

Ella Saijanen

EMPLOYEE MOTIVATION

Case: Tosiraju Sub Oy

Bachelor's Thesis
Business Management

2017



South-Eastern Finland
University of Applied Sciences

Author (authors)	Degree	Time
Ella Saijanen	Bachelor of Business Administration	5 December 2017
Thesis Title Employee Motivation		47 pages 2 pages of appendices
Commissioned by Tosiraju Sub Oy		
Supervisor Maria Kangasniemi-Haapala		
<p data-bbox="164 723 300 757">Abstract</p> <p data-bbox="164 797 1444 1055">The purpose of the thesis was to examine what kind of job practices drive employees towards better performance, and to give suggestions how to improve their motivation. Tosiraju Sub Oy is a franchising unit of a company called Subway, which is a fast-food restaurant, operating worldwide. The objective was to find out ways how to improve the motivation of employees at company in question. Motivational theories, such as goal-setting theory and employee engagement were examined in order to find ways to improve the employees' motivation.</p> <p data-bbox="164 1093 1453 1350">The research was implemented with a qualitative method in order to gain in-depth knowledge about how to motivate employees. All seven employees were interviewed individually, with a semi-structured interview method. Each employee was asked predetermined questions that covered multiple areas of motivation. The interviews were implemented face-to-face, and the results were recorded anonymously to maximize truthfulness in the answers. Additional follow-up questions were asked to clarify the meaning of an answer or to acquire more information about a topic.</p> <p data-bbox="164 1388 1453 1675">The interviews resulted diverse answers, some that didn't agree with each other. Based on the answers from the interviews, suggestions for the commissioning company were created. Even if only one participant did not agree with the rest of the interviewees, it was noted in the results, and the suggestions were made based on it. The main three suggestions for the company included things such as a continuous rewarding system, regular feedback including both positive and constructive, and also establishing new communication systems for their own purpose. Additional suggestions were to give employees actual lunchbreaks and to find ways how to make the job more challenging and interesting.</p> <p data-bbox="164 1713 1465 1821">The research brought up issues that need to be considered, and it produced practical ideas about how the supervisor at the commissioning company could make an impact on them, and therefore to improve the employees' motivation.</p>		
<p data-bbox="164 1865 320 1899">Keywords</p> <p data-bbox="164 1937 1050 1971">Motivation, employee motivation, rewarding, drives and needs</p>		

CONTENTS

1	INTRODUCTION	5
2	MOTIVATION	6
2.1	Employee engagement.....	7
2.2	Expectancy theory	8
2.3	Goal setting theory.....	11
2.4	Rewards and recognition	13
2.4.1	Rewards.....	13
2.4.2	Recognition.....	15
3	EMPLOYEE NEEDS.....	16
3.1	Maslow's hierarchy of needs.....	18
3.2	Acquired needs theory	20
3.3	Four-drive theory	20
4	COMPANY INTRODUCTION.....	22
4.1	Subway.....	22
4.2	Tosiraju Sub Oy.....	23
5	RESEARCH METHODS AND COLLECTION OF DATA	23
5.1	Research methods.....	23
5.2	Data collection	26
6	RESEARCH RESULTS	27
6.1	Level of motivation.....	28
6.2	Relationships	30
6.3	Job description.....	32
6.4	Rewards	33
6.5	Personal needs.....	34
7	CONCLUSIONS AND SUGGESTIONS.....	35
7.1	Trustworthiness of the research.....	41
7.2	Suggestions for further research.....	42

8 CONCLUDING REMARKS.....42

REFERENCES44

APPENDICES

Appendix 1. Interview Questions for Employees (Original)

Appendix 2. Interview Questions for Employees (Translated to English)

1 INTRODUCTION

Employee retention is one of the most important factors in the field of human resource management. Competent and loyal employees are a base for successful companies, and therefore retaining them is crucial. Training new employees is time-consuming and requires more resources, thus the longer an employee stays with the company, the better it is for the organization.

The company called Tosiraju Sub Oy, which operates in the fast-food industry, had a fairly low employee retention, and on that account, brought up a question what could be done about it. Motivation is a big part of the employee retention and a part of job satisfaction, and it can impact on how long employees stay with the company. Therefore, the subject of this thesis became the employee motivation.

The research problem was how to motivate the employees at the commissioning company, and how to increase the employee retention. After a consideration, the topic was narrowed down to simply find out what motivates the employees at Tosiraju Sub Oy. The aim of the study was to find out the actual actions and systems that make the employees motivated, and with these results to come up with suggestions of how to improve their motivation.

Motivation is a widely studied subject, and there are multiple different existing theories that could have been used in the research. The relevant theories for the industry and the company in question were selected for further study. Motivation can be linked to basic human drives and needs, and therefore a review of the topic was included in the theoretical part of the thesis. Drives and needs are the core of human behavior, as well as motivation, and therefore many of the theories are based on psychology and examining the human mind.

As the goal was to find out the factors that motivate employees, it was important to understand what makes people behave the way they do, and therefore to find out the specific actions that produce the wanted reactions.

2 MOTIVATION

The most known factors effecting a person's task performance are described in the MARS model, and the four components are motivation, ability, role perceptions, and situational factors, as can be seen in Figure 1. When any of these four variables are low, employee's performance will be weak compared to what it could have been (McShane & Glinow 2016, 23). MARS model is one of the core theories in human resources, but this thesis focuses only on the first part of this model: motivation.

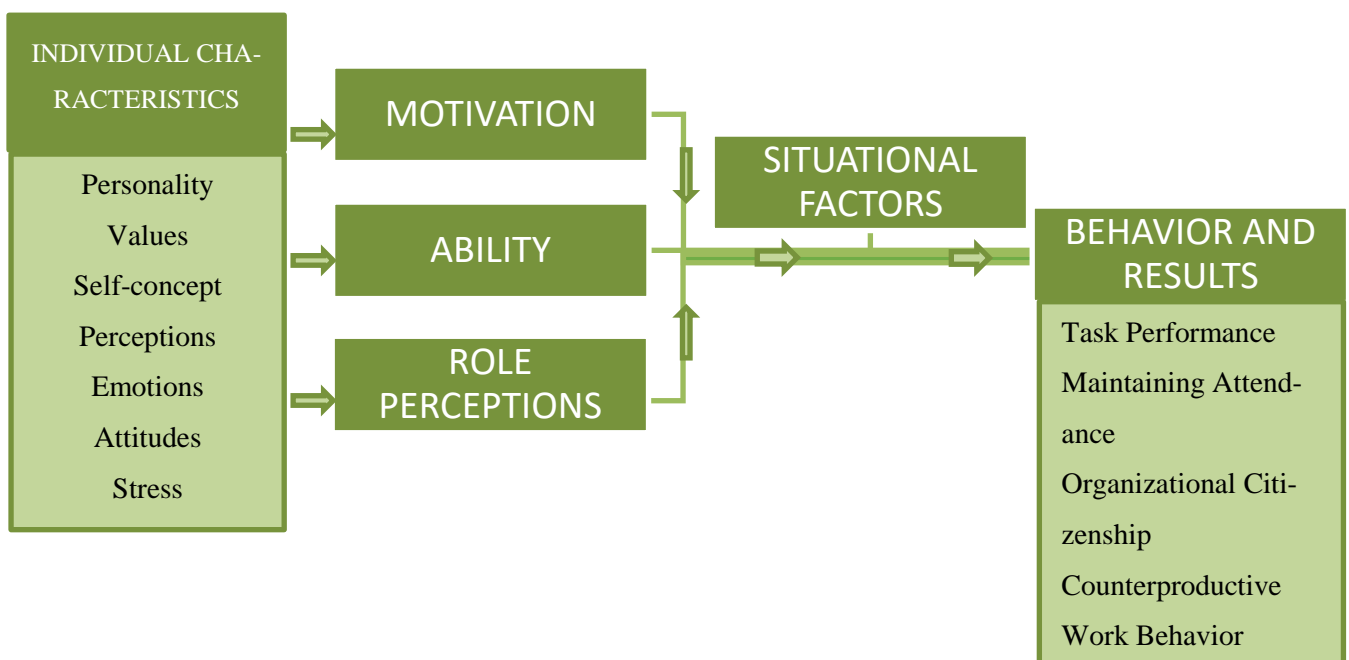


FIGURE 1. MARS Model (McShane & Glinow 2016, 24)

The thesis discusses the motivation, especially in working life. Most of the time the difference between successful and failing companies is show well employees' energies and talents are brought to their job performances. Motivation is one significant factor of human resource management, and its effects can be seen in many studies. Motivation impacts on person's direction, intensity, and persistence of their intended behavior, which can lead to great results when done right. (McShane & Glinow 2016, 23-24)

Motivation is a concept used in multiple different context and in each has a slightly different definition. However, when discussing the employee motivation, it is defined by Heathfield (2017), as "employee's intrinsic enthusiasm

about and drive to accomplish activities related to work”. Based on Heathfield’s article, it is an inner drive that makes employees to decide to act. Biological, rational, social, and emotional variables affect the employee’s motivation. (Heathfield 2017)

In this thesis, some of the most significant motivational theories are explained. The amount of research about the motivation has increased since the 1980s and a few newer theories have developed significantly, for example the goal setting theory, while some older theories, such as the expectancy theory, have shown their value during many decades, and remaining valid nowadays. Motivation has been, and still is, undergoing intense study in business, and due to the amount of studies, only a few of the theories, the most relevant for this thesis have been selected to be reviewed. (Pinder 2008, xi)

2.1 Employee engagement

Employee engagement is a significant part of the employee motivation, and it is defined as the individual’s emotional and logical motivation toward work-related goals. It means that employees are emotionally involved in and committed to their work, and therefore their job performance is higher. However, it is still debated whether engaged employees make companies successful, or if it is the success of the organization that makes their employees more engaged. (McShane & Glinow 2016, 83-84)

Many studies and articles have used Kahn’s (1990) definition of employee engagement, which states that when in the engagement, “people employ and express themselves physically, cognitively, or emotionally during role performances”. To be fully engaged in the work role they are performing, employees must bring all aspects of themselves to their roles. (Kahn 1990, 694)

However, studies also show that employees must be psychologically present while performing at work. When the employees are psychologically present, it means that they are connected to their role, attentive to everything surrounding them, united with their task, and fixated to their performances. The state of burnout is explained to be the opposite of full engagement. (Saks & Gruman 2014)

