

An investigation into the motivational factors of call centre workers and the impact positive and negative forms of feedback have on employee performance- A call centre in Ireland

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**This dissertation is submitted in partial fulfilment of the degree of
Masters of Business**



Business School

Athlone Institute of Technology

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Signed Statement

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Executive Summary

The concept of employee feedback has been around for many years. Viewed as the core of personal and professional growth, feedback helps employees get better at what they do. Research has shown that surprisingly employees crave feedback.

One of the main issues organisations have is that their managers don't give enough feedback. As straightforward as it may seem, the process of feedback giving is astonishingly complex due to the diverse nature of humans. Employee motivation has been a concept of great importance in organisations for many years and links to the area of recognition and feedback itself.

This study utilised a mono method approach namely, a questionnaire. The author felt the desire to get an understanding into the question of what motivates call centre workers and if positive and negative forms of feedback influence employee performance. The author chose to carry out a questionnaire on 90 customer service advisors in one particular call centre in Ireland. This quantitative approach was used in order to obtain the relevant results needed to investigate this topic.

As a way to gain access to employee motivations and the area of employee feedback there were a number of factors identified and it was determined if positive and negative feedback effect employee performance. Furthermore the motivational tools and success factors were identified.

It was found that both positive and negative feedback have a promising impact on performance of call centre workers. The employees perception of both were optimistic and if constructed appropriate taken on board. Although results suggest pay, recognition and promotion were key motivational factors for employees, it is important to note there were a number of other factors employees felt strongly about and are mentioned throughout this dissertation.

Due to the differences in previous research, it is hard to tell which system will work in call centres in Ireland. Other studies carried out focus mainly on motivation, which is not directed at either call centre employees or Irish employees. Therefore this dissertation will identify the motivational factors of employees in the Irish call centre chosen.

Overall, this project provides an insight into employee motivation in a call centre environment and the effects positive and negative feedback have on their performance and will establish employee perceptions on this area of motivation and feedback.

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CHAPTER 1- INTRODUCTION

1.1 Overview of Chapter

In the overview chapter a number of concerns in relation to this research topic will be looked into. Consequently, a brief outline of the research background, the research aims and objectives will be explored and analysed throughout. In sequence, this will be followed by the rationale which relates to the authors reasoning behind choosing this research topic as the focus of the research project. Any limitations of the work will follow. Lastly a project outline summarising each chapter is given which is encompassed within this research project.

1. 2 Research Background

The main purpose of this research project is to identify how recognition has an impact on employee motivation. Therefore the author will provide an overview of the meaning of these research topics before this topic is discussed in greater detail in the following chapter.

The concept of recognition links back to employees feeling appreciated and respected for what they do. Results from a survey carried out by the Council of Communication Management (Nelson, 1994), show that the biggest proportion of its employees find recognition for a job well done to be the best most appreciated motivator, when it comes to employee motivation and performance. The author examines the area of employee feedback and how this has an impact on employee performance at work. According to (Ashford S. J., 1983), feedback is a way to highlight resources that inform individuals in the work environment of how well they are performing and adding to the organisation's goals and targets. There are a number of areas that are extremely important in feedback seeking which includes the frequency, the method, the timing, the target and the topics that the feedback is sought. Recognition plays a vital role in motivating employees within an organisation.

Motivation is the desire to achieve beyond expectations, being driven by internal rather than external factors, and to be involved in and continuously striving for improvement (Torrington

, Hall, & Taylor, 2008). Motivation, in particular employee motivation, links to the area of employee recognition. Motivation itself has always been a topic for discussion in organisations as each person employed may be motivated by different factors. Organisations are constantly struggling to find what motivates their staff to be productive at work.

The author's findings show that there is endless literature on this topic and there has been a number of theories developed over the years that explain motivation.

The author felt carrying out research on employee recognition and motivation would help identify the connection between both and how recognition increases performance and motivation of employees.

1. 3 Research Aim

The aim of this research is to explore the factors that motivate call centre workers, to identify if employee recognition has an impact on performance and to discover suitable reward systems and performance appraisal techniques.

1. 3. 1 Research Objectives

- To examine the literature on motivational practices.
- To evaluate how positive and negative forms of feedback can have an effect on performance.
- To identify how reward systems and performance appraisal influences employee motivation.
- To examine any other kind of motivational tools that improve motivation and identify success factors.

1. 4 Rationale for Research

The author chose to complete her research on the area of employee feedback and employee motivation for a number of reasons. The area of employee feedback and employee motivation are complex in a sense and consists of many connected parts and so, the author feels there is a need for additional research on these topics and there is potential for this research to be beneficial with regards to the findings. There will be an emphasis placed on how employees perceive positive and negative forms of feedback and also how reward systems and performance appraisal influences employees motivation. The findings the author receives could prove to be of great value to this call centre to establish and maintain employee motivation of workers employed here. The author has always had a personal interest in the area of recognition and reward styles that help motivate employees and this is also one of the reasons the author decided to complete her research on this topic.

Every organisation is concerned with what should be done to achieve high levels of sustained performance. This been said, paying close attention to how individuals can best be motivated through such means as incentives, rewards and more importantly the work they do and the organisation context within which they carry out that work is equally important (Armstrong, 1993). An individual may be affected by many different drivers such as a desire for an object, or basic needs as simple as food or water. In addition, state of being may be one of those reasons that motivates an individual to a certain way or act a certain way. Motivation also refers to the intrinsic and extrinsic elements that influence an individual to act in certain ways or take certain actions (Adair, 2009) (Nahavandi, 2014). Motivation is an extremely important factor for organisations to consider as it not only boosts employees to perform better, but it also enhances the performance of the organisation.

Call centres are a complex environment that must effectively combine technology, workflow and knowledge to provide the best quality customer service. In order to do this, management must pay particular attention to its staff to ensure they are providing the highest level of customer service to its customers. This can only be done if employees are treated fairly and are kept motivated.

The author has been employed with this particular call centre in question for nearly a year and since then has always had an interest in generating ideas that will contribute to the future success of the business. Due to the nature of call centre work, the turnover of staff is above average. The author is eager to come up with ways to motivate staff and so reduce the level of staff leaving the company.

The author's research will provide an overall accurate account of the forms of feedback, rewards and incentives and also the motivational factors implemented by the call centre in question in relation to employee motivation and recognition. Finally the research will provide an overall view on employee opinions on the subject of employee feedback, rewards and motivational factors at work.

1. 5 Rationale for Research Objectives

The author has identified four objectives within this research project.

- To examine the literature on motivational practices. The foundations of this research project will firstly look at what literature is out there on the topic of motivation and this will be compared and contrasted to the research findings.
- To evaluate how positive and negative forms of feedback can have an effect on performance. The author will examine employee's perception on positive and negative

feedback and identify how these forms of feedback affect performance and motivation of staff.

- To identify how reward systems and performance appraisal influences employee motivation. It is important for the author to identify what types of rewards best suit call centre workers and identify employee perceptions on the area of performance appraisal and what works best for them.

To examine any other kinds of motivational tools that improve motivation and identify success factors. The author hopes that the call centre in question will benefit and obtain some valuable pieces of research which will hopefully help the company improve employee motivation by identifying the motivational factors that best suit their workers.

1. 6 Possible limitations of the work

It is inevitable that possible limitations exist whilst conducting any piece of research and so the author has identified the following in relation to her research project.

Although the employee sample was quite big, a number of issues arose with the most determining factor being the response rate. Due to the time of year the research was carried out, the author was worried about employees being absent due to annual leave. However, the author feels she can overcome this issue by spreading out the time frame of completing the questionnaire. The author made sure to catch as many part time and full time workers by sending out the questionnaire at certain times of the day to target as many employees as possible.

Bias is another area the author was concerned about when carrying out the research. The author will try her best to eliminate any bias questions and any language that may be probing participants to answer a certain way. The author hopes to establish the most accurate results from employees working in this call centre.

Another big concern while carrying out the research was the issue of confidentiality. One of the ways the author will overcome this will be to reassure respondent's anonymity and make all aware that the questionnaire will be treated in strictest confidence. The author will send out hard copies of the questionnaire so as to eliminate the use of the internet and any breach in confidentiality.

1. 7 Scope of the research project

To achieve the research aim, a mono method approach was used to carry out all relevant research required. A questionnaire was conducted targeting 90 customer service advisors in the call centre chosen for the purposes of the research. The author believes that conducting this questionnaire provided valuable insights into employee's perception of positive and negative forms of feedback and also what motivates them at work.

1. 8 Research Project Outline

The following gives a brief description of the contents of each chapter. This is provided to give the reader an overview of the structure of this thesis.

1. 8. 1 Chapter 1- Introduction

The author will look at a number of issues in relation to the research topic in this chapter. The background to the research and the research aim and objective will be introduced. A brief rationale as to why the author chose to carry out this research will be provided. This also focuses on the research project and possible limitations of the work.

1. 8. 2 Chapter 2- Literature Review

This chapter will focus on a summarisation on key literature by means of research and studying and comparing literature from various authors on the research topics. It will focus on the

literature relating to motivational practices, recognition and employee feedback types. It will also provide a background and context for the focus of this research topic.

1. 8. 3 Chapter 3- Methodology

The third chapter within this research project is the research methodology. The means by which the author carried out her primary research will be addressed as well as the purpose of carrying out this research. Strategies, approaches and philosophies that are used throughout are examined and justified. The alternative approaches that could have been applied to this research are also evaluated. The rationale behind the mono method approach was also explained. This chapter addresses any limitations that exist within the research, the ethical considerations and also justifies the research methodology carried out by the author in completion of this research project.

1. 8. 4 Chapter 4- Analysis of Findings

The author will present and illustrate the findings which were identified through conducting primary research. The questionnaires will be presented and results of which will be illustrated. The primary findings will address each of the research objectives and by this the data from each objective will address the research question of this research project.

1. 8. 5 Chapter 5- Discussion of Findings

Throughout chapter five, the author will combine both the discussion of findings chapter with the results chapter in order to provide a better understanding of the analysis and discussion. It will provide a holistic view of the findings by comparing the relevant literature from chapter two. This chapter will link the primary and secondary data from the literature in order to identify if the primary findings contradict, support, or add to the secondary data findings as discussed in chapter two.

1. 8. 6 Chapter 6- Conclusion

The final chapter will present the final summary for the research project as a whole. This chapter will state whether the author believes the aim and objectives have been satisfied. This section will also be used to provide a personal reflection on the research process and will highlight the overall conclusions which can be taken from the study. The author will also conclude with any major changes she would make if the research project was to be completed again.

1. 9 Method of Gathering Information

The literature review within chapter two of this research project was overseen by utilizing the library resources at Athlone Institute of Technology. These resources were available online and in person. A number of methods were used throughout the process of completing chapter two which included accessing books, websites and journal articles. In addition, the content of the literature found is relevant, up-to-date and has been published by leading experts internationally within their respective fields. The use of Google scholar and the access to databases through the Athlone Institute of Technology Moodle website proved to be valuable and these allowed the author to access national and international pieces of literature.

CHAPTER 2- LITERATURE REVIEW

2. 1 Introduction

The main aim of this literature review chapter is to examine, discuss and critically evaluate existing literature that is relevant to the below objectives which are listed as follows:

- To examine the literature of motivational practices.
- To evaluate how positive and negative forms of feedback can have an effect on performance.
- To identify how reward systems and performance appraisal influences employee motivation.
- To examine any other kinds of motivational tools that improve motivation and identify success factors.

This chapter starts off by discussing the literature on motivational practices. The reason for discussing this is to identify why companies use motivational practices and also find ways of recognizing employees and how this can influence motivation and productivity. The Literature Review then goes on to talk about recognition in terms of positive and negative feedback. This literature looks at the shift for companies moving from positive to negative feedback and the effective consequences of this. Finally the literature review identifies the effects of reward systems and performance appraisal on motivation and comparing the effectiveness of these.

2. 2 Motivation

According to (Torrington , Hall, & Taylor, 2008), “Motivation is the desire to achieve beyond expectations, being driven by internal rather than external factors, and to be involved in and continuously striving for improvement?”. Motivation however, defined by (Robbins, 1993) agrees somewhat with (Torrington , Hall, & Taylor, 2008) and states that motivation is the

“Willingness to exert high levels of effort toward organisational goals, conditioned by the efforts ability to satisfy some individual need”.

The author, based on her experience working in a call centre in Ireland, agrees with the statement above that motivation is the “Willingness to exert high levels of effort toward organisational goals, conditioned by the efforts ability to satisfy some individual need”. Based on the fact that people are motivated by different things within an organisation, it is important to find out what motivates each individual. As we all know every person has different motivations for working. Some people work for love; others may work for the fulfilment whether it be accomplishing a goal or just feeling like they are contributing to something larger than themselves, something that is important.

Every organisation is concerned with what should be done to achieve high levels of sustained performance. This being said, paying close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and more importantly, the work they do and the organisation context within which they carry out that work (Armstrong, 2006).

An individual may be affected by many different drivers such as a desire for an object, or basic needs as simple as food or water. In addition, state of being may be one of those reasons that motivates an individual to a certain way or to act a certain way. Besides, motivation also refers to the intrinsic and extrinsic elements that influence an individual to act in certain ways or take certain actions (Adair, 2009) (Nahavandi, 2014).

(Armstrong, 1993) stated motivation can be divided into two types:

Intrinsic motivation- These type of motivational behaviours are performed due to a sense of personal satisfaction they bring. These kind of behaviours are defined as ones in which the reward is the satisfaction of performing the task itself. Intrinsic motivation therefore represents engagement in a task for its own sake. For example, feeling like your work is

valued and you have a purpose along with responsibility within the organisation. This type of motivation seems to have a better effect in the long term as motivation is something that comes from employees themselves rather than being created or forced upon from the outside.

Extrinsic motivation- On the other hand, extrinsic motivation is what can be stimulated to motivate the individual person from the outside. This means, our desires to perform particular task are all controlled by a source outside. The best well known and debatable motivation is money. An example of extrinsic motivational tools include: employee of the month, bonuses, benefit packages and organised activities to name a few (Boundless Psychology, 2016). In Table 1, there are:

Table 1-Two types of Motivation

Intrinsic:	Extrinsic:
✓ Belonging	✓ Fear of punishment
✓ Learning	✓ Money
✓ Meaning	✓ Competition
✓ Opportunities	✓ Advancement

2. 2. 1 The Birth of Modern Motivation Theories

Modern theories of motivation are considered to have grown from the Elton Mayo-led study of worker output at the Western Electric Company’s Hawthorn plant near Chicago. In this study, famously referred to as the Hawthorn studies, Mayo and a previous team of researchers

studied the productivity of workers under changing conditions in temperature, humidity, and illumination (Pennock, 1930, p. 296).

2. 2. 2 Needs theory

(Maslow, 1954) states that the human being has different needs. When a lower need is pleased, we aim for the higher need. The five categories Maslow describes are fundamental factors: physiological, safety, social, esteems and the highest one is self-actualisation (Armstrong, 1993). The needs hierarchy system, devised by (Maslow, 1954) is a commonly used scheme for classifying human motives. When a need is fulfilled, that factor no longer motivates that individual. According to (Maslow, 1954), most people's needs follow the order above, but he also states that this can differ between people. A certain need does not have to be fulfilled for another need to occur. This in turn goes under the Needs Theory, which states the unfulfilled needs motivate behaviour. Below is an illustration of Maslow's hierarchy of needs, which show the five categories and the main order that follows.

Figure 2. 1-Needs theory



(Professional Academy, 2017)

2. 2. 3 Herzberg's motivation hygiene theory

Herzberg's motivation hygiene theory is frequently called the two factor theory and focuses on those sources of motivation which are pertinent to the accomplishment of work. He

revealed that there are certain characteristics associated with job satisfaction while there are different factors associated with job dissatisfaction (Hall, 1986). These can be seen in Table 2 below:

Table 2-Factors of satisfaction and dissatisfaction

Factors for satisfaction	Factors for dissatisfaction
✓ Achievement	✓ Company policies
✓ Recognition	✓ Supervision
✓ The work itself	✓ Working conditions
✓ Responsibility	✓ Interpersonal relations
✓ Advancement	✓ Salary
✓ Growth	✓ Status
	✓ Security

(Herzberg, Mauser, & Synderman, 1959)

2. 2. 4 McGregor’s Theory X & Y

Douglas McGregor (1957) is perhaps the most well-known scholar to evolve Maslow’s needs theory into a “cogent articulation of the basic assumptions of the organisational behaviour perspective” (Ott, 2007). McGregor outlined two theories of how managers view and hence treat employees. Each theory is a managerial assumption regarding employees.

