

Sales Training and Motivation. Case: Sales Training at LähiTapiola

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The thesis was commissioned by insurance and finance company LähiTapiola. The purpose of this thesis was to identify how to develop sales training for the short term marketing campaigns, how to help the company to improve their current sales training and to find out how much training can effect on persons motivation. The goal was to develop a survey system which the company could use in a future to ensure that the quality of the sales training maintained good. The topic is current because LähiTapiola is training new sales staff continuously and it is important that the company is aware of what works in the training and how it should be developed.

The research was conducted by using a quantitative approach and data was gathered through online survey. The questionnaire themes were: Skills before and after the training, quality of the training and motivation. Survey was done in two parts since we wanted to conduct a follow-up research. After the first survey we went through the development ideas and did some changes on the sales training. Next we conducted follow-up research to find out if the changes had affected on the survey results. Both times the survey got answers from 12 persons who had participated on the sales training.

The theoretical framework is based on literature about sales training, training evaluation and motivation. The main focus is on sales training in general, its impact on job success and benefits of evaluation. The theoretical part also concentrates on motivation and its impact on sales training. Theories are based on among the others Eija Kjelin, Chris Noonan, David Kolb, Robert Gabnes, Donald ,Kirkpatrickcs, Manning & Reese and Whittom & Roy.

Both of the researches gave us important information how to develop the trainings in the future. We were able to make some important changes to the training which proved to be beneficial. Even though we received vital information, the research period was rather short and there should be more extensive sampling for us to get more reliable data. We also had relatively small group of respondents and because of that the research was limited. That has to be taken into account when evaluating research results.

Keywords

Training, motivation, evaluation, improvements, follow up research

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1 Introduction

In today's very competitive business environment, having even a small advantage over the competition is valuable. One of the most important tools that organization can have to ensure that they stay one step ahead is a strong sales team. And in order to get a good sales team company needs to have efficient sales training.

A good sales training is essential for a number of reasons. The better skilled an individual is, the more capable he is to perform in the field. When a sales person is being equipped with right product knowledge, pricing and presentation skills it can make all the difference in the world. A well-executed sales training increases the effectiveness and productivity of a sales person, supports in accessing the skills of a sales person and increases the organization's return on investment. For these reasons, the sales training is a vital part in the world of sales.

Motivation is a significant factor for success. It is an extremely effective tool. Its applications are obvious when selling, perhaps, because the effects are instantly visible. Employees need to be motivated in order to realize their own potential. There are various ways of enabling them to do so. Companies can use rewarding systems to motivate employees according to their needs for extrinsic or external motivation by giving them possibilities to appeal to their intrinsic or internal motivation needs. There are also ways to increase motivation by increasing added benefits

The other factors that motivate employees are the kind of jobs that they are asked to perform, the added benefits like extended vacations and perquisites like company provided accommodation and funding for kids schooling. Medical insurance coverage for the employees and their families can be also used as motivator.

Companies do not always assess the business impact of a sales training program. Often organizations give large expenditures for sales training without understanding the importance of developing business intelligence tools what will help the organization to improve the measurement of the training programs effectiveness. Training evaluation will also help to develop the training program itself. Without a well implemented training evaluation there is a risk that the evaluation can only be seen as a cost for the company. If the evaluation results concerning the contribution of training are not available, then there is a threat that training will be cut during the economic downturns. Also if the learning and developing is not properly aligned to company's objectives, there is a risk that learning and developing functions will not be fully understood. Often if the company has low status for

training functions it is because they are unable to demonstrate the contributions that the training can make. Some organizations can also see training as a “must do” instead of a tool for delivering better performances.

If the training and its evaluation is done properly it will deliver continuous rises in efficiency. In this thesis we will demonstrate a tool for training evaluation and show how training can be improved when it is regularly assessed.

1.1 Thesis Topic and Questions

We became interested in sales trainings when we were given a chance to organize training for one of our selling campaigns in the end of 2014. Our mission was to organize effective and motivating sales training for a group of business college students. We made a plan for the content of training, timetables, booked training classes and recruited motivating trainers. The training went extremely well and results of campaign were impressive. We received a lot of feedback from the students and from their teachers. The feedback was mostly good but they also gave us some good development suggestions. Due to success of the campaign, LähiTapiola’s management became interested of our training and short term marketing campaigns in general. They suggested that these kinds of projects were beneficial and they encouraged us to organize more projects in the future. This got us even more interested to study how to develop future sales trainings and to find out how much training can effect on one’s motivation.

The main purpose of this thesis was to study how sales training could be developed in LähiTapiola and to study if training effects on learners’ motivation. In this research we will try to find out what kind of sales training methods are effective and how effectiveness of training can be developed. Another important question is regarding motivation, how trainings effects on motivation? What kind of motivators can be used during the trainings and what is the role of trainers when the view point is motivation?

One of our main goals was to develop a practical survey system for the LähiTapiola. We chose to build a quantitative survey which the company was able to use in the future in order to ensure that the quality of trainings remained well.

For the first research we chose to study the sales training that we arranged for marketing campaign called booking-campaign. The training was organized for twelve business students from Helmi Business College. The main idea was to develop other upcoming trainings using the research outcomes from our first training evaluation. Based on the evalua-

tion results, we developed our next sales training by changing training methods and using different kinds of motivators.

For the second research, our follow-up research, we chose to study another marketing campaign called Kesäkiertue. Training was also organized for twelve persons and the demographics were quite similar than in our first research. After the follow-up research we were able to see if the changes we made on the training had any effects on the results.

Although the campaigns we chose for this research are different in content, the goals for the training still stayed the same. The campaigns may vary and training content can be different between the trainings but the main goal of the training stays the same: to develop knowledge and skills and add motivating elements to the training. This study focuses on how to maintain the quality of the training and how to develop it in a way that it stays as efficient as possible.

All together the study took us to 1,5 years to implement. In that time of period we planned, implemented and evaluated two sales trainings.

1.2 Case Company: LähiTapiola

LähiTapiola is one of the Finland's leading insurance and financial service providers. The company is formed on 20 regional companies, Helsinki metropolitan area being one of them. LähiTapiola is owned by its customers and it is not a public company. The company has not held its initial public offering. Ideology behind this is that LähiTapiola can offer better prices and benefits for its customers since there are no third parties involved. LähiTapiola brand is quite new, Tapiola and Lähivakuutus merged on 2013 and since 2013 the general manager has been Erkki Moisander.

There are over 300 offices around Finland. Local offices offer services such as insurances, investments, finance and pensions. Even though the offices operate locally, LähiTapiola's customers are welcomed to use all the offices around the Finland regardless of which area they belong.

One of the core values is to be close to the customer. This is the ideology behind the company's name and the reason why LähiTapiola is operating locally. The company believes in personalized service and they want their customers to feel that they are equally important. LähiTapiola wants to provide them services that are suitable for them, not just profitable for the company. In practice this means that LähiTapiola aims to open offices all

around Finland and the product packages they sell are usually custom made for each consumer. This way the customers will get right insurances and banking services instead of buying mass products which do not match with their needs.

LähiTapiola's core business is in insurances, especially in life insurances. These insurances cover accidents, sicknesses, death and unemployment. The purpose of life insurances is to ensure the standard of living if anything should happen to insured. Life insurances are listed below:

- Accident insurance (The insurance will cover medical expenses and ambulance transportations)
- Medical expense insurance (It will cover doctor visits and medicines)
- Child insurance (The insurance will cover child's doctor and hospital visits and medicines)
- Travel insurance (Insurance will cover medical expenses overseas)
- Severe illness insurance (It will cover the medical expenses, surgery's and hospital bills)
- Life insurance (Life insurance will cover the expenses caused by death)
- Disablement insurance (For people who are unable to work due to severe illness)
- Health insurance (For elderly people, covering surgery's and rehabilitation)
- Couple insurance (Life insurance for couples)

LähiTapiola also insures properties and assets:

- Cars, motorbikes, boats and traffic insurances
- Animal insurances (Dog, cat, horse)
- Home and summer cottage insurances
- Forrest insurances

Addition to insurance products LähiTapiola provides following services:

- Banking
- Pension savings
- Insurance savings
- Private banking (For customers with 100 000 euros or more)
- Real estate financing
- Investment funds

In recent years LähiTapiola has organized more short-term marketing campaigns and projects in cooperation with business colleges and universities. LähiTapiola aims to offer young business students a chance to get more work experience and help them to get a good job after graduation or alongside with their studies.

LähiTapiola also has its own LähiTapiola Akatemia which is a training academy for LähiTapiolas employees. Akatemias' purpose is to make sure that everybody will get enough training in order to succeed in their jobs at LähiTapiola. Academy is very important and useful when it comes to developing employees work skills, especially for those who have worked in the company for years. They can continue learning new skills

and developing their professional careers. When it comes to training for short term campaigns, LähiTapiola Akatemia may not be the best option. Many times the information is too advanced for new workers and it is not cost-effective. The best benefit will be gained using LähiTapiola's salesmen and other experienced personnel for training. (LähiTapiola 2015)

For this study we chose two different kind of short-term campaigns to study. The following chapters will talk about the campaigns more closely.

1.3 Booking Campaign 2014

In September 2014 LähiTapiola and its cooperation partner Helmi Business & Travel College decided to try something new and innovative. LähiTapiola organized a short term booking campaign with the students from the Helmi Business collage. The idea of the campaign was that the students were booking appointments for LähiTapiola's salesmen in a period of two weeks. This was beneficial for both participants, LähiTapiola and Helmi Business & Travel Collage. The students got important work experience in a big Finnish insurance company and they also got the chance to prove their skills. Students were evaluated throughout the project. In the end of the campaign they got references from LähiTapiola and a good opportunity to be noticed in the future when applying a job from LähiTapiola. In LähiTapiola's perspective, the company was able to develop positive brand image, grow their sales and customer base, and also find new talents and possible future employees. LähiTapiola's salesmen also saved time because they did not have to do the booking themselves. They were able to concentrate on the appointments with customers and on selling. For the students, the work hours were from 9 am to 3 pm on weekdays.

Our mission as trainers was to organize short, intensive and motivating sales training for the students and getting them ready for two weeks intense working period. The training itself took two days (Attachment 1).

First day started with lunch at 11.30 am and after the lunch we started official training with a welcoming speech by LähiTapiola's CEO. Next we introduced LähiTapiola as a company. It was important for the students to understand the bigger picture so they were able to understand the company's missions and values. This was vital background information for them when practicing sales arguments. The day continued with product and service training. Product training was done mostly by lecturing and we kept changing the lecturer so it

was easier to follow and keep their attention to the teaching. In the end of the day one we summarized things learned during the day and gave the students exercises to do.

The second training day was more practical training. The day started at 9 am with the theory of how to call to the customers. We went through the main goals of contacting people and used some case studies and demonstration phone calls for an example. The day continued with a lunch break and after the lunch we practiced how to use tools and programs needed in the job. In the end of the day we went through our missions and goals for the project and launched competition for the students. The second training day ended at 3 pm.

In our training we used internal motivators like continuing encouraging and active presence of trainers during project. And as external motivator we used daily goals. One of the goals was to book five appointments with the clients and then finish the day early. We also had other motivators like movie tickets for the one who booked most appointments during the week and gift cards for those three students who booked the most appointments during the whole project.

1.4 Kesäkiertue 2015

We organized our second short-term campaign in May 2015. The project was called LähiTapiola Kesäkiertue 2015 and we recruited twelve young people for this campaign. We organized a recruitment day where we interviewed all the applicants and explained the job description. The applicants were mostly from Helmi Business College and University of Helsinki. This project was longer than the booking campaign; the actual working period was two months. Our mission as trainers was to organize short, comprehensive and motivating sales training. The training took three days (Attachment 2).

