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**ЕКОНОМІЧНІ ТА СОЦІАЛЬНІ АСПЕКТИ
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Економічні та соціальні аспекти розвитку України на початку ХХІ століття. Матеріали V Міжнародної науково-практичної конференції 12-13 жовтня 2017р. Одеса: Одеська національна академія харчових технологій, 2017. – 291 с.

У матеріалах конференції знайшли відображення економічні та соціальні аспекти розвитку України на початку ХХІ століття. Були запропоновані шляхи вирішення найактуальніших та нагальних проблем багатьох сфер сучасного бізнесу та новітні управлінські технології в сучасних турбулентних умовах існування підприємств. В доповідях особлива увага приділялась прикладному характеру досліджень та їх впливу на поліпшення економічної ситуації в країні.

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Матеріали додаються за оригіналами рукопису
Редакційна колегія не несе відповідальності за зміст та сутність
наданих матеріалів

Створення концепції людини як цілісної та діяльної і становить сутність сучасного етапу розвитку психології особистості, дана стаття дає новий поштовх психологічній думки і в новому світлі актуалізує методологічне осмислення, виводячи його на більш високий рівень розвитку. Розгляд проблеми самореалізації в професійній сфері життєдіяльності з позицій людини цілісної і діяльної дає нові можливості для її вивчення, акцентуючи саморозвиток особистості як необхідний атрибут самореалізації.

Життєвий шлях – це не тільки рух людини вперед, але і рух вгору, до вищих, більш досконалих форм, до кращих проявів людської сутності.

ENHANCEMENT OF EMPLOYEES' MOTIVATION WHILE IMPROVING MANAGEMENT SYSTEM

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Методологія роботи базується на дослідженні наукових праць з теорій Маслоу, Алдерфера і Локке. Дві теорії потреб мотивації порівнюються, співставляються, аналізуються на основі досліджень, що підтримують або спростовують певну точку зору. Теорія встановлення мети аналізується як протилежний підхід до теорії потреб. Важливим є введення в науковий обіг в Україні близько семидесяти праць сучасних англомовних авторів з досліджуваної теми.

Ключові слова: мотивація, теорія встановлення мети, теорія потреб, продуктивність праці.

The methodology of the article is based on research of academic works on Maslow's, Alderfer's and Locke's theories. Two need theories of motivation are compared and contrasted as well as contested by supporting and not supporting research articles. The goal setting theory was presented from the points of view of many researchers in a form of contrast approach to need theories.

Problem statement. Challenges in motivation are very relevant issues widely studied both theoretically and practically, which is possible to observe looking at vast volume of scientific research. Based on many studies, experience, analyses of similarities and differences of many theories, it is possible to improve practical aspects and to recommend how to improve managing process and productivity. Analyses of the latest research and articles.

There are a lot of scientific research on challenges in motivation, which demonstrates its relevance. The most important input was made by A. Maslow, K. Alderfer and E. Locke. In the first part of the article Maslow theory of need is described, followed by EGR theory of Alderfer and goal setting theory of Locke. The studies of more than 50 different authors are used in the research as well. There are academic articles in English language by European and American authors, which the current article brings into academic research into Ukraine. Purpose of the article. To analyze current knowledge and understanding of issues connecting to motivation in English language literature.

Motivation has been of interest to psychologists at least since the 1930s, stimulated in large part by the famous Hawthorne studies, which focused mainly on the effects of supervision, incentives, and working conditions. The need theories have been the focus of much of the research on motivation, because they have been seen as the most enduring ways to understand motivation [3, p.79]. One of the most widely used of the need theories is Maslow's (1943) needs hierarchy and it has been most notable in the impact it has had on the thinking of organizational theorists such as McGregor, Argyris, Porter, Beer, Hall and Nougaim [4, p.199].

Abraham Maslow, who was born in New York in 1908, proposed that psychology should focus on the entire person and on how people act. Maslow's theory categorizes human needs into five groups. Physiological needs include the classic drives for food, drink and other primary needs. Safety needs include security, stability protection; while belongingness needs are shown when a person misses his friends, wife, or place in his group. Esteem needs concern each person's desire for a stable and high evaluation of himself. The last group of needs is self-actualization and Maslow in 1954 defines self-actualization needs as "the desire to become more and more what one is, to become everything that one is capable of becoming" [13, p.92].

Three assumptions underline this theory. First, needs stimulate behavior, but when they are satisfied, they stopped being motivators. Second, needs range from the most basic upwards to more complex. Third, person must at least minimally satisfy a lower level needs before moving up and activate a new area of need [4, p.33].

The Maslow's theory is one of the most popular theories of motivation, but there is a little empirical research evidence to support it. In 1960s ten factor-analytic studies attempted to test the theory, and none of them showed all of Maslow's need categories as independent factors. Maslow suggested that needs appear in a strict order and if the need has been at least partially satisfied, the new need submerges and the next level of need become activated. However there was no such activation in the study, which they conducted gathered information from 187 lower level managers [9, p.499]. The theory has been also questioned as to the assignment of job characteristics to the various theoretical categorizations and for students as well. Maslow based his research using U.S. subjects, there as findings of literature review show that in China a hierarchy of need differ from Maslow's original model [7]. Some research suggests that higher-order needs tend to become more important as individuals move up the corporate ladder [15]. Needs may vary according to a person's career stage, the size of the organization, and geographical location. There is also no consistent evidence that the satisfaction of a need at one level decreases its importance and increases the importance of the next-higher need [9]. On the other hand, Ajila [1] suggested that the practical significance of Maslow's theory is widely accepted. This is true in developing countries. Employees in four manufacturing companies in Nigeria rated satisfying lower needs as most important, followed by the higher order growth needs [1].

