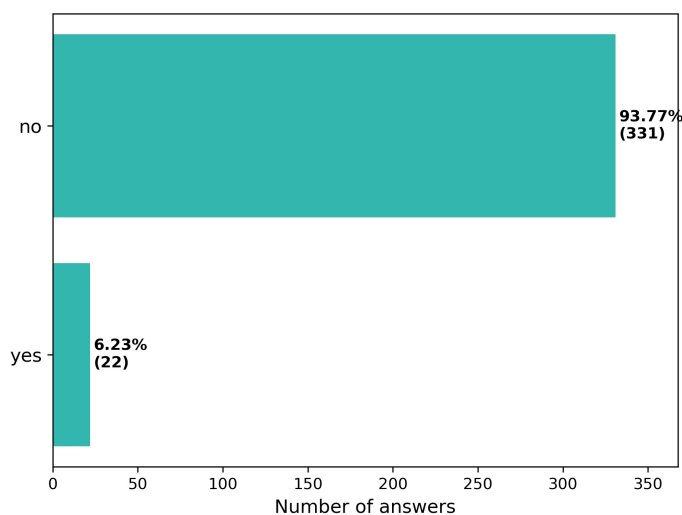


Figure 2.55: The graphical representation of the responses for the question n. 57 - researchers.

2.58 Question n. 58

CZ: Znáte možnosti svého kariérního postupu a máte vypracován Kariérní plán?

ENG: Do you know the possibilities of your career advancement and have you developed a Career Plan?

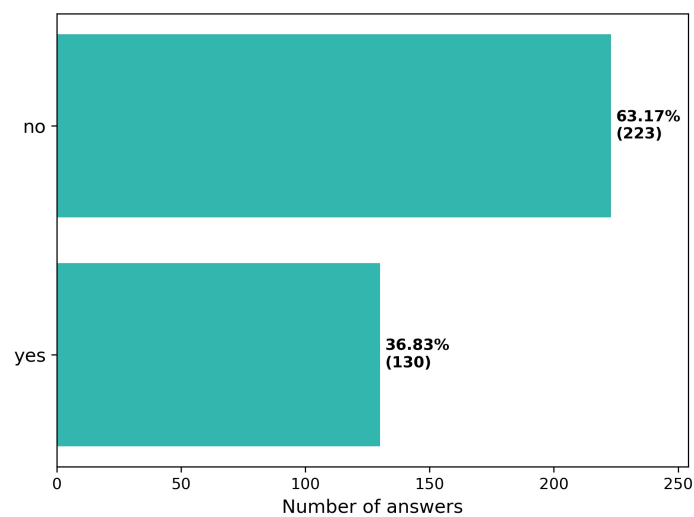


Figure 2.56: The graphical representation of the responses for the question n. 58 - researchers.

2.59 Question n. 59

CZ: Máte vypracovaný Plán osobního rozvoje?

ENG: Do you have a Personal Development Plan?

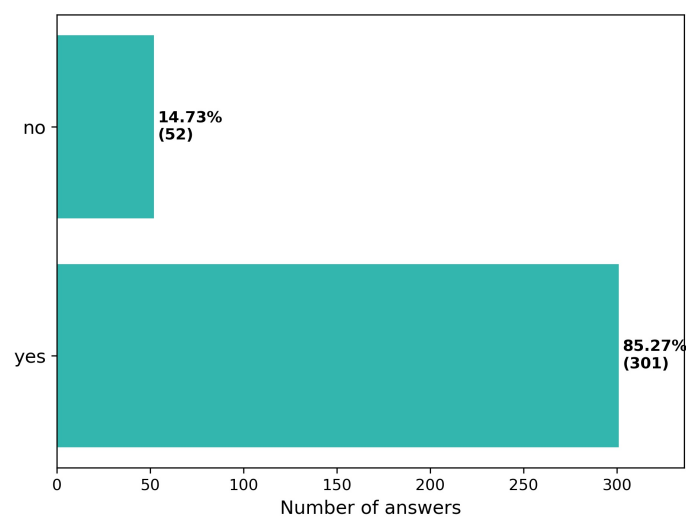


Figure 2.57: The graphical representation of the responses for the question n. 59 - researchers.

2.60 Question n. 60

CZ: Dostáváte od svého nadřízeného zpětnou vazbu na svou práci v průběhu roku?

ENG: Do you receive feedback from your supervisor on your work throughout the year?

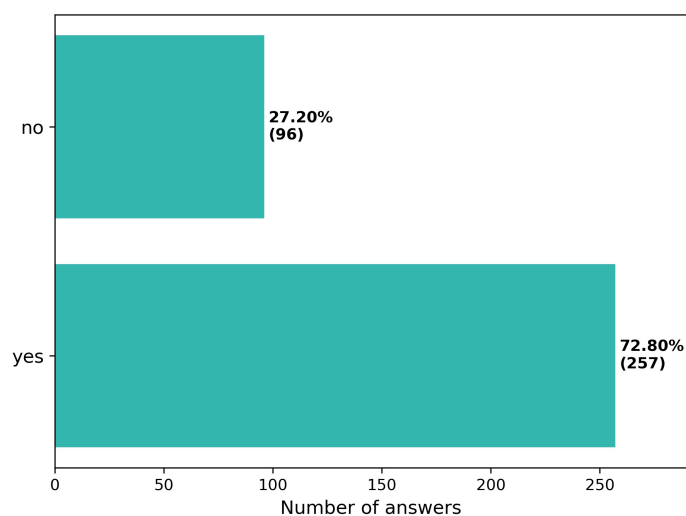


Figure 2.58: The graphical representation of the responses for the question n. 60 - researchers.

2.61 Question n. 61

CZ: Máte ve svém Plánu osobního rozvoje stanovené kurzy, školení, konference apod., které vedou k soustavnému rozvoji Vašich dovedností a schopností?

ENG: Do you have courses, trainings, conferences, etc. set out in your Personal Development Plan that lead to the continuous development of your skills and abilities?

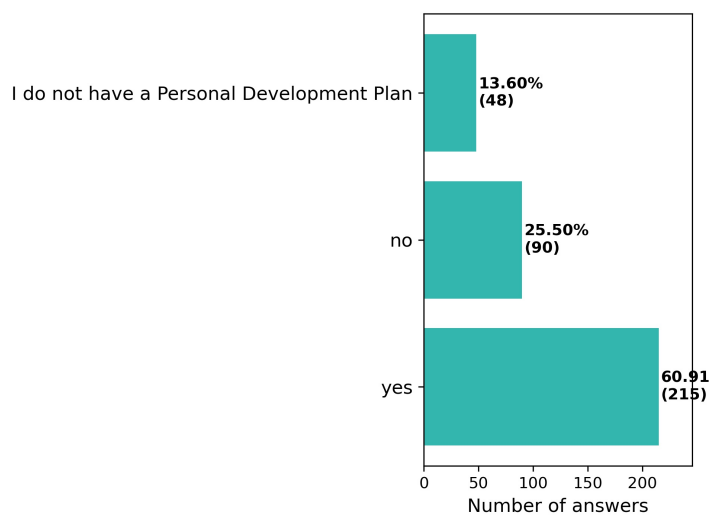


Figure 2.59: The graphical representation of the responses for the question n. 61 - researchers.

2.62 Question n. 62

CZ: Vyhledáváte si možnosti rozvíjet své schopnosti, dovednosti, znalosti? Sebevzděláváte se?
 ENG: Are you looking for opportunities to develop your abilities, skills, knowledge? Are you self-educating?

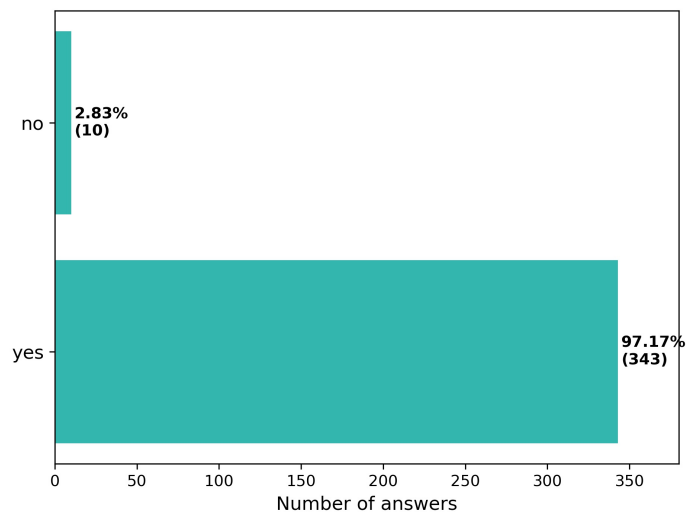


Figure 2.60: The graphical representation of the responses for the question n. 62 - researchers.

2.63 Question n. 63

CZ: Podporuje VŠB-TUO své zaměstnance v profesním rozvoji?
 ENG: Does VSB-TUO support its employees in professional development?

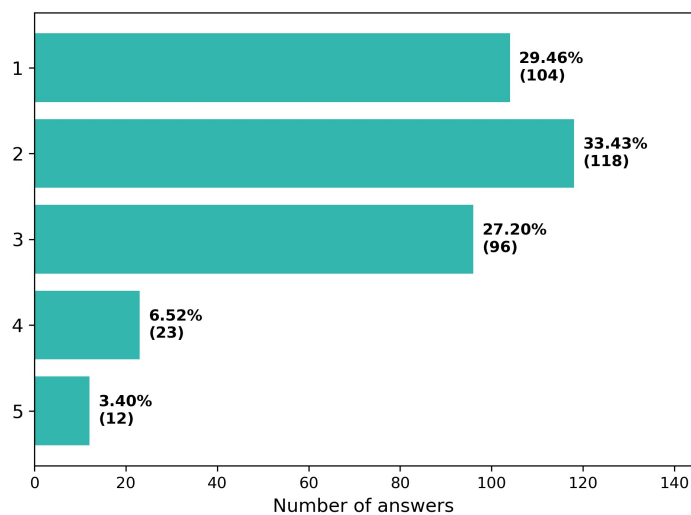


Figure 2.61: The graphical representation of the responses for the question n. 63 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.64 Question n. 64

CZ: Je v rámci Vaší profese dle Vašeho názoru dostatečně podporována mobilita (zeměpisná, meziodvětvová, vnitrooborová a mezioborová)?

ENG: In your opinion, is mobility (geographical, intersectoral, intra-sectoral and interdisciplinary) sufficiently supported within your profession?

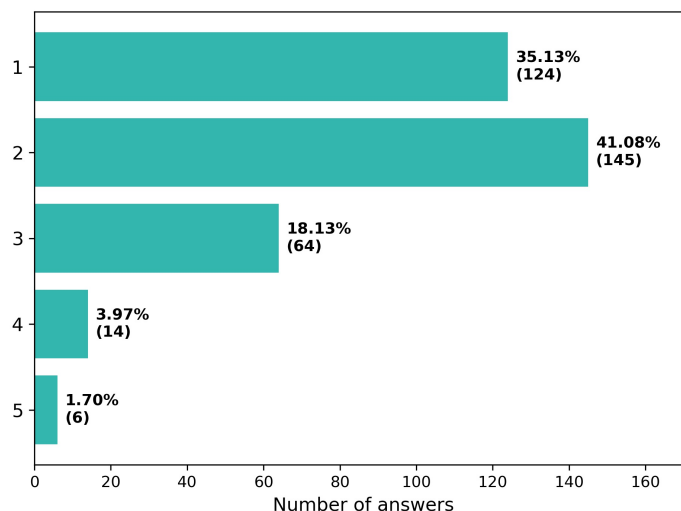


Figure 2.62: The graphical representation of the responses for the question n. 64 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.65 Question n. 65

CZ: Je Vám ze strany VŠB-TUO poskytováno dostatečné množství informací o možnostech zahraničních mobilit?

ENG: Does VSB-TUO provide you with a sufficient amount of information on the possibilities of foreign mobility?

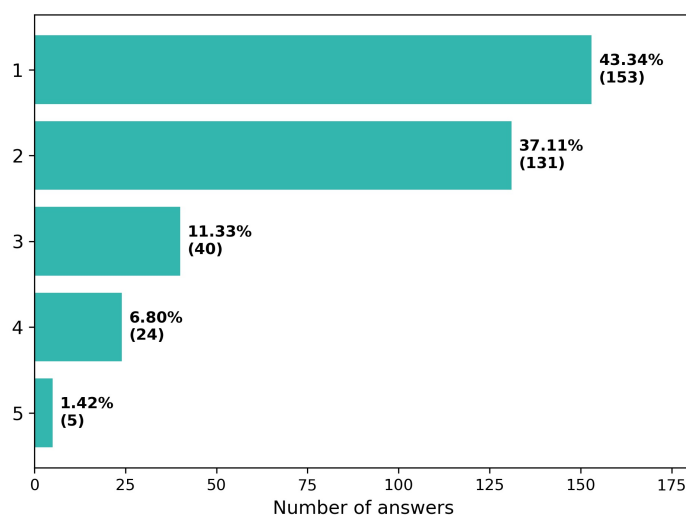


Figure 2.63: The graphical representation of the responses for the question n. 65 - researchers. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

2.66 Question n. 66

CZ: Pomohla Vám zahraniční mobilita k dalšímu kariérnímu růstu? Pokud ano: Kolika zahraničních mobilit jste se za dobu svého působení na VŠB-TUO ve Vaší současné pracovní pozici zúčastnil/a?

ENG: Has foreign mobility helped you to further career growth? If so: How many foreign mobility stays have you participated in during your work at VSB-TUO in your current post?

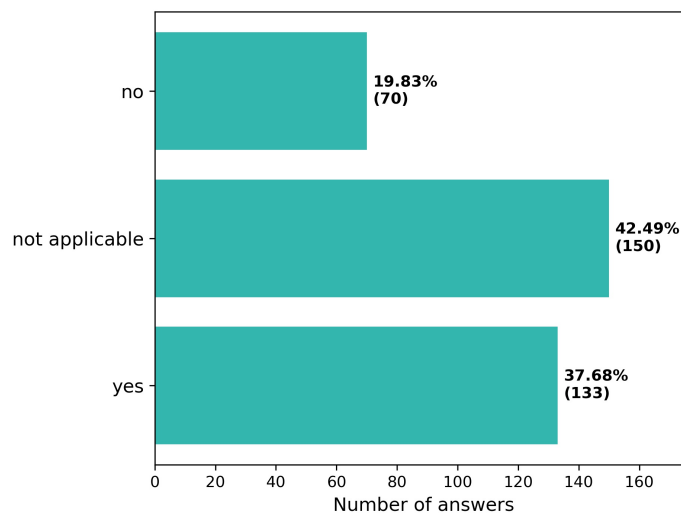


Figure 2.64: The graphical representation of the responses for the question n. 66 - researchers.

49 responses included answers as follows:

- 0 (5)
- 1 (8)
- 2 (3)
- 3 (3)
- 4 (5)
- 5 (4)
- 6 (4)
- 7 (2)
- 10-15 (5)
- Few (7)
- Lot of (3)

Some responses mentioned that, researcher is new at VSB-TUO, or the benefits of the mobilities and experiences with mobilities.

2.67 Question n. 67

CZ: Změnil/a byste něco v nabídce informačního servisu zahraničním akademickým a výzkumným pracovníkům (poradenství v oblasti víz, plánování cest, hledání ubytování, zdravotní péče..)? Upřesněte.

ENG: Would you change anything in the offer of information services for foreign academics and researchers (visa consultancy, travel planning, accommodation search, health care ...)? Specify.

31 responses included many ideas and comments such as lack of care of foreign researchers, unclear information etc.

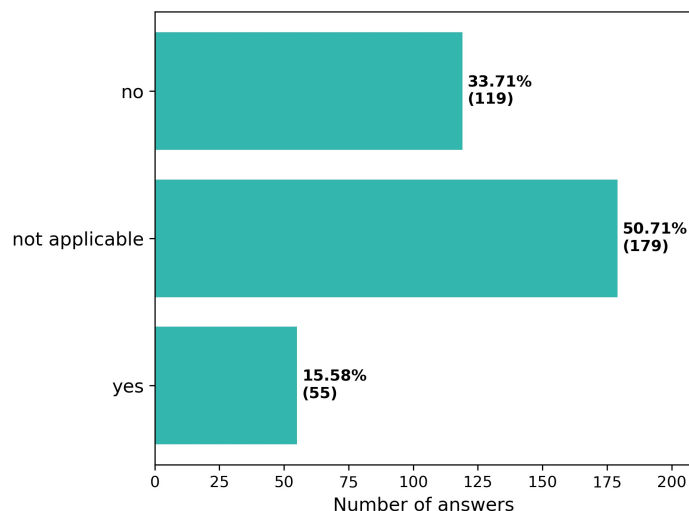


Figure 2.65: The graphical representation of the responses for the question n. 67 - researchers.

2.68 Question n. 68

CZ: Domníváte se, že Vás VŠB-TUO dostatečně informuje o nabídce vzdělávacích aktivit rozšiřujících a prohlubujících Vaši profesní kvalifikaci?

ENG: Do you think that VSB-TUO sufficiently informs you about the offer of educational activities for expanding and enhancing your professional qualification?

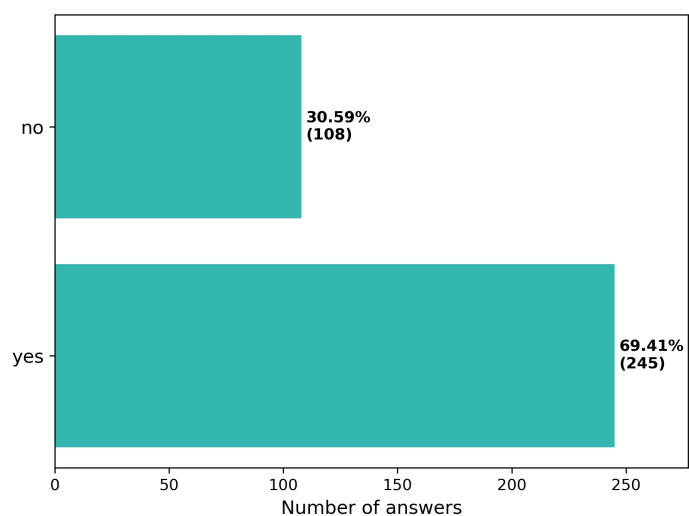


Figure 2.66: The graphical representation of the responses for the question n. 68 - researchers.

2.69 Question n. 69

CZ: Zúčastnil/a jste se v posledních třech letech nějaké vzdělávací aktivity rozšiřující či prohlubující Vaši profesní kvalifikaci?

ENG: In the last three years, have you participated in any educational activity that expanded or enhanced your professional qualifications?

