

Södertörn University | The Institute of Social Sciences

Bachelor thesis 15 hp | Business administration C - Organisation

Work motivation

A case study of customer service employees

Student: Laura Jēkabsone

Supervisor: Henrik Ferdfelt

Preface

This thesis was written during the autumn 2015, as part of the organisation course in the last semester of the bachelor program in business administration.

I would like to thank everyone who was involved in helping me to get through in the process of writing my final paper. To start with, I would like to thank my supervisor Henrik Ferdfelt who has guided me during the whole writing process. I appreciated Henrik's availability to answer my questions as well as his willingness to switch between the languages and give me feedback in English. Finally, I would like to thank the interviewed people, because without them I would not be able to finish this thesis.

To you, reader, I wish a pleasant reading and hope that you will enjoy it!

Stockholm 2016-01-09

Laura Jēkabsone

Abstract

Title: Work motivation: A case study of customer service employees

University: Södertörn University, The Institute of Social Sciences

Course: Business Administration C - Organisation, Bachelor thesis, 15 hp, 2015

Author: Laura Jēkabsonsone

Supervisor: Henrik Ferdfelt

Examiner: Yohanan Stryjan

Background: Contemporary research has been studying what motivates employees in different working fields. In this study, Herzberg's research is examined in order to take a closer look at the motivation of customer service employees.

Purpose: The purpose of this study is to examine how the employees of customer service are motivated to work by mainly relating this study's results to Herzberg's research.

Method: The study method is a case study with qualitative research including semi-structured interviews and snowball sampling approach.

Theoretical framework: The fundamental theoretical framework in this study consists of Herzberg's two-factor motivation theory.

Empirical material: The empirical material in this study consists of ten customer service employees. All the empirical data has been collected through face-to-face contact.

Conclusion: The overall picture of the empirical material is that the customer service employees are motivated by these Herzberg factors: "Salary", "Interpersonal relations", "Policy and administration", "Achievement", "Recognition", "The work itself", "Responsibility", "Advancement" and finally "Possibility of growth".

Keywords: Work motivation, Customer service, Herzberg, Qualitative research

Contents

- 1. Introduction..... 1**
- 1.1. Background 1
- 1.2. Problem discussion 3
- 1.3. Purpose of the study..... 5
- 1.4. The research question 5
- 1.5. The study limitations 5

- 2. Theory 6**
- 2.1. Hygiene factors 6
- 2.2. Motivation factors 10
- 2.3. Two separate factors 14
- 2.4. Definition of Motivation 18
- 2.5. Definition of customer service..... 19
- 2.6. Applying Herzberg’s two-factor theory in this study..... 19

- 3. Methodology 21**
- 3. 1. Philosophy of science: Hermeneutics 21
- 3.2. Qualitative research..... 22
- 3.3. Material collection method..... 23**
- 3.3.1. Case study 23
- 3.3.2. Primary material 23
- 3.3.2.1. Semi-structured interview recording and transcription..... 25
- 3.3.3. Secondary material..... 26
- 3.4. Selection method 27**
- 3.5. Method of interview analysis..... 28**
- 3.6. Trustworthiness and authenticity..... 29
- 3.6.1. Dependability..... 30
- 3.6.2. Credibility..... 30
- 3.6.3. Transferability..... 32
- 3.7. Research ethics 32

- 4. Empirical material 34**
- 4.1. Hygiene factors 34
- 4.2. Motivation factors 40

5. Analysis of the empirical material	48
5.1. Hygiene factors	48
5.2. Motivation factors	53
6. Final discussion	56
6.1. Conclusions	56
6.2. Author's reflections	57
6.3. Recommendation for further studies	58
7. The list of references	60
8. Appendix	66
Appendix 1: Herzberg's 14 factors.....	66
Appendix 2: Combination of Hygiene factors and Motivation factors.....	71
Appendix 3: The interview guide	72
Appendix 4: Sum up from the interviews	75

1. Introduction

This chapter starts with an introduction to this study through a presentation of the background. After that, a problem discussion follows, and further leads to the purpose of this study and the research question. Finally, the limitations of this study are presented.

1.1. Background

Originally the term motivation comes from the Latin verb for movement, *movere*, which describes drives that keep people going or drives that keep people to move (Steers et al., 2004; Latindictionary, 2011). In other words, motivation gives people a move to do something or to start doing something (Ryan & Deci, 2000). Work motivation is important at every workplace because when an employee is motivated to work, it brings work satisfaction to the employee as well as increases the employees' productivity and work quality (Pardee, 1990). However, the employees' work motivation might vary from person to person and depending on the working field (Bristola, 2007).

Recent studies have been focusing on finding out what makes the employees motivated to work in different working fields. Smith and Shield's (2013) study showed that employees working in the social work field were motivated mainly by work "Variety" and "Creativity". In the same study, "Experiences with supervisor" also turned out to be motivational for the social workers (Smith & Shields, 2013). Basset-Jones and Lloyd (2005) found out that employees working in government, finance, manufacturing, services, police force, utilities and retail sectors were motivated to work because the employees had a desire to "Overcome frustration" at work and "Save the organisation's money" as well as to "Improve the success of the organisation". In the same study, a desire to "Win money or gifts", "Seeing a colleague receiving an award" turned out to be motivational for the employees (Basset-Jones & Lloyd, 2005). Smerk and Peterson (2007) also tried to examine what makes employees motivated to work. The study of Smerk and Peterson (2007) focused on units of finances, human resources, facilities and operations as well as on administrative information technology fields. Their study showed that "Effective management", "Effective supervision" and "Salary" contributed to work motivation. Except that, also "Work itself", "Opportunity for advancement" and „Responsibility" turned out to be motivational (Smerk & Peterson, 2007). Ruthankoon and Ogunlana (2003) tried to examine what made employees working in the Thai construction industry motivated to work. The study results showed that the employees were motivated to

work by “Salary”, “Policy and administration” and “Interpersonal relations”. In the same study also “Achievement” turned out to be motivational for the employees (Ruthankoon & Ogunlana, 2003).

One of the oldest studies in the field of work motivation was carried out by Frederick Herzberg (1923-2000), and his study is further used as a base in the following chapters of this paper. In comparison with the above mentioned researchers, Herzberg walked one step ahead and strived to develop his own theory based on his research findings in the field of work motivation. Namely, Herzberg was one of the pioneers in the field of work motivation, and in 1959 he developed the theory of motivation called two-factor theory, which is also known as motivation-hygiene theory (Miner, 2005). Herzberg established his theory of motivation by carrying out a study whose aim was to examine which factors made employees feel good and satisfied about their jobs and which factors made employees feel bad and dissatisfied about their jobs (Woods & West, 2010). The reason that encouraged Herzberg to embark on the study was his previous literature reviews that comprised approximately 2000 previous job satisfaction studies (Herzberg et al., 1959). Gradually Herzberg realized that factors that led to job satisfaction respectively dissatisfaction were two different factor-dimensions that varied from each other (Wiley, 1997).

Herzberg’s study (1959) was carried out in the industrial city of Pittsburgh in California and consisted of approximately 200 employees, who did engineering or accounting related jobs (Griffin & Moorhead, 2014). Herzberg’s theory falls into the classification of the theories of needs, since his study in Pittsburgh (1959) had brought the evidence that job satisfaction can be reached through satisfying employee needs at the workplace (Abrahamsson & Andersen, 2005).

In comparison with the above mentioned researchers, Herzberg’s study carried out in 1959, resulted in fourteen factors, which can also be divided into two distinct and independent categories (Herzberg et al., 1959). Herzberg identified six of those factors and concluded that they made employees feel good about their jobs and that these factors kept them motivated. These six factors are called “Motivation factors” and they were related to the employees’ “Responsibility”, “Achievement”, “Recognition”, “Advancement” and “Growth” possibilities at the workplace as well as the employees’ engagement to the “Work itself”. The other eight factors, that made the employees dissatisfied, de-motivated and unhappy, are called “Hygiene factors” and they were related to insufficient organisational “Policies and administration”,

“Working conditions”, “Supervision”, “Security” as well as poor “Salary” and “Status”. Moreover, Herzberg’s “Hygiene factors” include “Relationships” at the workplace and the employees’ “Personal life” because also these factors were detected as the causes of work dissatisfaction (Herzberg, 2003).

Herzberg specified in his motivation theory how each of those factor groups could be defined and recognized (Woods & West, 2010). The “Motivation factors” and “Hygiene factors” differ from each other in the sense that certain factors lead to job dissatisfaction and the others result in job satisfaction (Abrahamsson & Andersen, 2005). The key concept of Herzberg’s theory of motivation is that in order to keep an employee motivated in an organisation, it is crucial to make sure that the basic “Hygiene factors” are met. Thereafter the “Motivation factors” are the essence for boosting an employee’s work motivation and even sharpen the efficiency of work (Wilson, 2004).

1.2. Problem discussion

Herzberg’s theory of motivation has gained both approval as well as some criticism regarding the method, the two factor classification, cultural and individual differences, generality and generalisation (Tietjen & Myers, 1998). Moreover, the controversial results in the contemporary studies from 2003 till 2013, where Herzberg’s two-factor motivation theory’s validity was lifted, has lead to the question of the applicability of the theory in the present study (Smerk & Peterson, 2007; Ruthankoon & Ogunlana, 2003).

Regardless of the critics of Herzberg’s two-factor motivation theory, contemporary studies by Deborah B. Smith and Joel Shields (2013) as well as Nigel Bassett-Jones and Geoffrey C. Lloyd (2005) have validated the theory and approved its relevance in contemporary organisational situations. However, other contemporary researchers who doubt the theory’s accuracy and therefore have disputed Herzberg’s two-factor motivation theory are Ryan E. Smerk and Marvin Peterson (2007) as well as Rathavoot Ruthankoon and Stephen Olu Ogunlana (2003).

Herzberg’s two-factor motivation theory has been used and validated in different job sectors such as in the social service, governmental, financial, manufacturing, police, utilities, and retail sectors (Bassett-Jones & Lloyd, 2005; Smith & Shields, 2013). The theory was disputed when used in the finance, human resources, facilities and operations, administrative

information technology sectors as well as the construction sector (Smerek & Peterson, 2007; Ruthankoon & Ogunlana, 2003).

Regardless of the criticism and scepticism around the theory, Herzberg's two-factor theory has been chosen as a base theory for this study partly because this theory has never been applied exclusively as a case study to an organisation providing customer service while operating in Stockholm. Due to the fact that this study is a case study, generalisation to other customer service companies is limited. However, the present study results can bring an insight into the motivation factors in one specific profession rather than many professions at the same time. Moreover, this research, based on one customer service organisation, is about to bring novel results with a possibility for development in the future, and a better understanding about the motivation factors among the customer service employees in Stockholm. Another trait that makes Herzberg's theory appealing is the adjustability. Herzberg's two-factor theory allows the theory's characteristics to be applied and transferred to this study focus group - the employees working in customer service (Hein, 2012).

It is known that nowadays the workplaces have changed due to globalisation and international competition (Røvik, 2000). Such changes may impact the employees negatively in terms of employment insecurity and anxiety among the employees (Cartwright & Holmes, 2006). Moreover, nowadays the work is more demanding, which means that the employees are exposed to more stress that can lead to poorer health (Barling et al., 2005). Especially a workplace that includes customer service tasks is often associated with hard work where a customer service employee has to remain reliable, responsive, empathic and assured to the customer (Pratt, 2000). The customer service employees often have to work under pressure while being monitored by supervisors. Moreover, contact with the customers can be difficult to handle and the dynamic work environment might cause an exhaustion to perform the tasks (Matthews & Falconer, 2002).

It would be interesting to know how customer service employees keep themselves motivated in their dynamic jobs (Matthews & Falconer, 2002). Moreover, it would be interesting to go even deeper and examine what factors motivate the customer service employees to pursue their jobs in the modern workplaces that have faced so many changes and still continue to develop (Røvik, 2000).

1.3. Purpose of the study

The purpose of this study is to examine how the employees of customer service are motivated to work by mainly relating this study's results to Herzberg's research.

1.4. The research question

How are the employees of customer service motivated to work?

1.5. The study limitations

In this study, work motivation at customer service is investigated from the employees' point of view. Herzberg's two-factor motivation theory is used as a fundamental theoretical framework in order to examine how the employees of customer service are motivated to work.

Herzberg's theory can be used in two ways. Firstly, it can be used in order to detect the factors that make employees feel good and satisfied about their jobs and secondly it can also be used in order to examine which factors make employees feel bad and dissatisfied about their jobs. In this study, the focus is put on examining which factors make the employees working in the customer service feel good and satisfied about their jobs and therefore motivated. Hence, examining the factors that make employees feel bad and dissatisfied about their jobs will be not discussed.

A company in Stockholm providing customer service is chosen as the empirical material source for answering the study question. Due to confidentiality matters, the authentic company's name figures under an anonymous name of "Twenty-four-seven".

2. Theory

This chapter presents the Herzberg research conclusions within Herzberg's two-factor theory that will be used in this study. This chapter is discussed in a way that the contemporary studies as well as Herzberg's research conclusions critical point of view are taken into account. After the discussion, the definitions of motivation and customer service are presented. This chapter ends with the description of how the theory will be used in this study.

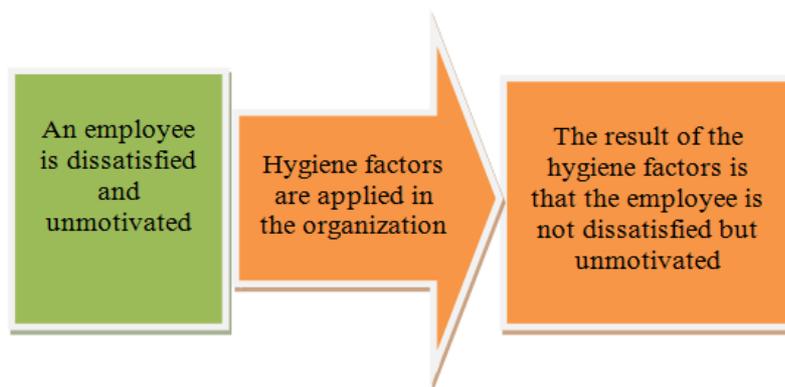
2.1. Hygiene factors

Hygiene factors are the job context related factors and they indicate where the work itself is being performed. These factors include organisation's supervision, interpersonal relations, physical working conditions, salary, policy and administration, status, personal life and finally job security (Herzberg et al., 1959). In Appendix 1, each of the Herzberg's hygiene factors is defined and recognized. However, the hygiene factors can be criticized because the sample size of Herzberg's study in 1959 of approximately 200 employees is considered to be too little for indentifying differences between various variables. Thereby, the sample size is insufficient to distinguish between variables such as different employee groups, demographics, position in an organisation and similar (Hein, 2012). Besides, the sample size consisting of solely engineers and accountants represents a very small part of all the possible jobs that could be included in Herzberg's theory (Ewen & Clark, 1964). Moreover, generalisation of the hygiene factors to other populations is seen as limited since the original sample size is criticized to be too small (Hein, 2012). Another reason why the generalisation is criticized is the mentioned limited selection of job professions in Herzberg research (Ewen & Clark, 1964).

After presenting all eight hygiene factors, Herzberg made a separate comment and emphasized that salary is undoubtedly a hygiene factor even if at first this assumption might cause some controversies (Sachau, 2007). In Herzberg's study, those few employees who named salary as a satisfying factor later clarified that the satisfaction of this factor had a short-lasting effect in a sense of time. Hence, Herzberg theorized this finding and concluded that even if the salary might seem motivational, in a long-run this hygiene factor does not motivate the employees to work (Sachau, 2007). On the other hand, Herzberg's two factor theory is not as general as it might seem at first. It means that this theory differs depending on the country

where the employees are working. In developing countries the hygiene factors might play a considerably bigger role than in developed countries (Baah, 2011). In developing countries such as in Africa, Asia and Latin America, where the gap between the rich and poor is greater, a work that brings any kind of income can be considered motivating for an employee (Hettne, 2015). Hence, the critics say that salary, considered as a hygiene factor in Herzberg's two factor theory, can turn out to be a significant motivation factor (Baah, 2011).

