



LAUREA
AMMATTIKORKEAKOULU
Yhdessä enemmän

Effect of Motivating Factors on Sales Success in Elisa Contact Center

Pete Niemelä

Laurea 2018





Laurea University of Applied Sciences

Effect of Motivational Factors in an Elisa Contact Center

Pete Niemelä
Degree in Programme Business
Management
Bachelor's Thesis
September, 2018

Pete Niemelä

Effect of Motivating Factors on Sales Success in Elisa Contact Center

Year 2018

Pages: 35

This thesis is commissioned by the Elisa Corporation Customer Service Group. The aim of the thesis was to find out how motivation factors influence a salesperson's sales. At the same time, the thesis examines which motivational factors are most effective and how the effects of motivation factors differ depending on the success of the salespeople in question and how the efficiency of sales representatives can be improved by motivation.

The theoretical basis of the thesis includes a discussion of well-known theories such as Maslow's needs hierarchy, Herzberg's twofactor theory, Vroom's expectancy theory, and Locke's goal-setting theory.

Based on the theory and objectives, a qualitative theme interview was created and carried out with a quantitative scale element. The interview was answered by all the current full-time employees of the customer service team. The interview focused on the characteristics of the workplace, the attractiveness of sales competitions, personal growth, pay, responsibility, recognition, feedback and goals.

Based on the research it became clear that the importance of responsibility and pay as motivation factors was unexpectedly small. The most significant factors raised were recognition and feedback. The biggest differences in terms of effective motivational factors between more powerful and weaker sellers were recognition, the importance of pay and the achievability of salestargets. Improving the motivation of Elisa's customer service sales team should be based on the most significant motivational factors which were recognition and feedback.

Keywords: motivation, incentive, sales, motivation theory, motivating factors

Table of Contents

1	Introduction	6
1.1	Company background	6
1.2	Nature of the job.....	7
1.3	Purpose of the thesis	8
1.4	Delimitations.....	8
1.5	Theoretical Approach.....	8
2	Theoretical background	8
2.1	Maslow’s hierarchy of needs.....	9
2.2	Herzberg’s two factor theory.....	11
2.3	Victor Vroom’s expectancy theory.....	12
2.4	Locke’s Goal-Setting Theory.....	13
2.5	Adams’ Equity Theory	14
2.6	Types of motivation and motivating factors.....	14
2.6.1	Inner motivation.....	15
2.6.2	External motivation	15
2.6.3	Monetary motivation.....	16
2.6.4	Basic salary and commission	16
2.6.5	Incentive programs.....	16
2.6.6	Non-monetary motivation	17
2.6.7	Feeling of achievement.....	17
2.6.8	Giving recognition.....	18
2.6.9	Responsibility and empowerment.....	19
2.6.10	Encouraging personal growth.....	19
2.6.11	Job characteristics.....	19
2.7	Summarizing the theory	20
3	Research method.....	21
3.1	Qualitative research	21
3.2	Theme interview	21
3.3	Methodology.....	21
3.4	Empirical research	22
4	Results of the study.....	22
4.1	Features of the workplace	22
4.2	Importance of sales competitions.....	25
4.3	Salary as a motivator	26
4.4	Significance of responsibility	27
4.5	Recognition and feedback.....	27
4.6	Importance of sales objectives.....	28

5	Conclusion.....	29
5.1	Significance of the effect of motivating factors.....	29
5.2	Differences in efficiency.....	30
5.3	Improving motivation.....	31
5.4	Reliability of the study.....	31
5.5	Ethical aspects.....	32
5.6	Development recommendations.....	32
5.7	Professional development during the thesis process.....	33
	References.....	34
	Appendix.....	35
	Figures.....	36

1 Introduction

Motivation of a salesperson is a key element in the success of the job. This is a fact that can not be denied. However the factors affecting it can be debated and studied over. A motivated employee is the most important resource of a company. Relation between motivated employees and satisfied; loyal customers is substantial. A company that upholds the motivation of the company's employees on a high standard also affects the company image positively and makes the company an intriguing workplace.

Work motivation is an important factor when studying the effort of the employees and their commitment to the job. When their mind is in the right place and motivation high, the employees can reach their full potential in the results of their job. The task of a person in managerial position is to support and uphold his or her employees' motivation. For this reason it is important for the superior to be acquainted with the processes related to motivation and to understand what factors it. Keeping track of the motivation of the staff by having meetings and discussing about it in development discussion is important for the company.

I have been studying business management for the past 3.5 years and I have been working in sales for the past 7 years. The goal in my studies was to complete my skillset as a whole, I had the practical know-how but I was lacking the theoretical know-how. I have been working for the same company, teleoperator company Elisa Oyj from 2010 and I knew from the beginning of my studies that I would build my thesis upon my experience and contacts from Elisa. I had considered plenty of different topic choices for my thesis but I ended up with motivation because I am fascinated about its impact in my job. I have a lot experience in dealing with work motivation as it has been a rollercoaster for me also. I believe that after completing this study it will grow my professional knowledge in many aspects in the area of my business and helps me understand my colleagues and maybe my own employees in the future better.

1.1 Company background

Elisa is a Finnish telecommunications company. The company's roots go back to 1882, when Daniel Wadén started a company called Helsingin puhelinyhdistys which was an association. In 1994 the association was changed into a joint-stock company named Helsingin Puhelin Oy. It was listed in the stock market in 1997. In 2003 it changed its name into Elisa Oyj as we know it today. The name "Elisa" derives from a standard called X.400 in data communication networks for message handling systems in Finnish it was called elektroninen sanomanvälitys. In 2005, Elisa Oyj purchased a company called Saunalahti Group which had been making operating loss for few years. In 2011, the Saunalahti Group was merged with its parent company Elisa Oyj. Nowadays most people associate Saunalahti with Elisa since every new consumer mobile connection and internet connection is under Saunalahti brand instead of Elisa, Elisa brand itself offers company side products only. As an exception Elisa brand also offers services like Elisa Viihde to consumers. Elisa as a company used to do business only in Finland but nowadays it has some services that are also sold internationally. For example Elisa Videra is a subsidiary company which offers services and equipment for long distance negotiations. Also Elisa sells prepaid and postpaid connections in Estonia. (Elisa Oyj: Historia vuosikymmenittäin).



Figure 1. Organizational structure of Elisa Oyj. (Elisa Oyj 2013a.)

As this figure shows, the organization of Elisa Oyj is divided in consumer and company customers. In addition Elisa has its own branches for production, economy, government, communications and human relations.

1.2 Nature of the job

This thesis will be based on the study conducted in the contact center of Elisa, in the headquarters of Elisa in Pasila. There is an open office with multiple teams working in different customer service levels. Each team is led by a team leader who guides his own team.

The teams work as on different customer service levels as they have had different levels of training, specializing in different aspects of customer service. The most basic level of customer service for example includes mapping the customers' issues and making basic changes to the customers' contracts. When the customer has a more complicated issue, the phone call will be transferred onwards to a person with a more suitable skillset and tools to help the customer. When the customer is having a technical issue where the problem is on our end, the phone call will be transferred to our tech support. Sometimes the problem might be in the users end, for example in the settings of the customers' device, in this case the customer will be instructed to call a service called "Oma Guru", which serves customers in any digital device related problems. Nowadays Elisa has a heavy emphasis on a sales point of view and no matter what you are tasked in while working in the contact center, you should be actively offering Elisa services to the customers contacting you.

Since this thesis is focused on the motivation of the salespeople, this thesis will be focusing on the sales teams at Elisa. The sales teams mainly focus on finding chances to sell Elisa's services to the customer, extending earlier contracts and making new customer relations. There is also a specific sales phonenumber that usually is attached to Elisa's advertisements; these phone calls are directly answered by the sales teams. Also handling customers who are leaving for a competitor company are a task for the sales team as they take phone calls where the customer has made a contract to another mobile operator but they still want to hear an offer from Elisa to make them stay as a customer.

The job within the sales teams is independent work, but now and then it is needed to ask for the customer to wait so the salesperson can go confirm a question for the customer from a team leader or a person who knows more about the matter at hand.

Although the work is independent, the employees at the contact center sit very close by to each other and it is very important for the success of the team to have a good team spirit.

1.3 Purpose of the thesis

Purpose of this thesis is to study and to determine the major motivating factors and incentives that influence the success of a salesperson at the contact center salesteam. The idea behind this objective is that there are some motivating factors that affect differently for different salespersons. Based on this purpose the main question in this thesis will be:

“How do the factors given in the study affect the sales results of the salespeople?”

After this thesis is done, it could be used to improve the sales results of the sales team in the contact center and to direct the motivating factors correctly, which means improving the most important motivating factors used in the sales team.

1.4 Delimitations

This thesis will be conducted in a single sales team of Elisa Oyj contact center and since the sales teams around Finland function within the same concept the results can be interesting from the point of view of the other teams as well.

In the thesis all of the salespeople in the Helsinki salesteam who have served over a year in the same position will be studied as so, the study will be limited to 10 people from the salesteam. These employees serve as full-time workers as well as part-time workers. This is limited for the purpose to get as accurate result as possible as new employees usually fluctuate a lot in their success and motivation as they are still learning quite a lot of things.

Since this study focuses on motivating factors in salespersons' success, this study will only research the effect of the motivating factors in the sales results; factors such as sales experience, sales pitches or Elisa Oyj products will not be studied. The theory part will also be based on motivation theories and factors and their positive and negative effects in relation to the salespersons' motivation.

1.5 Theoretical Approach

The theoretical part of the study is mostly generated from valued publishes in the field of motivating factor studies. Most books that were used only have a small part of them that talk about motivating factors meaning that motivating factors are only a small part of the big picture but it may be one of the key factors in the success of a company. The theories chosen to support this study were chosen because each of them brings up an unique side to the topic but still each of them are connected to one another in a way. Mazlow's hierarchy of needs, Herzberg's two factor theory, Victor Vroom's expectancy theory, Locke's goal-setting theory and Adams' equity theory will be implemented in the theory part of this study.

2 Theoretical background

Motivation theories focus on the psychological explanations of the factors which motivate people inside the organization. Motivation and rewards are connected in the way that rewards are given for the employees to be motivated to accomplish their objectives in an acceptable level in the work environment. (McKenna & Beech 2008, 272.)

The message in motivation theories includes two important things. First of all, there is no simple and linear way to grow motivation. Motivation is affected by many separate factors and they all combined bring out the best results. For example if an employee would receive a common commission in proportion to his sales amount, it is not a guarantee that the employee will sell the products efficiently. (Armstrong & Murlis, 2000, 31.)

2.1 Maslow's hierarchy of needs

Abraham Maslow created a motivation theory in 1954 which is named the hierarchy of needs. Maslow theoretized that people have basic needs that they strive to achieve. These basic needs consist of physiological needs, safety needs, belonging and love needs, esteem needs and self-actualization. (Maslow 1954, 35-46.)

