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SALES SECTOR'S JOB SATISFACTION IN COMPANY X

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Abstract

The research problem of this thesis was to find out the issues that sales people were satisfied with at Company X and to what they were not satisfied. The purpose was also to give the case company some development ideas, based on the research results.

The theoretical framework of this thesis includes information of what job satisfaction is and from what components it is formed. Also information about team leading, what is a team, and how the team leading differs from managing a team is given.

The main research method was quantitative, but there was also a comment section where the respondents had a possibility to tell by their own words if they had something to comment. The data was collected by an internet survey and the respondents received the address via their work e-mail. Since Company X operates on several locations around Finland, it was more convenient to use the internet survey, time and expense wise. The target group consisted of 100 employees, the sales sector, and 82 respondents answered so the response rate was 75%.

The results showed that the case company needed to improve their familiarization for their new employees. The company should also pay attention to their information flow, the regularity of their development discussion and for the training to work as a team leader. These development areas were clearly visible when analysing the collected data. The overall situation in Company X is still good, because with most of the statements the respondents totally agreed which meant that the respondents were satisfied to work there. For example, the employees are very satisfied with their team leaders.

Subject headings, (keywords)
Job satisfaction, work atmosphere, team leading, team management, a team

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CONTENTS

1 INTRODUCTION 1
2 JOB SATISFACTION 2
2.1 What is job satisfaction 2
2.2 Dimensions of job satisfaction 3
2.3 Components that affect to job satisfaction 3
2.3.1 Information flow 4
2.3.2 Relationships between employees in an organization 5
2.3.3 Physical environment and atmosphere 6
2.3.4 Company values and vision 7
2.3.5 Salary and career development 9
2.3.6 Familiarization 10
2.3.7 Organizational culture 11
2.4 Work motivation 12
2.4.1 Maslow Hierarchy of Needs 14
3 TEAM LEADING 15
3.1 Effective team leading 15
3.2 The Four-leaf clover of leading 16
3.2.1 Setting goals 17
3.2.2 Following goals 18
3.2.3 Feedback 18
3.2.4 Rewarding 20
3.3 Team management 21
3.4 Communication 22
3.4.1 Developing employee skills and motivation 22
3.4.2 Team rules and development discussions 23
3.4.3 Implementing the development discussions 24
3.5Leading versus management 26
3.5.1 The 7-S organizational framework 27
3.5.2 The role of leadership in change management 27
3.6 Leadership that creates trust 29
4 JOB SATISFACTION IN COMPANY X 30

5 IMPLEMENTATION OF RESEARCH 30
5.1 Research methods 30
5.1.1 Qualitative and quantitative research and scaling 32
5.1.2 Data collection + web questionnaire 34
6 RESULTS OF RESEARCH 36
7 CONCLUSIONS 47
7.1 Development suggestions based on the research results 47
7.2 Further recommendations 52
7.3 Evaluation of the research 53
8 CONCLUDING REMARKS 54
BIBLIOGRAPHY 56
APPENDICES

1 INTRODUCTION

The working life has changed through the years in many ways, from changing work tasks to disappearing jobs. With satisfaction towards their jobs, people are more eager to survive from these changes. The topic of job satisfaction is a current topic now that the retirement age has again been raised in Finland and the amount of years that we spend in working life is also increasing. Since people spend more years working, the importance of having satisfaction towards work is also increasing.

Having satisfied employees is any organization's greatest asset as they will have motivated employees to work for them. With satisfied employees, the companies are able to increase their productivity, have a good quality with their work, and with satisfied employees the organizations can go through changes more easily. Also, by having satisfied employees the duration of a work career is longer and the quality of work life is better.

The topic of this thesis is Sales Sector's Job Satisfaction in Company X. The case company operates in the IT field and this thesis focuses on their sales sector, so the questionnaire was targeted for the sales sector's team leaders and employees. I chose this topic because I find the job satisfaction topic interesting, in addition I am also interested in HRM and I hope that someday I could work in this field.

The research problem of this thesis is "what are sales people satisfied in working for company X and to what they aren't?" Based on the results the case company will also receive some development ideas. The data collection is performed as a web questionnaire to the sales sector's 100 employees.

The thesis consists of three parts that are the theoretical part, empirical part, and the conclusions. The theoretical part of this thesis has two main chapters; job satisfaction and team leading. The job satisfaction part contains existing knowledge about job satisfaction; from what is it formed and what components can affect it. Another theory background contains information about the team leading that will explain what a team is, what leading a team includes and how a team leading differs from managing, and what those the terms have in common.

2 JOB SATISFACTION

This chapter contains information about job satisfaction, what it is and from what components it is formed. In addition, information about motivation and organization culture are given and how they affect to job satisfaction.

2.1 What is job satisfaction

Usually motivation to work well has been related to job satisfaction, but the nature of this relationship isn't clear (Mullins 1996, 520). In one way it can be said that motivation needed for a person to accomplish a high level of performance is satisfaction with the job. On the other hand it's believed that the level of job satisfaction can also affect the strength of motivation. Motivation is a factor which can lead to job satisfaction. Mullins also mentions that satisfaction isn't the same as motivation. (Mullins 1996, 520)

Mullins states that understanding job satisfaction is difficult, since it is a complex concept which can mean different things to different people. Job satisfaction is more of an attitude, an internal state that can be associated with personal feelings or achievement. In recent years attention to job satisfaction has become more closely associated with broader organizational approaches to make better job design and to increase the quality of working life. (Mullins 1996, 520)

Job satisfaction can also be described so that it consists of the characteristics of that job, job environment which employees find rewarding, fulfilling and satisfying. Job satisfaction, motivation and performance are closely related to each other. (Faganel 2014)

Having a good job satisfaction isn't that common (Heiske 1997, 161), since many people consider paid labor should be done in order to get money to spend it on something that an employee enjoys. In this kind of methodology a job is put to secondary (it's only done to get something else) and it is difficult to get the same kind of satisfaction from it, what would be gotten if job is put to first. One reason for this is that the job description is too narrow and unilateral for an employee and there isn't a possibility to put your personality into your work. (Heiske 1997, 161)

According to Ylöstalo, a simple way of explaining job satisfaction is that job satisfaction is the difference between persons' current job and expectations, dream job or other similar things. (Blom & Hautaniemi 20039, 88)

2.2 Dimensions of job satisfaction

According to Mullins (1996), job satisfaction is difficult to describe as a concept and challenging to measure objectively. The main reason is that job satisfaction has so many different variables and different parts that together form job satisfaction. In" Management and Organizational Behavior" Mullins (1996) states that job satisfaction is formed from individual factors, social factors, cultural factors, organisational factors, and environmental factors.

Personality, age and education can be seen as part of individual factors. Relationships with co-workers and group working are part of social factors. Cultural factors are underlying beliefs and values. Organisational factors include personnel policies of a company, employee relations, nature of work, supervision and styles of leadership, management systems, and working conditions. Finally, environmental factors consist of economic, social and technical influences.

These five factors occur differently, depending on a person. This means that there aren't clear numbers how great impact different variables will have. To some people, one factor may have a bigger role than to some other people. It's also doubted whether job satisfaction can be satisfaction in only one of these five factors. Some other factors which according to Mullins may have influence on job satisfaction include frustration, nature of technology, meaningful work and supervision, psychological well-being and stress at work. (Mullins 1996, 521-522).

2.3 Components that affect to job satisfaction

According to Mäkipeska and Niemelä (2005,16) every work community has its own history, which consists of how the organization is formed, how leading is improved, what kind of personnel the company has, and what sort of operation modes they have adopted. The amount of social equity the company has, depends on how well the structure and systems operate, how well employees are committed to them, and the relationships between employees. (Mäkipeska & Niemelä 2005, 16)

2.3.1 Information flow

It is said that problems in information flow are one of the most commonly mentioned problems in organizations (Mäkipeska & Niemelä 2005, 22). Mäkipeska and Niemelä state that the better relationships employees have and the more actively they communicate with each other, the more likely it is that the information is transmitted successfully to different parts of the organization.

Transmitting information is important to organizations in order for them to run smoothly, for example making sure that everybody knows goals, are aware of changes, and know where to get assistance when needed. A very important part of social equity is information transmitted so that info is available to everyone in the organization and it is mutual.

There are also risks in transmitting information. Mäkipeska and Niemelä (2005, 23) give examples of what kind of information is relevant to be passed by, what is the right target audience, when is the right time to give that information, how should information be told, and how will the receiver handle it? It is also mentioned that there are risks related to the information giver: does that person remember, have time or bother to give the information, does the person know how to report it in a right way and in such a way that the receiver will understand it, can information giver meet the person when it is needed to give the info.

These days, reporting information has become easier, since many companies are using data communications, but the negative effect of that is there is a lot of “information pollution”. Since information comes from many places, people try to navigate through it and find the relevant and important information over spams, which is also time consuming. (Mäkipeska & Niemelä 2005, 23)

In an ideal situation, the information needed would be available so that individuals could search it by themselves, for example from intranet. The usability of that page depends on how clear it is and how well it suits the organization’s logic. The main risk is how to get people from receiving information to search the info actively by themselves. (Mäkipeska & Niemelä 2005, 23)

2.3.2 Relationships between employees in an organization

The most important factor of social equity is relationships and networks (Mäkipeska and Niemelä (2005, 17), since they are the base factors of any social communication. Unfortunately, this factor is usually ignored.

The better the relationships are, the stronger the social equity an organization has. Mäkipeska and Niemelä (2005, 17) state that the more common things employees have with each other, how much they trust one another in achieving a company's common interest will increase the social equity. In an individual level, it is easier to see those interests as a benefit they will receive, for example receiving valuable information, knowledge or tangible benefit. It's sometimes harder to see the common benefits and they may have indirect reflect towards individuals. According to Mäkipeska and Niemelä (2005, 17), it is important that the common interests of an organization are clearly expressed. By that way common interests are easier to guide action, better to use and also activities are more see-through, and that way more reliable. Those interests can be set goals or values, for example. (Mäkipeska & Niemelä 2005, 17)

According to Mäkipeska and Niemelä (2005, 17), the importance of networking has increased over the years, since it gives the possibility to the broader exchange of information and knowledge, and also combining different resources in an adjustable way. Networking can be inside an organization or between associates. Networking is successful when it is formed after shared interest or actions are reciprocity. (Mäkipeska & Niemelä 2005, 17)

Additionally it's important to see whether employees and employers have special reasons or common interests to make them to organize and invent contracts. By this way people can assume that when employees and employer have common benefits they also have interests to become organized and make shared goals for the group. (Koistinen 1999, 256-266)

However, the concept of common benefits is difficult since both parties interpret that concept by the way that is the most beneficial for their own group. Moreover, the benefits can change as time goes by, and in different situations what used to be a shared benefit can be contradictory in another situation. With this intention, it's understandable that both the employee and

the employer may not always connect with shared benefits and sometimes consider them as restrictive operator. The solution for some situations is that certain people of the group (employees and employers) make the ground rules and others just decide whether they want to obey those rules. This way that person can exploit those benefits others have agreed on, but they still have a choice of latitude. (Koistinen 1999, 265-266)

Refreshing actions in a work organization will help employees to get to know each other better, and by that way they will be able to understand each another better. While the work organization supports refreshing actions, they help members to maintain their physical and mental health also. Actions can be competitions between different parts of the organization, exercises directed to whole organization. Whether it is a mental or physical activity, hobby or refreshing action, the main thing is that members spend time together, build their relationships, and create a fellowship. (Pessi 1999, 113-114)

2.3.3 Physical environment and atmosphere

Being able to be comfortable at a work place is one part of job satisfaction. There are many factors that affect amenity, leading is of course an important part of that but also the physical environment has an important role. The interior aimed to job comfort is formed of the amount of light and colors and how clean the space is. Usually fixing these matters isn't a financial issue; it is more about paying attention to these matters. When the interiors of the job place is kept in good a condition, usually employee feels pride to work in that organization, and this feeling increases the job satisfaction. (Pessi 1999, 101)

Also, the tools that an employer provides for employees affect greatly in their job satisfaction and the work organization. The most important factor of tools is to enable safe and effective working. When tools are old fashioned and impractical, they will decrease the work motivation. Instead, modern and effective working tools will increase the work motivation, which can lead to better quality of work. Both the employer and employee need to understand that the fast development of technology makes it impossible for everyone have the newest working tools, such as mobiles, computers etc. The most important part of working tools is that the employer is able to use every feature of their working tool that they need to. (Kauhanen 2006, 60-61)

Having good team atmosphere and positive we-spirit, the fellowship that company creates many positive outcomes; members want to help each other, they are more eager to listen advices and feedback (positive and negative), and new team members are taken well into the team. In a good team atmosphere everyone feels equal, even if the members would professionally be at a different level. A positive atmosphere also makes it easier for teams to work with other teams. (Spiik 2007, 152)

In work places, a good atmosphere is especially highlighted, since every organization is formed of people who have the same goal and mission. The sense of community supports health, well-being, learning and profitability in working life. Moreover, according to Kaivola & Launila (2007, 77) in a well-functioning work organization, the we-spirit is high and the sense of belonging together (the group atmosphere) is strong. The sense of community increases the we–spirit, which increases the team atmosphere. With this in mind, the organizations that function well, have members who trust and support each other, and they are open and flexible. However, the sense of community is not free; it needs common efforts from the organization. Sometimes the problem is that people are afraid to adhere themselves to work, since those work places can be insecure or temporary, which will lead to a situation in which employees are physically there, but their minds aren't. (Kaivola & Launila 2007, 77-78)