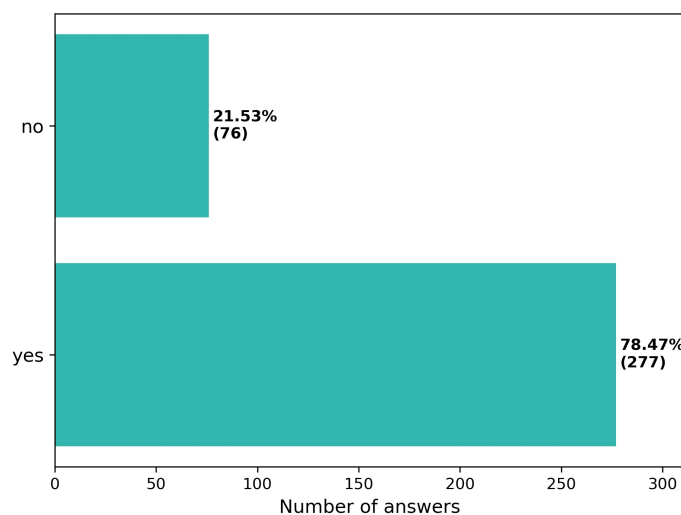


Figure 2.67: The graphical representation of the responses for the question n. 69 - researchers.

2.70 Question n. 70

CZ: Domníváte se, že Váš vedoucí Vás dostatečně podporuje v aktivitách rozšiřujících Vaši profesní kvalifikaci?

ENG: Do you think that your manager sufficiently supports you in activities that expand your professional qualifications?

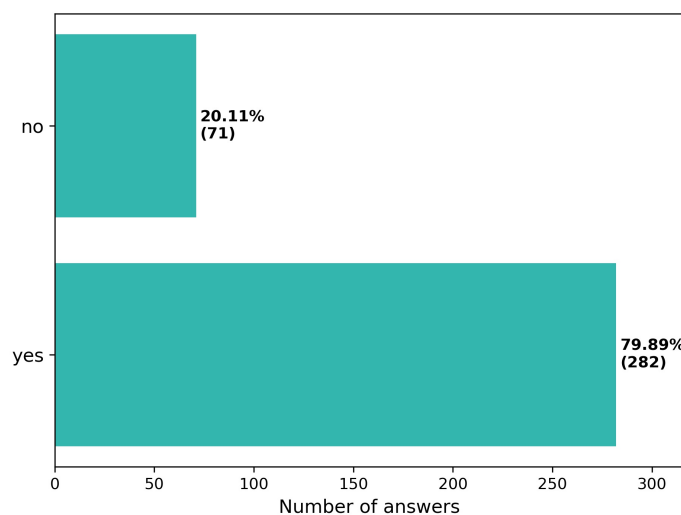


Figure 2.68: The graphical representation of the responses for the question n. 70 - researchers.

2.71 Question n. 71

CZ: Využil/a jste konzultace Centra transferu technologií v oblasti ochrany duševního vlastnictví?

ENG: Have you consulted the Technology Transfer Centre about intellectual property protection?

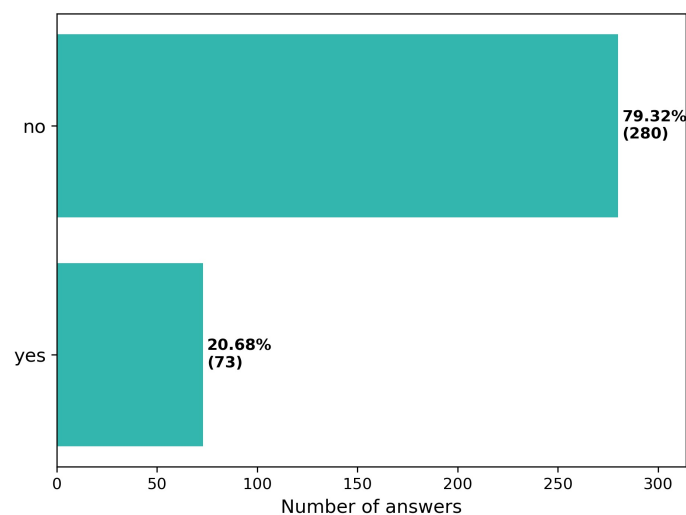


Figure 2.69: The graphical representation of the responses for the question n. 71 - researchers.

2.72 Question n. 72

CZ: Setkal/a jste se na VŠB-TUO s mentorováním, máte možnost konzultovat své výzkumné záměry, rozvoj Vaší kariéry a případné problémy s kompetentní osobou (mentorem, vedoucím)?

ENG: Have you met with mentoring at VSB-TUO, do you have the opportunity to consult your research plans, the development of your career and any problems with a competent person (mentor, supervisor)?

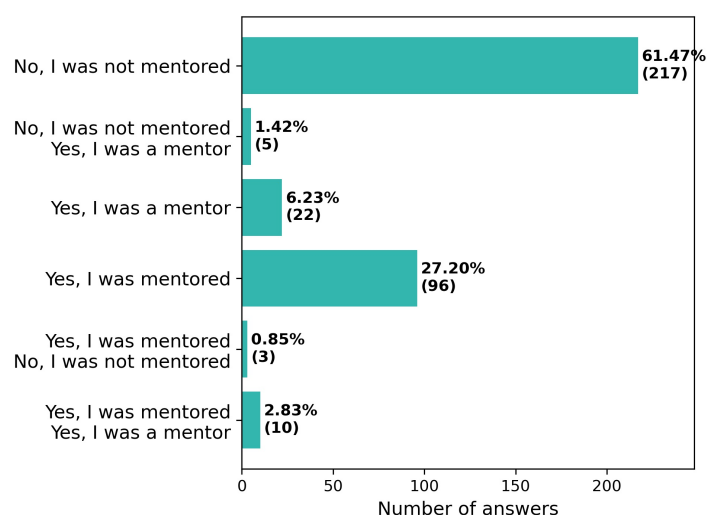


Figure 2.70: The graphical representation of the responses for the question n. 72 - researchers.

2.73 Question n. 73

CZ: Pokud jste měl/a mentora, byl Váš mentor zkušenou a kvalifikovanou osobou?
ENG: If you had a mentor, was your mentor an experienced and qualified person?

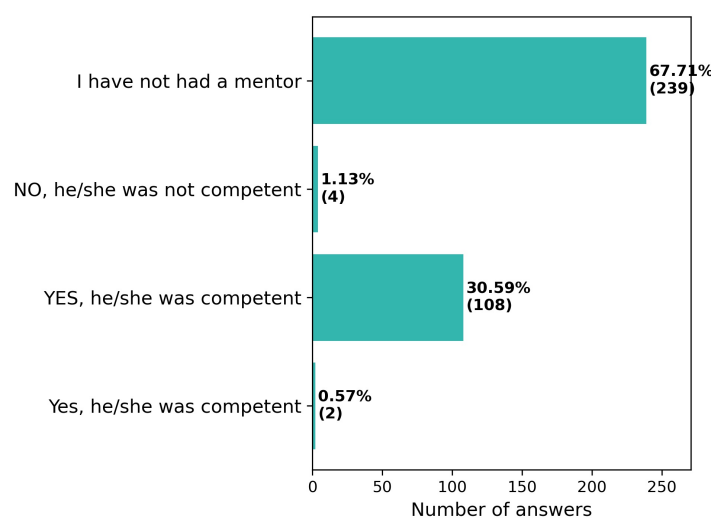


Figure 2.71: The graphical representation of the responses for the question n. 73 - researchers.

2.74 Question n. 74

CZ: Jste dostatečně informován/a o tom, jakým způsobem VŠB-TUO zajišťuje ochranu duševního vlastnictví?
ENG: Are you sufficiently informed about how VSB-TUO ensures the protection of intellectual property?

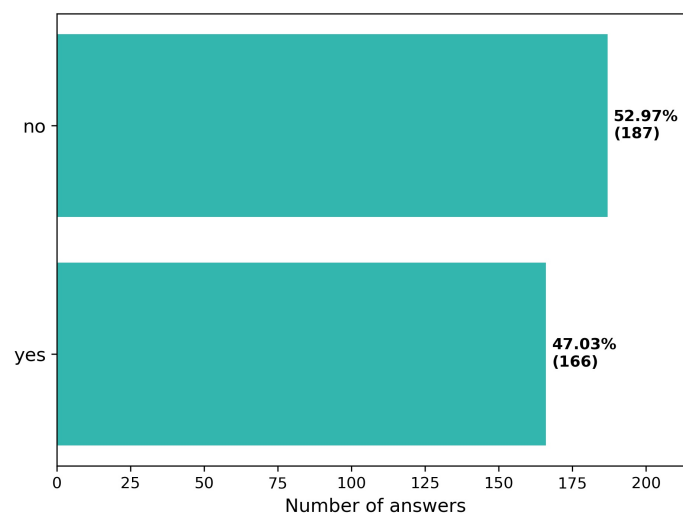


Figure 2.72: The graphical representation of the responses for the question n. 74 - researchers.

2.75 Question n. 75

CZ: Jsou dle Vašeho názoru na VŠB-TUO dostatečně nastaveny strategie, metody a procesy ochrany Vašich autorských práv?

ENG: In your opinion, are the strategies, methods and processes for protecting your copyrights sufficiently set up at VSB-TUO?

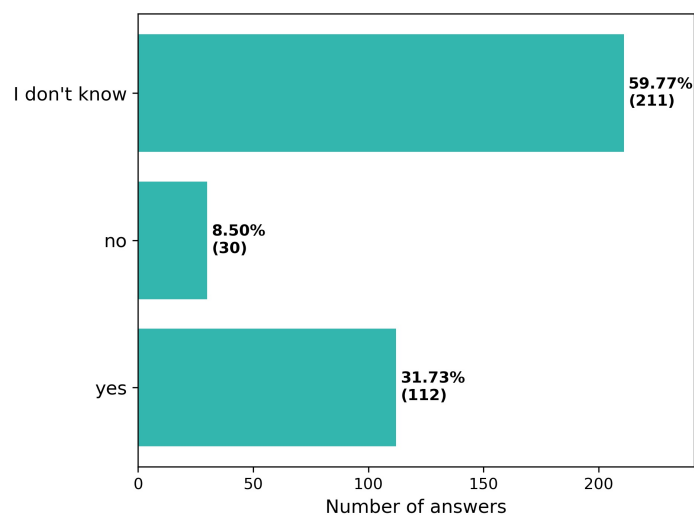


Figure 2.73: The graphical representation of the responses for the question n. 75 - researchers.

2.76 Question n. 76

CZ: Omezovaly Vás někdy výukové povinnosti ve vědecké činnosti?

ENG: Have your scientific activities ever been hindered by your teaching responsibilities?

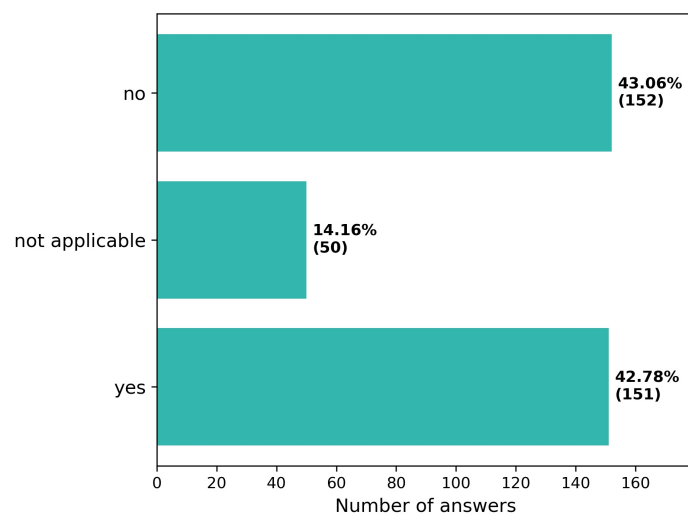


Figure 2.74: The graphical representation of the responses for the question n. 76 - researchers.

2.77 Question n. 77

CZ: A naopak, omezovala Vás nutnost vědecké činnosti/práce na projektech ve Vaší výukové činnosti?

ENG: Conversely, has the need for scientific work/ project management hindered your teaching activities?

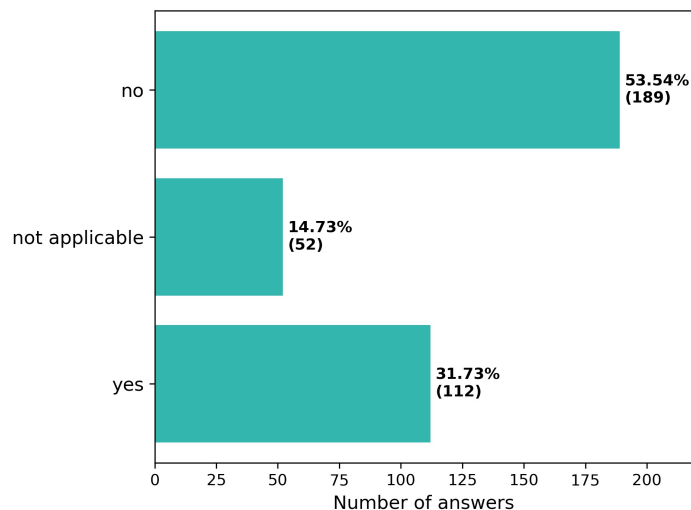


Figure 2.75: The graphical representation of the responses for the question n. 77 - researchers.

2.78 Question n. 78

CZ: Byla Vám poskytnuta možnost odborné přípravy v rámci rozvoje pedagogických dovedností?

ENG: Have you been provided with an opportunity of professional training in the development of your pedagogical skills?

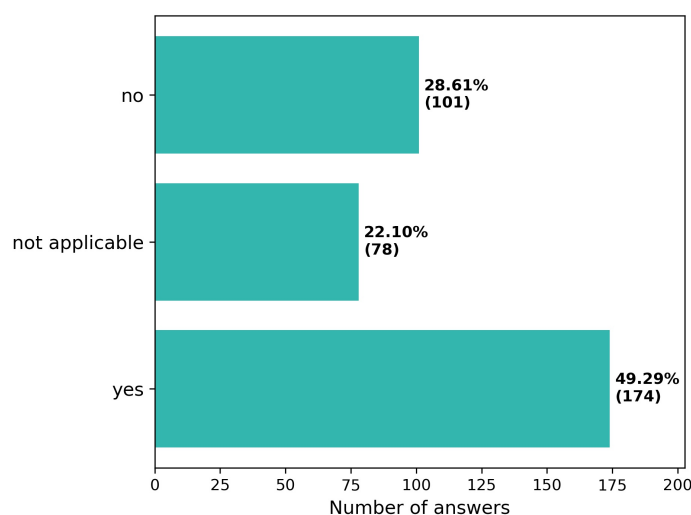


Figure 2.76: The graphical representation of the responses for the question n. 78 - researchers.

2.79 Question n. 79

CZ: Máte povědomí o tom, že na univerzitě existuje postup na podávání stížností, podnětů, oznámení, petic?

ENG: Are you aware that there is a procedure at the university for filing complaints, suggestions, notifications, petitions?

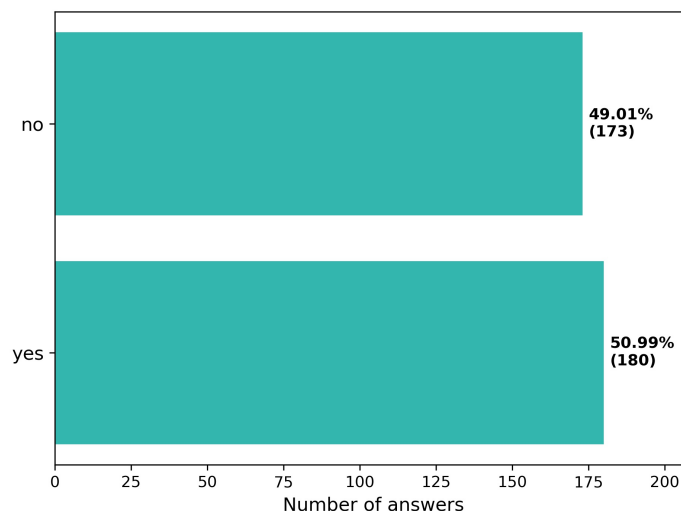


Figure 2.77: The graphical representation of the responses for the question n. 79 - researchers.

2.80 Question n. 80

CZ: Pokud působíte v poradním/rozhodovacím orgánu VŠB-TUO, máte možnost účinně přispět k činnosti a rozvoji univerzity? Poradními/rozhodovacími orgány máme na mysli činnost v akademických senátech, vědeckých radách, studijních či programových radách, pracovních skupinách/komisích zřízených fakultou/univerzitou apod.

ENG: If you are a member of the advisory/ decision-making body of VSB-TUO, do you have the opportunity to effectively contribute to the activities and development of the university? Advisory/ decision-making bodies mean activities in academic senates, scientific councils, study or program councils, working groups/ committees set up by the faculty/ university, etc.

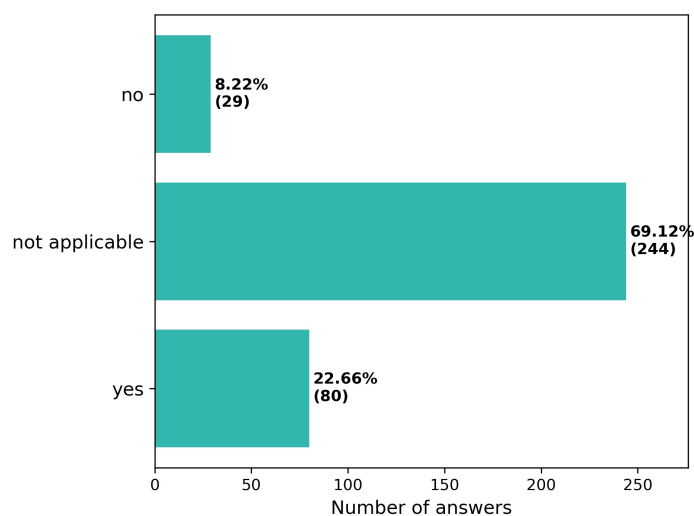


Figure 2.78: The graphical representation of the responses for the question n. 80 - researchers.

2.81 Question n. 81

CZ: Podporuje zaměstnavatel Vaše členství v různých profesních organizacích?

ENG: Does the employer support your membership in various professional organizations?

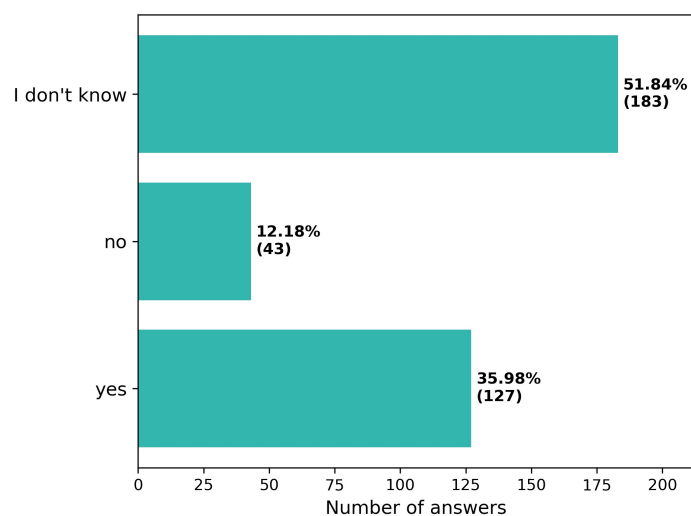


Figure 2.79: The graphical representation of the responses for the question n. 81 - researchers.