The basis of the physiological needs is to achieve automatic continuous and normal blood circulation of the body which drives the basic needs of a human and by which it is possible to live. The most important needs in this category are the blood's water, salt, sugar, protein, fat, calcium, oxygen and nitrogen-ion concentration. In addition to these, all of the other minerals necessary for a human body to function are included in the physiological needs. The human body strives to fulfill these physiological needs but it cannot always get the exact correct needs fulfilled but human strives to fulfill these needs as well as possible, possibly by compensatory things. For example when a human is hungry he eats food but not necessarily the kind of food which consists of the minerals the body currently is in need of. (Maslow 1954, 35-36) From the physiological needs is impossible to make a list of all of the most basic needs because there is an unlimited amount of them. They also include sexual desires, fatigue, activity and physical training, motherly instincts. These needs have not yet been proved as so called homeostatic needs, which as previously mentioned the body automatically tries to fulfill. Also tastes, smells, sensations, are the end objectives of a possible motivated behavior which the behavior strives to fulfill. In addition to this, the body has a tendency for example to be lazy and active which further verifies the fact that physiological needs cannot be listed completely. (Maslow 1954, 36.)

A person who has nothing in his life would be motivated to fulfill these physiological needs required for living before any other needs. That is why physiological needs can be said as the most basic needs. A person who is dying of hunger only thinks about food, his body wants to live and his mind's only purpose is to work as a tool to require food. All other needs that a human could have; getting compliments from a superior, are left as secondary until the extreme feeling for hunger has been fulfilled. (Maslow 1954, 37-38.)

Safety needs are the next category in the Maslow theory, which include safety, solidity, dependence, protection, freedom of fear; anxiety and chaos, need for laws; order and limitations. When physiological needs are fulfilled, human strives to be safe. It is not easy to see the needs of safety in adults when looking at them because adults have learned to control their own attitude towards everyday situations as sickness and bruises, when on the other hand in children it is easy to notice when they feel endangered by a small bruise or sickness and they need security from parents. (Maslow 1954, 39-40.)

In modern society the needs of safety are mostly fulfilled by a functioning society and humans do not need to fear wild animals, crime, chaos or such and usually these needs of safety are mostly in the correct order. Needs of safety which can be encountered in a modern society mostly include the stability of a job position, need for insurances and a stable economic situation. (Maslow 1954, 41.)

The needs for love and belonging are strived to fulfill by feeling connected to other humans or groups. Humans want their own family, someone to love, work friends, people of the same spirit which with they can feel belonging in something greater. People, who move a lot, get separated from those close to them or from their roots can feel deficiencies in fulfilling this need. Needs for self esteem Maslow divides in to two groups, which first is the need for power, achievement, adequacy, authority, competence, trustworthiness, independence and freedom. The second category includes the needs for; reputation, prestige, status, awareness, honor, dominance, recognizability, attention, importance, dignity or appreciation. These needs come together as respect from oneself or from others and as self respect and a stable high opinion of themselves. Fulfilling this need leads to sensation that a person is respected, powerful, capable, needed and adequate for a society. (Maslow 1954, 45.)

As the last need, Maslow brings up self-actualization to which is characteristic of it that it can be achieved, if a person does what he or she is individually meant to do. In other words a person continuously strives to be better, the best that he or she can be and fulfilling this need can be achieved by focusing after the earlier needs have mostly been fulfilled because in other case the other needs would take away motivation from self-actualization. Maslow 1954, 46-47.

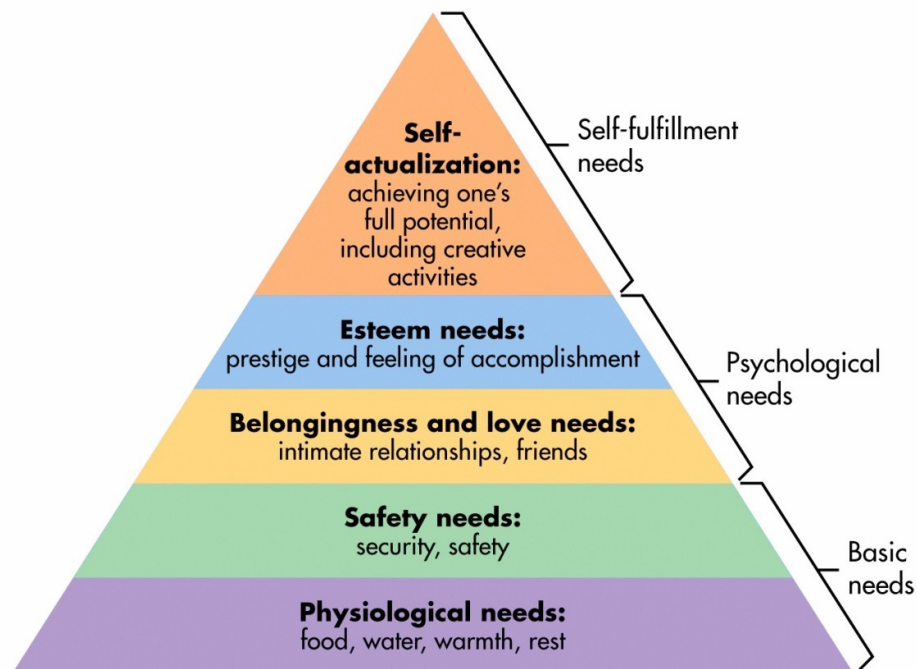


Figure 2. Maslow's hierarchy of needs.

The most important part of this theory is its hierarchy, meaning that the needs of a person can be fulfilled only by respecting the hierarchy of them. A person cannot fulfill the needs of self-actualization unless he or she has not fulfilled the physiological needs. Because of this hierarchy it is also very relevant in motivating the salesforce because it emphasizes that a satisfied need is not a motivator. This means that an employee does not necessarily get motivated from a greater monetary reward if he or she already gets enough payment otherwise. Maslow also brings up the individual private needs which means that all the employees have their own needs that they strive to fulfill and so other employees get motivated by money when to others, appreciation creates motivation. (Jobber & Lancaster 2006, 403.)

2.2 Herzberg's two factor theory

Frederik Herzberg has developed a motivation theory which is based on the idea that two different groups exist, which are motivating factors and hygiene factors. Motivating factors are internal part factors which can lead to satisfaction in work and a higher motivation. Hygiene factors are external part factors that are located in the work environment. Absence of these hygiene factors can lead to dissatisfaction, lack of motivation and in extreme cases, avoidance of work. (Balkin, Cardy & Goméz-Meija 2012, 89) Effect of motivating factors, according to the theory is only positive for motivation and the lack of hygiene factors leads to dissatisfaction, but the existence of hygiene factors does not effect motivation. According to Herzberg the opposite of dissatisfaction is not satisfaction, but that there is no satisfaction. (Herzberg 1987, 9; Jobber & Lancaster 2006, 403.)

Motivating factors according to Herzberg (1987, 9) are achievement, recognition, job itself, responsibility, progression and growth. The hygiene factors of the theory are the policies of the workplace, governance, supervision, relations to a superior, work conditions, salary, relations to colleagues, private life, relation to subordinates, status and security. These factors Herzberg figured out by interpreting 1685 answers from employees about what in their job had created immense satisfaction or dissatisfaction. Among the respondents were lower tier superiors, workforce in agribusiness, men who are retiring, hospital maintenance staff, production superiors, nurses, food handlers, army officers, engineers, scientists, housekeepers, teachers, technicians, accountants and Finnish superiors, meaning that the sampling included working people from very different industries. Analyzing the results revealed that 81% of the factors affecting job satisfaction were motivators and 69% of the factors leading to dissatisfaction were hygiene factors. (see Figure 3.)(Herzberg 1987, 9.)

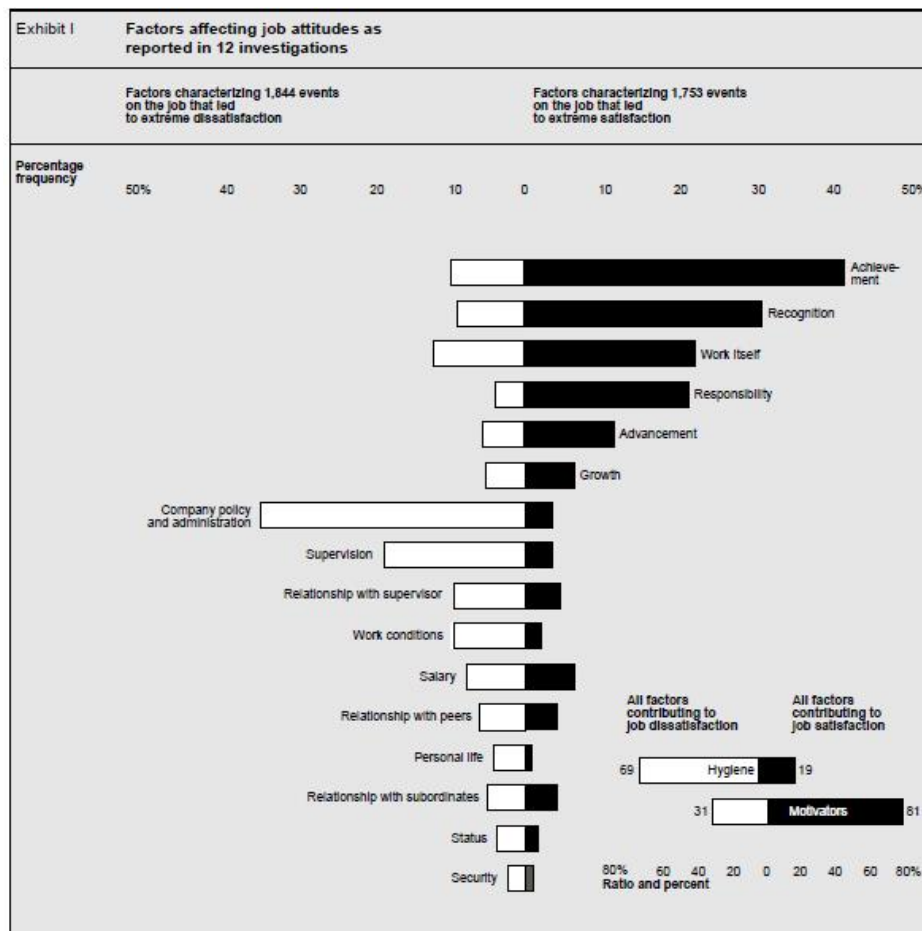


Figure 3. Herzberg's two-factor theory (Herzberg 1987, 9.)