During the interviews in Pittsburgh, Herzberg noticed that the eight identified hygiene factors, which are presented above, often caused dissatisfaction within the engineering and accounting employees (Herzberg et al., 1959). For example, bad policies and administration in their organisation often lead to dissatisfaction at work, whereas if the policies and administration were good, it did not lead to job satisfaction (Sachau, 2007). Thereby, Herzberg's two-factor theory indicates that hygiene factors are those factors that are known for decreasing job satisfaction and making an employee unmotivated if they are not present. If the hygiene factors are present, they will not increase job satisfaction or work motivation for the employee (Herzberg, 2003). Hence, Herzberg noted that if the hygiene factors are present in an organisation, they will eliminate an employee's physical as well as psychological discomfort but not lead to work motivation (Sachau, 2007; Herzberg et al., 1974). Herzberg's described point of view regarding the hygiene factors is illustrated in the Figure 1:



Source: Author's interpretation from Herzberg et al., 1959; Herzberg, 2003

Figure 1. Herzberg's two-factor theory; hygiene factors and motivation factors

However, a contemporary study shows that even hygiene factors can be perceived as motivational. Namely, in 2003 a study in the Thai construction industry in Thailand was conducted among engineers by researchers Rathavoot Ruthankoon and Stephen Olu

Ogunlana. The researchers used Herzberg's two-factor motivation theory by copying Herzberg's original method. This original method is the one through which Herzberg had come up with his two work motivation factor groups – the hygiene factors and the motivational factors. In total 125 engineers, working in the Thai construction industry were interviewed (Ruthankoon & Ogunlana, 2003). The study showed that the factor "Salary" was the number one hygiene factor that contributed to job satisfaction among Thai construction engineers. Another Herzberg's hygiene factor, "Policy and administration", appeared to be the next important job satisfaction factor followed by "Interpersonal relations" such as relationship with supervisors and peers (Ruthankoon & Ogunlana, 2003). Ruthankoon and Ogunlana (2003) concluded that Herzberg's two-factor motivation theory is disputed since their results differed from the theory. Namely, the researchers realised that the results are not entirely applicable to the Thai construction industry.

According to Herzberg, the hygiene factors are perceived as the basic needs of an employee at a workplace (Herzberg et al., 1959). Hence, these factors might motivate the employees shortly but in the long-run these factors are not perceived as essential components for keeping up the motivation of employees (Herzberg, 2003). Herzberg's argument that the hygiene factors cannot motivate employees in the long-run is bound to his finding that these factors escalate an employee's needs. For instance, if an employee is getting a bonus or a salary increase at work it will lead to the employee wanting to have more bonuses and even a higher salary increase. The moral is that the employee's hygiene needs will escalate and the employee will remain miserable and unhappy since his or her needs will never be satisfied (Sachau, 2007). According to Herzberg, this set of factors can be taken for physiological requirements that the employees count on when working in an organisation (Herzberg et al., 1959). The hygiene factors are also called extrinsic factors, it means that the hygiene factors are closely related to the environment in which an employee works (Herzberg, 2003). However, Herzberg's words should not be taken for granted because, for example, American researchers Bloom and Barry (1967) have another opinion and therefore disagrees with Herzberg on this point. Namely, Bloom and Barry observed that for Black blue-collar workers the hygiene factors played much bigger role than for white blue-collar workers. Moreover, the researchers realised that the hygiene factors have long-lasting motivation effect on Black blue-collar workers and concluded that Herzberg's theory is too simple to explain work motivation (Bloom & Barry, 1967).

Frederick Herzberg's underlying idea about naming the eight job satisfaction-decreasing factors as the hygiene factors can be found in his former medical related profession during the Second World War. Herzberg argues that the hygiene factors can be compared with the medical hygiene procedures (Herzberg et al., 1959). It means that in medicine, a good hygiene is required in order to prevent different diseases, and it can be accomplished through abolishing the possible health nuisances from one's environment. Similarly, by applying Herzberg's two-factor theory's hygiene factors, the dissatisfaction as well as lack of motivation can be eliminated through abolishing the possible health nuisances from the work environment, Herzberg (1959) remarks. The parallels with the medical and work environment are seen in the theory as following: in medicine, a doctor makes sure that the patients get better and take their medicine, whereas in the work environment the managers, bosses and in some cases even the colleagues are responsible for the employees' fulfilment of Herzberg's eight hygiene factors. In medicine, the hygiene treatments do not heal the patient but rather prevent the diseases, likewise the hygiene factors in Herzberg's two-factor theory have a similar role, namely to prevent work dissatisfaction (Hein, 2012). Moreover, if the work environment lacks the employees' fulfilment of the hygiene factors, it creates unhealthy working conditions. Hence without the hygiene factors in the workplace, more health nuisances would rise and get around leading to multiple physical and mental sick employees. Dissatisfaction of the work, low job performance and de-motivation at the workplace originate exactly from neglecting or being reluctant to the hygiene factors (Hein, 2012). Mathis and Jackson (1979) express themselves similarly to what Herzberg says and write that hygiene factors must be applied in organisations in order to avoid dissatisfaction and de-motivation at the workplace. However, even if the hygiene factors are present in an organisation, they will not trigger work motivation. Besides, the hygiene factors do not motivate people to work harder as the motivation factors do (Mathis & Jackson, 1979).

Herzberg draws parallels and compares the hygiene factors to the basic human needs. Accordingly, Herzberg relates the hygiene factors to the human animal nature and argues that these factors depict the need of avoiding suffering, pain and other unpleasant feelings or situations that can be caused by starvation, for instance. Similarly the hygiene factors are seen as the basic human needs at the workplace where all the eight hygiene factors must be present in order to provide fundamental needs to an employee (Herzberg, 1969). Moreover, suffering, pain, as well as other unpleasant feelings or situations, are related to the extrinsic factors, or, in other words, to the human environment (Herzberg, 2003). According to Herzberg's

terminology, a good human environment without unpleasant feelings or situations ensures the basic human needs. A good work environment, in terms of good salary, physical working conditions, interpersonal relations and more, has to be present to ensure the basic human needs at work (Herzberg et al., 1959).

2.2. Motivation factors

Motivation factors are related to the job content factors that refer to the actual job or the job itself. According to Herzberg, the six motivation factors are achievement, recognition, the work itself, responsibility, advancement and possibility of growth (Herzberg et al., 1959). In Appendix 1, each of the Herzberg's motivation factors is defined in details.

As Herzberg quotes "It should be understood that both kinds of factors meet the needs of the employees; but it is primarily the "motivators" that serve to bring about the kind of job satisfaction, /.../ and the kind of improvement in performance that industry is seeking from its work force" (Herzberg et al., 1959:114). Basically, Herzberg's two-factor motivation theory says that the above mentioned motivation factors are the well known factors that make employees feel good about their jobs, increase job satisfaction and are the ones that stimulate work motivation and increase work quality in an organisation. The motivation factors, unlike the hygiene factors, result in a long-lasting feeling of satisfaction at the workplace due to the finding that the motivation factors are associated with an employee's psychological growth opportunities such as learning new things at work and remain a creative worker (Herzberg, 2003). However, Victor Vroom, who has developed his own motivation theory, argues that Herzberg's motivation factors do not certainly lead to work motivation and adds that even motivation factors might lead to job dissatisfaction and de-motivation. Moreover, Victor Vroom suggests that other methods for studying workers' motivation have to be implemented to strengthen Herzberg's research reliability. Besides, the lack of methodological methods seems to be one of the major critics (Vroom, 1964). It is highlighted once again in another article that using different methods, or in other words triangulation, would give more consistent results (Behling et al., 1968). To be more precise, Herzberg's method of semi-structured interviews in order to observe job attitudes is criticized. It would make more sense if this method was solely used for exploratory reasons but not for developing a theory. Single methods in the research are often criticized for not holding the validity as well as generality of the research findings (Ewen & Clark, 1964). Also, Behling, Labovitz and Kosmo (1968) write and think similarly to Victor Vroom and additionally emphasize that there is a missing

development in Herzberg's theory. Moreover, especially after receiving a decent amount of critics, the next step would naturally be to develop the theory and improve the critical points of it (Behling et al., 1968).

On top of the critics, a contemporary study shows that even hygiene factors can be perceived as motivational. Namely, two researchers from the USA, Ryan E. Smerek and Marvin Peterson, used Herzberg's two-factor motivation theory in 2007. 2754 employees working in business operations at a large, public research university were interviewed. In total, four work units of finance, human resources, facilities and operations as well as administrative information technology from the research university were involved (Smerek & Peterson, 2007). The study result shows that "Work itself" (a motivational factor) is the most powerfully observed job satisfaction factor for the employees in the research university. Two other motivational factors that are less significantly observed than "Work itself" but still remain important job satisfaction factors for the employees, are "Opportunity for advancement" and "Responsibility" (Smerek & Peterson, 2007). Furthermore the researchers found out that even three hygiene factors – "Effective senior management", "Effective supervisor" and "Satisfaction with salary" – are significant factors for the employees' job satisfaction in the research university (Smerek & Peterson, 2007). The final results of the study made Smerek and Peterson to conclude that there is no clear distinction between the hygiene factors and motivational factors as Herzberg's two-factor motivation theory suggests. Namely, when it comes to the employees' job satisfaction in the research university, both hygiene factors and motivational factors are observed equally strongly except for the "Work itself" motivational factor. This led Smerek and Peterson (2007) to argue that Herzberg's two-factor motivation theory was not accurate in examining employees' job satisfaction in the research university, and therefore the theory was disputed.

On the other hand, there is a contemporary study that validates Herzberg's theory. Namely, in a recent study from 2013 by Deborah B. Smith and Joel Shields, job satisfaction has been observed among social service workers by using Herzberg's two-factor motivation theory (Smith & Shields, 2013). The study results showed that both hygiene factors and motivational factors have an influence on the job satisfaction of the social service workers. To sum up, "Experiences with supervisor" (hygiene factor) and "Variety" and "Creativity" (motivational factors) were named as job satisfaction factors among the social service workers (Smith & Shields, 2013). The motivational factors as "Variety" and "Creativity" had showed difference

in comparison with the hygiene factor (Smith & Shields, 2013). In other words, Deborah B. Smith and Joel Shields study shows that even if the hygiene factor turned out to be one of the job satisfaction factors, it was weakly observed among the social workers as the two motivational factors. In addition the study approves the relevance of Herzberg's two-factor motivation theory and therefore its validity in attempting to understand social workers job satisfaction (Smith & Shields, 2013).

Herzberg continues and says that if the above mentioned motivation factors are not present, this will not lead to decreased job satisfaction or dissatisfaction but if the motivation factors are present, they will motivate employees to higher performance and lead to job satisfaction as well as job enrichment (Herzberg et al., 1959). Herzberg's point of view regarding the motivation factors is illustrated in the Figure 2:



Source: Author's interpretation from Herzberg et al., 1959; Herzberg, 2003

Figure 2. Herzberg's two-factor theory; hygiene factors and motivation factors

However, it should be highlighted that Herzberg's words should not be taken for granted because the critic regarding the two-factors is that people have tendency to relate unpleasant experiences at work with the work environment, such as bad colleagues, boss or supervision, whereas when it comes to pleasant situations at work such as achievement and growth, people tend to relate these factors with themselves. In Herzberg's theory, work satisfaction that indicates pleasant experiences, and dissatisfaction that indicates unpleasant experiences, originate from this tendency. This shows that the theory's validity is questionable (Sachau, 2007). Victor Vroom absolutely agrees to this critic and simply says that those factors that, according to Herzberg, motivate people, are related to something positive such as success;

and those hygiene factors that, according to Herzberg, de-motivate people, are related to other people's failures. Victor Vroom adds that people want to "look good" and therefore blame the hygiene factors for making them dissatisfied and not the motivation factors that are related to the workers themselves (Behling et al., 1968). To continue, one of the other critics is that people are not similar but have individual differences. These differences can in some cases cause even different interpretations of Herzberg's factors. One of the examples is that the hygiene factor "Supervision" might be perceived as a motivation factor if this hygiene factor is an employee's source for recognition. Another example is the factor "Salary", which is a hygiene factor, and might be perceived and interpreted as recognition or achievement by workers (Ewen & Clark, 1964).

Herzberg strongly disagrees with the so called "If..., then..." work motivation model and emphasises the importance of implementing the long-lasting motivation factors at the workplace (Tietjen & Myers, 1998). The often used "If..., then..." motivation model at the workplaces comprises situations such as If an employee meets the deadline one week earlier Then he or she will be rewarded with a bonus (Gächter, 2012). Surely the job gets done by applying the "If..., then..." approach but, according to Herzberg, the greatest problem with this commonly used motivation model at organisations is that after the employee has completed the task on time, his or her motivation to work as hard as before the deadline decreases. The reward for completing the task does not lead to long-lasting employee motivation, the effect is that the employee is temporarily moved and motivated to do the task due to the upcoming reward (Tietjen & Myers, 1998).

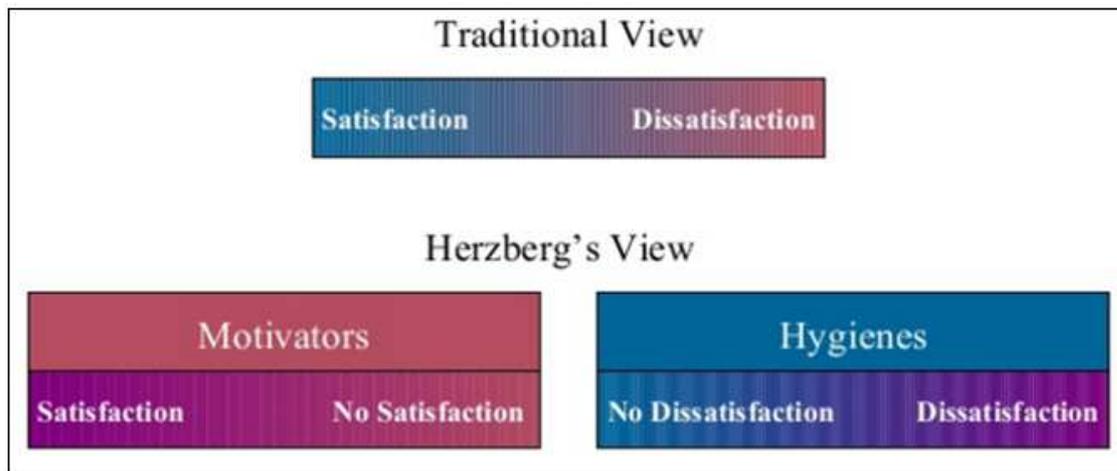
In addition, the motivation factors are regarded as intrinsic factors that frame the work itself, which means that they are present when an employee is involved in the work performance and finds the work interesting (Herzberg, 2003). In accordance with Herzberg, due to the fact that the motivation factors come intrinsically, they lead to satisfied and motivated employees (Herzberg et al., 1959). On the other hand, Herzberg seemed not to take into account people's individual differences such as age, gender and education, and assumed that all the people were alike. On the contrary people are different, which means that what might motivate one employee differs from one employee to the other (Malik & Naeem, 2013). Likewise, the job dissatisfaction factors can be perceived differently from person to person. The hygiene and motivation factors might look different if the individual differences were taken into account (Hein, 2012). For example, workers that are approaching retirement age might have different

values and respond differently than the workers who have just started their work career. Herzberg factors vary accordingly depending on the workers' level of education, hierarchy in the company, the position and other factors (Ondrack, 1974). Moreover, because Herzberg did not take the individual differences into account, it led to situations where a worker was motivated by achievement even though the work conditions seemed to be inadequate (Lindsay et al., 1967). Hence, Herzberg's statement that absence of hygiene factors will only cause dissatisfaction is doubted (Herzberg et al., 1959). On the other hand, a worker who feels that he or she is not achieving much at the workplace can be dissatisfied even though the work conditions are adequate (Lindsay et al., 1967). Hence, Herzberg's statement that the presence of the hygiene factors does not make a worker dissatisfied is doubted (Herzberg et al., 1959). Once again, cases where the hygiene and motivation factors do not interact increase the amount of critics for Herzberg's two-factor theory (Lindsay et al., 1967). Finally, Herzberg's two factors are not as clear as Herzberg wants them to be because the fourteen factors might differ depending on what job the workers do (Ewen & Clark, 1964).