Theory X holds the assumption that workers are viewed as lazy, avoiding work at all costs, self-interested, gullible and thus predicting the assumption that they need to be guided and controlled. Managers who have these views believe that it is their job to structure their subordinates work. These assumptions can lead to mistrust and eventually cause

diseconomies of scale. This theory is aligned with the works of Taylor (1911) and Simon (1997) as they focus on organisations as purely rational systems (Scott W. , 1975).

Theory Y holds that employees are capable, self-directed and self-controlled. They seek their own responsibility and are receptive to change and self-improvement. Managers under the Theory Y assumption believe that good work itself is motivating. Managers are also more likely to have positive interpersonal relationships with their subordinates.

Table 3- McGregor's Theory X & Theory Y Model

Theory X	Theory Y
Work avoiding	Work is natural
Need to control	Capable of self-direction
Avoid responsibility	Seek responsibility
Worker's seek security	Can make good decisions

2. 3 Recognition

Employees in today's world are increasingly being asked to do more work. Everyone wants to feel appreciated and respected for what they do. Results from a survey carried out by the Council of Communication Management (Nelson, 1994) show that the biggest proportion of its employees find recognition for a job well done to be the best most appreciated motivator when it comes to employee performance and motivation. The concept of an employee itself is changing over time and as well as the nature of the work carried out by the employee (Bowen, 2000). Although employee needs, values and times are changing, in 1949 Lawrence Lindahl

questioned employees and asked them to rank their jobs and tell managers what they wanted from their job.

In a documentary referred to by Lawrence Lindahl dating back to 1949, people are still concerned with the concept of recognition and feel it is a big part of their job. Managers were convinced from this documentary people would say money was the biggest motivator, however that was not the case at all. The number one result was feeling appreciated and “being in” on things. In the workplace, when employees are involved and respected, they’re less likely to worry about job security and money. Employees believe in respect, fair treatment and respect those giving the fair treatment. They want the opportunity for advancement in the organisation. A recognition programme can help employers meet these organisational goals in order to attract and retain talented employees.

In a 2015 Employee Recognition Report sent to 6000 randomly selected SHRM members at a manager level or above, a survey produced by Globoforce reported that values-based employee recognition is seen as significantly contributing to bottom line organisational metrics. This same survey also highlights that:

1. In 2012, 76 percent of companies reported having recognition programmes. The large organisations with 25,000 or more employees were more likely than mid-sized organisations with 500 to 24,999 employees to have an employee recognition programme. Almost one half (50 percent) of all recognition programmes were tied to their company values.
2. In 2013, that number rose to 81 percent of companies practicing formal recognition, but the number of companies basing that recognition on values rose to 58 percent from 50 percent in 2012 (Globoforce, 2015).

2. 3. 1 Feedback

According to (Ashford S. J., 1983), feedback is a way to highlight resources that inform individuals in the work environment of how well they are performing and adding to the organisation's goals and targets. It can also be a way for employees to get to know how well they are performing from the managers, colleagues' perception of their behaviour and accomplishments. Feedback is unlike any other kind of information. As the information is about oneself, it is more emotionally charged. A tradition that goes back decades in psychology suggests that people are motivated to defend themselves and their egos (Baumeister, 1999).

Research carried out for the last twenty years on feedback-seeking behaviour have identified five main areas or patterns of feedback seeking:

1. The frequency, how often the individual seek it.
2. The method of feedback seeking, whether by comparing, observing or just asking for it.
3. The timing of the feedback.
4. The target of the feedback seeking.
5. The topics that the feedback is sought.

(Ashford S. J., 1983)

Although the perception of feedback may be individualised depending on the recipient and their personality, the overall view of getting the feedback for the individual in question is valuable (Bechel, 2015). Feedback is seen as one of the most prevalent interventions in the field of organisational management and as a result is a highly popular innovation in applied behaviour analysis. This can be seen from the benefits feedback provides which include low cost, ease of use, flexibility and simplicity (Prue, 1981).

Feedback can be used to improve performance. This been said, the feedback outcome highly varies along a number of dimensions (Prue, 1981). The results of feedback can vary according to the feedback mechanism used such as written or verbal feedback i.e. whether the person receives the feedback orally or by text. The second dimension is the recipient of feedback. This can be given in a group or individually. The third dimension is the characteristics of feedback which includes when the feedback is given and the duration of feedback- the length of time it takes to receive the feedback (Prue, 1981).

There are a number of ways to provide feedback but not all of these ways lead to the desired result. As previously mentioned, the overall outcome of feedback within organisations is often perceived as beneficial but according to prior research on feedback, it can also have its drawbacks. (Castellaneta, Gottschalg, & Kacperczyk, 2015) argues that ‘completeness is a dimension that can actively hamper the overall outcome of feedback’. The authors therefore argue the case that, when feedback is incomplete i.e. Indirect, interrupted or delayed; the receiver might get an inaccurate judgement of his or her capabilities. This misinterpretation may prevent the employee from progressing in the organisation.

Feedback programmes are especially designed to enhance participants’ self-awareness through the use of a number of assessment inventories and feedback sources. Trainees of the programmes will have the opportunity to learn more about what strengths they have along with the weaknesses in a particular area for e.g. communication skills. They will receive this feedback through positive and constructive input from relevant sources such as customers, employees, colleagues and supervisors.

According to (Heywood, 2005) , one of the most popular types of feedback programmes is the 360°. This type of feedback consists of systematically collecting opinions about employees from managers, superiors, colleagues and subordinates. The main idea behind this kind of

process is to give people receiving the feedback a clear understanding of how their behaviour can impact those around them and get a clear understanding of how others view them (Chappelow, 1998). It includes peer review, self-ratings and upward assessments; feedback is sought from everyone. This gives people a chance to know how they are seen to others; to see their style and their skills; and may also improve the communications between people. This method of feedback helps by bringing out every aspect of an employee's life. This system also help employees who may have conflicts with their managers.

According to (Marsden, 2007), the results are better communications; more information on management performance and style; better working relations; increased effectiveness and productivity of individuals and the organisation as a whole; knowledge of training needs; greater employee input in designing self-development plans and also a better grasp of organisational priorities. It gives people a perspective.

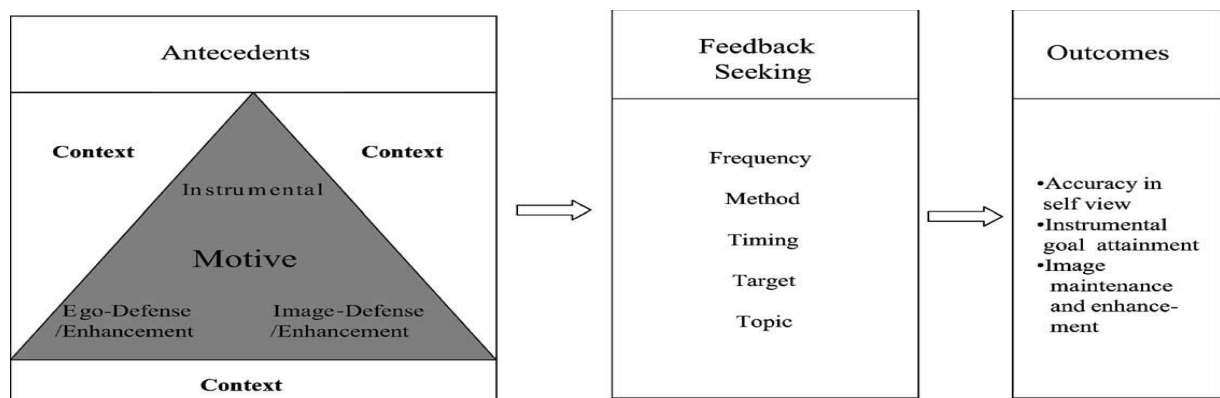
In addition, according to past research (Chappelow, 1998) , various feedback strategies such as this 360° feedback technique have a number of noticeable disadvantages. Due to the fact the 360° feedback technique is a multisource assessment, where a number of actors including colleagues, managers, customers and subordinates provide the feedback both the one who gives and the one who receives the feedback have an influence on the result of the feedback itself. There is a risk that the feedback may be dishonest and filtered in a way that alters the information making the feedback inaccurate even though this technique helps employees to better understand how people perceive their performance.

Besides (Chappelow, 1998) suggests, there are a number of reasons the receiver may reject the feedback given to them such as bad communication between the giver and the receiver, disinterest of the receiver. Accordingly, there are many different aspects that need to be considered when developing a feedback strategy to avoid getting the wrong results.

3. 3. 2 Importance of Feedback for Human Resource Development

Human resource development relates to professional practice and academic study that seeks to improve performance, human learning and facilitates change at all levels including the individual, organisation and group/teams (McLean, 2001).

Figure 2. 2- Feedback seeking process



(Ashford J. S., 2003)

2. 3. 3 Shifting from positive to negative feedback

Feedback can potentially increase motivation by perceiving the goal to be valuable and by raising attainment expectancies (Vroom, 1964). The information that comes from feedback can be key. Starting with attitudes research, researchers will argue that feedback on successful actions encourages individuals to invest more resources in pursuit of other, similar actions. One of the key findings in that literature is that people desire to be consistent and express stable preferences over time (Bem, 1972) (Cialdini, 1995). Therefore, after carrying out an action successfully, the likelihood of choosing something similar to that action on the next opportunity increases. According to the self-perception theory, the reason for this impact on feedback is due to the fact that people learn about their stable preferences from watching themselves act in a particular manner (Bem, 1972). For example, if an individual working within a certain organisation considers she is successful at her job, she may then come to infer she values her

job and does a good job at it, more than if she would consider her lack of success. This been said, positive feedback provides information that will increase effort investment.

The affective consequences of feedback. Another way by which positive feedback increases motivation involves the affective consequences of feedback. Positive feedback carries information about one's accomplishments, strengths, and correct responses. However, it can also further elicit general feelings as a positive effect as well as specific feelings, which include emotions for example: feelings that are linked to a source such as feedback and mood (i.e. general diffuse feelings that their cause is not identified).

While positive feedback is useful, negative feedback can often be harmful. More specifically, negative feedback can undermine motivation by lowering the expectancy of success. Negative feedback would not be as readily available as positive feedback. In saying this, it can be seen that negative feedback prevails and actually increases morale and goal directed behaviour in the workplace more than positive or no feedback (Arkes, 1999).

The first thing that is asked is, why anyone would want to seek any negative feedback at all, as individuals normally prefer to avoid approaching pleasure and pain, both physical and psychological. The reason for this is that people are not preprogrammed to be mindless hedonists. They have the power to just accept short-term unpleasantness for the purpose of long-run benefit (Elster, 1979). The benefit here is that future performance is improved. In the case of negative feedback, the problem of time perspective is very important- refusing to acknowledge and see that someone is not doing well can create a lot more pain in the long run than acknowledging what the problem is and trying to fix it. Linking back to research findings, it can be seen that the greater the perceived uncertainty about how one is performing, the more likely people are to seek feedback themselves (Ashford S. J., 1983). A factor that may

influence perceptions of uncertainty is an individual's performance history. Employees who know their job and are experts in their field and have a substantial record of positive performance may not believe that the work they're doing may have some flaws and may in fact need more feedback. In contrast to this, people who have experienced unsatisfactory performances may in fact perceive greater uncertainty and thus need to know how they did on their last attempt, that is of course, if they are improving. No evidence suggests a link between poor performance and more feedback seeking (Earley, 1989).

2. 4 Reward systems

Reward is the compensation which an employee receives from an organisation for the service offered by the employee or as the return for work done (Lin, 2007). It also refers to the collection of brain structures that try to control and regulate behaviour by inducing pleasure (Ajila, 2004).

The research that has been done on reward systems highlights the various areas of performance related pay, total reward systems and team rewards. In today's modern society there are many different types of incentives in order to get the best performance from staff and increase employee morale. The Literature Review will also reveal the different ways of applying those incentives to staff to get a higher performance level and increased morale among employees.

2. 4. 1 Types of rewards

There are several types of reward systems that organisations can use to increase productivity and employee morale. (Tifflin, 1979) Suggests, the system of rewards can be categorised as intrinsic and extrinsic. Intrinsic is those that are inherent in the job and which the individuals enjoys after successfully completing the task or attaining his/her goal. On the other side is extrinsic rewards which comes from external and it is tangible in order to appreciate what the employee does and his performance. Extrinsic rewards are external to the types of job or task

involved which include pay, bonuses, salaries, incentives, job security and appropriate working environments for employees (Badrinarayan, 2011). Thus there is a need for an organisation such as a call centre to determine the reward system to motivate staff to increase employee morale in the workplace.

2. 4. 2 Intrinsic Reward

Intrinsic rewards concerns with psychological development of employees (William, 2009). They are intangible benefits and include the characteristics such as autonomy, feedback and decision making participation (Hackman, 1976). This type of reward system is created to purposely appreciate employees in the form of increased self-esteem and feelings of achievement and growth within the organisation. Employees feel satisfied when they have achieved or accomplished something worthwhile in work and are orally acknowledged for what they do in the organisation.

2. 4. 3 Extrinsic Rewards

This type of reward covers the basic needs of income to survive. i.e. To pay bills, a feeling of consistency and stability (the job being secure) and recognition (skills that my workplace values). Extrinsic rewards are outcomes supplied by the organisation itself which includes salary, job security, status and fringe benefits. These can be compared to the job context items that Herzberg called 'the hygiene factors'.

It is important to highlight the restrictions a company may be under on the allocation of their rewards across the different departments or geographical boundaries. It was found from a UK study on the centralised nature of remuneration policy, (Top pay research group, 2003) found that decentralised divisional units with compensation authority proved better at attracting ambitious managers. This study supported that of (Kominis, 2005) in their extensive study

on exploring the reward preferences of 225 middle level managers. From their findings on reward preferences it suggests that:

Different reward preferences for managers at different stages of their career, expecting managers in the early career stage to prefer the intrinsic rewards style. Managers in the middle stage prefers the extrinsic rewards style, and managers in the later stages of their career generally place less importance on both kinds of rewards (Kominis, 2005, p. 68).

These findings also suggest that although intrinsic rewards can be of great value to employees, for some managers a combination of intrinsic and extrinsic rewards can also have a great impact in a positive way relating to the performance and motivation of employees. In saying this, deciding on the best reward package to suit the employees can prove difficult for an individual manager.

From an extensive study of over 40 years of motivation surveys, (Wiley C. , 1997) found that the strongest motivators are what employees place the most value but lack and at the top are the most valued factors for staff which were:

Table 4-Most valued motivation factors

1. Good wages

2. Full appreciation of work done

3. Job security

4. Promotion and growth with the organisation

5. Interesting work

2. 5 Performance Appraisal

Performance appraisal is a structural formal interview between the subordinate and superior that usually takes the form of periodic interview (annually or semi-annually). The work performance of the subordinate is examined and discussed, with the view to identifying the weaknesses and strengths of employees as well as opportunity for improvement (Robbins D. A., 1995). Conducting regular performance appraisal is extremely important in any work force development strategy for organisations (Scott J. , 2009).

2. 5. 1 Determinants of Performance

As mentioned by (Byars, 2005), job performance is the net effect of an employee's effort as modified by abilities, efforts and role perceptions. This states that performance in a given situation can be viewed as resulting from the interrelationship among efforts, abilities and role perceptions.

Abilities are personal characteristics used in performing a job. Abilities usually stay the same and do not fluctuate over a short period of time.

Efforts are resulting factors of being motivated in a job: it refers to the amount of energy one has in performing in a job.

Role Perception refers to the direction an employee believes should be placed towards their efforts.

2. 5. 2 The purpose of performance appraisal

There have been a number of tensions within the purposes and agendas of performance appraisals. (Boswell W, 2000) identifies a useful and clear distinction between two types of functions for appraisal systems:

Developmental functions include providing performance feedback, the identification of individual training, determining transfers and attachments and identifying strengths and weaknesses of individuals. For this function the person being the appraiser takes the role of the mentor or coach.

Evaluative include use of performance appraisal for retention/termination decisions, salary, promotion decisions and recognising individuals who are poor performers. In order to evaluate this function, the appraiser takes the role of the judge.