The base of Herzberg's theory is brought up that motivating factors only affect positively in motivation and fulfillment of hygiene factors only negates dissatisfaction. However from Herzberg's results it can be seen that 19% of the factors affecting satisfaction were hygiene factors and that 31% of factors affecting dissatisfaction were motivating factors which in part proves that the division of the two-factor theory in motivating factors and hygiene factors is not 100% correct and that all the factors can affect, even if a little in satisfaction and dissatisfaction. As an example the greatest critique against Herzberg's theory is the position of salary in the hygiene factors, because according to the experience of the superiors in sales business, salary given to the employees is a very powerful motivator. Herzberg did go back a bit in his words by saying that the commission given to the salesforce is a part motivator by the automatic effect of achievement in sales that sales recognition comes with. (Jobber & Lancaster 2006, 403) From the results of the study it can also be seen that the effects of salary in the employees' satisfaction and dissatisfaction are percentually very close to each other.

2.3 Victor Vroom's expectancy theory

According to the expectancy theory developed by Victor Vroom, so that an individual could be motivated to perform better, he is needed to feel to be able to change his behavior, while being confident that this change in his behavior will bring results. This is supported by knowing the reward process or policy. Finally a person must value the reward in the future to be great enough so that the person can justify his change of behavior. (Armstrong & Murlis 2000, 30). Vroom's theory differs from for example Maslow's hierarchy of needs by that the expectancy theory does not include certain suggested factors that motivate the workforce. Instead the expectancy theory handles cognitive variables, which take into consideration the differences in the motivation of individuals. (Lunenburg 2011, 1.)

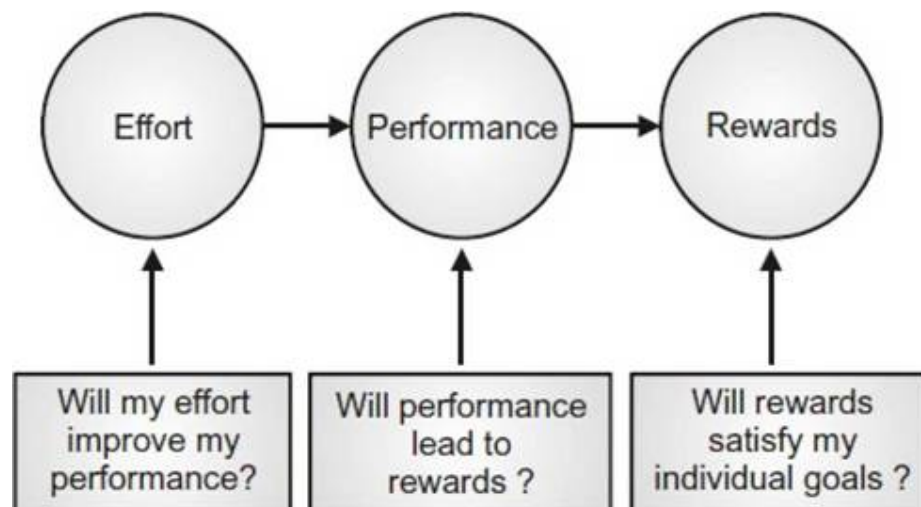


Figure 4. Vroom's expectancy theory

The expectancy theory can be suited in monetary, as well as in non-monetary rewards. For example a person, who wants personal growth, gets motivated from the chance of growth given to him and to progress in his career, if a person knows his current level, he knows what he must do to progress and they consider that possibility worth to achieve. (Armstrong & Murlis 2000, 30) The presumption of the theory is that people join organizations with certain expectations of their needs, motivations and previous experiences. These affect how they react to the organization. Humans' behavior is a result of their conscious choices and they are free to do their own decisions for their behavior based on their own calculations. Employees want different things from the company and they choose individually from the different options available, which gives them the best results personally. (Lunenburg 2011, 1-2). Because individuals need to individualize motivation so large scale motivation tech-

niques available for everyone lose their effect and personal, internal or external motivating factors grow as stronger factors when an individual compares the relation between effort, performance and reward. (Forsyth 2006, 25.)

Vroom's expectancy theory explains why external motivation like a commission system works only if the employee sees the relation between reward and effort clearly and considers the reward worth the effort. The theory also explains why sometimes the motivation brought up by the work itself can be more significant than the external motivation, because the internal motivating factors are held by the individuals themselves, in which case they can correlate effort, benefit and their relation when considering previous experiences. (Armstrong & Murlis 2000, 30-31.)

Porter and Lawler refined Vroom's theory and theorized that there are two different factors that affect how much effort individuals put in their work. The first affecting factor is the worth of the reward available so that it fulfills the individual's need of security, social respect, autonomy and self-actualization. The second affecting factor is the relation between the reward and effort. The greater the worth of the reward and the greater the probability of that effort is needed to achieve the reward, the greater the actual level of performance. In addition to these two factors are two variables which affect is the employee's performance and effort efficient or is the effort only there for it to be seen as somekind of effort. First variable is the skillset of an employee and know-how and the second variable is the employee's vision of what is required from him and what does he want to do. In an optimal situation the vision of the employee about his own role, his desires and the supervisor's vision what the employee should do, meet together. (Armstrong & Murlis 2000,35.)

Important in the expectancy theory is that how realistic is the performance required for the reward. If an employee is given an objective to achieve the sale of 100 units of a product in a month when his average sales is at 15 per month, the employee will most likely see the achievement of the objective so unlikely that he puts either very little effort into it or none at all. If he is given an objective to sell 20 products a month, even if it needs a little bit more effort than normal, it is possible. (Forsyth 2006, 24.)

2.4 Locke's Goal-Setting Theory

The goal-setting theory developed by Edwin Locke theorizes that the objectives set for the employees help to explain motivation of work performance. Because motivation is action towards an objective, clear and challenging objectives result in a higher employee motivation than objectives that are unclear or easily achieved. (Balkin, Cardy & Gómez-Meija 2012, 90.)

The objectives set, according to the theory should be exact and detailed. For example the objective given to a salesperson to sell 10 products in the next month will bring a greater result than an objective to just do their best. (Balkin Cardy & Gómez-Meija 2012, 90) This is supported by several studies which results Locke among others (1981, 5-7) analyzed in their article. From the studies it was found out that employees who were given the objective to do their best performed as well as employees who not given an objective at all. Employees who were given exact objectives either surpassed those who were doing their best or the results they had made without any objectives.

According to the theory employees are also more motivated to achieve more difficult objectives than easy ones. As a separate factor it needs to be mentioned that the objectives have to be possible to achieve, or else the employees get frustrated. The objectives also need to be fair and reasonable, which is comparable with accessibility. (Armstrong & Murlis 2000, 30; Balkin, Cardy & Gómez-Meija 2012, 90.)

If an employee receives continuous feedback about achieving objectives throughout the process, he is more motivated and performs his tasks on a better level than an employee who only gets feedback now and then or none at all. Because of the feedback the employees also get sensations of pride and satisfaction from the fact that they are achieving something challenging but possible objective. (Armstrong & Murlis 2000, 30; Balkin, Cardy & Gómez-Meija 2012, 90.)

Feedback is also an important part of motivation according to studies, because employees who received a difficult objective and received continuous feedback, performed better from their task than employees who received an objective of average level. Correspondingly, the employees who received a more difficult task and who were not given feedback, performed on a worse level, than those who were given an average level objective. (Locke and others 1981, 4.)

Participation in creation of one's objectives is in most cases, more motivating than when the objectives come decided by a superior only. Superiors could, together with the employees set goals in a mutual agreement, where the motivation to achieve these goals rises. (Balkin, Cardy & Gómez-Meija 2012, 90.)

2.5 Adams' Equity Theory

Adams developed an equity theory which theorizes that the equity of the reward has an importance, when the employee compares the relation between the effort and the reward as is presented in the expectancy theory. In worklife situations two variables would be considered which are investment and yield. Investment can be considered by one's education, skill, experience and effort when yield can be considered by salary, fringe benefits and progression in career. People compare their investment and yield to others' investments and yields and if they notice injustice they might grow feelings of inequality. This feeling of inequality can affect employees' productivity and possibly lead to negligence or in extreme cases resignation. (Beech & McKenna 2008, 276.)

These feelings of inequality may occur in sales personnel in regard to commissions, workload, promotions, recognition, superior behavior or work tasks. An employee who feels inequality is less motivated as is proved by studies conducted. Often motivation is done with the help of incentives, but according to Adams, weeding out inequalities can be as important a motivating factor. (Jobber & Lancaster 2006, 405.)

Equity theory emphasizes that employees compare investment and yield to their colleagues but for example Ed Lawler theorized that the satisfaction of an employee depends on his own opinion of the difference between his salary and the salary the employee considers he should receive. Also Elliot Jaques theorized that there exists a subconscious knowledge about what is a justified reward from a certain work and that the employee is also subconsciously aware about the level of his own work and the reward that his level of work should be awarded. Both Lawler's and Jaques' theories raise equitable reward from a work done as a factor. Their opinions only differ in which relation and compared to what, the reward is equitable. (Armstrong & Murlis 2000, 34.)

2.6 Types of motivation and motivating factors

Motivation process can begin when someone notices that there is an unsatisfied need. After this you set an objective that is presumed to fulfill that need. When the objective has been set, a method of action is decided which will be used to reach that objective. Alternatively an individual can be introduced with an objective and when this objective is seen to fulfill an unsatisfied need, efforts can be seen to reach that objective. (Armstrong & Murlis 2000, 29.)

People can be motivated from rewards and incentives with which they can fulfill their needs or which they can strive to achieve. Individual needs however fluctuate so much that the effect of any specific factor in relation to an individual's behavior cannot be predicted. (Armstrong & Murlis 2000, 29.)

Also an individual's social context affects motivation and this consists of the culture and work environment of the organization and actions, management styles and job description. (Armstrong & Murlis 2000, 29.)

2.6.1 Inner motivation

Inner motivation is born from the context of the job and it can be taken as a motivating factor for the job when considering does it fulfill the needs of the employee and do the employees see their objectives possible to achieve. Inner motivation is developed by the individual. They search for job that satisfies them and for this type of motivation the organization can influence by empowering their employees by giving them opportunities and authority and by developing and changing the job description, policies and actions. Responsibility, freedom to act, possibility to develop skills and abilities, interesting and challenging job and possibilities to advance in the organization are some of the factors in inner motivation. (Armstrong & Murlis 2000, 29.)

One of the approaches to inner motivation is behavioural self-management that consists of steps which are used to increase the inner motivation of an employee. The basis for this approach is that the employee himself follows his own work and its effectiveness by using calculations or notes. Based on this self-monitoring the employee can set objectives for him at the current situation that he strives to achieve. The role of stimuli in this approach is that the employee himself creates them by using for example notes on his computer that remind him to do a certain task. With this stimulus the employee stays on the path of the objective. Management of the consequences is creating a reward by achieving small objectives. For example when the employee has achieved his weekly task, he can go to lunch in a little better than normal restaurant, when on the other hand if he does not achieve the weekly task, this better lunch never happens. Training for this should be practiced continuously for example when going to work, by thinking about client meetings and the individual's own actions in the meeting. Finally the employees should make a personal deal with themselves which commits them to the objectives. In this deal the employee should write down their own reward for achieving the objectives and a penalty if they are left unachieved. (Cron & DeCarlo 2010, 286.)