There are many approaches to be considered when trying to drive employee engagement as a manager. A foundation of trust between a manager and an employee is an important factor, in order to make the employees feel comfortable and to be open with their tasks. Regular communication about the employees' goals and giving continuous feedback about their performance is important in order to let them know what is needed from their performances. In addition, constant coaching and providing clear development goals give the employees a better opportunity to understand how to grow career-wise. (Mone & London 2010, xvii)

In order to engage the employees to their work tasks, it is important that they have challenging and meaningful work, and that it is clearly shown how important their participation is for the company. Recognizing good performances and rewarding them is as important as helping employees to recognize how meaningful and valuable their efforts for the company are. In addition to the employee's own goals, the manager should communicate regularly also the company's goals and ensure employees' tasks and work are aligned with corporate objectives, in order to confirm that their performance is beneficial for the organization. (Mone & London 2010, xvii)

The employee engagement is shown to predict the performance of both an employee and the work unit, and it is making the work-related tasks more efficient and beneficial. Studies show that several Asian countries and few European countries, such as Japan, China, Italy, and Netherlands, have the lowest level of employee engagement, while the United States and India have the highest level. This doesn't mean that the countries with a low level of employee engagement wouldn't perform in the tasks as efficiently, but the employees are not as committed to their roles in the organization, and they don't bring their full selves into their tasks. (McShane & Glinow 2016, 84)

2.2 Expectancy theory

The expectancy theory has many variations based on the researcher, but the basic idea behind them all are often the same. Lawler and Suttle propose that

people make the decision to act in a certain way based on their idea of the expected result. The core of the theory is that “the motivation for behavior selection is determined by the desirability of the outcome”. In other words, the expectancy theory is based on the findings that people make the decisions based on what they expect the action result. (Barba-Sánchez & Atienza-Sahuquillo 2017)

This theory is trying to explain and predict the amount of motivation when it comes to the expected actions and rewards. The choices employees make are depending on the probability that their actions will cause a desired outcome, and studies emphasize how one’s perception, judgement, and choice in a specific situation affects his or her decision making. (Shields et al. 2016, 28)

Georgopoulos, Mahoney and Jones have stated a hypothesis for the expectancy theory as: “if a worker sees high productivity as a path leading to the attainment of one or more of his personal goals, he will tend to be a high producer”. Furthermore, if an employee finds that a low productivity is enough to reach his goals, he won’t put much effort in his work. (Miner 2015, 96-97)

One known variable of the theory is the freedom to act, which affects the employee’s motivation and therefore his or her performance. This refers to the phenomenon of motivation appearing when an employee is allowed to act freely. Likewise, when the employees’ actions are restricted, their levels of motivation and performance will reduce. (Miner 2015, 97)

One well known theory about the expectancy in motivation is made by Victor Vroom, and in his model, there are three cognitions that the theory depends on. The first one is “valence”, which refers to the attractiveness of the rewards. When deciding on the action, the employee will consider how much he or she wants the possible reward. The second cognition is named as “instrumentality”, which is the link between a performance and a reward. This component is related to the trust the employees have in the organization, and they will ponder how likely it is that the required performance will lead to a certain reward. The last part of the theory is “expectancy”, which can be seen as the probability that the given effort will lead to the required level of performance. (Shields et al. 2016, 28)

In other sources, these three cognitions are referred to as the effort-to-performance (E-to-P) expectancy, the performance-to-outcome (P-to-O) expectancy, and the outcome valences. The practical way of using the expectancy model is to impact on these three components, as described in Figure 2. The E-to-P expectancy can be strengthened by increasing the belief in the employees' minds that they are capable of performing the task successfully. The next component, the P-to-O expectancy, can be affected by making the employees believe that their performance will lead to the desired reward. Lastly, the outcome valences will be affected if the employee is satisfied with the outcomes that are resulted from desired performance. (McShane & Glinow 2016, 90-92)

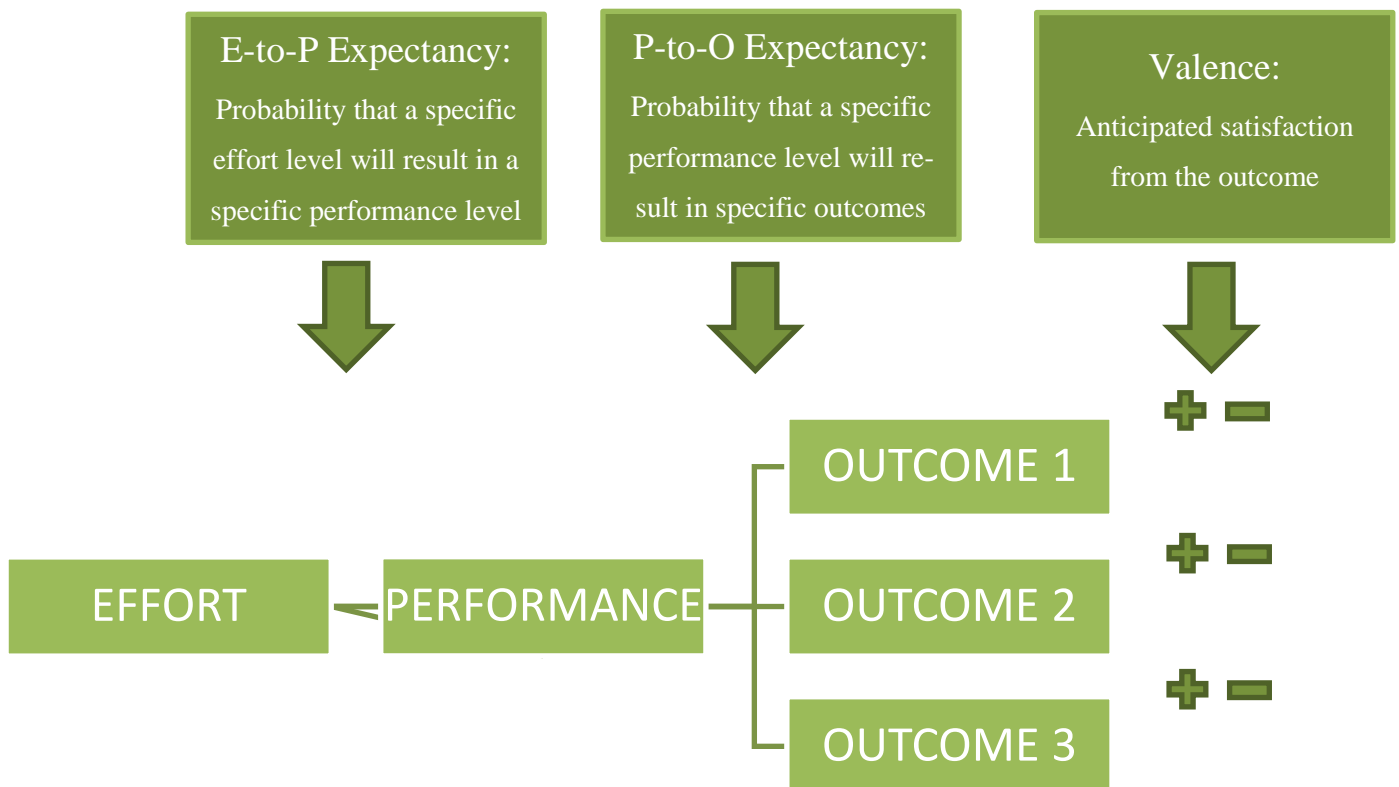


FIGURE 2. Model of Expectancy Theory (McShane & Glinow 2016, 90)

Essentially, according to the expectancy theory, employees' motivation is the highest when they expect their performance to lead to a desired outcome.

When all the components in their thinking process prove that it is highly expected that high performance will lead to the specific reward, their performance is the highest and results the most satisfying. (Shields et al. 2016, 32)

2.3 Goal setting theory

Locke and Latham's theory about the goal setting explains why some individuals accomplish higher results in tasks, both work-related and personal. It is based on goal-directed action which is part of human nature. (Locke & Latham 2013, 3)

According to Clements and Kamau (2017), the main idea of the theory is that when having clear and challenging goals that are set high but still achievable, employees will perform better. In practice this means that the employees who have high goals usually achieve higher results than the employees with low expectations of their targets. The theory proposes that when goals are challenging, people have higher motivation to achieve the target, and they put more effort in it when they view reaching the goal as difficult. (Clements & Kamau 2017, 2)

Locke and Latham's theory has developed since 1990, and the authors have written another piece with more studies to prove their results. These studies show that there are two main influencers in the goal setting theory which are the degree of difficulty and specificity. In the studies, it was shown that the more difficult the goal is, the better the performance is until the ability of the participant is reached. Similar to this, the more specific the goal is, the higher performance can be met, since abstract goals, such as "do your best" are hard to accomplish. (Locke & Latham 2013, 5)

Crocker (2015) has listed five main principles in the goal setting which effect the efficiency of this theory. The principles are the following:

1. Clarity
2. Challenge
3. Commitment
4. Feedback
5. Task complexity

The clarity refers to how specific the goal is which is mentioned above. The more specific and clearer the goal is, the better the performance. It is also easier to measure the goal, and reaching the specific goal increases the satisfaction more greatly than accomplishing an abstract goal. The second principle called “challenge” refers to the difficulty of the goal, which affects also the satisfaction and therefore an employee’s motivation. (Crocker 2015)

Commitment is part of these principles since if employees don’t feel committed to the goal, they are not giving their best performance, even with external rewards or threats. Feedback can give clarifications and correct wrong actions, and it is especially important in case if the goal is not explained well enough. Feedback specifies exactly what is needed, and it gives the employees a better picture of what is required from them. The last principle is task complexity which refers to the finding that some goals require more complexity to be achieved. If reaching a goal requires performing smaller tasks beforehand, in order to achieve the goal, it takes more effort and therefore the employee’s motivation is higher. (Crocker 2015)

The goal setting theory includes variables such as ability, personality, constraints and resources. If the task is too complicated for a person to reach because of his or her abilities, the performance most likely will be unsuccessful. Some employees might have a personality which doesn’t fit the task, and they might encounter difficulties that are harmful for their progress, and therefore their results are not the highest possible. Furthermore, situational constraints and resources are some external factors that are important to be taken into account, since they might make it impossible to reach the goal. (Locke & Latham 2013, 6-9)

2.4 Rewards and recognition

Rewards and recognition are considered by many sources being the best tools to motivate and inspire employees, and therefore, in this chapter, both terms are covered separately and in detail. The difference between the two terms was explained by Dale Carnegie the following way: “people work for money, but go an extra mile for recognition, praise and rewards” (Abzal Basha 2016, 645).