(Colville, 2011) recognises that ‘a trap that organisations call fall into is not realising that the implementation of performance management is constantly changing. It can be seen in many instances, organisations just tend to look over the fence to see what others are doing and copy what they are doing. The table below identifies the trends in performance management systems from the past to the future:

Table 5: External changes: Changes in performance management systems

<i>Past Changes</i>	<i>Future Changes</i>
1. Competencies inclusion	Enhance link to pay
2. Enhancing pay link	Streamline the performance management process
3. More regular meetings/feedback	Provide more coaching/development for appraisers
4. Simplification	Review/ improve ratings process
5. Link performance management to strategic business goals	More regular feedback

(E-Reward, 2005) Rankings are based on percentage of the organisation with performance management systems planning changes

2. 5. 3 Employee motivation relating to employee performance

Employee motivation has attracted behavioural research and psychologists for many years and has been discussed in depth since the nineteenth century (Hiwarale, n.d).

According to (Linder R. , 1998, p. 1) Employees were only perceived as “another input into the production of goods and services”. Therefore, any traditional assumptions stated that an employee’s first act for their own interest and employees are believed to only be motivated by money. In the early stages of the twentieth century, some psychologists’ work turned around the measurement of the employees’ abilities and aptitudes to fit a specific job (Wiley C. , 1995).

Today’s ever changing work force makes motivation be seen as vital and one of the most important factors to consider when creating the right environment and working conditions for employees’ to feel satisfied and happy working in a certain work place (Teoh Teik Toe, 2013).

In any organisation what motivates your employees is vital as no organisation would be able to survive without motivated employees (Linder R. , 1998).

2. 6 Call Centre

A call centre is a physical place where calls are received and placed in high volumes in the areas of sales, telemarketing, customer service and the list goes on. The call centre definition is adopted in this study provided by (Bain, 2003) and is traditionally defined in three essential elements. Firstly, a call centre is a dedicated operations with employees within focusing entirely on the customer service outcome. Secondly, the employees are using computers and telephones, and thirdly, the calls are controlled and processed by an automatic distribution centre. Call centres in general are complex environments that must effectively combine technology, workflow and knowledge to provide the best quality customer service.

The European call centre market is booming. In Europe alone it was reported that 3.4 million of workers were employed by 35,000 call centres. From this statistic, it was found that the average age of an agent working in a call centre ranged between 25-30 years old (Holy-Dis, 2013).

The increasing number of call centres in recent times has been driven by customer demand for a number of services which can be accessed at a time outside of office hours. The change in technology in recent times and the access to services from home has also been something that has been driven up in demand. In some respects, call centres can attract employers as they are seen to be cost saving with regards to saving the cost of servicing customers and by centralising customer facing operations. Again as mentioned above, the technological advances have also expanded, with services such as the internet which provides online shopping to customers conveniently while automatic call distributors are enabling organisations to realise these are greater cost savings (Akroyd, 2006, p. 3).

2. 7 Conclusion

In conclusion of chapter 2, it can be seen that there is a vast amount of literature and different opinions on the topics of motivation, recognition and employee feedback. After analysing the literature on the above areas, it is clear that these three concepts have changed over time but overall have the same concept and remain complex.

With regards to employee motivation, the author found out it is somewhat hard to achieve as it was mentioned above that no two employees are motivated by the same thing. However, there are a number of motivational tools organisations use in the hope that these help to motivate their staff including incentives, rewards, and leadership. Therefore, the author holds the opinion that positive and negative forms of feedback can impact employee motivation and so is an extremely worthwhile cause to create the basis for her own research.

CHAPTER 3- RESEARCH METHODOLOGY

3. 1 Introduction

The main purpose of this chapter is to provide a synopsis of the steps the author has followed in conducting research needed to complete this dissertation. The author will start off by looking back on the research aims and the objectives, and then moving on to examine the research strategy, the research methods followed by the procedure taken along with the participants and sample. The limitations and ethical considerations will be discussed last and these will be in relation to the research found.

It can be seen from the author's findings, when defining 'research' there are various definitions to be found. Albeit the author has chosen two definitions that can be seen as accountable and accurate. Firstly, according to (Saunders, Lewis, & Thornhill , 2016), the definition of research can be found as the following;

“The systematic collection and interpretation of information with a clear purpose, to find things out”.

(Cameron & Price, 2010) pitches a more clear and concise definition by stating research as;

“A process of finding things out in a purposeful and systematic fashion in order to increase knowledge”.

Methodology can be defined as:

“The theory of how research should be undertaken, including the theoretical and philosophical assumptions upon which research is based and the implications of these for the method or methods adopted” (Saunders, Lewis, & Thornhill , Research methods for business students, 2016).

All the data the author gathered during the research will be collected and analysed systematically in order to justify the research aim and objectives.

3. 2 Research Aim

“To explore the factors that motivate call centre workers, to identify if employee recognition has an impact on performance and to discover suitable reward systems and performance appraisal techniques”.

3. 3 Research Objectives

- To examine the literature of motivational practices.
- To evaluate how positive and negative forms of feedback can have an effect on performance.
- To identify how reward systems and performance appraisal influences employee motivation.
- To examine any other kinds of motivational tools that improve motivation and identify success factors.

3. 4 Research Design

(Bryman & Bell, 2007) refers to research design as a framework for the collection and analysis of data. A choice of research design reflects decisions about the priority being given to a range of dimensions in the research process.

In order for the author to carry out extensive and accurate research, the chosen method proved extremely important given the nature of the research. The author chose the mono method and combined qualitative and quantitative approaches to her research by conducting a questionnaire with a variety of both closed-ended and open-ended questions.

3. 5 Research Process

Research process may be defined as “a process that provides a systematic, planned approach to a research project and ensures all aspects of the project are consistent with one another” (Brannick & Roche, 1997).

According to (Denscombe, 2014), a research strategy is a plan of action designed to achieve a specific goal. In the context of social research this entails a broad approach that has:

- a distinct research logic and rationale that shapes
- a plan of action(research design) to address
- a clearly identified research problem(a specific goal that can be achieved)

The research process is chosen in relation to the type of research needed in the study. It can only be judged in relation to the purpose it is used and reflecting this point, it is better to think of strategies in terms of how useful they are and how appropriate they are (Denscombe, 2014).

Essentially, the strategy in which the research will take place will all depend on the researcher’s aim and objectives, and the understanding of any existing knowledge, and the time and resources available.

3. 6 Research Purpose

According to (Saunders, Lewis , & Thornhill, 2007), the classification of research purpose most often used in the research methods of literature is broken up into three groupings. These groupings are the following:

1. Exploratory
2. Descriptive
3. Explanatory

The author feels these three groupings are important and needed to be discussed in more detail.

The three groupings are explained below:

3. 6. 1 Exploratory

As the name states, exploratory research intends merely to explore the research questions that are asked and provides an understanding of a problem or issue. It does not intend to offer final and conclusive solutions to existing problems. The author is aware while carrying out her research, exploratory research design does not aim to provide the last and conclusive answers to my research questions, but explores somewhat the research topic with varying levels of depth. The advantage of exploratory research is its flexibility and ability to change along with its effectiveness in laying down the groundwork that will help lead to future studies (Dudovskiy, 2012). Exploratory research is most often done through reviewing the current content in relation to literature or by conducting unstructured interviews with individuals or focus groups (Harvard Business review, 2012).

3. 6. 2 Descriptive

Descriptive research looks to receive an accurate description of observations of a phenomena based on a particular profile of people, events, situations or environments. Descriptive research is all about aiming to target on current issues that are in the process of data collection (Dudovskiy, 2007). According to (Saunders, Lewis, & Thornhill , 2016, p. 175), descriptive research may be an extension of a piece of exploratory research or a forerunner to a piece of explanatory research. The author is aware that research questions that are descriptive start with, or include ‘who’, ‘what’, ‘where’, ‘how’ to name a few and was aware of this throughout the research.

3. 6. 3 Explanatory

Studies that establish casual relationships between variables may be termed as explanatory studies. Obviously the emphasis here is on studying a situation or problem with respect to explaining the relationships between variables (Saunders, Lewis , & Thornhill, 2007). The methods used to carry out this research include interviews, questionnaires and random sampling. (Zikmund, Babin, & Carr, 1984) suggests that the degree of uncertainty about the research problem determines the research methodology.

3. 6. 4 Research Strategy Within Dissertation

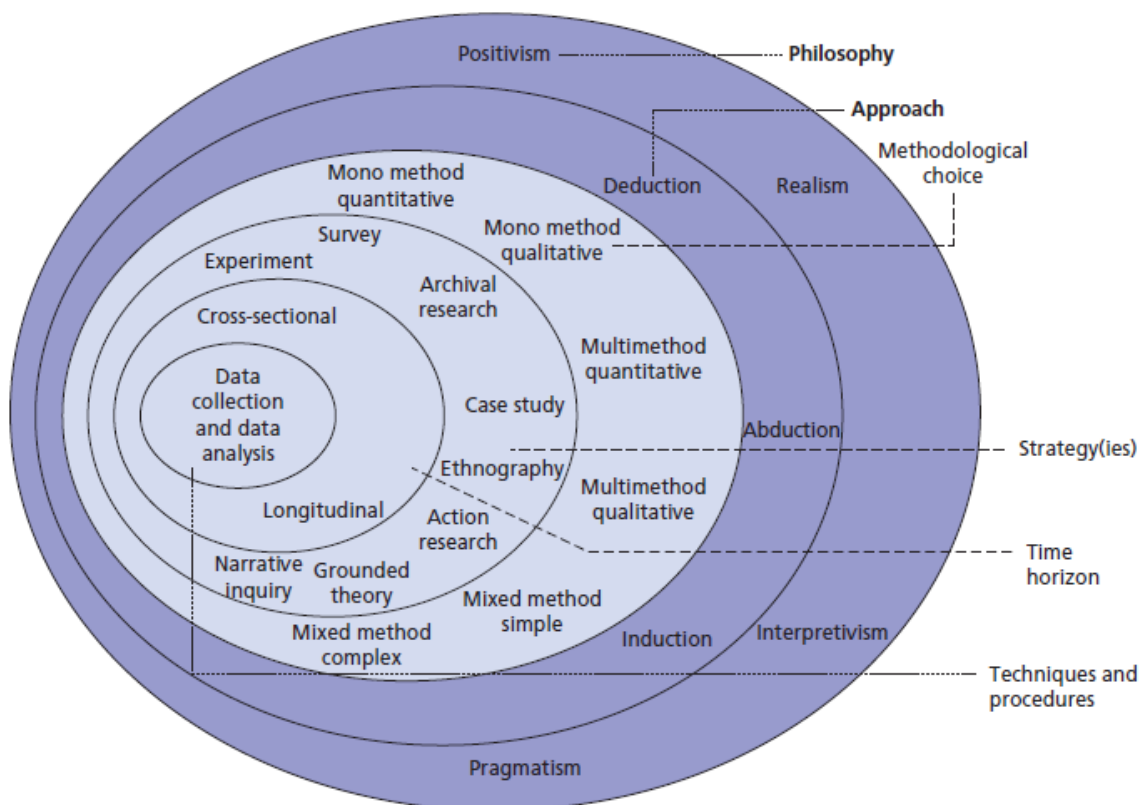
This dissertation looks extensively into employee feedback in the work place and motivation within. After extensive research on the previously mentioned research classifications, the author feels that the best way to meet the aim and objectives is through a mixture of explanatory and descriptive research classification.

3. 7 The Research Philosophy

Research philosophy may be defined as “an overarching term relating to a system of beliefs and assumptions about the development of knowledge and the nature of that knowledge in relation to research (Saunders, Lewis, & Thornhill , 2016). The knowledge development that is embarked upon may not be as dramatic as a new theory of human motivation, even answering a specific problem in a certain organisation you may be in, nevertheless, is developing new knowledge. However the author feels, the research philosophy is critical and a platform is needed in order to conduct the research in a specific and detailed manner. Research philosophies are plentiful for the benefit of the author and these can be seen in the diagram mentioned below.

In essence, addressing research philosophy as an author doing research involves being aware and formulating your beliefs and assumptions. As is illustrated in the diagram below, the understanding and identification of the research philosophy is positioned at the outer layer of the ‘research onion’ (Dudovskiy, 2016). This model is an overall recap to the research methodology in which the author will make reference to.

Figure 3. 1- The Research Onion



Source: (Saunders, Lewis, & Thornhill , Research methods for business students, 2016)

3. 7. 1 Positivism

Positivism is the philosophical stance of the natural scientist entailing working with an observable social reality to produce law-like generalisations. The emphasis is on highly structured methodology to facilitate replication (Saunders, Lewis, & Thornhill , 2016). It promises unambiguous and accurate knowledge and originates in the work of Francis Bacon, Auguste Comte and the early twentieth-century group of philosophers and scientists known as the Vienna Circle (Saunders, Lewis, & Thornhill , 2016). This tradition holds that the world consists of regularities and that these regularities are detectable, and so the researcher can infer knowledge about the real world just by observing it. It is often connected with high structured measurements, large samples typically quantitative methods of analysis and empirical testing (Popular social science, 2013). The researcher will look more at this approach of positivism as her research will be carried out using a quantitative approach of handing out questionnaires.

3. 7. 2 Interpretivism

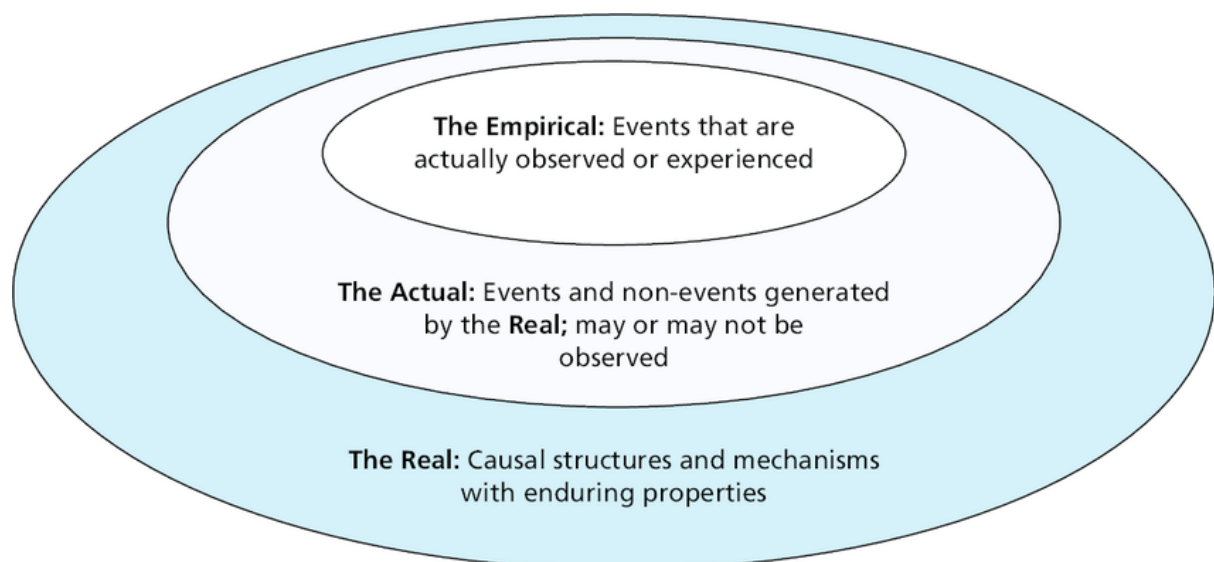
According to (Saunders, Lewis, & Thornhill , 2016), Interpretivism emphasises that humans are different in a way that is different to physical phenomena because they create meanings. Interpretivists study these meanings. It is defined as anti-positivist by (Hatch & Cunliffe, 2006) while (Blaikie, 1993) defined it as post-positivist.

According to interpretivists, individuals are intricate and complex and different people understand and experience the same objective reality in very different ways and have different reasons for acting in a specific manner. Scientific methods are not appropriate (Revise Sociology, 2015). Interpretivism approach to social research would be a lot more qualitative, using more methods such as unstructured interviews or participant observation (Denscombe, 2014).