A superior can help the employee with inner motivation process by helping him set goals that are possible to achieve but still challenging and that they are in line with the organization's objectives. A superior can also help the employee with personal training and recognizing the tasks achieved and giving them praise. Superior's role in inner motivation is very important, a supporting role for the employees inner motivation. (Cron & DeCarlo 2010, 286.)

2.6.2 External motivation

External motivation is what is done for the employees to get them motivated. Most important external motivating factors are salary, praise and promotion. Effects of the external motivation can be instant and effective but their effects usually do not last long when on the other hand the effects of inner motivation can be deeper and last longer because they are born from the employee although they can be encouraged by the organization. (Armstrong & Murlis 2000, 29.)

2.6.3 Monetary motivation

Armstrong and Murlis (2000, 33) specifies three important things from which monetary rewards should be considered:

1. Effectiveness of money as a motivator
2. what are the reasons for satisfaction or dissatisfaction about the rewards
3. Criteria, on which the monetary rewards system should be based upon

Money is important to people, because it plays a center role when trying to fulfill several of the basic needs of people. People naturally need money to purchase products and services but it also functions as a great method for one to find out their own personal value. Money can tell to an individual how important he is in relation to others and how much effort he has made, which contributes directly to an individual's self-esteem and the respect or appreciation of others. (Armstrong & Murlis 2000, 35.)

2.6.4 Basic salary and commission

Salary plays an important role when trying to lure people to work of a company, even though the work description, career opportunities and the reputation of the company are also influencing factors. In fact, the existing salary is rarely a motivating factor, although it can lead to lack of motivation if the salary is low when considering the average pay in the business or other employees as Adams theorizes in his equity theory. Because of salary we can identify achievements by material, and with salary a company can strengthen wanted behavior and by that, show what the company sees important. Money is an external motivation method and motivation can not be improved by giving an employee the basic salary he deserves but a raise that is given with reason can be motivating, even though the effects are often short lived. (Armstrong & Murlis 2000, 35-36; Forsyth 2006, 39.)

An employee can also be rewarded additionally by giving commission which is defined by the sales of the employee. Salary can be only commission based when there is no basic salary and the salary consists only of commission. Commission can also be added on top of basic salary and the commission can be given from each individual sale or be given by a specific level of performance as a percentage of the products or it can be commission born from selling over a specific amount of products. The amount of commission given from a product is usually defined by which product the company has a need to sell the most and by that the sales are directed where the company wants it to be directed. (Jobber & Lancaster 2006. 408-409.)

2.6.5 Incentive programs

Incentive programs are short period promotion events, which are meant to inspire the sales personnel to a higher than average performance and reward them for good performances. (Cron & DeCarlo 2011, 293.)

Employees do not receive incentives for nothing; they are earned by achieving objectives. Objectives might include acquiring new customers, growing the sales of a certain product, responding to decreases of certain seasonal sales or launching new products. The objective of the incentive programs may also be improving the team spirit if the objectives are set group-specific. (Cron & DeCarlo 2011, 293.)

Attractiveness of the rewards usually determines the success of a incentive program. Rewards can not be the same from a competition to another and the employees need to be interested in the reward. Most popular reward is money, because it offers flexibility on the usefulness of the reward. (Cron & DeCarlo 2011, 294.)

A successful incentive program should encourage an average sales person to put an extra effort in their work because a top sales person will perform at their normal level and weak sales persons will likely not react to any kind of stimuli. The program's promotion inside the company also plays an important role because the promotion lets the employees know of the program's existence and reminds them of the rewards. (Cron & DeCarlo 2011, 294.)

2.6.6 Non-monetary motivation

Non-monetary rewards work as a motivator for individuals if they are targeted on the individuals' needs as accurately as possible. These needs are achieving, recognition, responsibility, authority and personal growth among others. (Armstrong & Murlis 2000, 37.)

2.6.7 Feeling of achievement

Employees are happy when they have achieved something and they are motivated to reach their objectives so that they can feel good about themselves. Feeling of achievement can relate into many things, like the sales results, quality and pace of an employee's work, cost-cutting efforts, efficiency or maybe customer satisfaction. Herzberg's two-factor theory raises the important role of achievement as a motivating factor. (Forsyth 2006, 41.)

Quotas are measurable objectives that are set for individual sales persons or sales teams for a certain period of time. They are one of the most often used tools in sales management. According to Cron and DeCarlo (2011, 287-288), there are five important reasons for setting quotas:

1. It helps in motivating the sales personnel - Employees need specific and challenging objectives with continuous feedback upon their performance.
2. It helps the sales personnel to direct their efforts in the correct direction - By using quotas the company can communicate about their important products. The amount of important products however needs to be regulated so that the sales personnel does not get confused
3. It helps to guide the management - With quotas the management is able to separate successful and unsuccessful sales persons and direct their support actions correctly.
4. It helps to measure the performance of the employees
5. It helps to form the basic level of evaluation - With quotas a company is able to analyze an individual sales person's actions in relation to other personnel.

Types of quotas are sales amounts, result based quotas and activity based quotas. Most commonly used quotas are based on amount of sales and they are more often measured by number of products sold rather than their value. Result based quotas are similar to amount of sales quotas but they focus on the profit that is made and not only the number of the products sold. In result based quotas it is important that the employees know they are responsible for the results or else they do not have a real reason to sell the products which are more profit yielding. Activity based quotas are in touch with non-monetary actions and they follow for example the amount of customer contacts or the amount of times the employees have offered products to the customers. Activity based quotas are based on the behavior of an individual and not the results and because of this, the employees are more responsible in fulfilling their quota and presumably more motivated. (Cron & DeCarlo 2011, 288-289.)

Quotas are important to an employee's motivation and they play an important role in goal-setting theory among others. A company has to know the differences between difficulties in different objectives. According to studies employees internalize objectives for two reasons. Firstly, well performing employees want to prove their capability and receive positive reviews from others. Secondly, the employees do their work to avoid negative reviews. It was also found out in the studies that working for capability and positive reviews lead to improved results rather than working towards avoiding negative reviews. (Cron & DeCarlo 2011, 290.)

By giving objectives gives a great possibility to give feedback which is very important when considering motivating someone. Because of its importance it is vital to give continuous feedback to the employees about their situation in achieving objectives and their progress. Employees also have to embrace their objective; this is possible by setting the objectives together or building the team spirit and generalizing the individual objectives as a part of the whole team's objectives. The effect of these factors in regard of motivation depends on the leadership style of the superior. With objectives, the employees are able to build self-confidence from the feeling of achievement they receive, which has a great meaning in high-levels of performance. Employees who have a higher self-confidence, set higher goals for themselves than others and perform better in those goals, than employees with lower self-confidence. (Cron & DeCarlo 2011, 290-291.)

2.6.8 Giving recognition

Recognition can be one of the most powerful factors of motivation, because people have the need to know how well they performed in their tasks and that their work is appreciated. Praises should not be given without a reason however because it would negate the effect of them or even make them negative if the employee knows he is not worth the recognition. Recognition can be as small as saying "Well done" to an employee and even these two words can have a big influence on the employee. (Armstrong & Murlis 2000, 37.)

Recognition can also be received from the superior listening to what the employee has to say and acts based upon his words, at the same time recognizing the employee's stance on the current matter. For example promotion, giving an important project, expanding the work description and different status symbols like employee of the month reward wall, give the employee the recognition he yearns.

Large part of giving recognition as is feeling of achievement is feedback. According to Hiam (2003, 137) there are three important steps in giving feedback. Firstly the feedback needs to be detailed, accurate, informative and controllable. Secondly it needs to be in balance with the negative and positive so that there is not too much negative because it can lower the motivation of the employee. Thirdly the feedback needs to be innerly motivating, it needs to be extensive so that the employee himself can analyze the feedback he received and is not dependant on the superior or external motivation.

In some studies it has even been shown that recognition programs are more effective motivating factors than rewarding with money. Characteristics of a recognition program are very similar to that of incentive program but instead of small monetary reward, it gives recognition from the management. (Cron & DeCarlo 2011, 294-295.)

Recognition programs can for example give the best sales persons an opportunity to participate to a conference with their superiors. Also monthly, the best employees can be recognized, who have performed their duties exemplary according to the company's policies. For these programs to work they need to become a part of the company's mode of operation, they should be expected, long lasting and their value should be kept up. Recognition programs are closely tied with Maslow's hierarchy of needs and the needs of self-actualization. Well executed recognition program can

lead to a strong and positive reaction towards motivation and high level of performance. (Cron & DeCarlo 2011, 295.)

2.6.9 Responsibility and empowerment

People can be motivated also from a bigger burden of responsibility. By giving responsibility to an employee serves as a good example of a company's methods to improve the inner motivation of an individual. It also gives the employees tools to reach their own objectives, which improves their motivation. (Armstrong & Murlis 2000, 37.)

For example, giving a task which no one else has to an employee is considered as giving responsibility. As a consequence the employee takes this task as his own and puts more effort into completing it. The employee might for example be asked about ideas on how to improve the work model which shows him that his skills are appreciated and that he has a responsibility on some action important to the company. The employee can for example take responsibility in training new personnel or upkeeping the company databases. In every situation where the employee is given responsibility it can potentially improve the employee's motivation. However the employee's work description needs to be one that gives him inner motivation, meaning it has stimulus and the individuals need to receive meaningful feedback for their performances, preferably by the employee evaluating their own performance. (Armstrong & Murlis 2000, 38; Forsyth 2006, 52-53.)

Empowering the employee with authority is also considered as strengthening the inner motivation of an employee. Authority can be increased by giving the employee power above other employees or giving his opinions authority to influence the actions at the workplace. (Armstrong & Murlis 2000, 38.)

2.6.10 Encouraging personal growth

In Maslow's hierarchy of needs, the highest need for an individual is self-actualization. Ambitious and determined people find their own possibilities for personal growth but a company needs to help them and others by clarifying the opportunities they offer for growth and development. Individuals identify more and more the need to develop their individual skills and to progress in their careers. Opportunity to receive a higher training is one very important part in encouraging inner growth. Employer has to give the employees possibilities for a higher training and choose individuals for further training and with the help of this training the employee can develop new skills or refine those they currently possess and by that, grow their level of motivation. Promotions also play a part in training and progression in career which gives the employees something further to achieve. Promotions are a sign that the employee progresses and achieves something; grows as an individual. Because of it the employees stay loyal longer to the company and work more efficiently than if they would know that they are stuck in their position without a possibility for promotion or progress. (Armstrong & Murlis 2000, 38; Forsyth 2000, 55.)