It is a leader's responsibility to encourage team members to get to know each others, so the employees can work well when the leader isn't around. It's also possible that the leader only leads when the group has just been formed, when the leader needs to focus on leading individuals. After the team atmosphere has been created, the team leaders change their roles; from now on they aren't just a leader and they are an additional part of the team. It is stated that making simple decisions, such as deciding together a group meeting, will send an important message to team members that they are respected and valued. (Harvard Business School Publishing Corporation 2005, 22-24)

2.3.4 Company values and vision

Values have an essential role in making ethical decisions and in moral thinking, and they are coming from the organization's vision and assignment. According to Kouzes & Posner (1993) a manager's own, personal values have a great impact on a work organization to employees and managers relationships to each other and other communications. Company's values can

be for example individual development, cooperation, equality and demanding assignments. Individuals see values differently, and for other people company values are just for work and for others they comprise personal life also. (Heikkilä & Heikkilä 2005, 59)

In Schwartz's theory of values (1992) he has described that values motivate and guide judgment and actions, and they are not just justifications invented afterwards for people's actions. Values are connected to the behavior at work place, since Bardi and Schwatrz (2003) found out that people who are connected towards their work place are more likely to make amendments. (Helkama 2009, 46-47)

Good values should be understandable, so that everyone in an organization understands them in the same way, people should believe in those values (in organization wise, they are reachable things), and people in the organization will engage to them and also trust those values. Basically this means that everyone in an organization should have a possibility to affect company values. Without values, leading an organization is almost impossible since they are central turners of leading work. (Virtanen 2005, 84)

In the beginning of 21st century, it was very popular for companies to have so called value-leading as a corner stone. Value leading means that a company has real and a clear presentation about values that guide their actions, and managers are able to connect these values to a whole organization. Many companies want to make a profit, and by that way they are setting values which will help them to achieve their goals. Hautaniemi states that these days many organizations are going through changes. What kind of values the company has and the way issues are handled in an organization, will help employees "survive" the changes. (Blom & Hautaniemi 2009, 151)

With this in mind, Human Resources (HR) should also follow an ethical path where they should be able to affect the management's leading habits and the culture of the work organization so that the ethical actions actually happen (Juuti 2009). Possible tools to be used are developing personnel and using value leading. (Helsilä & Salojärvi 2009, 366)

Also, managers need to ask themselves whether they have the right values they need to possess in their work, such as cherish customers to get the good behavior they deserve. Managers don't just need to treat subordinates fairly; they also need to create a fair organization. Other

dilemmas that managers may face are for example finding a balance between effectiveness and humane treatment. Working for only to be productive, managers may lose the employees' trust, but if they focus only on employees, then managers lose organizations' trust. (Helsilä & Salojärvi 2009, 366)

What should be kept in mind is that these days company values are stated but they might end up being just a superficial phrase, even though they are meant to help personnel to make decisions and affect their actions. (Spiik 2007, 45)

Finally, companies also need to have a vision that is an image that a company wants to achieve in the long run. The vision concept is difficult: in one way it should be strong, powerful and achievable but also a good vision should include hopes and brave goals. Obviously, if creating a vision is difficult, then so is implementing it. That's the reason why companies should have charismatic leaders who can make the whole organization to see their visions and operate towards them. (Kamensky 2008, 83-85)

2.3.5 Salary and career development

The amount of salary is based on an employment contract and a collective agreement which varies between different industries. For an individual salary can be straight form that employment contract or the employee and the employer can make mutual agreement and use that deal instead of the employment contract. Sometimes salary is formed of a chart where the complexity of work is assessed and it's combined with a personal part which is based on assessing the performance, the success of the performance, and the competence of the employer. Usually the salary that is based on the complexity of work is completed with the incentive wage system which could be provision or bonus. (Viitala 2013, 148-151)

In an incentive wage system, a salary forms from completed work load, which can be the amount of sales. For example, with salespeople's salary, it can be formed of so that one part of it is fixed and the other part is purely based on how much that person or a group has sold. The incentive wage system works well with people who can see the connection between the salary and the performance, are motivated for money, and the salesman can affect the sales result. The positive effect on an incentive wage system is that salespeople may put more effort to their work and by that way increase the sale results. On the down side this kind of wage sys-

tem may increase the work depression, and in some sale's firms the sale pressures may lead to forced selling where customers' needs aren't considered. (Viitala 2013, 151-153)

In order to have a diverse career, an employee needs to work in flexible organizations, since these days personnel may need to do many different kinds of tasks on their organizations (such as projects etc). In flexible organizations the career development occurs when job assignments and situations change, and therefore a timely change is needed. (Ruohotie 2002, 207)

2.3.6 Familiarization

According to Kupias & Peltola (2009, 19), familiarization means every action and support which will help a new employee or someone who is adjusting into new work by developing know-how, work place and work organization so that a person can get started well and get along with work tasks, and also the work organization. Finally, being able to work independently as soon as possible is considered to be a part of a good familiarization. When familiarization is done well, it consists not only of different practical issues that help starting the job, but it will also take into account the capabilities of a newcomer and exploit them. This will benefit the employer, the work organization, and the newcomer itself. (Kupias & Peltola 2009, 19)

Usually, it is the boss who is responsible of the familiarization, but also people from Human Resource Management (HRM), people from the work organization and some named person can be involved in the familiarization. A good person to do the familiarization is someone who has been working a while in the organization and is interested in helping others. It's stated that the trainer shouldn't be too good at that job, since those kinds of people may be too routined in their tasks and can't tell what is essential for the familiarization. (Kjelin& Kuusisto 2003, 19, 196)

Companies can benefit from a good familiarization, since when it's done properly, there will be fewer mistakes that the company needs to fix. A good example is a company which has hired a lot of new employees from different work backgrounds. Since those people have different ways of doing things and different kinds of systems and processes, it is essential that there will be a united way of familiarizing new employees. In customer service inadequate

familiarization will lead into complaints from customers. The most dangerous thing is that customers will switch the company, and use word-of-mouth and banish other customers also. For this matter, there aren't any logical or business reasons why every newcomer shouldn't be familiarized. Economic reasons aren't sufficient, because it is easy to see that in the long run a good familiarization becomes cheaper. (Kjelin & Kuusisto 2003, 20-22)

2.3.7 Organizational culture

There are many ways of describing culture: Hofstede (1984) has said it's a "collective programming of the mind" and Hall (1976) has said that culture is a multi-dimensional concept which can be reduced to four sets of opposite and independent dimensions. The four dimensions are:

1. *low versus high power distance,* that means the degree of inequity in organizations
2. *low versus high uncertainty avoidance,* that measures the extent that employees are distributed by and seek to pull out of unpredicted situations
3. *low versus high individualism,* that measures the commonness of an individualistic or collective culture in an organization
4. *low versus high masculinity,* measures the degree of masculine (competitive behavior) and feminine (group oriented concern for others) behavior in an organization. (Mc Ewan 2001,327)

With this in mind, it needs to be stated that there are cultural differences that vary from country to country and that is something what international companies have to keep in mind. This is important, since sometimes foreign cultures can be seen as representing the other values as invalidate "what we believe in". (McEwan 2001, 328)

An organizational culture can also be described as the basic pattern of shared assumptions, values and beliefs considered to be the proper way of thinking about and acting on problems and opportunities facing an organization. The corporate culture is also said to be one of the main drivers of employee commitment and engagement. The organizational culture could also be described as a company's DNA, since it is invisible to the naked eye, but yet it is a powerful template that is shaping what is happening at the work place. (McShane & Von Glinow 2005, 475-476)

Like mentioned above, the organizational culture is invisible and the parts that belong to it are the assumptions, values and beliefs which represent the organizational culture that operates beneath the surface of organizational behavior. While they are not directly observed, their effects are everywhere in an organization. (McShane & Von Glinow 2005, 476)

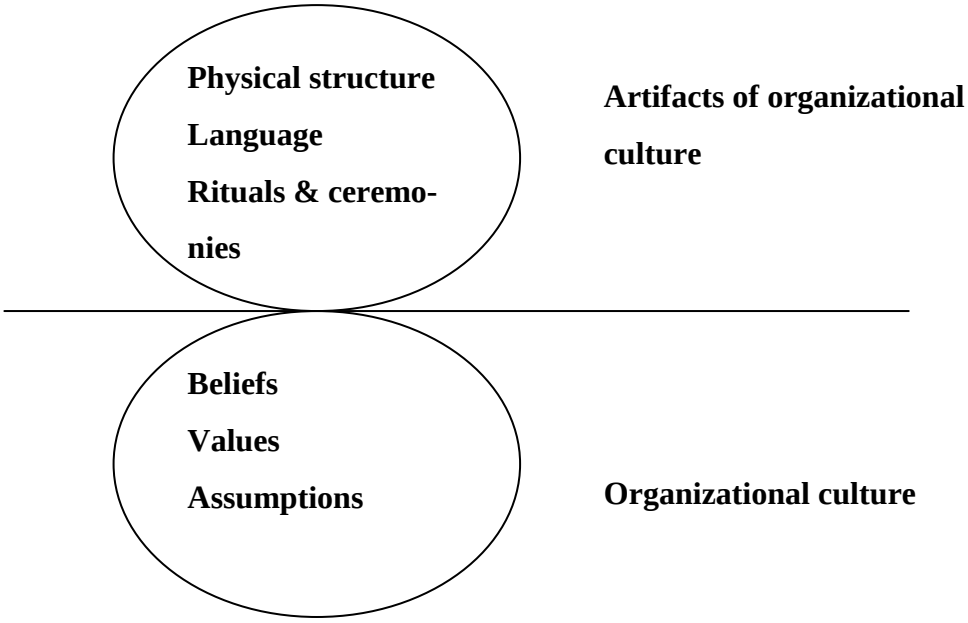

FIGURE 1. Elements of organisational culture

Culture can generally be seen as a unifying or disjunctive mechanism binding people together in an organization. Still, this is one way of seeing culture as a differentiating feature in the organizational life. Organizations form many different groups: departments, work teams, social groups, professional groups etc. That's why it is almost impossible to talk about a single culture in an organization. More accurately, an organization could be described as consisting of a number of cultures that will have a number of common features, but also some differences. It has also been argued that culture can't be managed or changed easily, because it forms an integral part of an organization's configuration. (Martin 2010, 198)

2.4 Work motivation

The word *motivation* comes from Latin word *"movere*". Motivation can be described to mean a human's inner state of mind where they actively are trying to reach a goal. It's typical for a motive to have confined orientation. Motivation can come from curiousness, and humans and animals can have it. According to Whittaker (1976) the most important topics for motivation are salary, safety and the need to do something. (Räty 1987, 72)

Another way of describing motivation according to DuBrin (2014, 234) "*it's an internal state that leads to effort expended toward objectives; an activity performed by one person to get another accomplish work"*. It's not just a manager or leader who motivates group members; also many people at a work place have a need to motivate others. (DuBrin 2014, 234)

Motivation can be understood so that it is a three dimensional construct which consists of intensity, persistence and direction. Intensity is the mental activity and physical effort a person is willing to do towards goals. It is followed by persistence which means mental activity and physical effort over time. Finally there is direction (or a choice of specific actions) in specific conditions. Motivation should also be understood in two levels, which are "what motivates salespeople?" (the reasons behind intensity and persistence) and "how do salespeople choose their actions?"(the reasons behind direction). (Faganel 2014)

To keep in mind, if an individual is motivated well towards his/her job, it will strengthen his/her self-esteem. This will lead to positive attitudes towards co-workers which will lead to a positive atmosphere at a work place. Individuals' motivation is good when they got responsible tasks that support their competence, capabilities and knowledge. (Pessi 1999, 76)

The study of motivation is generally answering to why people act in a certain way. Mitchell (Mullins 1996, 480) has identified four characteristics which can be associated with the definition of motivation. They are:

- Motivation is typified as an individual phenomenon. Since every person is unique, motivation theories should, more or less, allow this uniqueness to be demonstrated.
- Motivation is described as intentional. Motivation is thought to be under employees' own control, and behavior that is influenced by motivation is seen as a choice of action.
- Motivation is multifaceted. The two most important factors are what gets people activated (arousal) and the force of an individual which makes them to engage in desired behavior (choice of behavior)
- The purpose of motivational theories is to predict behavior. Motivation is about action, and the internal and external forces which influence a person's choice of action. It is not about behavior itself or about performance. (Mullins 1996, 480)

According to Eskildsen, Kristensen and Westlund (2003) young people are less satisfied with their work conditions and motivation increases as people get older. In their study they also found out that the education level doesn't affect the motivation. (Liukkonen 2008, 148)

2.4.1 Maslow Hierarchy of Needs

One of the best known theories of motivation is Maslow's theory called Hierarchy of Needs. According to Maslow (1987, 17) the basis of motivation are *physiological needs*, which will dominate the organisms, and once these needs are achieved, then will appear new and higher needs. Another way of saying this is when hunger is satisfied, it becomes not important for an individual. (Maslow 1987, 17-18)

The physiological needs are the starting point of the motivation theory. This part includes the need of satisfying the hunger. After this need is fulfilled, the next one is *the safety needs*. This part includes security, protection, and a need for law and order. These can also be seen as a base of philosophy of the future and the values. The needs for safety can occur in the social scene when there are threats to law or to order. Next, there are *the belongingness and love needs*. They include giving and receiving affection, and a person who is lacking these is feeling forcefully the absence of family or friends. Usually this part includes the need of belonging to something: having roots, belonging to a group etc. (Maslow 1987, 15-20)