3. 7. 3 Critical Realism

The term itself originated in the late twentieth century in the work of Roy Bhaskar, as a response to positivist and postmodernist nominalism, and this occupies a middle ground basis between these two positions (Reed, 2005). The latter or otherwise known as direct realism, says that what you see is what you get: what we experience in life through our senses portrays the world accurately. In comparison, the philosophy of critical realism focuses on clarifying what we see as experiences and see, in terms of the reality that shape the observable actions or events. Below is a diagram of the empirical, the actual and the real stages in the critical realism process.

Figure 3. 2- Critical realist stratified ontology



Source: (Saunders, Lewis, & Thornhill , Research methods for business students, 2016)

Developed by: (Bhaskar, 1978)

3. 8 Research Choice

As previously mentioned in figure 3. 1, the fourth layer of the 'Research Onion' is all about the research choice and is highlighted in this figure. The research choice itself is centred on the following methods:

1. Mono method
2. Multi method
3. Mixed method

The author had the decision to pick any of the above methods of research choice to best suit her research. The method that was chosen was the mono method approach. This is the use of a single data collection technique e. g. Questionnaires, and corresponding analysis procedure or procedures (Saunders, Lewis, & Thornhill , 2016). The author feels this technique best suited her research which will allow for accurate results.

3. 9 Quantitative Research

Quantitative research is usually connected with positivism, particularly when it is used with high structured and predetermined data collection techniques. Quantitative research may also be used in connection with realist and pragmatist philosophies (Saunders, Lewis, & Thornhill , 2016). It examines the relationships between variables, which are analysed using a number of statistical and graphical techniques. It also looks at using a range of statistical techniques. It facilitates and measures controls to ensure the validity and accuracy of data, in other words an experimental design.

A quantitative research design can use only a single data collection technique, such as a questionnaire. In this case the author is availing of this research technique for her research by conducting analysis from a questionnaire (Saunders, Lewis, & Thornhill , 2016). The author will approach the quantitative and qualitative method by identifying what motivates

staff to perform better including the main forms of feedback. The questionnaire will include both open and closed ended questions to allow for both quantitative and qualitative research.

3. 9. 1 Types of Quantitative Data

In order to use this data, researchers need to be extremely clear about the type of numerical data they are using. For the author, this makes a difference to the overall outcome of the data and what the data can be used for and what end result can be concluded from this analysis. There are a number of statistical techniques that work with certain data and also likewise some techniques that will just not work with others (Denscombe, 2014). In that matter, numerical data is considered under six main headings. A distinction was established for the first four types of measurement by (Stevens, 1946). The following include nominal, ordinal, interval and ratio. The remainder are discrete and continuous. It is important for the researcher to know the difference between the two.

3. 10 Data collection methods

Linking back to figure 3. 1, the data collection method is the final phase and outer part of the 'Research Onion'. After the author made the decision to use the mono method approach, careful consideration was taken to use the quantitative approach which consisted of questionnaires. A small element of qualitative research was also carried out from the open ended questions in the questionnaire.

3. 10. 1 Questionnaires

Questionnaire refers to a device for securing answers to questions by using a form which the respondent fills in. It consists of questions printed or typed in a definite order (Chandra, 2017). They can vary enormously in terms of their purpose, size and their appearance (Denscombe, 2014).

(Anderson, 1998) clarifies that questionnaires are one of the most popular means of collecting information and if structured correctly will allow for the collection of reasonable , reliable and trustworthy valid data in a time efficient, simple and cheap manner.

Questionnaires tend to be used for descriptive or explanatory research. They work best when the questions are standardised so that you can be confident they will be interpreted the same way by all respondents (Robson, 2011). The decision to choose a questionnaire option to carry out research will be discussed below by the author along with the procedure and limitations involved.

3. 10. 2 Questionnaire process

A questionnaire was finalised with twenty one questions and were administered to ninety staff members in a call centre in Ireland. The author was aware that questionnaires are most appropriate when the information needed tends to be straight forward and relatively brief which fits perfectly with the research the author underwent. The ease of completing and answering the questionnaire was taken into consideration including a suitable format of answering questions and an easy to read stance was also considered.

3. 10. 3 Questionnaire Rationale

The questionnaires were a way to give the author knowledge and a meaningful insight into what motivates employees and what forms of feedback they prefer to help with their performance at work. The exact questionnaire was used for all participants which regimented the responses the author received from participants. This meant all the data that was gathered in the questionnaire could be analysed and contrasted when the link was made from the data gathered to the overall findings.

3. 10. 4 Pilot Testing

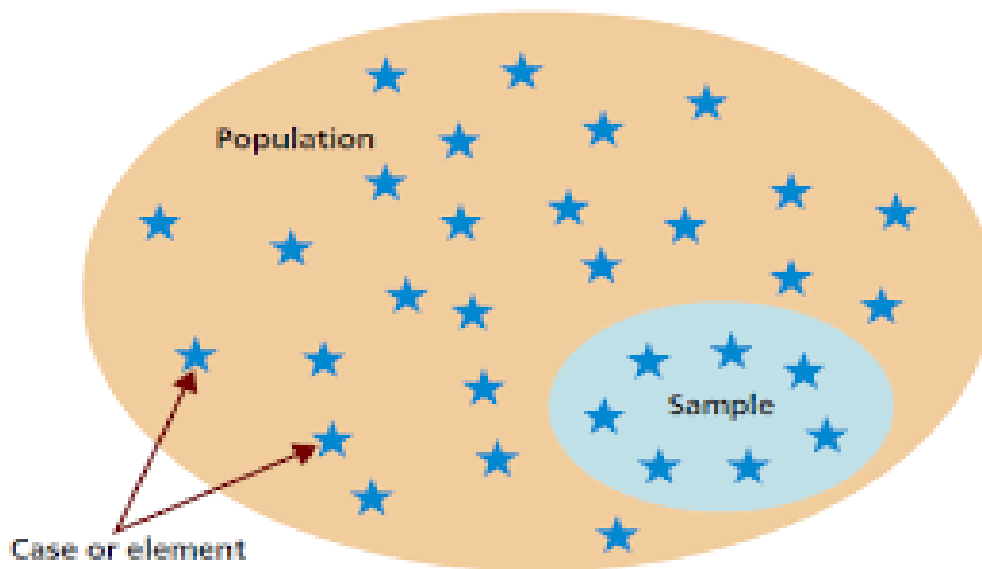
Pilot testing helped the author to refine the questionnaire so that respondents had no problem answering the questions. This helps to fine tune its usability, understand the time necessary to complete and helps to validate the wording of the questionnaire. The author used preliminary analysis using the pilot test data to ensure the data collected enabled the investigative questions to be answered (Saunders, Lewis, & Thornhill , 2016). In order to ensure top quality questionnaires and enhance the quality, pilot testing was carried out by means of distributing it to the potential respondents.

According to (Fink, 2013), the importance of checking over your pilot is extremely important and making sure all questions are clear and understood by each respondent. This means all instructions can be followed and accurate results are given.

The first set of questionnaires was given to a small group of employees in the same organisation so that any feedback from employees could be taken into account before the larger sample were given the questionnaires.

3. 10 Sampling

Figure 3. 3-Population, Sample and Individual Cases



Source: (Saunders, Lewis, & Thornhill , 2016)

Sampling techniques are broken into two:

- Probability or representative sampling;
- Non-Probability sampling.

According to (Denscombe, 2014), probability sampling relies on the use of random selection from the research population. The idea behind this sampling technique allows for absolutely no influence on the selection/people items to be included in the sample. Non probability sampling is based on a population that is not known. There is an element of discretion or choice on the part of the researcher at some point in the selection process and is usually used when the researcher finds it difficult or undesirable to rely on random selection to the sample. One of the main reasons for this is the researcher may feel it is not feasible to include a sufficiently large number of examples in the study.

The author felt the best approach to use for her study was non probability sampling. There are five non-probability Sampling Techniques: Quota Sampling, Purposive, Theoretical Sampling, Snowball and Convenience. The non-probability sampling technique that was chosen was Purposive sampling otherwise known as ‘hand-picked for the topic’ as the author felt this best suited the research (Denscombe, 2014). The rationale behind this was that the author felt the need to gather relevant data from respondents who would understand and have a daily experience and knowledge on both the topics of motivation and feedback in the workplace. This would be instead of relying on a random selection of respondents.

3. 11 Potential Limitations

In any research study, a number of limitations may apply (Saunders, Lewis, & Thornhill , 2016). Throughout the investigation of research there posed a number of limitations. Although the employee sample was quite big, a number of issues arose with the most determining factor being the response rate. In saying this, the number of employees working certain days were different so the author sent out questionnaires at certain times of the day to target morning and evening staff and on a number of days in one week so as to target as many employees as possible. The author also worked along with the HR Manager, who was a great help providing a list of employees so as to make sure as many of these employees received a questionnaire each.

Another issue that arose was the issue of employee honesty in line with all respondents being as trustful as possible in order to fill out the questionnaire accurately. The author did however, make it clear that all information would be treated in strictest confidence and would remain entirely anonymous.

Bias is another area that proved a concern in terms of the researcher and the participants. The research is based on customer service advisors in regard to feedback so this may be subject to

bias. The participants may have been biased in the information they share and the author may be somewhat biased in analysing the data she collects. The author however, did a number of things to try eliminate any bias that may exist. Simple things like using clear language, choosing words and phrases with care, framing questions which mitigated leading questions and provided the right amount of options where all ways the author tried eliminating this.

3. 11. 1 Ethical Considerations

Ethical issues are one of the most important things to consider when conducting research. One of the ethical codes that the author placed increased emphasis on was the importance of openness and honesty in communicating information about the research to all interested parties. There was an element on the author's behalf to overcome the power inequalities between the author and research participants. It was important for the author to make sure the participants knew the research may have potential benefits for them (Bryman & Bell, 2015).

Another big concern while carrying out the research was the issue of confidentiality. One of the ways the author overcame this was by reassuring respondent's anonymity and made all aware that the questionnaire would be treated in strictest confidence. The author decided to send out hard copies of the questionnaire so as to eliminate the use of the internet and any breach in confidentiality.

One of the main ways the author tried to eliminate any ethical concerns was by including a paragraph at the start of the questionnaire. The main purpose of this paragraph was to make participants aware of the aim of the research before the questionnaire commenced. This protocol ensured that each participant understood and gained full consent prior to submitting a response. (Bryman & Bell, 2007) along with the author agrees that if the participants are informed of what is involved they will be much happier to complete it and be honest while doing so.

Lastly, all sources of information used for the purpose of the author's research, primary or secondary, will be identified and referenced in accordance with the Harvard APA referencing system.

3. 12 Summary

Chapter 3 of this dissertation has justified the research aim to be carried out by all participants throughout the research process. It has analysed and outlined the research methods the author has chosen to use along with the data collection techniques also the ethical considerations involved and any potential limitations associated with carrying out this research. The chapter to follow will look at the results and the findings from the questionnaire: discuss in depth these findings in regards to motivational practices along with types of feedback effecting performance which the author has touched on in the Literature Review Chapter.

CHAPTER 4: ANALYSIS OF FINDINGS AND PRESENTATION OF RESULTS

4. 1 Introduction

The main purpose of this chapter is to display in detail the results the author received from the data that has been collected and analyse the data found from these results from the research conducted. The results will also show the degree to which these findings and perceptions agree or contrast with what has been found in previous research on this topic. One of the main objectives will be to highlight additional knowledge which is drawn from the author's new research. Lastly the author wishes to express her own opinion on the findings throughout the below chapter.

The research consisted of a quantitative approach of a questionnaire which was handed out to 70 customer service advisors in a call centre in Ireland. As previously mentioned in Chapter 3, the guidelines for this was set out in the methodology section, it was decided that a mono method approach was the most suitable method to achieve the results the author was hoping for. The author feels that this approach will best achieve the aim of:

‘To explore the factors that motivate call centre workers, to identify if employee recognition has an impact on performance and to discover suitable reward systems and performance appraisal techniques’

To achieve this aim the following four objectives were addressed:

- To examine the literature of motivational practices.
- To evaluate how positive and negative forms of feedback can have an effect on performance.
- To identify how reward systems and performance appraisal influences employee motivation.

- To examine any other kinds of motivational tools that improve motivation and identify success factors.

The above objectives provide the design of the questionnaires. There was an element of qualitative and quantitative data found from the questionnaire with open and closed ended questions asked to the respondents. The researcher felt this option would best increase the reliability and validity of the research itself.

To describe the results from the data found, the author will break the following chapter down into several sections. Each objective that relates to the method used is addressed with the appropriate quantitative research method applied.

In identifying how positive and negative forms of feedback can effect performance, the author analysed the results from 21 questions in the questionnaires handed out. The questionnaire that was given out to employees was designed to meet each research objective set out for this research project. The key findings will be reviewed and discussed throughout my project. Charts and tables will illustrate all information in which the author believes to be necessary. As the author has previously mentioned the sample size was seventy and from this there was a response rate of 74% which accounts for 52 employees.

4. 2 Quantitative Research

The author decided to conduct questionnaires on employees that work in a call centre and identify their views on feedback as part of her quantitative research. Employees were targeted while they were at work and a questionnaire was handed to each employee that was working. A total of 52 responded out of 70 customer service advisors in this call centre. The author had hoped she would get a 70% response rate, however this came out slightly higher and the response rate settled at 74. 3% in total. Below are the results from the questionnaire.

4. 2. 1 - Age of Respondents

This question verifies an approximate age of respondents and may help in identifying if age effects what employees perceive to impact their performance either in the form of positive and negative feedback. The age of the respondents varied from less than 20 to an age category of 51 to 60. The best age response rate category came from the 20 to 30 group. In this category 37 employees responded. The category of 60+ was added to allow for a response for anyone who was over 60. However, there was no respondents from this age category so this may suggest no employees working in this call centre are older than 60. Below is Figure 4. 1 which shows the age profile of respondents and the figure displays the age profile of each in chart profile.

Figure 4. 1-Age of Respondents

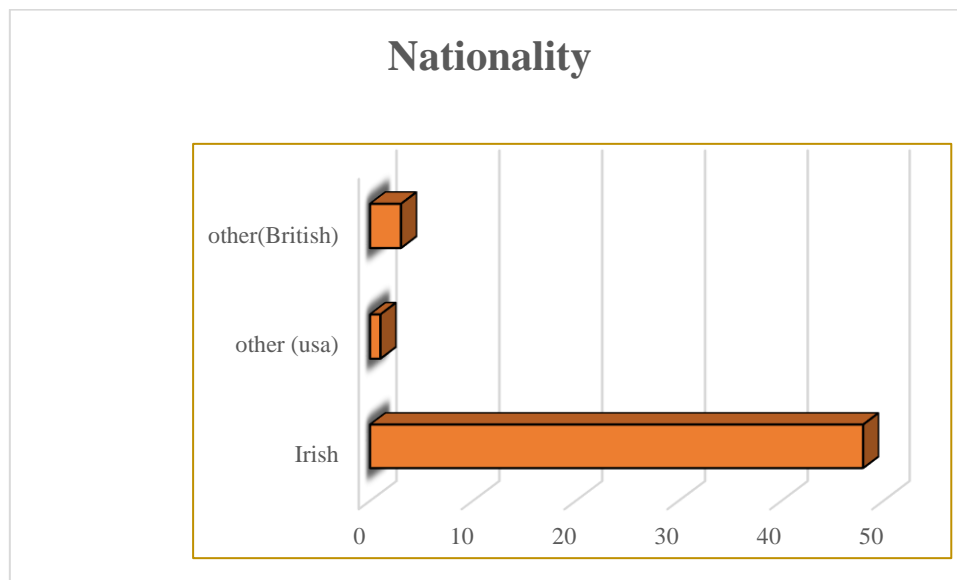


4. 2. 2 Nationality

With regard to finding out respondents' nationality, it was discovered that 92% of respondents were Irish which came to 48 employees while one respondent was American and three were British. It came out surprising that there was not a greater variety of employees from different countries around the world working in this call centre. The author noticed a difference in

views from each nationality regarding feedback. Displayed below is Figure 4. 2 This figure displays the nationality in a side bar chart format.