2.82 Question n. 82

CZ: Pracujete na

ENG: You work at

- Without specifying (79)
- Faculty of Electrical Engineering and Computer Science (47)
- Faculty of Economics (42)
- Faculty of Mechanical Engineering (41)
- Faculty of Materials Science and Technology (32)
- Faculty of Mining and Geology (21)
- Faculty of Civil engineering (19)
- IT4Innovations (16)
- IET - Institute of Environmental Technology (16)
- Rector/Vice-rectors/bursar offices/CIS - Information Services Centre/other service workplace (13)
- Faculty of Safety Engineering (12)
- ENET Centre - Energy Units for Utilization of non Traditional Energy Sources (5)
- VEC - Energy Research Centre (3)
- CPI - Innovation Support Centre (3)
- CNT - Nanotechnology Centre (2)
- CPIT - Centre for Advanced Innovation Technologies (2)

3 Researchers - managers

3.1 Question n. 1

CZ: Je vám ze strany servisních útvarů VŠB-TUO poskytnuta dostatečná metodická podpora při výběru Vašich podřízených?

ENG: Do the VSB-TUO service departments provide you with sufficient methodological support in selecting your subordinates?

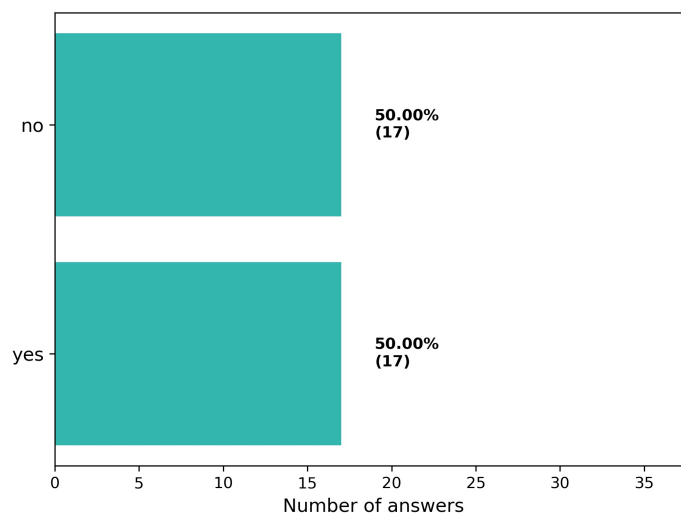


Figure 3.1: The graphical representation of the responses for the question n. 1 - researchers - managers.

3.2 Question n. 2

CZ: Upřednostňujete při hodnocení přijímaných uchazečů posloupnost jejich profesního růstu, nebo akceptujete určitý stupeň „hledání“ a získávání praxe v aplikační sféře, v rámci mobility nebo v jiném/příbuzném oboru?

ENG: When evaluating the accepted candidates, do you prefer the sequence of their professional growth, or do you accept a certain degree of "searching" and gaining experience in the industry, mobility or in another/related field?

30 responses included answers as follows:

- Sequence of their professional growth (10)
- Certain degree of "searching" and gaining experience in the industry, mobility or in another/related field (10)
- Both, comprehensively (7)
- I do not know (3)

3.3 Question n. 3

CZ: Sestavujete novým zaměstnancům při nástupu do zaměstnání nebo při změně pracovní pozice, adaptační plán?

ENG: Do you draw up an adaptation plan for new employees when they start work or change job title?

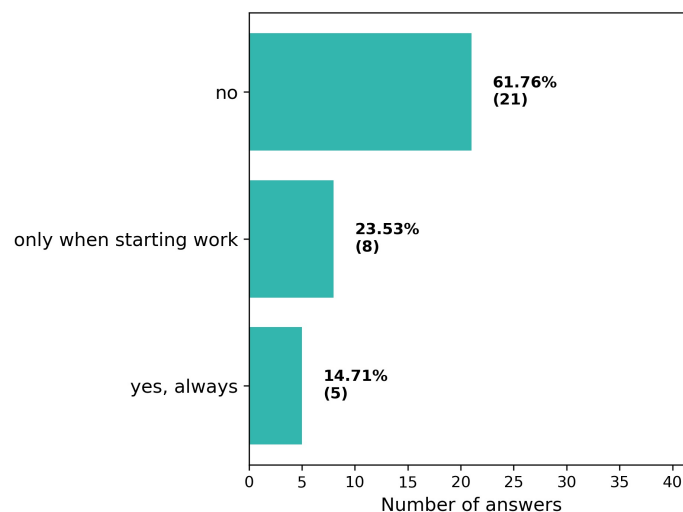


Figure 3.2: The graphical representation of the responses for the question n. 3 - researchers - managers.

3.4 Question n. 4

CZ: Realizujete v rámci svého útvaru pravidelná hodnocení podřízených zaměstnanců?

ENG: Do you carry out regular evaluations of subordinate employees within your department?

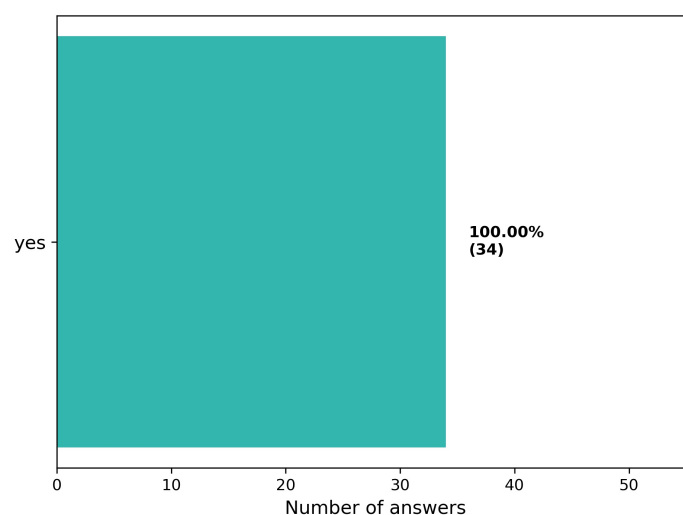


Figure 3.3: The graphical representation of the responses for the question n. 4 - researchers - managers.

3.5 Question n. 5

CZ: Jsou výstupem hodnocení plány osobního rozvoje na další období?

ENG: Are the results of the evaluation the Personal Development Plans for the next period?

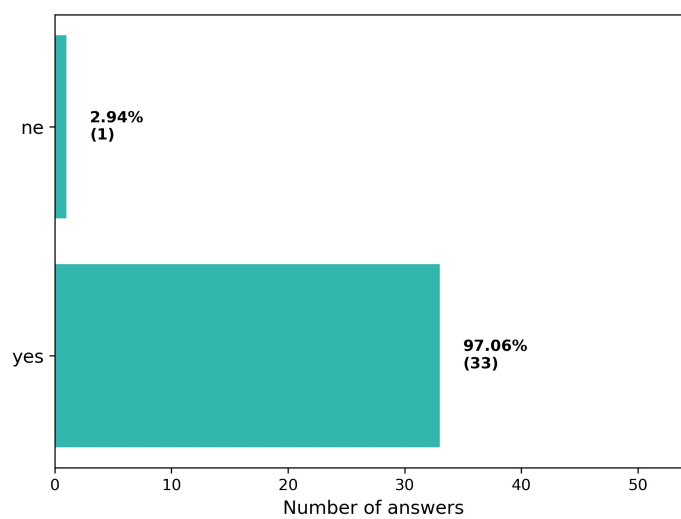


Figure 3.4: The graphical representation of the responses for the question n. 5 - researchers - managers.

4 Administrative Staff

4.1 Question n. 1

CZ: Je Vám
ENG: You are

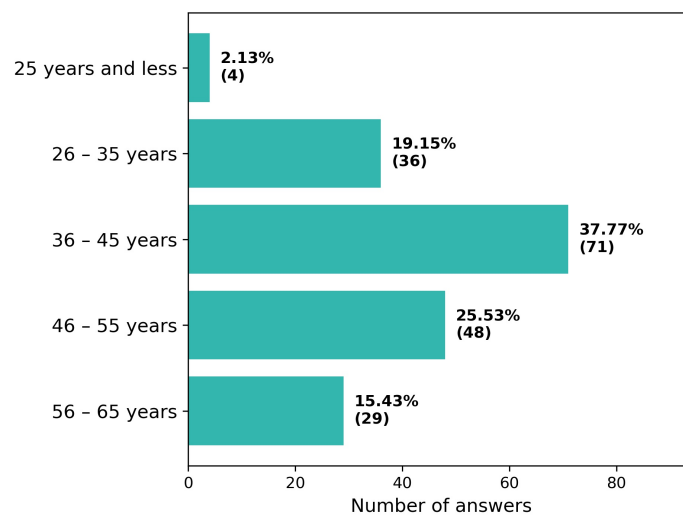


Figure 4.1: The graphical representation of the responses for the question n. 1 - administrative staff.

4.2 Question n. 2

CZ: Jste
ENG: You are

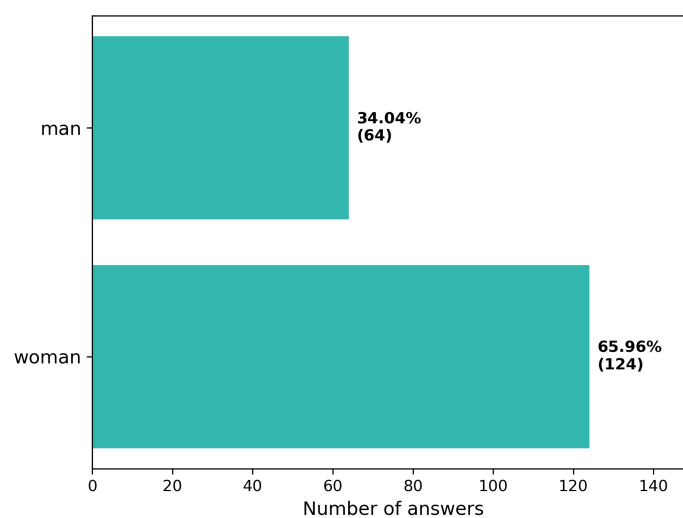


Figure 4.2: The graphical representation of the responses for the question n. 2 - administrative staff.

4.3 Question n. 3

CZ: Vaše nejvyšší dosažené vzdělání/hodnost
ENG: The highest education/degree you achieved is

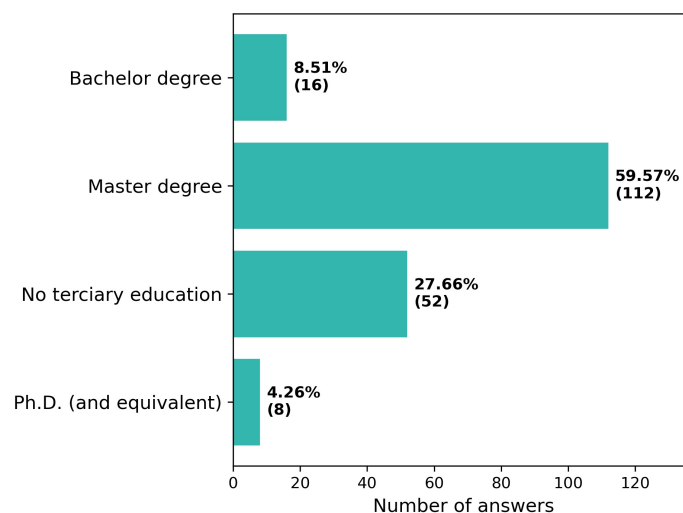


Figure 4.3: The graphical representation of the responses for the question n. 3 - administrative staff.

4.4 Question n. 4

CZ: Jste
ENG: You are

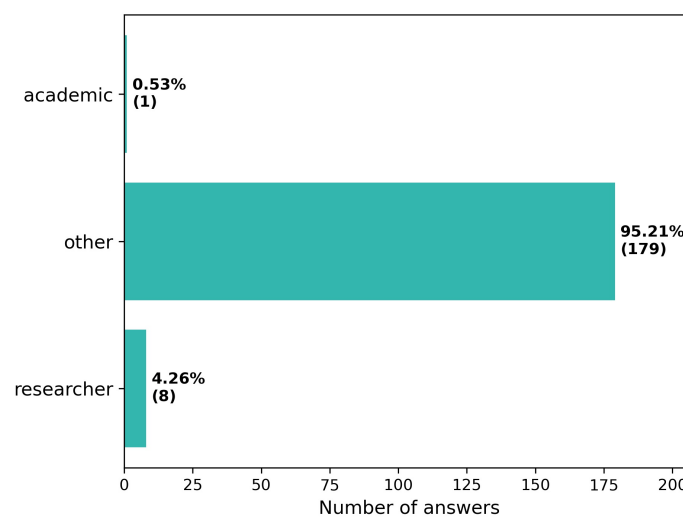


Figure 4.4: The graphical representation of the responses for the question n. 4 - administrative staff.

4.5 Question n. 5

CZ: Vaše státní příslušnost
ENG: You are a citizen of

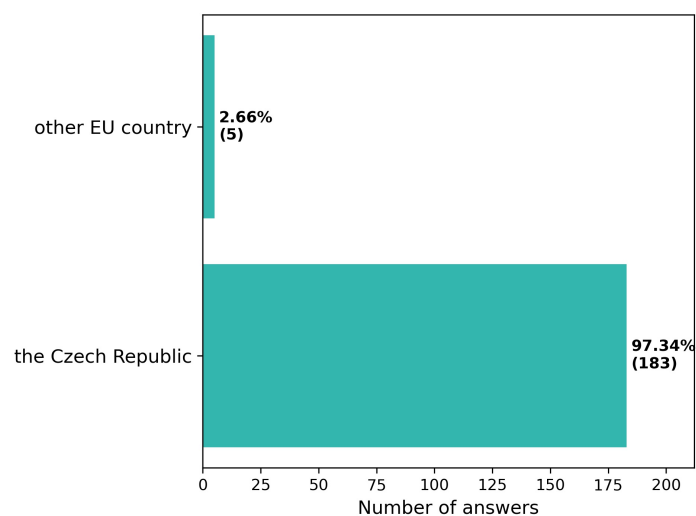


Figure 4.5: The graphical representation of the responses for the question n. 5 - administrative staff.

4.6 Question n. 6

CZ: Je Vaše pracoviště dostatečně vybaveno pro účely Vámi prováděné činnosti?
ENG: Is your workplace sufficiently equipped for the purposes of your work?

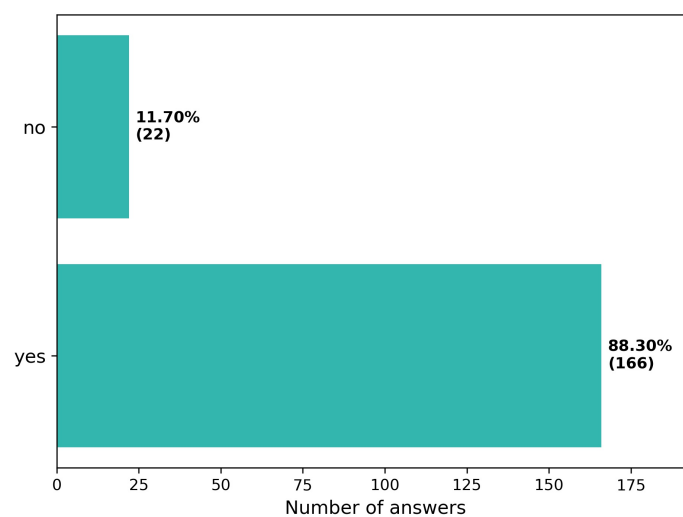


Figure 4.6: The graphical representation of the responses for the question n. 6 - administrative staff.

4.7 Question n. 7

CZ: Setkal/ jste se při svém práci s porušením etických zásad, ke kterým se VŠB-TUO zavázala v rámci svého etického kodexu? Pokud ANO: uveďte příklad porušení etických zásad.

ENG: During your work, have you encounter any violation of the ethical principles to which VSB-TUO has committed itself in its Ethical Code? If you answered YES: please give an example of such breach of ethical principles.

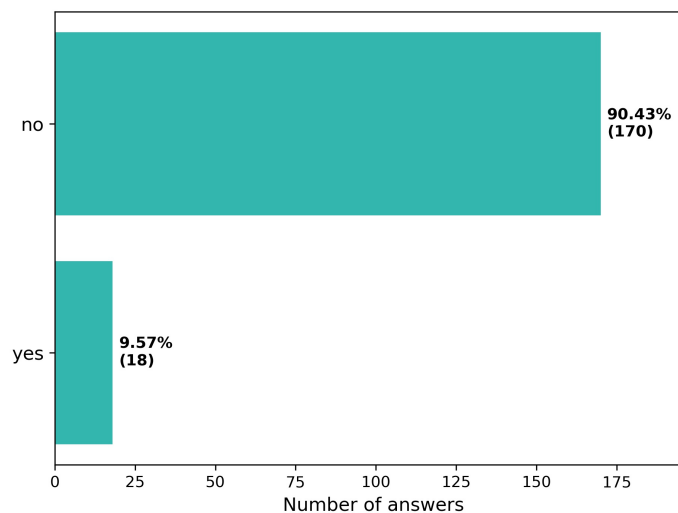


Figure 4.7: The graphical representation of the responses for the question n.7 - administrative staff.

15 responses included the example of breach of ethical principles, the following offenses were the most frequently mentioned:

- Unequal and inappropriate treatment of employees (6)
- Breaking rules (5)
- Financial conflict (1)
- Resentment, defending one's own interests (1)
- Plagiarism (1)
- I do not want to specify (1)

4.8 Question n. 8

CZ: Dostal/a jste se někdy v rámci své praxe na VŠB-TUO do střetu zájmů (osobních, vědeckých, profesních, finančních nebo jiných)? Pokud ANO: uveďte prosím, jak jste dále postupoval/a.
ENG: Have you ever had a conflict of interest (personal, scientific, professional, financial or other) during your time working at VSB-TUO? If you answered YES: please indicate how you proceeded.