2.4.1 Rewards

Rewards are a type of reinforcers which are stimuli that increase the probability to reach a desired response. The two main types of reinforcers are positive and negative, and both are used to achieve the wanted outcome. The positive reinforcers are added to the situation, and they are what the object desires. The negative reinforcers are used by being removed from the situation, which can be seen as a removal of punishment. The rewards are positive reinforcers, and the more frequently used, the better the performance will be. (Lepper & Greene 2016, 13)

As mentioned above, rewarding employees is highly important for retaining them and increasing their motivation. Rewards can be classified into groups based on their characteristics, as seen in Figure 3. Two main groups of rewards are extrinsic and intrinsic rewards. There can be both financial and non-financial extrinsic rewards, and also the financial rewards can be divided into performance based and membership based rewards. (Abzal Basha 2016, 646)

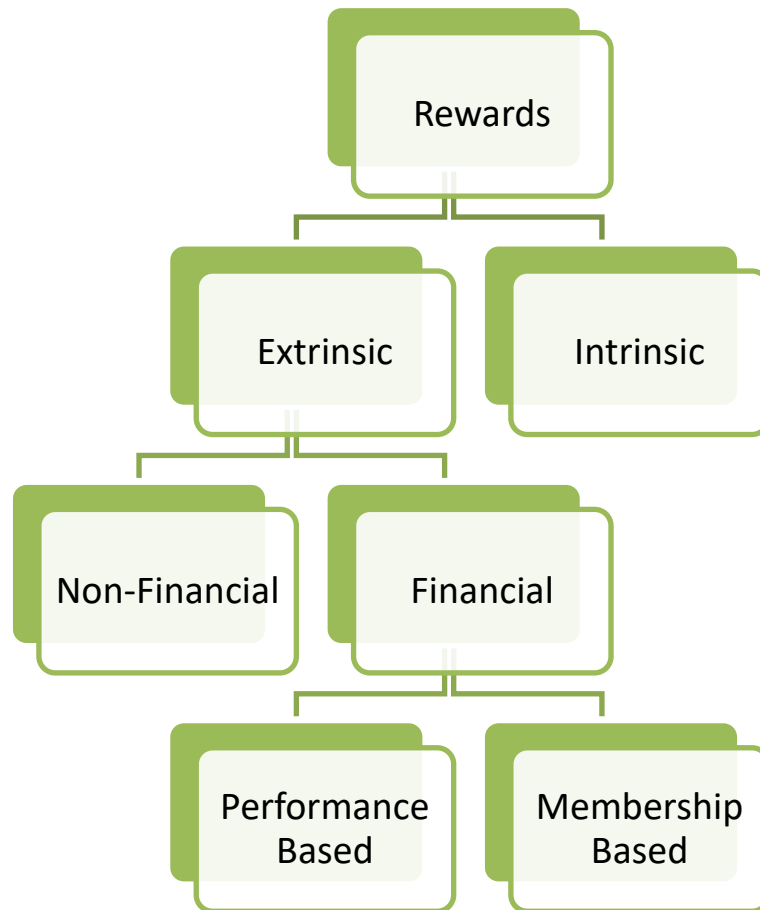


FIGURE 3. Structure of Rewards (Abzal Basha 2016, 646)

Intrinsic reward is an outcome that gives satisfaction for the employee, for example pride from one's work, more responsibility, or a participation in decision making, while extrinsic rewards are tangible, for example salary, benefits, promotions, or incentives. The extrinsic rewards are divided based on their type to financial rewards, which include salaries, bonuses, and incentive payments, and non-financial rewards, such as medical care, flexible work schedule, or an own secretary. The financial rewards can be either performance based, which includes an incentive pay, group bonuses, and commissions, or membership based, which covers such rewards as basic pay, pay for time, or rental allowance. (Abzal Basha 2016, 646)

It has been found out that the nonfinancial rewards, such as additional holidays and team events, can improve employees' motivation, and increase their loyalty and commitment to the company. Therefore, the purpose of the reward management is to ensure that the value of employees and their contributions

to the company is being recognized and rewarded. (Haider et al. 2015, 341-342)

A well-functioning reward system has three main objectives:

1. To attract the right people at the right time for the right jobs, tasks or roles
2. To retain the best people by recognizing and rewarding their contribution
3. To motivate employees to contribute the best of their capability

In addition, the reward system might have multiple secondary objectives, such as being affordable for the company, and fulfilling the employee's basic human needs. The reward management should also be strategically aligned with the company's business objectives, and agree with legal requirements, for example every employee's rights. (Shields et al. 2016)

However, based on Ruvimbo Terera and Ngirande's study (2014), rewards lead to an employee retention but not actually to a job satisfaction. The job satisfaction and rewarding are two extremely important dimensions in the job retention, but do not impact each other. When using a reward system, it is important to know that the effect is focused on the job retention, and alone does not impact the job satisfaction. (Ruvimbo Terera & Ngirande 2014, 486)

2.4.2 Recognition

Recognizing employees is defined as "constructive act of appreciation for a person's contribution, in terms of both work practices and personal investment". Basically, it means appreciating the employee's performance or commitment in some way, that the employee knows his or her value. In order to maximize the results of recognition, it should be given systematically both officially and casually. (Brun & Cooper 2009, 23)

3

Recognition is considered a type of reward, and it can be seen as a non-financial reward. It is a tool to increase employees' performance by encouraging

them, and thus motivate them. Based on documents from multiple organizations, high salaries do not satisfy employees the same way as praises and recognition. A study by Whitaker (2009) shows that the financial rewards motivate employees in short term, but the non-financial rewards affect in a long term. (Haider et al. 2015, 341-342)

Recognition is a cost-effective tool to motivate employees and thereby improve their job performance. Based on a study considering the recognition in groups, it was found out that the recognition causes a significant increase in job performance, and it works best exclusively, but not too exclusively. For example, in case of a team of eight employees, praising top three members leads to the strongest increase in performance, compared to recognizing everyone, or the best one. However, it was also found out, that praising every member of a team increased their performance. (Bradler et al. 2016, 15)

Based on different researches, there have been identified four different ways to recognize employees:

1. Recognize the employees' value
2. Recognize the quality of their work
3. Recognize investment in work
4. Recognize their results

Recognizing employees' value refers to paying attention to their skills and qualities, when recognizing the quality of their work is based more on their actions. Even when the results are not satisfying, employees might have put a lot effort to it, and that is when one should recognize the employees' investment in work. Lastly, recognizing employees' results is primarily about their contributions to strategic goals and achieving them. (Brun & Cooper 2009, 23-25)

3 EMPLOYEE NEEDS

Human needs are forces that produce emotions to drive people toward a certain goal. The primary needs, also known as drives, are universal and exist from the beginning for everyone. Drives are based on biological demands,

things that a person requires to stay alive, for example eating and breathing. The secondary needs, in other words needs and wants, are more psychological, and they become important only after the primary needs are satisfied. Figure 4 illustrates how needs affect one's behavior, and what factors shape the secondary needs and decisions. (McShane & Glinow 2016, 84-85)

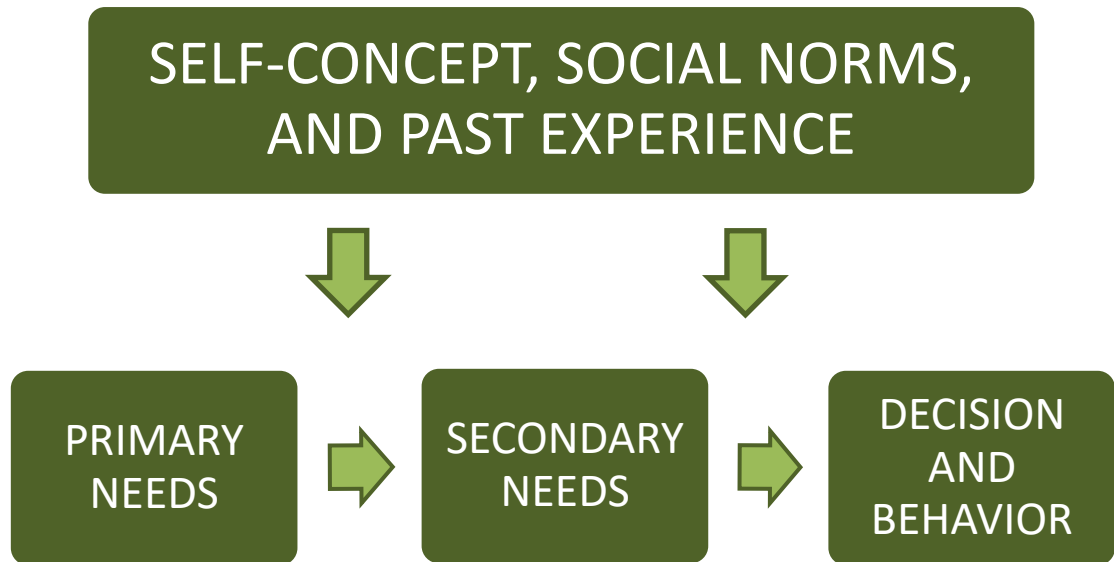


FIGURE 4. Employee's Drives and Needs (McShane & Glinow 2016, 85)

The primary needs are universal and do not depend on the person. Everyone has the same drives, since those are the components people need to stay alive. However, one's personality, self-concept, social norms, and past experiences effect on their secondary needs. Depending on one's values, different needs are either stronger or weaker than other's. The secondary needs can also be learned, and it will be explained in more detail in Chapter 3.2 Acquired needs theory. People make decisions and behave based on their secondary needs, and their values and personality effect also this process, as seen in Figure 4. Therefore, people's behavior changes significantly and cannot be foreseen without knowledge about their personality. (McShane & Glinow 2016, 84-85)