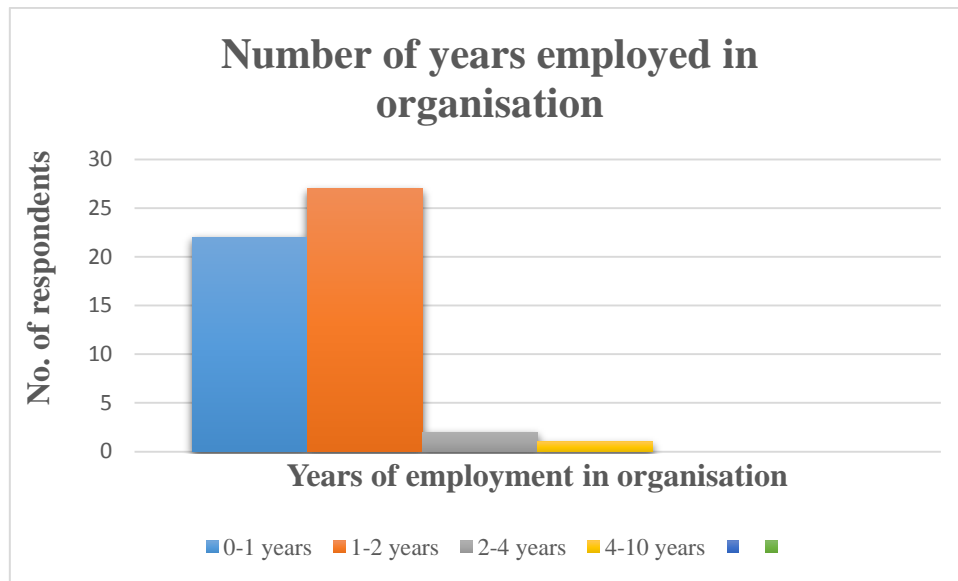
Figure 4.2- Nationality



4. 2. 3 Number of Years Working In This Organisation

From the questionnaire carried out, the author asked each employee how long he/she worked in the organisation. This question provided the researcher with an estimate of how long each customer service representative has been working there which may impact employee perceptions of motivation and positive and negative feedback. There were six different categories for this question. The categories made it easier for each respondent to answer. The largest return of respondents came from the 1-2 years category. 26 customer service advisors were working at least 1-2 years in the organisation. The second highest response rate was 0-1 years with 22 respondents working between 0-1 years. However only one respondent was working in this call centre for 4-10 years which is significantly low. Below is Figure 4. 3, a bar chart illustrating the number of years respondents are employed in the organisation.

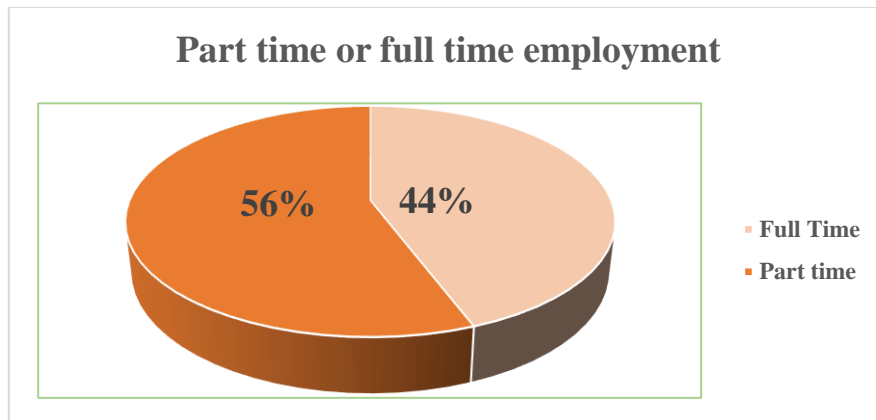
Figure 4.3- Number of Years Employed in Organisation



4. 2. 4 Part Time or Full Time Employment

The questionnaire that was completed received a larger response rate from part-time workers rather than full-time workers. This question may help to clarify if part time or full-time employment effects employees' perception of the various concepts being researched. A total of 56% included part time workers (29 employees) versus 44% of full time workers (23 employees). The author was quite unsatisfied with this response rate as she is aware there are more full time customer service advisors than that of part time working in the call centre. The questionnaire was distributed to an equal amount from part-time and full-time staff so there was a higher response rate of part time staff members. Below is Figure 4. 4 which displays the percentage of full-time and part-time workers.

Figure 4.4- Part time or Full Time Employment



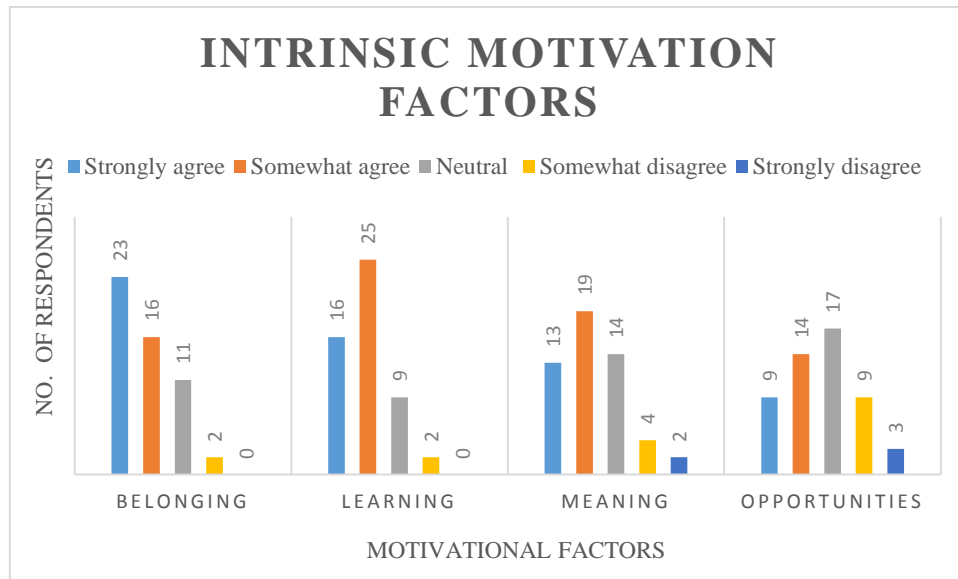
4. 3 Objective Two- To examine how positive and negative forms of feedback effect performance.

4. 3. 1 Intrinsic Motivational Factors

With regard to intrinsic types of motivation, the author wanted to get employee opinions on motivation and feedback itself. The results link to employee perception of motivation and also reward systems and performance appraisal. There were four intrinsic motivation factors asked: **Belonging, Learning, Meaning and Opportunities**. Each one had four possible boxes to tick. The options ranged from 'Strongly agree' to 'Strongly disagree'. 23 employees 'Strongly agreed' that the feeling of **Belonging** at work increased their performance. 16 staff members 'Somewhat agreed' with this statement, while 11 answered 'Neutral' which may suggest they were unsure, however 2 staff members 'Somewhat disagreed' with this statement. 16 employees 'Strongly agreed' that employee **Learning** at work had a big influence on performance while 25 employees 'Somewhat agreed' with this statement. There were 9 respondents that answered 'Neutral' to this statement while 2 'Somewhat disagreed'. The last two options in regards to intrinsic types of motivation were less popular with employees as 13 'Strongly agreed' and 19 'agreed' that **Meaning** increases performance. 9 employees 'Strongly agreed' and 14 'agreed' that **Opportunities** were a factor that increases performance.

The author was quite surprised with the results of these as she felt this would be a factor that would motivate staff members to progress to the next opportunities in the organisation. Below is Figure 4. 5 which shows the intrinsic motivation factors and the figure displays the answers of each in colour code format.

Figure 4. 5- Intrinsic motivation factors



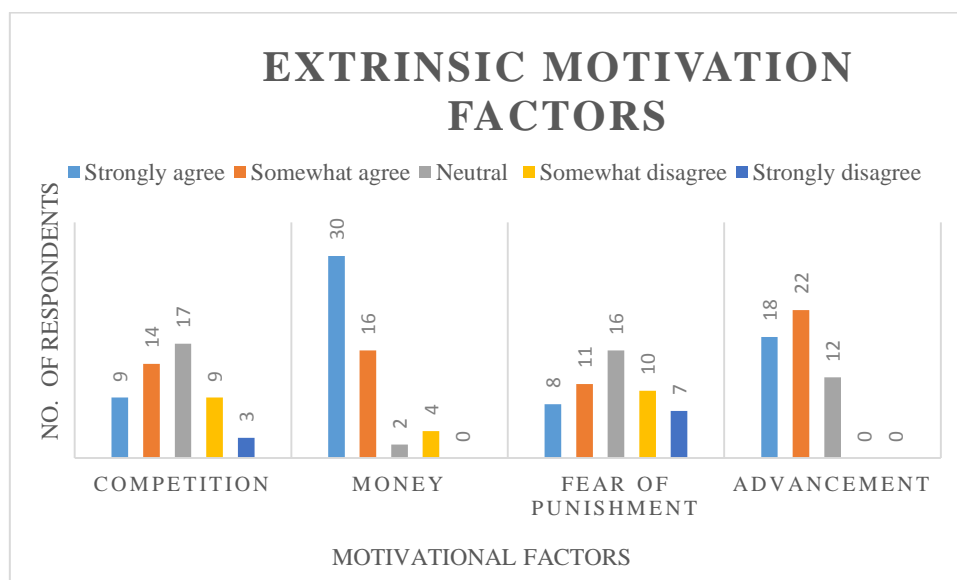
4. 3. 2 Extrinsic Motivational Factors

The author was aware extrinsic motivational factors are just as important and have an influence on performance of employees. As mentioned in Figure 4. 5, the layout of this question is the same and the responses are categorized from ‘Strongly agree’ to ‘strongly disagree’. There were four extrinsic motivation factors given and the four titles were **Competition, Money, Fear of Punishment and Advancement**. For the first factor of **competition**, a total of 23 respondents ‘Agreed’ that this was a motivational factor (44%), however there were many responses disagreeing with 29 respondents either ‘Disagreeing’ or answering ‘Neutral’.

One of the most obvious responses was **Money** for extrinsic motivational factors. 46 (88%) responded that they ‘Strongly agreed’ with this statement. This was one of the largest figures

for a single response from all the results the author received. The second last extrinsic factor was **Fear of punishment**. Most respondents were in disagreement with this being a factor that increases performance with 63% either ‘Disagreeing’ or responding ‘Neutral’. Only 37% of respondents agreed that the fear of punishment was a motivational factor to increase performance at work. The last extrinsic motivational factor asked was advancement. A total of 40 respondents (77%) were in agreement and ‘strongly agreed’ or ‘agreed’ that the opportunity for advancement was a motivational factor for increasing performance at work. Out of all, a small proportion of employees did not have an opinion and responded ‘Neutrally’ to this question.. There were no responses for somewhat disagree and strongly disagree. This highlights that staff members are eager to advance to the next step. This may be seen by employees doing exams internally with the company, progression to a senior position etc. Below is Figure 4.6, a chart highlighting the extrinsic motivation factors and the response rates coloured coordinated.

Figure 4.6- Extrinsic motivation factors

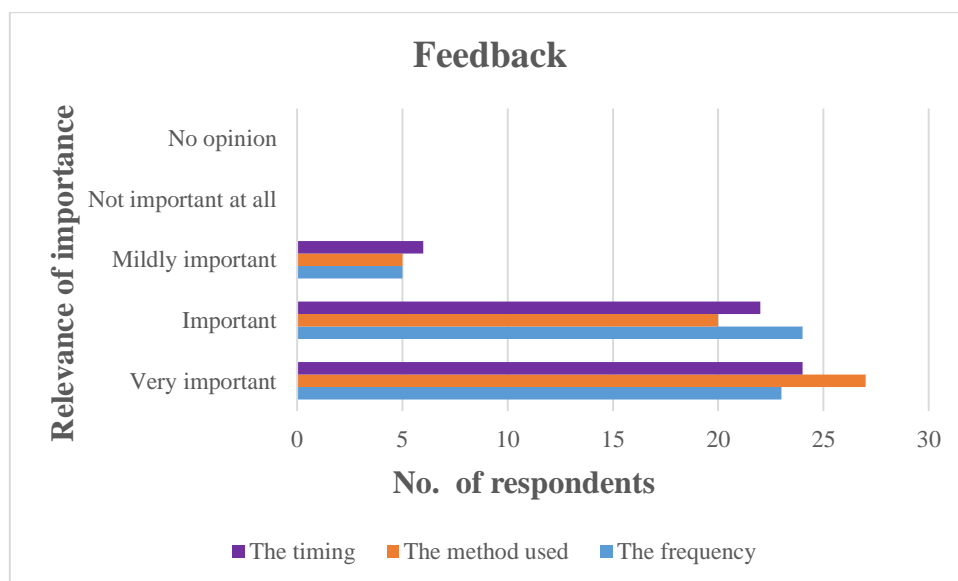


4. 3. 3 Importance of Feedback

This question highlights three different ways of receiving feedback. These are the frequency, how often you receive it, the method used to give feedback and finally the timing. This question was asked to get an understanding of what respondents feel is important regarding receiving feedback. Most respondents (90%) felt the **Frequency** was ‘Very important’ with only (5%) of respondents answering that they felt this was ‘Mildly important’.

In total 90% of employees felt the **Method** used to receive feedback was ‘Very important’ or ‘Important’. Five respondents felt this was ‘Mildly important’. Finally, the last method that was asked as important in the feedback process was the **Timing** of feedback. A response of 88% felt that this was either ‘Important’ or ‘Very important’. Figure 4.7 represents a bar chart highlighting three methods that are used in the feedback approach and on the left of the chart is the relevance of importance of each.

Figure 4.7- Importance of Feedback

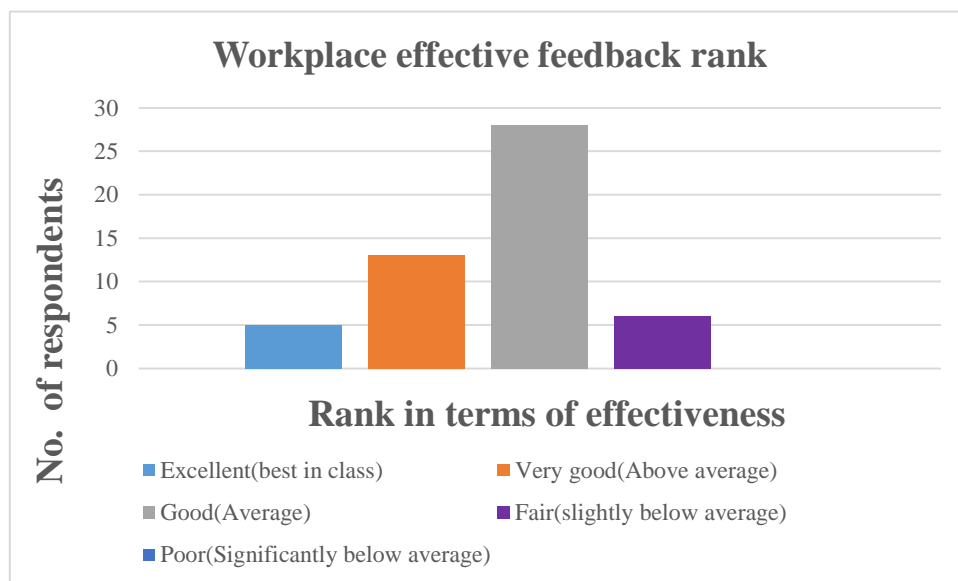


4. 3. 4 Workplace Ranked in Effective Feedback Approaches

The author felt it was important to see how this call centre ranked in Ireland ranked in terms of implementing effective feedback methods for staff members working there. The results from this question may in fact have an influence in what employees perceive to increase their performance at work.

The ranking of effective feedback methods were rated ‘Excellent’, ‘Very good’, ‘Good’, ‘Fair’, and finally ‘Poor’. The number of respondents is represented on the left hand side of the below chart. 5 respondents rated their workplace to have an ‘Excellent’ (best in class) feedback approach. 13 employees rated their work place to have a ‘Very good’ approach (above average). 28 in total responded that their work place had a ‘Good’ (average) approach to feedback giving. A total of 6 respondents said their workplace had ‘Fair’ (slightly below average) feedback system in place. There were no responses for ‘Poor’ (significantly below average) feedback approach which was a good result to get.