Similarly to the hygiene factors, when Herzberg describes the motivation factors, he also draws parallels and compares the motivation factors with the human needs. When presenting the motivation factors, Herzberg gives them a name and calls them the needs that are unique to the human nature, instead of the basic human needs as it was clear with the hygiene factors (Herzberg et al., 1959). The needs that are unique to human nature are characterized with the human needs at work to develop and learn, deliver results and perform (Herzberg, 2003). Moreover these human needs stimulate employees to perform as well as keep them motivated (Herzberg, 1969).

2.3. Two separate factors

Herzberg notes that hygiene factors and motivation factors are not to be seen as opposite to each other as we tend to think in the traditional view, but rather two separate factors as it is illustrated in the Figure 3:



Source: Robbins & Coulter, 2002

Figure 3. Traditional view versus Herzberg's view

According to Herzberg's two-factor theory, the motivation factors, or "Motivators", make the employees feel "satisfaction" or "no satisfaction", whereas hygiene factors, or "Hygienes", make the employees feel "dissatisfaction" or "no dissatisfaction" to work (Malik & Naeem, 2013). On the other hand, Herzberg's aim with his study in 1959 was to divide the factors that made employees feel good respectively bad about their jobs in two separate factors. This division method into two independent factors holds strong criticism since it is obvious that one gets two factors out of such a preconceived classification. Hence, the two factors were not naturally formed from Hertzberg's study but rather the answers from the respondents were immediately divided by Herzberg into two separate groups of factors (Abrahamsson & Andersen, 2005). Regardless the critics, there are researchers that validate Herzberg's two separate factors. Namely a study from 2005 by Nigel Bassett-Jones and Geoffrey C. Lloyd was carried out to examine what motivates employees to contribute ideas. Herzberg's two-factor motivation theory was applied as a tool to answer the study question. In total 3209 respondent answers in government, finance, work in manufacturing, work in services, work in the police force, in utilities, and in the retail sector were collected (Bassett-Jones & Lloyd, 2005). The results from the respondents were divided into motivators (represent intrinsic motivational drives to contribute ideas) and movers (represent external motivational stimuli to contribute ideas). According to Herzberg, motivators or the intrinsic motivational drives are the ones that motivate employees (Herzberg, 2003). All in all, also in this study, the intrinsic drivers (motivational factors from Herzberg's two-factor motivation theory) are represented as the main factors that motivate workers to contribute ideas. Researchers found out that

money (hygiene factor) does not motivate people in the studied working fields to contribute ideas since the respondents were motivated by intrinsic drives (motivational factors). The study approves the relevance of Herzberg's two-factor motivation theory and therefore its validity when attempting to understand what motivates employees to contribute ideas (Bassett-Jones & Lloyd, 2005).

Herzberg says that motivation of workers cannot be boosted by increasing the "satisfaction factors" and eliminating the "dissatisfaction factors". It is due to the fact that the opposite of satisfaction is not dissatisfaction but "no satisfaction", meaning that there is an absence of satisfaction and an employee is neither satisfied nor dissatisfied. The opposite of dissatisfaction is not satisfaction but "no dissatisfaction". Hence, minimizing the causes that lead to dissatisfaction does not add satisfaction. In the same way, giving employees more satisfiers will not eliminate the employee's dissatisfactions (Herzberg, 2003). Hartzell (2015), who holds a degree in business and communication, has come up with examples that she presents as part of her educating job. By giving work related examples, Hartzell explains Herzberg's view of hygiene as well as motivation factors. For example, imagine that an employee is working in an office with a leaking roof. Moreover, the employee cannot get the work done due to the computers that shut down frequently. Suddenly the employee is rewarded by the boss as the best employee of the month. According to Herzberg, the reward is the motivation factor that increases the motivation (Herzberg, 2003). The key in this story is that the received satisfier in form of a reward from the boss as the best employee of the month will not eliminate dissatisfaction of the working conditions as the leaking roof and half-broken computers. Hence, by giving the employee a reward will not lead to work satisfaction. The hygiene factors are not present, therefore the employee is feeling dissatisfied with his or her job (Hartzell, 2015). House and Wigdor (1967) disagree with Herzberg's view of hygiene factors and say that an employee might feel dissatisfied with some of the hygiene factors and still remain motivated at the workplace. Hartzell (2015) continues and reveals that the example works even the other way around. If we imagine that the hygiene factors such as work conditions for the employees are well provided (the roof is not leaking and the computers work well) but there is no reward system that increases the work motivation, it will not lead to work satisfaction. If the boss wants to motivate the employee, the focus should be put on Herzberg's motivation factors (Hartzell, 2015).

Herzberg says that as the two factors are independent and separated from each other, there are in total four possible motivation and hygiene factor combinations for an employee (Abrahamsson & Andersen, 2005). The illustration of all the four combinations can be found in the Appendix 2. On the other hand, Hamner and Organ (1978) comment that the motivation factors are subjective and more complex than hygiene factors, which means that the motivation factors are harder to study. The researchers add that if an organisation is focusing only on hygiene factors, then the employees' motivation might be based only on the existing hygiene factors and the motivation factors might not be taken into account as motivators (Hamner & Organ, 1978). Nevertheless, Herzberg continues and says that the best combination in an organisation is when both the motivation factors and the hygiene factors are highly maintained which means that the basic needs or hygiene factors are fulfilled and the employee has good physical working conditions, the organisation practises employee-friendly policy and administration, the interpersonal relations are thriving, organisations supervision is not too rigid, salary is equal, personal life as well as job security policies and the job status are fulfilled (Baah & Amoako, 2011). On the other hand, motivation factors, or the needs that are unique to human nature such as achievement, recognition, the work itself, responsibility, advancement and the possibility of growth are also fulfilled, leading the employee to feel good and motivated about his or her job (Herzberg et al., 1959). Nevertheless, an employee still might have a few complaints about the work (Abrahamsson & Andersen, 2005). The worst combination in an organisation is when the two factors - the hygiene factors as well as the motivation factors - are lowly maintained at the same time (Baah & Amoako, 2011). As the motivation factors are low in combination with the low hygiene factors, the employee is dissatisfied and de-motivated by the work environment and the work itself at the workplace (Herzberg et al., 1959). Moreover, mistreating the basic hygiene factors can lead to many complaints from the employee's side and in combination with the low motivation factors, it is impossible to meet a high job performance (Gibson et al., 2002). An organisational situation where the hygiene factors are kept low and the motivation factors are maintained high, leads to working conditions that are characterized with a great number of complaints from the employees side while the work itself remains motivating (Baah & Amoako, 2011). Meaning that the work can be rewarding for an employee in a sense that the work itself is interesting and it brings possibilities to grow, new achievements or responsibilities as well as other motivation factors (Herzberg et al., 1959). Nevertheless, the dragging side in this situation would consist of the unfulfilled hygiene factors that would impact the working environment. Dissatisfaction with the salary that is not

competitive or too low to make a living of , unpleasant colleagues causing mental tiredness at the workplace as well as too rigid supervision at the workplace and other possible unfulfilled hygiene factors, would not create the preferable employee's motivation (Gibson et al., 2002). Finally, a high hygiene level in an organisation and low motivation can never lead to a situation where an employee feels motivated at the workplace, due to the fact that the motivation factors are crucial for boosting an employee's motivation at work (Baah & Amoako, 2011). Even though the hygiene factors are high, an employee might have a few specific complaints about the work but these complains are not supposed to lead to dissatisfaction (Abrahamsson & Andersen, 2005).

2.4. Definition of Motivation

There are many definitions that define the term motivation, and a common trait that makes all these motivation definitions so similar to each other is the fact that they all are related to and try to explain behaviour (Abrahamsson & Andersen, 2005). This study refers to two of the definitions, as they seem to capture the essence of the term effectively. A general definition found in National Encyclopaedia and a more descriptive definition by social scientists is chosen as part of this study (Öhman, 2015; Mitchell, 1982). Firstly, in order to obtain a general understanding of the term motivation, a general dictionary explanation of what a motivation is has been sought in the National Encyclopaedia (2015). Thereafter, since the study question is closely related to and falls in the category of the social science, it has been considered to take a closer look of what social scientists in general had summed up when defining the term motivation (Stjernquist, 2015).

In the National Encyclopaedia, the term motivation is defined as a psychological term that is characterized with factors "causing an individual to direct, shape and arouse their behaviour towards different goals". Furthermore, by taking a closer look at the term motivation, we can have an understanding on how we act, and answer the question of why we do certain things over other things (Öhman, 2015).

The social scientists seem to have a similar but more descriptive explanation of the term motivation. The consensus opinion on what motivation is can be comprised in three keywords: arousal, direction and persistence, namely "motivation is the psychological processes that cause the arousal, direction and persistence of behaviour" (Mitchell, 1982:81). It means that in the process of motivation, "arousal" stands for the reasons why an individual

got stimulated or aroused, and what arousals make the individual to act. In the motivation process the “direction” stands for the reasons that make an individual keep going in a specific direction, and “persistence” indicates and stands for the maintenance of the reasons that keep an individual motivated to follow the same path of direction. The motivation has so called intentional drive which means that an employee is fully in charge of the reasons that keep him or her motivated. According to the social scientists, motivation is an individual phenomenon in the sense that it varies from person to person as each individual has different values, attitudes, needs, experiences and goals that trigger the drive to remain motivated (Mitchell, 1982).

2.5. Definition of customer service

Customer service is a profession that can be defined as an interaction between an employee and the purchaser or in other words a customer (Olander & Bladh, 2013). Customer service occurs when a contact between an employee and a customer takes place. The employee-customer contact can be divided in a special kind of interaction that is characterised with a defined goal that initiates the interaction (Corvellec & Lindquise, 2005).

Customer service employees often represent the company and give the first overall impression about the organisation (Olander & Bladh, 2013). The goal for the employee working in the customer service is to satisfy the customer needs while providing company’s products or services (Wood, 2015; Investopedia, 2015). Customer needs can be satisfied through exceeding the customer’s expectations and increasing the purchase experience, whereas good products or services can be provided through increased quality (Andersson et al., 2007). Moreover, an employee working in the customer service has to know the company’s target audience in order to increase the quality of the customer service. Commonly used interaction forms between an employee and the customer are emails, phone calls, live-chats, face-to-face interactions and other means (Olander & Bladh, 2013).

2.6. Applying Herzberg’s two-factor theory in this study

The classical Herzberg’s two-factor theory was chosen as the fundamental theory for this research. As the contemporary research has depicted in the discussion above, the main advantage of this theory is that it has been implemented in various types of organisations and has resulted in substantial results (Smith & Shields, 2013; Basset-Jones & Lloyd, 2005). Disadvantages of this theory are that some researchers relate to this theory critically, and as

the previous studies have depicted, some of the researchers dispute the Herzberg's two-factor theory credibility (Smerk & Petterson, 2007; Ruthankoon & Ogunalna, 2003).

3. Methodology

This chapter presents how the study has been conducted by describing the researcher's philosophy of science as well as material collection method, material selection method, material analyse method and research ethics.

3. 1. Philosophy of science: Hermeneutics

The term hermeneutics is a philosophy of science that comes from Greek *hermeneutike techne*, which means art of interpretation and translation. It is a scientific way of studying a language where instead of analysing the grammatical system the focus is shifted to formulation of people thoughts (Hansson, 2011).

A hermeneutics interpretative approach is chosen in this study because the aim of the analysis of the empirical material is to provide a deeply examined and coherent result through interpretation of empirics instead of representing result of reality (Thurén, 2007). In order to examine and understand how the employees of customer service are motivated to work, a hermeneutic way of interpretation and understanding of the gathered empirical material is applied.

In hermeneutics, understanding and interpretation are important. The term understanding refers to understanding people in the sense of how they think and express themselves in different situations. For a researcher to understand other people's actions, thoughts and beliefs in different situations, an interpretation has to be done (Johansson, 2003). The interpretation of the empirical material is carried out by building an understanding of the phenomenon that is being studied, namely work motivation (Thurén, 2007).

According to hermeneutics, people have the ability to understand their own thoughts and actions because of introspection which further leads to that we can put ourselves in other people's situations and understand their feelings and experiences with the help of empathy (Thurén, 2007). The phenomenon of motivation in this study is examined through the lens of introspection and empathy.

The hermeneutic circle approach is used in text interpretation to create a better understanding of the phenomenon that is being studied. In the understanding and interpretation process, the

researcher focuses on having a better understanding of the phenomenon using repetition in a circular way: basically, the interpretation is based on the previous interpretations and creates a greater understanding and overview of phenomenon. In this study, the interpretation consists of individual parts such as the view employees have on motivation. During the interpretation process, the researcher can relate the individual parts to the whole group of employees, and gradually give an idea of the phenomenon of motivation as a whole (Thurén, 2007). The process of interpretation can be stopped when the researcher has reached a certain level of understanding of the gathered empirical material (Johansson, 2003).

A disadvantage of the hermeneutic is that it is hard to control whether the empirical material has been interpreted and understood objectively since researcher might be influenced by his or her own culture, background, experiences, values and a way of understanding and interpreting a phenomenon (Johansson, 2003).

3.2. Qualitative research

This study method is characterised by the collection of empirical material in form of words with help of interviews (Denscombe, 2009). Qualitative research is an interpretation and in-depth study where understanding the content is put in focus rather than statistical relations. The purpose of qualitative research goes hand in hand with the purpose of this study which is to reach a general understanding of a phenomenon, work motivation (Alvehus, 2013). In the qualitative research, people's thoughts, opinions as well as experiences and motivations are collected in order to understand the phenomenon that is being researched. Hence, qualitative research, or in other words, an exploratory research is used in this study in order to increase understanding about how the employees of customer service are motivated to work (Bryman & Bell, 2013).

The advantages of qualitative research are that this research method is recommended when studying a chosen case or several cases in-depth. Besides, qualitative research provides detailed information about the case or several cases in the study (Denscombe, 2009). Moreover, the qualitative research method provides the researcher with information that is seen from an individual point of view and from one person's individual experiences (Ahrne & Svensson, 2011). The disadvantages of qualitative research are the conclusions of the examined material might be augmented by the researcher's personal thoughts and viewpoints (Opdenakker, 2006). Besides, the respondents might hide their opinions due to different

reasons such as unwillingness to be honest, lack of knowledge in the research field and other reasons (Larsen, 2009).

3.3. Material collection method

3.3.1. Case study

The qualitative material has been collected through a case study. A case study is characterised by an examination of one study case rather than several study cases (Denscombe, 2009). The case is described as a phenomenon that already exists in its natural environment before the researcher starts the study, and the phenomenon is assumed to continue to exist even after the study has been completed. This type of research method allows the researcher to examine the chosen study case in-depth and more closely, as well as in a detailed perspective since the focus falls only on a specific study case (Sharan & Nilsson, 1994). It is common practise that researchers in this type of research method choose a narrow study object and focus on the specific cases, processes, circumstances or experiences (Johannessen & Tufte, 2003).

In this study, a specific case is studied, namely the motivation of employees in a customer service. The motivation in conducting this specific study as a case study is partly driven from the company's interest in their own employees and its motivational factors as well as this study author's interest and curiosity about the factors that are motivational in a high stress working sector (Matthews & Falconer, 2002).

A disadvantage with the case study research method is that the results of the case empirical material are harder to generalise (Lee, 1985). Another disadvantage is that the respondents might feel intensively observed and studied, which might lead to changed behavioural patterns and deliver results that do not match the reality (Johannessen & Tufte, 2003). A good technique to decrease the negative effects of the behavioural pattern is to spend some time together with the respondents in their environment and interact with them. In this way, the wall between the respondent and the interviewer can be torn down, which creates a comfortable communication environment for both parties (Denscombe, 2009).

3.3.2. Primary material

Primary material represents the material collected by the researchers (Shawn & Terrence, 2009). The purpose of the primary material collection in this study is to answer the research question about how the employees of customer service department are motivated to work. A

disadvantage of the primary material method is that it is a time-consuming material collection method which may even require some financial spending in order to carry out the study properly (Bryman & Bell, 2013).