2.6.11 Job characteristics

Policy of the employee and government gives the operating models for everyday worklife. No employee appreciates too much byrocracy or management, especially if it someone restricts them or gives a foothold for inequality. (Forsyth 2006, 30.)

For example the existence of a filing system or operating model may be necessary and keeping it up and running might require extra work. If people do not understand the true meaning of the operating model or its necessity, they grow to hate working on it or even neglect doing work for it. The effect of this byrocracy on an employee's motivation might be even greater if the employee thinks that the operating model has not been clarified or simplified enough. Job of a superior in this matter is im-

portant because he has to make his subordinates follow even the toughest policies which make their work even harder and because of this some of the dissatisfaction might be directed in the superior. A superior has to uphold a high level of motivation for example by arguing some of the changes the management wants to carry with so that the operating models do not lower the motivation of the superior's subordinates. (Forsyth 2006, 30-32.)

The role of a superior in improving workplace motivation is significant and he should pay attention to the effects of motivating factors in everything he does no matter how small. One small act that lowers motivation, for example leaving out praises after a job well done does not affect greatly in the overall motivation but several small acts like this can affect overall motivation greatly. (Forsyth 2006, 33.) Effects of the acts of the superior can be greatly diminishing towards motivation, because for example shouting at employees, threatening them, too much guidance, complaining about their work and generally communicating only about negative matters are significant factors that lower motivation, these factors a superior can control. (Hiam 2003, 18-19.)

Also the effects of the work community may be great and in this matter the superior also has an important role, especially when considering recruitment. The superior has to build a team that is frictionless and likes to work with each other. Maslow specifies in his hierarchy of needs love and feelings of belonging in which work community is also included. If the superior recruits a young woman when the work force consists completely of older men, the motivation of a lone employee might be lower. On the other hand positively influencing the work community might include improving the staff lounge or gym, keeping the eating areas up to date and remembering important days, like birthdays. (Forsyth 2006, 33-34.)

Work time should not strain the employees' personal life and this is brought up in work schedule planning and the work times. Companies wish that their employees would work as hard as possible but everything has a limit. Too many overtime hours and continuously using evening or weekend shifts can lower an employee's motivation greatly. Employee's age, family and hobbies affect these factors, among others. Paying attention to the personal schedules of employees improves their work satisfaction and motivation. (Forsyth 2006, 36.)

When talking about the safety of the workplace, mainly it is not meant as the dangers of the job, but how safe an employee feels his employment is. Maslow theorized that the need for safety is one of human's basic needs and that a human strives to fulfill that need before love and belonging, appreciation and self-actualization. That is why it is imperative that the employee feels that his position is secured. The work description and its clarity affect this greatly. Employee needs to know what is expected of him and also how he performs in these expectations so that he will not get the feeling that his position is not secure. (Forsyth 2006, 37.)

2.7 Summarizing the theory

In conclusion to the theory part we can see that there are a lot of different factors affecting one's motivation. All of the theories circle around the subject that there are numerous different factors that affect a worker's motivation and success. In relation to this study, monetary compensation and recognition are emphasized later in the empirical research since those factors are among the most used in motivation theories.

3 Research method

3.1 Qualitative research

The qualitative research direction includes a number of different practices and approaches as well as data collection and analysis methods. Qualitative research is therefore not an exploration of any particular discipline or just a kind of way of exploring, but rather a way of thinking and dealing with information. It is common to the whole of the qualitative research that they seek to explore phenomena in the world we live in. Qualitative research focuses on the meanings of different things and phenomena that can be manifested in a variety of ways. (Saaranen-Kauppinen & Puusniekka 2006.)

A qualitative study is characterized by a relatively small amount of material. The material is collected therefore quantitatively less than in a quantitative study. Qualitative research differs from a quantitative research, typically also from the view of processing the material. In a qualitative study, the aim is to drill down into the material as much as possible deeply, by interpreting it from different perspectives, seeking different meanings. A typical type of qualitative research is a relatively large number of interpretations and analysis of the material. (Hirsjärvi, Remes & Sajavaara 2014, 179 - 182.)

3.2 Theme interview

The theme interview is a qualitative research method. The theme interview can be considered as something between interviews by a form and an open interview. (Saaranen-Kauppinen & Puusniekka 2006.) It is typical that the themes of the interview are known in advance, but the exact form and order of questions are missing. Theme interviews will be used generally a lot in education and social science studies, as it corresponds to many qualitative research basics well. However, the theme interview is not only a qualitative research method, but it can also be applied in a quantitative study. (Hirsjärvi, Remes & Sajavaara 2014, 208 - 209.)

3.3 Methodology

The research is a case study where detailed information is collected from the sample set, in this case a sales team in the contact center of Elisa. The study will be executed as an individual theme interview inside the employer's premises during the working day and is qualitative in its basic structure. The research is carried out as a theme interview due to the small sample size and the complexity of the subject. Interview questions also ask quantitative scale questions that seek to clarify employee opinions on motivation factors whose impact on analyzing does not need their own theme in the interview. A total of 10 full-time employees of Elisa Oyj sales team were interviewed.

The interview begins with quantitative questions that are in scale and are based on the Likert scale. The interviewee answers the questions on a scale of 1 to 5, in which case we can distinguish smaller differences with the interviewees' feelings, but which will largely be able to clarify the direction of opinions among all salespeople and find out possible differences between efficient and other salespeople.

The question about security of the job is linked to the needs of Maslow's hierarchy of needs and the characteristics of the workplace, and it is intended to find out how the permanence of the workplace affects the motivation. Equal division of labor and equitable labor input of all employees are in conjunction with the expectancy theory and the characteristics of the workplace and are mainly aimed at clarifying the impact of the expectancy theory on the motivation of employees in the contact center. The attractiveness of awards in sales competitions and the motivation of competition

as a motivator are the subject of the following questions and they want to find out the incentive programs' effectiveness in employee motivation.

After the quantitative questions the theme interview questions start, which are pay, responsibility, recognition, feedback and goals. All of these are significant motivating factors, and through the interview it is possible to find out the differences in their impact on employees and to find out which motivation factors are most important at the contact center. The first topic is a paycheck to find out how important the bigger salary is to see. This topic provides clarity on the impact of Vroom's expectancy theory on employee motivation. In addition, pay is important to human life as it indirectly covers basic human needs, such as housing, food and clothing, so salary is also a question of joining Maslow's needs hierarchy. Responsibility is in joining non-monetary motivation, as is recognition. Feedback and goals are important issues for Edwin Locke's set of objectives, and are a major motivating factor, as they enable the employee to gain a sense of accomplishment and thus greater self-confidence and self-esteem.

The last question in the interview is "What motivates you to sell more and why?" which is meant as a cooling question, where the interviewee gets freely answer to the topic.

3.4 Empirical research

The empirical part of the thesis is conducted mainly as qualitative case study, with integrated quantitative scaled questions. The targets of the research are employees of Elisa Oyj, specifically working in the sales team in the contact center. The interviewed employees have been employed in the current job description between 01.07.2017-31.12.2017. All of the interviewed are working full-time. The research will use the amount of average sales as a factual basis for the sample set in relation to the hours worked for the six months measured in the study.

Employee 6	44,83 %
Employee 5	16,20 %
Employee 2	6 %
Employee 10	1,62 %
Employee 9	-1,50 %
Employee 3	-4,50 %
Employee 1	-7,05 %
Employee 8	-14,10 %
Employee 7	-25,60 %
Employee 4	-26,30 %

Figure 5. The amount of average sales per employee in relation to the average of the team

4 Results of the study

The results of the research will be analyzed in the order of the topics of the qualitative research, beginning with the study of quantitative scale questions, after which the results of the qualitative answers will be analyzed.

4.1 Features of the workplace

First scaled question dealt with the security of the job position. As we can see from the figure 5, the salespeople below average seemed to agree more with this statement that the more efficient salespeople. This might be due to below average salespeople being more afraid and thoughtful about their job security than those sales-

people with better results. The significance of the sales result may thus also be very important for motivation and it may result in a recurring effect on motivation so that the lessee employee feels that his job is more threatened, which is why he tries to fulfill Maslow's need of security before the need for cohesion and love, appreciation and personal growth. Since an employee wants to retain his or her job primarily, he or she will not be motivated by advancement in his career, development of his own competence, cohesion or recognition or appreciation before his job is secured.

In the theme interview answers, most targets answered that it is important because they do not have to be afraid of losing their job in the near future and they can plan their future accordingly.

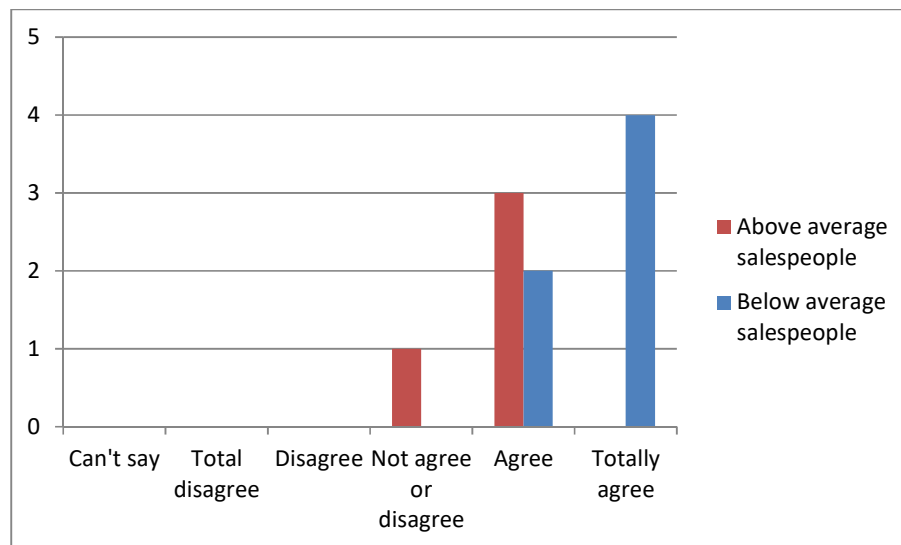


Figure 6. It is important to me that my job position is secured

Next, employees were asked about the importance of equal sharing of shifts and the equal work input of all employees. 6 Out of 10 employees agreed with the statement with the majority of less efficient salespeople totally agreeing with the statement. 4 Employees found the question insignificant without agreeing or disagreeing.

In the theme interview answers, all the answers had to do with equality and fairness. Although some of the answerers were sympathetic towards people with family for example that they have the right to have more early shifts because of family duties. One answerer brought up the issue that according to the answer, he/she is always working late shifts on Fridays which does affect motivation negatively.