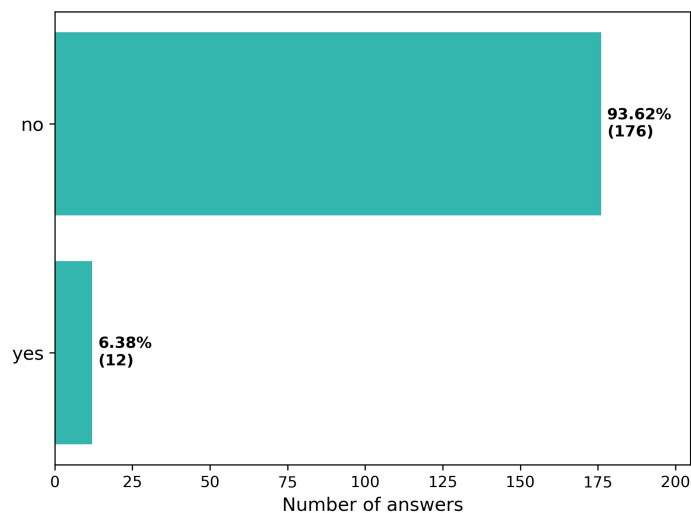


Figure 4.8: The graphical representation of the responses for the question n. 8 - administrative staff.

8 responses included the indication how the responder proceeded, the following answers were the most frequently mentioned:

- I asked the manager for help, I sought legal help (3)
- I wanted to asked Ethical commission (1)
- I changed the working place (1)
- Answers are not related to the question (3)

4.9 Question n. 9

CZ: Setkal/a jste se při svém působení na VŠB-TUO osobně nebo zprostředkovaně s některou z forem diskriminace (na základě pohlaví, věku, etnického, národního nebo sociálního původu, náboženství nebo víry, sexuální orientace, jazyka, zdravotního postižení, politických názorů, sociálních a ekonomických podmínek)? Pokud ANO: Uveďte prosím s jakou formou diskriminace jste se setkal/a.

ENG: During your work at VSB-TUO, have you encountered any form of discrimination in person or indirectly (based on gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social and economic conditions)? If you answered YES: Please indicate what form of discrimination you have encountered.

35 respondents included the example of discrimination, where 118 cases of discrimination were observed either in person or indirectly.

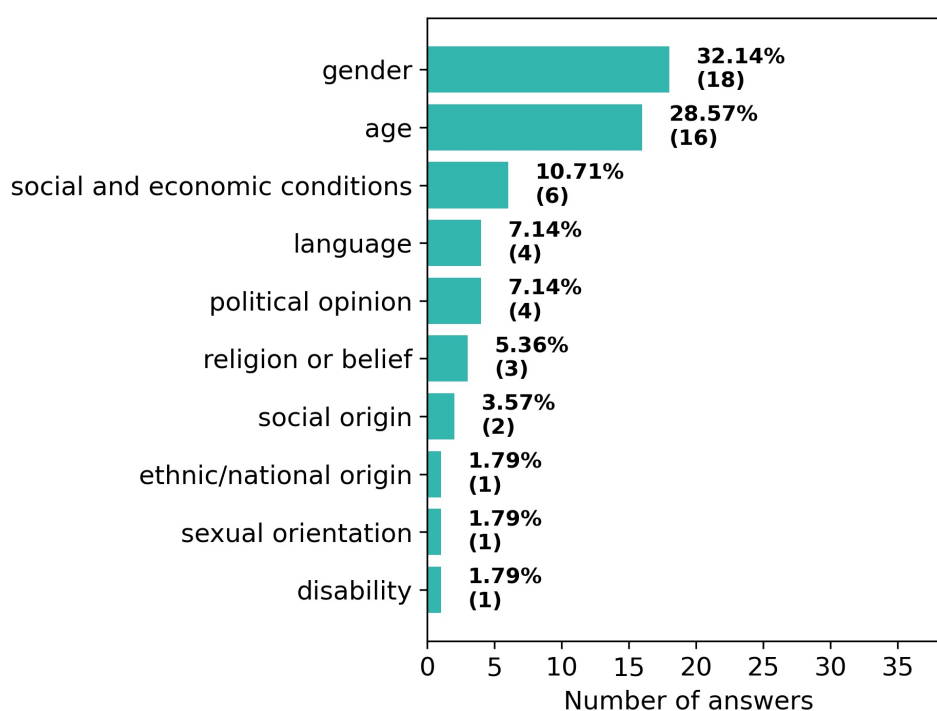


Figure 4.9: The graphical representation of the responses for the question n. 9 - administrative staff.

4.10 Question n. 10

CZ: Seznámil/a jste se Strategickým záměrem - Dlouhodobý záměr vzdělávací a vědecké, výzkumné, vývojové a inovační, umělecké a další tvůrčí činnosti VŠB - TU Ostrava na období 2016–2020 a jeho každoroční aktualizaci?

ENG: Have you been acquainted with the Strategic Plan - Long-term Plan of Educational and Scientific, Research, Development and Innovation, Artistic and other Creative Activities of VSB - TU Ostrava for 2016–2020 and its annual updates?

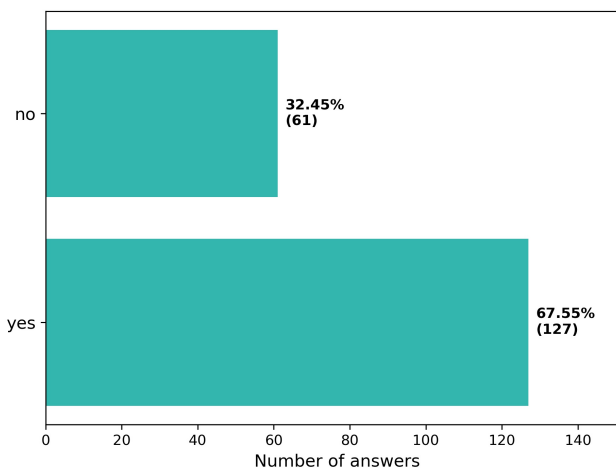


Figure 4.10: The graphical representation of the responses for the question n. 10 - administrative staff.

4.11 Question n. 11

CZ: Měl/a jste možnost se vyjádřit nebo zaslat své připomínky, náměty při tvorbě Strategického záměru - Dlouhodobého záměru vzdělávací a vědecké, výzkumné, vývojové a inovační, umělecké a další tvůrčí činnosti VŠB-TUO či jeho každoroční aktualizaci?

ENG: Have you had the opportunity to express or send your comments, suggestions during the creation of the Strategic Plan - Long-term Plan of Educational and Scientific, Research, Development and Innovation, Artistic and other Creative Activities of VSB-TUO or its annual updates?

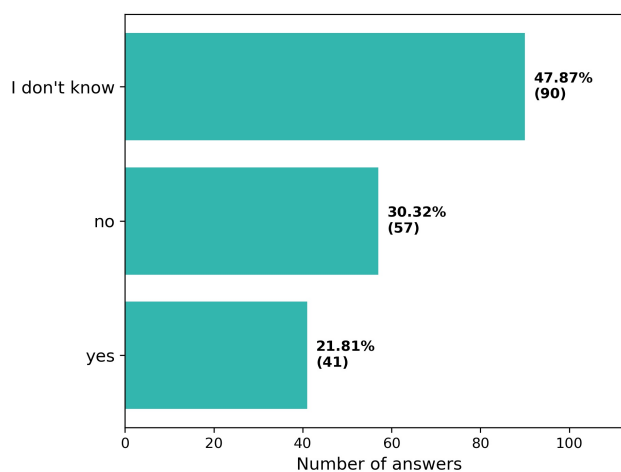


Figure 4.11: The graphical representation of the responses for the question n. 11 - administrative staff.

4.12 Question n. 12

CZ: Je pro Vás stránka (na InNETu) založená pro zveřejňování vnitřních předpisů, systémových a operativních dokumentů, výročních zpráv, strategických dokumentů přehledná? Máte-li nápad na zlepšení, doplňte.

ENG: Is the website (on InNET) created for the publication of internal regulations, system and operational documents, annual reports, and strategic documents easy-to-navigate for you? If you have any idea how to improve it, please add.

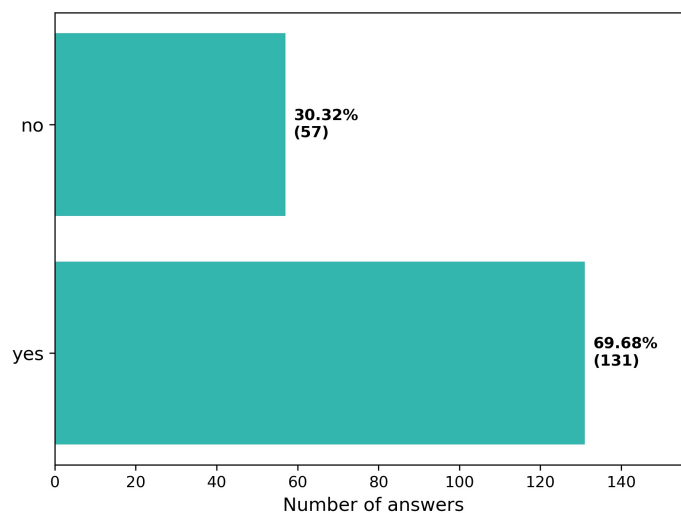


Figure 4.12: The graphical representation of the responses for the question n. 12 - administrative staff.

15 responses included the example of improvements of InNET, the following responses were the most frequently mentioned:

- Better search (full-text search etc.)
- Better orientation
- Better structuring of information
- Better labels for categories
- Better clarity
- New design

4.13 Question n. 13

CZ: Jste pravidelně elektronicky seznamován/a s vnitřními předpisy, systémovými a operativními dokumenty, které jsou zveřejňovány na webu VŠB-TUO?

ENG: Are you regularly electronically updated on internal regulations, system and operational documents which are published on the VSB-TUO website?

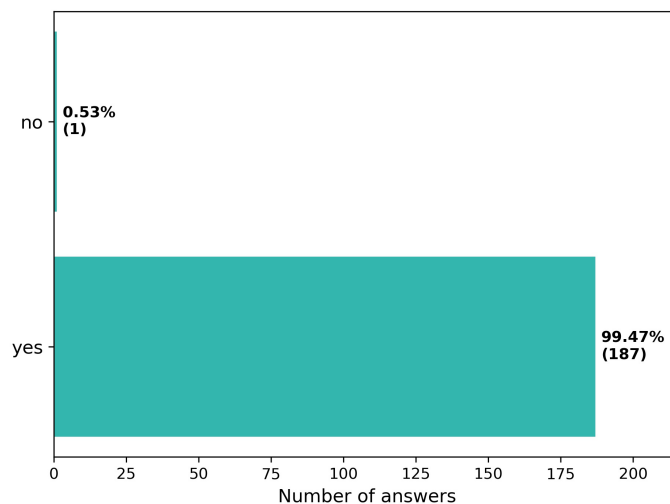


Figure 4.13: The graphical representation of the responses for the question n. 13 - administrative staff.

4.14 Question n. 14

CZ: Jste pravidelně a dostatečně proškolen/a v souvislosti s dodržování předpisů BOZP a PO?

ENG: Are you regularly and adequately trained in connection with OSH and FP regulations?

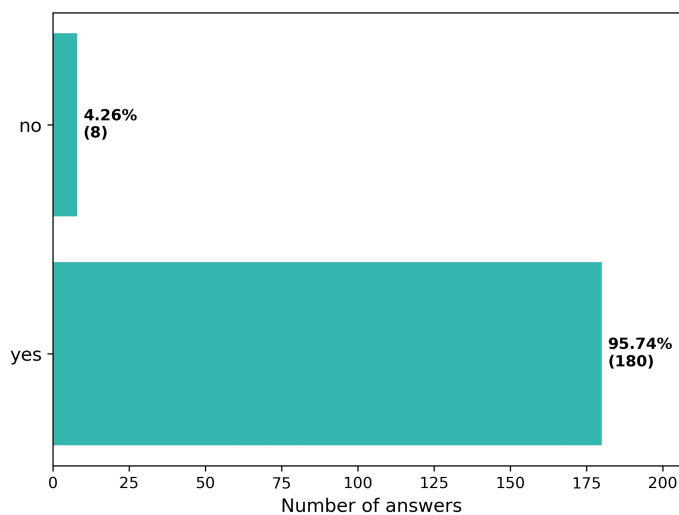


Figure 4.14: The graphical representation of the responses for the question n. 14 - administrative staff.

4.15 Question n. 15

CZ: Upřednostnil/a byste školení BOZP, PO, popř. další online formou?
 ENG: Would you prefer OSH, FP, or other trainings online?

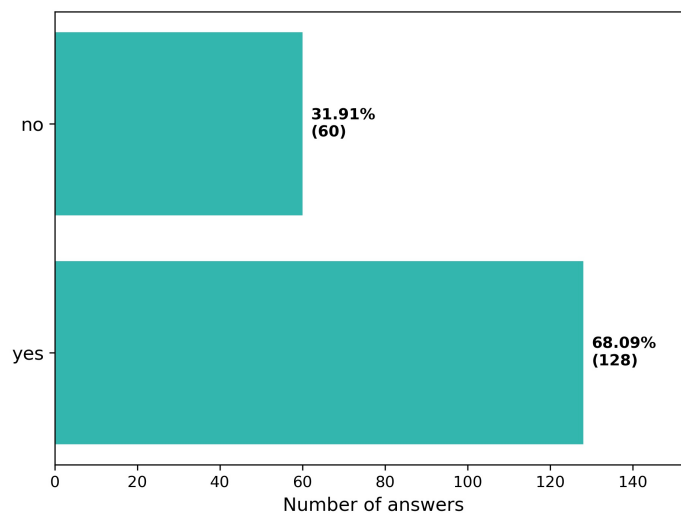


Figure 4.15: The graphical representation of the responses for the question n. 15 - administrative staff.

4.16 Question n. 16

CZ: Domníváte se, že je o výzkumné činnosti na VŠB-TUO dostatečně informována odborná i neodborná veřejnost?
 ENG: Do you think that the professional and non-professional public is sufficiently informed about research activities at VSB-TUO?

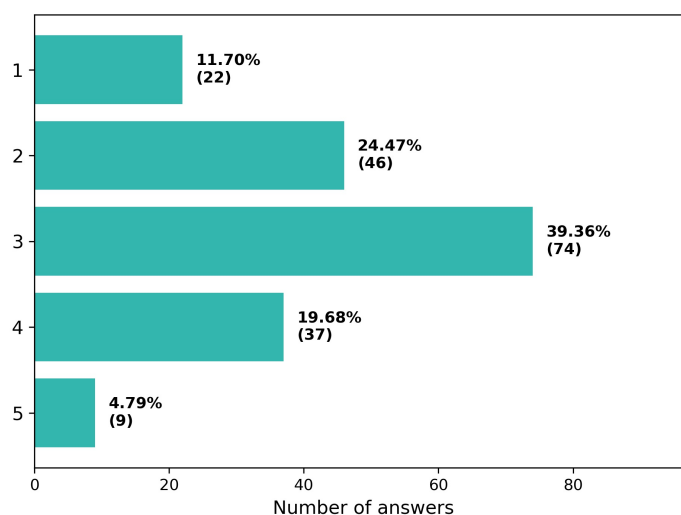


Figure 4.16: The graphical representation of the responses for the question n. 16 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.17 Question n. 17

CZ: Uveďte prosím způsoby informování odborné i neodborné veřejnosti o výzkumné činnosti na VŠB-TUO, o kterých víte.

ENG: Please indicate ways of informing the professional and non-professional public about research activities at VSB-TUO which you know about.

63 responses included the example of informing the professional and non-professional public about research activities at VSB-TUO, the following responses were the most frequently mentioned:

- Social networks e.g. Facebook, Twitter, LinkedIn
- Mass media (television, press etc.)
- Lectures for the public
- Events for the public e.g. Czech European Research Night, Art&Science Festival
- University web presentation
- Research articles, conferences etc.
- Newsletter

4.18 Question n. 18

CZ: Byl v inzertní nabídce na pozici, na níž nyní pracujete, odkaz na ochranu osobních údajů dle GDPR?

ENG: Was there a reference to GDPR personal data protection in the job advertisement for the position you are currently working on?

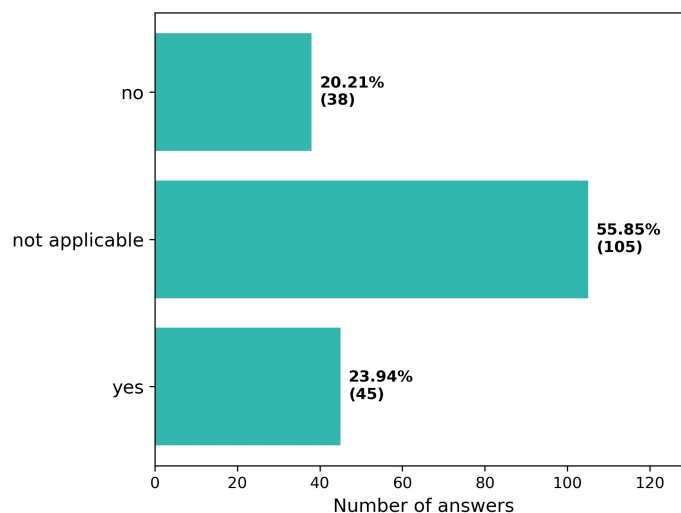


Figure 4.17: The graphical representation of the responses for the question n. 18 - administrative staff.

4.19 Question n. 19

CZ: Byl/a jste přijat/a na základě výběrového řízení nebo přijímacího pohovoru?
 ENG: Have you been recruited through a tender process or job interview?

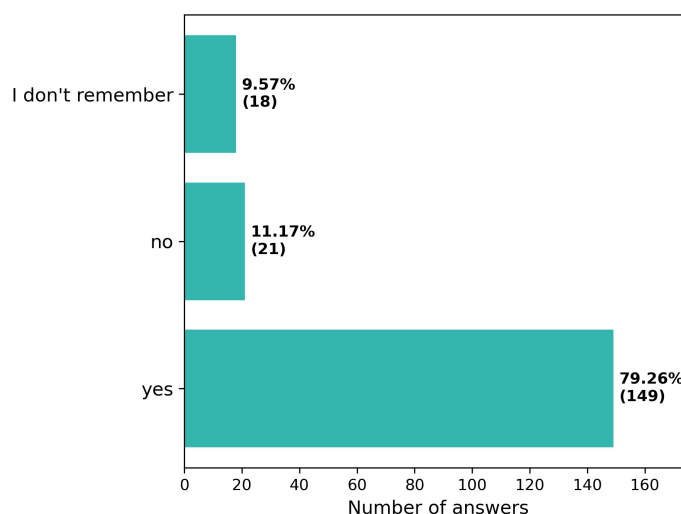


Figure 4.18: The graphical representation of the responses for the question n. 19 - administrative staff.

4.20 Question n. 20

CZ: Pokud jste byl/a přijat/a na základě výběrového řízení, obsahoval inzerát všechny potřebné informace, na základě kterých jste si udělal/a představu o nabízeném pracovním místě (náplň a rozsah práce, požadované vzdělání, zkušenosti, možnosti Vašeho budoucího profesního rozvoje apod.)? Upřesněte.
 ENG: If you were accepted on the basis of a tender process, did the advertisement contain all the necessary information on the basis of which you had an idea of the job offered (content and scope of work, required education, experience, possibilities for your future professional development, etc.)? Specify.