3.1 Maslow's hierarchy of needs

Maslow's Hierarchy of Needs is a model of human needs in a form of a pyramid. It is applied in psychology as well as in business, and it helps to understand what motivates people. The pyramid has five needs, and according to Maslow's theory, a person does not feel needs above unless the needs in the bottom have been satisfied. The needs and the order of them can be seen in Figure 5. (Jerome 2013, 41-42)

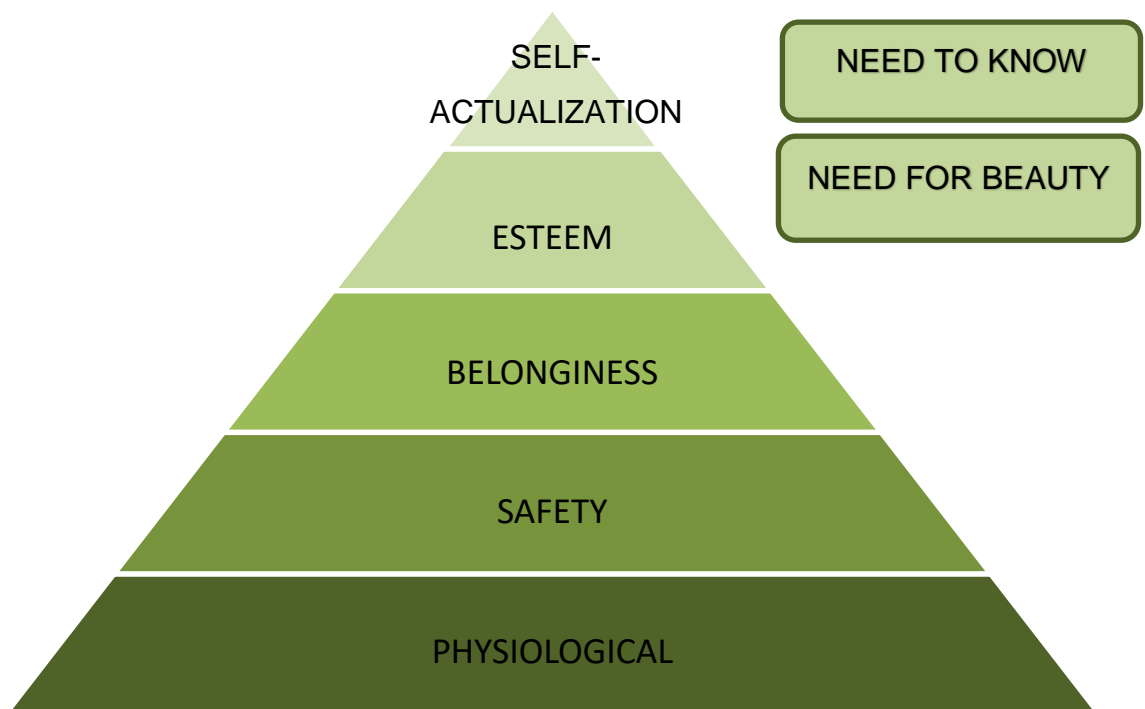


FIGURE 5. Maslow's Needs Hierarchy (Jerome 2013)

Maslow's theory explains human behavior in a way that the strongest source of motivation is the lower-level need, and once it is satisfied, the need on the next level becomes the primary motivator. The exception in the hierarchy is self-actualization, since the need for it keeps developing after being fulfilled, and therefore it is known also as a growth need. Maslow identified additional two needs, the need to know and the need for beauty, but they don't fit the hierarchy. (McShane & Glinow 2016, 85-86)

The first need in the hierarchy is physiological needs. These are basic biological needs that are required for the survival, for example oxygen, food, and water. These needs are the first when a person seeks satisfaction. Next in the pyramid is safety which is pursued after fulfilling the physiological needs.

Adults show less need for security, while children often show signs of insecurity and need to be safe. The need for belongingness refers to feelings such as giving and receiving love, affection, and the sense of belonging. This need becomes the main motivator only after physiological needs and safety have been satisfied. (Jerome 2013, 41-42)

After the first three levels of the hierarchy of needs have been fulfilled, the need for esteem becomes dominant. This covers both, self-esteem and the esteem acquired from others. People need high-level of respect, both from themselves and from others. In case this need is satisfied, one feels confident and valuable, but if not satisfied, he or she feels weak and worthless. After the all four levels are fulfilled, the need for self-actualization is becoming the strongest motivator. This need was described by Maslow as a need to be and to do what one was born to do. When the need for self-actualization is not satisfied, it is not easy to recognize unlike when someone is hungry or not being loved. (Jerome 2013, 41-42)

Maslow's Hierarchy of Needs can be applied also in business, and each level has been redefined. The physiological needs are translated to reasonable wages. If people think they are fairly paid, they do not think about their wages in the future. If this need is not satisfied, the salary is employee's main concern and they will not pay that much attention to other work-related problems. After satisfying the first level, next in the hierarchy is safety on the job. The need for safety covers both physical and mental safety, for example safe job practices and union contracts. (Benson & Dundis 2003, 317)

The third level of the hierarchy is belongingness in the workplace. After having a well-paid and secure job, they start to seek relationships with co-workers. The next level is self-esteem in the organization, and it is based on the appraisals, incentives, and rewards received. The final level, self-actualization, can be reached with training and developing. When the final level is reached, employees' confidence grows and their performance improves. (Benson & Dundis 2003, 317)

3.2 Acquired needs theory

David McClelland's theory about needs differs from Maslow's model. When Maslow's argues that needs are in a hierarchy, McClelland states that people have several needs that compete with each other most of the time, instead of having a clear order which need is the main motivator. McClelland's theory is focused more in a working environment, while Maslow's is more abstract. (Steers et al. 2004, 381)

McClelland found that needs can be strengthened or weakened by learning, and that there are three acquired needs:

1. Need for Achievement
2. Need for Affiliation
3. Need for Power

When employees have a strong need for achievement, they want to achieve their goals through their own efforts, and avoid groupwork. They are not easily motivated with money but recognition, while people who have a low need for achievement improve their performance with financial incentives. The need for affiliation want approval from people around them. Employees with a high need for affiliation want to comply with others' wishes and avoid conflicts, which is the reason why the employees with decision making responsibilities should have a low need for affiliation. People with a high need for power enjoy controlling others, and therefore most leader's need for power is strong. According to McClelland's theory, these needs can be strengthened or weakened with different training programs. (McShane & Glinow 2016, 87-88)

3.3 Four-drive theory

The Four-Drive theory is another model for human needs. However it differs from Maslow's hierarchy and McClelland's acquired needs in a way that it focuses on emotions instead of cognitions. According to this theory, people have four drives that are universal and independent from each other. (McShane & Glinow 2016, 88-90)

The Four-Drive theory has many similar needs and drives with Maslow's needs hierarchy and McClelland's acquired needs theory. This theory includes four drives:

1. to Acquire & Achieve
2. to Bond & Belong
3. to be Challenged & Comprehend
4. to Define & Defend

These drives motivate employees and are affected by social norms, one's personal values and past experiences, as seen in Figure 6. (Nelson 2015)

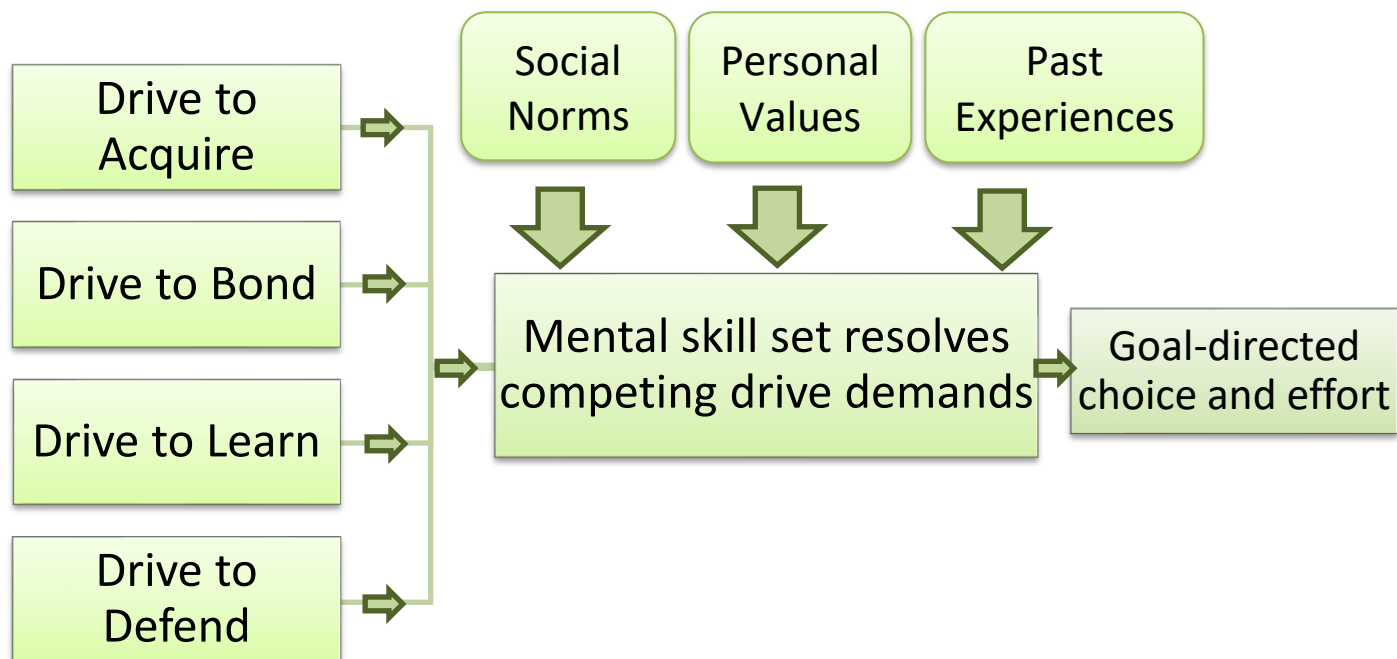


FIGURE 6. Four-Drive Theory (McShane & Glinow 2016, 89)

The first drive, to acquire and achieve, is about acquiring resources and achieving a status. To bond and belong refers to relationships within the organization, and how employees fit the organization. The third drive to be challenged and comprehend means that employees perform better when they are engaged and when they have a possibility to constantly learn. To define and defend includes an organization's reputation and company culture, in other words when an employee defends his or her status or ideas, is more likely to protect also the company and be more motivated. (Zoey 2016)