In this study, semi-structured interviews were conducted with an interview guide as well as a definition guide (Appendix 3 and Appendix 1). During the semi-structured interviews, a paper-based interview guide was followed, which included questions to the respondents divided into two main categories – hygiene-factor category and motivation-factor category. Before each question, Herzberg's definitions of each category were presented to the respondent in order to give a precise idea of what each of the categories mean. The purpose of using an interview guide was to make sure that none of the categories were forgotten during the interview, and that all the material that was needed to answer the research question was gathered. The interview guide was designed in a way that it helped me to reveal how the employees in the customer service are motivated to work.

The interview questions were presented to the customer service employees at the meeting place and not in advance. In such way the customer service employees were able to provide their own opinions regarding work motivation, because spontaneity and honesty increase when the respondents have not prepared the answers in advance (Denscombe, 2009). One semi-structured interview took between 1 – 1, 5 hours. The semi-structured interviews consisted of pre-prepared open-ended questions that resulted in detailed and comprehensive answers to the research question (Dalen, 2008). A disadvantage of this question method is that answers to open-ended questions might include some irrelevant information that does not cover the research question. Anyhow, the purpose of this study is to get in-depth empirical material, which can be achieved through encouraging the respondent in answering the open-ended questions freely and openly. Since the semi-structured interviews were carried out in two-way communication between the interviewer and the respondent, it allowed the respondent to ask any supplementary questions in case of uncertainty and minimize the amount of unanswered questions (Bryman & Bell, 2013).

The pilot study was conducted before interviewing the respondents to finalise the interview questions and train the qualitative interview technique with a recording device. Even if the pilot study usually is associated with quantitative studies, a pilot study is applied in this qualitative study in order to increase the quality of the interviews (Dalen, 2008).

3.3.2.1. Semi-structured interview recording and transcription

Semi-structured interviews belong to the qualitative research method (Opdenakker, 2006). An interview in qualitative research can be described as “an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena” (Kvale, 1989:174). Kvale’s (1989) description suits the semi-structured interviews carried out in this qualitative study, to wit, the interview purpose in this study is to gather descriptions of the customer service employees’ personal experiences as well as subjective opinions about their motivational factors to work with respect to interpretation of the meaning of the described phenomena, or in other words, work motivation (Kvale, 1989).

The semi-structured interviews were conducted in English by employees whose mother tongue or second language is Swedish. Swedish people are known for their good English proficiency therefore the chosen interview language did not cause any obstacles for conducting the interviews (Stelpa, 1997). The interviewed employees could express themselves freely and provide the information that was needed for the study.

The semi-structured interviews were recorded with this study author’s personal mobile phone. All recorded face-to-face interviews were recorded either in a separate room in the company’s premises or in one of the libraries in Stockholm. During the interview process, it was ensured that nobody else would enter the room and disturb the interview process, which led to a good recording quality in a noiseless environment (Bryman & Bell, 2013). The decision to record the interviews instead of taking notes was taken so that the respondent would feel better involved in the research process. Besides, this method ensures that no specific phrase or expression is unregistered and therefore lost. Having an eye contact and focused attention to the respondent while interacting is crucial for development of the conversation (Bryman & Bell, 2013). Before each interview the technical condition of the phone recorder was tested to verify the sound quality of the device and identify any potential technical problems. In this way it was assured that no technical problems occurred during the interview (Ahrne & Svensson, 2011). Transcription of the material can be carried out in different ways. In this study, transcription of each interview separately was carried out on the personal computer on the same day as the interview was conducted. The transcription process of each interview separately took approximately 2 hours. After each transcription, the gathered answers were

sent back to the interviewed employee's email so that he or she could re-read the interpretations of the material and make any possible corrections.

The advantage of the described transcription method is that in case of bad sound quality, the interviewer who has conducted the interview can understand and interpret the voice record better than a printer with voice recognition capabilities. Another advantage of having the voice records decoded by the person who has conducted the interview is that it helps the interviewer to get to know the gathered material better by listening to the voice recordings and making notes. Moreover, the interpretation of the material can be carried out already during the decoding process with a focus on research material interpretation (Ahrne & Svensson, 2011). The greatest disadvantage of the chosen transcription method is that it is time consuming. Moreover, the interviewer risks with some or entirely material damage if the recording device is damaged and no backup solution is provided. A typical mistake is that the interviewer forgets to press the "record" button when starting the interview with a recording device (Opdenakker, 2006).

3.3.3. Secondary material

Secondary material represents other people such as other researchers or institution and organisation written texts (Shawn & Terrence, 2009). The purpose of the secondary material collection in this study is to widen the understanding on the topic of "Work motivation" as well as help to find out more about the previous studies in this research field. In the present study, secondary material was collected in the Swedish, English and Latvian languages via online sources such as the Internet and databases as well as books in order to get access to scientific articles and texts. When it comes to scientific articles, the emphasis on the secondary material has been put on "Peer reviewed journals". It means that the scientific articles referred to in this study have been critically assessed by other people who are experts in their fields (Hames, 2012).

The advantage of this material collection method is that secondary material is easily obtained online and it does not require much time to search for the information needed. A downside of this method is that the researcher has to be critical to the information from the online sources and question the validity and reliability of the material (Alvehus, 2013). To avoid misleading material, the author of this study has examined its content and trusted such secondary material

that has high quality in terms of representative material selection, from experienced and trustworthy researchers, institutions and organizations (Bryman & Bell, 2013).

3.4. Selection method

Before answering the research question about how the employees of customer service are motivated to work, the criteria which had to be defined were how the respondents were going to be chosen and how many of them were going to take part in this study. The selection method for the present study had to be clarified: A qualitative sample size needed to be determined as well as how the empirical material was going to be gathered (Denscombe, 2004).

Nonprobability sampling is applied as a research selection method which means that the respondents were not chosen randomly but rather picked out from the customer service company (Denscombe, 2009). Within the nonprobability sampling method, the snowball, also known as chain sampling approach, has been chosen to gather the empirical material, which means that not all the possible respondents from the customer service have had equal chances to be chosen for this study. Moreover, employees who have been working in the customer service for at least one year were preferred in order to increase the research reliability and no specific gender or age preferences have been applied in this study (Bryman & Bell, 2013).

A disadvantage of the nonprobability sample method is that it does not guarantee that the whole population is represented. Generalization across the entire population, or in other words, to all the customer service companies, is therefore considered undoubtedly limited since the respondents were not selected randomly (Denscombe, 2009). Considering that the purpose of this study is to identify how the customer service employees are motivated to work within one specific company, such generalisation is not the priority in this case study research. In order to increase the generalisation probability in this case study – which embraces only one specific company – employees who work in different working times within the twenty-four hour working schedule were preferred, since motivation to work may differ depending on what working schedule the employees have. Moreover, without having a network connection with the person who works in the customer service, this study would not be possible to accomplish due to the inaccessibility of the customer service employees. Nevertheless, due to the time restrictions, economical considerations and the fact that this

study is carried out by one person, the nonprobability sampling method with the snowball approach has been chosen as the best possible sampling method (Bryman & Bell, 2013).

The snowball sampling in this study means that through the author's social connections, a person who works in the customer service was connected (Denscombe, 2009). Through an acquaintance, recommendations and contacts of potential research respondents who could be interested to take part in this study were reached. Hence, by just knowing one person working in the customer service department, the accessibility to other respondents widened and lead to ten interviewed people (Bryman & Bell, 2013).

In qualitative research, one of the most debatable questions is how big the size of the qualitative sample should be. According to Marshall et al. (2013), it is recommended that one cases study consists of fifteen to thirty interviews. Patton (2002) writes that it all depends on what the researcher wants to achieve with the chosen qualitative sample size. Ryan and Harrison (2000) think that one's qualitative sample size should be similar to the previous research qualitative sample sizes. Since there are different opinions about what the best practise when choosing a sample size is, qualitative sample size of this study is chosen in accordance with the time limitations and respondent availability.

3.5. Method of interview analysis

The content analysis is the material analysis method used in this study in order to scientifically examine the empirical material gathered from the employees working in the customer service, as well as to answer the research question (Olsson & Sörensen, 2011). The empirical material examination took place parallel with the material gathering process from all the respondents. The empirical material examination is based on the audio recordings as well as transcriptions of the recordings (The transcriptions are available at request). Categorizing is applied as a part of content analysis, which means that employees' answers are placed into previously decided categories (Fejes & Thornberg, 2015). Moreover, material screening method is applied in the content analysis in order to ease the investigation of the enormous amount of empirical material (Alvesson & Sköldberg, 2007).

Herzberg's two-factor theory is used as a base for categorizing the employees' answers (Herzberg, 2003). Namely, depending on the respondents' answers, the empirical material transcriptions from the audio recordings are categorised into two big thematic groups – the hygiene-factor group and the motivation-factor group. Moreover, depending on the

respondents' answers, these two main thematic groups are subdivided into maximum eight respectively six smaller categories (Appendix 4). The eight subdivisions under the hygiene-factor group are: organisation's supervision, interpersonal relations, physical working conditions, salary, policy and administration, status, personal life, job security. The six subdivisions under the motivation-factor group are: achievement, recognition, the work itself, responsibility, advancement, possibility of growth (Herzberg et al., 1959). The goal with such categorising of the empirical material is to examine which above mentioned subdivisions are motivational for the employees to work in the customer service.

During the qualitative research, it can happen that the respondents provide irrelevant information for the study and deviate from the research topic. In order to filter relevant from irrelevant information, material screening of the empirical material is applied in the content analysis. Material screening means that the focus in the content analysis is put only on the relevant information, or in other words, only the information from the semi-structured interviews that contributes to answering the research question is taken into account (Alvesson & Sköldbberg, 2007). To be more precise, focus in the content analysis is put on the employees' experiences in which Herzberg factors motivate the employees to work, hence such information is regarded as relevant empirical material in this study.

Studying the qualitative material is probably the most challenging task that includes certain difficulties (Sofaer, 2002). Some difficulties, that can also be seen as disadvantages of the content analysis, are that this type of analysis is time consuming and the interpretation of the empirical material might be perceived as overly subjective as well as the enormous empirical material, especially in the qualitative research, can lead to some lost material cases (Trost, 2010; Olsson & Sörensen, 2011). Nevertheless, the most substantial advantages of this method of material examination are that it can be applied when studying voice recordings or transcriptions. In addition, this empirical material analysing method is commonly used in research and it is relevant for drawing conclusions from the gathered material (Bryman & Bell, 2013).

3.6. Trustworthiness and authenticity

Quality of the research is evaluated in a different way depending on whether it is a qualitative research respectively quantitative research. As this study is based on the qualitative method, the two fundamental criteria for evaluating a qualitative research - trustworthiness and

authenticity – are in the focus in this study because these criteria determine the overall qualitative research quality. These criteria can be met through evaluating dependability, credibility as well as transferability (Bryman & Bell, 2013).

3.6.1. Dependability

In this study, dependability might be confronted due to the fact that interpretation of the empirical material could be presented in another way if this study was repeated by another researcher. Moreover, if this study was done by two researchers instead of one as it is in this case, possibility that the empirical material would be double-checked by the co-researcher and interpreted differently is not excluded. On the other hand, working alone on the study excluded any kind of influence from the other researcher which can be seen as a contribution to the dependability of the research (Bryman & Bell, 2013).

Understanding motivation is not a straightforward process, which means that work motivation in the customer service may change over time due to changed attitudes towards work motivation (Hein, 2012). The employees might gain new experiences and experience situations that possibly could change their attitudes towards the research question the next time the employees are being interviewed (Trost, 2010). It means that dependability is rather low than high when researching on work motivation in the customer service. Even if another researcher would follow the same methodological path, there is a possibility that due to the changed attitudes towards motivation, the findings in this study could not be repeated with the same results in the future studies.

Another obstacle to reach high dependability is based on the lack of methodological triangulation. Namely, combination of quantitative and qualitative research approaches could give a higher dependability since the work motivation would be observed with the variety of methodological methods (Alvesson & Sköldbberg, 2007).

3.6.2. Credibility

In order to ensure credibility in this study, the empirical material from the interviewed employees had to reflect the reality on the researched topic (Dalen, 2008). Namely, after each interview, transcriptions of the phone audio recordings were sent back to the interviewed employees so that they can re-read the interpretations of the gathered material. Hence, the examination of the empirical material did not take place until an approval of material validity from each employee separately was received. Thereafter, the approved empirical material let

to draw confident final conclusions based on the gathered material with a high level of credibility (Bauer & Gaskell, 2000).

Moreover, this study's author humble personal work experience that has never been related with the customer service field, has added a piece of credibility in this study. The fact that this study's author encountered with the employees working in the customer service for the first time had a positive effect on the study. Namely, lack of work experience in this study's chosen research field has excluded any possible author's subjective assumptions about the motivational factors that might dominate in customer service (Alvesson & Sköldberg, 2007).

Another factor that positively influences the credibility of the study is the access to the employees contact information at the request of auditing. Six employees out of ten have voluntarily provided their contact information and agreed to be contacted by external auditors in order to ensure that the material in this study is reliable (Bryman & Bell, 2013).

Besides, the interviewed employees got as much time as it was needed for them to formulate their thoughts about work motivation, as well as had enough time to ask questions if there was something confusing in the interview process. Since there was no rush during the interviews and the interview process was held in a relaxed environment where nobody could suddenly disturb the process, all the answers were gathered which helped to draw credible conclusions.

In addition, the interview questions were built in a way that would result in answering the research question. Besides, before each question, Herzberg's definitions of hygiene and motivation factors were presented in order to give an idea of what the factors mean (Appendix 1). This ensured that there were no misunderstandings about what is being asked, which eased the communication and lead to credible empirical material.

In this study, only those employees who have been working in the customer service for at least one year in the same organisation were preferred. As a consequence, the employees who took part in this study already had an idea about what makes them motivated, and therefore could reflect upon their ideas about which motivators keep them employed in the customer service (Hein, 2012). During the interview process it was clear that this approach of methodology guaranteed that the employees were able to express themselves about their motivation factors to work in the customer service.

During the whole writing process, the sources used in this study have been chosen advisedly, namely when referring to scientific articles, peer reviewed journals have been prioritised so that the credibility of this study would be lifted up (Paltridge, 2013).

Finally, research ethics have been strictly followed which additionally raise the credibility of the study (Olsson & Sörensen, 2011). For example, the employees were free to terminate the interview any time without giving a reason. In this study, the author's respect to the employees' choice to quit the interview at any time contributed to the valid representation of the empirical material.

3.6.3. Transferability

Transferability refers to the research generalisation and reflects whether the research can be transferred to any other social environment or situation. The generalisation of this qualitative study is rather limited due to the choice of applying a case study as the research method as well as the limited selection of the respondents. On the contrary, by choosing several customer service companies and randomly picking up the employees for the interviews would increase the transferability to other customer service companies (Trost, 2010). Moreover, the qualitative sample size is rather too limited to generalise the results of this study (Alvesson & Sköldberg, 2007).

Nevertheless, it is important to highlight that the goal of this study is not put on reaching as high transferability as possible to other social environments or situations. This study is based on certain limitations, namely, one of the limitations is to take a closer look at one specific company providing customer service. Another research limitation is the small qualitative sample size of ten customer service employees that allows conducting in-depth study on common work motivation characteristics among employees. The emphasis is put on understanding each employee's motivational factors separately and one by one as well as providing an overall picture from the collected empirical material (Olsson & Sörensen, 2011).

3.7. Research ethics

This study followed a couple of basic research ethics such as the employees working in the customer service participated in the research voluntarily. Nevertheless, during the interviews the voluntary respondents had all rights to stop the process at any time without giving a reason. The information gathered from the employees was solely used for the research purposes and were not disclosed to others (Vetenskapsrådet, 2002). Before each interview, the

process of the interview as well as the purpose with the research was presented to each respondent (Olsson & Sörensen, 2011).

At the interviewed employees' request, their names, last names, gender, age and the authentic name of their workplace will not be revealed in this research paper.

4. Empirical material

This chapter presents the results of the semi-structured interviews that are based on ten interviewed customer service employees. Only the factors that motivate employees to work in the customer service are presented in this chapter. Hygiene factors and motivation factors are presented separately.