Then there are *the esteem needs*. According to Maslow (1987, 21), usually people in a society have a need or desire for a stable, usually high evaluation of themselves, for self-respect or self-esteem, and for the esteem of others. These needs are for example, a desire for strength, need to achieve, independence, status, recognition and appreciation. Satisfaction in these areas leads to feelings of self-confidence, worth and capability. People also have a need for deserved respect from others instead of being famous. Finally, there is *the self-actualization need*. This means that people must be true to their own nature in order to achieve self-fulfillment, and to become aware what they are potentially. However, the specific form of needs varies from person to person and the individual differences are huge. (Maslow, 1987, 21)

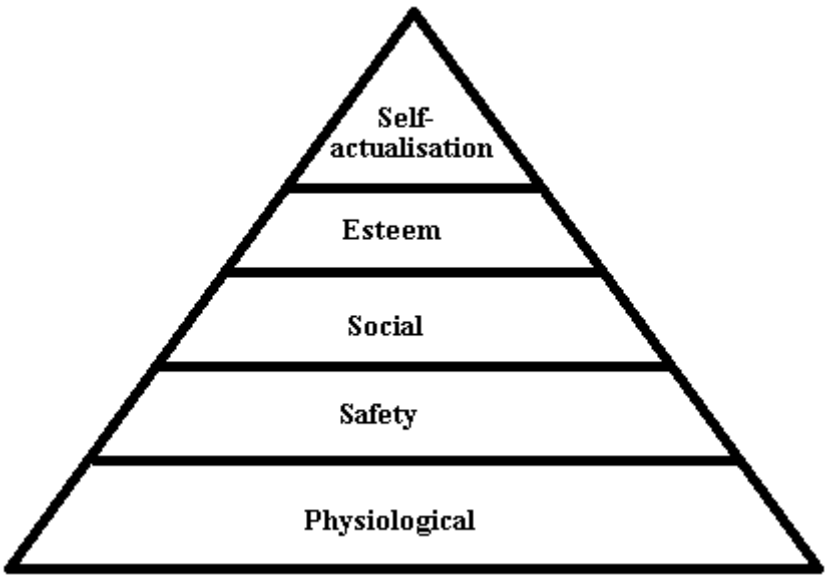

FIGURE 2. Maslow Hierarchy of Needs

3 TEAM LEADING

Syer and Connolly (1996) state that a team is a group of people who are having mutual interaction, and that they are accomplishing a shared goal. Teams get input (goals, info, assignment), and using the team's structure (members' skills, qualities, roles) together with communication and directions from the management, the teams will make those inputs into output (results, closures, finished products). Nevertheless environmental factors and the organizational culture affect processes and the team structure. (Grant 2007, 312)

Another way of explaining a team is to say that a team differs from a traditional work organization so that in a team, members decide together about the matters that affect the whole group. This is distinct to traditional organizations, where orders come from the top manager and the manager is responsible of the actions. (Salminen 2013, 24)

3.1 Effective team leading

It is said that a team leader is the key member of a team (Salminen 2013, 141). Team leaders' tasks depend on the area in which the team is operating, but typically they are planning the team's operations, coordinating, and supporting the employees to be successful at their tasks. Usually planning and developing a team happens with the team leader's own superior. Like

mentioned before, the team leaders are responsible for the team's daily activities, but they also need to have long term goals in order to improve the team's performance.

The team leader differs from the typical leader in a sense that the team leader is part of the team and usually operates with the members of the team. The team leader may have many tasks, but no team leader can be competent in every aspect of the operating business. This is why the team leader should be capable of transferring responsibilities to others. (Salminen 2013, 141)

On the other hand, it is difficult to be team leader and to work in the same tasks as the employees, because those leaders are easily "sucked up" into teams' actions. Usually the team tries to assimilate the leader become one member of the team, but their leader should always maintain role as leader. (Heiske 1997, 174)

In good leading, it is important to know organization's networks and how they operate. According to Mäkipeska and Niemelä (2005, 18) a smart leader adapts well in working networks and knows how to strengthen them, since networks have such an important role in organizations. It is stated that not every interest between networks is valuable, and that's why it is important for a leader to create shared goals so the liaison would be lucrative. Shared interests could be using expertise and improving it, the flow of information, and to make innovations. Open discussion is crucial to make sure that the management's vision isn't separate from the organization's vision. (Mäkipeska & Niemelä 2005, 17-18)

3.2 The Four-leaf clover of leading

In the Four-leaf clover of leading (Salminen 2013, 144) the team leader's tasks can be seen by the different parts of leading. According to Salminen, this figure provides the four most important parts of the team leader, despite the tasks that a team leader and the superior may have together or divided between them.

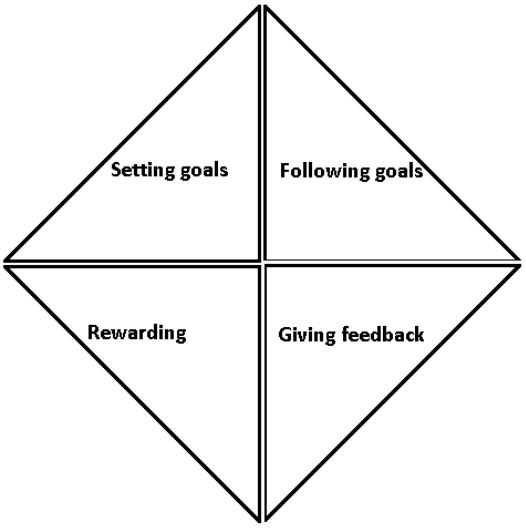

FIGURE 3. The four-leaf clover of leadership.

3.2.1 Setting goals

The team leader sets goals in order to help the members of a team to direct their actions and to minimize the conflicts inside the team. By achieving the goals, the team leader may also reward the members of the team and by that way improve the spirit of the team. According to Salminen (2013, 145), a good goal can be something that is set together, it's inspiring, achievable, but still demanding enough. Goals can be in euros or in units, so they are qualitative goals.

After setting the goals, the employer's motivation should be prop up. Usually it's thought that motivation is an employee's own responsibility, but a good team leader knows how to motivate employees and that the motivation level changes. The level of motivation does not affect just the employee but also the whole team. Also the "infection" needs to be taken into account, since motivating employees spreads positive energy around others, but a non-motivated person spreads negative energy. (Salminen 2013. 145)

Setting goals increases the interest of a job since the clearer picture employees have about future, the more likely they are willing to work towards goals. It's important that the team leader is aware of this, since this is the base of many other leading theories: if we want people to engage in something, they need to have a clear vision about it. (Spiik 2007, 203-204)

3.2.2 Following goals

Following a team and its members' actions is essential, since without doing so it's not possible to give proper feedback. Giving feedback is important for the team so that they can evolve themselves. (Salminen, 147)

In order to have efficient following, the length of follow-ups should be decided carefully. Usually the monitoring lasts for one month or even for a quarter of year. According to Salminen (2013, 147) quarter of year follow-up is too long, since the motivating effect on daily follow-up's decreases as time goes by.

The team is responsible together for its actions. Even though the team leader is responsible for the team, it's not just a leader's task to follow and assess the team's actions. That is the reason why it's good that a team has follow-ups for individuals, but also that the team is evaluated as a whole. (Salminen. 2013, 146-147)

3.2.3 Feedback

According to Salminen, giving feedback is the team leaders' most efficient way of controlling the team members. The more a team leader can give efficient feedback to the team, the stronger his/her leading power (how efficiently a leader can affect other team members thinking and actions) will become. Giving feedback can be divided into three different types. They are

- positive feedback
- remedial feedback
- guiding that aims for long-term developing

In a team leadership giving feedback can be used for different meaning. Salminen states that by giving feedback, the leader can set directions to a team action, improve the team members' performance, and help the members to improve their work or motivate them. (Salminen 2013, 148-155)

Expressing one's gratitude is an efficient way of affecting team members' action. By doing that repeatedly, it's more likely that the person keeps on doing things in the same way. Prais-

ing should be done specifically, stating what exactly someone has done well, not just saying "a good job". Salminen states that praising someone is an easy, cheap and effective way to affect team members' actions. The only negative effect can be that the other team members may become jealous. According to studies, Salminen states that employees suffer from the lack of receiving feedback in Finland. (Salminen 2013, 148-155)

Giving remedial feedback is also considered to be difficult. According to studies, Salminen says that most people either become depressed or stop thinking when they receive negative feedback. Then there are also people who have such a strong "skin" that they don't notice that something could be their fault and they always find someone or something else to blame. There is only a tiny amount of us who can take the advantage of remedial feedback. This is the reason why leader of a team needs to be able to give feedback in at the proper way. (Salminen 2013, 148-155)

The goal of a remedial feedback is to change the way someone is acting and that's why the feedback should be done as soon as possible. The actions that lead to a remedial feedback can be very different. When it's related to customer relationships and teamwork, it can be more challenging since usually the action that needs to be corrected happens when a team leader isn't around. Therefore the team leader hears it from someone else (from a third person). In situations like this, Salminen says that finding out what the action, situation and not-wanted behavior was needs to be analyzed carefully. If follow-up and sorting out aren't done well, a remedial feedback isn't considered to be that effective. A team leader should also give remedial feedback personally and not in front of a team. (Salminen 2013, 148-155)

Feedback is usually given to a person who can receive it and take advantage of it. Everyone needs remedial feedback in order to become better, Salminen (2013, 148) says. Self-evaluation is needed and also feedback from our own actions. Self-evaluation is useful but people don't always recognize how their actions look and affect other people. According to positive psychology studies, the relationship between positive and remedial feedback should be three to one. It means that one remedial feedback and three positive feedbacks are needed so that the balance is right. (Salminen 2013, 148-155)

Not everyone can take feedback (positive or negative) well. Reasons for that could be that the receiver feels there is nothing special or new in the reason of feedback or then then receiver

doesn’t like that he/she has to depend on someone else, which means that people sometimes don’t realize that they have done something good and they need someone else to tell it. This, according to Heiske (1997, 137), can be a problem to some people. The reason could also be that in work organizations it’s not that common to give feedback, and if it’s positive, the receiver fears that there will be jealous people in the work community. (Heiske 1997, 137)

3.2.4 Rewarding

Salminen says that rewarding should efficiently support the team’s goals and rewarding should be designed to support the team in different stages of development. When rewarding is being planned, it should be taken into consideration that rewarding has a greater impact than just giving money. According to Salminen, many studies show that monetary rewards have only a limited impact on motivating employees.

Other motivating tools are:

- an interesting job assignment
- a possibility for a team member to get an even more interesting job assignment
- noticing team members’ efforts and giving compliments
- upgrading workmanship by offering training
- a team is given spontaneous recognition, which will strengthen the team members status in the team
- a possibility to belong to a successful team
- a team gets recognition from customers and other members of organization
- more responsibilities and a bigger role in a team
- a possibility to get heard when decided about team matters
- a possibility to get to work in a top team

In teamwork, it is important to think when an individual is being rewarded and when the whole team should get a reward. Individual rewarding doesn’t lift the team spirit; instead it creates competition between the team members. When working in a team, individuals shouldn’t be rewarded at all when rewards are being decided outside the team. Instead, team members can decide whether they want to award some individual. (Salminen 2013, 156)

Pessi (1999, 81) states that motivated and excited employees do their job without waiting extra reward, but still rewards that are given as a surprise will maintain and support motivating atmosphere at a work place. Oral feedback is important, but also tangible feedback/reward is important. Usually it means a financial reward, and the receiver gets a permanent remark of the appreciation towards their job if reward is a salary increase. Other tangible reward is to give one-time financial reward. This can be given to an individual or to the whole team. (Pessi 1999, 81)

3.3 Team management

Time management is one important matter in leading organization. When management is planning their time and trying to follow that plan, it creates a positive atmosphere in an organization. Pessi (1999, 67) states that the top management usually has many different useful events outside the physical work place, but the main priority in time management for managers is that they are always available when employees need them. This matter should be taken into consideration when they are planning their schedules and how are they going to arrange the liaison, so that employees can contact them and get needed assistance. (Pessi 1999, 67)

A team needs someone who shows members the direction where to go, makes decisions and creates a vision. If there isn't anyone who sets the direction, there isn't a group because everyone is going into different directions. A good team leader tries to help its members make good decisions by having discussions, asking visions, and listening to the team members. The team leader also needs to be aware of these issues by-self, for example they need to have a clear vision they want to follow. In order to have a successful team, the leader needs to understand the team as a whole and the leader needs to have an ability to enable an establishment of a good team spirit. (Kopakkala 2005, 89-91)

In order to manage a team, the leader needs to understand that the team needs enough time to develop into a good team and the leader needs to be able to communicate "upwards" in order to make sure that the organization gives enough resources to make the team successful. For this reason the leader also needs to make sure that all the members of the team are aware of who belong to the team. By this way the team members will be able to carry out the responsibilities not just individually but also as a whole group. The leader also needs to provide needed grounds for the team spirit to rise. (Kopakkala 2005, 93)

3.4 Communication

According to Stanton (2004, 1) communication has generally four objectives, which are to be heard or read, understood, accepted, and to get action. Having group meetings to inform and to make decisions has been done for ages, but in recent years they have become more commonly used. The main reason for this is that organizations have become bigger and they usually have more and more people specialized into different things. The positive effect with those groups is that usually the decisions they make are more courageous since there are more information and knowledge available, when compared to individual working. (Stanton 2004, 1, 98-101)