Managers can motivate employees through these four drives. The need to achieve and acquire can be activated through a company's reward system, one that differentiates clearly high performers from low performers and ties rewards to the performance. A recognition for great performances and promotions for the best employees are also great ways to motivate employees through this need. The second drive, to bond and belong, is usually fulfilled through an organization's culture. The company should encourage teamwork and a development of friendships, and value collaboration between employees. (Nelson 2015)

The need to be challenged and comprehend is met mainly through a job and an organizational structure. It is important that the organization includes many job roles, and employees are stimulated with challenges and chances to develop. Job rotation and giving the job a personal meaning are easy way to satisfy this need. Lastly to define and defend is satisfied through employee alignment and connecting the employees to the organization. These can be achieved with company's strong vision or positive reputation. Moreover, satisfying the last need can be done when the company's performance management system is open and transparent, fair to everyone, and trusted by employees. (Nelson 2015)

4 COMPANY INTRODUCTION

4.1 Subway

Subway is an American company, operating worldwide nowadays. Subway is the world's largest submarine sandwich chain with over 44 000 restaurants. The first Subway restaurant opened in Connecticut, USA, in 1965. They started franchising in 1974, and the first restaurant outside the US was opened in Bahrain in 1984. (Subway 2017)

Subway landed in Finland in 2000, opening the first restaurant in Helsinki. By the end of 2016, there were 155 Subway restaurants operating around Finland. Subway is competing with some major fast food chains in Finland, such as McDonalds and Hesburger, and they are trying to differ from their competitors by offering a healthier alternative for burgers. According to Subway's

Finnish website, the competitive advantage for Subway compared to the burger restaurants is fresh ingredients, freshly baked bread, and the possibility to choose the fillings. (Subway 2017)

4.2 Tosiraju Sub Oy

Tosiraju Sub Oy is a franchising unit of the worldwide known company Subway, owned by Pekka Rautiainen. He bought the premises of Subway Mikkeli and established Tosiraju Sub Oy in March 2016. He owns another Subway restaurant in Savonlinna, and the company is called SubSavo Oy, established in 2009. The turnover of Tosiraju Sub Oy was 511000 euros in 2016, and for SubSavo Oy it is approximately 550000 euros in a year. (Rautiainen 2017)

The owner, Pekka Rautiainen, hasn't been able to work at his restaurants for a year now, due to health reasons, and according to him, this can be seen in the companies' financial results. In Tosiraju Sub Oy, the restaurant manager is Henna Jantunen, and she deals with restaurant's day-to-day management and supervision. (Rautiainen 2017)

Tosiraju Sub Oy has 8 employees, both full-time and part-time. One of the employees started working at Subway after the thesis process was initiated, and since she was still new at the job at the time of the interviews, she wasn't interviewed. All of the interviewees were female and had worked for Subway from 9 months to 2,5 years. Since the employee, who had worked the longest time, had been at Subway for only 2,5 years, a question about an employee retention rose. If the employee retention rate is low, what can be done to change the situation. Motivation is often linked with the employee retention, and therefore the employee motivation was chosen as a topic for the thesis in question. (Rautiainen 2017; Jantunen 2017)

5 RESEARCH METHODS AND COLLECTION OF DATA

5.1 Research methods

The aim of the research was to find ways how to motivate the employees at Subway. Considering the fact that Tosiraju Sub Oy has only eight employees,

it was reasonable to use the qualitative research methods instead of the quantitative, which suits more researches with large amounts of responses.

The qualitative research is used to acquire information from small groups, usually from 3 to 12 people. The quality of data collected from the qualitative research is commonly deep, since this method allows the participants to explain not only their answers in detail but also the reasons behind the answers. The qualitative research results answer to questions such as “why”, “how”, and “what kind of”, and the results are usually not generalized to bigger population. The method is used to help to understand and describe phenomena. The advantages of the qualitative research compared to the quantitative are that it enables more complex aspect of the answers and the data is deeper than with the quantitative research. On the contrary, qualitative research can be time consuming, and the reliability of analyzing the answers might lack. (Virrolainen 2016)

The interview was selected from various qualitative research methods, and only one type of interviews was selected to conduct the research. The method used is face-to-face semi structured interview, which was implemented with one participant at the time, since the questions included topics about coworkers, and it was highly important to gain the most honest responses.

The interview is one of the qualitative research methods and it can be structured, semi-structured, or unstructured. The structured interviews usually produce quantitative data, and with the unstructured interview the purpose is to gain more of observational data. Therefore, a semi-structured interview fit to the purpose of the research the best. The semi-structured interview usually contains predetermined open-ended questions, and additionally other questions that are originated during the interview. (DiCicco-Bloom & Crabtree 2006, 315)

The research question was stated before conducting the interviews as: *“How to increase the motivation of the employees working at Tosiraju Sub Oy?”*. This led to a more detailed question, *“What kind of things motivate the employees working at Tosiraju Sub Oy?”*. The interview questions were built up

on this question, and the purpose of the interview was to figure out what motivation styles suited the current employees. With the gained knowledge and theoretical information about different motivation theories, the purpose was to find suitable ways how the management of Tosiraju Sub Oy could improve the employees' motivation.

Reliability is a factor that has to be considered when implementing a research. Reliability means that the research can be repeated with the same results, and that the research is reliable when it produces the same results at least twice (Briggs & Coleman 2007, 92). If the research in question would be repeated exactly the same way, it is possible that the results would match, but since most of the questions were about how the participants felt, the results may vary depending on how the employee feels at the time of the repeated interview. For example, if the supervisor had just complimented a participant before the interview, she might not think the recognition as big issue as she would have done the day before. However, the responses should be similar even if they are not identical.

Reliability is not as important an issue with the qualitative research methods as it is with the quantitative, and in fact, Briggs and Coleman (2007, 93) state that in case of interviews, the reliability should not be over-emphasized since increasing the reliability can reduce the validity. The reliability requires a highly standardized approach while the validity might require a friendly and compassionate approach which allows participants to answer how they truly feel. (Briggs & Coleman 2007, 93)

The validity of the research, also known as trustworthiness, was pursued by a friendly approach towards the participants, and by the interviewer expressing social cohesion with the participants. In order to gain the most truthful answers, the answers were recorded anonymously, and the atmosphere of the interview was tried to make as relaxed and unofficial as possible. During the interviews, the interviewer was encouraging the employees to tell what they actually thought, and not to worry about being identified from the answers.

5.2 Data collection

The interviews were implemented during three different days within a period of one week. The schedules for the interviews were planned together with the manager in order that there would be multiple interviews in one day, and the employees wouldn't have to use their free time for it. Therefore, the interviews were supposed to take place during a certain part of a day when most employees were working at the same time.

Three of the employees were interviewed on Friday 22nd, two on Saturday 23rd, and the remaining two were interviewed on Wednesday 27th of October. The newest member of the team was not interviewed, since she had just started to work at Subway weeks before the interviews, and therefore her image about the existing job practices might have distorted the results. Each interview was estimated to last 15 minutes, and it was a private conversation between the interviewer and the interviewee.

At the beginning of each interview, it was stated clearly that the answers would be anonymous and it would be impossible to recognize the employee from the answers. The estimated time that the interview would take was told, and the topic of the research was stated in detail. It was emphasized how there would be no wrong answers, and how the interviewer would hope honest answers with possible examples, not to be used in the report but to help to understand the meaning behind the opinion. In addition, before beginning the interviews, each interviewee was asked for permission to be recorded, in order to have more specific answers for writing the results and for no other use.

The interview included 17 questions, with several follow-up-questions to gain more specific answers. Each question was planned carefully and based on the theory review of the thesis. Most questions were linked to a specific motivation theory and were categorized based on the theory behind the question. Follow-up questions were not planned beforehand, and not asked from every participant, but were used only to gain more insight on the topic and to specify the answer, and therefore were not considered as actual interview questions. The list of the questions can be seen in the appendix 1 in the same order as they were presented to the interviewees.

The interviews were estimated to last for 15 minutes, which was quite similar to the actual length. All of the interviews lasted from 12 minutes to 20 minutes, most of them being between 14 and 16 minutes. The interviews took place during the employees' working time, in order to have their usual state of mind at work present.

After conducting the research, the results were written down from the recorder. First, the answers were quoted exactly the same way, and then formulated the way that the individuals can't be recognized. Both the questions and the answers were translated from Finnish to English, due to the thesis being composed in English. When analyzing the data, the similarities were looked for in the answers, in order to see on what the employees agree and which not. Everything was written down in the results section, which led to making conclusions based on the results.

6 RESEARCH RESULTS

The results of the interview will be presented anonymously, and therefore no direct quotes can be used. Moreover, the exact number of "yes" or "no" answers won't be revealed if there is a possibility to identify the interviewee, and therefore it is not presented if only one person disagreed. The answers are presented as much in detail as possible in order to retain the anonymity of the answers.

The interviews took place in September, and seven employees out of eight were interviewed within a period of one week. All of the employees were female, 18-21 years old. The employees had been working from 9 months to 2,5 years, and four out of seven participants had another job or studies in addition to the work at Subway.

17 questions were divided into five themes: Level of Motivation, Relationships, Job Description, Rewards, and Personal Needs. The questions included in each theme can be seen in the table 1.

Level of Motivation	1. On a scale from 1 to 10, how motivated are you at work?
	2. On a scale from 1 to 10, how motivated were you half a year ago?
	3. Are there any differences in the level of your motivation during the times when going to work compared to being at work?
Relationships	4. Do you trust your supervisor and do you feel that she trusts you?
	5. Is communication between you and your supervisor regular and informative?
	13. Are you given feedback regularly? Is it both positive and negative? How is the feedback delivered?
	14. Do you prefer to work in a team or alone?
	15. How much do your colleagues effect your wellbeing at work?
Job Description	6. Are you being trained regularly and are you given clear development goals?
	7. Are your work tasks challenging enough and do you feel that your job is meaningful?
	12. Does your supervisor set you clear goals?
	17. Can you learn new skills and develop enough in your work tasks?
Rewards	8. Are good job performances rewarded? Are there both physical rewards as well as praises and recognition?
	9. What is in your opinion the best type of reward?
	10. How much does the salary motivate you?
Personal Needs	11. How much do days off and vacations affect your well-being at work?
	16. Are your personal needs taken care of at work?