4.1. Hygiene factors

The gathered empirical material, which was collected from ten customer service employees, shows that three Herzberg's hygiene factors were mentioned as work motivational factors for the interviewed employees at "Twenty-four-seven". Out of ten interviewed employees these three hygiene factors are "Salary", "Interpersonal relations" and "Policy and administration". Each of the mentioned hygiene factors from the empirical material is presented below.

"Salary"

One of the hygiene factors, "Salary", turned out to be a factor that motivates some of the interviewed customer service employees to work. All the interviewed employees were asked a question "Please describe your opinion about how motivating you find your actual salary?" Employee1's, Employee2's, Employee4's, Employee5's, Employee7's, Employee8's Employee9's and Employee10's empirical material regarding the question about the factor "Salary" as motivating factor to work, is presented below.

Employee1

When asking the question about what employee1's opinion about his or her actual salary is and how motivating he or she finds it, it turned out that the salary is perceived as competitive and motivational for Employee1. The Employee1 expressed that "My salary is competitive. Any other employee working in the customer service would get the same amount of money". Moreover, the motivation was expressed as an important element for keeping the work in the customer service, namely "I wouldn't work if I didn't get paid".

Employee2

Employee2 also expresses that the hygiene factor "Salary" does motivate to work in the customer service. The reason why it is motivating is related to Employee2's view to see the

salary as a key to his or her survival, namely “... the salary is my only income. It is motivating in a sense that without my income I couldn’t survive”.

Employee4

Another employee, Employee4, finds the factor “Salary” motivating by saying “Salary is one of my motivators”. In addition, Employee4 is satisfied with the earned amount of money and appreciates that working during the nights the salary rate is higher, namely “You can earn very well especially if you work during the nights. I like the money I get”.

Employee5

For Employee5 the factor “Salary” was already motivating before starting the job in the customer service, namely “When I am searching for jobs I choose the work with the highest salary I can get, so I chose this one.” Employee5 was motivated by the salary offered in the customer service and says that compensation for the work should be sufficient, namely “The salary plays a big role for me. Working like now and not getting paid enough is not an option.”

Employee7

Employee7 expressed the role of “Salary” as simply as “The salary is the reason why I go to work.” Besides, Employee7 is studying at the same time and has not that much money left after paying the high costs for living, namely “My budget is quite tight, have to pay the rent, food, school books and so on. It is all quite pricy.”

Employee8

Employee8 reveals that working during the nights and weekends pays off, namely “I work during the weekends and nights so that I can get a bit higher salary”. This employee says that the factor “Salary” motivates to keep working in the customer service. Employee8 is willing to linger in the customer service job for a while because the salary is estimated as satisfying and easy to get, namely “It is easy money. Before I had harder jobs and I got less paid. While I am studying I will stick to this job, my salary is good for what I do. It motivates me to stay here.”

Employee9

Employee9 is another employee who expressed that the factor “Salary” is a motivational factor to work in the customer service. The employee reveals it by simply saying “The salary

motivates me.” Furthermore, this employee continues and says that the income is sufficient, namely “I am satisfied about my monthly income. I can afford to live a good life just by working part time I think.”

Employee10

Finally, even Employee10 says that “Salary” is motivating and expresses it as “Highly motivating.” Moreover, this employee compares Stockholm with his or her hometown and says that the price differences are still obvious “Now that I live in Stockholm I pay more attention to money than in my hometown. I count my money a lot.”

“Interpersonal relations”

Another hygiene factor that is called “Interpersonal relations” was mentioned several times by Employee1, Employee2, Employee3, Employee7, Employee8 and Employee10 as work motivation factor. All the interviewed employees were asked two questions: “How would you describe your relations to your colleagues, bosses and other job related people?” and “Do you think that your described interpersonal relations motivate you to work?”. The employees’ results that have showed an influence to this factor are presented below.

Employee1

Employee1’s opinion about the “Interpersonal relations” with the work related people is described as very good. The employee adds that there has never been any inconvenient situations regarding this factor, namely “I describe the interpersonal relations at work as very good, we get along and I have never had any problems.” Employee1 revealed that a few of the colleagues are also good friends outside of the work premises by saying “Some of the colleagues are my friends outside of work. I meet them even when I don’t work. “

Employee2

Also Employee2 thinks that the factor “Interpersonal relations” motivates to work in the customer service. The relationships are described as friendly and without any kind of competition characteristics among the work people. This employee also works together with some of the friends, namely “A few friends of mine work together with me because they were searching for a student job and I recommended them the company. We have fun together and we are friendly I would say. We are not competitors and don’t drown each other.”

Employee3

Employee3 describes “Interpersonal relations” as nice, friendly, helpful and relaxed by developing the answer as follows: “It’s nice actually, it’s one of the good things when I come to work. We are friendly and helpful, the atmosphere is relaxed.” The employee continues and adds that seeing the colleagues at work is nice, which boosts the motivation to work in the customer service, namely “...we help each other ...we laugh together and we get along well. It’s nice to see my colleges at work.”

Employee7

This employee has been working in the customer service for a while and thinks that colleagues play a big role in work motivation. The fact that a colleague is also a classmate at school adds a little bit to the work motivation. Besides the colleagues are called friends, namely “It is motivating to come to work, you know that your friends are here and I have never been stressed to come to work.” Especially working during the nights the colleagues keep up the work motivation as the employee says “When I work during the night, we don’t get that many calls and emails as during the day. It would be so boring to sit at work if I didn’t have my buddies here.” Employee7 compares the previous bad experiences with the former colleagues in another company that lead to the decision to quit the job, with the current job in the customer service. Now the employee appreciates that in the customer service the colleagues are much better and finds it motivating to work, namely “Once you have had bad colleagues that bring you down, you realise how precious it is to get along with your colleagues.”

Employee8

Also Employee8 mentions the word “friends” when talking about how motivating the factor “Interpersonal relations” is, namely “We are different people but we get along well. Maybe it is because we are all the same age and we all go to the university. It is like hanging out with friends at the workplace.” Furthermore, the employee reveals that working in the customer service can be tough but the nice colleagues cultivate this feeling by saying “The job can be annoying from time to time but at least the colleagues are nice.”

Employee10

Finally, Employee10 describes the “Interpersonal relations” as nice and adds that employees are motivating each other at work. The colleagues also meet outside of work, which in Employee10’s opinion, keeps up the good relationships among the colleagues, namely

“Everyone is very nice and everyone is motivating everyone else. We do some activities outside of work, which probably helps to keep the good relationships at work too.” The fact that the colleagues help each other and try to support and motivate each other is seen as an important factor for work motivation.

“Policy and administration”

The last hygiene factor that turned out to be motivating for the customer service employees is “Policy and administration”. At first the employees were asked to describe how they perceive the company’s policy and administration, or in other words, the company’s way of organising and managing the internal activities. Afterwards the employees were asked to describe how their mentioned description of the company’s policy and administration contribute to their work motivation. This hygiene factor motivates Employee2, Employee3, Employee7, Employee8, Employee9 and Employee10 to work in the customer service. The results from the empirical material are presented below.

Employee2

Employee2 is satisfied with mainly the working hours and the flexible vacation when it comes to “Policy and administration”. The fact that this employee gets the salary on time as well as is able to choose the working hours is a little bit motivating, namely “It is a little bit motivating, especially that I get my salary on time and can choose my working hours.”

Employee3

Also employee3 is mentioning the flexibility of the working hours and taking a vacation. Moreover the good internal communication does that the employee gets a clear answer to the questions, namely “It is quite well organised. I have the flexibility to take more vacation or unpaid leave. If I need something I get an answer and it’s clear. I also have flexible working hours, it’s also nice.” The “Policy and administration” in the company is described as satisfying or as Employee3 says: “... it’s motivating me to stay in the company because of the good conditions”. The last thing that employee3 adds is the fact that he or she has never had any problems with taking a vacation when it is needed, namely “... my vacation requests will always be validated as they are. I don’t need to fight for it or anything.”

Employee7

Employee7 is a student and says that the company’s “Policy and administration” allows combining work with school, namely “I am happy that I can choose the working hours that fit

my school schedule. I can also choose how many hours I want to work per week. It is really good if you are a student.” Moreover, if the working schedule falls on the same days as the studies, it is easy to swap the working schedule with another colleague, as Employee7 says “I can easily swap with another colleague if I cannot make it to go to work.” Finally, it is also motivating that there is an internal tradition in the company, says Employee7: “We have a nice tradition. One of the employees is responsible for bringing a “Fika” at work.” This internal activity plays a role in work motivation according to Employee7.

Employee8

This employee is satisfied about how well the information circulates in the company and about the working hours that can be adjusted to the school schedule, namely “I like that we always get the newest updates if there are any. The information circulates well in the company. The working hours are flexible. I can adjust my working schedule to my studies.” Employee8 finds it motivating that the company respects the school schedule and talks about a negative experience from the past in another company, namely “I remember my previous job. I had to work even if I had told them I have school that day and that time. They would never remember that. At “Twenty-four-seven” I have never ever had such a problem. I write down which days and times I can work and I am always respected.”

Employee9

Employee9 says that “The policy and administration is very good in my opinion.” Employee9 continues and reveals that to work part-time, exactly as Employee9 wants, or later change to full-time, is motivating, namely “...I am free to work part time or even full time if I want to.”

Employee10

This employee likes the company’s vacation policy, working hour’s policy as well as the company trips. All the three mentioned factors motivate the employee to work in the customer service. As Employee10 describes a little bit closer “I have a nice policy for vacations, sometimes we have the company trips and I like to participate in those. Another good thing about “Twenty-four-seven” is the policy of working hours that the employees can choose by themselves.”

4.2. Motivation factors

The gathered empirical material from ten customer service employees shows that six Herzberg's motivational factors are mentioned as work motivators by the interviewed employees at "Twenty-four-seven". These six motivational factors are "The work itself", "Responsibility", "Recognition", "Possibility of growth", "Advancement" and "Achievement". Each of the mentioned motivational factors from the empirical material is presented below.

"The work itself"

First of all, all the interviewed employees were asked to describe their thoughts about the motivation factor called "The work itself" at "Twenty-four-seven". After that, the next question was directed to examine if the given description by the employees motivates them to work in the customer service. The empirical material results show that Employee2, Employee4, Employee5, Employee7, Employee8, Employee9 and Employee10 find the motivation factor "The work itself" motivating. More detailed results are presented below.

Employee2

When talking about the factor "The work itself", Employee2 reveals that "The tasks are not difficult but very routine oriented." Such a description of the factor "The work itself" appeared to be rather motivational than not motivational. Employee2 explains that the routine work in the customer service is motivating because then the focus can be put on learning new things at school rather than at work, namely "I have a lot to do at school and if I had a job where I have to learn new things all the time I would go crazy. I like that it is routine oriented work."

Employee4

Employee4 says that it is hard to describe the factor "The work itself" because whether "The work itself" motivates to work or not depends on what day it is, namely "It is difficult, some days I love my job and some days I hate it." However, if the day at work has been good, it tends to motivate Employee4 to work in the customer service, namely "Today my day at work was good so I will answer yes. It depends what day you ask me."

Employee5

Employee5 finds “The work itself” interesting and therefore motivating because the job is related with communication with other people “I think that my tasks are interesting. It is the first time I have a people-related job and I like it so far.”

Employee7

Employee7 says that in general “The work itself” is motivating when an employee likes the job and the tasks. This employee finds both the job and the tasks motivating and thinks that if they are de-motivating then it’s better to leave the job and take a better one instead, namely “If I didn’t like my job I would have left it already. I would have taken another job if I couldn’t stand it anymore.”

Employee8

Employee8 says that “The work itself” motivates to work because the amount of work that is allocated to Employee8 is not that enormous in comparison with the good payment for the accomplished work, namely “I don’t do that much for the money I get.”

Employee9

At first Employee9 reveals that complaining about the work itself is a daily routine, nevertheless this employee enjoys the work in the customer service “I complain so much about my job. I think it is part of my job to complain all the time. But still I enjoy what I do.” Employee9 says that working in the customer service is routine oriented work but in the same time unpredictability at work is what motivates this employee to work in the customer service “...it is a routine job but also not hundred percent a routine job. You never know what will happen at work. Each day brings something new at work.”

Employee10

Employee10 describes the factor “The work itself” as interesting mainly because it is related with communication, namely “All in all I think that my job is interesting maybe because I like working with people and communicating.” Hence, Employee10 is motivated to work in the customer service because of the interest in communicating with people.

“Responsibility”

The employees were asked to describe their level of responsibilities at “Twenty-four-seven” and thereafter describe in which way their responsibilities at “Twenty-four-seven” contribute

to their work motivation. The empirical material results show that Employee2, Employee4, Employee5, Employee7, Employee8, Employee9 and Employee10 expresses that the motivation factor “Responsibility” contribute to their work motivation. A detailed presentation of each employee’s thoughts is presented below.

Employee2

Employee2 describes and evaluates the responsibilities in the costumer service as low and explains that it is related to the routine oriented job, namely “My level of responsibilities is pretty low. The tasks are routine oriented so I don’t have that much of responsibility to decide how to do them.” Nevertheless, Employee2 is rather motivated by the responsibilities at work than not motivated about the responsibilities at work, and says “... I am satisfied and comfortable with the level of responsibilities that I have at the moment.”

Employee4

Employee4 says that the responsibilities are the same by saying “I am responsible for the same things every day.” However, later on, the employee adds that even if the responsibilities seem to be the same at first, they actually tend to vary because Employee4 is responsible for providing an individual approach to each customer separately, namely “Even if the responsibilities are the same I have to have a different approach to each customer separately, that is what is interesting – to be responsible for having a different approach every time.” Hence, the responsibility to have an individual approach to each customer is interesting and therefore motivates Employee4 to work in the customer service.

Employee5

Employee5 is motivated by the current work responsibilities and wouldn’t like to change them because it would only cause stress at work, namely “It motivates me at the moment and I am fine with how it is now. I don’t see how higher responsibility would motivate me. It would only stress me at work.”

Employee7

Employee7’s responsibilities are the same as for other customer service employees, and besides that Employee7 teaches new customer service employees, namely “I do the same things as my colleagues and besides that I help the newcomers ...” Employee7 says that having responsibilities at work makes the work interesting and that teaching new employees contributes to work motivation, namely “It makes work interesting. Now my responsibility

besides answering the calls is to train the newcomers, later I could get new responsibilities, it is good.”

Employee8

Employee8 is responsible for the customers, namely “I am only responsible for serving the customer. Answering the customer questions is my responsibility. And answering the emails.” Employee8 says that the responsibilities are part of the job in the customer service and therefore finds it as motivational as the work itself, namely “My responsibilities motivate me to work as much as the work itself. It is part of my job to be responsible first of all for the customers.”

Employee9

Employee9 says that the work responsibilities are an individual employee’s responsibilities, namely “I am responsible for my own work. If I do something wrong the customer might complain about me.” Employee9 finds it motivating that the mistakes in the customer service are directed to the individuals who have made the mistake, namely “... I am responsible for my own mistakes. I like to work independently and decide how to talk with the customer.”

Employee10

Employee10 has some difficulties in explaining the responsibilities in the customer service. Nevertheless, Employee10 says that the responsibilities at work are motivating because they make Employee10 happy. The employee says “... I am happy with the responsibilities I have at work.”

“Recognition”

According to empirical material, another Herzberg motivation factor, “Recognition”, is named as a motivational factor by Employee3, Employee4, Employee6, Employee7 and Employee8. These employees expressed that the motivation factor “Recognition” motivates them to work in the customer service when answering to two interview questions. The first question aimed to examine what kind of recognition the employees receive at “Twenty-four-seven”. The second question aimed to examine how the employees descriptions of the recognition at work contribute to their work motivation. The gathered results of each employee’s answers who regarded the motivation factor “Recognition” as motivational are presented below.

Employee3

Employee3 mentions that from time to time recognition from customers is received: “Sometimes I get feedback from the customers that are happy with the way we help them, that is quite nice.” It motivates to work because it is a nice feeling to receive such recognition. Besides, these kinds of recognition motivate Employee3 to maintain good customer service in the future, namely “... it’s really nice to get some good feedback from the customers. So that’s motivating, definitely ... even afterwards, to keep delivering a good service to the customer is motivating.”