Kesäkiertue was done in co-operation with HOK-Elanto and all the promotion and selling took place in HOK-Elantos premises. We chose HOK-Elanto's premises because one of the goals for the marketing campaign was to promote fusion of the LähiTapiolapankki and S-Pankki. In two months our summer workers worked at closer to 40 different S-Markets, Prismas and Sokos department stores. Workers were divided into teams of four and they had a small sales counter, roll ups and other marketing materials with them.

The biggest challenge in the training was to train all twelve workers in three days. Unlike in booking campaign, these workers did not work in the same office with us and they were not able to ask assistance as quickly if there were some problems regarding the work.

Also the job description was broader. This meant that we had to make the training a bit longer and more informative. We kept all the same basic materials regarding the company presentation and selling techniques in the training but because this job included direct selling we had to teach the trainees specific product information and detailed selling processes. Training involved basics on how to contact customers, how to present our insurances professionally, how to make invitation to purchase and offer customers high quality service. We also trained negotiation skills and how to maintain customer satisfactory.

One of the main goals for Kesäkiertue was to collect as many customer contacts as possible in two months. These contacts were collected all around Helsinki metropolitan area and then distributed to different offices for the salesmen to contact the customers and to offer them LähiTapiola's products and services. Customer contacts were collected through a quiz which the customers were able to take part in all of our sales counters. There were several prizes, biggest ones being turquoise Jopo-bike, 2000 euros or 500 euros travel gift card. Customers were also able to buy LähiTapiolas travel and accident insurance from our sales counters.

Kesäkiertue training took three days (Attachment 2) and we started our first training day with a welcoming breakfast. After the breakfast we introduced each other's and had a short introduction play. Next we continued with the overview of the company and LähiTapiola's CEO welcomed all the employees warmly welcome. He also explained the objectives and expectations regarding the Kesäkiertue. Our HR department went through the work contracts and we introduced our project team more detailed. Around midday we had a lunch and after the lunch we continued with the basics of insurances and went through LähiTapiola's competitor analysis. Our day continued with more information regarding Kesäkiertue-project and we defined its objects and the workers job descriptions. At the end of the first training day we discussed about LähiTapiola customer segments and how to interact with different kind of customers. The day ended with the short summary of the day's training which was done in teams.

The second day was more intensive. After breakfast we discussed about first day's training and employees thoughts about it. Right after the discussion we started with the theoretical training lecture which was about travel and accident insurances. After the lunch we focused on selling and sales arguments and used teamwork as a training method. This was followed by a workshop on how to use ipad as a selling tool and get the most of its different features. The third and the last training day started with the introduction of S-Pankki and HOK-Elanto. Linked to co-operation of S-Pankki and LähiTapiola we discussed about S-Bonus and how customers were able to get it from LähiTapiolas insur-

ances. We also talked about LähiTapiola's own loyalty program, Omaetu. We also had team assignments between the lectures. After lunch we did some more assignment and concentrated on the practical side of the Kesäkiertue. We divided the work teams, showed their schedules for the summer and repeated the objectives and rules. We also gave them work clothes and working tools, answered questions if there were anything they were unsure of and made sure that everyone was ready for the coming summer.

In this training, we used also used internal motivators like continuing encouraging and active presence of trainers during project. As external motivator we used weekly goals. One of the goals was to get as many customer contacts as possible. Sometimes we set the limits and sometimes we had as many as possible as criteria. We also measured the amount of sales the summer workers did. We had other motivators like movie tickets for the ones who managed to get most customer contacts during the week and gift cards for those three workers who sold the most insurance and got the most the most customer contacts during the campaign.

2 Sales Training

Companies are hiring new personnel all the time and organizations are creating more effective and better ways to recruit more staff. Companies are developing HR services, corporate culture and the conditions of the employments for the possibility to recruit the right people more effectively. Even though the employment starts when the employee signs the contract it is not enough. It is important to recognize the process that continues after the recruitment and which mission is to welcome the new comer in to the company: training. (Kjelin 2003, 13)

In this chapter we will explain sales training in general and different methods that can be used during the training. We will also go through different evaluation methods. Theories are based on Kjelin, Noonans, Griffins, Siegfrieds, Kolbs, Gagnes and Kirkpatrick's teachings.

2.1 Sales Training in General

Training is beneficial for both, the individual and the company. Its mission is to help the trainee to become a functioning member of the organization. Training aims to give the basic skills for the work but it also seeks to reduce trainees' uncertainty and errors that may occur due the nervousness. Training also seeks to increase the learning speed and improve productivity. It can also effect on working comfort and reduce an employee turnover.

Training does not simply focus on individuals learning, it effects on work management and workplaces sociability. (Kjelin 2003, 48)

Sales training is often perceived being very different from other forms of training. What exactly is sales training and how does it differ from other trainings? According to American society for training and development (ASTD) sales training content can be divided into five important categories. The categories are as following:

- Selling skills
- Product knowledge
- Industry knowledge
- Company-specific knowledge
- Sales management skills

Selling skills include negotiation skills and individual qualities that enable someone to interact effectively and pleasantly with other people. It also includes readiness to solve problems and resolve conflicts. Product knowledge is about the products that the trainees

are going to be selling. It is also technical knowledge that is linked to company's services. Industry knowledge consist overall knowledge of the industry and the competition. It includes information about the markets and the company's current market position. Company-specific knowledge gives an insight about the back office, administrative and other systems. It teaches about the company's supporting functions. Sales management skills are about the people management and coaching. It teaches important leadership, performance management and critical business thinking. (Siegfried 2010, 2-3)

Sales training is a multidisciplinary subject. There is a many different views on it and different views what kind of personal traits does it require to became a salesman. The first step according to Shaneen Borna and Dheeraj Sharma in becoming a professional salesperson is to take an inventory of personal resources. It is also important for salespersons acknowledge and be able to control their own competences.

Body as a resource contains two duplicate categories of habits and cultural binding. Habits are so built in an individual that they are done without conscious thoughts, although individuals can display the behavior daily. Cultural preferences or ties impact on person's daily life and will become a problem if sales person brings them to the selling situations when it is irrelevant or harmful to the act certain way. It is difficult to change cultural ties or habits but salespersons can learn how to adjust them without losing their identity. Voice is also a one thing that can be taken into consideration. Adjusting voice habits is difficult but not impossible. Sales persons should concentrate on their quality, speed, articulation, pronunciation, volume and word choice when discussing with the customer. If adjusting voice is hard, adjusting mind is even harder. Sometimes sales persons end up acting like robots presenting their sales speeches without an imagination or their own ideas. Usually these kinds of people, who forget themselves in the process, lose the customers as well. Often the most skilled sales persons forget their mental limitations and concentrate on the role of selling. (Borna & Sharma 2011, 161-162)

Salespeople often feel abandoned when they meet their customers for the first time in a foreign place. Circumstances can effect on a lot sales persons performance. Unfamiliar circumstances can create stress and as a result and make the sale person memorized sales presentations. Words alone are not enough; a complete engagement of the salesperson in the given situations is a must. For each circumstance there is also a related mood. Salespeople must realize these moods and change their performance accordingly. All sales actions must have a purpose and goals. Any action performed without it will not hold their interest for long. There will be obstacles between the sales person and the goals. Obstacles can be internal which means they develop from sales persons own per-

sonality traits or they can be external, things that the sales person cannot control such as competitors or economic situation. After the sales person realizes his/her obstacles he/she needs to come up with a strategy. Strategy is about the choice which affects the outcomes. Tactics are active elements of dynamic interactions. Sales person should learn how to apply tactics on demand and mix tactics alternating them fast. Sales persons also need to concentrate on selling situations. A skilled person is able to do that in relaxed manner. The best way to achieve focus intentionally is to learn how to do it in a stress-free way. The best way to start and maintain a relaxation practice is by doing it a daily routine. Salespeople need to also develop the physical and psychological characters of their profession. Therefore, an important part of the training should teach them how to develop the skill of observation. (Borna & Sharma 2011, 163-165)

Sales person may have to present the same sales speech over and over again. Repetition makes it hard to have the same sense of passion, spontaneity, and enthusiasm as for the first time. He/she needs to learn how to create enthusiasm when meeting a new customer. There is danger that the sales people stereotype their customers too much. Of course it helps to simplify the massive amount of information but there is also danger that it will prevent them from seeing customers as unique individuals. It is also important to train the sales people to counsel, teach, explain, take care of, debate and discuss. These are some of the most important and frequently used actions by salespeople. One is also a self-assessment. It is vital that the sales persons are aware of their strengths and weaknesses and how to develop them. (Borna & Sharma 2011, 165-167)

2.2 Training Processes

We chose three different training process models to support our study. We selected Chris Noonan's stages in training, David Kolb's experimental learning theory model and Robert Gagne's nine events of instruction. We felt these following models helped us to analyze our data and they also helped us to understand the whole process of training. We also wanted to use training process models which we were able to put in use in practice.

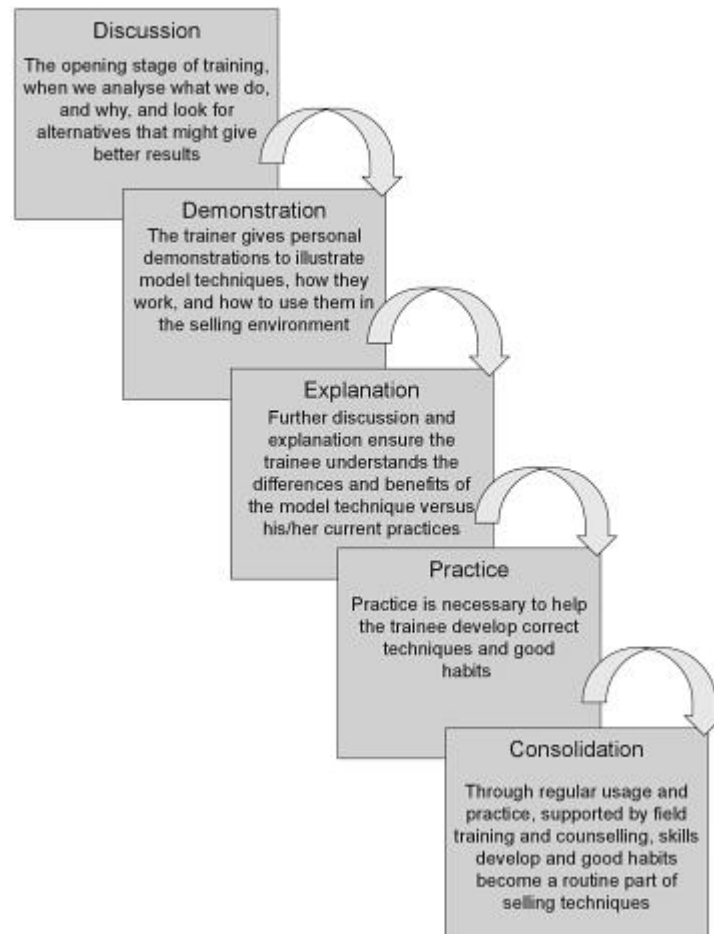
The reason why we chose three different theories was that we were interested to study the process from different viewpoints and all these models had a different take on training as a process. These models helped us to understand how we were covering the different processes and while analyzing the results it made us understand if some of the poor evaluations results were because there were some issues in the training process.

We were also able to try some of these theories in practice when we did our second training. We made some improvements on the training program based on the survey results but we also based some of our improvements on these training process models. We will discuss more on how we used these theories in practice in chapter six and eight.