3.4.1 Developing employee skills and motivation

In the society of know-how, the most important asset is people and their know-how. According to Juuti & Vuorela (2004, 56) man's creative capacity is limitless. It's also stated that an organization can be successful only if they receive the energy of an employee and are able to target that energy to their own core competence. Since the organization's main goal is to make sure that their core competence is clear enough and their know-how is better than their competitors have, it's important that the organization develops their employees' skills. It's also important that the organization is capable of choosing the area they want to focus their know-how on, and they need to constantly and innovatively develop this know how. The best way of doing this is that every manager is constantly developing their personnel and their actions. (Juuti & Vuorela 2004, 57)

Every manager should also be able to recognize their responsibility areas' strategy, vision and core competency. After this is done, they can start looking at the current situation of their responsible area. It's possible that the manager makes a survey that makes it possible to get a big picture of the development needs in their sector. Then it's possible to start analyzing what kind of training does the whole group need and also the personal training needs. (Juuti & Vuotela 2004, 58)

It is company's responsibility to develop employees' skills and plan suitable programs for that. Development programs should be planned so that everyone in a company is connected to

them and employees feel that it's company's goal to train the employees. The same way teams can develop their own actions on behalf of the company's goals. With this in mind, the responsibility of a manager and a team leader is highlighted in developing employee skills, since they are in charge of making sure that the development program is suitable for everyone, and a team leader needs to make sure that everyone in the team gets excited and motivated of the program. When the program is motivating, members sign in for it. (Spiik 2007, 155)

One way of developing employees' skill, is called "Learning Organization Method". The learning organization can be a work community that can constantly evaluate their own actions and compare results to the changes that happen around them, and also renew the organization's actions proactively depending on how the environment changes. The goals from the learning organization can be: shared goal, how the organization needs to operate in the future, recycle know-how and reward people from sharing know-how. The problem of this method is that sometimes the need for change can occur in many different sectors in the organization and the visible results may come after a while. Usually a leader is needed to organize the change, which will monitor that things are progressing and different steps of change support each other. (Otala & Ahonen 2005, 204-205)

Being able to motivate employees is an important skill, since managers can by themselves destroy improvement work rate. Demotivation can be achieved in an instant, but motivating a team needs persistent and well thought effort. Leaders need to be able to motivate the whole team, but sometimes they need to be able to motivate individuals. Motivating individuals means that the leader recognizes the personality of an individual and selects the best motivational tools to be used. (Barker & Cole 2009, 84)

3.4.2 Team rules and development discussions

Teams need rules that they follow, the same way as in team sports. Team rules include what everybody is supposed to do, and everyone in the team knows what their own tasks are. By this way teams can avoid overlapping with their tasks, since not knowing what one should do creates more tiredness than effective working. Team rules are set in team meetings, some rules are set by an organization, and some rules are set by the team itself. In team meetings it is possible for individuals to ask about rules and make their own suggestions. (Spiik 2007, 87)

By forming rules at a work place, management can increase the fairness over the personnel, which will increase the employees' job wellness. Having clear rules, it will also help managers to treat employees equally. On the employee's side, clear rules in a work place and in the whole organization will give working an unambiguous frame. Rules will also let the employee know what is expected from him/her and what the employee's rights are at a work place. Being aware of the company rules, employees can monitor how well justice occurs at their work place. (Laine 2009, 56-57)

For a manager, one way of supervising and discussing with an employee is to have a development discussion. These days development discussion has become part of organizations' feedback culture and it is considered to be one tool of the leading. In a development discussion the possible topics could be about goals, personal job development, evaluating job performance, and the employee has a change to give feedback for the manager about his/her leading habits. The density of having development discussion depends on a person, usually they are organized from four times per year to once in every two years. In a successful development discussion, any uncertainties of a job assignment or division of work are deleted, trust is created in a work organization, and a common language for a communication is formed. (Kaivola 2003, 152-153)

Organizations may also have group development discussions. The idea of them is to increase the group atmosphere, find possible problem areas of that group, and a solution for them from the group discussion. The group also has a possibility to discuss their own tasks in an organization and inform how they could have more co-operation with other sectors in their company. The positive effect of group development discussion is that it can be beneficial for employees and also for management because both parties are able to see their jobs from a different angle. Seeing the big picture increases the work motivation and joy of work, and they will increase the job satisfaction. (Ronthy-Östberg & Rosendahl 2004, 150)

3.4.3 Implementing the development discussions

Organizing development discussions isn't just a manager's matter, it's something that the whole organization needs to set in and put some effort to. Usually the idea of organizing development discussions in an organization comes from the CEO, in order to make those discussions part of the organizations' company culture. (Ronthy-Östberg & Rosendahl 2004, 154)

Ronthy-Östberg & Rosendahl (2004, 154) have created one way of implementing a development discussion:

- **1st step –The announcement**
  The CEO creates together with the management team a bulletin which informs the meaning and the purpose of the development discussion.
- **2nd step- Training managers**
  The company needs to organize a training day with the presence of the CEO, the management team, and the managers. The purpose of the day is to teach the managers the content of the development discussions and to answer their questions.
- **3rd step- A mini training for employees**
  The managers meet their employees and inform them what the purpose of the development discussions is.
- **4th step- Dyadic discussions**
  The manager organizes time for a discussion with every one of their employees. Before the meeting the manager has made some notes about the matters they need to discuss. At the end of the discussion they ponder possible topics for the group development discussion.
- **5th step-The group development discussions**
  After everyone has had their dyadic discussions, the group will meet as a whole and discuss the current matters that will affect the whole group.
- **6th step- The follow up conversation**
  After proximately six months, it's time to do the steps 4 and 5 again in order to keep the organization vital. For employees this is a chance to see what they appreciate at their jobs and whether they are working in a right task. By doing this the company can easily see the upcoming changes. (Ronthy-Östberg & Rosendahl 2004, 154)

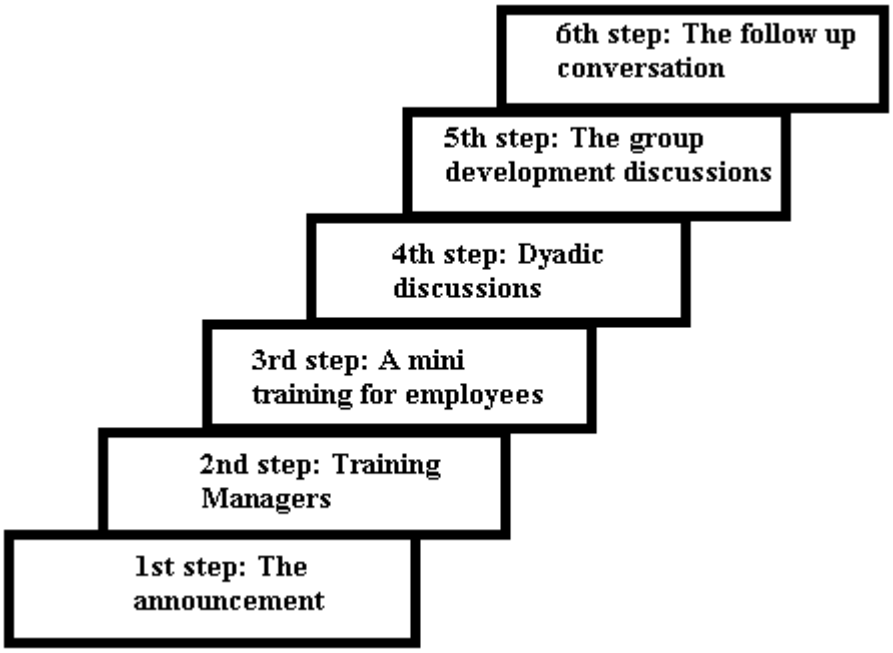

FIGURE 4. Development discussion steps

3.5Leading versus management

According to Mullins (1996, 247), sometimes management and leading are seen as synonymous. Still, Mullins states that there is a difference between those two terms, and it doesn't mean that every leader is a manager.

Management may be referred as in terms of planning, organizing, directing, and controlling the activities of subordinate staff. On the other hand, leadership can be seen as attention to communicate with, motivate, encourage, and involve people. Management is usually seen as getting things done through other people in order to achieve organizational goals. Mullins (1996, 247) states that a manager may react to specific situations and be more concerned with solving short-term problems.

According to Mullins, the emphasis on leadership is on interpersonal behavior in a broader context. It's important to understand that leadership doesn't necessarily take a high place in a hierarchical structure. Many people, according to Mullins (1996, 248) work as leaders without their role ever being defined officially. A good leader often has valid influence to bring about long-term changes in people's beliefs and to make changes more acceptable.

According to Zaleznik, people who explored disparity between leaders and managers, found differences in attitudes towards goals, conceptions of work, relations with others, self-perception and development. The differences were:

- Managers tend to adopt impersonal or passive attitudes towards goals, whereas leaders have more personal approach towards goals
- In order for people to accept solutions, a leader creates excitement in a workplace whereas a manager needs to co-ordinate and balance in order to compromise conflicting values
- Having relationships with co-workers: managers' maintain a low level of involvement. Leaders show empathy and attention to what events and actions mean
- Leaders work in, but do not belong to an organization. Instead, managers see themselves more as conservators and regulators of the existing order of affairs from which they can gain rewards (Mullins, 1996. 247-248)

3.5.1 The 7-S organizational framework

One of the theories to indicate the difference between leadership and management has been applied by Watson and it's called the 7-S organisational framework. In that theory Watson is using seven words that start with the letter S. Those words are strategy, structure, system, style, staff, skills, and superordinate (or shared goals). Watson thinks that managers tend to lean toward reliance on a strategy, structure and systems. Then leaders tend to be more towards "soft" Ss, which are style, staff, skills and shared goals. (Mullins 1996, 248)

3.5.2 The role of leadership in change management

The most important roles a leader has in change management are being able to create a vision, aligning relationships around the vision, and to inspire others to achieve the vision. According to Hayes (2010, 171) it has been recognized that a strong vision can make a valuable contribution in making the change successful. In case the change isn't going well, the possible problem areas could be unfit vision, leaders making unrealistic assessments of opportunities, and formulating the vision that doesn't address the concerns of the key stakeholders. (Hayes 2010, 171)

Leaders also need to think about their management style and to check whether it is suitable for the change situation. It is stated that charismatic management can have an effect on the successful implementation of the change. Also, the way of communicating is something that leaders need to take into account, since being able to communicate the vision properly in order to engage people into is essential. In lieu of telling the key stakeholders what they want to hear instead of the facts isn't good either. (Hayes 2010, 171)

The leaders who are leading when an organization is going through a change period, need to understand that they are leading individuals who need to get their motivation from the organization's goals. When the organization's new goals and the people who are fulfilling those goals have similar aims, the organization will get the best results. (Mäkipeska & Niemelä 2001, 17)

Still, it doesn't matter whether the organization is going through a massive change or not, all the leaders must act as role models, creating readiness for a change and build commitment at all the levels of the organization. Leaders should also prepare people for ongoing changes in order to provide long-term growth and also stability. Leaders also have to create a constructive change process, contract people to be positively involved in the change process, and avoid resistance towards new developments. With these in mind, clear change goals, targets and help to develop a culture that is supportive towards change should be provided also. (Holbeche 2006, 260-261)

The difficulty in change management is that sometimes the middle management needs to be able to make quick changes towards the personnel leading. In some organizations the change doesn't happen quickly and employees are given a chance to change their behavior. Instead, in some organizations the middle management may receive a note which states that "starting from September 24, there will be changes in the team leading." When the need of change comes from the administration with a tight schedule, managers may have a lot of pressure to carry out all the requirements in time. The administration may have had time to consider all the required changes through and they adjusted to them, so they may have difficulties to understand that the organization is just starting to adjust when the announcement of the changes is made. (Mäkipeska & Niemelä 2001, 126)

3.6 Leadership that creates trust

According to Mäkipeska and Niemelä (2005, 195), when trust in an organization should be increased, usually upgrading leadership habits that have noted to be satisfactory helps. It is important to notice what the most important matter is: human. These days organizations are formed of different experts who each have their own role in a company. Important factors that should be taken into account by a leader are employees' job satisfaction and motivation towards their work. These are the basis of creating trust and making good results.

Leadership that creates trust is formed typically of communication, open information and exchanging it, supportive atmosphere and taking on responsibility of good atmosphere. Mäkipeska and Niemelä mention that leaders need to have a clear role in a company (in order to show direction), organize actions, and encourage employees when it is needed. According to Mäkipeska and Niemelä, many organizations have problems in maintaining a good leadership.

When trust is created through leading, the following things should be taken into account:

- setting goals
- making sure employees are aware of the goals
- actions and norms that guide employees
- leading people and talent (Mäkipeska & Niemelä 2005, 195)

A leader is taking a certain risk when he/she is giving individual tasks for employees. On the manager side, giving the assignment and on the employees' side, taking the assignment will increase the trust. When the manager gives the employee some individual assignment, that situation has felt positive by the employee. (Laine 2009, 51)

A good leader is able to listen to their employees practically and technically in order to hear signals that may need to be intervened. The leader should never just listen to the things that are said, but they should look behind the mentioned words. The reason for this is that not every employee has courage to ask help when it's needed, either because they don't know how or they just don't know what kind of help they need. (Harvard Business School 2004, 16)

4 JOB SATISFACTION IN COMPANY X

This chapter contains information of the commissioning party, Company X. Since the topic of the thesis is sensitive, the commissioning party has asked to be called Company X in this thesis.