Employee4

Employee4 is motivated by both the customers and the boss recognition, namely “First of all recognition from the customers. Then also recognition from the boss about showing good rankings.” At first Employee4 had some difficulties to formulate how big the role of recognition from the customers and the boss is and contributes to work motivation. Finally, Employee4 expresses that receiving feedback motivates to work, namely “It does have an influence on my motivation. I don’t know how big but if I know that I do a lot at work and then receive good feedback, it is nice.”

Employee6

Employee6 reveals that recognition from the customers is most likely to happen, namely “Recognition from the customers is more common. Also from my boss but it doesn’t happen that often.” Recognition from the customers motivates Employee6 to work but the motivation doesn’t last that long, namely “I feel extra motivated to work when I receive positive recognition but it stops when I receive negative recognition.”

Employee7

Employee7 is motivated by receiving recognition by the colleagues, namely “... mostly from my new colleagues because I help them a lot these days.” It motivates Employee7 to work in the customer service because it makes Employee7 to feel needed, namely “I feel needed in the company. That is what motivates me at work. That I am useful here and that people need me here.”

Employee8

Employee8 has got recognition from the boss, namely “When I answered a lot of customer calls, then I got recognition from my boss.” Employee8 has experienced even recognition

from the customers, namely “We also get emails from our customers saying that we do a great job. Sometimes we print them out and put them on our wall. We feel proud of it.” Employee8 says that it is nice to receive recognition and therefore this factor motivates to work in the customer service: “It is always nice to receive good feedback.”

“Possibility of growth”

Employee2, Employee3, Employee4 and Employee7 are motivated to work in the customer service because of the factor “Possibility of growth”. The customer service employees were asked to describe growth possibilities at “Twenty-four-seven” and comment on what role the possibility of growth plays in their work motivation. The employees’ results from the empirical material are presented below.

Employee2

Employee2 says that there are growth possibilities at “Twenty-four-seven” and mentions a manager position as an example that also includes a higher income, namely “There is a possibility to get a manager position in the customer service. Then the salary is a bit higher.” The reason why the factor “Possibility of growth” is motivational for customer service Employee2 is that one day there will be a need for change, namely “...nowadays people don’t work at the same place for many years as it was before. When I get really tired of sitting in the customer service I might move a bit higher. It is good that there is a possibility of growth for me who start with the customer service. “

Employee3

Employee3 sees some growth possibilities at “Twenty-four-seven” with his or her previously gained technical skills, namely Employee3 says that “I see some possibilities with my technical background.” According to this employee the factor “Possibility of growth” is just a little bit motivating: “It is a little bit motivating to have possibility to grow within the company.”

Employee4

Employee4 says that there are some growth possibilities in the company. It motivates Employee4 in a way that the company doesn’t appear to be limited and offers other job position, namely “It motivates me somehow. The fact that the company is not limited only to customer service but also provides other positions and growth possibilities.”

Employee7

Customer service Employee7's goal is to become a manager soon and answers that the factor "Possibilities of growth" plays a big role because it is a goal for Employee7 to grow within the company, namely "Big role. It is my goal. I have been working at "Twenty-four-seven" long enough to step up in my career path."

"Advancement"

The motivation factor "Advancement" motivates Employee2, Employee4 and Employee7 to work in the customer service. The employees were asked to describe advancement possibilities at "Twenty-four-seven" and thereafter describe how their descriptions of advancement at "Twenty-four-seven" influence their work motivation. The results from the empirical material regarding the factor "Advancement" are presented below.

Employee2

Employee2 finds "Advancement" possibilities in the company motivational because of the fact that people tend to change their jobs more often, namely "People don't work at the same place for many years as it was before. " The fact that there is a possibility to change to another position in the same company finds Employee2 motivational, namely "It is good that there are advancement opportunities for me who start with the customer service. When I get really tired of sitting in the customer service I might move a bit higher."

Employee4

Employee4 highlights that advancement possibilities at "Twenty-four-seven" depend on the employee willingness to achieve advancement, namely "It all depends on the customer service employee, how high he or she will move up." Employee4 thinks that it contributes to work motivation somehow because it gives an impression that the company is not limited, namely "It motivates me somehow....the fact that the company is not limited only to customer service."

Employee7

Employee7 sees advancement possibilities in the company as part of the goal to become a manager, namely "The next step for me would be becoming a manager." The advancement possibilities motivate Employee7 to work because it would lead to the goal of becoming a manager, namely "It is my goal to step up a bit and become a manager, so I am motivated to reach out there."

“Achievement”

The motivation factor “Achievement” motivates Employee4 and Employee7 to work in the customer service. Employees were asked first of all to describe their achievements at “Twenty-four-seven” and second of all describe how their experiences contribute to their motivation to work. The results from the empirical material regarding motivation factor “Achievement” are presented below.

Employee4

Employee4 names the good ranking as an achievement, namely “I have good ratings in answering the customer calls and emails or in general completing tasks very well. I know that some of my colleagues are a bit lower in the rankings.” Employee4 sees the ranking results as part of the competition and reveals that it motivates to work in the customer service, namely “It does motivate me. I have always liked to be one of the best both at school and now at work. I like to compete with my colleagues and be one of the best employees.”

Employee7

Employee7 thinks that the biggest achievement in the company is the gained experience, namely “I have been working at “Twenty-four-seven” for a while now. I know the system very well and feel confident with what I do. I see it as an achievement.” Employee7 continues and tells that because of the gained work experience, he or she is the one who understands the work the best and helps the new employees with the struggles, namely “I am one of the few employees who know things the best. If there is something my colleagues don’t know, they always come to me and ask. Basically, I help my newer colleagues to work better all the time.” Such achievements make Employee7 feel needed in the company and that is the reason why Employee7 finds the factor “Achievement” motivating, namely “I feel needed in the company. Sometimes I feel that if I was not there, the newcomers couldn’t solve the problem.”

5. Analysis of the empirical material

In this chapter, mainly Herzberg's research, but also previous contemporary studies from 2003 to 2013 as well as critics of Herzberg's conclusions are taken into account when studying the empirical material. This chapter starts with the analysis of the hygiene factors and after that, analysis of the motivation factors follows, both based on the empirical material.

5.1. Hygiene factors

To start with, the examined empirical material results show that the customer service employees are generally motivated by some of the factors asked about in the interviews (Appendix 1). Ryan and Deci (2000) words about motivation fit in this study and can be interpreted as if motivation in the customer service gives the customer service employees a move to do something or to start doing something at work. With Herzberg's words, if a worker has motivation and the worker is motivated, it also leads to satisfaction (Herzberg et al., 1959), hence the customer service employees are not only motivated but even satisfied when it comes to some of Herzberg's factors.

From the empirical material, it appears that there are three dominant hygiene factors that motivate the interviewed employees to work in the customer service. To be more precise, these hygiene factors are "Salary", "Interpersonal relations" and "Policy and administration". Namely, the customer service employees are motivated to work when they get a compensation for the work they do. All in all, the salary is perceived as competitive and the customer service employees find it motivational to be able to choose to work during the evenings or weekends in order to increase the income. The relationships between work related people, that are often friends from school or outside of work, is another factor that motivates the customer service employees to work. Friendly interpersonal relationships create a good working atmosphere which is very appreciated by the employees. The organisation's "Policy and administration" is another factor which, according to customer service employees, motivates to work. The working hours and vacations are flexible and for those employees who study, it is easy to combine the work with the studies. Besides, the information flow in the organisation is also seen as a motivational.

However, the first thing that is immediately noticeable when studying the customer service employees' answers from the category "Hygiene factors", is that the empirical material doesn't always relate to Herzberg's two-factor motivation theory. Namely, in Herzberg's research, the "Hygiene factors" cannot increase work motivation (Herzberg et al., 1959). This is clearly illustrated in the figure 1 (page 7), namely when the hygiene factors are implemented, the employees stay unmotivated and on top of that the employees show no signs of dissatisfaction (Herzberg et al., 1959). Hence, the first contradiction is that the gathered material from the interviewed customer service employees cannot be related to Herzberg's two-factor motivation theory's "Hygiene factors". The empirical material depicts an opposite view, namely the customer service employees are motivated when some of the "Hygiene factors", such as "Salary", "Interpersonal relations" and "Policy and administration", are present at the workplace.

Furthermore, previous research suggests that the hygiene factors can be related to basic human needs at the workplace (Herzberg, 1969). In other words, so called extrinsic factors that are closely related to the work environment have to be present in order to ensure basic human needs at work (Herzberg et al., 1959). However, the empirical material shows that "Salary", "Interpersonal relations" and "Policy and administration" do not appear related to the basic human needs. These three factors are perceived by the customer service employees as fundamental work motivation triggers. Hence, according to the empirical material from the customer service employees, the three factors - "Salary", "Interpersonal relations" and "Policy and administration" – rather figure as "Motivation factors" than "Hygiene factors". The "Motivation factors" are typically characterised by the fact that they lead to development and learning as well as they deliver results and increase work performance (Herzberg et al., 1959). Hence, it can be assumed that those employees are motivated to work according to typical motivation characteristics. Namely, "Salary", "Interpersonal relations" and "Policy and administration" lead the interviewed customer service employees to better development and learning at work. These three factors, as typical motivation factors do, lead to increased work performance and deliver better results.

Another thought can be added, namely, previous research suggests that the hygiene factors have to be fulfilled so that the workers do not feel dissatisfied (Herzberg et al., 1959). Once the hygiene factors are fulfilled, the dissatisfaction at work is excluded and only unmotivated workers remain. The organisation is responsible for providing a good work environment that

includes the presence of the hygiene factors (Hein, 2012). It can also be possible that the customer service company, as an organisation, is putting a lot of emphasis on the work environment and provides extraordinary good hygiene factors to their employees. As a result, the customer service employees do not experience the three hygiene factors - “Salary”, “Interpersonal relations” and “Policy and administration” as solely part of the basic human needs. On the contrary, the customer service employees experience those three hygiene factors as distinctive motivation factors. Finally, the Figure 2 (page 12) illustrates how the customer service employees experience the three dominant hygiene factors. Namely, “Salary”, “Interpersonal relations” and “Policy and administration” not only motivate the employees, but even make them satisfied to work in the customer service.

Herzberg had particularly emphasized that the most discussed factor, “Salary”, is solely a hygiene factor. In his explanations, Herzberg clarifies that it can surely happen that the employees mention salary as motivation factor, but the key that keeps this factor under the “Hygiene factor”, is that it has short-lasting effect on work motivation (Sachau, 2007). Whether the hygiene factor “Salary” has a long-lasting or short-lasting effect on motivation among the interviewed customer service employees is unknown since the duration of motivation was not examined in this study. Nevertheless, it is not excluded that the customer service employees might find the factor “Salary” motivational only in the short-run. Nevertheless, the employees’ answers can be interpreted as long-lasting motivation because the interviewed employees have gained some work experience in the customer service. Namely, the customer service employees have been working in the same company for some time and if they express that this factor is motivational today, after being employed in the company for at least one year, then a possible interpretation is that it probably has been motivational since the beginning of their careers and that this factor still has a long-lasting effect on motivation.

Herzberg had suggested that the reason why workers cannot stay motivated by the factor “Salary” in the long-run is because of the escalation of needs, and had given an example explaining that once an employee is earning money, he or she will strive wanting higher and higher salary because the current amount of money will never be sufficient (Sachau, 2007). When it comes to the empirical material, two of the customer service employees showed potential signs of the escalation of needs. Namely, Employee4 expressed that he or she intentionally chooses to work during the evenings and nights because then the salary is higher

than working during the day. Employee8 expressed that he or she works during the weekends and nights so that the salary is higher. These two cases might mean that some of the employees choose to work in certain days and hours in order to escalate their needs of having more money. If this is the case, the hygiene factor “Salary” motivates these two employees only in the short-run and they might, after a while, try to find out new ways to earn even more money in the customer service because their current salary might become de-motivational (Sachau, 2007).

The critic that Ewen and Clark (1964) have expressed is that the factor “Salary” can be perceived and interpreted differently from Herzberg’s original interpretations. Namely, the factor “Salary” can be mistaken for recognition and achievement and therefore this factor can turn out to be a motivation factor (Ewen & Clark, 1964). This present study has strictly followed Herzberg’s original interpretation of the factor “Salary”, and therefore, the risk that the customer service employees would have misunderstood what was meant by “Salary” is very limited. The presentation of Herzberg’s original definitions of the factor “Salary” must mean that the customer service employees have not interpreted the factor “Salary” as recognition or achievement. Hence, this factor has been clear from misunderstandings and, according to empirical material, salary motivates the customer service employees to work.

Herzberg has received some more critics about the hygiene factor “Salary” because he did not take into account that this factor may turn out to be one of the greatest motivators in developing countries (Baah, 2011). This critic is invalid in this study because Sweden is not considered one of the many developing countries. It means that Sweden is not considered to be one of the countries where any kind of income would automatically make the employees in the customer service motivated at work. After studying the thoughts of the interviewed employees about why the hygiene factor “Salary” has turned out to be one of the dominant motivators in the customer service, it seems that the financial situation of the employees could explain this result. Namely, during the interviews the employees often mentioned directly or indirectly that they are students and that they are working in the customer service besides their studies. It can mean that the salary motivates the employees to work because it is the only stable income they have. Life as a student might be financially unstable but not when having a monthly income from a job in the customer service.

The other two dominant motivational factors among the interviewed customer service employees are “Interpersonal relations” and “Policy and administration”. The critics directed

to Herzberg have revealed that Herzberg's fourteen factors not always fall into one or the other of the hygiene factor classification and motivation factor classification. For example, Victor Vroom argues that the motivation factors do not necessarily lead to work motivation (Vroom, 1964). This study shows some similarities to Victor Vroom's expressed critic because the examination of the empirical material shows that some of the hygiene factors can be significant motivation factors, hence, as Victor Vroom criticizes, it does not appear in the present study that workers are solely motivated by Herzberg's motivation factors. The reason why "Interpersonal relations", "Policy and administration", as well as the previously examined factor "Salary", have turned out to be motivational for the customer service employees, can probably be found in other people's expressed critics. Namely, Behling, Labovitz and Kosmo (1968) think that Herzberg's two-factor theory has not been completely developed. This critic cannot be rejected because the empirical material does not show a motivation factor division similar to Herzberg's, which could justify the critic of Behling, Labovitz and Kosmo (1968) regarding the theory's underdevelopment. Another critic that could justify why the empirical results of the present study do not always relate to Herzberg's findings can be found in the fact that Herzberg does not seem to have taken into account people's individual differences, and assumed instead that all people are alike (Malik & Naeem, 2013). Namely, the customer service employees might differ from the people Herzberg interviewed in the engineering and accounting working fields. In this study, the semi-structured interviews showed that each customer service employee had a slightly different opinion about what motivates him or her to work. Hence, a logical interpretation would be to think that people are not alike, and additionally, it makes sense that in different working fields people are motivated by different factors.

In recent studies from 2003 to 2013, it turned out that researchers Smerek and Peterson as well as Ruthankoon and Ogunlana doubted the validity of Herzberg's conclusions (Smerek & Peterson, 2007; Ruthankoon & Ogunlana, 2003). The study of Smerek and Peterson (2007) relates to the present study in the sense that in both studies, the hygiene factor "Salary" turned out to be a motivational factor. The researchers' comment, after conducting the research, was that there is no clear relatedness between the hygiene factors and motivation factors in Herzberg's findings (Smerek & Peterson, 2007). The empirical material in the present study shows some similarities with Smerek and Peterson's (2007), namely a few of the hygiene factors have turned out to be motivation factors among the interviewed customer service employees. However, to argue with Smerek and Peterson's (2007) research comment, the

research of Smith and Shields (2013) can be highlighted. Namely, researchers Smith and Shields, who validate Herzberg's results, also say that even if a few hygiene factors have turned out to be motivational, the conclusions can still be reasonable. It should also be mentioned that in the research of Smith and Shields (2013), the hygiene factors are not as dominant as the motivation factors, which is the reason why, according to these researchers, Herzberg's conclusions have remained valid. Whether the hygiene factors dominate the motivation factors in this study is not known because the study is based on qualitative research.