Table 1. Questions Divided Into Themes

6.1 Level of motivation

The first theme, the level of motivation, included three questions:

1. On a scale from 1 to 10, how motivated are you at work?
2. On a scale from 1 to 10, how motivated were you half a year ago?
3. Are there any differences in the level of your motivation during the times when going to work compared to being at work?

These three questions were asked first, and the purpose behind them was to find out how motivated employees were with their jobs before going it through in detail. If the first two questions were asked last in the interview, participants' answers might have been very different, since they already had thought of many different parts of the motivation. In this case, the purpose was to get the first impression.

The results for the questions 1 and 2 can be seen in Figure 7. The employees' answers for the question *"On a scale from 1 to 10, how motivated are you at work?"* were all between 4 and 8, over half being 8. As a comparison, the employees answered for the question *"On a scale from 1 to 10, how motivated were you half a year ago?"* with the scores between 6 and 10. The change between two answers was never more than two units, and four employees out of seven were more motivated six months ago. If the employee was more satisfied at the time of the interview than half year ago, the change was for all three employees only one unit.



FIGURE 7. Results for "How Motivated Are You at Work?"

The third question of the interview was *“Are there any differences in the level of your motivation during the times when going to the work compared to being at work?”*. This question refers to the idea of the work during employees’ free time, whether the image about the job is different from how it is actually experienced. The employees were interviewed during their work shift, in order to get the image of their work motivation at the workplace, in case it differs from their feelings during their free time.

The results for this question were almost unanimous, nearly everyone replied that the level of motivation was lower before work than at work. However, almost half of the employees said that usually there was no clear difference, but admitted that sometimes it was hard to go to work. Many personal and situational reasons were given for this effect, but one that came up more than once was that the colleagues made employees’ workdays better at work.

6.2 Relationships

The second theme included five questions:

4. Do you trust your supervisor and do you feel that she trusts you?
5. Is communication between you and your supervisor regular and informative?
6. Are you given feedback regularly? Is it both positive and negative?
How is the feedback delivered?
7. Do you prefer to work in a team or alone?
8. How much do your colleagues affect your wellbeing at work?

The questions in this theme are based on the relationships between the supervisor and the employees, but also on the relationships amongst the employees. The importance of well-delivered feedback and instructions from the supervisor is explained in the theoretical review, in Goal Setting Theory and Four-Drive Theory among other Chapters. The trust between the supervisor

and the employee refers to Employee Engagement, and also to Maslow's Hierarchy of Needs. The Hierarchy of Needs also covers the need to belong, and therefore the last two questions were asked.

The results for the question *"Do you trust your supervisor and do you feel that she trusts you?"* was unanimous about supervisor's tasks: everyone trust their supervisor to handle salaries, schedules, and other management related tasks on time, and almost everyone thought that the supervisor also trusted the employees. However, some did not trust her as much with personal issues.

The question *"Is communication between you and your supervisor regular and informative?"* generated contradictory answers. Several participants said that they received enough information and often, while others said they weren't sure about if they knew everything they were supposed to, or that information was incomplete. The supervisor's tool to communicate, a group chat in an application WhatsApp, was mentioned in almost every interview, but while some thought it was an excellent channel to communicate, others thought that important messages got lost due to other irrelevant messages, and that there was a need for another way to communicate the most important messages.

The third question within this theme, *"Are you given feedback regularly? Is it both positive and negative? How is the feedback delivered?"* also divided the answers. When talking about the regularity of the feedback, around half of the participants answered they received enough feedback, while the other half didn't think the feedback they got was enough. Most of the employees thought they got more negative feedback and rarely positive, while some thought they received mostly positive feedback.

Almost everyone agreed that the feedback was usually shared and public, instead of personal and private. Once again the company's WhatsApp group chat appeared in the discussions which was told to be the usual channel for the feedback. Several participants told that the negative feedback in the group chat might ruin their days off, since WhatsApp was being constantly used in their daily basis, instead of just at work. More than half of the employees identified feedback as constructive, while a few explained it to be abstract.

The answers to the question *“Do you prefer to work in a team or alone?”* were unanimous, everyone replied to prefer to work in a group. However, a few answered to also enjoy sometimes working alone, but not regularly. Again, the unanimous answers for the question *“How much do your colleagues effect your wellbeing at work?”*, since everyone mentioned their colleagues to be a big part of their motivation and bringing strength to work. A few answers brought up problems in the atmosphere during the spring which affected their motivation, but assured that those problems were solved. Coworkers were said to increase the employee’s motivation by being in the same situation, as well as by giving positive feedback and encouraging at work.

6.3 Job description

Four questions were included in the theme Job Description:

9. Are you being trained regularly and are you given clear development goals?
10. Are your work tasks challenging enough and do you feel that your job is meaningful?
11. Does your supervisor set you clear goals?
12. Can you learn new skills and develop enough in your work tasks?

The questions included in the Job Description theme are based on Chapters about Employee Engagement, Goal Setting Theory, Acquired Needs Theory, and Four-Drive Theory. These theories claim that employees need to be challenged, have clear goals and meaningful jobs, and a possibility to constantly develop themselves.

The first question of the third theme was *“Are you being trained regularly and are you given clear development goals?”*, and there were plenty of differing answers. When someone said that they were being trained regularly, others said that only when necessary or not at all. The quality of training was criticized but explained by telling that when employees teach one another, it is hard to keep on track who knows and what, and therefore the comprehensive training usually lacks. Several employees told that they were being trained at

the time, or were recently trained for new tasks, but they suspected that after those tasks there wasn't much left to learn.

The next question, *“Are your work tasks challenging enough and do you feel that your job is meaningful?”*, had many similar answers. Most of the interviewees said that the job was not challenging enough, and that their job didn't feel meaningful for the society. However, nearly everyone agreed that their job felt meaningful for the company. Some stated that their job felt challenging enough, but added “for now” in the end, indicating that once they have learned more in the job, it would no longer be challenging enough. Furthermore, a few pointed out that the customer service made the job more interesting, since every customer was different and brought new challenges to the job.

The question *“Does your supervisor set you clear goals?”* was answered with very different answers, some saying that there were no goals, while some said they knew exactly the goals their supervisor had set. However, almost everyone agreed about knowing what was expected from them at their job on the daily basis.

Mostly interviewees agreed in the question *“Can you learn new skills and develop enough in your work tasks?”*. More than half of the employees said that there were not enough tasks to learn or areas where there was room for development, but some of participants said they still had many unknown tasks in the job, even after working for a long time for Subway. Some employees added that there could be enough things to learn, in case one wanted to proceed to the supervising position.

6.4 Rewards

The fourth theme called Rewards included the questions:

13. Are good job performances rewarded? Are there both physical rewards as well as praises and recognition?
14. What is in your opinion the best type of reward?
15. How much does the salary motivate you?

The three questions above were based on the theory Chapters Rewards and Recognition, and also Employee Engagement, Expectancy Theory, Acquired Needs Theory, and Four-Drive Theory.

The question *“Are good job performances rewarded? Are there both physical rewards as well as praises and recognition?”* had very contradictory answers, since the answers were very absolute. Some of the interviewees said that there were absolutely no rewards while some told that they were regularly rewarded, and the rest said that sometimes good performances were rewarded, but there was no regular system for it. However, almost everyone admitted that sometimes good performances were rewarded with recognition, but again, half of the group said it was common when others said it rarely happened. A few employees told that sometimes good performances were rewarded with a physical reward, but others said that it had happened once or twice a long time ago.

“What is in your opinion the best type of reward?” was answered in very similar ways. Most of the employees thought that recognition and praises were the best rewards, especially when given in the moment of a good performance. Some added that also an additional financial reward would be nice, but they if they had to choose, they would prefer recognition. The follow-up question, *“How much does the salary motivate you?”* had two different kinds of answers: it was either the only reason for work there, or part of it, but not the main reason. There was a connection between the two questions, since most of the employees who would appreciate financial rewards were more motivated by the salary.

6.5 Personal needs

The theme about the employee’s Personal Needs included two questions:

16. How much do days off and vacations affect your wellbeing at work?
17. Are your personal needs taken care of at work?

Both of the questions were inspired by the Maslow's Hierarchy of Needs, especially the lowest level of the hierarchy, which consists physiological needs such as food, water and rest.

The question "*How much do days off and vacations affect your wellbeing at work?*" generated answers from important to extremely important. However, several participants brought up the issue of being asked to work on their days off, which according to them lowers their motivation and increases their stress, when one has to be prepared being called to work on their free-time. These answers led to a follow-up question about saying "no" to the request to come to work, and almost everyone told how it would make them feel guilty and more stressed about the situation. Some of the interviewees mentioned noticing the consequences of denying extra shifts in the working atmosphere, but most of the participants explained that feeling guilty about denying work was only in their head instead of external pressure.

The question "*Are your personal needs taken care of at work?*" refers to such things whether the employee is able to have a break when needed and eat when hungry. The answers were divided, others saying that they were allowed to eat when they wanted, while others argued that their lunchbreaks were too short, and they were allowed to have one only if there was time. If it happened to be a busy day, there was no time to eat.

7 CONCLUSIONS AND SUGGESTIONS

During the interview, many different aspects came up. Usually the interviewees were able to explain the reasons why they felt the certain way, but in some cases the answers were expressed as facts, and no further explanation was given. Some of the questions had unanimous answers, but some had opposite results.

One of the most interesting questions was whether good performances were rewarded. Some of the participants told that they were not rewarded, while others said that they were continuously rewarded. In the discussion with the employees who thought that the rewards were not given, they mentioned that sometimes some employees might get a physical reward, but that happened

rarely. Therefore, it might be concluded that the ones who thought everyone was rewarded, were the ones who occasionally had received a reward. This might make them think that it is common amongst the entire staff. However, based on the others' answers, it seems that the rewarding system lacks regularity.

Based on the theories mentioned in Chapter 2, such as Employee Engagement, Expectancy Theory, and Rewards and Recognition, it is highly important to have a functioning rewarding system. The employees should know what kind of performances are rewarded and the rewarding should be regular. According to Expectancy Theory, when employees know what is expected for a certain reward, when the reward is attractive enough, and when they know it was very likely to receive the reward, their performance was highest, which led to most satisfying results.