Introducing Company X

The commissioning company for the thesis is a Finnish IT- company that operates in Finland. The company sells IT products, services and provides a customer service through Finland. The Company X was originally established in 1882, under a different name but has maintained Finnish owned through its history. The total amount of employees is 4 000, but this thesis was committed to the sales sector of the company which has 100 employees.

Company X is divided into two organizations, which are private customers and business customers. These both organizations have their own leaders who are responsible to the CEO of Company X. The sales sector, to which this thesis was performed, operates under the private customer's organization.

5 IMPLEMENTATION OF RESEARCH

This chapter will provide information of implementing the research. The research was performed as a job satisfaction questionnaire, which also included questions about satisfaction towards the team leaders, the managers, and the whole organization. The purpose of this thesis was to find out to what the employees were satisfied with in Company X, what they weren't, and to provide the organization some improvement ideas. In addition, information of the research methods, research material, and reliability and validity will be given in this chapter.

5.1 Research methods

Research can be described in many ways, depending on from whom it is asked. Typical ways of describing research can be that it's a careful search, studious inquiry, investigation to find something new, or simply just one way to gather information. Research usually has three

question or steps: *where* to get the information, *whom* to ask, and *what* to ask. There are various reasons to make a research, but in the business world, research is typically conducted if a company needs to gain a competitive advantage, test new products, solve organizational problems, forecast future sales or reduce operational costs. (Adams etc. 2007, 19-21)

Research also needs to have an outcome, which can be for example descriptive research, which defines a phenomenon, not trying to understand behavior. Then there is explanatory research which is "deeper" because it not just defines a phenomenon, but also tries to explain the behavior. Finally there is predictive research, which doesn't stop at explaining behavior; it also tries to predict the future behavior by using the explanatory variables relevant to a particular phenomenon. Usually, most of the researches have parts of each three types, but according to Adams etc. (2007, 20), the third one is the most complex one. (Adams etc. 2007, 20)

Validity

Validity means that when research is done or before it's even conducted, people who are performing the research should be sure that they are measuring the right concept and not something else. Luckily there are different kinds of validity tests that can be done to assure that the measuring ways are correct. (Sekaran 2000, 207)

Content validity makes sure that the measures include a suitable set of items that suit the concept. In one way of describing content validity means how well the elements of a concept have been taken into account. *Criterion-related validity* is used, according to Sekaran (2000, 207) "when the measure differentiates individuals on a criterion it is expected to predict." Additionally there is *construct validity* which helps to see how well the results obtained from the used measure did fit to the theories that the test was designed from. (Sekaran 2000, 207-208)

Reliability

Reliability of a measure means the stability and consistency with which instrument measures the concept and helps to assess the "goodness" of a measure, according to Sekaran. (2000, 204) In a simple way, reliability means accuracy in measurement. There should also be stability in a measure that should maintain over time, despite if there are uncontrollable testing con-

ditions or the respondents aren't in a good condition to answer to questions. So the aim is to have stable and low vulnerability to changes in the situation. (Sekaran 2000, 204-205)

At the same time it should be kept in mind that even if the outcome of the measure is repeatable and the measuring instrument is reliable, it doesn't mean that that it is valid. It simply means that the measurement instrument doesn't produce unstable or unpredictable results. Also, if the measurement instrument is measuring a variable constantly wrong but if it's measured wrong all the time, it is still considered reliable. (Adams etc. 2007, 235)

Ethics

There are some ethical issues that should be noted while collecting data:

- confidentiality should be maintained throughout the questionnaire
- purpose of the research should be explained to participants
- personal information should not be requested, or if it's necessary then the purpose should be explained well
- no one should be forced to answer to the questionnaire
- participants should never be exposed in a situation where there is a possibility to gain mental or physical harm
- data should be presented exactly the way it has come up
  (Sekaran 2000, 260-261)

5.1.1 Qualitative and quantitative research and scaling

Quantitative research is based on the methodological principles of positivism and neo-positivism, and observes the standards of a strict research design which is developed before the actual research. Quantitative research uses also statistics. This research type can be used in almost every aspect of life, for example in business, sociological and biological research. (Adams etc. 2007, 26)

Qualitative research uses a number of methodological approaches based on versatile theoretical principles. It uses methods of data collection and analysis that are non-quantitative, hoping to go towards the exploration of social relations and describe reality as experienced by the respondents. This method is mainly used in social sciences. (Adams etc. 2007, 26)

In order to analyze the research data, there needs to be some way of measuring it. A scale is a tool by which individuals are distinguished on how they are different from one another on the variables of the interest in the study. The scale can either categorize individuals on certain variables or then it can be fine-toned tool that can differentiate individuals on the variables with different degrees of sophistication. (Sekaran 2000, 187)

It is also possible to combine quantitative and qualitative research and then it's called multi-strategy research. This has become more and more commonly used during the last decades. It still needs to be kept in mind that the multi-strategy research isn't any superior to mono-method or mono-strategy research, even though it can provide more varied findings. Whether the study is conducted as a multi- or mono-strategy, it still needs to be successfully planned, and the strategy needs to be appropriate to the research questions. In addition, multi-strategy may be more expensive, since it collects wider data. (Bryman 2004, 463-464)

The scaling methods are used for finding out the attitudinal responses of subjects towards objects or persons. There are two categories: the ranking scale and the rating scale. The rating scale has a few response categories and is designed to suit the best depending on an object, event or a person studied. Comparatively a ranking scale makes comparison between objects, events or persons, and finds out the best choices among them. (Sekaran 2000, 197)

There are many kinds of rating scales, but here are a few examples. *Likert scale* answers to a question "how strongly subjects agree or disagree with statements on a 5-point scale?" *Numerical scale* has a 5-point or 7-point scale with bipolar adjectives at both ends. That is also an interval scale. *Sematic Differential Scale* uses several bipolar attributes to be identified at the extremes of the scale and the respondents are asked to indicate their attitudes. Usually sematic differential scale has been used to see respondents' attitudes towards particular brands.

Beautiful --- --- --- --- --- --- --- **Ugly**
Interesting --- --- --- --- --- --- --- **Boring**
New --- --- --- --- --- --- --- **Old**
FIGURE 5. Sematic Differential Scale

Ranking scales can be for example *paired comparison* meaning that there is a small number of objects and the respondents are asked to choose between two objects at a time, which will help to assess preferences. In *a forced choice* respondents have to rank objectives relative to one another among the alternatives provided. (Sekaran 2000, 202-203)

This research was conducted as a quantitative research with a likert scale. This questionnaire was conducted as a quantitative research since it's more suitable for this topic. With a quantitative research it is easier to analyze the results, since they are scaled. The likert scale was chosen since *Company X* hoped the questions would be asked as a scaling and it felt convenient, because with open ended questions there is always a risk that respondents answer just "*OK"* or leave some questions empty because they don't want to answer, either they don't bother, or they just don't know what to say. So by using scaling, it takes less time to answer since respondents need just to mark on a scale of 1-4 how much they agree with the statement. In theory it was said that the likert scale is between scales 1-5 but in this research it was used between scales 1-4, because the respondents need to show clearly whether they lean on agreeing or disagreeing with the statement.

5.1.2 Data collection + web questionnaire

Data sources can be collected through a primary or secondary way. Primary data sources are individuals, groups and a panel that is put up especially by the researcher. Secondary data means that data is collected from secondary sources such as company records, industry analysis offered by the media and web sites. Data can also come from case studies. The main data collection methods in surveys are interviewing, administering questionnaires, and observing people and phenomena. Interviewing has an advantage of being flexible in terms of adapting and changing the questions as the interview goes on, however with the questionnaires an interviewer saves time, energy and costs but also obtains data more effectively. (Sekaran 2000, 221-22)

One way of receiving information is to make a questionnaire. A questionnaire is set of questions which are made up before-hand and respondents record their answers to that formula. Questionnaires can be given face-to-face or then they can be received through mail or e-mail. According to Sekaran (2000, 233) questionnaires are an efficient data collection method when

a researcher knows exactly what is required and how the variables of interest should be measured. (Sekaran 2000, 233)

The main benefit of a mail questionnaire is that it can cover a wide geographical area, and also since the questionnaire is mailed, respondents can answer it when it's more convenient for them, which is the same with the electronic questions. Other advantages for electronic questionnaire are that they can be delirived fast and inexpensively. Disadvantages are a low percentage on the return rates and that respondents have any uncertainties about the questionnaire, they usually can't be clarified. However those problems can be avoided, for example by sending a follow-up letter, provide a return envelope, and keeping the questionnaire short. In addition the set of questions will help a receiver to understand the questionnaire better and that's why the type of the questions matter. Open-ended questions give respondents the possibility to answer in any way they prefer, for example "*what is your opinion of your manager*?" As a contrast, there is a closed question in which a respondent is asked to make choices among the alternatives the researcher has given, for example "*among these 5 alternatives, choose an adjective which best describes your manager*". All items that are nominal, ordinal, ratio or likert scale are considered to be closed questions. (Sekaran 2000, 234, 237)

Possible errors to occur when interviewing are that there is a misunderstanding either in the question or then in the answer. In addition it's possible that there occurs interviewer bias, interviewees answer in the way they think the interviewer wants them to answer or then the respondent fails to remember something he/she wants to say. The best way to avoid these errors is to think well beforehand about the possible problems and do the best to avoid these matters. Also if possible, the researcher could get to know the interviewees, motivate them to answer, and to use clear manners of asking questions. (Adams etc. 2007, 148-149)

This research was conducted as a questionnaire, because that was the most suitable way of collecting data. A questionnaire felt more convenient, because the commissioning party has stores all around Finland so organizing interviews would have been difficult and time consuming. In addition every participant will be answering to same questions, and since the topic of the research and thesis is job satisfaction, which can be a sensitive topic, it's more suitable that the respondents don't have to answer to face-to-face questions. In this research there are closed questions since *Company X* wanted to use scaling and closed end questions are more suitable for that use.

The questionnaire that was used in the research was designed on the basis of the theory and what the commissioning party wanted this research to find out. The main topic of this questionnaire was job satisfaction, and there was also questions concerning satisfaction towards team leaders and the team leaders had satisfaction questions towards their managers. There was a clear section for each question areas and it was mentioned who should answer to which question section. The respondents were asked to answer on a scale of 1-4 how much they agree with the statement, 1 being totally agree and 4 totally disagree. There was also a cover letter which explained the purpose of the research. The questionnaire address was posted via e-mail to their work e-mail. The answer time was from 21March until 31March and the respondents received two reminding letters (on 26March and 28 March) in order to get a high response rate.

The questions were designed so that at the beginning, there were questions' concerning the general info of the respondents in order to find out what age range and educational level the employees of the case company has. There was also a division into men and women, and the respondents needed to answer whether they were employees or team leaders. The reason for the division into team leaders and employees was that some of the questions were directed for the team leaders and some just to the employees. The questionnaire was done with Digium program and there was a possibility to show the employees just questions they needed to answer and vice versa, the team leaders saw just those questions they had to answer. For every question sector, there was a possibility for "open word" so that respondents had a possibility to comment more if they wanted.

6 RESULTS OF RESEARCH

In this chapter the results of the job satisfaction questionnaire will be explained. The questionnaire questions were based on Mullins's 5 dimension of job satisfaction, which were individual factors, social factors, cultural factors, organizational factors, and environmental factors.

The respondents' background information

The questionnaire started with questions about basic information of the respondents. They were asked about their age, sex, education, physical work place, and whether they were working as a team leader or sales person (employee). The average age of the workers was between 21-25 years old, since 69.51% out of the 82 respondents were in this age group. The second largest age group was divided between 18-20 years old and 26-30 years old, with both age groups having 10.98%, and 3.66% of the respondents were 31-35 years old, and finally there was 4.88% over 35 years. The majority of the respondents were men with 81.71% and the total amount of women employees were 15, which was 18.29%. Most of the employees were having vocational school or upper secondary school as an education, 75.61% of employees graduated from those schools. Both the comprehensive school and university levels of education received 12.20% each. Most of the employees work in Southern Finland, 59.76% of the respondents, and as a second in Western Finland with 20.73%, then 10.98% works in Eastern Finland and in Northern Finland 8.54%. The employees were asked about their work status and the majority of them work as an employee (74.39%) and as a team leader 25.61%. Finally the respondents were asked how long they have been working in the company as an open question and the average was 0.89 years.

	Age	Amount	Percent	20%	40%	60%	80%	100%
1.	18–20 years	9	10,98%					
2.	21–25 years	57	69,51%					
3.	26–30 years	9	10,98%					
4.	31–35 years	3	3,66%					
5.	over 35 years	4	4,88%					
	Total	**82**	**100%**					

FIGURE 6. Age of the respondents

The job atmosphere and the team spirit

In this section, the respondents had to think about how satisfied they were with the work atmosphere and what was the state of their team spirit. Most of the respondents, 63.41% were satisfied in to work atmosphere, quite agreeing felt 28.05%. Quite disagreeing was 7.32%, and totally disagreeing was 1.22% of the respondents. Most of the respondents also felt that the team spirit they have at the work place is also good, with 65.85% totally agreeing, 26.83% quite agreeing, 7.32% quite disagreeing, and no one totally disagreed with this statement. The

respondents were also asked whether they felt they could affect the teams' behavior and totally agreeing felt 56.10%, quite agreeing felt 34.15%. Totally disagreeing felt 2.44%, and quite disagreeing felt 7.32% of the respondents.