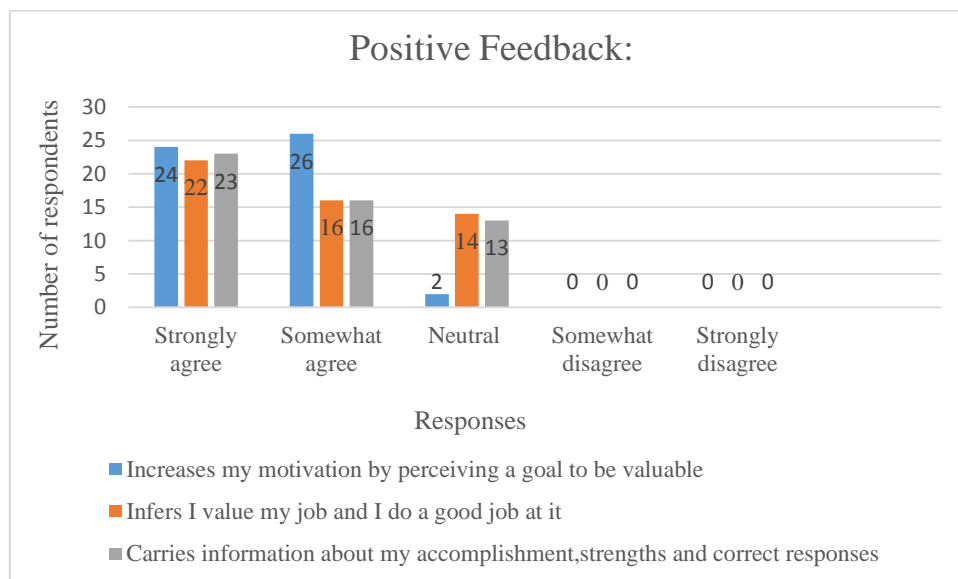
Figure 4.8- Workplace effective feedback



4. 3. 5 Positive feedback

One of the main questions linking to positive feedback was the one below. This question gave respondents room to give their opinion on what they felt positive feedback best described. There were three parts to this questions with one answer for each. The answers ranged from ‘Strongly agree’ to ‘Strongly disagree’. A total of 46 respondents (88%) ‘Strongly agreed’ that “Positive feedback increases their motivation by perceiving a goal to be valuable” while only 2 respondents had a ‘Neutral’ view. 42 respondents (81%) agreed with the statement that “Positive feedback infers I value my job and do a good job at it” while 14 were happy not to say and answered neutral. Finally, 39 respondents (75%) agreed that “Positive feedback carries information about my accomplishments, strengths and correct responses while 25% answered ‘Neutral’ to this question. In all three questions there were no responses for ‘Somewhat disagree’ and ‘Strongly disagree’. Below is Figure 4.9 which represents respondents views on positive feedback and the number of respondents on the left axis.

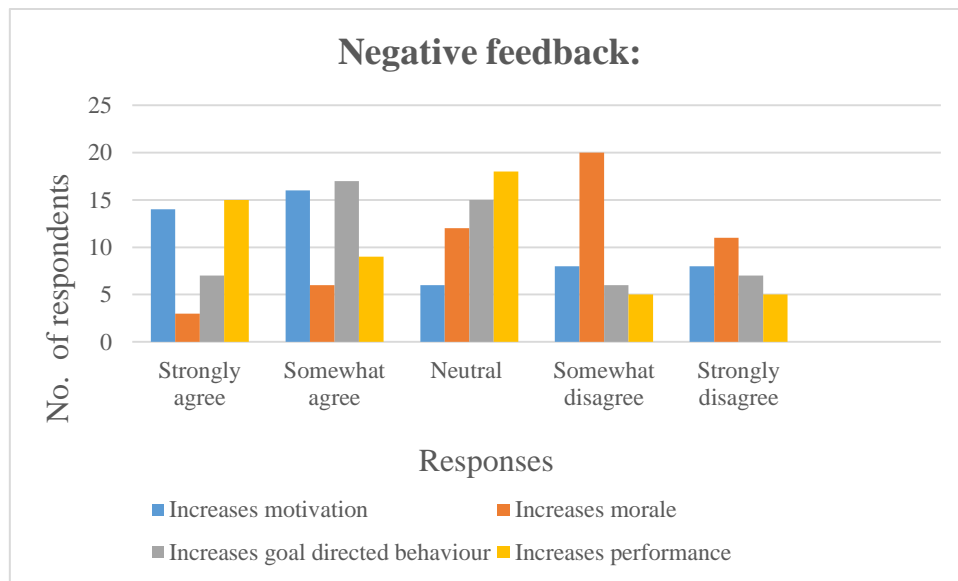
Figure 4. 9- Positive Feedback



4. 3. 6 Negative Feedback

While the question previous to this looks at positive feedback, the below question is opposite and looks at negative feedback and employee' opinions. Again, this question is broke into four parts and each part has five possible answers including 'Strongly agree' to 'Strongly disagree'. A total of 58% of respondents either 'Somewhat agreed' or 'Strongly agreed' that "negative feedback increases their motivation at work" while a number of respondents 'Disagreed' with this statement with 42% of employee's either 'Strongly disagreeing', 'Disagreeing' or gave a 'Neutral' response to this. In contrast, most respondents felt that "Negative feedback did not increase morale at work" with 71% 'Disagreeing' or 'Neutral' to this statement. Only 9 respondents agreed that "negative feedback increases morale". There was a response rate of 24 employees that either 'Agreed' or 'Strongly agreed' that "Negative feedback increases goal direct behaviour". There were 15 respondents that responded 'Neutral' view while overall there were 13 respondents that 'Disagreed' with this statement. The results of the last question varied with 24 respondents 'Strongly agreeing' or 'Agreeing' that "Negative feedback increases performance" which is quite a high figure. . These responses were surprising in terms of results. More than half the respondents felt that negative feedback was a good way to improve their motivation and also increase their performance at work. Figure 4.10 illustrates the views of respondents in respect to negative feedback.

Figure 4. 10- Negative Feedback



4. 3. 7 How do you feel about getting negative feedback at work?

The author felt this open-ended question would allow for an aspect of qualitative research. This question was left blank for respondents to give their opinion on this topic. There were 52 respondents and each one gave an answer for this question. There were mixed opinions on this topic with a number of respondents answering that they did not like negative feedback at all or felt 'Neutral' towards it. There were some answers suggesting respondents feeling disappointed with their work when they get negative feedback. Overall however, the majority of respondents felt that if it was given in an appropriate manner and in a constructive way, they will always take it on board. Others answered that they take it as a learning experience. A number of respondents answered that it is part of their job and in order to learn they must accept this. It may be assumed that respondents preferred to take it and learn from their mistakes rather than not to be told if there was negative feedback. Below is Table 6 with a random sample of 10 respondents and their answers to the above question.

Table 6- Respondents Views on Getting Negative feedback

Respondents	Q14) How do you feel about getting negative feedback at work?
1	"If it is constructive and clear on how to improve I take it on board. Depends on the delivery"
2	"Not great to be honest. There is much to be said for positivity"
3	"Great"
4	"Neutral"
5	"Negative feedback is fine, and often necessary, however, I think if at all positive feedback of any sort should be said at the end of a shift, not during"
20	"Discouraging"
21	"Once the feedback is constructive , then I don't mind"
22	"Positive if it is given to me the right way. Otherwise makes me feel meaningless"
23	"Disappointing but this motivates me to do better and improve"

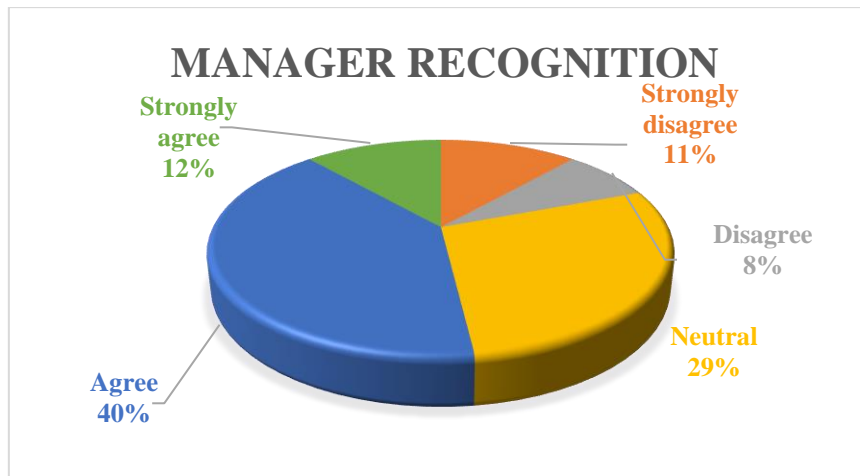
24	"All depends on the way the negative feedback is given. I would be ok if it was just to improve on what I have done wrong"
----	--

4. 4 Objective Three- To identify how reward systems and performance appraisal influences employee motivation.

4. 4. 1 Manager Recognition

This question arose from objective three. The author felt this question would help identify objective three linking to recognition as a reward. The question asked was whether “My manager takes time to recognize my work”. There were five possible answers to choose from. These answers varied from ‘Strongly disagree’ to ‘Strongly agree’. Over half of respondents agreed that their manager takes time to recognise their work with 27 employee’s ‘Strongly agreeing’ or ‘Agreeing’ to this while 25 employees ‘Disagreed’ with this statement or gave a ‘Neutral’ view on the above question asked. There seems to be a lack of recognition around praising employees work even though most respondents feel their managers are aware of their accomplishments. Below is a diagram of Figure 4.11 highlighting manager recognition in this organisation.

Figure 4. 11-Recognition



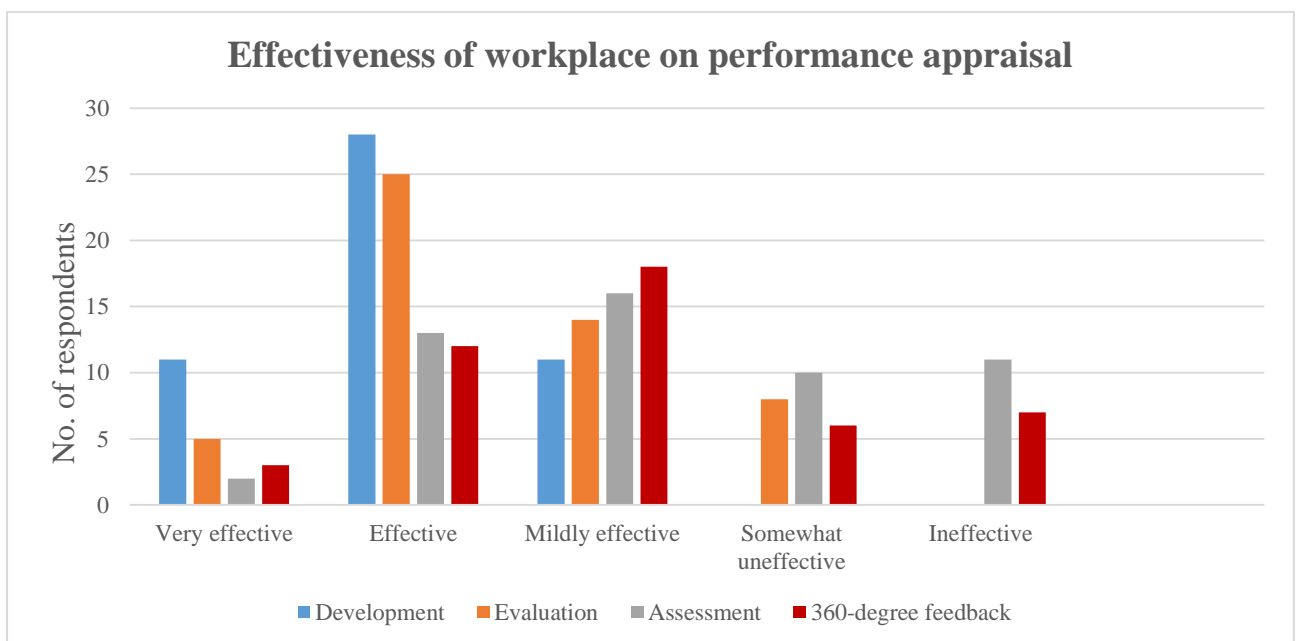
4. 4. 2 Effective Performance Appraisal

Linking up to performance appraisal, this question looks at four different functions within performance appraisal of staff members. The author was keen to find out how employees feel its workplace structures performance appraisal. The functions asked were **Development, Evaluation, Assessment Centres and 360° Feedback Methods**. Respondents were asked to rank these from 'Very effective', 'Effective', 'Mildly effective', 'Somewhat ineffective' to 'Ineffective'. Starting with the function of **development** (i.e. Feedback, training, identifying promotion decisions or even recognizing poor performance), 11 responded that they felt their workplace had a 'Very effective' development function, while 28 rated it as 'Effective'. However 11 felt it was 'Mildly effective'. In terms of workplace **evaluation** (i.e. retention purposes, salary promotion decisions), 5 responded that the work place had a 'Very effective' function for this in place, while 25 felt it was 'Effective'. There were 14 responses for 'Mildly ineffective', however there were 8 employees who responded 'Somewhat ineffective'. In terms of **assessment centres** (i.e. work groups, role playing and performing certain exercises), a small response rate of 2 employees said their workplace is 'Very effective' in terms of this while 13 responded that their workplace was 'Effective' in providing a good assessment

function for employees. However, the results favoured the ineffective side with 16 employees responding ‘Mildly effective’, while 10 responded ‘Somewhat ineffective’ and finally 11 employees felt this function was ‘Ineffective’.

Lastly, the function of the **360-degree feedback** (i.e. collection of performance data on an individual from several employees in the workplace) was a question asked to be ranked by employees. 3 felt their workplace was ‘Very effective’ in terms of this, while 12 respondents felt it was ‘Effective’. 16 respondents felt their workplace function was ‘Mildly effective’ in terms of 360-degree feedback functions. Finally, 6 respondents answered to ‘Somewhat ineffective’ and 7 answered to ‘Ineffective’. These results came out quite a surprise as this call centre seems to be lacking around the area of 360-degree feedback programmes with a large number of respondents answering that they felt their organisation had an ‘Ineffective’ function in place. Below is Figure 4.12, a bar chart with the 4 functions of performance appraisal and the effectiveness of each per respondent.

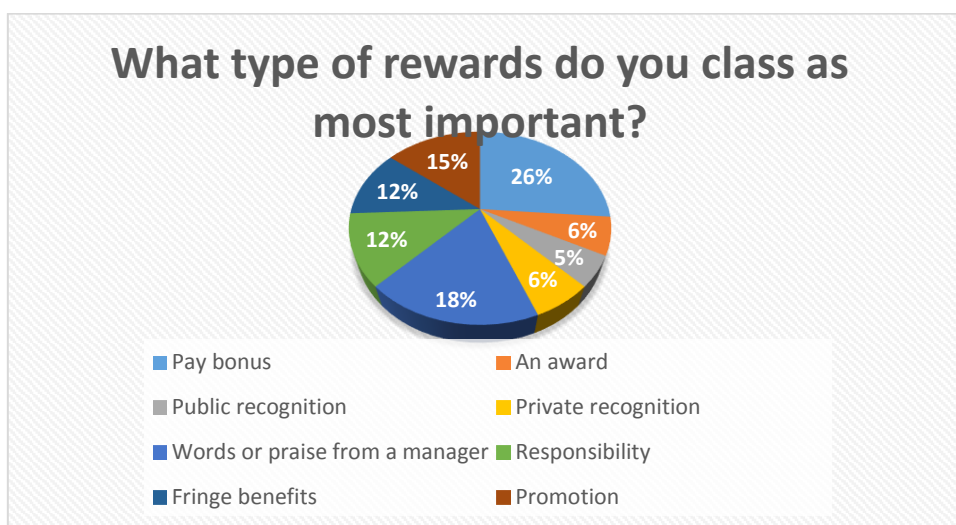
Figure 4.12-Effective performance appraisal



4. 3 Reward Systems

An important part of employee motivation is reward systems. The author asked the question of “What type of rewards do you class as most important?”. There were 8 possible boxes to tick and respondents were not limited to one, they could tick all that applied. The reward that topped the list was ‘Pay bonus’ with 46 respondents (26% of total rewards) choosing this reward. ‘Words of praise from a manager’ was the second highest with 32 employees ticking this as an important reward. Promotion was next with 25 respondents choosing this reward. 21 respondents chose having responsibility at work was a reward in itself which came out quite surprising. 20 respondents’ ticked ‘Fringe benefits’ (i.e. company car, free life insurance, pension plan etc.). The less recurring rewards were ‘an award’ with 11% responding to this, ‘Private recognition’ with 11% again and finally, the less popular reward among employees was ‘Public recognition’. These results seem very accurate for customer service advisors in a call centre environment. The two most popular rewards of ‘Pay bonus’ and ‘Words of praise’ was not surprising due to the nature of the work. Below is Figure 4.13 which is a pie chart with the types of rewards employees feel is most important. Each reward is colour coded around the pie chart.