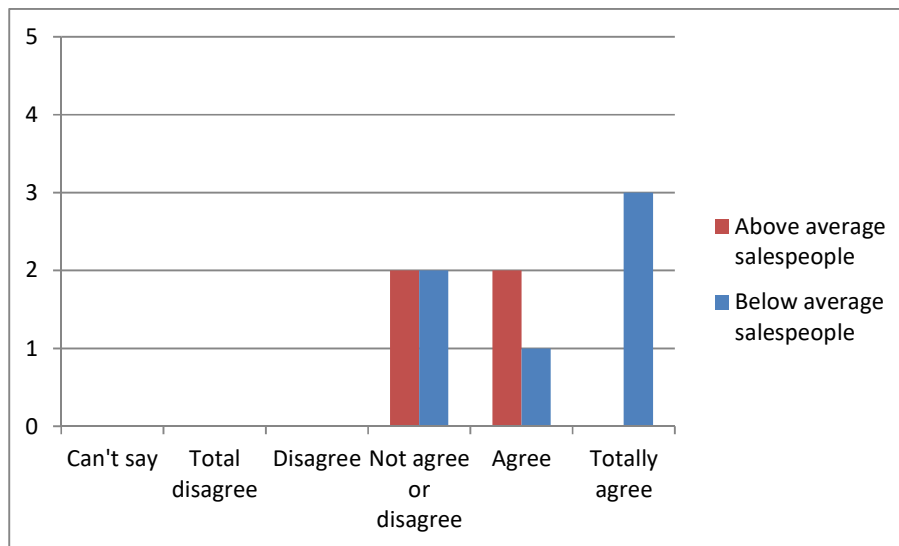


Figure 7. It is important to me that work shifts are divided equally.

When asked their stand on the question “It is important to me that all employees put equal amount of effort in the job” there was a huge variety of answers. All answers except “Total disagree” got at least 2 answers. There was a quite clear division between the more efficient salespeople and less efficient ones. The less efficient salespeople tended to agree more with the statement than the above average salespeople. From here we might deduct that the more efficient salespeople get less motivation from what other employees do and only concentrate on their own sales success. According to the expectancy theory, if a worker feels that another employee would do less work than he himself, his motivation would decrease and he would reduce his own level of work to match the level of another seller, after which he would do as much work as his co-worker. It could be expected that the weaker sellers would feel the worse work done by others because they would justify their own weaker workload and thus be the weaker vendors but on the basis of these responses, more efficient sellers seem to not consider it a problem if others do not work as hard as they.

The theme interview answers revealed that the above average salespeople did not care about the equal work effort because in this job you get paid by the amount of work you do yourself, and not by how much your colleagues do.

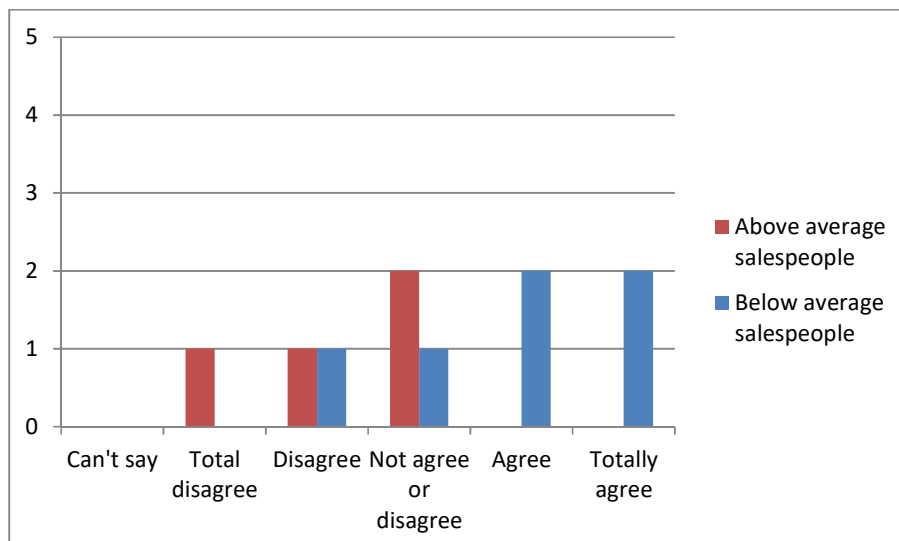


Figure 8. It is important to me that all employees put equal amount of effort in the job.

4.2 Importance of sales competitions

The sample group was next questioned about sales competitions and especially about the attractiveness of the rewards and the motivating effect of the sales competitions. There was a clear division in the answers between the above average sales people and the below average ones. 3 of the above average answered that they totally agree with the statement and the fourth one agreed also. The salespeople who are below average clearly divided around all of the answers but in a closer inspection, the ones who were more attracted to the prizes from the below average pool, were more closer to the medium of the sales success than the ones who were not attracted by the rewards. From these results it seems that the salespeople with least success in sales are not attracted by the rewards of sales competitions.

From the theme interview answers we get that some of those who are not attracted from the prizes, are not tempted by them because they feel like they will not win it anyway, some answered that the rewards lately just have been quite modest and that way not attractive.

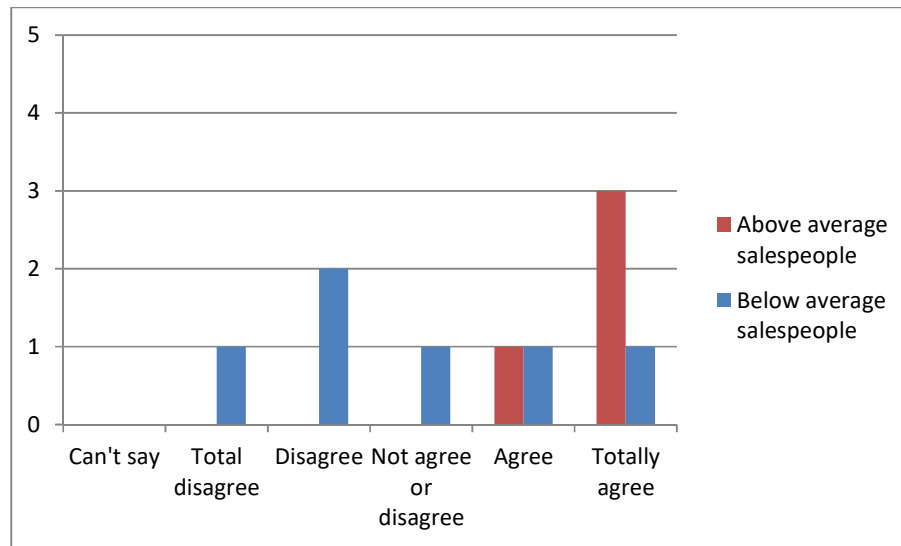


Figure 9. Prizes from sales competitions are attractive to me

It is an interesting fact, that according to Figure 9, 7 out of 10 people agree or totally agree that sales competitions motivate them to sell more. Out of these seven, two did not regard the prizes to be attractive but still mentioned that competitions drive them to sell more. Two persons did not consider the rewards to be attractive nor did they feel like competitions boost them to sell more. When comparing the whole picture, it seems that even though the rewards might not always be attractive, competitions are still seen as a motivator. This brings up the question that what if the rewards were truly attractive to everyone, how much more it would actually boost the sales.

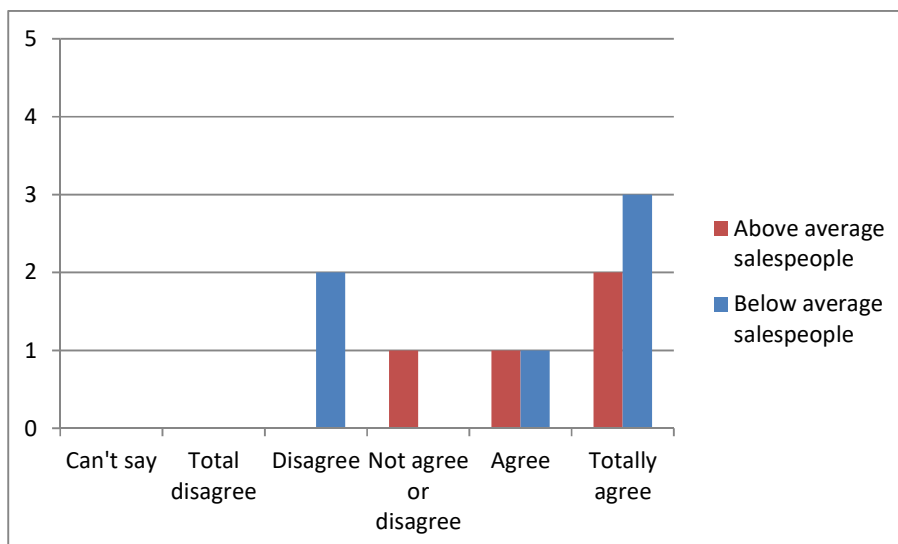


Figure 10. Sales competitions motivate me to sell more

4.3 Salary as a motivator

The first theme of the interview was salary. In it I wanted to clarify what the interviewees' think about their salary and what kind of effect would a bigger commission have on them. Two quite big differences emerged from the theme between the above average salespeople and the ones below average, the first being the opinion on pay. More efficient sellers had the opinion that the pay was good and it was described as "good" and "very good". Wage was considered to be good when compared to other companies and also good when considered the amount of education needed for the job, which is quite abysmal. The majority of people directly mentioned their satisfaction with their own pay and that they get enough salary. Also over half of the interviewee's mentioned that bigger commission is not of great importance because the wage level is already good at the moment and a larger commission would mean more work and the respondents already are happy with the state of affairs and do not want to do more work for greater commission.

Out of these themes, the good state of the pay level also came up in the responses of the weaker sellers and they mentioned that the pay is the best for the sellers in this kind of business and that the hourly wage is also quite good. The weaker sellers also mentioned that the pay is "ok" and "reasonable" and that even though the pay is good, the commission is decreasing all the time which will result in more effort for the same wage. So even though the better sellers and weaker sellers agreed about the wage in overall, the weaker sellers were not as positive in their answers as the better salespeople were.

However, big differences in satisfaction with the personal salary level can be seen. Above average sellers were quite happy with their own pay, while the worse salespeople in three cases mentioned that they did not think they received enough salary. One employee also mentioned that he would not do this job for a lower pay, and in addition two employees mentioned the cash amount of the commissions is quite okay and they got enough salary, but they also mentioned that the commissions of the company were going down and one of them considered it "unfair". When compared to more efficient sellers, none of whom mentioned a drop in commissions, of which three out of four directly mentioned their satisfaction with their pay, Herzberg's two-factor theory could be applied. Herzberg theorizes that wages do not directly influence motivation as a level of motivation, but the pay seems to be more dissatisfied and thus less motivated if it is not satisfied. Based on the results, it can be taken into account that the weaker sellers are more dissatisfied with their pay and thus

reduce their motivation. When more efficient sellers are happy with their pay and their motivation has not diminished.