Values and rule book

In this section, the respondents were asked about their attitudes towards the company values. Good company values should be that kind of everyone in an organization knows and understands them, and is willing to engage into them. In *Company X*, 46.34% of the respondents agreed that they know the company values and quite agreeing with the statement was 37.80%. Still 50% of the employees said that they work towards the company values and quite agreeing with the statement was 41.46%. Totally 2.44% of the respondents answered that they were not aware of the company values, quite disagreeing about knowing the values was 13.41%, which should be explained by the company familiarization at the beginning of a job career. However, only 2.44% of the respondents said that they don't work towards the company values and quite disagreeing with the statement was 6.10%.

	Answer	Amount	Percent	20%	40%	60%	80%	100%
1.	Totally agree	38	46,34%					
2.	3	31	37,80%					
3.	2	11	13,41%					
4.	Totally disagree	2	2,44%					
	Total	**82**	**100%**					

FIGURE 7. I know the company's values

	Answer	Amount	Percent	20%	40%	60%	80%	100%
1.	Totally agree	41	50,00%					
2.	3	34	41,46%					
3.	2	5	6,10%					
4.	Totally disagree	2	2,44%					
	Total	**82**	**100%**					

FIGURE 8. In my job, I work towards company values

The case company has their own rule book which for example states the company values, a 6-step behavior guide how to act at the work place (in order to get the best results,) and also the new employees should be familiarized before they start to work in the company. 50% of the respondents totally agreed on knowing the rule book, 28.05% quite agreed on the statement, 17.07% quite disagreed, and 4.88% totally disagreed on knowing about the rule book.

Job worthwhile and familiarization

The respondents were asked about how worthwhile they think their job is. Having a worthwhile job is part of work motivation which will motivate employees to work. Only 2.44% of the respondents disagreed that their job was worthwhile and 3.66% quite disagreed with the statement. In addition 50% of the respondents quite agreed on having a worthwhile job, and 43.90% of the respondents totally agreed on having a useful job.

Having a good familiarization at the beginning of a job career is good since when familiarization is done properly, it will fasten a newcomer's entry to the company and work organization. The respondents were asked about how satisfactory a familiarization they had in *Company X* and 21.95% agreed on having good enough job familiarization. Then 30.49% quite agreed on the statement and similarly 32.93% quite disagreed on having satisfactory job familiarization. Finally, 14.63% totally disagreed on having satisfactory familiarization at the beginning of their job career in *Company X*. In the open comments sections there was one answer about improving the familiarization: "*familiarization is lacking, going through the rule-book and how the systems operate, it doesn't open the big picture what can happen at the job station. The familiarization material should include case practices and practical examples of client meetings. One good way could be recording for example videos and put them to the intranet to be an educating example. There could also be precise instructions about the operating systems that would explain in detail how to use them.*"

	Answer	Amount	Percent	20%	40%	60%	80%	100%
1.	Totally agree	18	21,95%					
2.	3	25	30,49%					
3.	2	27	32,93%					
4.	Totally disagree	12	14,63%					
	Total	**82**	**100%**					

FIGURE 9. The familiarization was sufficient

Career development, job environment and refreshment actions

In order to have diverse and interesting job career, employees need to have possibilities to develop themselves in their careers. In view of this statement, the respondents were asked whether they thought they have a possibility to develop at their work career in *Company X*. Totally agreeing with the statement was 32.93% and 40.24% of the respondents quite agreed. However, 21.95% quite disagreed and 4.88% totally disagreed with the statement, which means that they don't think they have possibilities to develop themselves in their work career in *Company X*.

Next the respondents were asked about their work environment and how good they thought it is. Physical job environment is related to job satisfaction and motivation so that an employee feels safe to work there and feels comfortable to be there. Most of the respondents agreed that their environment to work was good with 41.46% totally agreeing and 40.24% quite agreeing. Still, 9.76% totally disagreed with the statement, and quite disagreeing was 8.54% of the respondents.

In order to maintain workers' mental and physical health, it's good that sometimes management organizes refreshment days or just activities. The respondents were asked how important they consider the team's refreshment days were in order to create the team spirit. 68.29% of the respondents totally agreed with the statement and 23.17% quite agreed. Totally disagreeing with the statement of the importance of having company refreshment days was 4.88% and quite disagreeing was 3.66% of the respondents.

Working tools, salary and the information flow

An employer should be able to provide employee safe and modern working tools, since it can increase work motivation and work results. With this in mind, the respondents were asked whether they had necessary tools to work effectively. Totally agreeing with the statement was 51.22% and quite agreeing was 41.46% of the respondents. Quite disagreeing was 7.32% of the respondents and nobody from the respondents totally disagreed with this statement.

The salary can be decided between an employer and an employee or then it can be in an employment contract. Sometimes a salary can come from an incentive system, where the amount of salary is based on the completed workload. On the basis of these facts, the respondents were asked whether their salary correspond the effort they put towards their work. Totally agreeing was 60.98% whereas totally disagreeing was only 1.22%. Quite agreeing felt 28.05% and quite disagreeing, 9.76% of the respondents. In the comments sector the respondents had written that someone was satisfied to salary but someone said that "*team leaders' salary could be a little higher, since some of the leaders have multiple stands which means they have more employees to take care of and less time to sell which affects their current salary*".

Information flow meant that when it's good, information runs smoothly in an organization, and everyone knows the goals and possible changes that might occur. In this sector the respondents had to answer whether they agreed or disagreed that the information run smoothly at a work place. Totally agreeing with the statement was 32.93% and quite agreeing was 37.80% of the respondents. Disagreeing with the information running well at the work place was 4.88% and quite disagreeing was 24.39% of all the respondents. In the comments sector the respondents had said that "*information flow is slow even maybe not excitant*" and other person's opinion was that "*overall information runs smoothly but with some other service sector that we need to co-operate, we are having some problems with communication*".

Questions about team leaders

These following questions were related to the team leaders and how satisfied the employees were with them. The purpose for these questions was to find out more deeply what the employees were thinking about their team leaders (their superiors). With this in mind, only the employees answered to this section.

Team leader capabilities

First the employees were asked whether they thought that their team leader was easy to approach. Totally agreeing was 71.19% and 23.73% of the respondents quite agreed with the statement. Only 1.69% of the respondents totally disagreed with the statement and just 3.39% quite disagreed.

Next the employees had to answer whether they thought their team leader knew how to motivate their employees'. Respondent's had to answer this question concerning the whole team and in individual level (how they personally think their team leader can motivate them). At 50.85% totally agreed and 33.90% quite agreed with the statement. Then 3.39% totally disagreed and 11.86% quite disagreed with the statement about the team leader knowing how to motivate their employees.

Then respondents were asked whether they think they get enough guiding and support when they ask it from their team leader. Totally agreeing with the statement was 60% and quite agreeing was 28.33% of the respondents. Totally disagreeing was 1.67% and quite disagreeing was 10% of the respondents. Overall, the respondents seemed to be satisfied with their team leaders, two negative comments were about the team leader not constantly being physically there and having other commitments. Problems coming out of this kind of situation were that the information didn't run smoothly and "ground floor" leading didn't exist enough.

	Answer	Amount	Percent	20% 40% 60% 80% 100%
1.	Totally agree	36	60,00%	
2.	3	17	28,33%	
3.	2	6	10,00%	
4.	Totally disagree	1	1,67%	
	Total	**60**	**100%**	

FIGURE 10. I receive enough support and guiding from my team leader when I need it

The development discussions with the team leader

Suitable topics for development discussions could be employees' personal goals, job development or evaluating job performance. In *Company X* there should be twice a year a development discussions and a coaching discussion once in every two weeks. A coaching discussion is also related to the development discussions, because in those situations the employee and the supervisor discuss short term goals, whereas in the main development discussion they talk about long term goals.

The respondents were asked whether they have regularly development discussions with their team leaders, and the results were following: 47.47% of the respondents totally agreed with

the statement and 20.34% quite agreed. Totally disagreeing was 15.25% and quite disagreeing was 16.95% of the respondents.

After that the respondents had to answer whether they found the development discussions with the team leader useful. Totally disagreeing was only 10.17% and the same amount (10.17%) felt quite disagreeing with the statement. Totally agreeing was 37.29% and quite agreeing with the statement was 42.37% of the respondents.

	Answer	Amount	Percent	20%	40%	60%	80%	100%
1.	Totally agree	28	47,46%					
2.	3	12	20,34%					
3.	2	10	16,95%					
4.	Totally disagree	9	15,25%					
	Total	**59**	**100%**					

FIGURE 11. I regularly have development discussions with my team leader

The team leader competency

Next the respondents had to answer whether they thought their team leader could easily be reached. Some team leaders may have employees in different places and during one day, the team leader may not be able to see all the employees that they are responsible for. The solution for this situation is that everyone in *Company X* has their own work phone and work e-mail that everyone needs to check regularly. In addition, the team leader should be available to answer the phone during the work time when the company is open.

Totally agreeing with the statement felt 68.33%, and quite agreeing felt 28.33% of the respondents. On the other hand, quite disagreeing felt 3.33% of the respondents and no-one felt totally disagreeing.

Next, the respondents had to think whether they agree or disagree with the following statement: the team leader knows how to give constructive feedback and is capable to acknowledge the success. Totally agreeing felt 54.24% and quite agreeing was 35.59% of the respondents. Totally disagreeing was 5.08% and the same amount (5.08%) felt also quite disagreeing.

The respondents had to think whether their team leader is able to share the responsibilities also to team members. Totally 60% of the respondents were agreeing with this statement and 30% felt quite agreeing. Only 10% felt quite disagreeing and no one totally disagreed.

After these questions, the employees had to answer to the statement about the team leader's capabilities of being able to justify their decisions. *Company X* is in one way a very flexible company because there is the possibility to change work shifts and the employees have the possibility to express their opinions about current matters. It is not always possible that the team leader is able to give that kind of answer what the employee had hoped or sometimes the team leaders need to make difficult decisions. In these kinds of situations it's good that the team leader sare capable of explaining why they had made certain kinds of decisions. 53.33% felt that the team leader was capable to justify their decisions and 31.67% quite agreed with the statement. 10% felt quite disagreeing and 5% totally disagreed with the statement.

Finally the respondents had to say their opinion whether they thought their team leader was professionally suitable for the work. 61.02% was totally agreeing of the respondents and 28.81% quite agreed with the statement. Both answers, quite disagreeing and totally disagreeing, received 5.08% respectively.

Questions for team leaders

The final part of the questionnaire included questions that only the team leaders had to answer. The content of the questions was about how well team leaders knew their teams, if they knew how to handle their employees, and then the team leaders' opinions about their own managers.

Knowing the team

First the team leaders were asked whether they actively encouraged their teams to evolve themselves. The meaning of this question was to find out if the leaders were satisfied with the current situations or were they trying to always improve themselves and their teams. 76.19% of the respondents agreed with the statement, 23.81% quite agreed, and no-one totally or quite disagreed with this statement.

Next, the team leaders needed to consider if they thought they knew their teams' strengths and weaknesses. This question was related to the previous question, since being able to recognize the weaknesses and the strengths is one part of being able encourage teams to evolve. 80.95% of the respondents totally agreed with the statement and 19.05% quite agreed, while no-one totally or quite disagreed.

Satisfaction towards manager and Company X

The final phase was about the team leaders' satisfaction towards their managers and the whole *Company X*. The point of these questions was to find out equally what was the team leaders' opinion of their managers since the employees were also asked about their opinions towards their superiors.

First, there was a statement about the team leaders receiving enough help from their managers when they need it. This statement was also related to getting in touch with the manager when they need help. In principal, the manager should also be reachable via phone and email during work hours, and when they are not working (if they are on sick leave or on holiday), they should have a named stand-in.Totally agreeing with the statement was 60% of the respondents and 30% quite agreed. Finally 10% quite disagreed and no-one totally disagreed of receiving enough support from the manager when needing it. In the comments section there was the following statement: "*From my own manager I would like to get much more live presence or at least in the company's inner communication system or by telephone. Past months I have been unable to reach my manager…*"

	Answer	Amount	Percent	20%	40%	60%	80%	100%
1.	Totally agree	12	60,00%					
2.	3	6	30,00%					
3.	2	2	10,00%					
4.	Totally disagree	0	0,00%					
	Total	**20**	**100%**					

FIGURE 12. I receive enough help from my own manager when needing it

Then there was a statement whether the team leaders received satisfactory training from their company to work as managers. This question included the beginning training and the familiarization to the tasks that belong to team leaders. Totally 19.05% agreed and 42.86% quite agreed. 28.57%quite disagreed and 9.52% totally disagreed with the statement. In the comments section it was stated that the team leader training was done quite quickly and it was rather "bland". The respondent had felt that instead of training, it was more call if you need help –kind of attitude in the company. Another comment was made about having more training during the career, the familiarization at the beginning of a manager career wasn't enough. On the other hand, there was also a comment which stated that "*manager experience comes from the field, studies and, from the team leader meetings."*

Next, there was a statement where team leaders had to answer whether they were offered manager training regularly. 23.81%totally agreed with the statement and 19.05% quite agreed. 19.05%totally disagreed and 38.10%quite disagreed of the respondents. In the comments section it was pointed out that the team leaders weren't offered training and they needed to seek it by themselves. The same comment was mentioned when asked whether the team leaders received enough help from their managers. "*You need to be active by yourself to ask training or help, but both are possible to get if you actively seek them by yourself."* One respondent answered that *"I've asked several times a manager training but it's impossible to receive".*

The final question was a follow-up question to the previous one. The respondents had to answer whether they participated manager training regularly. Totally agreed 28.57% and 9.52% quite agreed. 38.10%quite disagreed and 23.81% of the respondents totally disagreed with the statement.