First training process model that we are going to discuss is Chris Noonans' stages in training. (Figure 1) Noonan has defined sales training in five different steps. According to him there are following stages in sales training:

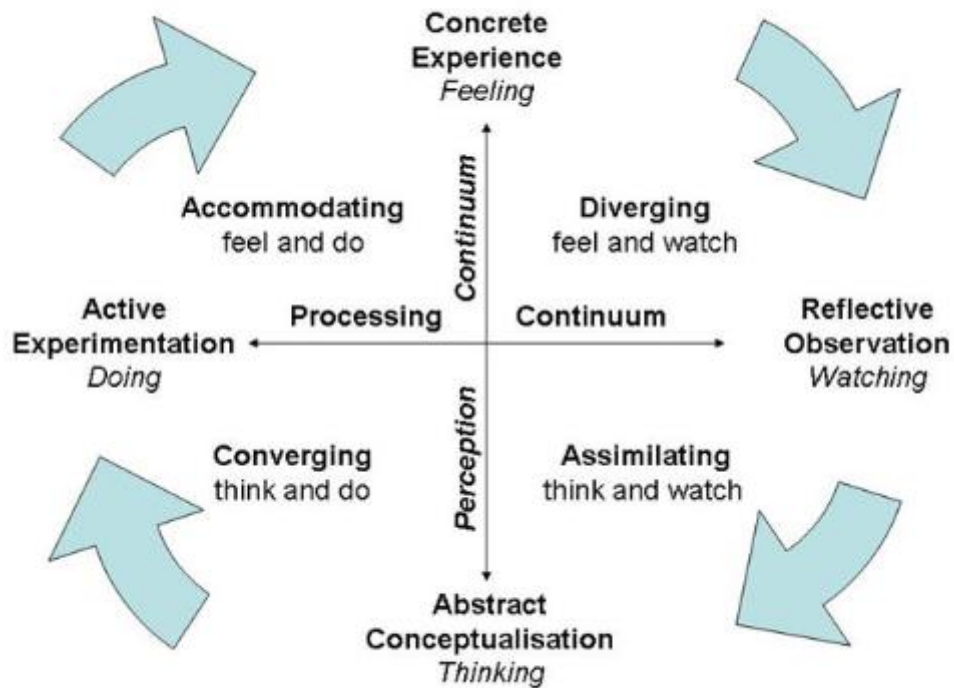
1. **Discussion.** The first stage is for the trainer to assess beginner's current skills and activities and estimate the training priorities.
2. **Demonstration.** In next stage the trainer will provide the trainee demonstration of the work that is according to trainees training priorities.
3. **Explanation.** In the third stage trainer makes ensures that the trainee has understand the training provided to him/her and that the trainer also understands the differences and the benefits of the training model versus his/her current practice.
4. **Practice.** Fourth stage is about practice. It is a necessary stage where the trainee develops right techniques and habits. Practice will deepens the learning and also raises development areas on trainee's knowledge.
5. **Consolidation.** In the fifth part, consolidation, the learning should be stabilizing. With a right amount of practice, training and evaluation, good habits and techniques should become a routine.

(Noonan 1998, 168-169)



(Figure 1. Stages in training, Noonan 1998, 169)

The second training process model we are going to describe is David Kolb's experimental learning cycle which described adult learning process as experimental learning cycle. Learning is explained in a cycle made up of four steps; concrete experience, reflective observation, abstract conceptualization and active experimentation. The learning cycle is also includes in four types of learning styles; diverging, assimilating, converging and accommodating. Kolb's training cycle offers ways to understand individual people's different learning styles. It also gives an explanation of a cycle of experiential learning that applies to us all. (HR Council CA 2012)



(Figure 2. Kolb's experimental learning theory model)

Kolb's learning cycle-model works on two levels. He views learning as a combined process with each step being equally supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through in its logical order. However, the actual learning only happens when a learner is able to accomplish all four steps of the model. (McLeoad, S. 2010)

A four-stage cycle is divided in four parts:

1. **Concrete Experience.** A new experience of situation is met, or a re-interpretation of existing experience.
2. **Reflective Observation.** Reflective observation of the new experience. A specific importance on any inconsistencies between experience and understanding.
3. **Abstract Conceptualization.** Reflection raises new ideas or gives modifications of existing intangible concepts.
4. **Active Experimentation.** The learner tests theories in future situations, resulting in new experiences. (McLeod, S. 2010)

Cycle of training produces immediate or concrete experiences which create a basis for observations and reflections. These observations and reflections are integrated and refined into abstract concepts which are creating new implications for action that can be

actively tested in turn creating new experiences. Kolb says that ideally this process represents a learning cycle where the learner experiences all the stages; cycle of experiencing, reflecting, thinking, and acting. (Businessballs 2015)

Kolb describes that different people favor different learning methods. There are several factors that can influence their preferred style. Kolb claims that our ability to successfully integrate the four different learning styles as we mature. (Businessballs 2015)

Kolb explains that whatever influences the chosen learning method, the learning style preference itself is actually the creation of two pairs of variables. Kolb presents them as lines of axis. Kolb's east-west axis is called the Processing Continuum and it describes how we approach tasks. The north-south axis is called the Perception Continuum and it defines how we think or feel about the tasks. (Businessballs 2015)

The learning cycle is also divided in four types of learning styles. Knowing an individual's learning style enables learning to be design according to the ideal method. Although everybody responds to and needs different kind of learning styles, it is a matter of finding what fits best with the given situation and an individual's learning style preferences. (Businessballs 2015)

1. **Diverging.** These types of people are often sensitive and use imagination when solving problems. They tend to collect information and have often several different viewpoints on things. They tend to watch rather than actively do and they perform better in situations that require loads of ideas. People with a Diverging learning style likes to gather information and they're are interested in people. They often wish to work in groups.
2. **Assimilating.** These people prefer quick and logical approach on training methods. Often ideas and theories are more important than people and they prefer good clear explanation rather than practical opportunity. Usually people with an assimilating learning style are more focused in ideas and abstracts than on other people. They are attracted to logically sound theories than approaches based on practical value. Most suitable training methods for them are readings, lectures, exploring analytical models and self-study.
3. **Converging.** People with this learning style like to solve problems and use their learning to find answers to practical issues. They also make decisions and solve problems by finding solution to questions. People with converging learning style

are talented at finding practical uses for theories. They are good at technical tasks and like to experiment new ideas. They are often less concerned with people and personal characteristics. A Converging learning style supports expert and technology skills.

4. **Accommodating.** People with accommodating learning style use their intuition more than logic. They are fascinated to new opportunities and often use other people's analysis. People with an accommodating learning style will tend to trust on others for information than implement their own study. Most suitable training method for this group is to work in a team. (Businessballs 2015)

A third training process model that we are going to talk about in this study is Robert Gagne's nine events of instruction model (Figure 3.) which was published in 1965. According to Gagne there are nine events that provide a framework for an effective learning process.

THE 9 EVENTS OF INSTRUCTION



(Figure 3. Gagnes nine events of instruction)

The process is divided in nine following steps.

1. **Gain attention.** In order for any learning to take place, you must first get the attention of the student. This can be done by stimulating students with innovations and surprises. Storytelling and demonstrations can be used as a training method and students can ask questions from each other's.

2. **Provide a learning objective.** This step helps the students to organize their thoughts on what they will learn and accomplish. In this stage the trainer will describe and establish criteria for standard performance.
3. **Stimulate recall of prior knowledge.** The third stage helps the trainees make sense of new information by connecting it to something they already know or something they have already experienced. Taking a practice test is usually a good way to stimulate memory.
4. **Present the material.** There are different ways that the material can be provided more efficiently. The trainer can provide examples and present several versions of the same content.
5. **Provide guidance for learning.** Fifth step advises to help students to learn more efficient ways to learn content and use resources available. Good methods for this are concept mapping, role playing, providing examples, providing case studies and visual images.
6. **Elicit performance.** In this step it is important to let the students practice their newly learnt skills. Trainer can ask the students to reiterate the information they have learned and by asking them deep-learning questions.
7. **Provide feedback.** Trainer should provide immediate feedback of students' performance. The trainer can let them know how they performed or how they should have performed and what it takes to meet the criteria of standard performance.
8. **Assess performance.** In order to assess the performance it should be based on previously stated objectives. Assessing methods can include pretests and post-tests, comparing and questions.
9. **Enhance retention and transform.** In order the trainees became experts, they must adopt new knowledge. Process can be made more efficient by using content maps, examples and paraphrase content.

(NIU Faculty Development and Instructional Design Center 2008)

2.3 Different Training Methods

Practical, everyday situations reflect our beliefs. Organizing training reflects the paradigm that the company is representing. Training and learning are being organized based on this view. This can also reflect on how the company is developing learning and distributing

information. Also a person who is not familiar with different training methods or has not studied the training as a subject usually uses the methods that emerges from his/hers everyday life. It is not uncommon that adults are being train at work in the same way they were train as a kids in school. This can feel completely natural to all of us because we often have the same experience background. This is why it is important that there are skilled people in charge of training and its development. (Kjelin 2003, 38)

It is important to recognize the need to provide various training methods in order to retain the participant's interest and attention. Lectures are often a good method if the group is not too big. It is also a good idea to change the lecturer if possible or have practical session between the sessions. Demonstrations are good way for the trainer to teach techniques and skills and show the trainees how the work is done in real situation. Role plays are great way to develop trainees skills and confident. This will involve the trainees and they can see themselves in simulated situations. This will help the other trainees who are watching the role play learn as well. To make the method even more efficient, the role play can be filmed. This way the participant can analyze their own performance and understand the feedback better. There are also many good sales training films that can be used and combine with lectures. One of the most important methods is feedback and discussions. It is essential tool in skill development and performance evaluation. Handouts are also important part of the training. They will enable post-training possibility for the trainees. (Noonan 1998, 154-157)



(Figure 4. Variety on effective sales training, Noonan 1998, 156)

2.4 Training Evaluation and Its Importance

Training assessment includes the collection, study and presentation of information about training program and its consequences that can help inform the decision making and define the worth of the learning program. To evaluate effectively we must understand why the training is taking place, what it is trying to accomplish and any wider organizational aspects that might have impact on it. (Griffin 2014, 10-11)

Training evaluation has traditionally been conceptualized in two ways, formative and summative. In terms of training formative assessment concentrates on effectiveness of the training process itself. Formative questions will be about the training materials, the trainer and the training facilities. Summative evaluation, in contrast, is focusing on the wider impact of the training. Summative questions might for example, ask did the training

had any difference on trainee's performance or did the training affected on participant's motivation. (Griffin 2014, 13-14)

Preparation for assessing and evaluation of training starts when the training program is in its development stage. In this point it is important to answer to following questions:

- At what point of the implementation will the training be evaluated?
- How will data be collected and from what source(s)?
- Who will collect the data and whose responsibility it is to analyze it?
- Does the program permit measuring to such a level?

Answers to these questions will indicate the resources you have in use during the evaluation. It is important to clarify the timing for the evaluation because it can effect on the evaluation results. The results can vary if the evaluation is done on the beginning of the training compared to when it is done in the end of the training. Data collection and analysis takes time and resources so it is vital to plan how the evaluation is going to be implemented and that all the parts are covered. (Siegfried 2010, 127-129)

When assessing and analyzing training results it is important not to overcomplicate the process. Assessment process can be improved by following next performance measurement basics. The key is to make it meaningful. Develop a clear link between workers performance and its impact on business outcome. Go through what are the key business issues and what kind of information the company management is interested. It is also important to focus what is measurable. For example the company might already measuring the quotes that are being generating after the training but it might not measure how many of those quotes generate to sales. So to start find out what the company is already measuring that ties to key business issues and what kind of data is already being used at the executive level. Good advice is also to keep the assessment simple. Narrow the focus to few metrics that are most meaningful but make sure that the scope of the work stays meaningful and relevant.

(Siegfried 2010, 130-132)

The different levels of evaluation are being explained well in Donald L Kirkpatrick's model. The model essentially measures reaction of the trainees, learning, behavior and results.