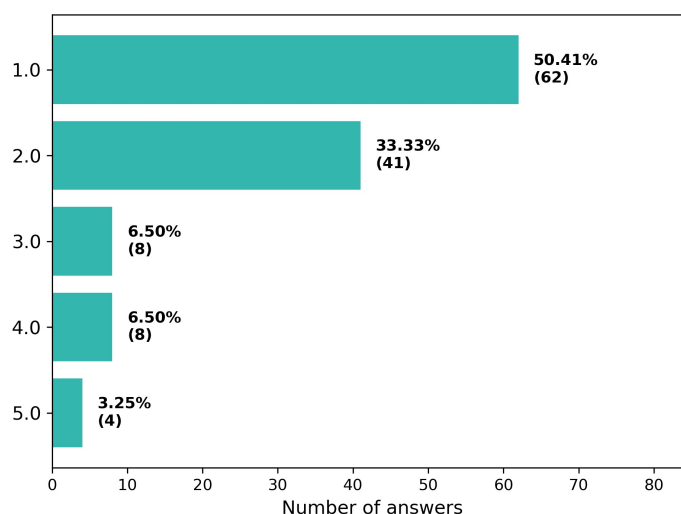


Figure 4.19: The graphical representation of the responses for the question n. 20 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

6 responses included the example of advertisement content, the following responses were the most frequently mentioned:

- I was an interview (2)
- The advertisement did not include the future professional development (1)
- Yes, but the it was not respected (1)
- I do not know (1)

4.21 Question n. 21

CZ: Dostal/a jste během výběrového řízení/pohovoru dostatečný prostor na dotazy a byly Vám všechny dostatečně odpovězeny?

ENG: Did you get enough space during the tender process/ interview for questions and were they all sufficiently answered?

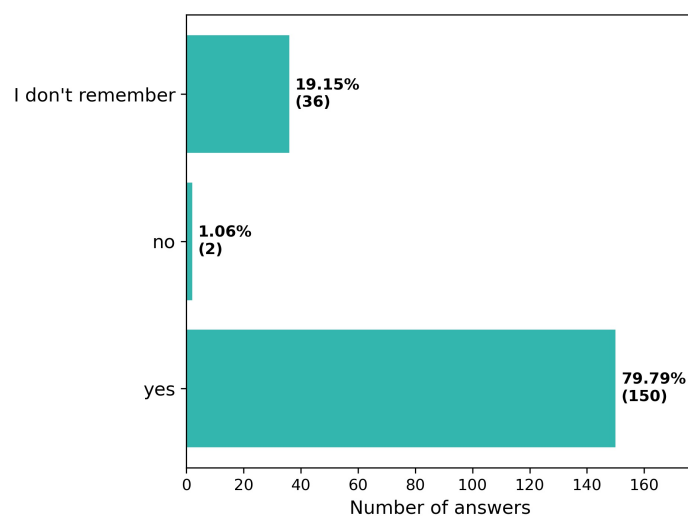


Figure 4.20: The graphical representation of the responses for the question n. 21 - administrative staff.

4.22 Question n. 22

CZ: Kde jste se dozvěděl/a o volné pracovní pozici na VŠB-TUO?
ENG: Where did you find out about the vacancy at VSB-TUO?

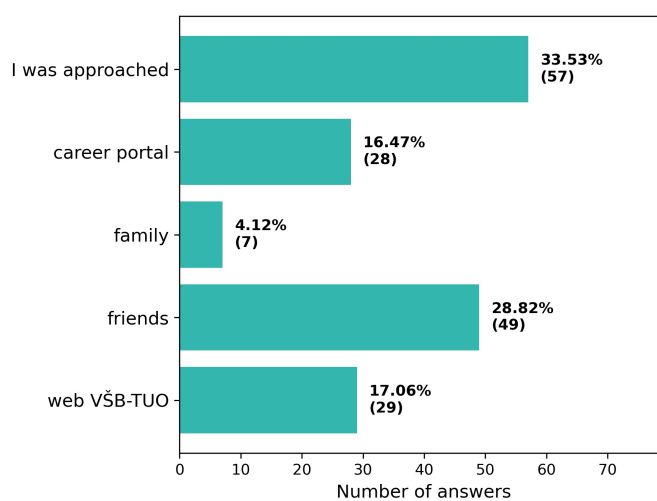


Figure 4.21: The graphical representation of the responses for the question n. 22 - administrative staff.

4.23 Question n. 23

CZ: Myslíte si, že výběrová komise byla složena na odpovídající odborné úrovni?
ENG: Do you think that the selection board members were at appropriate professional level?

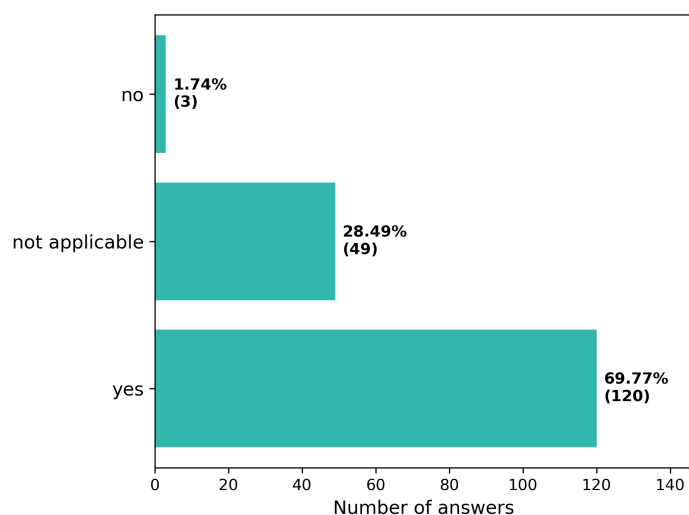


Figure 4.22: The graphical representation of the responses for the question n. 23 - administrative staff.

4.24 Question n. 24

CZ: Byly Vám v průběhu výběrového řízení objasněny možnosti jiných zaměstnání na VŠB-TUO?
ENG: Were the possibilities of other jobs at VSB-TUO explained to you during the tender process?

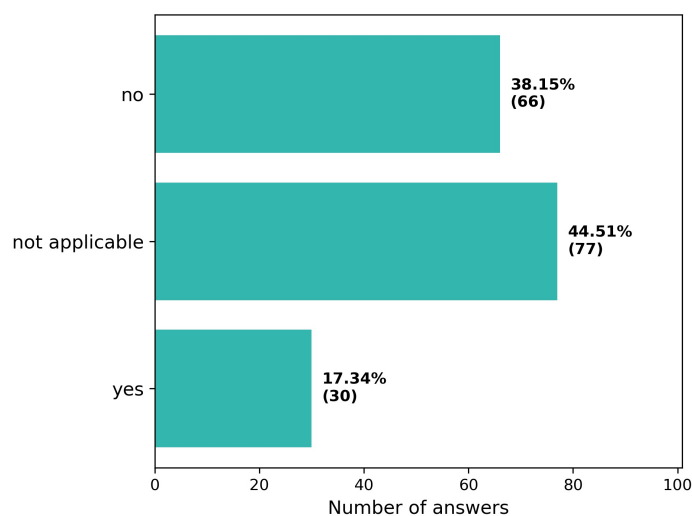


Figure 4.23: The graphical representation of the responses for the question n. 24 - administrative staff.

4.25 Question n. 25

CZ: Byl v inzertní nabídce na pozici, na níž nyní pracujete, uveden počet volných míst?
ENG: Has the number of vacancies been indicated in the job advertisement for the position you are currently working on?

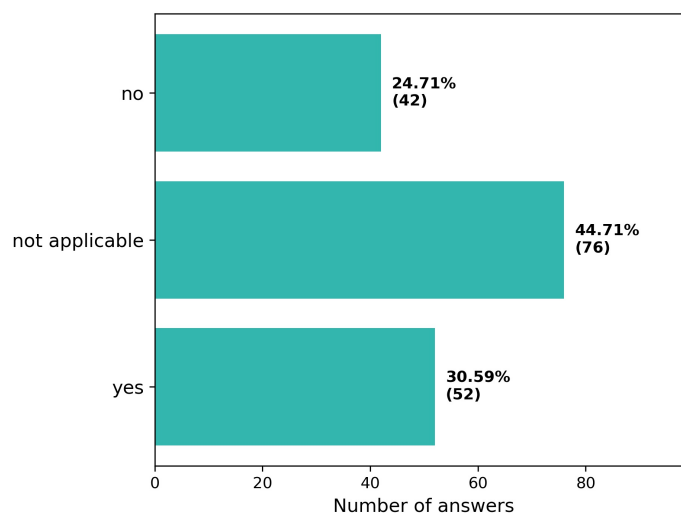


Figure 4.24: The graphical representation of the responses for the question n. 25 - administrative staff.

4.26 Question n. 26

CZ: Myslíte si, že byste na základě Vašeho vzdělání, výsledků a zkušeností mohli být zařazeni na jinou (vyšší pozici)?

ENG: Do you think that you could be placed in another (higher post) based on your education, results and experience?

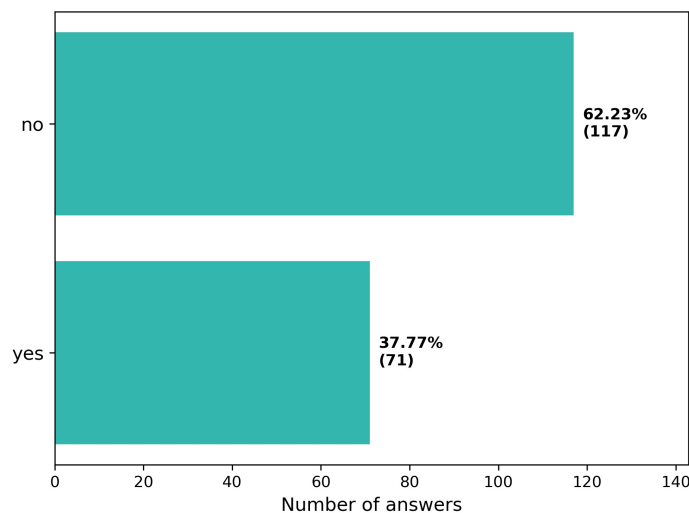


Figure 4.25: The graphical representation of the responses for the question n. 26 - administrative staff.

4.27 Question n. 27

CZ: Je Vám znám princip, že přerušení kariéry ani nestandardní průběh kariéry (mobility, působení v komerční sféře, mateřství atd.) nejsou na VŠB-TUO posuzovány negativně?

ENG: Are you aware of the principle that career interruptions and non-standard career courses (mobility, working in the commercial sphere, motherhood, etc.) are not assessed negatively at VSB-TUO?

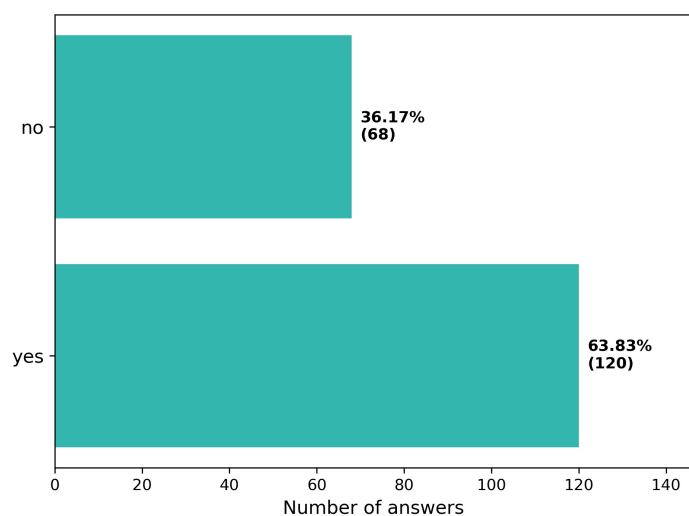


Figure 4.26: The graphical representation of the responses for the question n. 27 - administrative staff.

4.28 Question n. 28

CZ: Víte, že je na VŠB-TUO uplatňována zásada, že služební věk není při výběrovém řízení rozhodující, pokud má dotyčný pracovník odpovídající pracovní výsledky?

ENG: Do you know that VSB-TUO applies the principle that seniority is not decisive in the selection process if the employee in question has adequate work results?

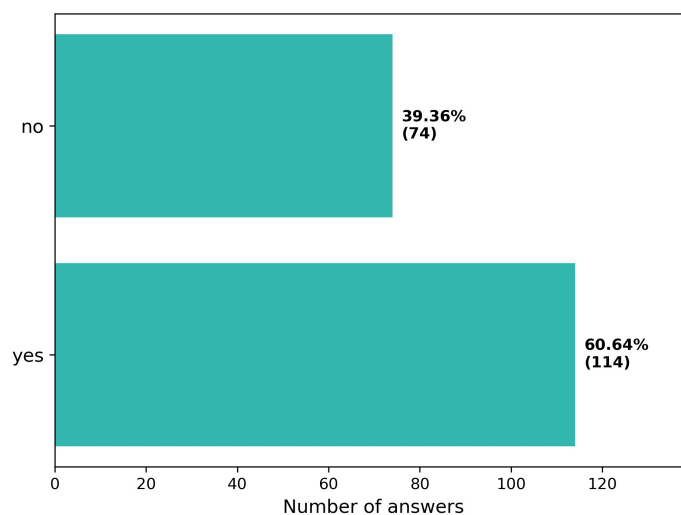


Figure 4.27: The graphical representation of the responses for the question n. 28 - administrative staff.

4.29 Question n. 29

CZ: Měl/a jste pocit, že při Vašem přijetí hrál roli Váš věk?

ENG: Did you feel that your age played a part in your recruitment?

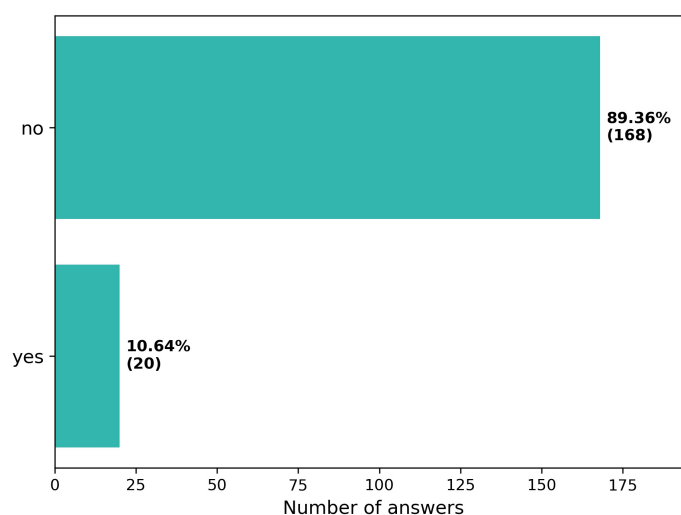


Figure 4.28: The graphical representation of the responses for the question n. 29 - administrative staff.

4.30 Question n. 30

CZ: Víte o tom, že existuje Kodex chování při přijímání výzkumných pracovníků?

ENG: Do you know about the european Code of Conduct for the Recruitment of Researchers?

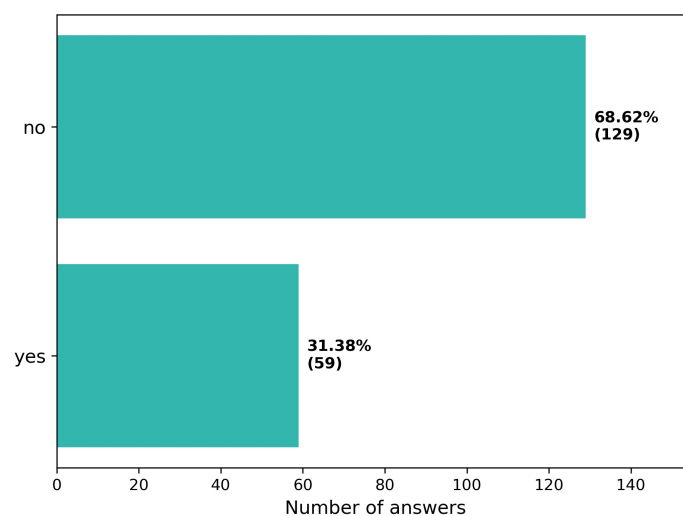


Figure 4.29: The graphical representation of the responses for the question n. 30 - administrative staff.

4.31 Question n. 31

CZ: Pokud jste na předchozí otázku odpověděl/a ano, domníváte se, že VŠB-TUO dodržuje alespoň rámcově jeho principy?

ENG: If you answered yes to the previous question, do you think that VSB-TUO adheres at least in general terms to its principles?

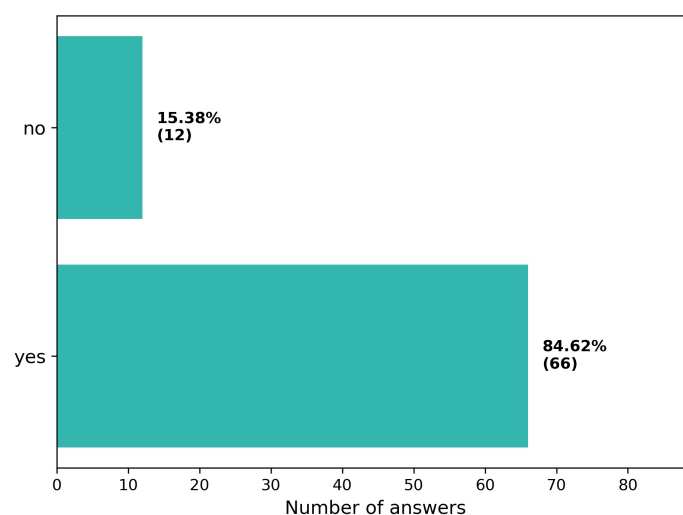


Figure 4.30: The graphical representation of the responses for the question n. 31 - administrative staff.

4.32 Question n. 32

CZ: Která z nabízených alternativ je z Vašeho pohledu důležitá pro zajištění flexibility práce? Doplňte.

ENG: From your point of view, which of the offered alternatives is important for ensuring work flexibility? Add other options.