However, some of the sellers mentioned that because of money and commission they do this job. Of the weaker salesmen, however, four underscored that a larger commission would be of great importance to them and that the more pay they receive the more motivated they would be, while the more effective sellers mentioned the bigger commissioning effect to be small to their motivation.

When employees were asked at the end of the interview what motivated them to sell, everyone replied that money motivated to sell. Above average salespeople as well as the below ones say is that money is the most important factor in their sales motivation. However, it was mentioned that they work because of money and that without money they would not do these things. This indicates a little bit that money is the reason why they work, but it can not be taken as a certainty that money is the reason why they would sell more or as much as they do at the moment.

On the basis of the expectancy theory, the fact that employees see the importance of greater commission to them personally would influence the theory so that they would most likely do the necessary effort to reach that goal. Because the weaker sellers felt the bigger the commission was big enough, one might expect them to see the trouble because of that award. However, according to the expectancy theory, the magnitude of the illness, personal competence, and hence the achievement of the goal to achieve the prize, ie the larger commission, are part of the process. That is, a higher commission does not motivate sellers to sell more if the targets are not on the right level.

4.4 Significance of responsibility

When discussing responsibility, there were no big differences between the more successful and the weaker vendors. Of the two top sellers, two mentioned responsibility, and three mentioned that they did not get any extra responsibility. Similarly, the weaker dealers mentioned that they had extra responsibility and the rest of the five mentioned that no responsibility was given at present. In relation to the more effective sellers felt they had more responsibility than the weaker, but the difference is very small.

It is noteworthy that everyone who mentioned the extra responsibility was pleased. For example, responsibility felt good, developing, and comfortable and it was specifically mentioned that it is good to get some kind of trust. One also mentioned that there could be more. Five of the eight employees who did not have the responsibility mentioned that it is really good or even very good without being held accountable. This was justified because the sales work is otherwise so hard and that it feels good to be able to focus on one thing. One person who did not have the responsibility mentioned that it does not feel good to do the jobs and go home without getting training or getting trust to be given more responsibility. Otherwise, everyone was delighted with their current level of responsibility; whether it was low or higher. As a result, it is possible to conclude that the role of responsibility as a motivation factor in the client's customer service team is very small.

4.5 Recognition and feedback

Among the more efficient sellers, everyone said having it regularly or occasionally. Three of the five respondents said they were getting praise while the two felt they were getting recognition from time to time. Recognition, however, was characterized as modest, although it was known to be enough or no particular recognition was needed.

Of the weaker salesmen, three mentioned getting acknowledgment, and one of them mentioned it negatively, saying that there is always a need to do more. Three sellers mentioned recognition on a random basis. Recognition, of course, is directly linked to the outcome of the job, and if the results are worse than the better sellers, the performance of the weaker vendors is often ignored. As a result, even five of the weaker sellers mentioned directly that recognition could be gained more. Only one of the weaker sellers said it had received recognition as much as it deserved, and the other did not mention directly whether it was enough or not, but mentioned that the continued good performance days should not be taken into account. This acknowledged good sales day, not best sales day, was raised in other interviews and the employees mentioned that they could get more feedback if they did a good day even if they were not at the target stage. It was also mentioned that there is no acknowledgment of the goal, but only the top prize.

9 out of 10 of the interviewed salespeople said that they get feedback, both positive and negative. One unifying theme among all interviewees was that they get it quite randomly. More than half of the interviewees said that feedback conversations are held regularly twice a year which helps with getting feedback. One of the weaker salespeople said having too little feedback and that it could be more constructive. More than half of the interviewees also said that they think that the amount of feedback is good enough and that they do not need any more of it. One of the interviewees also mentioned that the feedback they receive from colleagues also works well. Giving feedback is a very important part of Vroom's expectancy theory and Locke's goal setting theory, according to which getting continuous feedback from achieving goals, creates a sense of success which leads the person to achieve better performance and gets more motivated. In the light of the theme interview, the amount of feedback in the Elisa contact center is well balanced and overall most employees think that they get it enough.

4.6 Importance of sales objectives

All of the four better performing salespeople said that the sales objectives are achievable but two of them said that even though it is important to have objectives, in the end, they just do the best they can and the objectives do not affect that. On the other hand the poorly performing salespeople said that the objectives are only mostly achievable and one of them said that they are achievable but with "great effort". One of the better performing salespeople said that the objectives should focus more on the strengths of the individual salesperson instead of having same objectives for everyone.

Interestingly, the interviewees were almost half and half as concerned about their goals when selling or not, as four people mentioned they did not think about their goals when selling and three people mentioned that they do think about the goals. Three people also mentioned that the daily goal is in their mind and if the sales are close to the target for a product then it also guides sales efforts. However, there were no differences in the effectiveness of the sellers in how they considered their goals when selling. Each of the more effective sellers mentioned the goals to be realistic and achievable, but three of them mentioned that they did not think about goals when selling and only one mentioned their thoughts are also on objectives while selling.

The objectives are divided by each sales team around Finland and each team has their own goals depending on the amount of people in the team and if the team has some special sales month. From these objectives the goals are divided further to each individual in the team and the objectives are usually same for everyone in the team. For this reason almost all of the interviewees said that they have little or no influence in the objectives, which is very important for the goal setting theory. The objectives should be achievable and realistic, so the employee can do his best to

achieve that goal. More efficient salespeople think the objectives are achievable and realistic, while the weaker ones see them sometimes achievable and with great effort. This leads to more efficient workers being more motivated to achieve those goals because they feel that the goals are achievable, while the weaker salespeople are less motivated to achieve the goals and thus have poorer performance than the more efficient salespeople. The unrealisticness of the goals can have a big effect in the sales of the weaker salespeople, because even though they felt the effect of bigger commission to be significant to them, they did not put enough effort to it to be among the better salespeople. Weaker sellers do not seek that bigger prize award because they do not see the trouble worthy of the prize or they do not see the connection between the effort and the prize. However, three out of the more efficient sellers mentioned directly that they did not think about the objectives while selling, which might indicate that the objectives are not so big in the motivation of better sellers. However, for the weaker sellers, the impact could be greater.

5 Conclusion

The main objective of the study was to find out the effect of motivating factors on the sales results of the salespeople in Elisa Helsinki contact center. This chapter will be handling the conclusions drawn from the study analysis to address the research question. After the conclusions, research, reliability, ethics, development and follow-up and professional development of the thesis process are explored.

5.1 Significance of the effect of motivating factors

From the point of view of the contact center, it was interesting that the effect of responsibility and money as a motivating factor was very small in the contact center. Almost all employees were satisfied with their current level of responsibility and those who felt extra responsibility and those who did not feel having extra responsibility were in favor of their present situation. This clearly indicates that taking responsibility for the contact center is not a significant motivation factor, as the extra liability seemed to be even partly excessive and somewhat negative.

Although money was mentioned by many employees as a reason for their sales motivation, however, it was mentioned more precisely that it was the reason why they did their job and did not directly mention it as a motivation factor for which they sell more. The weaker sellers felt that they did not earn enough money and felt the effect of bigger commission to be great, but they did not sell enough to get into the same category with more successful sellers. From this, one can note that the mere reward at the end is not motivating enough to sell more, as Vroom's rating theory also states.

According to the expectancy theory, there is a clear relationship between the award and the effort to reach the prize and even if it is to be seen so that if an employee does not get feedback on achieving that goal or does not have clear achievable personal goals to earn that prize, thus he does not see a clear relationship between effort and prize, he does not reach for that award. Thus, the importance of money alone as a motivation factor in Elisa contact center is rather small.

From the results, recognition and feedback rose as a significant motivating factor. More efficient sellers were given enough recognition, even though it was described as rather modest. The weaker sellers, on the other hand, felt that recognition was not enough and that they receive more. Giving recognition is of utmost importance as it builds employee confidence and gives him a sense of success. The employees also mentioned that the goals have risen and the previous good performance or generally good performances are ignored because the targets are higher than before. It is a fact that when the goals go up and the level of performance remains the same, more seldomly salespeople reach a level of performance that is good enough to receive

recognition. However, it should be particularly important that good performance should be taken into account and recognition should be more appreciated, as at present, many workers find that recognition is not given enough.

Feedback at the sales team of the Helsinki contact center was randomly received or not at all, which is worrying. Receiving feedback is in conjunction with getting recognition and getting a feeling of success. Feedback is used to track the achievement of the goals, and it is in fact a large part of Vroom's expectancy theory, as well as in Locke's goal-setting theory. Feedback is needed repeatedly to help employees know how they have achieved their goals and how they perform their work. Because if an employee has a goal, but he does not know how to reach or how to improve his performance to achieve his goals, then the importance of setting goals is greatly reduced.

If employees were to get feedback repeatedly, they would achieve their goals on the basis of Locke's findings, which would naturally lead to more recognition. This would build a self-motivating chain of motivation, which, however, must start from a recurring feedback

5.2 Differences in efficiency

In the light of the results, in terms of efficiency, it is possible to find that the biggest differences between the more efficient and the weak sellers are the recognition, the merit of wages and the achievability of the objectives. More efficient workers also felt that not all workers do as much work.

Strangely enough from the equity theory point of view, the fact that more efficient sellers felt that not all workers do the same job, because workers should, according to the equity theory, recognize the injustices in the workplace and adapt their own performance similarly, which would lead to a deteriorated sales result. Strangely enough, the fact that more efficient sellers felt that not all workers do the same job, because workers should, according to the equity theory, recognize the injustices in the workplace and adapt their own performance similarly, which would lead to a deteriorated sales result. However, in the light of the theory of fairness, it should be taken into account that, with a higher workload, more efficient sellers will also receive more wages, which means that the final situation is fair. But if a larger burden of labor does not appear in the form of a larger commission, there is a risk that more efficient vendors will undermine their current performance.

More efficient sellers felt they had enough wages and they did not see a bigger commission for themselves personally big, unlike the weaker sellers. This would suggest that more efficient sellers are currently satisfied with pay and their motivation can no longer be improved as a result of more salary. According to Herzberg's twofactor theory, dissatisfaction with pay leads to a decrease in motivation, but satisfaction with pay does not lead to an improvement in motivation, and it can therefore be assumed that wage increases for weaker sellers would improve their level of motivation, while the more effective sellers would not have an effect on motivation.

More efficient sellers felt they were getting enough recognition, which is directly due to their better sales volume. Recognition therefore nourishes itself, as getting recognition will improve motivation, which will result in better sales, which will again lead to recognition. As a motivation factor, however, recognition is currently positively impacting on efficient sellers when the weaker sellers receive less, however, the impact of the recognition can not be seen to be more significant for the weaker vendors, as the lack of recognition affects the weaker sellers by default just as much as it means to gain recognition for the more efficient salespeople.