(Businessballs, 2015)

level	evaluation type (what is measured)	evaluation description and characteristics	examples of evaluation tools and methods	relevance and practicability
1	Reaction	Reaction evaluation is how the delegates felt about the training or learning experience.	'Happy sheets', feedback forms. Verbal reaction, post-training surveys or questionnaires.	Quick and very easy to obtain. Not expensive to gather or to analyse.
2	Learning	Learning evaluation is the measurement of the increase in knowledge - before and after.	Typically assessments or tests before and after the training. Interview or observation can also be used.	Relatively simple to set up; clear-cut for quantifiable skills. Less easy for complex learning.
3	Behaviour	Behaviour evaluation is the extent of applied learning back on the job - implementation.	Observation and interview over time are required to assess change, relevance of change, and sustainability of change.	Measurement of behaviour change typically requires cooperation and skill of line-managers.
4	Results	Results evaluation is the effect on the business or environment by the trainee.	Measures are already in place via normal management systems and reporting - the challenge is to relate to the trainee.	Individually not difficult; unlike whole organisation. Process must attribute clear accountabilities.

(Figure 5. Kirkpatrick's four levels of training evaluation)

The first level is measuring participant's reaction to the training and how they experienced the learning. It focusses on things such as how the trainees enjoyed the teaching, did they consider the training important and was it a good use of their time? It also aims to measure attendant's opinion on the venue, style and pace of the training. The first state of assessment is also evaluating the level of participation and what kind of level of effort it required to make the most of the learning. Assessors often want measure if the participants would recommend this training for others as well. This evaluation is usually done by feedback forms and survey questionnaires. Evaluation can also be done noted and analyzed verbal reactions or written reports given by representatives to managers back at their job. This type of evaluations can be done immediately in the end of the training and is not expensive to gather or analyze feedback for groups. The feedback is easy to obtain and it will give an important information regarding trainees experiences and if the experience was similar to everyone. (Siegfried 2010, 133) (Businessballs 2015)

The second level focuses on evaluation on knowledge and skills acquired or enhanced during the training. It will measure the increase in knowledge or intellectual competence from before and after the training. The also asses if the trainee learnt what was intended to be taught and if the trainee experienced what was intended for them to experience. This evaluation is helpful in the determining if the trainee has been absorbed what was taught and knows how to use it on the job. This evaluation is usually done before and after the training. Assessment can be done by interview or observation but it can be time consuming and the results may be inconsistent. Reliable, clear scoring and measurements system will limit the risk of inconsistent in the assessment. Methods of evaluation need to

be closely related to the goals of the training. The question amount should not increase accordingly to the length of the training. A good rule is that the longer the program, the fewer the questions per hour. As an example, two hour training might have six questions, whereas a one-week program might have 40 questions. This assessment is easy to set up but it requires more investment and time than reaction evaluation. It is suitable method for certain types of trainings, such as quantifiable or technical skills but it can be complex when assessing things like attitudinal development. Method is not the most cost effective because it requires measuring and analyzing which increases work. (Siegfried 2010, 133) (Businessballs 2015)

The third level measures behavior. It determines if the trainees have applied the learning into their jobs and if there has been any changes in their behavior. It assesses if the trainee is using their new knowledge in their jobs and if there has been noticeable change in their performance when back in their roles. This level also measures if the new level of knowledge sustained and would the trainee be able to transfer their learning to another trainee. It also evaluates if the trainee is aware of their new developed skills. Measurement can be done in several ways, observation and interviews being the most convenient ones. Assessors need to evaluate change, relevance of change and sustainability of change. This needs to be done with time in order to get a clear picture of the changes. This is why random snapshot assessments cannot be used because people change in different ways at different times. Assessment needs to be designed to reduce subjective judgement and it has to be subtle and ongoing. Evaluations can be done through role plays and self-assessments are also very useful. Online evaluations do not work that well because they tend to be more successful when integrating present management and coaching practices. Assessment of behavior is not as easy to quantify and understand as reaction and learning evaluation. Simple and quick response system will unlikely be suitable for this method. Management and analysis of ongoing subtle assessments are difficult, and nearly impossible without a well-planned system from the beginning. Also skills of the observer are important, yet difficult to control. (Siegfried 2010, 133-134) (Businessballs 2015)

In the fourth part the evaluation focusses on the effects on the business or environment resulting from the improved performance of the trainee. Evaluation concentrates on organizations key performance indications such as volume, percentages, ROI, values and time-scales. It also measures other quantifiable aspects of the company, for example staff turnover, quality ratings, achievement of standards, number of complaints, growth, retention and non-compliance. It is possible that this data already exists, the challenge is to identify which and how has the trainees input influenced. Therefore it is vital to recognize and agree accountability with the trainer at the beginning of the training program so they

understand what is to be measured. This stage overlays good management practice and it simply needs to be linked to the training input. If it is not linked correctly to input type and timing it can reduce greatly the ease by which results can be attributed to the training. This evaluation method is more suitable for individual than for big groups. Different scale of changing structure, responsibilities and roles complicates the process of attributing clear accountability. External factors can also greatly impact on organizational performance which can effect on the results in good or bad way. (Siegfield 2010, 134) (Businessballs, 2015)

There are many reasons why training evaluation is important. It will reveal whether investments in money, resources and time have been realized. Assessment will also help to justify the resources allocated and increase accountability. It will define the effectiveness of the HR and L&D functions and help the previous employees reinforce their learnings through evaluation activity. A well done evaluation can make the existing training more effective, relevant and efficient. It can also allow internal and external criteria, objectives and goals to be met. Training assessment will assist L&D functions to align more closely with organizational goals and targets. It will also help to compare the effectiveness of different training programs and help companies to invest on the most efficient ones. A well-executed evaluation will deliver continuous improvement on training and help on future planning. (Griffin 2014, 14-15)

3 Motivation on sales training

Right after finding new salesperson there are two steps to ensure that the person you have selected becomes productive. First step is to give the trainee a good orientation to company's business operations before the person begins working. Things you need to tell new salesperson are among the other a review of company's history, why the company is existing and operating, business policies, mission and compensation plan. The second step is to plan and develop a training program, which will help that person to achieve success and be productive. Carefully planned and executed training effects on performance of every salesperson. (Manning & Reese 2007, 427)

Motivation is classified as extrinsic and intrinsic motivation (Figure 1.). When the employee is motivated by the objectives related to the job such as bonuses but not by the job, the motivation is extrinsic. But if employee is motivated by sharing experience and learning or challenge of the job, in other words motivated by the job, the motivation is intrinsic. (Whitton & Roy, 2009)

	Extrinsic Motivation	Intrinsic Motivation
Source	External to the individual	Internal to the individual
Advantages	Can be controlled by the employer	Helps to perform complex or creative tasks
Disadvantages	Does not facilitate the execution of creative or complex tasks	May go against business goals. Highly variable from one individual to another

(Figure 6. Extrinsic vs Intrinsic Motivation)

Trainers should keep in mind that motives are individualistic. There are different kinds of salesperson and for example social standing or status may not be strong motivator for every person. There are different drives, interests and values to people and that is why reactions for motivators are also different. Motives can change throughout life and different situations in life may effect on how person perceives them. (Manning & Reese 2007, 430)

There is also challenge for employers with different kinds of employees. Intrinsically motivated, curious and solvers of complex problems requires less supervision than those who do simple tasks. In other hand extrinsically motivated employees avoid negative consequences and tend to do the minimum of tasks required to obtain their salary. (Frey, 1997)

3.1 Intrinsic motivation

Intrinsic motivation is driven by internal rewards. Internal rewards can be for example getting a good feeling and enjoying of doing something. Good definition for intrinsic motivation is by Lois V. Brown, his definition for it was: "Intrinsic motivation refers to the reason why we perform certain activities for inherent satisfaction or pleasure; you might say performing one of these activities in reinforcing in-and-of itself." There are five factors that are increasing intrinsic motivation: challenge, curiosity, control, cooperation and competition and recognition. (About Education)

It has shown that intrinsically individuals perform more efficiently in scientific, creative, entrepreneurial, innovative and artistic field. Intrinsic motivation has also a positive effect on tacit knowledge management in an organization. (Whittom & Roy, 2009)

Intrinsic motivation has both advantages and disadvantages. Intrinsic motivators often have a longer term effect on employees' attitudes and behavior than extrinsic motivators. Also a person who is intrinsically satisfied in his/hers job will probable work willingly at high-performance levels. (Manning & Reese, 2007, 430) Intrinsically motivated people may be more curious, which shows up as active searching for information, approaching situations in new ways and being able to solve more complex problems. (Whittom & Roy, 2009)

Intrinsic motivation can be encouraged or maintained if salespeople see a reward being related to their competency but on the other hand it can decrease motivation if they see reward as a way to control their performance. (Whittom & Roy, 2009)

3.2 Extrinsic motivation

Where intrinsic motivation is driven by internal drives, the extrinsic motivation is driven by external rewards. External rewards may be money, prizes or contests. For achieving positive results by using external motivators company should carefully develop the plan or program for rewarding. Karageorghis & Terry's definition for extrinsic motivation is: "Motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves participation in sport for some kind of reward that is external to the process of participation." (About Education)

The program should focus on important aspects of the salesperson's job. One important issue in planning rewarding program is to plan program which will effect on whole sale teams' motivation. Using personal competition rewards may lead on competition among team members which may lead on not sharing important information and becoming re-sources to each other. The one solution for this could be rewarding sales collaboration and the achievement of specific sales goals. (Manning & Reese 2007, 431)

Motivation contest time frames should be kept short so more salespeople would have opportunity to win. Short-time motivation contest should not be used too often and the contest plans should change every time. Setting goals is also an important thing in rewarding program. The goals should be realistic, because pressure to reach unrealistic sales goals can produce negative results. Unreached, unrealistic goals may create fear of losing their job for some of the sales persons if they cannot meet established goals. (Manning & Reese, 2007, 430)

Using external motivators as rewarding should also be determined on what kind of rewards are more meaningful and has the most impact on motivation; is it money or gift like travel or merchandise. If sales people earn a lot of money as a salary, the noncash incentives provide a lasting memory. But if sales people do not earn a lot of money then they might favor cash incentive more. (Manning & Reese 2007, 430) Compensations as incentives may contain direct monetary and indirect monetary. Direct monetary is usually a salary and commissions where indirect monetary can be paid as vacations, pensions and insurance plans. (Manning & Reese 2007, 432)

In Manning's and Reese's book *Selling today* is listed five basic compensation plans:

1. **Straight commission.** Plan where the direct monetary comes from only from sales.
2. **Commission plan with a draw provision or guaranteed salary.** Almost the same kind as straight commission plan but this plan gives more financial security.
3. **Commission with a draw or guaranteed salary plus a bonus.** This compensation plan offers more financial security than two plans before and to make salespeople stick more on to the company's objectives.
4. **Fixed salary plus bonus.** This is kind of compensation plan where sales person tend to be more company focused and have more high financial security if they have competitive salary.

5. **Straight salary.** This is kind of compensation plan where sales person work under the compensation but have financial security and is more company oriented.

(Manning & Reese, 2007, 433)

There is no perfect sales force compensation plan that will suit for all the types of selling jobs but the plan should be developed right for your company's salespeople. When planning and developing is good and effective, compensation plan should make sure that the plan is easy to regulate.