Figure 4.13-What type of rewards do you class as most important?



4. 4. 4 How valued do you feel as an employee?

This was the second open ended question asked by the author. This question was left blank again for respondents to give their opinion on this topic. Again, out of the 52 respondents, each one gave an answer and filled the box in. The majority of respondents felt they were valued within their organisation with responses like “pretty valued for the most part of it”. Others responded “very much so” and “valued so far as I get my wage and my shift allowance each month”. Although there were quite a number of respondents feeling undervalued within their organisation. Some of their responses were “Not very much, more could be done for all employees” and “not very valued, easily replaced”. In every organisation it is hard to please every individual and it is clear different HR practices please people differently. The author was not surprised with these results as it is a matter of people’s opinions. Below is Table 7 with again a random sample of respondents and their answers to the question above.

Table 7- How valued do you feel as an employee?

Respondents	Q19) How valued do you feel as an employee?
5	"Average"
6	"Strong sense of team, very valued"
7	"As much as one can live in a most neo- liberism age"
8	"The workplace rewards positive work rate in my opinion. You get what you put in"
9	"Valued enough, no complaints"
10	"Not very much, more could be done for all employees regarding feeling valued at work"

40	"Quite valued"
41	"Yes somewhat valued"
42	"It's hard to say. You get congratulated and compliments but only in certain cases. Not everything you do feels valued though"
43	"Fairly valued, all employees seem to be treated the same no matter what status they have"
44	"Not in this company unfortunately"
45	"Just a number within the company"

4. 5 Objective four: To examine any other kinds of motivational tools that improve motivation and identify success factors

4. 5. 1 Motivational Tools and success factors

The main purpose of this research project was to identify what motivates employees in the workplace and identify how positive and negative forms of feedback improves their motivation. It was also of importance for the author to provide relevant knowledge on what kinds of motivational tools would prove valuable and identify what motives were discussed throughout this study. This links back to objective four, which is “To examine any other kinds of motivational tools that improve motivation and identify success factors”.

From the authors primary research of conducting a questionnaire she received valuable knowledge about employees opinions from her open ended questions on motivation. One

respondent felt she was motivated in her workplace by her one to one meetings “ . . . *I feel valued as an employee especially with my one to one meetings, get positive feedback and this motivates me to strive to always improve quality*”, while another respondent felt motivated by her co-workers and managers “ *I feel valued as an employee. I feel equal to my co-workers and managers motivate us to do better e. g. Prize cupboard*”.

There seems to be negative feedback around the area of personal situations. One responded to how valued he/she felt in the organisation “*Absolutely not. I feel that we are just a number! No remorse or consideration towards personal situations*”. This area is important for the organisation to get their heads around as no two employees are the same. Not having a clear idea of what employees have going on in their own personal lives can degrade employees and demotivate them to work harder. A respondent related to “*...the leakage*”, or in other words the mistakes which cost the business money as being something that makes them feel undervalued. We are all aware every company needs to have targets up and mistakes need to be reduced for the performance of the company, but employees should be told about their mistakes in a way that they can improve next time. The company may need to look at more training so employees feel they are kept up to date with new changes and so these mistakes can be reduced and hence employees feel more valued.

From the questionnaire completed by respondents in this call centre, the author is fully sure from both the open and close-ended questions, the area of recognition and rewards regarding pay and words of praise by a manager are one of the biggest incentives that employees feel motivated by. Employees expect something back for the work they do in the organisation and it is important to note that each employee is different and may not be motivated by the same reward.

As mentioned previously, throughout the data collection process, the three most important rewards employees classify as having the greatest impact on performance is ‘*Pay bonus*’, ‘*Words of praise*’ and ‘*Promotion*’. Below is a number of initiatives the author has found from her research and findings on the topic of employee motivation. These can be seen below.

Table 8 - Employee Motivation and Initiatives

<i>Reward</i>	<i>Initiative</i>
<i>Pay Reward</i>	<ul style="list-style-type: none"> • Provide a pay package that attracts employees (Time off, sick pay, compensation) • Reward employees for overtime, • Offer an extra week of paid holidays for employees that reach their five year service anniversary. This can be part of a package to help improve employee retention.
<i>Words of praise from a team manager</i>	<ul style="list-style-type: none"> • Emphasis on recognition of employees (employee of the month, one month’s use of a car park space, good attendance resulting in an extra paid personal day off, hand written notes from team manager identifying excellent performance)

Promotion options

- A focus on providing skills needed to build employees profile, gain more experience in the business(Training, paid exams, paid courses)
- Value employees for the work they do(Internally advertise upcoming jobs)

The author felt these initiatives established from the research data and open ended answers gathered throughout the primary research are valuable to this organisation. The author feels the initiatives suggested support Objective Four of this research project and in turn identifies employee motivation in this call centre.

4. 6 Conclusion

The main purpose of this chapter is to analyse and present the findings that were derived from the research conducted by the author. In conclusion, the authors findings have proven to be informative, interesting and most importantly relate back to the research aims and objectives. With regard to the quantitative research carried out by the author, there were several respondent's that shared similar views and perceptions which have added to the credibility of these findings.

In a number of ways, the research conducted by the author highlights that the findings from previous studies and research is supported. In saying this some differences are highlighted.

Although employees are satisfied and unsatisfied by positive and negative forms of feedback, it was clear from the research that the implementation of an effective feedback programme for staff was not felt as strongly by employees working there.

The additional knowledge found in respect to reward initiatives provides an insight into new viewpoints and a new perspective on this topic for this call centre in which the research was carried out.

CHAPTER 5-DISCUSSION

5. 1 Introduction

The main purpose of chapter 5 is to discuss the key findings of the primary research which is analysed in chapter 4 and so the author will discuss the key findings of her research project throughout. The results from the quantitative research will be compared and contrasted while making reference to the findings found in chapter 2’s literature review. There were many similarities between the primary research that was conducted by the author and also previous research conducted along with the personal opinion of the author. In saying this, throughout the course of the research, the author found a number of differences in which she will address in this chapter.

Every organisation is concerned with what should be done to achieve high levels of sustained performance. In saying this, paying close attention to how individuals can best be motivated through such means as incentives, rewards, leadership and more importantly the work they do is equally important (Armstrong, 2006).

The key findings of the research are discussed under each objective given. The objectives are stated firstly followed by the key findings of both. In addition the findings of the primary research will be evaluated and discussed in this chapter.

5. 2 Discussion of Key Findings

5. 2. 1 Profile of call centre workers

The author was interested to find out the age profile of employees working in this call centre in Ireland and to find out if age has an effect on motivation and feedback given to employees. Based on the data gathered through the author’s primary research, the youngest age category

chosen was less than 20 with one respondent but the most noteworthy category in terms of age was the 20-30 category where 37 employees of the sample was represented. According to research carried about by (Holy-Dis, 2013), it was found the average age of an agent working in a call centre ranged between 25-30 years old.

In regards to gender the author found that there was a higher male response rate than females with 62% male and 38% female. However this result played no significant role in employee motivation and their perceptions of reward systems.

In relation to the number of years employees worked in this call centre, there was a common theme of most employees responding to 0-1 years and 1-2 years which was quite a surprise. A total of 22 employees were working here for less than one year while 22 respondents fitted into the 1-2 year category. This results shows the high turnover in staff in a call centre environment and this result has an influence on what employees perceive motivation to be and the factors influencing this decision.

5. 2. 2 Motivational factors

Objective two: To examine how positive and negative forms of feedback can have an effect on performance

The main aim of this research project is to study the motivational factors that motivate call centre workers and to identify how positive and negative forms of feedback can effect this (objective 2) and to discover how reward systems and performance appraisal can have an impact on employee motivation(objective 3). The primary research carried out was the use of questionnaires including open end and closed end questions. These will now be discussed.

The author found particular trends which could be noted from closer inspection of the quantitative data gathered for this research project.

As previously discussed in chapter four, the author established a list of intrinsic motivational factors and corresponding to each factor respondents ranked these in order of importance. The author found that the most prominent response was the feeling of belonging with the majority of respondents agreeing that this was a key motivational factor. Also coming in as a top response was the factor of learning. Most respondents agreed that learning was also something that motivated them at work. As discussed in chapter 2, the key intrinsic motivational factors were belonging and learning (Armstrong, 1993), which supports the findings from respondents.

With respect to this factor, the author established a list of extrinsic motivational factors and again each factor was ranked in order of agreement to disagreement. The author found that money was the biggest motivation which was no surprise with most respondents agreeing with this. Advancement as an extrinsic motivation factor was also seen as important to employees within this call centre followed by competition. This corresponds with the work of (Armstrong, 1993), who argued that pay is one of the biggest motivators along with advancement. However the findings of (Armstrong, 1993), were based on secondary research but the authors findings here support his suggestion and provide proof for backing up his statement.

5. 2. 3 Feedback

The author was interested in what employees felt in terms of the feedback process from start to finish. This question identified three of the feedback seeking behavioural patterns and the main areas involved in the feedback seeking process. These were ranked in order of importance. The majority of respondents felt all of the areas were either very important or important. These three included the frequency, how often you receive it, the method used to give feedback (i.e. observing or comparing) and the timing of the feedback. As previously mentioned in chapter 2, feedback is seen as the most prevalent interventions in the field of

organisational management and as a result is a highly popular innovation in applied behaviour analysis (Prue, 1981). Although the perceptions may be individualised depending on life experiences, culture and personality of the feedback receiver, the overall view of getting the feedback is valuable (Bechel, 2015). In regards to ranking this call centre in terms of implementing effective feedback programmes for staff, the author gave 5 possible answers ranging from excellent to poor. Thankfully the results proved that this call centre ranks effective in terms of effective feedback programmes for staff. In saying this there were a number of fair (slightly below average) and good (average) which could be addressed and looked into changing in regards structure. According to (Bechel, 2015), the perception of feedback may be individualised depending on life experiences, culture and personality of the feedback receiver, the overall view of getting the feedback is valuable.

5. 2. 4 Positive forms of feedback

The author found that positive feedback amongst respondents have a great impact on their performance, motivation and carries information about their strengths and weaknesses. Most of the respondents agreed that positive feedback increases their motivation by perceiving a goal to be valuable with 24 strongly agreeing and 26 respondents somewhat agreeing. Thus, the author's findings support existing literature on the topic of positive feedback. The findings corresponds with the work of (Vroom, 1964) who found that positive feedback can potentially increase motivation by perceiving the goal to be valuable and also by raising attainment expectancies. The second factor respondents were in agreement with was that positive feedback infers I value my job and I do a good job at it. There were a total of 38 respondents agreeing with this statement while 14 had a neutral stance over this statement. This research reiterates the viewpoint of (Bem, 1972) who suggests that the reason for this impact on feedback is due to the fact that people learn about their stable preferences from watching

themselves act in a particular manner. It is important to get the viewpoint from employees themselves as positive feedback provides information that will increase effort investment.

5. 2. 5 Negative forms of feedback

As the author was researching on the topic of feedback and motives towards employees, there was a shift from positive to negative feedback in the literature. From the quantitative data collected, four factors were asked. Two factors came out on top. The majority of respondents agreed that negative feedback both increases their motivation and also increases their performance at work. From research found in chapter 2, according to (Elster, 1979) people are not preprogramed to be mindless hedonists. They have the power to just accept short-term unpleasantness for the purpose of the long term benefit. The benefit to this is that future performance is improved. The author is aware that these findings were based on secondary research and not primary research however the author's findings here suggest and provide actual proof for backing. In saying this, the author found that out of all respondents, the majority (83%) did not agree with negative feedback increasing morale while 54% of respondents had either a neutral view or disagreed with negative feedback increasing goal directed behaviour. This argues with (Arkes, 1999) who supports the belief that negative feedback prevails and actually increases morale and goal directed behaviour in the workplace. It is important to note that some of the findings of this research project did occasionally differ from previous studies and findings on the topic of feedback and employee motivation.

5. 2. 6 Employees opinion of negative feedback at work

As presented and illustrated in chapter four, the author established a list of respondents and their views on receiving negative feedback at work. Out of 52 respondents, there was 100% response rate and each individual answered differently. However, there seemed to be a pattern in the answers the author received. Most respondents felt that negative feedback is fine, and

often necessary, but there is an element of how it is told and the timing that is important. One respondent answered “If it is constructive and clear on how to improve I take it on board. Depends on the delivery”. The notable and most significant support from research participants strengthens the confirmation from the literature in which (Ashford J. S., 2003) states “the problem of time perspective is very important-refusing to acknowledge and see that someone is not doing well can create a lot more pain in the long run. This supports employee views as another respondent answered “Positive if it is given to me the right way. Otherwise makes me feel meaningless”. It is important to acknowledge what the problem is and try to fix it the right way. The researcher’s findings corresponds with many previous findings on this topic. Overall, the author’s findings in relation to feedback and motivation of employees are on par with the most common themes previously established in this field of research. In saying this, there are slight variations in the results the author received from her primary research as no new research will correspond exactly with previous research carried out by a number of different authors, in different countries conducting the research for different reasons. However, this been said, the fact that the outcomes of the research findings mostly supported the studies previously carried out to date on positive and negative motivation, allows for the assumption of the level of validity and reliability to be present in the authors research project.

5. 3 Objective three- To identify how reward systems and performance appraisal influences employee motivation

One of the main aims of this research project is to study the types of reward systems and performance appraisal techniques that influence employee motivation in a call centre in Ireland. The primary research that was carried out by the author was questionnaires through open and closed ended questions in which will be discussed below.

5. 3. 1 Reward Systems

As previously highlighted in chapter four, the topic of reward systems was presented based on data found from the primary research found. The author established a list of rewards and from this respondent's chose which they felt were most important. The author found that the most prominent reward employees picked was a pay bonus (26% of total results). This was followed by a large proportion of respondents choosing words of recognition as an important factor (18% of total results). This supports Herzberg's hygiene factors. Herzberg categorised reward into two main groups, intrinsic and extrinsic rewards. Recognition is broken down into the extrinsic category and so this covers the basic needs with recognition being one (skills that my workplace value). The author agrees with Herzberg's hygiene factors and so has primary data to back up her findings. The next most important factors were a promotion (15% of total results) followed by responsibility (interesting work) with a total of 12% of total results in both categories. As discussed in chapter two, a prominent proportion of literature to date on the topic of rewards and employee motivation would support these results. From an extensive study of over 40 years of motivation surveys, (Wiley C. , 1997) found that the strongest motivators are what employees place the most value but lack include Good wage, promotion and interesting work. The author agrees that these type of rewards do in fact relate to motivation of employees. From the findings of literature on this topic it can be seen that different rewards suit different people depending on where they are and at what stage in their career.

5. 3. 2 Performance Appraisal Functions

The author noted particular trends in the effectiveness of this call centre in terms of performance appraisal at work. The function that respondents felt their organisation had effectively in place were both development (i.e. Feedback, training, recognizing poor

performance) with 39 respondents answering that their workplace had an effective development function. This is followed by the evaluation function (i.e. Retention purposes, salary promotion decisions) where 30 respondents agreed that this function was effective in their workplace. This corresponds to chapter 2 where (Boswell W, 2000) identifies these two as two of the main types of functions for appraisal systems. The author could identify from this that this call centre is keeping up to date, which is a significant notable support from respondents which strengthens the confirmation that these are indeed important to terms of implementing for the benefit of employees in every organisation.

However, the author noted there were two remaining appraisal functions that are lacking in this organisation which were assessment centres and 360-degree feedback. Out of the 52 respondents, over half felt the assessment centres in their workplace were either mildly effective or ineffective and over half also felt the 360 degree feedback functions were ineffective in their workplace. In an earlier study of appraisal techniques, (Heywood, 2005) suggested the 360- degree feedback is one of the most popular types of feedback and appraisal techniques. The author suggests this technique should be looked into within this call centre as the results are better communication; more information on management performance and style; better working relations; increased effectiveness and productivity of individuals and the organisation as a whole.