	Answer	Amount	Percent	20%	40%	60%	80%	100%
1.	Totally agree	6	28,57%					
2.	3	2	9,52%					
3.	2	8	38,10%					
4.	Totally disagree	5	23,81%					
	Total	**21**	**100%**					

FIGURE 13. I participate in manager training regularly

7 CONCLUSIONS

This chapter will present the conclusions of the research based on the research results. In addition, practical ideas are given to *Company X*, together with the evaluation of the research and its consistency with the theories.

7.1 Development suggestions based on the research results

Based on the results of the research, the case company is doing well in most of the areas that this research covered. The most satisfied areas were team spirit, work atmosphere, and the team refreshing days. These four being the best results, all these areas received an average above 3.5 on a scale from 0 to 4. The employees' satisfaction towards their team leaders was also very good and the team leaders were quite satisfied with their managers.

The clearest need for development was on the familiarization, development discussions, and the management training. These all received an average below 3 or close to 3. The information flow also received poor result when comparing the overall results. Like it was stated in the comments section information flow has a problem with different sectors and sometimes it flows very slowly. In the respondent's opinion, the familiarization isn't comprehensive enough. Like mentioned above, the development discussions should be twice a year, but in the results the average for the statement about having frequently development discussions with the team leader was just 3. That is probably the reason why the development discussions weren't considered to be so beneficial.

Among the questions directed to the team leaders, the "poor" areas were clearly in training to work as a team leader, and the questions about regularly offering a manager training and participating in it. There also seemed to be confusion whether there was training available and who could participate in it.

Familiarization

The biggest discovery from this research was that there were regional differences in the familiarization at the beginning of a job career. The case company has guidelines how the familiar-

ization should be done, what should be included in it, and the duration of the familiarization. There isn't anyone who monitors that all the new employees receive the same job familiarization nationwide in the *Company X*. The problem of this kind of arrangement is that in the worst case it will lead to regional inequality if the team leaders in certain areas don't have enough time or interest to train the new employees.

There might also be confusion with the team leaders whether they know how long the familiarization should last and so on. There should clearly be the same rules for everyone who trains the new employees, the duration of the training, and what should be included in that. For example, there could be a guide book on the intranet where the team leaders can check all the points before the familiarization starts. The guide book could also include day to day schedule what should be included in every day. The guide book could be in a pdf-form, and it could contain some parts that could be printed out, for example check-out points. The check-out points would list the necessary elements that all the new employees should be taught within three months after they've started to work in the case company.

When asked from the case company, I received info that at the moment there are informal discussions with the new employees about their orientating to the company, but there could be a formal discussion after the test period is coming to the end. In the discussion, the new employee and the trainer could check the check list and see whether they agree that the trainer has told and explained all the necessary points from the list. The list would include the same points nationwide and this way every new employee would receive same level of familiarization. The positive thing in this kind of arrangement is that, it is a cost-efficient option since the trainers and employees can check the guide book from their computers and they don't have to travel to another city to take part in training.

Another option for this problem would be to hire people to train the new employees. These educators would all have taken part in the training where they would have received info what the new employees need to learn during their familiarization period. After their training, the educators would go around the country when needed. The positive effect in this option is that there would be especially trained employees to train the new employees and it would be their responsibility to teach them. The down side is that this option can be costly, since the educators need to be physically where the employees are, so there will be traveling costs and possi-

bly hotel expenses. Also, the case company would have to train the educators and there should be enough of them in order to avoid anyone's work load from increasing too much.

Another cost-efficient option is that the case company would download some example videos to their intranet. This development idea came from one of the employees. This person had hoped that the case videos would include material about approaching the customers and would offer help on how to use the technical devices the employees need to be able to use. It could be the employee's responsibility to watch those videos before they have come to the organization or during their first days.

By having similar guidelines for everyone, they will avoid regional inequality in the familiarization. The benefit from this system is that everyone will get the same info at the beginning of their job career, and all the employees have the possibility to work the best way they can, no matter where they are working.

Development discussions

Based on the research results, there is also a need to improve the development discussions. Since only 47.46% of the respondents totally agreed on having regularly development discussions with their team leaders, there should to be consideration why doesn't everyone have them regularly. The consequence of not having regular development discussions is that the employee's motivation decreases and the employees don't know how to develop at their work.

Having regular development discussions with the employees is one of the responsibilities of the team leaders. During development discussion, it's possible to check whether the employee has any questions relating to their careers and if the employees are achieving the goals they are hoping to achieve. Always during the development discussion, the employee and team leader should make goals for the employee to achieve. The goals can be something related to work, for example sales goals or they can be attitudes towards their work, like talking better to customers. Then during the next development discussion they check how the employee has achieved the goals.

One solution for the situation of not having regular development discussions is that the manager would send every team leader a timetable where there is a clear schedule when the devel-

opment discussions need to be organized. Since the team leaders have many tasks, with many daily operations they probably don't always remember to organize development discussions, and since they meet employees weekly and talk with them, the team leaders probably don't always recognize the need for organizing a specific discussion moment with each one of their employees. For this reason, it would be good that the managers would make the team leaders' annual schedule for organizing development discussions. The memo could be sent to the team leaders' e-mails at the beginning of the year, and the team leaders could put the dates on their calendars so they would remember when to organize them. This way the possibility to organize a regular development discussions increases. Sending the development discussion schedule through e-mail would also be cost efficient.

Information flow

Another area that needed improving was information run. In the comments section some of the employees felt that there were problems with the internet connections, and with some other service sectors they are having communicating problems. By communication problems they meant that the case company doesn't always know whether the co-operating company has received a message and were they fixing problems or trying to find solutions. There was also a comment about information running slowly or not running at all.

It's hard to invent any solution if the problem is between different sectors of a company. One possibility would be if the manager had to discuss with everyone, so that they would understand that everyone had an important role in the line in order to make the customer to have a successful customer service experience. In case the customer feels there are some problems in the chain, they may not continue to use the company's services, and they may change to the competitor's products and services. In addition, having poor relationships between different parts also influences negatively to the team spirit.

There might be problems with the case company's information flow. This means that the information doesn't run properly from team leaders to employees, or vice versa. The problem may also be between the managers and the team leaders. One solution for this situation is that the case company would highlight the importance of following the organization's intranet. Like mentioned in the theory part, according to Mäkipeska and Niemelä (2005, 23) it's difficult to teach people to search information actively by themselves instead of them receiving the

info. Again, reminding this from the manager level is good since this research didn't find out where exactly the problem is in the case company's information flow. In the light of this fact, it would be good if the manager would remind everyone that the intranet is the best place to follow the company's news flow, both the team leaders and the employees could start searching info from the intranet.

In addition, searching info from the intranet could be taught from the beginning of the career. Including this in the familiarization would teach the new employees the importance of the intranet and teach them to search the info actively by themselves at the beginning of their careers.

Training to work as a team leader

Among the questions directed to the team leaders it emerged that they are not satisfied to their training to work as a manager. There was also some dissatisfaction related to having regular manager training and confusion whether the case company is offering training regularly or not.

In the comments section it was stated that the team leader education was done quickly and the company's attitude was more "ask if you need help". Some respondents even said that there was no training at the beginning of the team leader career. The main question is how can there be so opposite answers? Clearly, the management needs to make it clear that the team leaders are participating in the training before they start to work as team leaders. It needs to be kept in mind there might be regional differences, like there was in the familiarization. Based on the results there also seemed to be problems with having regular team leader training. Some people said there isn't a training possibility, some people said the company doesn't offer training if the team leaders are asking it. In the comments section there were a comment that you can get it if you ask (the training) and training could be organized more often. Then there were respondents who didn't think it was important to have manager training at all.

Possible development solutions would be that the case company would organize regularly training for the team leaders. It could be face to face training, or then video training trough the intranet. Since the team leaders are working as managers for the employees, it would important that they would receive satisfactory training in order to help and train their own em-

ployees. Even if some of the respondents don't think it's important to have manger training, some kind of training at the beginning of a team leader position is necessary, because there the team leaders learn their new responsibilities and how to work as the team leaders. It is true that not all the things that the team leaders have to face can come up at the training, but from the training they may get some information what is coming up, because the team leaders have more responsibilities and duties than the regular employees.

Having a regular training at the manager level when they are working as team leaders is good, because that will keep their work motivation high, and since there are many ways to lead, the team leaders may learn new tricks from the training. In the training, it is also possible that the team leaders gather together to discuss what it's like to work as a team leader and they may get peer support from each other.

Since there was confusion whether there is training for team leaders, the managers could put information to the intranet and send some kind of timetable to the team leaders' e-mail, so they would be aware of when some interesting and useful training is organized. While not everyone is interested to take part in training it would be good that it would be organized to everyone who thinks it's useful. In a company operating nationwide, there probably are always people who are interested to take a part in the training, and there could also be a questionnaire to find out what kind of training the team leaders are interested about. It's good that some of the trainings are voluntary, so participants are really interested to take a part in it. There should be some improving in the communication since there was confusion whether the case company organized a manager training at the beginning of a team leader career and during it. At the beginning of a team leader career, the team leaders could be taught where they can search the info to get manager training.

7.2 Further recommendations

For further recommendation, the case company should increase the use of their intranet. Many of the case company's problem areas can be directly or indirectly fixed by increasing the usability of the company's intranet.

Having a clear outlook on the intranet eases the usability of the page and having all the relevant info on the page will encourage people to use the page. Since there were problems with

the information flow, partly related to information moving from the higher level to the lower level, it would be easier if the case company's sales people would be taught from the beginning of their job careers how to use the intranet. This way people would move from receiving info to looking it by themselves. The intranet could contain information about the training, current happenings, and what needs to be taken into account when training a new employee. In addition, if the intranet contained some educational text or videos, it would be cost efficient, since there wouldn't be as much traveling as there is now because the educators have to travel around the country to train people.

Sufficient intranet also saves time, because employees can check themselves information from there and they don't always have to go and ask from the team leaders. Also, the team leaders have many tasks and it would ease their work load if the employees could first check some information by themselves, and after that ask from their team leaders about the content that they didn't understand. Intranet saves also the managers' time, since they wouldn't have to send e-mails for example to every team leader about the trainings, instead the managers could put it to the intranet. This might still be a long term goal, since it takes time from people to look the intranet independently so at the beginning of the process, managers could send reminder messages to the sales sector's workers.

7.3 Evaluation of the research

Like mentioned in the theory part, this research was conducted through a questionnaire that included mainly quantitative questions but also the respondents could give details in their own words if they wanted to comment some parts. The problem is that the questionnaire can't be too long or the respondent won't answer to it or then they may not do it properly. Still, it would have been useful to get more comments in order to find out more specifically where the problem is. A good example of this issue is about the information flow: less than half of the respondents totally agreed on information flowing well, and in the comments section it was stated that information flow had problems with different sectors, but then there was also problems with information running from the managers to the team leaders, since everybody didn't know about the manager training. This research didn't cover this area widely enough.

The response rate was very good (75%), so nearly everyone answered to the questionnaire. The time that the questionnaire was open was relatively short, only 10 days and compared to

that, the response rate was also good. Maybe with a longer response time, the rate could have been higher. Still the response rate was high enough to consider these results to be reliable. Both the team leaders and the employees answered to the questionnaire and also from different parts of Finland. So there are now results from different parts of the country, not just for example from Southern Finland, so the case company can see the overall situation of the sales sector. In addition, now the results can be utilized in all the work places of *Company X*.

Since it has been a while when *Company X* has organized a job satisfaction questionnaire, there wasn't anything that the results could have been compared to. So there wasn't possibility to analyze whether the company had increased the job satisfaction or if it had decreased. Overall, it can be said that the people are satisfied to work in the case company, since most of the questions received the average of 3.25, with 4 being perfect.

This research was conducted with the help from the thesis coordinator and from the case company. The representative from the case company helped to explain how the organization work and especially how the sales sector was organized. The leader of the sales sector also received the questions beforehand so he had a possibility to add ideas and ask to modify questions if they weren't good or clear in his opinion. This was very helpful when the questions were formed. It was helpful to discuss about the form of questions, and the length of questionnaire with the thesis coordinator. Both of these parties were very helpful in order to avoid the errors in the questionnaire.

8 CONCLUDING REMARKS

As a result from this work the case company received information about the level of their sales sector's job satisfaction, with what parts were the sales workers satisfied, and what needs to be developed more. The case company also received some development ideas to the sections that need to be improved.

I am pleased with the results of the questionnaire and I think that the case company got a good view what was their sales sectors' situation towards job satisfaction. I have personally learned a lot of job satisfaction, how to make a good questionnaire, and how to conduct a whole survey.

Selecting the content that forms the job satisfaction was difficult and so was finding data at the beginning of this process. When the research started properly, I noticed that it's not that difficult to find data when you know what topics you are looking for.

Since the questions for the questionnaire were formed on the basis of the theory part, writing that section took some time from me. The overall duration of the thesis was approximately nine months. The thesis could have been done faster but during the time it took from me, I had time to analyze the results carefully and I also had enough time to think about the proper development ideas for the case company.