3.3 The Role of Trainer

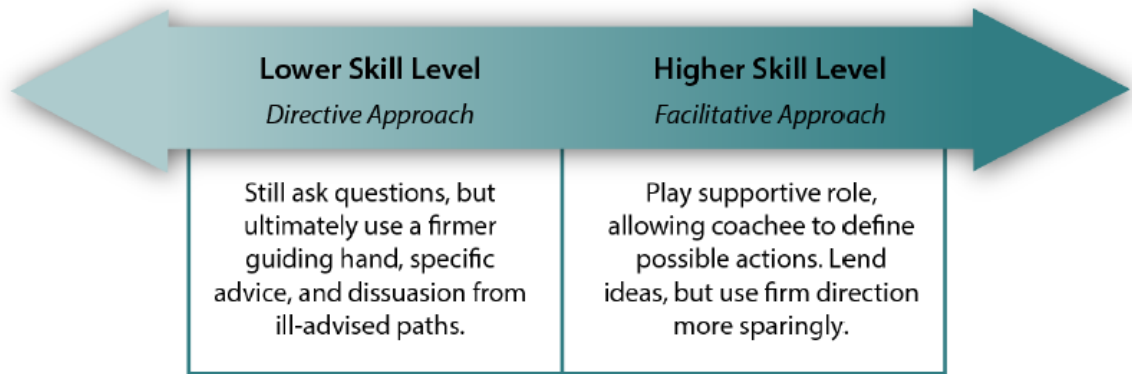
When it comes to sales team the leader is usually sales manager. In our case we are talking about short-time marketing campaigns where leaders of the groups are more like sales coaches. The main job of the coach is to transform sales performance and maximize the success. Mike Schultz and John Doerr from the global sales training, consulting and coaching company RAIN Group, divides the role of successful sale coach in five main tasks: define, execute, advise, develop and motivate. (Schultz & Doerr)

Defining means helping salespeople define their goals and find what motivates them. A good sales coach can determine seller's motivation and see if he/she is motivated intrinsically or extrinsically. (Schultz & Doerr) However, first the coach needs to build a good relationship with salespeople. It requires mutual trust, consideration for their feelings and respect for them. The following behaviors provide proofs of attention:

- regular and effective communication being a high priority
- treating each salesperson as an individual
- rewarding often from a good performance

(Manning & Reese, 2007, 421)

Executing means helping salespeople to build and execute their action plans and to develop habits that will allow them to reach the goals they set. Sales coach can see which habits help sales forward and which habits needs to be changed. Coaches help salespeople to maximize their sales results by advising. In order to a get good advises, a good coach needs to know selling well enough and what the selling job requires. There is also moments when coach must know when he/she needs advices and when he/she needs to work out their own solution.



(Figure 7. Coaching by level of seller's skills)

When the skill level of the seller is low the role of coach is more about giving specific advices and guiding. But when the level of seller's skills is higher the role of the coach is being supportive and allowing seller to define possible actions. Coaches' job is also to develop salespeople's knowledge, skills and attributes needed in their sales job and to ensure they have all the needed knowledge to reach goals. The fifth task is to motivate salespeople by helping them to find energy to do the job and act in their highest level of action when working. Motivation may be reached by challenging salespeople or encouraging them to reach their goals. (Schultz & Doerr)

In his book *Coaching Salespeople into Sales Champions*, Rosen Keith is highlighting that having conversations with the salespeople is important. It is important for developing open and pleasant working environment but it is also important for maintaining motivation. (Rosen, K. 2008) By listening seller's the coach will get to know them better and recognize what kind of motivators are the best to gain better results.

4 Research Implementations

This chapter is about the research implementations. In this chapter we will explain our objectives on the research and the reasons of why we chose to use quantitative online survey as our research method. We will also discuss about the questions that were chosen to our questionnaire.

4.1 The Objectives of Research

The research was conducted after the sales trainings. Respondent worked for two weeks before taking part of the survey. The objective for this research was to study the effectiveness and quality of our trainings. We also wanted to measure how much training can effect on one's motivation. The aim was to study research results and find out how to make the future trainings more effective, useful and motivational for the participants. We also wanted to know what kind of motivators are working well and how training and instructors can effect on participants motivation.

4.2 Survey Method

As a study method we chose quantitative research and used online survey as a research tool. Quantitative research usually answers to questions: What? Where? How much? How often? The results of these kind researches are usually shown by numbers and percentages. Quantitative study is typically done by using surveys or online surveys, but personal interviews and phone interviews can also be used. Typical feature for this kind research method is that it can map the current situation, but it does not tell the reasons for it straight away. (Heikkilä 2008)

Online survey research is easy, inexpensive and fast way to get information from a group of people. The problem of using surveys is that some of the participants can have problems in understanding the real meaning of questions. (Järvinen & Järvinen 2000, 57) Another problem of using online survey can be that response rate can vary depending on target group. Response rate is higher when questionnaire is well planned and it is clearly understandable. (Heikkilä 2008) Heikkilä explains that the following points support reliability of the research:

- Clearly and exactly defined research problem
- Clearly defined universe
- Well planned questionnaire
- High response rate

(Heikkilä, T. 2008)

Reason why we chose it over the interviews was that we wanted to create a survey method that the LähiTapiola was able to use in the future. The survey we created was a good option for the company because it can be used for all kinds of trainings, it does not require anyone's time to do the interviews and it can be done anywhere. It also does not limit the answer amounts and the Webropol program gives the results in easily understandable form. This survey is a good tool for LähiTapiola to evaluate its future trainings in short term campaigns.

Considering our research results and comparing them to the Heikkilä's list of features that support reliability of the research we can see that all of these criterion become filled. We could have also use qualitative research method but as earlier was mentioned we wanted to get quantitative data that can be used in the future in developing coming trainings for short-time campaigns.

4.3 Survey Questions and Proceedings

Online Survey for this research was done using Webropol platform. We used neutral white template and added LähiTapiola's logo on it (Attachment 3). There were 11 questions on our survey and all of the questions were on one page.

First five questions were about participant's background and work experience. For background information we asked questions regarding gender, age and the level of education. The question options for education were primary school, high school, professional degree or other. We also had two questions regarding work experience. First we asked how much work experience participant had (less than 1 year, 1-2 years or more than 3 years) and next does he/she have earlier work experience of this kind of job (yes/no).

We also wanted to measured respondent's level of competences before the training. The skills we measured were following:

- Professional product presentation
- Negotiation skills
- High quality customer service
- Maintaining customer satisfaction
- Making invitation to purchase
- Contacting customers
- Leaving positive memory
- Recognizing customers' needs

The options for assessing were 1-4 (1= very weak, 2= weak, 3 =good, 4= very good). The question was about how respondent would evaluate their level of competence before and after the training.

Next we assessed respondent's level of competences after the training. We measured the following skills which were same than in the first part. Rating scale stayed the same as well.

- Professional product presentation
- Negotiation skills
- High quality customer service
- Maintaining customer satisfaction
- Making invitation to purchase
- Contacting customers
- Leaving positive memory
- Recognizing customers' needs

In this point we changed the rating scale for the rest of the questions as following: 1= disagree, 2= partly disagree, 3 =partly agree, 4= agree. We wanted to avoid I do not know-answers and we left the fifth option, I do not know, on purpose. This way the respondents were force to express their opinions. We also made all the questions compulsory to answer.

In the second part we asked about training in three main questions: training materials and surroundings, training methods and the quality and expertise of training. In the question regarding training materials and surroundings we used following claims:

- Material supported learning and achievement of the objectives
- The participants were given their own study material
- The study material was clear and understandable
- Training class was arranged so that it supported the interaction between the instructor and the participants
- Training class supported learning

The third question was regarding training methods and the participants got to assess following methods:

- Learning by doing
- Job orientation
- Training lectures
- individual coaching
- Self-study

In the fourth question we concentrated on quality and expertise of training. Respondents were able to evaluate the following statements:

- Trainer was professional
- Trainer was encouraging
- Studies were transferred into practice
- Workers wishes regarding training were listened and implemented
- Workers were encouraged to continue learning
- The results of the training were reflected in the development of the quality of work
- The trainer spoke clearly and understandable
- The duration of the training was right
- The success of the training is assessed regularly
- Training was practical
- I got enough training to succeed at my job
- Training was theoretical

The last part of our surveys was about the motivation and objectives. In this section respondents were able to evaluate following statements:

- Goals of training were clear
- Encouragement received from colleagues affected on my motivation
- Goals of the training were reviewed at the beginning of the training
- Encouragement received from the trainer affected on my motivation
- Training supported the achievement of the objectives
- Training goals motivated me to participate in and learning
- Personal goals motivated me
- Training had a significant impact on my motivation
- Team goals motivated me

5 Research Analysis and Outcomes

In this chapter we will analyze the results of our training for Booking Campaign 2014. The analysis and outcomes of research is divided in seven parts: demographics, skills before training, skills after training, material and surroundings, training methods, quality and expertise of trainings and, motivation and objectives.

5.1 Demographics

Respondents of our first survey took part of the booking campaign training. There were 12 respondents all together and they were all Helmi Business School students. Eight (66,67%) of them were females and four (33.33%) males (Picture 1).

	N	Percent
Female	8	66.67%
Male	4	33.33%

(Figure 8. Gender of respondents)

Their ages range from 18 years old to 27 years old, average being 21 years. Most of the respondents (66,7 %) had graduated from high school, only one (8,33%) had primary school background. There were also two (25%) respondents who had professional degree (Picture 2)

	N	Percent
Primary school	1	8.33%
High school	8	66.67%
Professional degree	3	25%
Other	0	0%

(Figure 9. Education of respondents)

All of the respondents previous working experience (Picture 3). And although all of respondent were really young, average being 21, almost five (41.7%) of them had more than three years of previous working experience. Four of them (33.3%) had worked 1-2 years and three of them (25%) less than a year. Five of the respondents had previous experience on sales and seven of them had never done any sales before.

	N	Percent
less than 1 year	3	25%
1-2 years	4	33.33%
more than 3 years	5	41.67%

(Figure 10. 3. Working experience)

5.2 Skills Before the Training

The options for assessing were 1-4 (1= very weak, 2= weak, 3 =good, 4= very good). Before the training respondents assessed following three as their strongest competences: leaving positive memory (avg. 3), high quality customer service (avg. 2.92) and contacting customers (avg. 2.83). Respondents evaluated the follow three as their weakest competences: making invitation to purchase (avg. 2.33), negotiation skills (avg. 2.58) and professional product presentation (2.08). All the averages stayed above 2.

	1	2	3	4	Total	Average
Recognizing customers' needs	0	4	7	1	12	2.75
	0%	33.33%	58.33%	8.33%		
High quality customer service	1	2	6	3	12	2.92
	8.33%	16.67%	50%	25%		
Professional product presentation	3	5	4	0	12	2.08
	25%	41.67%	33.33%	0%		
Negotiation skills	2	1	9	0	12	2.58
	16.67%	8.33%	75%	0%		
Contacting customers	1	4	3	4	12	2.83
	8.33%	33.33%	25%	33.33%		
Making invitation to purchase	2	5	4	1	12	2.33
	16.67%	41.67%	33.33%	8.33%		
Maintaining customers' satisfaction	0	4	8	0	12	2.67
	0%	33.33%	66.67%	0%		
Leaving positive memory	0	2	8	2	12	3
	0%	16.67%	66.67%	16.67%		
Total	9	27	49	11	96	2.65

(Figure 11. Skills before training)

As seen in the picture 4, many the claims received very mixed evaluation. Claims were assessed using all four options, very weak, weak, good and very good. In the next part we

can see how training affected on these competences and how the result looked after training.

5.3 Skills After the Training

We wanted to find out how the training affected on participants competences after the training. Results were good and averages rose in all claims (Picture 5). The options for assessing were 1-4 (1= very weak, 2= weak, 3 =good, 4= very good).

	1	2	3	4	Total	Average
Recognizing customers' needs	0	1	9	2	12	3.08
	0%	8.33%	75%	16.67%		
High quality customer service	0	0	6	6	12	3.5
	0%	0%	50%	50%		
Professional product presentation	0	2	7	3	12	3.08
	0%	16.67%	58.33%	25%		
Negotiation skills	0	1	5	6	12	3.42
	0%	8.33%	41.67%	50%		
Contacting customers	0	0	8	4	12	3.33
	0%	0%	66.67%	33.33%		
Making invitation to purchase	0	3	8	1	12	2.83
	0%	25%	66.67%	8.33%		
Maintaining customers' satisfaction	0	0	9	3	12	3.25
	0%	0%	75%	25%		
Leaving positive memory	0	0	6	6	12	3.5
	0%	0%	50%	50%		
Total	0	7	58	31	96	3.25

(Figure 12. Skills after training)

Respondents evaluated negotiation skills (avg. 3.42), leaving positive memory (avg. 3.5) and high quality customer service (avg. 3.5) as their strongest competences after the training. These were very similar results than before the training. The biggest changes happened in level of professional product presentation and negotiation skills. Professional product presentation's average increased with 1 and the negotiation skills average with 0.84.