Therefore, the supervisor at Tosiraju Sub Oy should pay attention to the rewarding system. Establishing a continuous rewarding system could increase the employees' motivation significantly. A functioning reward system includes attractive rewards, and it should be stated clearly what specific action leads to the reward. It is also important that the desired behavior is rewarded every time, or otherwise the employee's trust for the rewarding system can decrease. The rewarded performance can be challenging to achieve for the employee, but it should be rewarded continuously.

When asking about the rewards, some mentioned that they would like a physical reward once in a while, but in addition everyone said that they would prefer recognition. The participants told that praises and good feedback stayed in mind, and it made them feel better for a longer time than a financial reward. Based on the employees' opinions about the recognition, it would be a sufficient rewarding style.

In addition to the rewards, several participants expressed that they would like to have a small reward for coming to work on their day off. This was explained more by telling that there had been multiple absences due to an illness, and therefore some employees had had to go fill in. According to them, this should

be rewarded somehow, since they are sacrificing their days off to come and help at work, and they feel that they are not appreciated enough.

The next topic that has an important role in the motivation is feedback. The feedback is a part of several motivational theories, and it is a significant factor in the working life. In the theory about Employee Engagement, feedback is used to communicate with employees about the goals, and the Goal-Setting Theory claims feedback to be a way to correct wrong actions and clarify the goal, in order to make it possible for the employees to reach their full potential.

When asked the participants about the feedback, the answers were divided. Some of the employees felt that they received both positive and negative feedback often and regularly, while majority felt that there was not enough feedback given, and that it was mostly negative. Several participants mentioned the group chat, and told that the feedback was usually given there, and it was given to the entire group, instead of pointing out one employee and her actions. Feedback might lose its effectiveness when it is general and not targeted to a certain person (Virolainen 2016).

Since several employees felt that the feedback is irregular and negative, the supervisor should pay attention on how to deliver feedback. the feedback should be continuously given, and negative and positive feedback should be balanced. Feedback is a tool to correct wrong actions, and to guide employees in their everyday work, however, when giving negative feedback, it should be given as soon as possible after the wrong action, and in a constructive way (York 2017).

The supervisor can deliver constructive feedback by giving clear advice on how to improve the action, instead of only telling what is done wrong. She can also combine positive feedback to a constructive, for example first telling what was done right, and then telling what tasks require attention, in order the employee to be more open to feedback. Positive feedback is as important as negative, since it is important for employees to know what was done right. When delivered right, both a positive and constructive feedback can improve the employee's motivation. (Virolainen 2016)

Feedback is also most effective when given in person and in private (York 2017). Employees' group chat is a great way to give information and general feedback to the employees, but personal and direct feedback should be also given. In case of Tosiraju Sub Oy, it is sometimes challenging to give feedback face-to-face, since the working hours are long, and the supervisor can't be present all the time, but even if not given face-to-face, the job should include personal feedback so that the employees can focus on their own performance and how to improve that.

When it comes to company's WhatsApp group chat, the employees had mixed feelings. Most agreed that it was a great channel for information, however, sometimes important messages didn't get enough attention due to multiple less important messages. Several participants also expressed their concern about giving feedback in the group chat, since the chat is read usually instantly, it caused them stress during their day off. Therefore, several different communication channels could be used for different purposes. However, this might be confusing to the employees if they are not sure which channel to use to communicate a certain type of issue.

Since the application called WhatsApp is a way to reach each employee immediately, regardless whether the employee is working or not, it should be used only for urgent issues. The supervisor could find another communication channel for the feedback, for example something that can be read only at the workplace. It was mentioned in the interviews that sometimes a customer's feedback is printed and put on the wall at the workplace, therefore the feedback could be given only this way instead of multiple different channels.

Based on several responses about the important messages being lost in the amount of less important messages, another communication channel should be established for important information from the supervisor to the employees. This could be arranged also in a way that the information is received no earlier than when arriving to the workplace. Perhaps the supervisor could print documents with important news, and for example place them in a binder at the workplace. The employees could start their shift by reading the binder, and therefore they would remember the important information at the workplace easier. In case the older information was stored in the same binder, it would

be an easy way for employee to check what was said before about the same issue, in case it was needed later.

The group chat is an effective tool to communicate, and being the only channel, it is clear where to ask for advice and check if something was said about a certain topic. However, negative feedback in the group chat during a day off can increase the employee's stress levels and therefore lower her motivation. In the worst case scenario, it might lead to serious problems, and therefore it might be better to give work-related news at the workplace. The group chat could be used for other issues, such as changing shifts amongst the employees and informing some urgent issues that need to be acknowledged as soon as possible.

It can be sometimes hard to arrange personal feedback, especially if it is sensitive in a way that requires a private place. The supervisor has her own working schedule, which does not always fit with employees' schedules, and therefore there might be employees who haven't been working with the supervisor for a long time. This complicates not only when to give the feedback, but also on what grounds the feedback is given, in case the supervisor doesn't know how the employee performs.

However, based on the theory and the interview results, the feedback should be continuous and personal. Some of the employees felt that they were not receiving enough feedback, especially positive feedback. Some of the participants felt that they needed more constant feedback and recognition from the good performance, which can be easily arranged. The employees should hear it from the supervisor, when they have done something right, and since everyone told recognition to be the best reward, the supervisor should pay attention to this area.

One minor issue that rose in the discussions was the lack of proper lunch-breaks. This refers to the theory part of personal needs. According to Maslow's Hierarchy of Needs, explained in Chapter 3.1, the primary needs need to be satisfied before a higher level needs can be thought of. This means that if basic needs are not satisfied, the employee's productivity will decrease, since the urge to satisfy lower level needs is high.

The employees are allowed to eat during work and their lunchbreak is paid for, but it is not defined when and how long the break is. Depending on how busy the day is, one might have to wait her lunchbreak for a long time, and when being on a break, she has to rush with eating since there are customers waiting. This was mentioned only in a few interviews, and it was told that the employees had been discussing the issue with the supervisor, and they are trying to find a solution for this. The employees felt better after the issue was being discussed, and they didn't feel like it affected their motivation significantly.

Lastly, the question about how challenging the job is, and if employees are trained regularly. Mostly participants replied that they were not trained, but also that there weren't much to train for. Once the basic tasks in the job are mastered, there are only the tasks that the manager deals with, and at the moment some of the participants were trained for those tasks. Therefore, the lack of training might be an issue, especially based on the theories about Employee Engagement, and Goal-Setting, but the employees themselves didn't think this was an issue.

The job was not seen as challenging after one had learned the basic functions of it. Some of the participants answered that they felt like the job was challenging enough, because they still had areas that they needed practice in. Others said that unique customers create unique situations, and therefore the job can be sometimes challenging. Otherwise, some of the participants didn't feel that the job was challenging enough.

This could be an issue, based on the Employee Engagement and Goal-Setting Theories. Some of the employees added to their answer that they were not going to stay at the company forever, and that they could imagine that if they worked there for a long time, the job could become boring. This might be one of the factors affecting the job retention, and if possible, it should be changed. The supervisor could try to make the job more interesting, for example by giving the employees areas that they are personally responsible for, or train them for new tasks.

All things considered, the main suggestions for the commissioning company included regular feedback, a systematic rewarding program, and a new communication channel. The supervisor at Tosiraju Sub Oy could affect these factors fairly easily, and according to the results of the research, a change in these areas would make a difference amongst the employees and hopefully increase their motivation at work.

7.1 Trustworthiness of the research

As explained in Chapter 5.1 Research Methods, the reliability of this research was not emphasized, since it required a highly standardized approach. Instead, a friendly and compassionate approach was used, in order to increase the validity of the research. This type of approach was used to get the most truthful responses from the participants. If the employees felt a certain way, the interviewer tried to identify with the interviewees, in order to encourage them to express their feelings more confidently and in more detail.

The trustworthiness of the results might have been jeopardized, since the interview took place in a space surrounded by people. It was necessary to implement the research at the place in question, since the interviews happened during the participants' working time, and it was only place near enough where there were no colleagues or the supervisor nearby. The presence of other people around might have made the participants more careful with their words, but it also might have made the situation more relaxed, which could have made them more open.

The idea of implementing the interviews during the employees' work shifts was supposed to bring the state of mind to the interview that they have while working. This way the answers were the most accurate, when talking about their work motivation. However, the recent things that had happened during the workday might have affected the results. For example, if something bad had just happened at work, that would be on the employee's mind, and it could change their image of all the areas of work. On the contrary, if something good had just happened, the participants might have had too positive image of the work compared to the actual image. Nevertheless, the purpose of

the research was to find out what motivates the employees at this moment, and therefore these factors were not an issue but could be used as examples.

7.2 Suggestions for further research

For further research, this study was designed and implemented on a specific group of employees, and the results may vary if a different group is used. Ideas for further research about this topic could be to study motivation deeper, and to investigate how other factors affect employees' motivation, such as leadership and colleagues. Moreover, a further study about the same topic but a different company would make an interesting comparison of how the employees at two different companies or industries differ.

8 CONCLUDING REMARKS

To summarize the research process and the results, this research was made in order to find out how to motivate the employees at Tosiraju Sub Oy. These results can't be generalized to work at every restaurant, since it was focused on each employee's personal preferences. The research was implemented entirely on the basis of what things motivate the employees in question, and how the supervisor can improve their motivation.

The research consisted the personal interviews with each employee, and the interviews were semi-structured, which means that there was a list of questions set up beforehand, but that the conversation was open and included follow-up questions. The interviews resulted some diverse responses, which helped to write suggestions to the commissioning company.

There were three main suggestions for the supervisor at the Tosiraju Sub Oy, and two minor suggestions. First of all, there should be a clear and consistent rewarding system established. The employees should be aware of what kind of behavior is rewarded, and what is not. The second suggestion for the company, was to give feedback more regularly, and more specified. Personal feedback, both positive and negative, should be given constantly, and in a constructive way. The third was to establish more specified communication

channels, each with their own purpose. The employees do not feel comfortable to receive feedback on their days off, but they still need a communication channel where they can be reached at any time for urgent issues.

Lastly, the two suggestions, that were not so critical. It is important to consider the issue with lunchbreaks, but according to the interviews, the ways to improve the system is already under investigation. Another issue was about an area that the supervisor doesn't have much control over, and it was the level of the challenge of the job. There are a few things how the supervisor can try to make the job more challenging and interesting, but there is not much that she can change.