During the writing time I have personally learned a lot about job satisfaction, but I still think that this topic could be researched much more, because the job satisfaction is important part of people's welfare especially now that at least in Finland the government is raising the retirement age and because of that the years that we spend in working life will increase also.

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APPENDICES

APPENDIX 1. The cover letter sended to the respondents (translation)

Hi!
I am making a questionnaire as a part of my thesis, that's topic is sales people job satisfaction in *Company X*. This questionnaire concerns both the team leaders and the employees. Some parts of the questions are directed only to employees and some just to team leaders, please answer to questions aimed to your position.

Please answer to question as soon as possible, 31.3 at the latest.

The identity of the respondent will not be public at any point and all the answers are handled confidentially.

You can go to questionnaire by clicking this link below:

http://digiumenterprise.com/answer/?inv=69909592&chk=QVZ8E3GS

If the link doesn't open, copy it to the address bar.

Sincerely

Anni Ikonen
anni.ikonen@edu.mamk.fi

APPENDIX 2 (1). Questionnaire that the respondents had to answer through Digium (translation)

Both employees and team leaders answer.

1. Age
   - 18–20 years
   - 21–25 years
   - 26–30 years
   - 31–35 years
   - yli 35 years

2. Sex
   - male
   - female

3. Education
   - Comprehensive school
   - Upper secondary school/ Vocational school
   - University

4. Workplace
   - Southern Finland
   - Western Finland
   - Eastern Finland
   - Northern Finland

5. Task
   - Team leader
   - Employee

6. I have been working in *Company X*

   _____years

APPENDIX 2(2)

For the next questions, both team leaders and employees will answer. You will answer at scale from 1 to 4. Nro 1is being totally disagree and nro 4 totally agree.

totally disagree 1 2 3 4 totally agree

6. I think the job atmosphere is supportive
7. My team has a good team spirit
8. I have the possibility to affect the team's actions
9. I know company's values
10. In my job I work towards company values
11. I know the organization rule book
12. I think my job is worthwhile
13. The familiarization was sufficient
14. I feel I have the possibility to develop my career in the organization
15. Job environment is good
16. Team's refreshment days are good for the team spirit
17. I have the needed working tools so I can work efficiently
18. The salary I receive corresponds the contribution I put towards my work
19. The information runs smoothly at work place

Comments

Only the sales people (employees) answer to the next questions. In the following questions you evaluate your own team leader on a scale from 1 to4. Nro 1 is totally disagree and nro 4 totally agree.

20. The team leader is easy to approach
21. The team leader knows how to motivate their employees
22. I receive enough support and guiding from my team leader when I need it
23. I regularly have development discussion with my team leader
24. I think that the development discussions with team leader are useful
25. The team leader is easy to approach
26. The team leader is capable of giving constructive feedback and to acknowledge success
27. I think that the team leader is professionally suitable for his/her work
28. The team leader is able to share responsibility to employees
29. The team leader is capable of justify decisions he/she makes

Comments

APPENDIX 2 (3)

For the next questions only team leaders will answer. You answer on a scale from 1 to 4, with nro 1 being totally disagree and nro 4 totally agree.

1. I actively support my team to develop themselves
2. I received necessary training to work as a manager from the organization
3. I receive enough help from my own manager when needing it
4. I know my teams' strength and weaknesses
5. I am offered manager training regularly
6. I participate in manager training regularly

Comments

APPENDIX 3 (1). The results of the questionnaire

All the respondents(N=82)

Table 1. Age of the respondent

18–20 years	10,98%
21–25 years	69,51%
26–30 years	10,98%
31–35 years	3,66%
over 35 years	4,88%
Total	**100%**

Table 2.Sex of the respondent

Male	81,71%
Female	18,29%
Total	**100%**

Table 3. Education of the respondent

Comprehensive school	12,20%
Upper secondary school/ Vocational school	75,61%
University	12,20%
Total	**100%**

Table 4. Workplace of the respondent

Southern Finland	59,76%
Western Finland	20,73%
Eastern Finland	10,98%
Northern Finland	8,54%
Total	**100%**

Table 5. Task of the respondent

Team leader	25,61%
Employee	74,39%
Total	**100%**

Table 6. I have been working in the organization (years)

Avg: 0,89

Table 7. I think the job atmosphere is supportive

Totally agree	63,41%
3	28,05%
2	7,32%
Totally disagree	1,22%
Total	**100%**

APPENDIX 3(2)

Table 8. My team has a good team spirit

Totally agree	65,85%
3	26,83%
2	7,32%
Totally disagree	0%
Total	**100%**

Table 9. I have the possibility to affect the team's actions

Totally agree	56,10%
3	34,15%
2	7,32%
Totally disagree	2,44%
Total	**100%**

Table 10. I know company's values

Totally agree	46,34%
3	37,80%
2	13,41%
Totally disagree	2,44%
Total	**100%**

Table 11. In my job I work towards company values

Totally agree	50%
3	41,46%
2	6,10%
Totally disagree	2,44%
Total	**100%**

Table 12. I know the organization rule book

Totally agree	50%
3	28,05%
2	17,07%
Totally disagree	4,88%
Total	**100%**

Table 13. I think my job is worthwhile

Totally agree	43,90%
3	50%
2	3,66%
Totally disagree	2,44%
Total	**100%**

APPENDIX 3 (3)

Table 14. The familiarization was sufficient

Totally agree	21,95%
3	30,49%
2	32,93%
Totally disagree	14,63%
Total	**100%**

Table 15. I feel I have the possibility to develop my career in the organization

Totally agree	32,93%
3	40,24%
2	21,95%
Totally disagree	4,88%
Total	**100%**

Table 16. Job environment is good

Totally agree	41,46%
3	40,24%
2	8,54%
Totally disagree	9,76%
Total	**100%**

Table 17. Team's refreshment days are good for the team spirit

Totally agree	68,29%
3	23,17%
2	3,66%
Totally disagree	4,88%
Total	**100%**

Table 18. I have the needed working tools so I can work efficiently

Totally agree	51,22%
3	41,46%
2	7,32%
Totally disagree	0%

Table 19. The salary I receive corresponds the contribution I put towards my work

Totally agree	60,98%
3	28,05%
2	9,76%
Totally disagree	1,22%
Total	**100%**

APPENDIX 3 (4)

Table 20. The information runs smoothly at work place

Totally agree	32,93%
3	37,80%
2	24,39%
Totally disagree	4,88%
Total	**100%**

Comments

N=60

Table 21. The team leader is easy to approach

Totally agree	71,19%
3	23,73%
2	3,39%
Totally disagree	1,69%
Total	**100%**

Table 22. The team leader knows how to motivate their employees

Totally agree	50,85%
3	33,90%
2	11,86%
Totally disagree	3,39%
Total	**100%**

Table 23. I receive enough support and guiding from my team leader when I need it

Totally agree	60%
3	28,33%
2	10%
Totally disagree	1,67%
Total	**100%**

Table 24. I regularly have development discussion with my team leader

Totally agree	47,46%
3	20,34%
2	16,95%
Totally disagree	15,25%
Total	**100%**

Table 25. I think that the development discussions with the team leader are useful

Totally agree	37,29%
3	42,37%
2	10,17%
Totally disagree	10,17%
Total	**100%**

APPENDIX 3 (5)

Table 26. The team leader is easy to approach

Totally agree	68,33%
3	28,33%
2	3,33%
Totally disagree	0%
Total	100%

Table 27. The team leader is capable of giving constructive feedback and to acknowledge success

Totally agree	54,24%
3	35,59%
2	5,08%
Totally disagree	5,08%
Total	100%

Table 28. I think that the team leader is professionally suitable for his/her work

Totally agree	61,02%
3	28,81%
2	5,08%
Totally disagree	5,08%
Total	**100%**

Table 29. The team leader is able to share responsibility to employees

Totally agree	60%
3	30%
2	10%
Totally disagree	0%
Total	**100%**

Table 30. The team leader is capable of justify decisions he/she makes

Totally agree	53,33%
3	31,67%
2	10%
Totally disagree	5%
Total	**100%**

Comments

APPENDIX 3 (6)

N=21

Table 31. I actively support my team to develop themselves

Totally agree	76,19%
3	23,81%
2	0%
Totally disagree	0%
Total	**100%**

Table 32. I received necessary training to work as a manager from the organization

Totally agree	19,05%
3	42,86%
2	28,57%
Totally disagree	9,52%
Total	**100%**

Table 33. I receive enough help from my own manager when needing it

Totally agree	60%
3	30%
2	10%
Totally disagree	0%
Total	**100%**

Table 34. I know my teams' strengths and weaknesses

Totally agree	80,95%
3	19,05%
2	0%
Totally disagree	0%
Total	**100%**

Table 35. I am offered manager training regularly

Totally agree	23,81%
3	19,05%
2	38,10%
Totally disagree	19,05%
Total	**100%**

Table 36. I participate in manager training regularly

Totally agree	28,57%
3	9,52%
2	38,10%
Totally disagree	23,81%
Total	**100%**

Comments

APPENDIX 4. The original cover letter (in Finnish)

Hei!

Teen kyselyn osana opinnäytetyötäni, joka liittyy myyjätyytyväisyyteen _____. Kysely koskee sekä myyjiä, että tiimiohjaajia. Kyselyssä osa kysymyksistä on suunnattu vain myyjille ja osa vain tiimiohjaajille, vastaathan kysymyksiin oman työtehtäväsi mukaan.

Ole ystävällinen ja vastaa kyselyyn mahdollisimman pian, kuitenkin viimeistään 31.3.2014.

Vastaajan henkilöllisyys ei paljastu missään vaiheessa, ja vastaukset käsitellään luottamuksellisesti.

Vastaa kyselyyn klikkaamalla linkkiä:

http://digiumenterprise.com/answer/?inv=69909592&chk=QVZ8E3GS

Jos linkki ei aukea klikkaamalla, kopioi se selaimen osoiteriville hiiren avulla.

Terveisin

Anni Ikonen
anni.ikonen@edu.mamk.fi

APPENDIX 5 (1). The original questionnaire that the respondents answered through Digium (in Finnish)

Myyjät ja tiimiohjaajat vastaavat.

1. Ikä
o 18–20 vuotta
o 21–25 vuotta
o 26–30 vuotta
o 31–35 vuotta
o yli 35 vuotta

2. Sukupuli
o mies
o nainen

3. Koulutus
o peruskoulu
o lukio/ammatillinen koulutus
o korkeakoulu

4. Työpiste
o Etelä-Suomi
o Länsi-Suomi
o Itä-Suomi
o Pohjois-Suomi

5. Työtehtävä
o tiimiohjaaja
o myyjä

6. Olen ollut _____ töissä
__vuotta

Seuraaviin kysymyksiin vastaavat sekä myyjät, että tiimiohjaajat. Vastataan asteikolla 1-4. 1 täysin eri mieltä, 4 täysin samaa mieltä.

täysin eri mieltä 1 2 3 4 täysin samaa mieltä

7. Koen työilmapiirin kannustavaksi
8. Tiimissäni vallitsee hyvä tiimihenki
9. Minulla on mahdollisuus vaikuttaa tiimin toimintaan
10. Tiedän ____ arvot
11. Pyrin työssäni edistämään ___ arvoja

APPENDIX 5 (2)

12. Tunnen ____ oman Pelikirjan
13. Koen työni hyödylliseksi
14. Työhön tullessa perehdytys oli riittävä
15. Koen, että minulla on mahdollisuus kehittyä työurallani __
16. Työympäristö on hyvä
17. Tiimin virkistyspäivät ovat hyviä yhteishengen luomisen kannalta
18. Työssäni minulla on tarvittavat välineet työskennellä tehokkaasti
19. Saamani palkka vastaa antamaani työpanosta
20. Työpaikalla informaatio kulkee hyvin

Kommentteja

Seuraaviin kysymyksiin vastaavat vain myyjät. Kysymyksissä arvioidaan omaa tiimiohjaajaa. Arvioidaan asteikolla 1-4. 1 täysin eri mieltä ja 4 täysin samaa mieltä.

21. Tiimiohjaaja on helposti lähestyttävä
22. Tiimiohjaaja osaa motivoida alaisiaan
23. Saan työssäni tarpeeksi tukea ja ohjausta tiimiohjaajalta pyydettäessä
24. Käyn säännöllisesti kehityskeskusteluja tiimiohjaajani kanssa
25. Koen kehityskeskustelut tiimiohjaajani kanssa hyödyllisiksi
26. Tiimiohjaaja on helposti tavoitettavissa
27. Tiimiohjaaja osaa antaa minulle rakentavaa palautetta, sekä huomioida onnistumiset
28. Koen tiimiohjaajan olevan ammatillisesti pätevä tehtäväänsä
29. Tiimiohjaaja jakaa vastuuta myös myyjille
30. Tiimiohjaaja pystyy perustelemaan tekemänsä päätökset

Kommentteja

Seuraaviin kysymyksiin vastaavat vain tiimiohjaajat. Arvioidaan asteikolla 1-4. 1 on täysin eri mieltä ja 4 on täysin samaa mieltä.

1. Kannustan tiimiäni aktiivisesti kehittymään
2. Sain ___ tarvittavan koulutuksen toimia esimiehenä
3. Saan omalta esimieheltäni apua tarvittaessa
4. Tiedän oman tiimini vahvuudet ja heikkoudet
5. Minulle tarjotaan esimieskoulutusta säännöllisesti
6. Käyn esimieskoulutuksessa säännöllisesti

Kommentteja