Sales targets are set at company level to each sales team and sales teams have divided the targets on a daily basis to each seller equally. For more efficient sellers, the level of goals is at the moment better because they know the targets are achievable and the achievement of the objectives is of utmost importance for the employee in accordance with the set of objectives. More efficient workers will therefore benefit from the more appropriate level of goals and they are more motivated to achieve those goals because they see them realistic, while the poorer sellers see goals too difficult and are not motivated to pursue them. This supports the expectancy theory and the set theory of objectives, where the achievement of the objectives is of great importance. The significance of the goals is also great for the sense of achievement, since if a worker has an achievable goal to which he or she can get good work, his / her self-confidence increases and he / she gets the motivation for that sense of achievement. Unrealistic sales targets are also presumed to be a part of why weaker sellers do not perform their work more efficiently than presently, even though they see a bigger commission for extra burden to be of significance.

5.3 Improving motivation

In Elisa's contact center sales team, the most important subjects on improving motivation is giving recognition and feedback based on the results. According to the study, recognition has not been enough and the amount of recognition has been decreasing as a result of growing sales targets. Recognition, however, is a major motivating factor and more attention needs to be paid to the sales team's operations. The interviewees mentioned that poor performance often results in negative feedback, while good performance remains hidden behind peak performance. In the sales team, the more efficient salespeople succeed better in their work and they have more successful individual sales days which are more often taken into account in the form of recognition. It also makes it very difficult to take into account the basic good performance, especially in the sales team's joint e-mails, because recognition should be shared more and more with each and every one, which could possibly lead to receiving recognition too easily. One great alternative to sharing recognition would be to take into account the employee's performance on a weekly or monthly basis. Weaker sellers can not reach sales figures of more efficient sellers as often as they can, but they can improve their level of performance or make the same result day and week to another, which should be taken into account by keeping track of sellers' weekly or monthly sales that could repeatedly take into account improved performance.

Provision of feedback is also a major part of the acknowledgment and those weekly or monthly statistics on employee performance compared to their own level would be a great way to improve feedback. In conjunction with the feedback, it would also be possible to share the employee's personal indicators and hourly goals as well as how to accomplish these objectives.

For example, at the beginning or end of the month and in the middle of the month, employees could be emailed personally their goals calculated from their number of working hours, and compare to the targets with the previous month and compare their own performance to higher level targets. This would help to improve personal recognition and the level of feedback received. Because sales work at the Elisa contact center can be tiring and time consuming, often personal or target conversations can not be implemented as often as desired, but nevertheless, a couple objective conversations a month to review and compare objectives and performance could improve the current situation. All in all, target discussions and performance reviews should be implemented more than before.

5.4 Reliability of the study

The study has included all 10 current full-time employees at least six months in the sales team. For this reason, the research can be considered very detailed in the sales

team of the Elisa contact center, and although there were 10 respondents, the results of the study are not merely indicative of the results of the theme interview. However, in quantitative questions of scale, the results are indicative, because the smaller differences between the answers can not be interpreted, but only the clear differences can be mentioned as significant.

The empirical implementation of the Bachelor's thesis is entirely based on the theory and thus results can be credibly compared to the theoretical framework. In addition, the conclusions of the study have been made directly from the analysis of the results of the research. The results and the conclusions drawn from the group research can also be considered credible, precisely because the sample covers all employees with long-term employment during the research.

The work has been performed as an assignment for a specific Elisa customer service sales team, and the effects of motivation factors may vary greatly from one sales team to another. However, the operating models of Elisa's customer service sales teams are similar to the company level and the job profile is the same for all sales-people, so the results of the research can be somewhat compared to other Elisa sales teams. The results of the study can not, however, be transposed as such to other areas of business. The thematic interview of the research is based on a general theory, thus the same research can be repeated with the same questions and topics in another sales company.

Interviewees of the survey are the interviewers' current work colleagues, so it may have affected their responses. Also, the general problem of qualitative research, giving socially correct answers, can affect the reliability of the study. The survey asked personal opinions about everyday issues such as job stability, pay, and indirectly the supervisor's actions, which all interviewees could have been able to answer in the way they think they are supposed to. The interviews were held as face to face, one on one conversation without anyone other than the interviewer and interviewee present at each interview.

The theoretical framework of research has been based on well-known literature on motivational theories and literature related to motivation of well-known writers. Sources are both book and article-based and a large amount of theory for the framework has been gained from author's own books and articles related to motivational theories as they have been available.

5.5 Ethical aspects

The thesis was carried out in such a way that the incentive model or financial information of the Elisa contact center has not been published in connection with the work, and no client's confidential incentive sums per product or entity or the buyer's business secrets have been used in the written version of the thesis. The background information is the employee's personal hours worked and the monthly incentive bonuses calculated on the basis of which ratios are based on the order of their organization's efficiency. The release of these incentive numbers is subject to the permission of all interviewees personally and no such paycheck readings or hours of work will be published with the thesis.

All interviews have been carried out personally and the answers to the interviewees are broken down by efficiency, but none of the employees' names have been used at work. The employees have been named by number of employees from 1 to 10.

5.6 Development recommendations

Based on this thesis, it would be possible to explore more extensively the effect of motivation factors at the level of the whole organization so that we could obtain

possibly more comprehensive quantitative data on which all the smallest differences in the effect of motivation factors could be taken into account. An organization-wide extension study could potentially explore the importance of setting targets even more precisely because the current level of goals is the same for all employees, which naturally supports employee equivalence while at the same time undermining the motivation of weaker sellers to strive for those goals as they are calculated to the right level for more efficient vendors. A very interesting development measure could be to create intra-group feedback measures. For example, a set of metrics could be created that could be used to compare the performance of individual employees on a monthly basis, as well as during a month when the employee would be able to grasp at a higher level the magnitude of goals and their performance. This would also help to improve the motivation of employees, for they would get complete and comprehensive data on their own work. Feedback measures also allow employees to recognize their work directly if they have improved their performance or, for example, managed to run smoothly at the same good level for a long time. In response to this feedback, the group supervisor would also be able to give personal recognition to their employees and would be able to establish recognition and feedback based on the facts.

5.7 Professional development during the thesis process

The thesis enables every student to develop the knowledge base gathered during the studies to cover the standards of work standard required by working life. In work life one should be able to apply the learned things to practical activities from which reports or studies are; in particular in the marketing field, in a very important role. Research is used to collect vital information about the company's activities and industries. Based on the results of these studies, major decisions will be made, so they must be both theoretical and productive.

The thesis is an example of a student's development from a student to a professional and it is a very well justified part of completing a degree. The effect of the Bachelor's thesis on the outcome of work-based education is to strengthen pre-job training, which may be accomplished as a tutor of the thesis as an employer. After all, the thesis gives the school, the employers and the student the knowledge that he or she is able to carry out personal research on the demands of working life and ready to move to work.

References

Armstrong, G. & Murlis, H. 2000. Reward Management: A Handbook of Remuneration Strategy and Practice. Kogan Page Limited. London

Balkin, D., Cardy, R., & Gómez-Meija, L. 2012. Managing Human Resources. Pearson Education, Inc. New Jersey.

Beech, N. & McKenna, E. 2008. Human Resource Management: A Concise Analysis. Pearson Education Limited. Essex.

Cron, W. & DeCarlo, T. 2010. Sales Management Concepts and Cases. John Wiley & Sons Pte Ltd. Asia.

Forsyth, P. 2006. How to Motivate People. Times Newspapers Ltd. London

Hiam, A. 2003. Motivating Management. Amacom Management Association. New York.

Hirsjärvi, S., Remes, P. & Sajavaara 2014. Tutki ja kirjoita. Tammi. Porvoo

Jobber, D. & Lancaster, G. 2006. Selling and Sales Management. Pearson Education Limited. Essex.

Maslow, A. 1954. Motivation and Personality. Harper & Row publishers Inc. New York.

Online references

Lunenburg, F. 2011. Accessed 20.9.2018. Expectancy Theory of Motivation: Motivating by Altering Expectations.
<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%2540Fred%20C%20Expectancy%20Theory%20%20Altering%20Expectations%20IJMBA%20V15%20N1%202011.pdf> Accessed: 20.08.2017

Elisa Oyj. Accessed: 20.08.2017. Historia vuosikymmenittäin.
<http://corporate.elisa.fi/tietoa-elisasta/historia/historia-vuosikymmenittain/>

Saaranen-Kauppinen, A. & Puusniekka, A. 2006. Accessed 13.10.2018 KvaliMOTV - Kvalitatiivinen I. Laadullinen tutkimus.
http://www.fsd.uta.fi/menetelmaopetus/kvali/L1_2.html

Saaranen-Kauppinen, A. & Puusniekka, A. 2006. Accessed 13.10.2018. KvaliMOTV - Teemahaastattelu.
http://www.fsd.uta.fi/menetelmaopetus/kvali/L6_3_2.html

Appendix

Interview form

How do you agree with the following statements? Answer from 1 to 5. 1= Completely disagree 2= Disagree
3= Do not agree nor disagree 4= Agree 5= Completely agree X = Do not agree nor disagree

- It is important to me that my job position is secured (1-5,X)
- It is important to me that work shifts are divided equally (1-5,X)
- It is important to me that all employees do equal amount of work (1-5,X)
- Rewards from sales competitions are tempting for me(1-5,X)
- Competitions motivate me to sell more (1-5, X)

Why is it or why is it not important to you that your job position is secured? How does it affect your motivation?

Why is it important to you that work shifts are divided equally? How does it affect your motivation?

Why is it important to you that all employees do equal amount of work? How does it affect your motivation?

Why is it important to you that you have possibilities for advancement? How does it affect your motivation?

Are you given extra responsibilities? What kind? How does it make you feel?

Why is it important to you to receive feedback for your performances? How does/how has it affect/affected your motivation?

What kind of feedback do you receive? Constructive? Positive? Negative? Is it continuous? Do you feel you could receive more recognition/feedback

Why are/are not the rewards from competitions tempting to you?

Why do competitions make/does not make you sell more?

In what way is/is not monetary compensation important to you? What meaning would a bigger commission have?

What do you think about your sales objectives? Are they achievable? Can you influence your own sales goals?

What motivates you to sell and why?

Figures

Figure 1. Organizational structure of Elisa Oyj. (Elisa Oyj 2013a.)	7
Figure 2. Maslow's hierarchy of needs.	10
Figure 3. Herzberg's two-factor theory (Herzberg 1987, 9.)	11
Figure 4. Vroom's expectancy theory	12
Figure 5. The amount of average sales per employee in relation to the average of the team	22
Figure 6. It is important to me that my job position is secured.....	23
Figure 7. It is important to me that work shifts are divided equally.	24
Figure 8. It is important to me that all employees put equal amount of effort in the job.....	24
Figure 9. Prizes from sales competitions are attractive to me.....	25
Figure 10. Sales competitions motivate me to sell more.....	26