With the aim of this objective to identify how reward systems and performance appraisal influences employee motivation, the author established a list of responses to how valued employees are in this call centre, based on the collection of data from her primary research (Table 2). The author found that employee responses varied but the majority of respondents felt mostly valued in their workplace. A respondent quoted “The workplace rewards positive work rate in my opinion. You get what you put in”. This supports the view that employees feel motivated for the work they do and performance appraisal plays a big part of this.

Based on the authors responses, others included “average” and “It is hard to say. You get congratulated and complimented but only in certain cases. Not everything you do reels value though”. Responses like these may suggest there is a level of uncertainty among employees regarding appraisal and some employees may feel more could be done to suit each individual and treat every scenario the same. This links back to (Kominis, 2005) work who suggests employees are all different and at different stages of their career so the reward styles should be treated in the appropriate manner to treat each individual fairly.

5. 4 To examine any other kinds of motivational tools that improve motivation and identify success factors

The author felt the last objective was important to allow for new knowledge and offer something valuable to this call centre and add to the motivational tools that could help retain and keep their staff happy in their workplace. This can be seen from objective four, which is “To examine any other kinds of motivational tools that improve motivation and identify success factors”. The author felt from her findings in her primary research, there were a number of key findings that could contribute to this objective. The findings from objective two and three established results for the author to propose initiatives that will help employee improve employee motivation in the call centre researched.

The author established three of the most popular rewards employees chose together with the initiative from the findings of objective two and three and the questionnaire findings the author had received. The author’s recommendations are summarised in Table 8 of chapter four and it is inevitable the author feels this organisation will get some valuable use and insight into what they are doing right and also where they could improve. The area around positive and negative feedback in a call centre environment that is studied in this research project opens up a new aspect which has not yet been studied.

From the questionnaire given out to employees, it was clear the open ended questions allowed for employees to be honest while the close ended questions provided a valuable insight into employee’s perceptions around the area of motivation and recognition.

5. 5 Research Objectives

Below are a list of the four objectives of this research project along with the author’s outcome for each.

Table 9- The outcome of Research Objectives

<i>Objective</i>	<i>Outcome</i>
<i>To examine the literature of motivational practices.</i>	✓ This objective was fulfilled within chapter two of the literature review with the author researching a broad range of literature on this topic. The findings from the research found was then compiled to the questionnaire and used for the data collection for this project.
<i>To evaluate how positive and negative forms of feedback can have an effect on performance.</i>	✓ This objective was satisfied from the questionnaire where the author asked a number of questions linking to positive and negative feedback (Figure 4. 8 and 4. 9).The author also asked an open ended question related to negative feedback and respondent’s views are found chapter 4 (Table 1).

<p><i>To identify how reward systems and performance appraisal influences employee motivation.</i></p>	<p>✓ The author fulfilled this objective in chapter four where again a list of performance appraisal techniques along with rewards were listed and evaluated based on the primary research.</p>
<p><i>To examine any other kinds of motivational tools that improve motivation and identify success factors.</i></p>	<p>✓ A conclusive list of three important reward tools to employees, gathered from the primary research was devised and suggested initiatives corresponding to each reward were given (Table 4. 2).</p>

5. 6 Conclusion

Overall, the main purpose of this research project was to determine what motivates employees and what effect positive and negative feedback have on employee performance in a call centre in Ireland. It can be seen from the author's research on this topic, the findings correspond to previous studies on this topic. Any further knowledge found by the author in respect to motivation and reward systems gives a new outlook on this topic. All in all, the author believes her research has effectively satisfied the aims and objectives of this project and she believes this chapter has outlined each in a clear and concise manner.

CHAPTER 6-CONCLUSION

6. 1 Introduction

The purpose of this Chapter is to provide an overall conclusion on the research process and findings formulated by the author. This will be done by addressing a number of key areas. These areas include the research aim and objectives which focus on how they have been achieved. The recommendations and limitations of the research will be addressed as well as the author's personal reflection and areas to be considered for future research.

6. 2 Conclusion

6. 2. 1 Objective One

The first objective which was outlined by the author in relation to this research was "*To examine the literature of motivational practices*". While researching this area the author wanted to research the background of motivational practices and find the theories that exist. The author looked at the work of national and international authors and combined the primary findings to the motivational theories as a foundation for further analysis throughout this research project. The research on motivation has shown how each individual employee working in an organisation can be affected by many different drivers such as a desire for an object, or basic needs as simple as food or water. This is why motivation is divided into two types which are intrinsic and extrinsic motivational factors. In addition, from the information gathered the author found that the biggest intrinsic motivational factor among respondents was the feeling of belonging with 23 respondents strongly agreeing. The extrinsic factor which respondents agreed with the most was money as the biggest motivation factor with 30 respondents strongly agreeing.

6. 2. 2 Objective two

In order to fulfil objective two "*To evaluate how positive and negative forms of feedback can have an effect on performance*", and to look at this area from the perspective of the customer

service advisors in the call centre chosen for the purposes of the research, the author felt it was important to gather information on employee's perceptions of positive and negative feedback and if these forms of recognition can have an effect on performance.

The findings are discussed in chapter four and five which gave the author an understanding of positive and negative forms of feedback and if either of these increase call centre workers motivation to increase their performance. The following are employee's perception of positive and negative forms of feedback:

- The author found that positive feedback amongst respondents has a great impact on their performance, motivation and carries information about their strengths and weaknesses. Most of respondents either agreed or strongly agreed that positive feedback increases their motivation by perceiving a goal to be valuable. Over half of respondents were in agreement that feedback infers I value my job and I do it to the best of my ability. Hence the whole area of positive feedback was one of the most important areas to help increase their performance. The author feels that this call centre needs to look closely into their feedback approaches as this could be one of the best ways to motivate their staff. The area of positive feedback links to praise, and is all about taking the time to express appreciation for a job well done, with the intention to inspire more individuals to do many more jobs better.
- From the questionnaire given, over half of call centre workers agreed on both negative feedback increasing their motivation and also increasing their performance at work. The findings suggest that most people have the power to just accept short-term unpleasantness for the purpose of the long term benefit. One of the main findings the author concluded from was the open ended question she asked in relation to employee's opinion on negative feedback. The majority felt if it is constructive and clear on how

to improve, they don't mind getting it. The author feels that this is one of the best ways to motivate experts who already more or less know exactly how everything works and what they are doing. The negative feedback can help employees do what it takes to get to the top. This concludes from the work of (Armstrong, 2006) who suggested this in chapter 2.

- Another key finding the author has discovered while carrying out her primary research was the importance of how the feedback is told, the timing of the feedback and also the method used. Due to the nature of feedback, most employees can get nervous when they are brought into a room and told they will be getting feedback on a certain job they did. Hence the three stages of feedback are extremely important. The majority of respondents (90%) felt the frequency of feedback was very important. The more often the feedback is given means that discussion of employee performance is normalised and so feedback becomes an ordinary and expected part of discussion in the workplace. This is a great way to keep employees up-to-date with their work and also a great way to increase performance at work. The research project and its findings suggest employees in this call centre are concerned with how feedback is told to them, the timing of the feedback and the method used to address the feedback. These findings add strength to previous literature, highlighted in chapter 2 that identifies these feedback seeking patterns.

6. 2. 3 Objective three

In order to accomplish objective three *“To identify how reward systems and performance appraisal influences employee motivation”* and again to look at this area from the point of view of a customer service advisor, the author carried out quantitative research to identify this objective.

The author found a number of interesting points in relation to rewards. The most obvious was pay with 26% agreeing this was a motivational factor while 18% of employee's felt words of praise were extremely important in order to keep their motivational levels up. This supports the literature on employee recognition mentioned in Chapter 2. Many employees find more satisfaction from their manager saying things like "Thank you" and "Well done" than any other benefits or promotions for example. This links back to performance appraisal and suggests that regular performance measures are needed in order to keep staff motivated and maximise their performance.

6. 2. 4 Objective four

In order to fulfil objective four "To examine any other kinds of motivational tools that improve motivation and identify success factors" the author has derived a number of initiatives which she believes will complement the type of reward for each. These suggestions are highlighted in table 8 of chapter 4. The author wanted to provide a new level of knowledge and new insights into the topics of motivation and rewards from the perspective of customer service advisors.

Comprehensively, the author has presented the final conclusions from the research project as a whole, taking both the existing literature and her own findings on this topic into account. The concluding chapter focuses on the author's research aim and objectives. To conclude, the author believes effective reward management and performance appraisal needs to be addressed in order to motivate employees to perform better.

6. 3 Limitations

The author has referred to the limitations of the research in chapter three although the following should be addressed.

The author had sent out a sample of 70 questionnaires to employees chosen in the call centre but only received back 52 which was 52 employees. Targeting a larger sample would have given the researcher a larger sample size meaning the greater response rate could have led to further findings on this topic.

The timing of the questionnaires was another issue that the researcher found. The questionnaire was handed out in the month of May. Due to the time of year a number of people were on holidays for the summer months and so this limited my sample size. Carrying out my questionnaire a few months prior to this would have also accounted for more accurate results.

6. 4 Recommendations for future research

Motivation and reward systems are relatively broad topics and there is endless literature available. The combination of both topics allow for endless opportunities in relation to research. One of the main areas the author was keen to look at was the perception of management in relation to their feedback approaches and how they feel about employee recognition. The author was also keen to explore employee's opinion from the UK working in the same company to see their perceptions on what motivates them. This would provide an opportunity for further research and would be interesting to link the two from that of Irish call centre workers and compare and contrast the findings. The areas above would allow for a great opportunity for future research in relation to the concepts of motivation and reward systems.

6. 5 Personal Reflection

Before completing the Masters programme I was extremely nervous but excited as to what the year ahead would involve. I knew there was a great challenge ahead but I was eager to get stuck in. Time management, team work and communication was an important factor to consider and I knew this would be expected for a successful year.

The enormity of the task of completing this dissertation was frightening, however there was always great encouragement and guidance from friends and family as well as my supervisor and academic staff.

During the academic year, the author found it quite a challenge to undertake her dissertation while completing a number of modules both semester and additional college work on top of this. There was constantly work due for each module as well as assignments and exams and this was a challenge itself trying to balance both. Therefore, this dissertation was focused in great depth after completion of the author's examinations. This allowed for the author to commit solely to her dissertation after completing her exams. The author felt at times there were time restraints and this led to strenuous times along the way but this may have been nerves as this challenge was all new to her.

The author has worked in this particular call centre in which the research is focused on for the past year and has had a great interest in the topic of recognition and employee feedback. This may have helped her carry out her research in an enjoyable manner. The author was curious to know what employees opinions are in relation to motivational factors in the workplace and also their perceptions of these. There was a lot of time spent throughout the research picking up relevant topics on the relevant areas so the author feels having worked in this call centre and having an interest in the topic was vital for valuable research.

The next stage in the research project involved compiling the chapters according to the research manual. The author found the literature review and the methodology quite difficult as well as the results chapter. The author felt there was an ocean of literature on the area of motivation and recognition however these articles were quite old so the author had some trouble finding recent literature and statistics to back up her findings. These secondary findings however lead to the questionnaire process.

Conducting questionnaires with the customer service advisers proved beneficial to the authors study as the author had data to work with and come up with trends from this. The author really enjoyed this process of meeting people and analysing results of the findings from these questionnaires. From the questionnaire, 72% responded which the author was extremely happy with. This allowed for more accurate results from respondents.

In progression of each chapter, the author was guided by her supervisor for his assistance. The feedback she received was really appreciated as he was able to advise her if she was keeping on track. This was important for the author as it seemed daunting at times with the challenge of completing such a large size document.

The author however, believes the research carried out meets the initial aim and objectives which were set out before completing this piece of research. One of the hardest parts the author found was the general editing of the dissertation. This proved to be strenuous and time consuming but provided the researcher with a sense of accomplishment in completing this project.

Overall the author has had a great experience completing this dissertation. There have been highs and lows but overall it has been an extremely worthwhile process. This process has been a great learning curve and the author has learnt how to deal with working under pressure. The

author feels that this experience will stand to her throughout her working career and throughout other challenges and situations life may throw at her.

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Appendices

Appendix 1. 0- Questionnaire consent form

Topics: Employee feedback, recognition and employee motivation

Name of researcher: Fiona Callaghan

Thesis supervisor: Mr Brendan Doyle

Course: Master of Business

College: Athlone Institute of Technology

To whom it may concern,

I am currently a Masters of Business student in Athlone Institute of Technology. As part of this Masters programme, I am required to conduct a dissertation on a topic of my choice.

For my dissertation I have chosen to research employee feedback and what employees are motivated by. I am aware the feedback process is extremely important in every organisation and the area of employee motivation is equally important. As part of my research project, I would really appreciate if you could complete the following questions. Your participation in this questionnaire is completely voluntary and treated with strict confidence.

There is also an option to leave out any questions you are hesitant about. I would be very grateful to you if you could answer as many questions as you can and to the best of your ability in an honest and trustworthy way.

Thank you once again.

Yours faithfully

Fiona Callaghan

Appendix 2. 0 Questionnaire

MBS Research Survey

Thank you for your participation in completing this survey. I am a final year Masters of Business student in Athlone Institute of Technology and I am currently doing a research project as part of my studies. Your response will be greatly appreciated. I would be grateful if you could fill in and tick the relevant boxes provided. All information provided by you will be treated in strictest confidence and will remain entirely anonymous.

1. Age?

Mark only one oval.

- Less than 20
- 20-30
- 31-40
- 41-50
- 51-60
- 60+

2. Nationality?

Mark only one oval.

- Irish
- Other(Please specify)

3. Gender?

Mark only one oval.

- Male
- Female

4. Number of years of employment in this organisation?

Mark only one oval.

- 0-1 years
- 1-2 years
- 2-4 years
- 4-10 years
- 10 or more years

5. Which of the following do you work?

Mark only one oval.

- Part time
- Full time
- Other: _____

MBS Research Project

Employee opinion of motivation and feedback

6. The following intrinsic(internal) types of motivation increase my performance at work

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Belonging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. The following extrinsic(external) types of motivation increase my performance at work

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fear of punishment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent do you think the following are important regarding feedback?

Mark only one oval per row.

	Very important	Important	Mildly important	Not important at all	No opinion
The frequency, how often you receive it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The method used to give feedback(i.e observing or comparing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timing of the feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What type of feedback do you feel motivates you more?

Check all that apply.

- Oral
- Text
- Other(Please specify)

10. How do you receive feedback most frequently?

Mark only one oval.

- Group
- Individual
- Other(Please specify)

11. In your opinion, how do you think your work place ranks in terms of implementing effective feedback programmes for staff?

Check all that apply.

- Excellent(Best in class)
- Very good(Above average)
- Good(Average)
- Fair(Slightly below average)
- Poor(Significantly below average)

MBS Research survey

Positive and negative forms of motivation

12. Positive feedback:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Increases my motivation by perceiving a goal to be valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infers I value my job and i do a good job at it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carries information about my accomplishments, strengths and correct responses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Negative feedback:

Mark only one oval per row.

	Strongly agree	Somewhat agree	Neutral	Somewhat disagree	Strongly disagree
Increases motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases morale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases goal directed behaviour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. How do you feel about getting negative feedback at work?

15. My manager takes time to recognize my work

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. My manager is aware of my accomplishments

Mark only one oval.

- Yes
- No
- Maybe

17. **My manager communicates with me on a regular basis(At least once a month)**

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. **My manager is interested in my progress from month to month**

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. **How valued do you feel as an employee?**

MBS Research Survey

Reward systems and performance appraisal

20. What type of rewards do you class as the most important? (Tick all that apply)

Check all that apply.

- Pay bonus
- An award
- Public recognition
- Private recognition
- Words of praise from a manager
- Responsibility
- Fringe benefits(i.e company car, free life insurance/health insurance,pension plan etc)
- Promotion

21. How effective does your workplace structure its performance appraisal functions?

Mark only one oval per row.

	Very effectively	Effective	Mildly effective	Somewhat ineffective	Uneffective
Development(ie feedback, training,identifying promotion decisions, recognizing poor performance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation(i.e retention purposes, salary promotion decisions, recognizing poor performance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment centres(i.e work groups, role playing, performing certain exercises)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
360-Degree Feedback(i.e collection of performance data on an individual from a number of employees in the workplace)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>