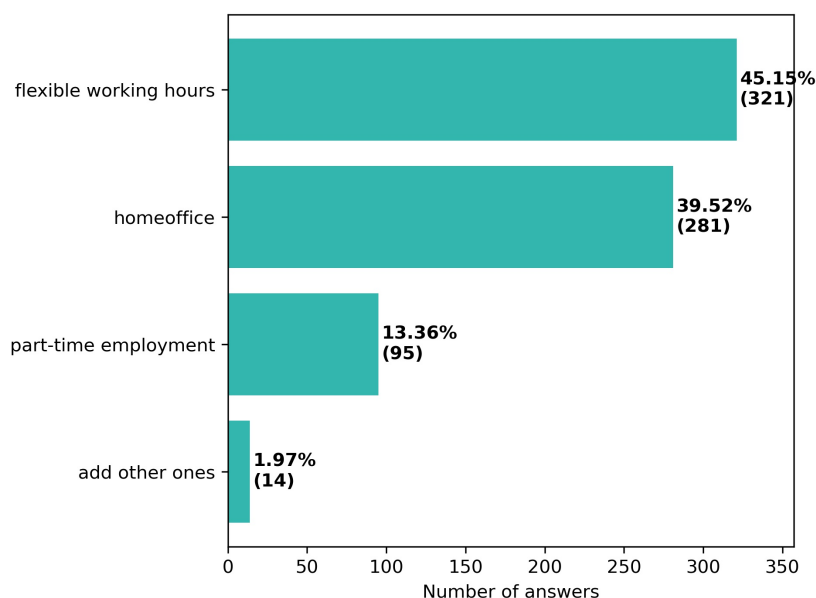


Figure 4.31: The graphical representation of the responses for the question n. 32 - administrative staff.

12 responses included the example of important options for better work flexibility, the following responses were the most frequently mentioned:

- Homeoffice and better support for homeoffice as working equipment etc. (2)
- Substitutability, job sharing (2)
- Interesting projects (1)
- Understanding, tolerance, motivation (1)
- Different forms of employment (1)
- Better distribution of working time (1)
- It depends on the actual situation (1)
- Option of choosing subsidized meals (1)
- Better work ethic (1)
- Working equipment, parking (1)

4.33 Question n. 33

CZ: Umožňuje Vám Váš současný pracovní úvazek a systém výkonu práce (pružná pracovní doba, práce mimo pracoviště) sladění pracovního a soukromého života?

ENG: Does your current employment and work performance system (flexible working hours, work outside the workplace) allow you to reconcile your work and private life?

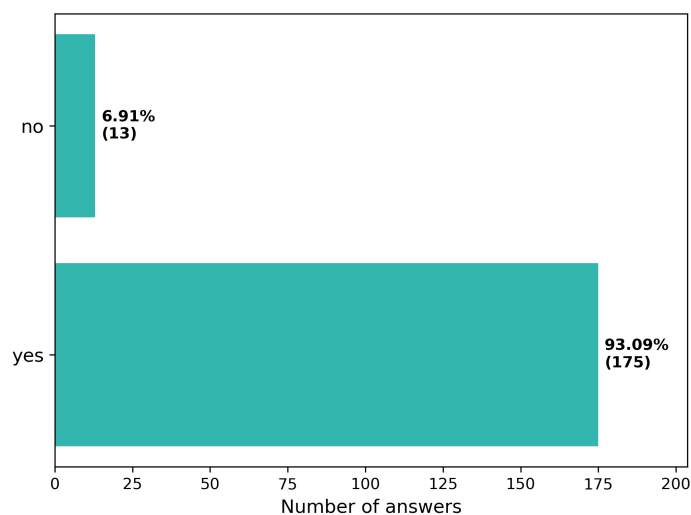


Figure 4.32: The graphical representation of the responses for the question n. 33 - administrative staff.

4.34 Question n. 34

CZ: Pokud máte pracovní smlouvu v souladu se Zákonníkem práce uzavřenou na dobu určitou, očekáváte nebo jste domluven/a na jejím prodloužení?

ENG: If you have a fixed-term employment contract in accordance with the Labour Code, do you expect or have you agreed to extend it?

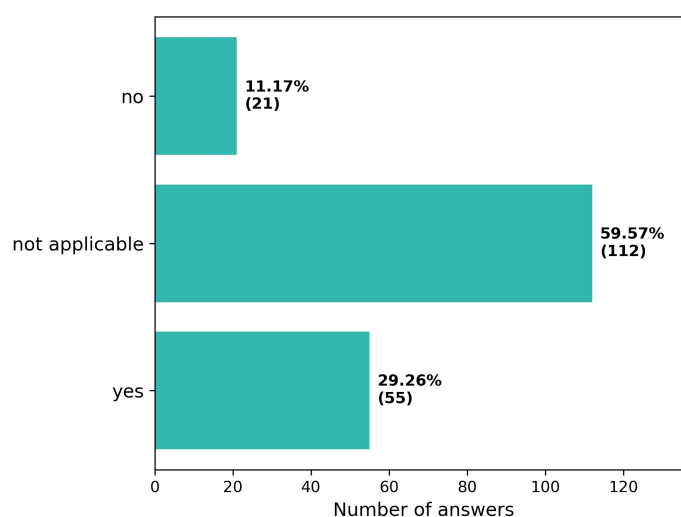


Figure 4.33: The graphical representation of the responses for the question n. 34 - administrative staff.

4.35 Question n. 35

CZ: Je pro Vás prioritní získání smlouvy na dobu neurčitou nebo zajímavá náplň práce?
 ENG: Is it a priority for you to obtain a contract for an indefinite period or to have an interesting scope of work?

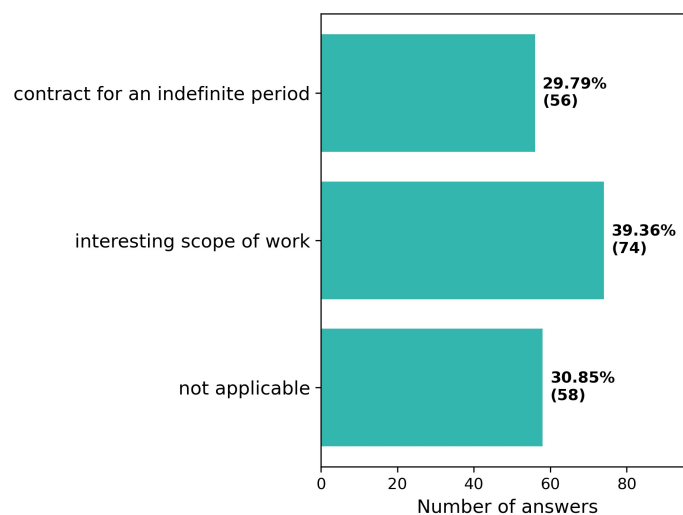


Figure 4.34: The graphical representation of the responses for the question n. 35 - administrative staff.

4.36 Question n. 36

CZ: V případě, že máte pracovní smlouvu na dobu určitou, vnímáte rozdílné zacházení ze strany zaměstnavatele (mzda, benefity, pracovní doba a jiné pracovní podmínky)?
 ENG: If you have a fixed-term employment contract, do you perceive different treatment by the employer (wages, benefits, working hours and other working conditions)?

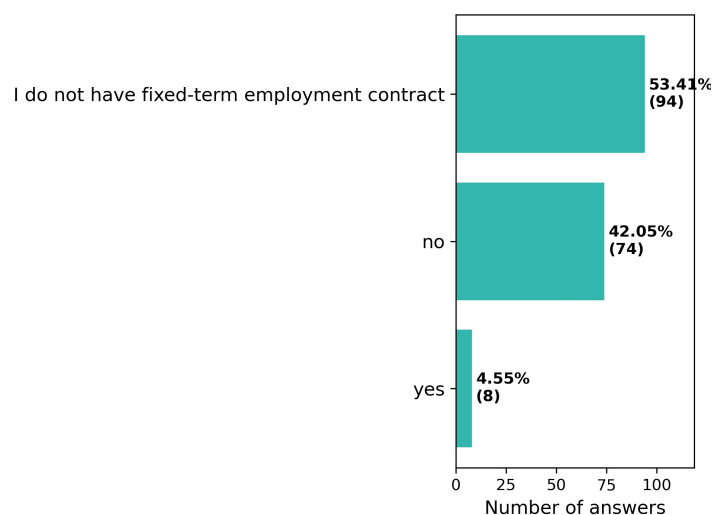


Figure 4.35: The graphical representation of the responses for the question n. 36 - administrative staff.

4.37 Question n. 37

CZ: Jste spokojen/a se systémem hodnocení Vaší práce na Vašem pracovišti? Pokud je Vaše odpověď tak napůl/ne/spíše ne, co byste změnil/a?

ENG: Are you satisfied with the evaluation system of your work at your workplace? If you answer neutral/no/rather not, what would you change?

36 responses included many ideas and comments such as low salary and globally unclear salary evaluation system, very similar to responses of researchers.

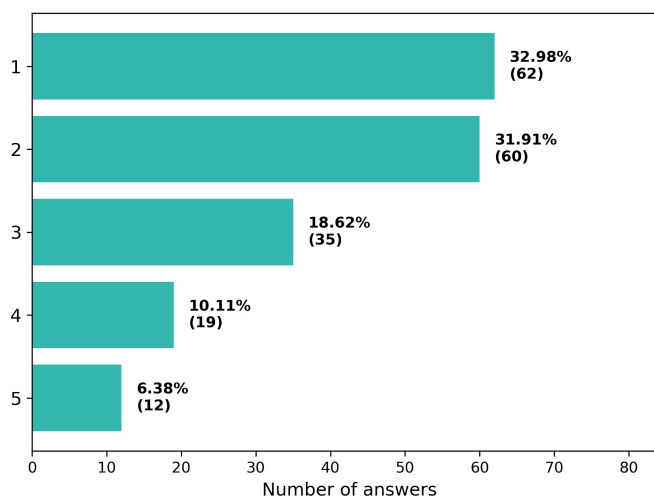


Figure 4.36: The graphical representation of the responses for the question n. 37 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.38 Question n. 38

CZ: Jsou v rámci hodnocení Vašeho pracovního výkonu zohledňovány činnosti mimo základní náplň práce (činnost v poradních/rozhodovacích orgánech atd.)?

ENG: Are activities outside the basic scope of work taken into account in the evaluation of your work performance (activities in advisory/ decision-making bodies etc.,)?

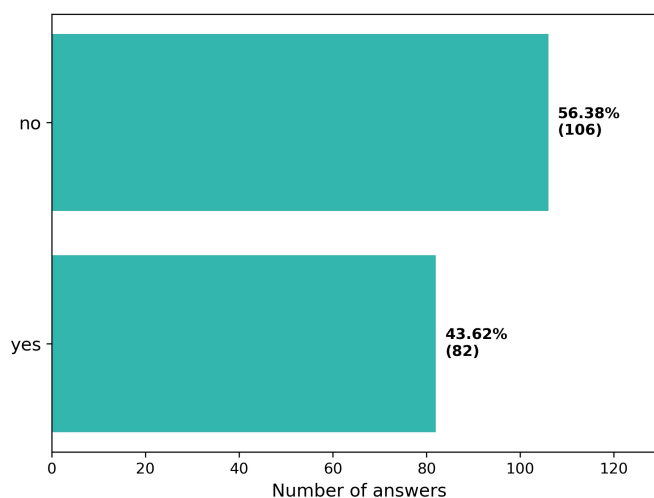


Figure 4.37: The graphical representation of the responses for the question n. 38 - administrative staff.

4.39 Question n. 39

CZ: Domníváte se, že principy odměňování na VŠB-TUO jsou nastaveny spravedlivě?
ENG: Do you think that the remuneration principles at VSB-TUO are set fairly?

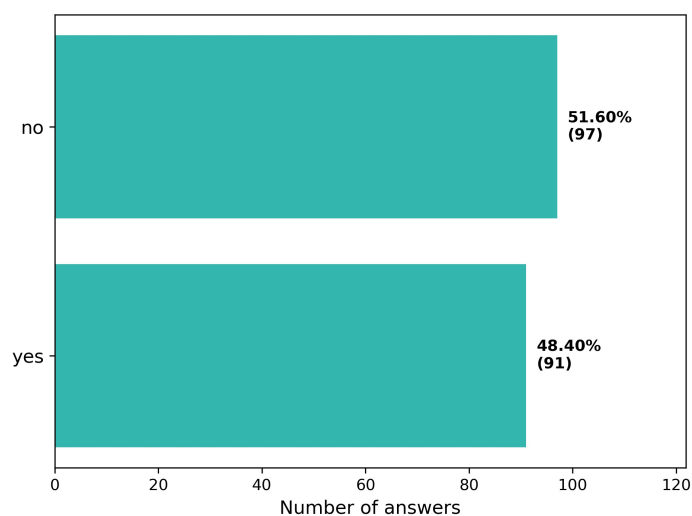


Figure 4.38: The graphical representation of the responses for the question n. 39 - administrative staff.

4.40 Question n. 40

CZ: Jste spokojen/a se svým pracovním a následně i mzdovým zařazením a celkovou mzdou?
ENG: Are you satisfied with your job titles and subsequently also your salary classification and total salary?

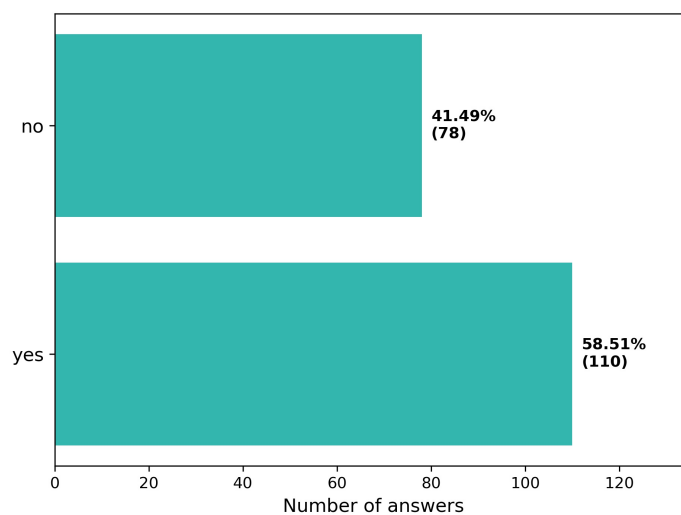


Figure 4.39: The graphical representation of the responses for the question n. 40 - administrative staff.

4.41 Question n. 41

CZ: Považujete mzdové podmínky na VŠB-TUO za srovnatelné se mzdovými podmínkami ostatních univerzit v ČR?

ENG: Do you consider the wage conditions at VSB-TUO to be comparable with the wage conditions at other universities in the Czech Republic?

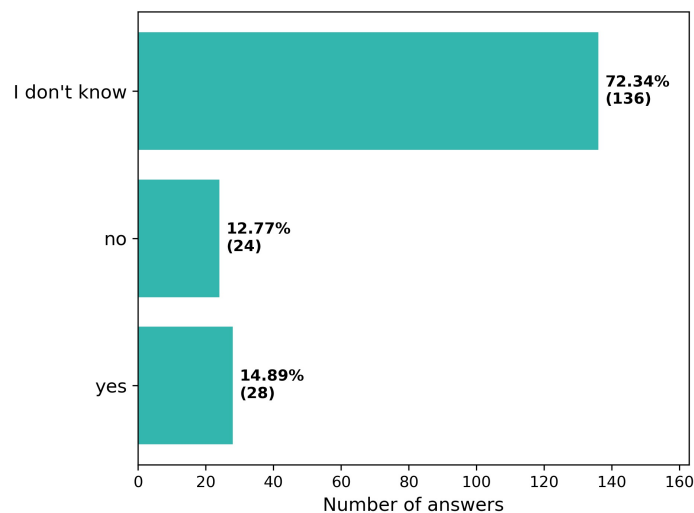


Figure 4.40: The graphical representation of the responses for the question n. 41 - administrative staff.

4.42 Question n. 42

CZ: Zohledňuje zaměstnavatel při stanovení mzdy Vaši kvalifikaci a profesní zkušenosti?

ENG: Does the employer take into account your qualifications and professional experience when determining the salary?

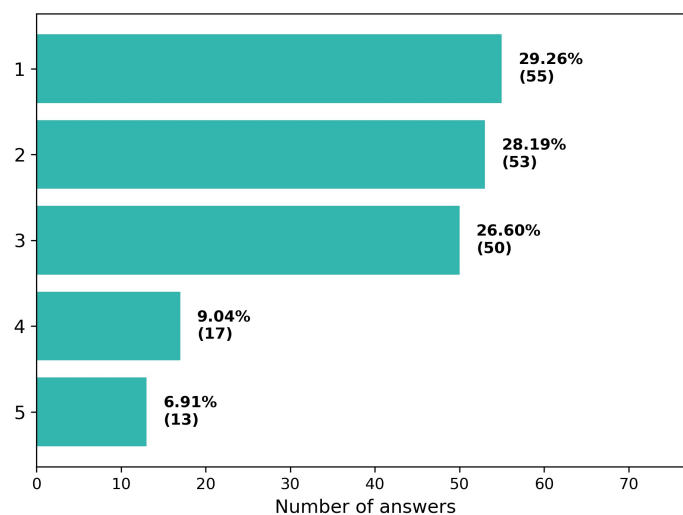


Figure 4.41: The graphical representation of the responses for the question n. 42 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.43 Question n. 43

CZ: Zohledňuje zaměstnavatel při stanovení mzdy Vaše pracovní výsledky, výkon, tedy hodnocení má reálný vliv na mzdový postup?

ENG: When determining the salary, does the employer take into account your work results, performance, i.e. evaluation has a real effect on the salary process?

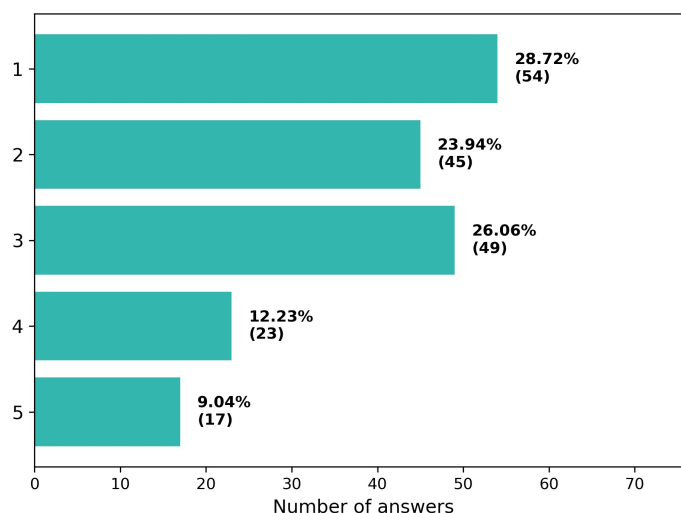


Figure 4.42: The graphical representation of the responses for the question n. 43 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.44 Question n. 44

CZ: Domníváte se, že v rámci VŠB-TUO jsou nastaveny rovné příležitosti pro všechna pohlaví na všech úrovních organizační struktury?

ENG: Do you think that equal opportunities for all sexes are set at all levels of the organizational structure within VSB-TUO?