As their weakest competences respondents assessed professional product presentation (avg. 3.08), making invitation to purchase (avg. 2.83) and recognizing customer's needs (avg. 3.08). There was not much changes compare to weakest skills before the training and although these were evaluated as weakest competences the averages rose in all claims.

There was least change in respondent's ability to recognize customer's needs, its average increased only with 0.33.

5.4 Materials and Surroundings

Results clearly indicated that the materials were good but there was room for improvement regarding surroundings (Picture 6). The options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree). Following claims received the best averages: materials supported learning and achievement of the objectives (avg. 3.67) and that the participants were given their own study material (avg. 3.67). Both of the claims got average of 3.67. The weakest averages were gives to next statements: that training class supported learning (avg. 3.42), training class was arranged so that it supported the interaction between the instructor and the participant (avg. 3.5) and the study material was clear and understandable (avg. 3.5).

	1	2	3	4	Total	Average
The participants were given their own study material	0	1	2	9	12	3.67
	0%	8.33%	16.67%	75%		
The study material was clear and understandable	0	1	4	7	12	3.5
	0%	8.33%	33.33%	58.33%		
Material supported learning and achievement of the objectives	0	1	2	9	12	3.67
	0%	8.33%	16.67%	75%		
Training class supported learning	0	1	5	6	12	3.42
	0%	8.33%	41.67%	50%		
Training class was arranged so that it supported the interaction between the instructor and the participants	0	1	4	7	12	3.5
	0%	8.33%	33.33%	58.33%		
Total	0	5	17	38	60	3.55

(Figure 13. Materials and surroundings)

Overall the averages were good, all over 3.4 on scale one to four. There were only 0.25 differences between the worst and the best average.

5.5 Training Methods

In the fourth part of the survey we studied different training methods. Respondents were able to evaluate which of the following training methods interested them most. The options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree).

	1	2	3	4	Total	Average
Job orientation	0	0	8	4	12	3.33
	0%	0%	66.67%	33.33%		
Training lectures	0	0	9	3	12	3.25
	0%	0%	75%	25%		
Self-study	2	6	4	0	12	2.17
	16.67%	50%	33.33%	0%		
Individual coaching	0	1	7	4	12	3.25
	0%	8.33%	58.33%	33.33%		
Learning by doing	1	1	2	8	12	3.42
	8.33%	8.33%	16.67%	66.67%		
Total	3	8	30	19	60	3.08

(Figure 14. Training methods)

Results showed that learning in groups seemed to be more popular than individual learning. The highest averages in this part got learning by doing with the average of 3.42 and job orientation with average of 3.33. The lowest average got self-studying with of average of 2.17.

5.6 Quality and Expertise of the Training

In this part the options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree). Results indicated that the respondents thought that the trainer was professional (avg. 3.75) and encouraging (avg. 3.67). Respondents also agreed that the studies were transferred into practice (avg. 3.67). According to averages respondents felt like they did not get enough training to succeed at their jobs (avg. 3.25). Following claims similarly received lowest averages: training was practical (avg. 3.25) and training was theoretical (avg. 2.92).

	1	2	3	4	Total	Average
I got enough training to succeed at my job	1	1	4	6	12	3.25
	8.33%	8.33%	33.33%	50%		
Workers were encouraged to continue learning	0	1	5	6	12	3.42
	0%	8.33%	41.67%	50%		
Workers wishes regarding training were listened and implemented	0	1	4	7	12	3.5
	0%	8.33%	33.33%	58.33%		
The success of the training is assessed regularly	0	2	4	6	12	3.33
	0%	16.67%	33.33%	50%		
Studies were transferred into practice	0	0	4	8	12	3.67
	0%	0%	33.33%	66.67%		
The results of the training were reflected in the development of the quality of work	0	1	5	6	12	3.42
	0%	8.33%	41.67%	50%		
The duration of the training was right	1	1	3	7	12	3.33
	8.33%	8.33%	25%	58.33%		
Training was theoretical	0	3	7	2	12	2.92
	0%	25%	58.33%	16.67%		
Training was practical	0	1	7	4	12	3.25
	0%	8.33%	58.33%	33.33%		
The trainer spoke clearly and understandable	0	1	6	5	12	3.33
	0%	8.33%	50%	41.67%		
Trainer was professional	0	0	3	9	12	3.75
	0%	0%	25%	75%		
Trainer was encouraging	0	0	4	8	12	3.67
	0%	0%	33.33%	66.67%		
Total	2	12	56	74	144	3.4

(Figure 15. Quality of training)

5.7 Motivation and Objectives

In this part the options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree). Respondents gave following three claims the highest averages: goals of the training were clear (avg. 3.42), encouragement received from colleagues affected on my motivation (avg. 3.42) and goals of the training were reviewed at the beginning of the training (avg. 3.33). Poorest averages were given to personal goals motivates me (avg. 3.08), training had a significant impact on my motivation (avg. 3.00) and team goals motivate me (avg. 2.67).

	1	2	3	4	Total	Average
Encouragement received from the trainer affected on my motivation	0	2	5	5	12	3.25
	0%	16.67%	41.67%	41.67%		
Encouragement received from colleagues affected on my motivation	0	2	3	7	12	3.42
	0%	16.67%	25%	58.33%		
Training had a significant impact on my motivation	1	1	7	3	12	3
	8.33%	8.33%	58.33%	25%		
Personal goals motivated me	1	2	4	5	12	3.08
	8.33%	16.67%	33.33%	41.67%		
Team goals motivated me	2	2	6	2	12	2.67
	16.67%	16.67%	50%	16.67%		
Goals of the training were reviewed at the beginning of the training	1	0	5	6	12	3.33
	8.33%	0%	41.67%	50%		
Goals of training were clear	0	1	5	6	12	3.42
	0%	8.33%	41.67%	50%		
Training goals motivated me to participate in and learn	1	1	5	5	12	3.17
	8.33%	8.33%	41.67%	41.67%		
Training supported the achievement of the objectives	1	0	6	5	12	3.25
	8.33%	0%	50%	41.67%		
Total	7	11	46	44	108	3.18

(Figure 16. Motivation and objectives)

6 Improvements on Training

First research gave us vital information about the changes that had to be done regarding the sales training. We ran through the results and even though the overall results were good, the average being often over 3 on scale to 1-4, we found several development areas on training.

In the first part of the survey, results indicated that the respondents had some difficulties recognizing customers' needs. That had been evaluated one of the poorest skills. We felt that this was one of the most important competences when it comes to selling skills. Because of this we went through Noonan's Stages in training and studied if we had all the stages covered. We discovered that we did not concentrate enough on the first two stages, discussion and demonstration, instead of we went straight to the explanation stage. We wanted this to change and decided to use group works in the next training where the trainees could evaluate their current skills and we could build the actual training according to them.

Trainees also had difficulties on making invitation to purchase so we created learning processes regarding Kolb's experimental learning theory model. First we had experience stage where we presented material on customer meetings and sales arguments and then we demonstrated the situation. This was followed by reflection where the trainees were able to discuss about our demonstration, ask questions and give comments. In thinking stage trainees were asked how they would use these skills in real situations and what had they learned. And finally in the applying stage the trainees were asked to demonstrate the situation by themselves.

We also tried to find out if there were any other training methods that could be used when teaching the topic. We went through Noonan's Variety on effective sales training model and realized that we had not been using role play as training method. In the first training we did use some demonstrations calls which were a good way for us to teach techniques and show the trainees how the work was done in real situation. We understood that role plays were going to be even more efficient way to develop trainee's skills and confident because they were able to involve themselves and actually see themselves in simulated situations. We ended up changing the teaching from lecture to role plays where trainees were able to act different customer encounters and then evaluate each other's performances. This made it easier for them to analyze their own performance and understand the feedback that was given. Another skill that also received poor averages was leaving positive memory trace. We tried to think of ways how to highlight it in the coming training.

For this we used Noonan's feedback reviews and discussion part and came up with the idea of the group work where trainees got to discuss about their positive purchasing experiences. Trainees then gathered a list of things that had effected on their positive memory trace. We also understood that we were underlining selling and negotiation skills on our training a lot but it was also important to remember the points that affected positively on overall customer experience.

We did a few changes regarding training materials and surroundings. The biggest issue was regarding teaching class. During the first training we had troubles of finding a space where all the attendants were able to fit at the same time. This meant that the training had to be done in several places which were not always optimal for teaching. We also had to divide the students in several different places and they did not always receive instructions at the same time. For the next training we booked a large training class where we were able to hold the whole training. Another change we did regarding the materials was about how we shared the material. In the first training we gave the material straight after the class but in the second training we collected all the materials together, made a work manual and gave it to trainees after the whole training was done. We thought that this way they were able to find everything from one place and the manual was also easy to take with them to work.

When we went through results regarding quality of the training and noticed following things: respondents felt like they did not get enough training in order to succeed at their job. Once again we went through Noonan's Stages in training and understood that we did not cover stages four and five well enough. We made sure that the trainees got the teaching but we did not have necessary way to evaluate how they succeeded in the actual job. We needed this to change and therefore we went through all the work processes and made sure that in the next training we had regular checkups how the work was going and if the trainees needed more training.

The statement "Team goals motivated me" was evaluated as poorest by respondents in motivation and objectives category. We realized immediately that we had been highlighting personal goals in the first training by giving the trainees advantages and rewards when they achieved something on personal level. According to Manning's & Reese, using personal reward as motivators may lead to competition among team members but we wanted them to share information and learn from each other. We tough it was important that the group aimed for a mutual goal. We did not want to personal selling competitions cause too much competition between the trainees. That could have had negative effect when pursuing common goals. This made us change almost all the selling competitions from personal

to mutual. We felt like this was going to strengthen the team spirit as well. Mutual competitions got teams to work harder together and feel the responsibility of team's success.

According to Rosen Keith it is good to have a lot of conversations with your salespeople. We noticed that by having more conversation we got more information about participants. And when we got to know them more we understood how they want to work and how they get motivated. Using Manning's and Reese's advices in the second training we planned to treat them more as an individual, compared to first training when we treated all participant as one big team. We had conversations one-by-one and with the teams. We also studied Kolb's experimental learning theory model, especially the part which explained the different learning types. We understood that it is important to get to know what types of learning methods are best for different types of learners. For example is it useless to force person with the diverging learning style constantly self-study or person with assimilating learning style to do only group works. When training groups it is often impossible to make the training individually suitable for everyone but it is important to use different methods as much as possible. This way everyone can have at least some of the training done in their preferred training method and it will also keep the training interesting.

7 Follow-up research

In this chapter we will analyze the results of our second training for Kesäkiertue 2015. There were two weeks working period before taking part of survey. The survey was also a follow-up research because we did some improvements on training based on the results of our first survey. Like in our first survey, the analysis and outcomes of research is divided in seven parts: demographics, skills before training, skills after training, material and surroundings, training methods, quality and expertise of trainings and, motivation and objectives. The questions and claims were same as in our first survey. The assessment scale stayed the same as well, rating options being from 1 to 4. (1= very weak, 2= weak, 3=good, 4= very good). We also used comparative charts in this chapter to make the result comparison easier.

Respondents of the second survey took part of our training which was prepared for LähiTapiola Kesäkiertue. The group consisted seven females (58.3%) and five males (41.7%). Their ages range from 15 years old to 24 years old, average being 20 years.