Last but not least, another research, conducted by Ruthankoon and Ogunlana (2003), followed Herzberg's exact methodological path and used the theory as Herzberg once did. These researchers concluded that their results did not relate to Herzberg's findings. What is interesting is that the results of Ruthankoon and Ogunlana (2003) show that "Salary", "Interpersonal relations" and "Policy and administration" are the hygiene factors that motivate workers to work, namely exactly the same main hygiene factors that have turned out to be motivation factors in this research. However, it should still be kept in mind that Ruthankoon and Ogunlana (2003) used Herzberg's theory in the Thai construction industry with a sample size of 125 engineers. It means that it is reckless to say that there are clear similarities with this study results and Ruthankoon and Ogunlana's (2003) study results, due to the small sample size used in both studies, namely 125 interviewed engineers versus 10 customer service employees. In addition, stating that both studies are similar should be done cautiously, as it cannot be excluded that it might be a coincidence if the results of these two studies appear similar.

5.2. Motivation factors

The overall picture from the empirical material depict that "Achievement", "Recognition", "The work itself", "Responsibility", "Advancement" and "Possibility of growth" are work motivators for the customer service employees (Appendix 1). The customer service employees are motivated by the work they do even if some of the employees find the work itself routine-oriented. The employees are also motivated by the responsibilities they have at the workplace. The achievements are perceived motivational by some of the customer service employees, especially such achievements related to gaining work experience or reaching higher work performances. Recognition motivates the customer service employees in a way that some of them like the feeling of receiving recognition from the customers or the boss.

Besides, advancement as well as growth possibilities motivate the customer service employees to work because it gives either a career growth possibilities or a possibility to develop within the organisation.

However, when investigating “Motivation factors” in the empirical material, it is immediately noticeable that all the six Herzberg motivation factors are represented by the customer service employees. For Herzberg, motivation factors represent not only the workers’ motivation, but also the satisfaction with the actual job or the job itself (Herzberg et. al., 1959). The interpretation of the empirical material is that the interviewed customer service employees experience not only motivation, but also work satisfaction. In addition, since the empirical material shows that the customer service employees are motivated by the “Motivation factors”, or in other words, intrinsic factors, it also must mean that these employees find the work itself interesting according to Herzberg’s findings (Herzberg et. al., 1959). A similar result has been obtained in the present study, while having a closer look at the “Motivation factors” of the empirical material because those employees who are motivated by these factors find indeed working in the customer service interesting.

Moreover, all six motivation factors (Appendix 1) make the customer service employees feel good about their jobs, increase job satisfaction and are the ones that stimulate work motivation and increase work quality (Herzberg et. al., 1959). When studying the empirical material, it was easy to see that the customer service employees’ motivation is based on how they feel about a certain “Motivation factor”. For example, if we take one of the motivation factors, “Recognition”, then we can clearly see that the customer service employees express themselves through feelings. To start with, Employee3 reveals that the feeling of receiving any kind of motivation is nice. Moreover, Employee6, about the same factor, reveals that recognition makes him or her feel motivated. Employee7 says that the motivation factor “Recognition” makes him or her feel needed in the company and Employee8 expresses that recognition makes him or her feel proud. It could be continued, but one finding when studying the empirical material, is that Herzberg’s conclusions and the empirical material both relate to the good feelings towards the motivation factors that result in motivation. The consequence is that if the empirical material shows such clear relatedness to Herzberg’s research, then the six mentioned motivation factors surely lead further to increased job satisfaction, stimulate work motivation as well as increase quality in the customer service.

Previous research showed that “Motivation factors” lead to a long-lasting feeling of work satisfaction and therefore long-lasting motivation, because these factors are related to the workers’ psychological growth opportunities (Herzberg et. al., 1959). Since the customer service employees in the present study have expressed that they are motivated by “Motivation factors”, one could automatically think that those are long-lasting factors. However, it should not be forgotten that motivation can change over time; hence Herzberg factors that today we call long-lasting factors can turn out to be short-lasting factors tomorrow (Hein, 2012).

6. Final discussion

In this chapter, the conclusions of this study are presented, followed by this study's author reflections as well as recommendations for further studies.

6.1. Conclusions

The aim of this study was to examine how the employees of customer service are motivated to work by mainly relating this study's results to Herzberg's research. The goal has been reached, but before presenting the final conclusions, it should be reminded that the material selection method in this study is a case study. It means that the conclusions presented below can only be directed to the studied research object. Hence, before reading the conclusions, it should be understood that the conclusions presented below cannot be generalised to other customer service organisations.

The interviewed customer service employees are motivated by some of the hygiene factors. Namely, by "Salary" that the customer service employees get by doing their jobs, the good "Interpersonal relations" between the work-related people and the organisation's "Policy and administration". Moreover, the customer service employees are motivated to work by motivation factors such as the work they do or "The work itself", the "Responsibilities" they have in the customer service, their own "Achievements" within the organisation, "Recognition" by the customers or the boss as well as "Advancement" and "Growth" possibilities at the workplace.

Hence, the overall picture of the empirical material is that the customer service employees are motivated by these nine factors: "Salary", "Interpersonal relations", "Policy and administration", "Achievement", "Recognition", "The work itself", "Responsibility", "Advancement" and finally "Possibility of growth".

After studying the hygiene factors and motivation factors separately, it is apparent that the empirical material cannot exactly be related to Herzberg's conclusions. In the present study, the customer service employees are motivated by both hygiene factors and motivation factors.

6.2. Author's reflections

First of all, the ten interviews with the customer service employees felt as just the right amount for drawing conclusions regarding work motivation. In the beginning, the original plan was to conduct five interviews but soon the realisation came that it would not be enough and the decision to double the number of respondents was taken. The difference between five interviewed employees and double as many was experienced as great because suddenly there was a huge amount of empirical material to go through.

Taking into account that this is my first attempt to conduct qualitative research in such an independent and time-consuming study, I am satisfied with the results this study has given.

However, in the beginning of the interview process I could have chosen an equal gender selection method, namely by choosing five women and five men. The whole interview process went without having an equal gender division, which means that there is a probability that the final conclusions would have looked different if the gender division was not neglected. It is the chain sampling method that put the limitations for choosing an equal amount of customer service employees from both genders.

I believe that triangulation or using more than one method for collecting the empirical material could give a new kick to this study. Namely, if it was done, it could be possible to compare different variables statistically and draw precise calculated results. Nevertheless, even if the quantitative method sounds appealing, the study's original aim does not match with such an approach because the focus since the beginning has been put on understanding the employees' individual thoughts as well as experiences regarding work motivation while relating to Herzberg's research. Besides, I am aware of the fact that interviewing more customer service employees would give a broader understanding on work motivation. However, the aim of this study was not to reach generalisation but rather have a closer look at one specific organisation.

All in all, the interview process with semi-structured interviews did not cause any obstacles. On the contrary, the empirical material was gathered in a calm atmosphere and there was no rush with the interview questions during the interview process. I got to know the interviewed customer service employees as open, talkative and energetic employees, which eased the communication. However, the fact that the interviewed customer service employees were very communicative caused some transcription difficulties. Namely, in some cases, the

question was asked but the received answer included not only the answer to the questions but even unnecessary additional information that had nothing to do with the research question. Hence, finding the relevant information from the long interviews has been the biggest challenge in this study. When looking back, I believe that if the interview questions had been sent to the respondents in advance, it probably would prepare the employees to the interview better, which would have resulted in answers that precisely answer the interview questions. However, a disadvantage of this approach might have been that the employees could have got affected by the outside viewpoints and got confused about what their opinion was and what others thought. Hence, I believe that the study approach that included the presentation of the interview questions at the spot was rightly chosen, although I experienced that it brought unnecessary information during the interview process.

I could have chosen another way of presenting the empirical material, namely by presenting the empirical material without dividing it into each Herzberg factor separately, and without presenting each interviewed employee separately. However, the original plan was to present the gathered empirical material precisely and clearly, hence my chosen division. It was important for me that the empirical material would be understandable for the people who would not be involved in the material collection process but still would want to get a clear presentation of the material, which is why the presentation of the empirical material has remained as it is.

Finally, to continue with the empirical data presentation, I could also have presented the empirical material together with its analysis. In this way there would be one chapter presenting the empirical data first, directly followed by an analysis. I believe that in that way, it could have improved the reading flow. However, I chose to present the two chapters separately because I followed the thesis guide from Södertörn University, which describes those two chapters separately. Nevertheless, improvements can always be made, and I see it only as an advantage that I am able to reflect on my finished work and take some lessons from it for future writings.

6.3. Recommendation for further studies

There are many interesting and possible further studies that could be based on this study. Namely, the first recommendation could be to extend this study and take into account customer services in other companies, in order to reach a better level of generalisation.

Another recommendation for further studies would be to gather relevant material and distinguish between different variables and see how, for example, in different age groups and among the two genders as well as depending on the employees' level of education, the work motivation differs. Finally, when this study has reached the local extension, it would be interesting to pick up another country and do the same observations in order to compare both countries and see what the main differences are in workers motivation in the chosen countries. If the future researchers have any doubts about which countries could be appropriate for such a cross-cultural study, my hint and recommendation would be to take two countries that show different development stages, as the author of this study is sure that such a choice might bring some surprising results into light.

7. The list of references

- Abrahamsson, B. & Andersen J-A. (2005). *Organisation - att beskriva och förstå organisationer*. Malmö: Liber AB.
- Ahrne, G. & Svensson, P. (2011). *Handbok i kvalitativa metoder*. Malmö: Liber AB.
- Alvehus, J. (2013). *Skriva uppsats med kvalitativ metod : en handbok*. Stockholm: Liber AB.
- Alvesson, M. & Sköldberg, K. (2007). *Tolkning och reflektion. Vetenskapsfilosofi och kvalitativ metod*. Lund: Studentlitteratur.
- Amabile, T. M. (1993). "Motivational synergy: Toward new conceptualizations of intrinsic and extrinsic motivation in the workplace". *Human Resource Management Review*, Vol. 3 (3), pp.185 – 201.
- Andersson, J-O., Eek, G., Erasmie, M., Feldt, M., Leijonmalm, M. & Pihlsgård, A. (2007). *Försäljning och Service - möte med kunden*. Stockholm: Liber AB.
- Baah, D. K. & Amoako, G. F. (2011). "Application of Frederick Herzberg's Two-Factor theory in assessing and understanding employee motivation at work: a Ghanaian Perspective". Online International knowledge sharing platform. *European Journal of Business and Management*, Vol. 3 (9), pp. 1 – 9.
- Barling, J, Kelloway, E. K. & Frone, M. (2005). *Handbook of work stress*. London: SAGE Publications.
- Bassett-Jones, N. & Loyd, G. C. (2005). "Does Herzberg's motivation theory have staying power?" *Journal of Management Development*, Vol. 24 (10), pp. 929 – 943.
- Bauer, M. & Gaskell G. (2000). *Qualitative Researching with text, image and sound. A practical handbook*. London: SAGE Publications.
- Behling, O., Labovitz, G. & Kosmo, R. (1968). "The Herzberg Controversy: A Critical Reappraisal." *The Academy of Management Journal*, Vol. 11 (1), pp. 99 – 108.
- Bloom, R. & Barry, J. R. (1967). "Determinants of work attitudes among Negroes." *Journal of Applied Psychology*, Vol. 51, pp. 291-294.
- Bockman, V. M. (1971). "The Herzberg controversy." *Personnel Psychology*, Vol. 24 (2), pp. 155 – 89.
- Bristola, G. (2007). The employees' motivation – important in all workplaces. Apollo (Electronic source). Available from <<http://apollo.tvnet.lv/zinas/darbinieku-motivacija-aktuala-ikviena-darbavieta/348105>> (Retrieved 2015 - 12 - 10).
- Bryman, A. & Bell, E. (2013). *Företagsekonomiska forskningsmetoder*. Stockholm: Liber AB.

Cartwright, S. & Holmes, N. (2006). "The meaning of work: The challenge of regaining employee engagement and reducing cynicism." *Human Resource Management Review*, Vol. 16 (2), pp. 199 – 208.

Corvellec, H. & Lindquist, H. (2005). *Servicemötet - Multidisciplinära öppningar*. Malmö: Liber AB.

Dalen, M. (2008). *Intervju som metod*. Malmö: Gleerups Utbildning AB.

Denscombe, M. (2004). *Forskningens grundregler: samhällsforskarens handbok i tio punkter*. Lund: Studentlitteratur.

Denscombe, M. (2009). *Forskningshandboken: för småskaliga forskningsprojekt inom samhällsvetenskaperna*. Lund: Studentlitteratur.

Ewen, R. B. & Clark, K. E. (1964). "Some determinants of job satisfaction: A study of the generality of Herzberg's theory." *Journal of Applied Psychology*, Vol. 48 (3), pp. 161 – 163.

Fejes, A. & Thornberg, R. (2015). *Handbok i kvalitativ analys*. Stockholm: Liber AB.

Gibson, J., Ivancevich, J. & Knopaske, R. (2002). *Organizations: Behavior, Structure, Processes*. Boston: McGraw-Hill.

Griffin, R. W. & Moorhead, G. (2014). *Organisational behaviour: Managing people and organisations*. Canada: Cengage learning.

Gächter, S. (2012). "Social science: Carrot or stick?" *Nature*, Vol. 483 (7387), p. 39.

Hames, I. (2012). "Peer review in a rapidly changing landscape", in Campbell, R., Pentz, E. and Borthwick, I. (Eds), *Academic and Professional Publishing*, Chandos Publishing, Cambridge, pp. 15 – 52.

Hamner, W. C. & Organ, D. (1978). *Organizational Behaviour: An applied psychological approach*. Dallas: Business Publications.

Hansson, B. (2011). *Skapa vetande: vetenskapsteori från grunden*. Lund: Studentlitteratur.

Hein, H. H. (2012). *Motivation: motivationsteorier & praktisk tillämpning*. Stockholm: Liber AB.

Herzberg, F. (2003). "One more time: how do you motivate employees?" *Harvard business review*, Vol. 81 (1), pp. 87 – 96.

Herzberg, F. (1969). *Work and the Nature of Man*. Cleveland: World publishing company.

Herzberg, F., Mausner B. & Snyderman B. B. (1959). *The Motivation to Work*. New York: John Wiley & Sons, Inc.

Herzberg, F., Wiener, Y., Mathapo, J., Wiesen, L. E. & Maher, B. A. (1974). "Motivation-hygiene correlates of mental health: An examination of motivational inversion in a clinical population." *Journal of Consulting and Clinical Psychology*, Vol. 42 (3), pp. 411 – 419.

Hettne, B. (2015). U-land. Nationalencyklopedin. (Electronic source). Available from <<http://www.ne.se.till.biblextern.sh.se/uppslagsverk/encyklopedi/l%C3%A5ng/u-land>> (Retrieved 2015-11-13).

House, R. J & Wigdor, L. A. (1967). "Herzberg's dual-factor theory of job satisfaction and motivation: A review of the evidence and a criticism." *Personnel Psychology*, Vol. 20 (4), pp. 369 – 390.

Hartzell, S. (2015). Herzberg's Two-Factor Theory: Hygiene Factors and Motivation. *Workplace Productivity and Motivation. Study – Portal*. (Electronic source). Available from <<http://study.com/academy/lesson/herzbergs-two-factor-theory-hygiene-factors-motivation.html>> (Retrieved 2015 - 11 - 10).

Investopedia. (2015). Customer service. (Electronic source). Available from <<http://www.investopedia.com/terms/c/customer-service.asp>> Retrieved (2015-11-14).

Johansson, L. G. (2011). *Introduktion till vetenskapsteorin*. Stockholm: Thales.

Johannessen, A. & Tuftte, P. A. (2003). *Introduktion till samhällsvetenskaplig metod*. Malmö: Liber AB.

Larsen, A. K. (2009). *Metod helt enkelt: en introduktion till samhällsvetenskaplig metod*. Malmö: Gleerups Utbildning AB.

Latindictionary. (2011). Movre. (Electronic source). Available from <<http://latindictionary.wikidot.com/verb:movere>> Retrieved (2015-10-10).