This research was not meant to evaluate the current state of the management at Tosiraju Sub Oy, but to give them suggestions on how they could improve the motivation of their employees. The commissioning party will benefit from the thesis by receiving practical ideas of how to affect the motivation of their employees, and therefore to improve their job performance.

References

Abzal Basha, H. S. 2016. Employee Rewards and Employee Work Motivation: An Indispensable Linkage. *International Journal of Computer Engineering in Research Trends*, Volume 3, Issue 12, 645-646. PDF document. Available at: http://ijcert.org/ems/ijcert_papers/V3I1207.pdf [Accessed 28 September 2017]

Barba-Sánchez, V. & Atienza-Sahuquillo, C. 2017. *Entrepreneurial Motivation and Self-Employment: Evidence from Expectancy Theory*. Springer. PDF document. Available at: <https://link.springer.com/content/pdf/10.1007%2Fs11365-017-0441-z.pdf> [Accessed 14 September 2017].

Benson, S. G., Dundis, S. P. 2003. *Understanding and Motivating Health Care Employees: Integrating Maslow's Hierarchy of Needs, Training and Technology*. Blackwell Publishing Ltd. *Journal of Nursing Management* 11, 317. PDF document. Available at: <http://www.qub.ac.uk/elearning/media/Media,264500,en.pdf> [Accessed 7 October 2016].

Bradler, C., Dur, R., Neckermann, S. & Non, A. 2016. *Employee Recognition and Performance: A Field Experiment*. Zentrum für Europäische, Discussion Paper Number 13-017, 15. PDF document. Available at: <https://ub-ma-doc.bib.uni-mannheim.de/33289/1/dp13017.pdf> [Accessed 6 October 2017].

Brun, J. & Cooper, C. 2009. *Missing Pieces – 7 Ways to Improve Employee Well-Being and Organizational Effectiveness*. New York: Palgrave MacMillan.

Clements, A. J. & Kamau, C. 2017. *Understanding Students' Motivation Towards Proactive Career Behaviours Through Goal-Setting Theory and the Job Demands–Resources Model*. Informa UK Limited, 2. PDF document. Updated 16 May 2017. Available at: <http://www.tandfonline.com/doi/full/10.1080/03075079.2017.1326022> [Accessed 29 August 2017].

Crocker, T. 2015. Five Principles of Goal Setting Theory. Blog. Updated 29 December 2015. Available at: <https://www.pryor.com/blog/five-principles-of-goal-setting-theory/> [Accessed 29 August 2017].

DiCicco-Bloom, B. & Crabtree, B. F. 2006. The Qualitative Research Interview. Blackwell Publishing Ltd.: Medical Education, 314-315. WWW document. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2929.2006.02418.x/full> [Accessed 23 October 2017].

Haider, M., Aamir, A., Abdul Hamid, A. & Hashim, M. 2015. A literature Analysis on the Importance of Non-Financial Rewards for Employees' Job Satisfaction. Abasyn Journal of Social Sciences, Volume 8, issue 2, 341-342. PDF document. Available at: <http://www.aupc.info/wp-content/uploads/2015/12/V8I2-10.pdf> [Accessed 15 September 2017].

Heathfield, S. M. 2017. You Need to Know What Motivation Is – Really. The Balance. WWW document. Updated 3 July 2017. Available at: <https://www.thebalance.com/what-is-employee-motivation-1918108> [Accessed 13 September 2017].

Jantunen, H. 2017. Restaurant Manager. Email discussion 27 July – 24 October 2017. Tosiraju Sub Oy.

Jerome, N. 2013. Application of the Maslow's Hierarchy of Need Theory; Impacts and Implications on Organizational Culture, Human Resource and Employee's Performance. International Journal of Business and Management Invention, Volume 2 Issue 3, 41-42. PDF document. Available at: [http://www.ijbmi.org/papers/Vol\(2\)3/Version-2/G233945.pdf](http://www.ijbmi.org/papers/Vol(2)3/Version-2/G233945.pdf) [Accessed 7 October 2017].

Kahn, W. A. 1990. Psychological Conditions of Personal Engagement and Disengagement at Work. Academy of Management Journal, Volume 33, Num-

ber 4, 694. PDF document. Available at: <https://pdfs.semanticscholar.org/cbb3/887590de9e5dc702b5d2655f8e804669fea0.pdf> [Accessed 12 September 2017].

Lepper, M. R. & Greene, D. 2016. *The Hidden Costs of Reward*. New York: Psychology Press.

Locke, E. A. & Latham, G. P. 2013. *New Developments in Goal Setting and Task Performance*. New York: Routledge.

McShane S. & Von Glinow M. 2016. *M: Organizational Behavior* 3rd edition. New York: McGraw-Hill Education.

Miner, J. B. 2015. *Organizational Behavior 1: Essential Theories of Motivation and Leadership*. New York: Routledge.

Mone, E. M. & London, M. 2010. *Employee Engagement Through Effective Performance Management – A Practical Guide for Managers*. New York: Routledge

Nelson, K. 2015. 4 Ways Great Leaders Use The 4-Drive Model to Impact Employee's Motivation. *Leader's Beacon*. WWW document. Available at: <http://www.leadersbeacon.com/how-great-leaders-use-the-4-drive-model-to-impact-employee-motivation/> [Accessed 8 October 2017].

Pinder, C. C. 2008. *Work Motivation in Organizational Behavior*, Second Edition. New York: Psychology Press.

Rautiainen, P. 2017. Restaurant owner. Email discussion 31 July – 5 August 2017. Tosiraju Sub Oy.

Ruvimbo Terera S. & Ngirande, H. 2014. The Impact of Rewards on Job Satisfaction and Employee Retention. *Rome: Mediterranean Journal of Social Sciences*. Volume 5, Number 1, 486. PDF document. Available at: <http://www.mcser.org/journal/index.php/mjss/article/view/1925/1924> [Accessed 28 September 2017].

Saks, A. M. & Gruman, J. A. 2014. What Do We Really Know About Employee Engagement? Human Resource Development Quarterly, Volume 25, Number 2. Wiley Online Library. PDF document. Available at: <http://onlinelibrary.wiley.com/doi/10.1002/hrdq.21187/epdf> [Accessed 29 August 2017].

Shields, J., Brown, M., Kaine, S., Dolle-Samuel, C., North-Samardzic, A., McLean, P., Johns, R., O'Leary, P., Plimmer, G. & Robinson, J. 2016. Managing Employee Performance and Reward, Second Edition. Cambridge: Cambridge University Press.

Steers, R. M., Mowday, R. T. & Shapiro, D. L. 2004. The Future of Work Motivation Theory. Academy of Management Review, Volume 29, Number 3, 381. Updated 21 May 2014. PDF document. Available at: http://www.jstor.org/stable/20159049?seq=1#page_scan_tab_contents [Accessed 7 October 2017].

Subway 2017. About Us: History. WWW document. Available at: <http://www.subway.com/en-us/aboutus/history> [Accessed 1 August 2017].

Subway 2017. Toiminta Suomessa. WWW document. Available at: <http://www.subway.fi/fi/toiminta-suomessa> [Accessed 1 August 2017].

Virolainen, H. 2016. Research Methods – Qualitative Research. Lecture in Mikkeli 23 February 2016.

York, J. 2017. Behavior in Organizations. Lectures in Pensacola, Florida 2-9 March 2017.

Zoey, L. 2016. Understanding The 4-Drive Model Theory on Employee Motivation. Bert Martinez. WWW document. Updated 13 December 2016. Available at: <http://bertmartinez.com/understanding-the-4-drive-model-theory-on-employee-motivation/> [Accessed 8 October 2017]

INTERVIEW QUESTIONS FOR EMPLOYEES (ORIGINAL)

1. Asteikolla 1-10, kuinka motivoitunut olet omasta mielestäsi työssäsi?
2. Asteikolla 1-10, kuinka motivoitunut olit noin puoli vuotta sitten?
3. Onko motivaatiotasolla eroja töihin lähtiessä ja töissä ollessa?
4. Luotatko esimieheesi ja tuntuuko että hän luottaa sinuun?
5. Onko kommunikointi esimiehen kanssa säännöllistä ja informatiivista?
6. Koulutetaanko sinua säännöllisesti ja annetaanko sinulle selkeitä kehityskohteita?
7. Onko työsi tarpeeksi haasteellista ja tuntuuko se merkitykselliseltä?
8. Palkitaanko hyviä työsuorituksia? Onko molempia sekä fyysisiä palkintoja että kehuja ja tunnustusta?
9. Minkälainen on paras palkinto omasta mielestäsi?
10. Kuinka iso osa motivaatiotasi on palkka?
11. Ovatko vapaat ja vuosilomat kuinka tärkeitä jaksamiselle?
12. Asettaako esimies sinulle selkeitä tavoitteita.
13. Tuleeko palautetta säännöllisesti? Tuleeko sekä positiivista ja negatiivista? Millaista palaute on tyyliltään?
14. Tykkäätkö tiimityöstä, vai yksin suorittamisesta enemmän?
15. Kuinka iso osa työkaverit ovat jaksamistasi.
16. Pidetäänkö henkilökohtaisista tarpeista huolta?
17. Voiko työssä oppia tarpeeksi uutta?

INTERVIEW QUESTIONS FOR EMPLOYEES (TRANSLATED TO ENGLISH)

1. On a scale from 1 to 10, how motivated are you at work?
2. On a scale from 1 to 10, how motivated were you half a year ago?
3. Are there any differences in the level of your motivation during the times when going to work compared to being at work?
4. Do you trust your supervisor and do you feel that she trusts you?
5. Is communication between you and your supervisor regular and informative?
6. Are you being trained regularly and are you given clear development goals?
7. Are your work tasks challenging enough and do you feel that your job is meaningful?
8. Are good job performances rewarded? Are there both physical rewards as well as praises and recognition?
9. What is in your opinion the best type of reward?
10. How much does the salary motivate you?
11. How much do days off and vacations effect your wellbeing at work?
12. Does your supervisor set you clear goals?
13. Are you given feedback regularly? Is it both positive and negative? How is the feedback delivered?
14. Do you prefer to work in a team or alone?
15. How much do your colleagues effect your wellbeing at work?
16. Are your personal needs taken care of at work?
17. Can you learn new skills and develop enough in your work tasks?