Five of the correspondents had graduated from high school (41.1%) and only one had primary school background (8.3%). There were also three correspondents who had professional degree (25%). Three of the correspondents answered 'something else' as their educational background (25%).

All of the correspondents had previous work experience. Three of them had worked less than a year (25%), four of them 1-2 years (33.3%) and the remaining five over three years (41.7%).

Eight of the respondents had previous experience on sales (66.7%), four of them had never done any sales before (33.3%).

The options for assessing were 1-4 (1= very weak, 2= weak, 3 =good, 4= very good). Before the training, respondents evaluated contacting customer (avg.3.33) and leaving positive memory as their strongest competences (avg. 3.33). As their weakest skills they assessed professional product presentation (avg. 2.42) and recognizing customer’s needs (2.67). All the statements got better averages in second research than in first one except one; recognizing customer’s needs. It was evaluated 2.67 in the second survey and 2.75 in the first one.



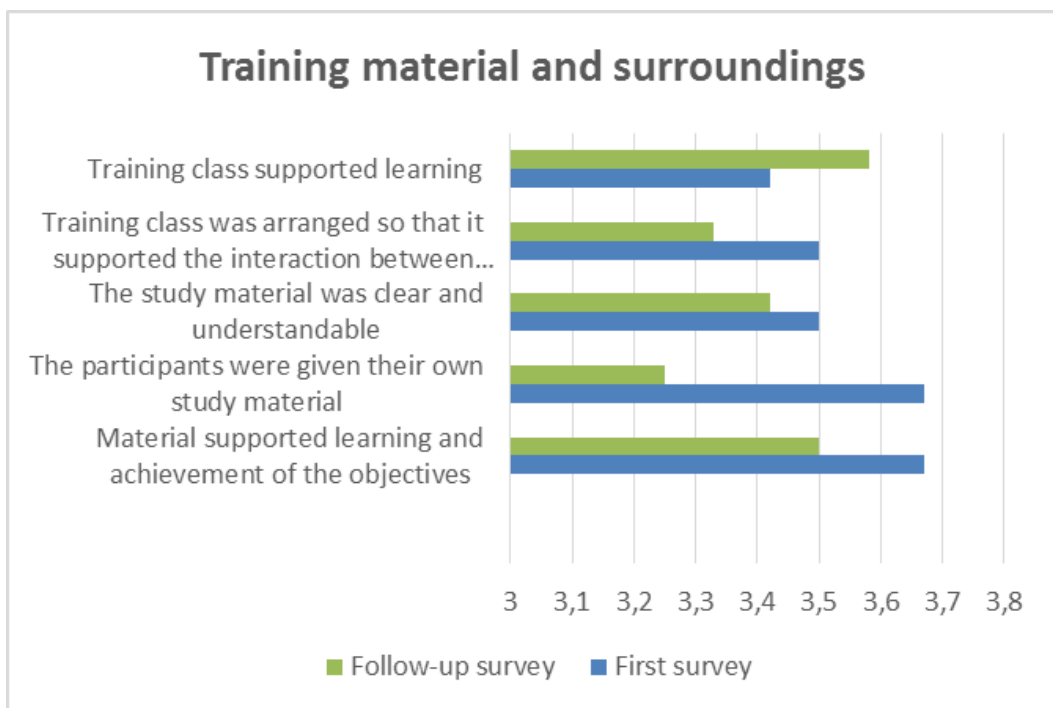
(Figure 17. Comparative chart – Skills before the training)

In this part the options for assessing were 1-4 (1= very weak, 2= weak, 3 =good, 4= very good). After the training the respondents assessed contacting customers (avg. 2.67) and negotiation skills (avg. 2.67) as their strongest competences. Respondents did not feel as confident about recognizing customers' needs (avg. 3.33) and professional product presentation (avg. 3.25). All though some of these claims were evaluated as weakest competences, the averages rose in all claims. We also studied the changes in average values and compared results before and after the training. Biggest changes occurred in respondent's ability to present a product professionally (avg. rose 0.83) and to make invitation to purchase (avg. rose 0.67). There was least change in their skills to leave positive memory (avg. rose 0.25) and high quality customer service (avg. rose 0.32). These results differed quite a bit from the first survey. In this part all the statements got better averages than in first survey.



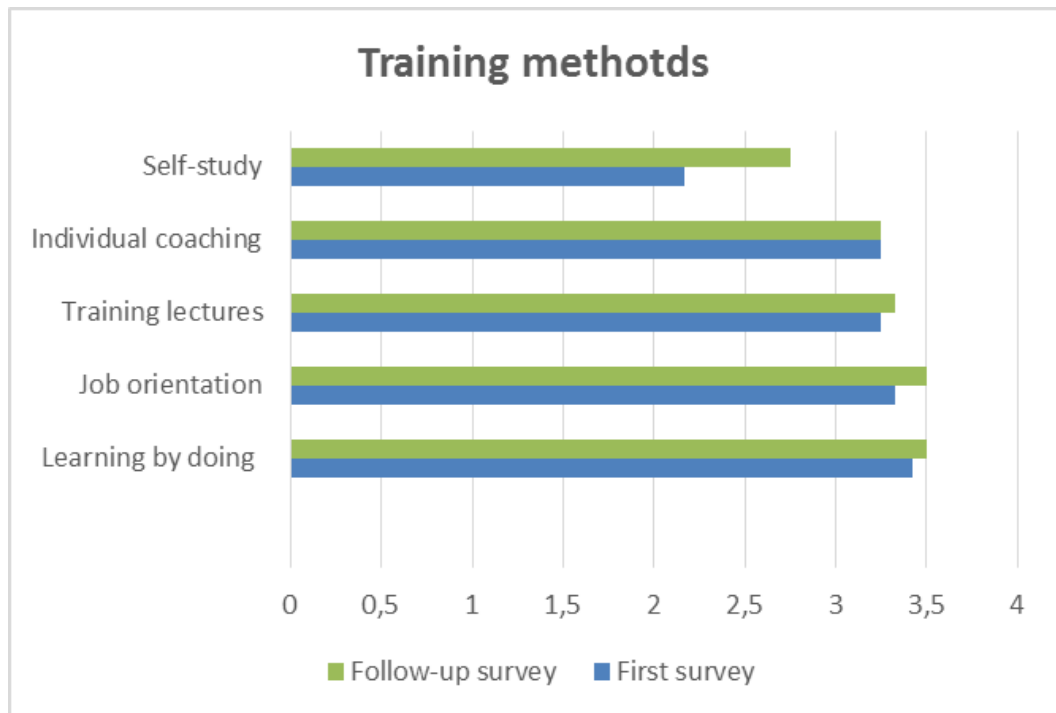
(Figure 18. Comparative chart – Skills after the training)

Third part of our follow-up research was about materials and surroundings. The options for assessing were 1-4 (1= disagree, 2= partly disagree, 3=partly agree, 4= agree). Results indicated that the training class supported learning (avg. 3.58) and materials supported learning and achievement of the objectives (avg. 3.5). Following claims got the worst averages: training class was arranged so that it supported the interaction between the in instructor and the participants (avg. 3.33) and the participants were given their own study material (avg. 3.25). This was an instant response to the changes we made regarding materials and surrounding. We managed to arrange a suitable training class but it seemed that there was a bit confusion regarding how we handed the study material. Almost all the claims got notably worst averages in our second survey than in our first one. Biggest difference was regarding study material average weakened from 3.67 to 3.25, the difference being 0.42.



(Figure 19. Comparative chart – Materials and surroundings)

The fourth part of our follow-up survey was about different training methods. The options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree). Respondents were able to evaluate which of the following claims interested them most. Results indicated that the most popular methods were job orientation (avg. 3.5) and learning by doing (avg. 3.5). Lowest averages were given to self-study (avg. 2.75) and individual coaching (avg. 3.25). Although the evaluation stayed the same, almost all the averages rose in our second survey. Individual coaching was the only method which average did not rise.



(Figure 20. Comparative chart – Training methods)

In the fifth part of our follow-up survey we concentrated on quality and expertise of training. The options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree). Results showed that the respondents thought that the trainer was professional (avg. 3.92) and encouraging (avg. 3.92). They also agreed that the trainer spoke clearly and understandable (avg. 3.83). According to averages respondents felt like we did not assessed the success of the training regularly (avg. 3.42). Following claims also received lowest averages: training was practical (avg. 3.08) and training was theoretical (avg. 3.08). There were some similarities and some differences in results between the surveys. When comparing the surveys all the other statements got better averages except Training was practical and studies were transferred into practice. The first one went from 3.25 to 3.08, the difference being 0.17 and the second claim went from 3.67 to 3.58, the difference being 0.11.



(Figure 21. Comparative chart – Quality and expertise of training.)

Sixth part of our follow-up research was about the motivation and objectives. The options for assessing were 1-4 (1= disagree, 2= partly disagree, 3 =partly agree, 4= agree). Respondents gave following three claims the highest averages: team goals motivates me (avg. 3.82), training supported the achievement of the objectives (avg.3.67) and encouragement received from the trainer affected on my motivation (avg. 3.67). Poorest averages were given to training had a significant impact on my motivation (avg. 3.17), goals of training were clear (avg. 3.42), goals of the training were reviewed at the beginning of the training (avg. 3.42). These results changed a lot from the first survey. Only one result stayed the same in both surveys and unfortunately it was the claim 'training had a significant impact on my motivation' which was evaluated one of the worst claims.



(Figure 22. Comparative Chart – Motivation and Objectives)

8 Analysis and Outcomes

Although the result positions changed between the surveys, almost all the averages rose in the second survey. It meant that we managed to improve many parts in the training.

Only questions regarding materials and surroundings got notably worse averages from the second training. We noticed that the training materials clarity and comprehensibility was one of the topics that got poorer results in the second survey than in first one. In the future we need to pay attention that we do not use terms which are only familiar to us without realizing that the trainees may not understand the meaning of them. A second thing that might have effected on the poor result was that we changed the study material distribution for the second training. That showed negatively in the results. Trainees felt like it was easier to get the materials straight after the lecture and continue the studying by themselves. This might have also indicated to the poor results of self-study. The other reason that might have effected on self-study results was that we highlighted group work a lot during the training because the work itself was going to be done in groups. When planning the next training we need to pay attention on materials and especially in given materials. We should invest more on notebooks, writing tools and sales materials.

As extrinsic motivators we used movie tickets. We gave them weekly to the best team of the week. Another motivator was to give young seller's more responsibilities and chances to impact on some of the rules related to working. One big motivator was that we offered possibility to the best ones to get chance continue working in LähiTapiola longer than other on summer time. Few of them also continued as part-timers. We told about this possibility in the middle of the working period and noticed that the motivation increased immediately. This showed as increasing of statement "Personal goals motivated me". In the next training we need to retain our motivation factors and focus more on making clear what are the main goals of the training and also pay attention on good working atmosphere where team members encourage each other's more and get and their enthusiasm would motivated other as well.

In a future we could use Gagne's nine events of instruction as a model when planning the structure of the training program. For gaining attention we could use more methods like storytelling and demonstrations. Students could also ask questions from each other's and have discussion groups between the lectures. We also need to pay attention on providing learning objectives. This will help the trainees to understand what they will learn and we can set the criteria for the work as well. We should also pay more attention to trainee's previous knowledge and use it as advantage in a learning process. It will help the trainees

make sense of new material by connecting it to something they already know or something they have already experienced. According to Gagne's model there are different ways that the material can be provided more efficiently. We should provide more examples and present different versions of the same content. It is also important to offer guidance for learning. We need to find out which resources are available and advise the students how to use them in most efficient way. Good methods are for example concept mapping, role playing, providing examples, providing case studies and visual images. Although we have already used a lot of practical learning it is very effect way for students to practice their newly learnt skills. This can be done by asking the trainees some deep-learning questions to find out how well they can recall the information teach to them. We should also concentrate on providing feedback more. This will help us to inform the trainee how he/she is performing and what should be done to improve the performance. It will also help us to assess the performance based on previously stated objectives. We can do the assessment by using tests and comparing the skills before and after the training.