Alderfer [2] attempted to improve the Maslow's theory by aligning the needs hierarchy with empirical research. According to Alderfer, man is motivated by three groups of core needs, namely Existence, Relatedness and Growth needs, hence the name ERG theory. Existence needs include physiological and material desires like hunger, thirst, salary, fringe benefits, and physical safety. They are characterized by the goal of

obtaining them, and by satisfaction tending to be correlated with another person's frustration, when resources are limited. Relatedness needs are needs for relationships, mutual sharing of thoughts and feelings. Satisfaction of growth needs occurs when a person solves problems which make him utilize his capacities fully and to develop new capabilities [16].

The differences between ERG and Maslow's theories are that Maslow puts together both such problems as danger with interpersonal threats such as quarreling, but ERG theory includes physical threats with existence needs and the interpersonal threats with relatedness needs. Esteem needs when the person wants to be considered significant by others is a part of relatedness in the ERG framework, but when he needs to achieve his own internal standards, it becomes part of growth. In ERG theory more than one need can occur simultaneously and they have unique frustration-regression character. If the gratification of the higher need is being blocked, the desire to satisfy a lower need increases. The need can progress down the hierarchy as well as upwards [16]. Belongingness needs according to Maslow's theory are similar to ERG'S relatedness, and self-actualization is equivalent to growth. Maslow implies that esteem itself is a basic human need. According to ERG theory esteem is the central in the relatedness process. Maslow's theory seems to imply that a person is born with what he must become [16]. The ERG concept of growth places the person's potential in closer interaction with his environment than Maslow's theory does. According to the ERG view, one is never sure of an individual's potential until one knows the individual's environment.

Alderfer's theory has not stimulated so much research, but is regarded as a more valid version of the need hierarchy and has elicited more support from contemporary researchers. Its' main strengths is the job-specific nature of its focus. In the theory specific reference is made to pay fringe benefits, relatedness needs from co-workers and superiors and growth need satisfaction at work. Studies of American employees generally do not support Maslow's and Alderfer's theories, and it is likely that international studies conducted in other cultures would yield even less support [8].

Based on extensive laboratory and field experiments conducted in a wide variety of settings using many different tasks, Locke and Latham presented their new theory in 1990 [12]. Mitchell and Daniel [14 p.225] concluded that it "is quite easily the single most dominant theory in the field, with over a thousand articles and reviews published on the topic in a little over 30 years." More research has been done on goal settings than on any other motivation theory.

Goal setting is a process when people develop, negotiate and formalize the target, which they will accomplish [12]. Authors claim that difficult goals are more likely to lead to higher performance. However, if they are too difficult than they would lower the performance. Goal commitment measures have high reliability and validity. A meta-analysis by Zetik and Stuhlmacher [19] revealed that negotiators who have specific and challenging goals consistently achieve higher profits than those with no goals. According to the goal-setting theory the higher the goal, the higher the outcome [9].

Specific goals are more likely to lead to higher performance, than general ones. Task feedback or knowledge of results is likely to motivate more towards better performance. People also should have abilities and feelings of self-efficacy to reach

goals and goals are more likely to motivate people towards higher performance when they are accepted and there is commitment to them.

Seijts and Latham [17] examined the applicability of goal-setting principles. They found that self-enhancing personal goals have a great effect on a group's performance. Those in seven-person groups were more competitive than those in groups of three. Only when the individual's goal was compatible with the group's goal was the group's performance enhanced. High performance is not always the result of high efforts, but is due to understanding of the task and strategy or plan necessary for completing it. Setting goals resulted in the greatest number of strategies.

A number of studies growing out of goal setting theory suggest that performance compared to a goal is a direct cause of affect. After an extensive review of this literature, Locke and Latham [12, p.232] concluded that, "The most straightforward prediction, then, about the relationship of goals to satisfaction is this: the greater the success experienced, the greater the degree of satisfaction experienced. Similarly, dissatisfaction will be experienced when there is goal blockage or failure...the relation between success and satisfaction is an extremely reliable one".

A limitation of this theory is that it does not take into account that the subconscious keeps knowledge and values beyond that which is found in awareness at any given time. By forming implementation intentions, people strategically switch from conscious effortful control of their goal-directed behavior to being automatically controlled by situational cues [9]. Feedback is a moderator of goal-setting effects [12]. Active feedback seeking by new employees is related to high performance. There are three motives for feedback seeking: instrumental to perform well, ego-based to enhance one's ego, and image-based to protect or enhance the impression others have of oneself. People with high self-efficacy use feedback to increase motivation, task focus, and effort and to decrease anxiety. Feedback seeking increases goal setting, which in turn increases quality and quantity of performance [5].

Although goal-setting theory has received extensive support some research suggests that there are three circumstances under which setting specific, difficult goals will not lead to high motivation and performance: 1. When employees lack the skills and abilities needed to perform at a high level. 2. When employees are given complicated and difficult tasks that require all of their attention and require a considerable amount of learning. 3. When employees need to be creative. If creativity is desired and employees are given specific, difficult goals, it is likely they will focus on achieving the goals rather than being creative [8]. The results of the analysis of motivations are laboratory and field experiments and practical recommendations of how to improve motivation for work and study for students from different regions of Ukraine and other countries, who study in different universities in Ukraine.

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