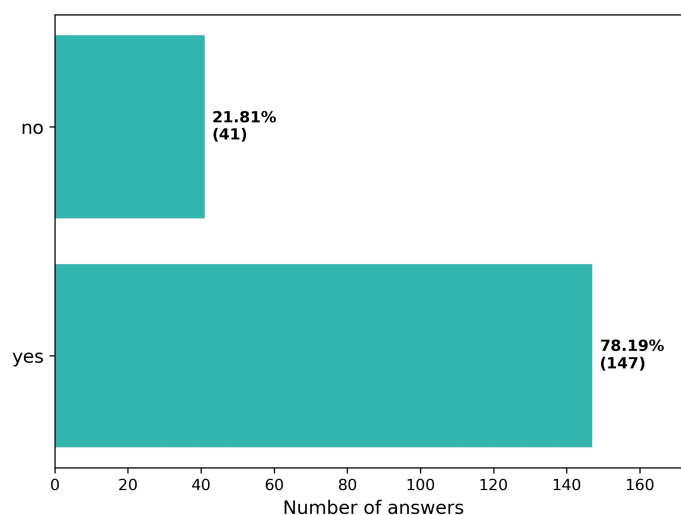


Figure 4.43: The graphical representation of the responses for the question n. 44 - administrative staff.

4.45 Question n. 45

CZ: Byl Vám při nástupu do zaměstnání, anebo při změně pracovní pozice, vyhotoven adaptační plán?

ENG: Has an adaptation plan been drawn up for you when you started work or when you changed your post?

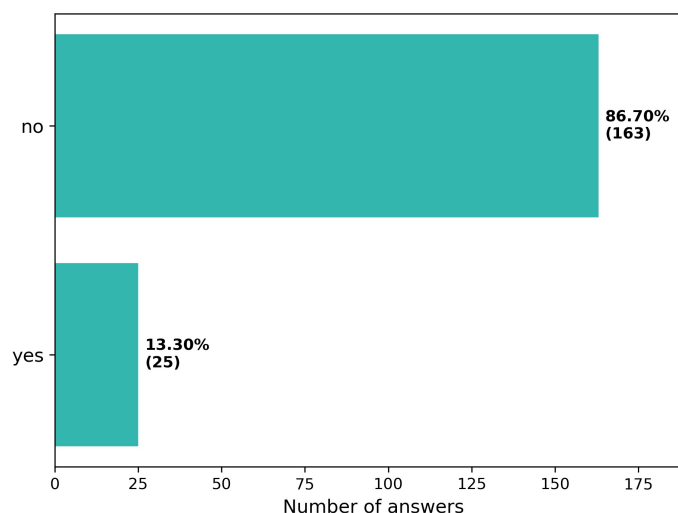


Figure 4.44: The graphical representation of the responses for the question n. 45 - administrative staff.

4.46 Question n. 46

CZ: Znáte možnosti svého kariérního postupu a máte vypracován Kariérní plán?

ENG: Do you know the possibilities of your career advancement and have you developed a Career Plan?

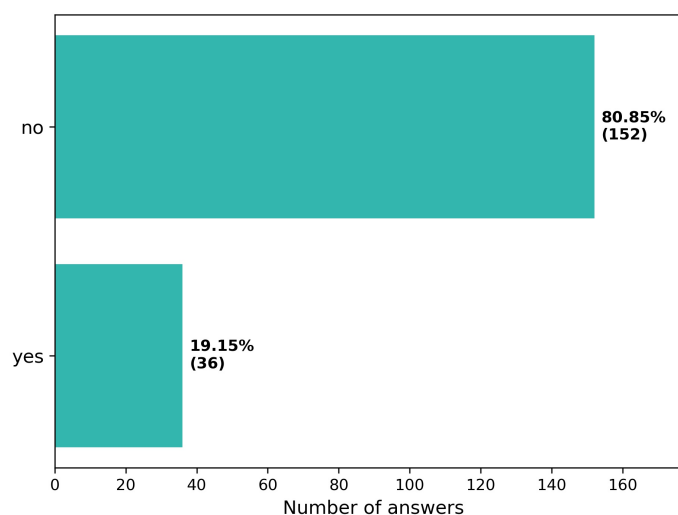


Figure 4.45: The graphical representation of the responses for the question n. 46 - administrative staff.

4.47 Question n. 47

CZ: Máte vypracovaný Plán osobního rozvoje?
ENG: Do you have a Personal Development Plan?

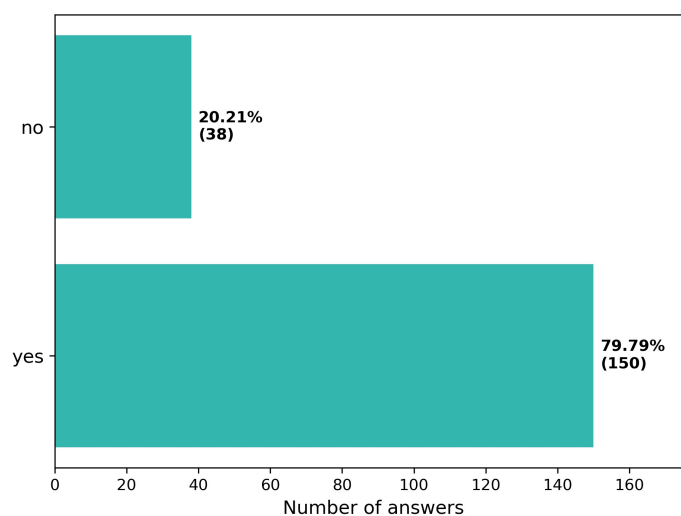


Figure 4.46: The graphical representation of the responses for the question n. 47 - administrative staff.

4.48 Question n. 48

CZ: Dostáváte od svého nadřízeného zpětnou vazbu na svou práci v průběhu roku?
ENG: Do you receive feedback from your supervisor on your work throughout the year?

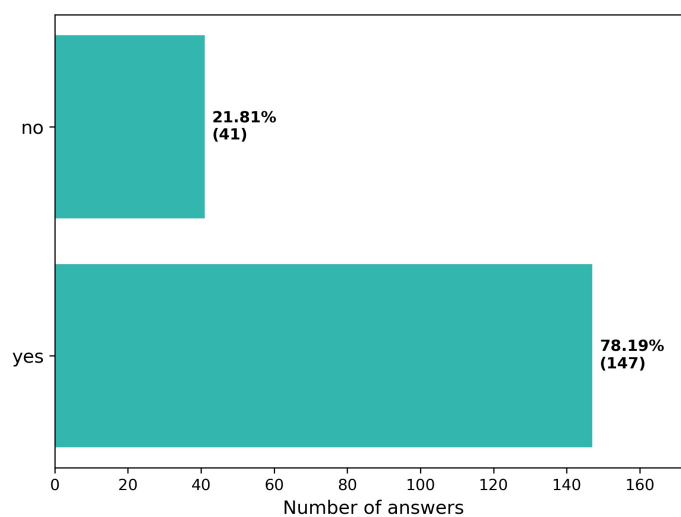


Figure 4.47: The graphical representation of the responses for the question n. 48 - administrative staff.

4.49 Question n. 49

CZ: Máte ve svém Plánu osobního rozvoje stanovené kurzy, školení, konference apod., které vedou k soustavnému rozvoji Vašich dovedností a schopností?

ENG: Do you have courses, trainings, conferences, etc. set out in your Personal Development Plan that lead to the continuous development of your skills and abilities?

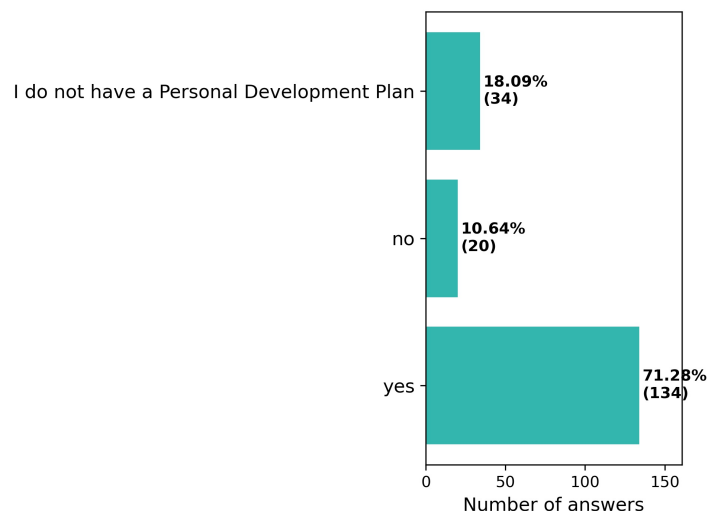


Figure 4.48: The graphical representation of the responses for the question n. 49 - administrative staff.

4.50 Question n. 50

CZ: Vyhledáváte si možnosti rozvíjet své schopnosti, dovednosti, znalosti? Sebevzděláváte se?

ENG: Are you looking for opportunities to develop your abilities, skills, knowledge? Are you self-educating?

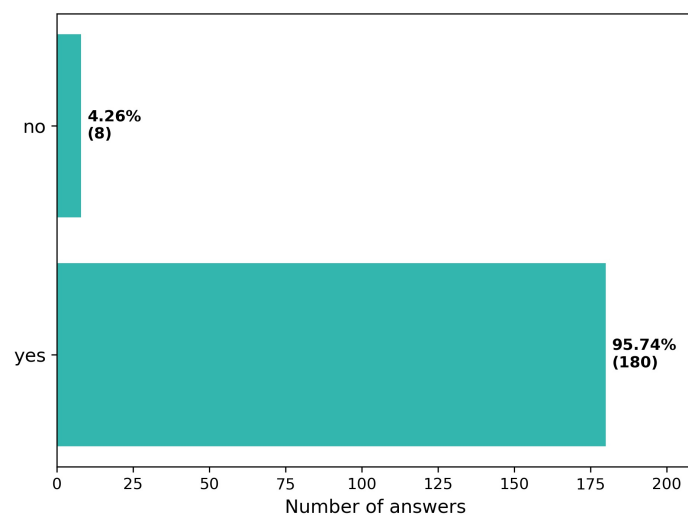


Figure 4.49: The graphical representation of the responses for the question n. 50 - administrative staff.

4.51 Question n. 51

CZ: Podporuje VŠB-TUO své zaměstnance v profesním rozvoji?
 ENG: Does VSB-TUO support its employees in professional development?

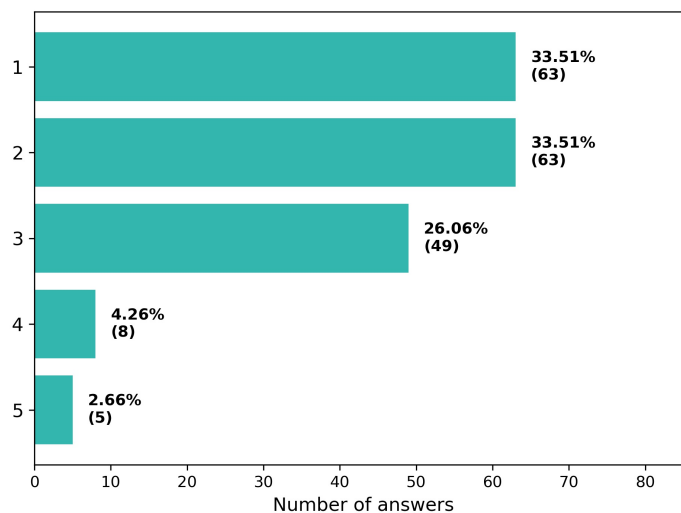


Figure 4.50: The graphical representation of the responses for the question n. 51 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.52 Question n. 52

CZ: Je v rámci Vaší profese dle Vašeho názoru dostatečně podporována mobilita (zeměpisná, meziodvětvová, vnitrooborová a mezioborová)?
 ENG: In your opinion, is mobility (geographical, intersectoral, intra-sectoral and interdisciplinary) sufficiently supported within your profession?

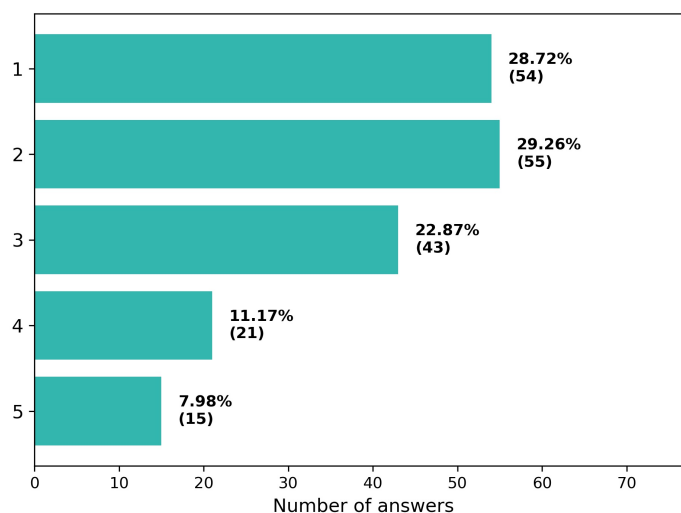


Figure 4.51: The graphical representation of the responses for the question n. 52 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.53 Question n. 53

CZ: Je Vám ze strany VŠB-TUO poskytováno dostatečné množství informací o možnostech zahraničních mobilit?

ENG: Does VSB-TUO provide you with a sufficient amount of information on the possibilities of foreign mobility?

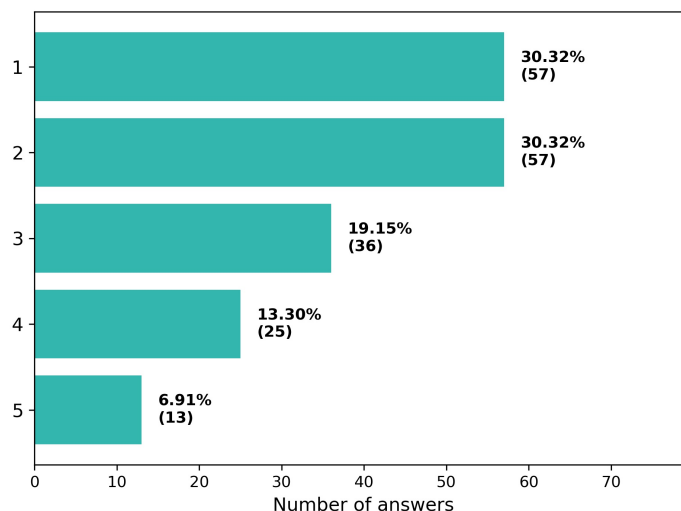


Figure 4.52: The graphical representation of the responses for the question n. 53 - administrative staff. The meaning of the answers is as follows 1–yes, 2–rather yes, 3–neutral, 4–rather not, 5–no.

4.54 Question n. 54

CZ: Pomohla Vám zahraniční mobilita k dalšímu kariérnímu růstu? Pokud ano: Kolika zahraničních mobilit jste se za dobu svého působení na VŠB-TUO ve Vaší současné pracovní pozici zúčastnil/a?

ENG: Has foreign mobility helped you to further career growth? If so: How many foreign mobility stays have you participated in during your work at VSB-TUO in your current post?

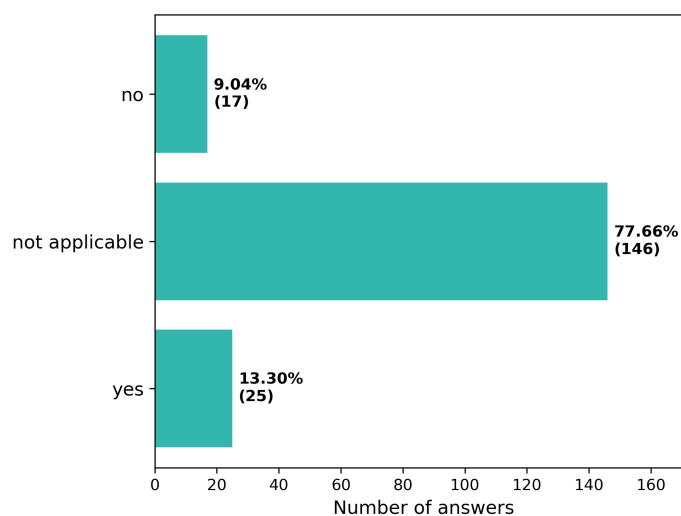


Figure 4.53: The graphical representation of the responses for the question n. 54 - administrative staff.

13 responses included answers as follows:

- 0 (2)
- 1 (5)
- 2 (2)
- 10 (2)
- 15 (1)
- 22 (1)

4.55 Question n. 55

CZ: Změnil/a byste něco v nabídce informačního servisu zahraničním akademickým a výzkumným pracovníkům (poradenství v oblasti víz, plánování cest, hledání ubytování, zdravotní péče..)? Upřesněte.

ENG: Would you change anything in the offer of information services for foreign academics and researchers (visa consultancy, travel planning, accommodation search, health care ...)? Specify.

3 responses included ideas and comments such as information newsletter, new information on web site etc.

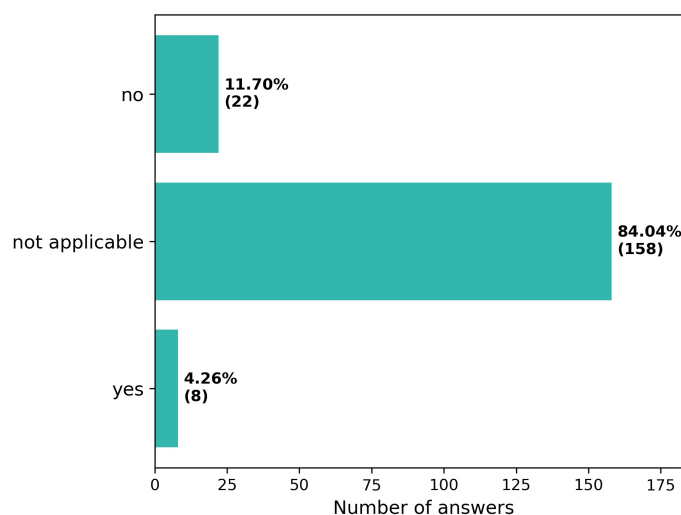


Figure 4.54: The graphical representation of the responses for the question n. 55 - administrative staff.

4.56 Question n. 56

CZ: Domníváte se, že Vás VŠB-TUO dostatečně informuje o nabídce vzdělávacích aktivit rozšiřujících a prohlubujících Vaši profesní kvalifikaci?

ENG: Do you think that VSB-TUO sufficiently informs you about the offer of educational activities for expanding and enhancing your professional qualification?

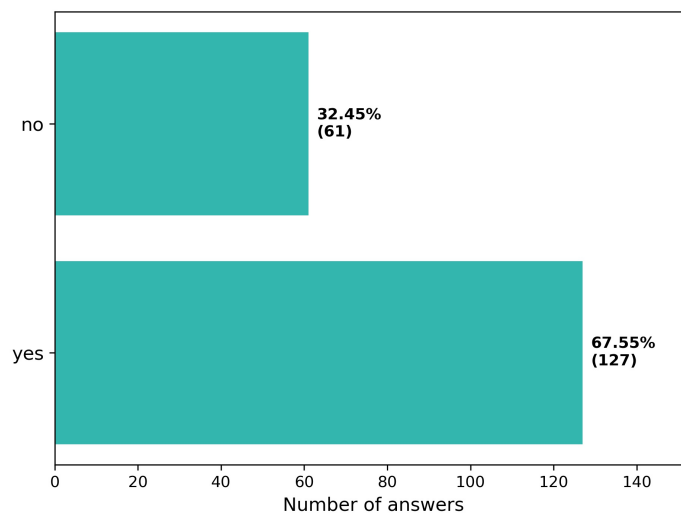


Figure 4.55: The graphical representation of the responses for the question n. 56 - administrative staff.