Lee, A. (1985). "The Scientific Basis for Conducting Case Studies of Organizations." *Academy of Management Proceedings*, Vol. 8 (1), pp. 320 – 324.

Lindsay, C. A., Marks, E., Gorlow, L. & Clark, K. E. (1967). "The Herzberg theory: A critique and reformulation." *Journal of Applied Psychology*, Vol. 51 (4), pp. 330 – 339.

Malik, M. E. & Naem, B. (2013). "Towards understanding controversy on Herzberg theory of motivation." *World applied sciences journal*, Vol. 24 (8), pp. 1031 – 1036.

Marshall, B., Cardon, P., Poddar, A. & Fontenot, R. (2013). "Does sample size matter in qualitative research? A review of qualitative interviews in IS research." *Journal of Computer Information Systems*, Vol. 54 (1) pp. 11 – 22.

Mathis, R. L. & Jackson, J. H. (1979). *Personnel Contemporary Perspectives and Applications*. St. Paul: West Publishing Company.

Matthews, G. & Falconer, S. (2002). "Personality, Coping and Task-Induced Stress in Customer Service Personnel." *Proceedings of the Human Factors and Ergonomics Society Annual Meeting*, Vol. 46 (12), pp. 963 – 967.

Miner, J. B. (2005). *Organisational behaviour one. Essential theories of motivation and leadership*. New York: Library materials.

Mitchell, R.T. (1982). "Motivation: New Directions for Theory, Research, and Practice." *The Academy of Management Review*. Vol. 7 (1), pp. 80 – 88.

Olsson, H. & Sörensen, S. (2011). *Forskningsprocessen: kvalitativa och kvantitativa perspektiv*. Stockholm: Liber AB.

Olander, K. & Bladh, R. (2013). *Service och bemötande*. Stockholm: Liber AB.

Ondrack, D. A. (1974). "Defence Mechanisms and the Herzberg Theory: An Alternate Test." *The Academy of Management Journal*, Vol. 17 (1), pp. 79 – 89.

Opdenakker, R. (2006). "Advantages and Disadvantages of Four Interview Techniques in Qualitative Research." *Forum: Qualitative social research*, Vol. 7 (4), pp. 1 – 13.

Paltridge, B. (2013). "Learning to review submissions to peer reviewed journals: how do they do it?" *International Journal for Researcher Development*, Vol. 4 (1), pp.6 – 18.

Pardee, R. (1990). Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation. (Electronic source). Available from <<http://files.eric.ed.gov/fulltext/ED316767.pdf>> Retrieved (2015-10-10).

Patton, M. Q. (2002). *Qualitative Research and Evaluation Method*. California: Sage Publications.

Pratt, J. R. (2000). "Customer Service." *Home Health Care Management & Practice*, Vol. 12 (6), pp. 64 – 66.

Ryan, R. M & Deci, E. L. (2000). "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions." *Contemporary Educational Psychology*, Vol. 25 (1), pp. 54 – 67.

Ryan, S. D. & Harrison, D. A. (2000). "Considering social subsystem costs and benefits in information technology investment decisions: A view from the field on anticipated payoffs." *Journal of Management Information Systems*, Vol. 16(4), pp. 11 – 40.

Ruthankoon, R. & Ogunlana S. O. (2003). "Testing Herzberg's two-factor theory in the Thai construction industry." *Engineering, Construction and Architectural Management*, Vol. 10 (5), pp. 333 – 341.

Robbins, S. P. & Coulter, M. K. (2002). *Management*. Mishawaka: Prentice Hall.

Røvik, K. A. (2000). *Moderna organisationer - trender inom organisationstänkandet vid millennieskiftet*. Malmö: Liber AB.

Sachau, D. A. (2007). "Resurrecting the Motivation-Hygiene Theory: Herzberg and the Positive Psychology Movement." *Human Resource Development Review*, Vol. 6 (4), pp. 377 – 393.

Sharan, M. B. & Nilsson, B. (1994). *Fallstudien som forskningsmetod*. Lund: Studentlitteratur.

Shawn, N. & Terrence, B. (2009). "Transparent Practices: Primary and Secondary Data in Business Ethics Dissertations." *Journal of Business Ethics*, Vol. 84 (3), pp. 417 – 425.

Smerek, R. E. & Peterson, M. (2007). "Examining Herzberg's Theory: Improving Job Satisfaction among Non-Academic Employees at a University." *Research in Higher Education*, Vol. 48 (2), pp. 229 – 250.

Smith, B. D. & Shields, J. (2013). "Factors Related to Social Service Workers' Job Satisfaction: Revisiting Herzberg's Motivation to Work." *Administration in Social Work*, 37 (2), pp. 189 – 198.

Sofaer, S. (2002). "Qualitative research methods." *International Journal for Quality Health care*. Vol. 4 (14), pp. 329 – 336.

Steers, R., Mowday, R., Shapiro, D. (2004). "The future of work motivation theory." *Academy of Management Review*. Vol. 29 (3), pp. 379 – 387.

Stelpa, D. (1997). *The big illustrated encyclopaedia*. Riga: Zvaigzne ABC.

Stjernquist, N. (2015). Samhällsvetenskaper. Nationalencyklopedin. (Electronic source). Available from <<http://www.ne.se/till/biblextern.sh.se/uppslagsverk/encyklopedi/l%C3%A5ng/samh%C3%A4llsvetenskaper>> (Retrieved 2015-11-06).

Thurén, T. (2007). *Vetenskapsteori för nybörjare*. Stockholm: Liber AB.

Tietjen, M. A. & Myers, R. M. (1998). "Motivation and job satisfaction." *Management Decision*, Vol. 36 (4), pp. 226 – 231.

Trost, J. (2010). *Kvalitativa intervjuer*. Lund: studentlitteratur.

Vetenskapsrådet. (2002). Forskningsetiska principer inom humanistisk-samhällsvetenskaplig forskning. (Electronic source). Available from <http://www.gu.se/digitalAssets/1268/1268494_forskningsetiska_principer_2002.pdf> (Retrieved 2015-11-01).

Vroom, V. H. (1964). *Work and Motivation*. New York: John Wiley and Sons.

Wiley, C. (1997). "What motivates employees according to over 40 years of motivation surveys?" *International Journal of Manpower*, Vol. 18 (3), pp. 263 – 280.

Wilson, F. (2008). *Organisation, arbete och ledning - en kritisk introduktion*. Malmö: Liber AB.

Wood, S. A. & West, M. A. (2015). *The Psychology of Work and Organizations*. UK: Cengage Learning.

Wood, D. F. (2015). Customer service. Encyclopaedia Britannica. (Electronic source). Available from <<http://academic.eb.com.till.biblextern.sh.se/EBchecked/topic/346422/logistics/64296/Customer-service>> (Retrieved 2015-11-14).

Öhman, A. (2015). Motivation. Nationalencyklopedin. (Electronic source). Available from <<http://www.ne.se.till.biblextern.sh.se/uppslagsverk/encyklopedi/l%C3%A5ng/motivation>> (Retrieved 2015-11-05).

8. Appendix

Appendix 1: Herzberg's 14 factors

Herzberg's 14 factors were included in the "Definition guide" as part of semi-structured interviews. Each of these factors was presented to ten customer service employees.

Herzberg's 14 factors, divided into Hygiene factors and Motivation factors, are defined and presented by Herzberg as follows (Herzberg et al., 1959):

HYGIENE FACTORS

"Supervision"

The supervisor's willingness to help the employees when it is needed as well as respecting and treating the employee in a good way. For example, teaching the employee and demonstrating a fair work delegation among the employees.

"Interpersonal relations"

An employee's relationship between colleagues, bosses and other job related people. The relationships are built in the work premises and within working hours. For example, a coffee-break with a colleague is counted as part of interpersonal relations. The relationships among the colleagues, bosses and other job related people exclude humiliation or any kind of harassment.

"Physical working conditions"

Amount of work that the employees need to accomplish, the physical environment in which the employee is working such as good ventilation and lightning. Having enough space to work as well as accessible working tools to carry out a

	<p>task must be provided, and similar physical conditions.</p>
<p>“Salary”</p>	<p>The employee receives a compensation for the work in form of salary that has to be competitive within the industry and equally paid among the employees.</p>
<p>“Status”</p>	<p>The status that employee has gained at the workplace should be kept unchanged. It also includes allowance to drive the company’s car or ability to use the company’s eating facilities.</p>
<p>“Policy and administration”</p>	<p>This factor comprises the organisation’s way of organising and managing the internal activities. For example, it is clear for the employee who is the boss, what tasks are included in the job description, working hours, length of the vacation and breaks during the working hours are clearly defined and similar policies. The employee agrees with the organisation’s way of organising and managing the internal activities.</p>
<p>“Personal life”</p>	<p>This factor can affect an employee’s feelings about his or her job. For example, if an employee was sent to work to another city and he or she was feeling happy or was not feeling happy at all about such a situation, it would affect the employee’s feelings to the job either</p>

“Job security”	positively or negatively.
MOTIVATION FACTORS	
“Achievement”	Job security is provided to the employees in the organisation. For instance, the employee is permanently employed in the organisation and feels secure at the workplace. The tasks that the employee carries out are performed in a safe and clean work environment.
“Recognition”	The employee has completed a task successfully or has found a solution to a problem as well as has improved other employees’ work, and similar achievements.
“The work itself”	The employee is motivated by receiving any kind of recognition or praise such as a feedback by supervisor, colleagues, a customer and similar recognition at work. Recognition includes any verbal recognitions, salary increase or job promotion.
	The employee feels good about the work that he or she does and the work tasks are interesting to accomplish. The factors that stimulate the good feeling about the work itself are the variety of tasks or routine oriented tasks, creative, too easy or too difficult tasks, too long or too short tasks at work. For instance, the employee should see the job as meaningful,

“Responsibility”

challenging and interesting to feel good about the work he or she carries out.

The employee is motivated by being responsible for the work he or she carries out or by being allocated new tasks that increase responsibility to the work. The responsibility can be reached by eliminating the control over employees and giving them freedom in deciding how the tasks can be carried out, for instance. Also by gaining new work skills the employee can be entitled to new work opportunities and higher level of responsibilities.

“Advancement”

The employee is given a new position or given a new status. The new position or status gives the employee a higher salary and a higher level of responsibilities.

“Possibility of growth”

The employee has possibility to grow within an organisation and change work status. The new status gives the employee new tasks and responsibilities and access to a new career path. For example a raise in an organisation from a craftsman to a draftsman is considered as a factor that leads to growth possibilities since the employee is moved upward within an organisation. Moreover, ability to learn new work skills as well as have a possibility to a professional development,

are considered to fall into this work-
motivation factor.

Appendix 2: Combination of Hygiene factors and Motivation factors

Motivation factors	Hygiene factors	Outcome
high	high	Best
low	low	Worst
high	low	Complaints but motivated
low	high	Not motivated but have no complaints

Source: Combination of satisfaction and dissatisfaction (Abrahamsson & Andersen, 2005).

Figure 4. Herzberg’s motivation and hygiene factor combinations

Appendix 3: The interview guide

At the beginning of the interview:

Describe the purpose of the interview and how the interview will be carried out.

Start the interview.

Hygiene factors

Describe to the employee what is meant by “Supervision”

Supervision:

Could you tell me about your experience of supervision at your workplace?

Would you consider that your described experience contributes to your work motivation?

How?

Describe to the employee what is meant by “Interpersonal relations”

Interpersonal relations:

How would you describe your relations to your colleagues, bosses and other job related people?

Do you think that your described interpersonal relations motivate you to work? Could you develop your answer and describe how?

Describe to the employee what is meant by “Physical working conditions”

Physical working conditions:

Could you describe the physical work environment at your workplace?

Does your mentioned description of the physical environment contribute to your work motivation? How?

Describe to the employee what is meant by “Salary”

Salary:

Please describe your opinion about how motivating you find your actual salary?

Describe to the employee what is meant by “Status”

Status:

Could you describe your status at work, what you are allowed to do because of your gained status?

Would you describe your gained status as motivating to work? How?

Describe to the employee what is meant by “Policy and administration”

Policy and administration:

Could you please describe how you perceive the company’s policy and administration, or in other words, the company’s way of organising and managing the internal activities?

Does your mentioned description of the company’s policy and administration contribute to your work motivation? How?

Describe to the employee what is meant by “Personal life”

Personal life:

Could you describe how your personal life outside of work contributes to your work motivation?

Could you give an example?

Describe to the employee what is meant by “Job security”

Job security:

How do you look at job security as a motivational factor to work?

In which way does this factor contribute to your work motivation?

Motivation factors

Describe to the employee what is meant by “Achievement”

Achievement:

Could you describe your achievements at “Twenty-four-seven”?

How does your description contribute to your motivation to work?

Describe to the employee what is meant by “Recognition”

Recognition:

Could you describe what kind of recognitions you receive at “Twenty-four-seven”, if any?

How your descriptions of the recognition at work contribute to your work motivation?

Describe to the employee what is meant by “The work itself”

The work itself:

What are your thoughts about the work itself at “Twenty-four-seven”?

Would you say that your description of the work itself motivates you to work?

Describe to the employee what is meant by “Responsibility”

Responsibility:

Please describe your level of responsibilities at “Twenty-four-seven”?

In which way your responsibilities at “Twenty-four-seven” contribute to your work motivation?

Describe to the employee what is meant by “Advancement”

Advancement:

How would you describe advancement possibilities at “Twenty-four-seven”?

How your descriptions of advancement at “Twenty-four-seven” influence your work motivation?

Describe to the employee what is meant by “Possibility of growth”

Possibility of growth:

Could you describe growth possibilities at “Twenty-four-seven”?

What role does the growth possibilities play for your work motivation?

At the end of the interview:

Ask if the employee agrees to read the transcription of the interview and/or stay approachable in case of any questions regarding his or her provided answers.

Ask if the employee is willing to provide his or her contact information in case of auditing.

Thank for the interview.

End the interview.

Appendix 4: Sum up from the interviews

The employee's number: 1

Work motivators: Interpersonal relations, Salary

Hygiene factors Employee1: Interpersonal relations, Salary

The employee's number: 2

Work motivators: Interpersonal relations, Salary, Policy and administration, The work itself, Responsibility, Advancement, Possibility of growth,

Hygiene factors Employee2: Interpersonal relations, Salary, Policy and administration

Motivation factors Employee2: The work itself, Responsibility, Advancement, Possibility of growth

The employee's number: 3

Work motivators: Interpersonal relations, Salary, Recognition, Possibility of growth

Hygiene factors Employee3: Interpersonal relations, Salary,

Motivation factors Employee3: Recognition, Possibility of growth

The employee's number: 4

Work motivators: Salary, Achievement, Recognition, The work itself, Responsibility, Advancement, Possibility of growth

Hygiene factors Employee4: Salary

Motivation factors Employee4: Achievement, Recognition, The work itself, Responsibility, Advancement, Possibility of growth

The employee's number: 5

Work motivators: Salary, Responsibility, The work itself

Hygiene factors Employee5: Salary

Motivation factors Employee5: Responsibility, The work itself

The employee's number: 6

Work motivators: Recognition

Motivation factors Employee6: Recognition

The employee's number: 7

Work motivators: Interpersonal relations, Salary, Policy and administration, Achievement, Recognition, Advancement, The work itself, Responsibility, Possibility of growth

Hygiene factors Employee7: Interpersonal relations, Salary, Policy and administration

Motivation factors Employee7: Achievement, Interpersonal relations, Salary, Policy and administration,, Advancement, The work itself, Responsibility, Possibility of growth

The employee's number: 8

Work motivators: Interpersonal relations, Salary, Policy and administration, Recognition, The work itself, Responsibility

Hygiene factors Employee8: Interpersonal relations, Salary, Policy and administration

Motivation factors Employee8: Recognition, The work itself, Responsibility

The employee's number: 9

Work motivators: Salary, Policy and administration, The work itself, Responsibility

Hygiene factors Employee9: Salary, Policy and administration

Motivation factors Employee9: The work itself, Responsibility

The employee's number: 10

Work motivators: Interpersonal relations, Salary, Policy and administration, The work itself, Responsibility

Hygiene factors Employee10: Interpersonal relations, Salary, Policy and administration

Motivation factors Employee10: The work itself, Responsibility