

IMPACT OF MOTIVATION ON ORGANIZATIONAL PERFORMANCE

Motivation is one of the most important factors, the effective use of which can help solve a complex set of socio-economic problems. Motivation in the organization is the process of motivating each employee and all members of the team to actively work to meet the organizational needs and to achieve organizational goals. According to MacRae and Furnham (2017), “motivation is the difference between action and inaction. It is the difference between thinking about doing something and getting it done. It is the difference between average and excellent performance. Without motivation, there is nothing” [2]. Ncube and Zondo (2018) stated that “motivation is a process that accounts for an individual’s intensity, direction and persistence of effort towards attaining a goal, however, high intensity is unlikely to lead to job performance outcomes unless the effort is channeled in a direction. Robbins et al. (2011, as cited in Ncube and Zondo, 2018) added that the persistency dimension measures how long a person can maintain their effort. Motivated individuals stay with a task long enough to achieve their goal [3].

The main tasks of motivation include the formation of each employee’s understanding of the nature and importance of motivation in the process of work; training of staff and management in the psychological foundations of communication; formation of democratic approaches to personnel management. However, problem solving requires an analysis of the following phenomena: the process of motivation in organizations; individual and group motivation, if any, depending on them; changes in the motivation of human activity in the transition to market relations. Fields such as management, human resources and psychology are not immune to trends. Different theories of motivation rise and fall, while different techniques to motivate employees are constantly emerging [1].

According to Fowler and Blanchard, three skills are required for activating own positive energy, vitality, and sense of well-being:

1. Identify your current motivational outlook by recognizing and understanding your sense of well-being and your underlying reasons for doing what you are doing.
2. Shift to (or maintain) an optimal motivational outlook by using the MVPs of self-regulation to satisfy your psychological needs for ARC.
3. Reflect by noticing the difference between having a suboptimal motivational outlook and having an optimal motivational outlook [1].

However, Fowler and Blanchard stated that teaching leaders to motivate and be self-motivated is hard. It is not because leaders are often closed to new ideas, satisfied with their current attempts to motivate people, and are satisfied with motivated employees. Teaching leaders about motivation is difficult because they believe their job is to motivate others – not themselves [1]. Some leaders want

control. Others might not feel like they are leading if they are not bossing, supervising, or managing someone. Therefore, teaching leaders the three skills of motivation is also a challenge. Leaders are responsible for achieving the goals of the organization. They want to know how to motivate people now. They have little patience for learning to use the skills of motivation for them and then facilitating others through a motivational shift [1].

References:

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2. MacRae, I., & Furnham, A. (2017). *Motivation and performance: A guide to motivating a diverse workforce*. Kogan Page Ltd.
3. Ncube, T. R., & Zondo, R. W. D. (2018). Influence of self-motivation and intrinsic motivational factors for small and medium business growth: A south african case study. *South African Journal of Economic and Management Sciences*, 21(1) doi:<http://dx.doi.org.library.capella.edu/10.4102/sajems.v21i1.1994>

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CASE STUDIES: PANDEMIC LEADERSHIP AND PANDEMIC MOTIVATION

The use of case studies in business, law, and medical schools proved to be an effective technique. However, the method can be used in teaching any discipline that is aimed to develop students' analytical thinking, problem-solving, and decision-making. Both a simple scenario-based case and a complex detailed case assist effectively in delivering the main themes. Many instructors in Ukraine use case-study technologies. They influence the process of discussion, analysis, and problem-solving. However, the method does not belong to the tools that can be called innovative. Harvard Business School established its case study method in the 1920s and today in most business schools the instructors use cases to teach business. The history of the case study method is definitely longer starting at least with the Socratic Method also known as a case method [1]. According to Herreid, the definition of a case study varies enormously. The author wrote that "having struggled with that very topic for many years early in the game, I believe it is important to get to the heart of the matter right from the start. It took me some time to reach my present broad definition, which is: "A case study is a story with an educational message." [2, p. 27].

The true-life stories, especially recent ones, are popular, effective, and rewarding. Although every business is unique in its own way, there are some universal lessons that apply to just about any kind of business. In these case studies,