During the survey we found out that motivation was hard topic to measure. Both questionnaires indicated that our training did not have a lot of effect on trainees' motivation. Maybe that was the case or then we just did not know the right ways to study it. Perhaps the statement "training had significant effect on my motivation" should have been divided to smaller themes and questions. Overall the second training was more successful and we got visible changes in almost every topic that we evaluated.

Some of the questions we used were too wide and we did not received proper answers to our questions. Like Heikkilä stated as a study method quantitative research usually answers to questions: What? Where? How much? How often? This meant that we did get our answers but not the reasons behind the answers. Maybe in the future we need to concentrate choosing questions in a way that they give us more than 'yes' or 'no' answers. This could mean more specific questions but also that we need to remove some of the topics so the questionnaire wont became too massive. Maybe even adding some open questions to the survey would give us more detailed information what is working and what is not.

9 Conclusion

Almost all of the organizations have an ambition to continuously develop the way they do their business. This applies to training as much as any other parts and trainers can contribute to the achievement of the objectives by developing the training program they deliver. Conducting good training assessment enables the company to collect data upon which they can base their decisions regarding the training and that helps them to ensure the way they develop training improves its value as well. Training evaluation also helps the company to influence its success if the personnel is equipped with right skills and that they have the right skills to carry out their individuals roles. Evaluation will tell if the training program is suitable for its purposes and if it is teaching the right things. If the training program teaches processes that are not in use by the company or it leaves gaps in trainees knowledge and skills it affects can be opposite; at worst it can limit the productivity. Luckily there is a variety of training evaluation techniques that enables the organizations to avoid this.

The evaluations we made helped us develop future trainings and it helped us to get the content right. It also showed that training adds value to the work results. The question arises if the qualitative research would have been a better form to research topics considering quality. But then again one of our thesis goals was to create a survey system for LähiTapiola and quantative research was the best option for it. The current survey is very cost and time effective method which is easy for everyone to use.

Study period should also be longer and there should be more extensive sampling for us to get more reliable data. Although the results showed immediate change in some of the research parts after our improvements on training it is still hard to estimate was it because of the changes we did or because the group just experienced the training differently. Luckily for us we will continue organize trainings in LähiTapiola and we can carry on using the survey tool we have created. We will also have the possibility to development training evaluation method if we feel it does not give us good quality data or it lacks some of the features.

Other noteworthy thing was that our topic was very wide and we ended up dealing some of the topics quite cursory manner. Maybe if the topic would have been narrowed to smaller themes we would have been able to concentrate subjects more in-depth. There is good opportunity for someone to conduct further researches based on our study.

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Attachments

Attachment 1. Schedule for Booking Campaign 2014 -training

1. KOULUTUSPÄIVÄ 8.9.

klo 11.30 Yhteinen lounas

klo 12.30 Tervetuloa LähiTapiolaan

- Johdon tervehdys ja projektiryhmä esittäytyminen

klo 13.00 LähiTapiola tutuksi

- Yritys
- Arvot
- Henkilöstö

klo 14.00 Palvelut ja tuotteet

- Omaisuuden vakuuttaminen
- Henkilövakuuttaminen
- Meneillään olevat kampanjat

klo 15.00 S-bonus

- Edut ja hyödyt
- Myyntiargumentit

klo 15.30 Päivän kertaus/Ryhmätyö

2. KOULUTUSPÄIVÄ 15.9.

klo 9.00 Työnkuva

- Toimintamalli ja tavoitteet
- Myyjät kertovat omasta työstään
- Esimerkkipuhelut
- Spiikit

klo 11.30 Yhteinen lounas

klo 12.30 Järjestelmäkoulutus

- Puhelinjärjestelmät
- Ajanvarausjärjestelmät

klo 14.00 Myyntikilpailun julistus/ Tavoitteet

Klo 15.30 Päivän kertaus/ Ryhmätyö

Attachment 2. Schedule for Kesäkiertue 2015 -training

1. KOULUTUSPÄIVÄ 25.5.

klo 8.00 Aamupala

klo 9.00 Tervetuloa LähiTapiolaan!

- Paritehtävä: tutustu yhteen kollegaasi 5 min ja valmistaudu esittelemään hänet

klo 10.30 Johdon tervehdys

- Tavoitteet kesäkiertueelle

klo 11.00 Henkilöstöasiat

- Sopimusasiat

klo 11.30 Projektiryhmä esittäytyy

klo 12.00 Yhteinen lounas

klo 13.00 Vakuuttaminen ja LähiTapiola

- LähiTapiola ja Vakuuttaminen
- Vakuutusmarkkinat ja kilpailijakenttä

klo 14.00 Kesäkiertueen konsepti

- Kesäkiertueen tarkoitus ja tavoitteet
- Kokemukset viimevuodelta

klo 15.00 Markkinoijien toimenkuva

klo 16.00 Asiakaskohderyhmät

klo 16.30 Kertaus ja ryhmätyö

2.KOULUTUSPÄIVÄ 26.5.

klo 8.00 Aamupala

klo 9.00 Päivän avaus ja kertaus edellisestä päivästä

klo 10.00 UNDO matkustaja- ja tapaturmavakuutus

klo 12.00 Yhteinen lounas

klo 13.00 Myynnillisuus

- Yleisimmät argumentit ja vasta-argumentit
- ryhmätyö

klo 14.30 Järjestelmien käyttö

- Arvontaan osallistuminen ja liidin tekeminen
- XXXX-vakuutuksen tekeminen

klo 15.30 Tutustuminen taustaprosesseihin

- Kesäkiertueen taustaprosesseihin
- Asiakastapaamisien rakenteeseen

3.KOULUTUSPÄIVÄ 27.5.

klo 8.00 Aamupala

klo 9.00 S-Pankki tutuksi

klo 10.00 HOK-Elanto tutuksi

klo 11.00 S-bonus ja Omaetu

- Ryhmätyö

klo 12.00 Lounas Helgassa

klo 13.00 Työ käytännössä

- Ryhmien jako
- Alustava aikataulu
- Tavoitteet
- Työvälineet ja vaatetus
- Työajat ja sääntöjen kertaus

klo 15.00 **Kertaus**

- Valmiina tositoimiin?



Tervetuloa joukkoomme kesäksi LähiTapiola Pääkaupunkiseudun alueyhtiöön!

Me kaikki lähitapiolalaiset olemme turvaamassa asiakkaidemme elämää ja menestystä. Tahdomme olla Suomen johtava turvallisuuden, hyvinvoinnin ja talouden kumppani, lähellä asiakkaitamme.

Sinut on valittu useiden hakijoiden joukosta tärkeään tehtävään käynnistämään LähiTapiolan ja XXXX X.X.201X alkavaa yhteistyötä. Ensimmäiset viikot keskitymme perehdyttämiseen jonka jälkeen jatkamme työskentelyä XXXXX liiketiloissa.

Tapaamme maanantaina XX.X.201X kello X XXXXX konttorillamme XXXXXX osoitteessa XXXX XX X.

Ensimmäisen päivän päätteeksi on valokuvaus henkilökorttia varten. Muista tuoda mukanasivokortti.

Mahdollisia lisätietoja saat XXXX puh. XXXX

Nähdään koulutuksessa!

XXXX

XXXXXXXXXXXXXXXXXX

LähiTapiola Pääkaupunkiseutu

Attachment 4. Online Survey

Neutral



Markkinoija koulutus/ LähiTapiola

1. Sukupuoli *

Nainen Mies

2. Ikä

2 merkkiä jäljellä

3. Koulutuksen taso *

- Peruskoulu
 Lukio
 Ammatillinen tutkinto
 Joku muu

4. Aiempi työkokemus *

- Alle vuoden
 1-2 vuotta
 Yli 3 vuotta

5. Onko sinulla aiempaa kokemusta vastaavanlaisesta työstä? *

- Kyllä
 Ei

6. Osaamisen taso ennen koulutusta *

Arvioi väittämä asteikoilla 1-4 (1=erittäin heikko, 2=heikko, 3=hyvä, 4=erittäin hyvä)

	1	2	3	4
Asiakkaiden tarpeiden tunnistaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laadukas palvelu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asiantunteva tuote-esittely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuvottelutaidot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kontaktin ottaminen asiakkaaseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ostokehotuksen tekeminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asiakastytyväisyyden ylläpito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positiivisen muistijäljen jättäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Osaamisen taso koulutuksen jälkeen *

Arvioi väittämiä asteikoilla 1-4 (1=erittäin heikko, 2=heikko, 3=hyvä, 4=erittäin hyvä)

	1	2	3	4
Asiakkaiden tarpeiden tunnistaminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laadukas palvelu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asiantuntava tuote-esittely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuvottelutaidot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kontaktin ottaminen asiakkaaseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ostokehoituksen tekeminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asiakastyytyväisyyden ylläpito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positiivisen muistijäljen jättäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Koulutusmateriaalit/koulutustilat *

Arvioi väittämiä asteikoilla 1-4 (1=täysin eri mieltä, 2=osittain eri mieltä, 3=osittain samaa mieltä, 4=täysin samaa mieltä)

	1	2	3	4
Osallistujille jaettiin oma koulutusmateriaali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materiaali oli selkeää ja ymmärrettävää	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materiaali tuki oppimista ja tavoitteiden saavuttamista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutustila tuki oppimista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutustila oli järjestetty niin, että se edisti kouluttajan ja osallistujan välistä vuorovaikutusta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Seuraavat kouluttamisen keinot kiinnostivat minua *

Arvioi väittämiä asteikoilla 1-4 (1=täysin eri mieltä, 2=osittain eri mieltä, 3=osittain samaa mieltä, 4=täysin samaa mieltä)

	1	2	3	4
Perehdyttäminen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutusluennot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Itseopiskelu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Henkilökohtainen valmennus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työssä oppinen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Koulutuksen laatu ja ammattitaito *

Arvioi väittämiä asteikoilla 1-4 (1=täysin eri mieltä, 2=osittain eri mieltä, 3=osittain samaa mieltä, 4=täysin samaa mieltä)

	1	2	3	4
Sain työni onnistumisen kannalta riittävästi koulutusta	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työntekijöitä kannustettiin jatkuvaan oppimiseen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työntekijöiden koulutustoiveita kuunneltiin ja toteutettiin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksen onnistumista arvioitiin säännöllisesti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutusten opit siirtyivät myös käytäntöön	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksen tulokset näkyivät työn laadun kehittämisessä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutukset olivat kestoaltaan sopivia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutukset olivat teoriapohjaisia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutukset olivat käytännönläheisiä	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kouluttaja puhui selkeästi ja ymmärrettävästi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kouluttaja oli asiantunteva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kouluttaja oli kannustava	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Motivaatio ja tavoitteet *

Arvioi väittämiä asteikoilla 1-4 (1=täysin eri mieltä, 2=osittain eri mieltä, 3=osittain samaa mieltä, 4=täysin samaa mieltä)

	1	2	3	4
Esimieheltä saatu kannustus vaikutti työmotivaatiooni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Työtovereiltani saatu kannustus vaikutti työmotivaatiooni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksella oli merkittävä vaikutus työmotivaatiooni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minua motivoi henkilökohtaiset tavoitteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Minua motivoi ryhmäkohtaiset tavoitteet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksen tavoitteet käytiin läpi koulutuksen alussa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksen tavoitteet olivat selkeät	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutuksen tavoitteet motivoivat minua osallistumaan ja oppimaan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Koulutus tuki tavoitteiden saavuttamista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lähetä