4.57 Question n. 57

CZ: Zúčastnil/a jste se v posledních třech letech nějaké vzdělávací aktivity rozšiřující či prohlubující Vaši profesní kvalifikaci?

ENG: In the last three years, have you participated in any educational activity that expanded or enhanced your professional qualifications?

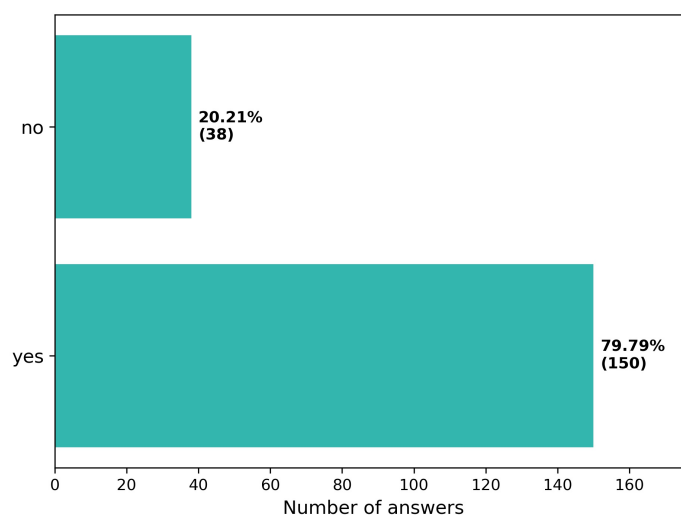


Figure 4.56: The graphical representation of the responses for the question n. 57 - administrative staff.

4.58 Question n. 58

CZ: Domníváte se, že váš vedoucí Vás dostatečně podporuje v aktivitách rozšiřujících Vaši profesní kvalifikaci?

ENG: Do you think that your manager sufficiently supports you in activities that expand your professional qualifications?

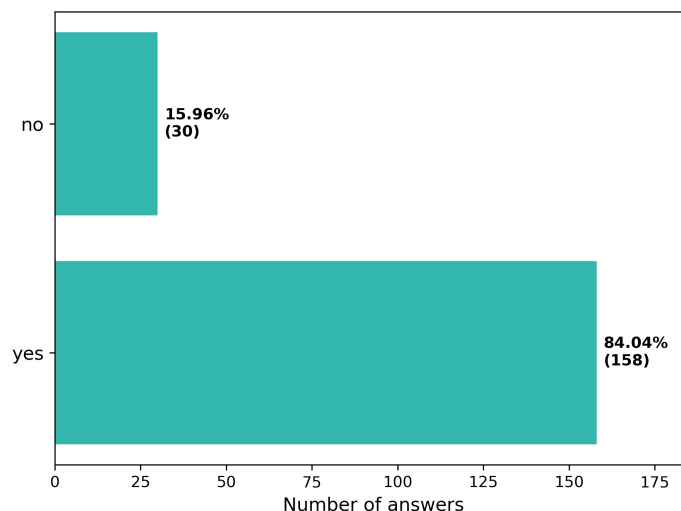


Figure 4.57: The graphical representation of the responses for the question n. 58 - administrative staff.

4.59 Question n. 59

CZ: Setkal/a jste se na VŠB-TUO s mentorováním, máte možnost konzultovat svou činnost, rozvoj Vaší kariéry a případné problémy s kompetentní osobou (mentorem, vedoucím)?

ENG: Have you met with mentoring at VSB-TUO, do you have the opportunity to consult your work, the development of your career and any problems with a competent person (mentor, supervisor)?

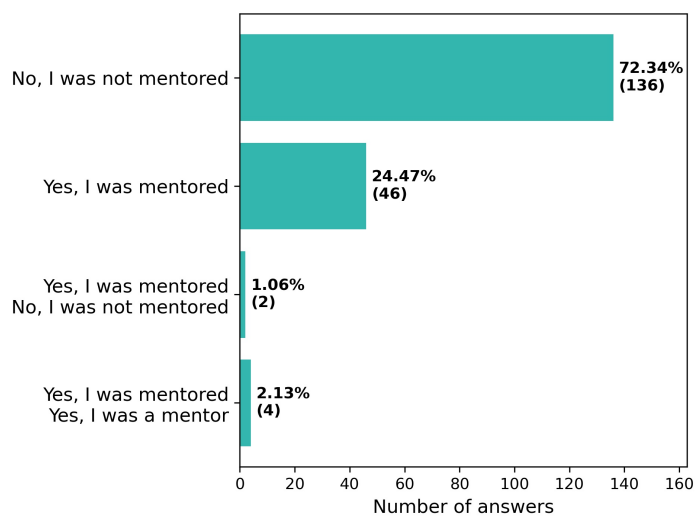


Figure 4.58: The graphical representation of the responses for the question n. 59 - administrative staff.

4.60 Question n. 60

CZ: Pokud jste měl/a mentora, byl Váš mentor zkušenou a kvalifikovanou osobou?
 ENG: If you had a mentor, was your mentor an experienced and qualified person?

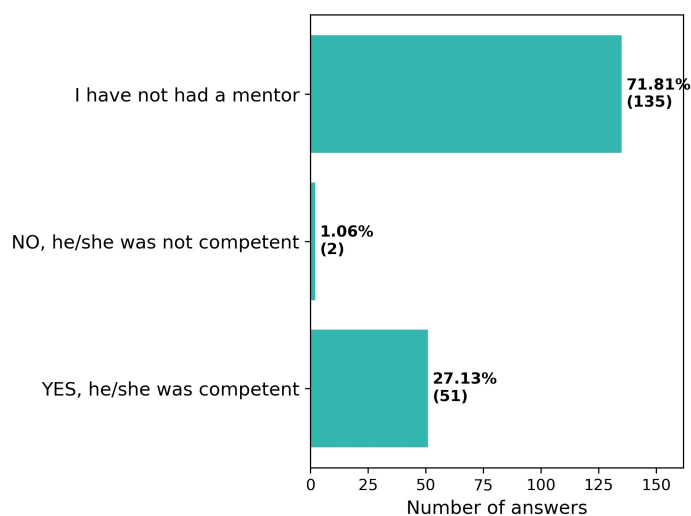


Figure 4.59: The graphical representation of the responses for the question n. 60 - administrative staff.

4.61 Question n. 61

CZ: Máte povědomí o tom, že na univerzitě existuje postup na podávání stížností, podnětů, oznámení, petic?
 ENG: Are you aware that there is a procedure at the university for filing complaints, suggestions, notifications, petitions?

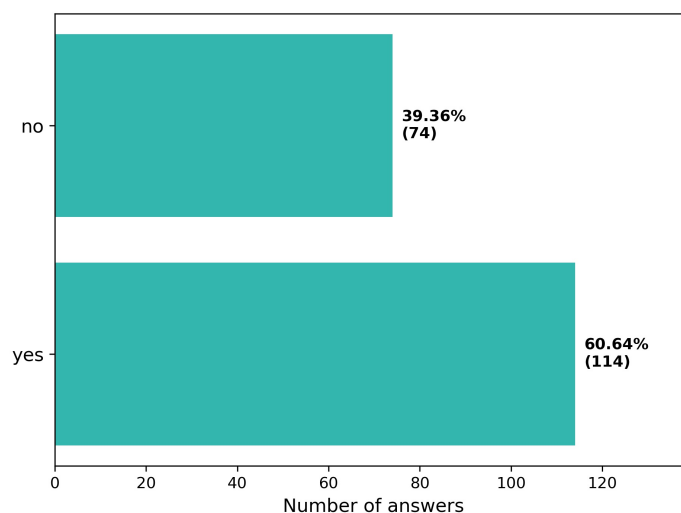


Figure 4.60: The graphical representation of the responses for the question n. 61 - administrative staff.

4.62 Question n. 62

CZ: Pokud působíte v poradním/rozhodovacím orgánu VŠB-TUO, máte možnost účinně přispět k činnosti a rozvoji univerzity? Poradními/rozhodovacími orgány máme na mysli činnost v akademických senátech, vědeckých radách, studijních či programových radách, pracovních skupinách/komisích zřízených fakultou/univerzitou apod.

ENG: If you are a member of the advisory/ decision-making body of VSB-TUO, do you have the opportunity to effectively contribute to the activities and development of the university? Advisory/ decision-making bodies mean activities in academic senates, scientific councils, study or program councils, working groups/ committees set up by the faculty/ university, etc.

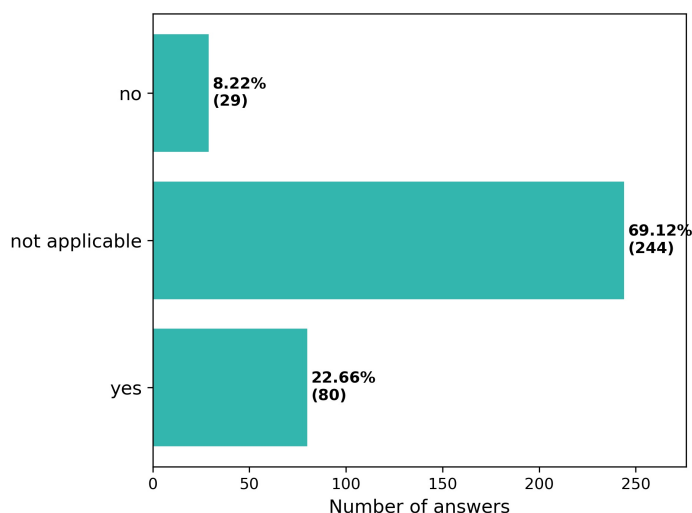


Figure 4.61: The graphical representation of the responses for the question n. 62 - administrative staff.

4.63 Question n. 63

CZ: Pracujete na

ENG: You work at

- Without specifying (40)
- Faculty of Electrical Engineering and Computer Science (9)
- Faculty of Economics (8)
- Faculty of Mechanical Engineering (2)
- Faculty of Materials Science and Technology (5)
- Faculty of Mining and Geology (5)
- Faculty of Civil Engineering (2)
- IT4Innovations (15)
- IET - Institute of Environmental Technology (2)
- Rector/Vice-rectors/bursar offices/CIS - Information Services Centre/other service workplace (56)
- Faculty of Safety Engineering (5)
- ENET Centre - Energy Units for Utilization of non Traditional Energy Sources (0)
- VEC - Energy Research Centre (13)
- CPI - Innovation Support Centre (6)
- CNT - Nanotechnology Centre (0)
- CPIT - Centre for Advanced Innovation Technologies (1)
- CIS - Information Services Centre (19)

5 Administrative staff - managers

5.1 Question n. 1

CZ: Je vám ze strany servisních útvarů VŠB-TUO poskytnuta dostatečná metodická podpora při výběru Vašich podřízených?

ENG: Do the VSB-TUO service departments provide you with sufficient methodological support in selecting your subordinates?

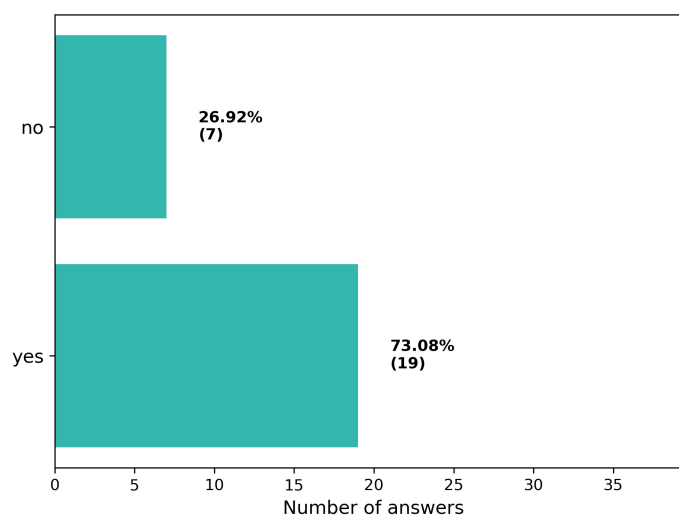


Figure 5.1: The graphical representation of the responses for the question n. 1 - administrative staff - managers.

5.2 Question n. 2

CZ: Upřednostňujete při hodnocení přijímaných uchazečů posloupnost jejich profesního růstu, nebo akceptujete určitý stupeň „hledání“ a získávání praxe v aplikační sféře, v rámci mobility nebo v jiném/příbuzném oboru?

ENG: When evaluating the accepted candidates, do you prefer the sequence of their professional growth, or do you accept a certain degree of "searching" and gaining experience in the industry, mobility or in another/related field?

24 responses included answers as follows:

- Sequence of their professional growth (4)
- Certain degree of "searching" and gaining experience in the industry, mobility or in another/related field (13)
- Both, comprehensively (3)
- Other aspects, such as good personality etc. (2)
- I do not know, not applicable (2)

5.3 Question n. 3

CZ: Sestavujete novým zaměstnancům při nástupu do zaměstnání nebo při změně pracovní pozice, adaptační plán?

ENG: Do you draw up an adaptation plan for new employees when they start work or change job title?

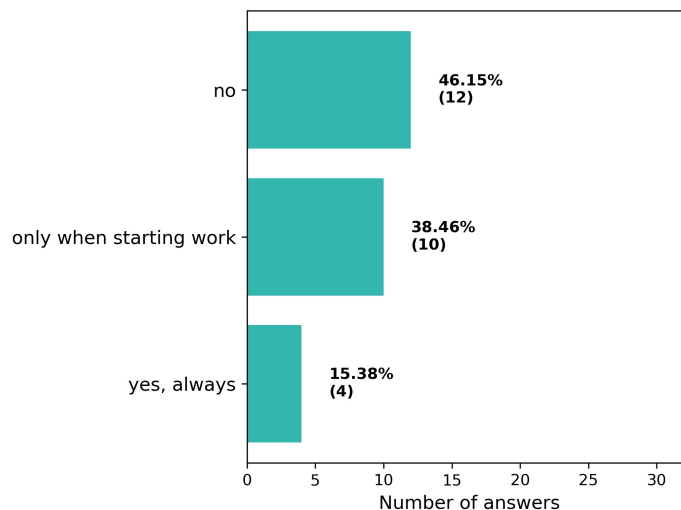


Figure 5.2: The graphical representation of the responses for the question n. 3 - administrative staff - managers.

5.4 Question n. 4

CZ: Realizujete v rámci svého útvaru pravidelná hodnocení podřízených zaměstnanců?

ENG: Do you carry out regular evaluations of subordinate employees within your department?

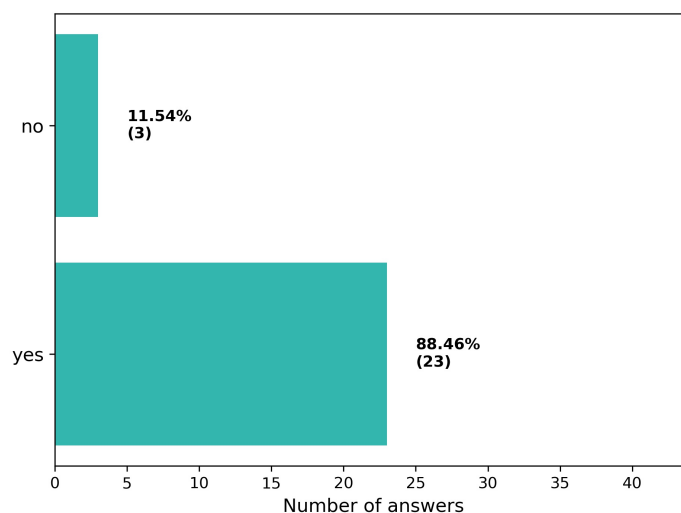


Figure 5.3: The graphical representation of the responses for the question n. 4 - administrative staff - managers.

5.5 Question n. 5

CZ: Jsou výstupem hodnocení plány osobního rozvoje na další období?

ENG: Are the results of the evaluation the Personal Development Plans for the next period?

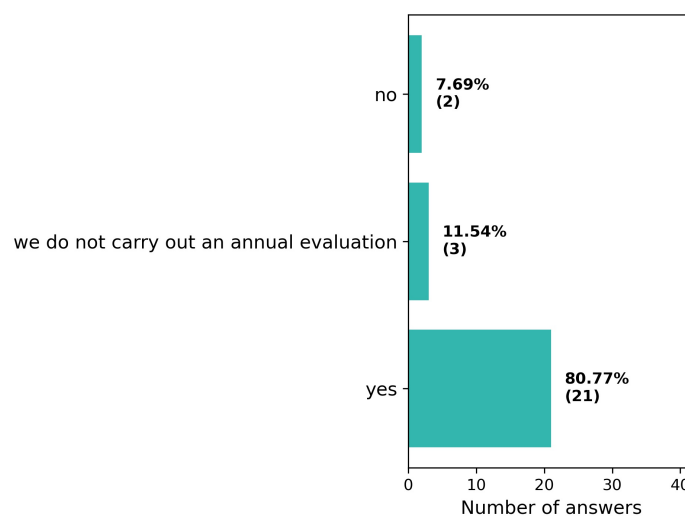


Figure 5.4: The graphical representation of the responses for the question n. 5 - administrative staff - managers.

6 Summary

The questionnaire survey connected with the work on the HR Award submission was valuable and gave the university feedback, where can be found the space for improvement in the areas connected with HR policy.

During the processing and analysis of the answers, it was found out that some questions could be selected in other way or with other possible answers. However, it is natural, and it can not be considered as a fault. It is a natural genesis.

The questionnaire survey was long, but it covered all parts of the Charter and Code. In the future, shorter surveys focused and concentrated on one of the areas such as “Ethical and professional aspects”, “Recruitment and selection”, “Working conditions” and “Training and development” will be performed. The survey area will be chosen according to in which area during the year the most changes were done and taking into account that the focus of the surveys should not be the same every year.

Also, the answers contained many mistakes or answers unrelated to the question, such as someone of the administrative staff answered that he or she is academic. However, it is also normal and natural in such a survey.

The total return was 19.4% for the addressed employees, and 18.5% in the researcher category could be considered low. Nevertheless, it is necessary to compare to another survey in the university, where the return rate is much lower. The survey was also long, and many employees could be repulsed. Furthermore, the year 2020 was marked by the COVID-19 pandemic, and employees were tired or unable to answer. The questionnaire survey was performed electronically; it was accessible from 30th July till 16th August. The team did its best, and after eleven days, a reminder was sent to gain a higher return of the responses. It is not an excuse but a statement.

The survey results will be used during the implementation phase to address the ideas and comments of the responders as best as the university is able.

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