

Improving Risk Management by Leader through Motivation and Performance

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The whole society is facing many changes and is subject to many where one has to adapt, that is why leadership can be a way to improve risk management. As soon as the leader manages to have a united, motivated and high-performance team, they will be able to anticipate the risks and manage them as well as possible in order to have successful organizations. The notion of risk has always been one of the elements widely spoken and studied in many fields of activity, and risk management is today a means of quantitative approach of measuring and evaluating the exposure of organizations to well known events and probabilities. Managing these risks is extremely important in overcoming crisis situations, and a good, prepared, competent leader who works with a motivated and efficient people is going to be able to face any challenge in order to maintain the organization's performance.

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1. Introduction

Leadership is seen as the art of set afoot a group of people to work towards a common goal and involves the ability to take soundly and sometimes difficult decisions, create and articulate a clear vision, set achievable goals and provide to the members of the organization with all data, information, knowledge and tools necessary to achieve these objectives (Teach Target, Bessis, Definition of Leadership, consultat la 28.08.2019, ora 13.45).

Leaders, in turn, are responsible for the internal environment of the organization, and try to create a set of common values, but also a vision divided by all employees, so that they know: What is the overall goal of the organization? What does the organization do in order to achieve the common goal? Where is the organization heading?

Applying leadership in an organization, regardless of size or field of activity, requires the existence of leaders who:

- lead by personal example and be proactive;
- understand the external and internal environment of the organization and respond to evolve;
- participates in the entire quality and risk management process;
- establish ethical mold and common values at all levels of the organizational entity;
- provide the members of the organization with the necessary resources to achieve the objectives of the organization;
- promote sincere and open communication;
- set goals and tasks with a high level of difficulty.

Applying leadership, in risk management, results a series of benefits represented by: the ability of the members of the organization to understand the goals and objectives of the

structure, but also their motivation to achieve performance, planning, organizing, conducting, evaluating and implementing activities in an integrated way and reducing communication errors among levels of the organization.

Human resource is the most important resource engaged in achieving the purpose and objectives of the organization, regardless of its size, and the full involvement of employees makes the skills, knowledge and information they possess to be used efficiently and timely for the benefit of the organization. Positive results of applying leadership in an organization they are represented by:

- existence of motivated employees and implications in the organization's processes;
- participation and contribution to the continuous improvement of performances;
- promoting innovation and creativity of the members of the organization in order to achieve general and specific objectives.

The reason why staff motivation is one of the major concerns of the organization's management is that, generally, highly motivated employees tend to achieve superior performance.

Performance represents the extent to which an employee contributes to the achievement of the organization's objectives. Research has shown, however, that there is not necessarily a direct proportional relationship between the intensity of motivation and the level of performance. In other words, motivation is one of the factors that contributes to individual performance; along with motivation, performance is influenced by factors such as: understanding the task, skill level, and chance.

Organizations need to adapt to new changes and constantly evolve in order to survive, to adapt quickly to external demands, to thrive in fluctuating environments or whose turbulence may increase, just to be able to maintain their level performance achieved. Performance is the goal of any organization because only through performance they have the opportunity to progress and develop. Generally, management does not passively wait for the emergence of performance, but it is involved in developing a task-oriented analysis that maintains the organization efficient and adaptive in a business environment subject to many tests on the risks that may arise in the light of the changing society. We find that organizational leaders need to adapt their leadership styles to have motivated employees and to do so, to have a successful organization and to embrace change, in order to be able to adapt to a dynamic business environment in which not anyone resists (Caluwe E., Vermaak H., (2003), *Learning to Change: A Guide for Organization Change Agents*, London: Sage Publications, p. 7.).

The European Foundation for Quality Management (EFQM) framework for risk management is a reliable method of managing all types of risks in an organization that wants to perform. The EFQM model of excellence can be used in risk management, in different ways, depending on the possibilities and needs of each organization. This can be a method of self-assessment, a criterion or model of comparison with other organizations, a guide to identify points for improving the quality of risk management, a common vocabulary of terms, the idea of building a homogeneous basis for risk management or as a basis on which the capacity to improve risk management can be built.

Leadership is a vital element for any type of management, implicitly for risk management. The leader's style is disseminated vertically, to subordinates voluntarily, consciously or implicitly. Leaders in the field of risk management must form their own style and at the same time specific to this type of management, by constantly recognizing the benefits of risk management within the organization, namely: increase stakeholder's confidence, ensure compliance with risk management legislation, taking advantage of opportunities and avoiding threats from competitors.

The leader must create within the organization a culture conducive to improving risk management, by ensuring the integration of risk assessments in management decisions, by

encouraging the transmission of information related to risk management between departments, maintaining a code of ethics based on performance.

The key to a good relationship between risk and staff lies on the organization's ability to understand people's expectations and meet those expectations through dedicated staffing processes. To ensure optimal risk management within an organization, EFQM proposes a necessary competence base for risk management departments, including:

- ensuring the optimal level of staffing;
- identifying the necessary competencies for the organization in all areas;
- training programs in the field of risk management for staff;
- evaluating the efficiency of training programs in the field of risk management;
- training homogenized in the field of risk management, with the professional development of the staff;
- encouraging staff to adapt to risk management requirements.

Regarding the results of risk management on the members of the organization, they are compared and measured using field-specific indicators, such as feedback on job satisfaction, the relationship between motivation and performance, productivity increase due to risk management.

On the long-term, but still valuable, model of strategic planning offered by Burke and Litvin in an organization shows, all the elements are interconditioned with each other, figure 1.

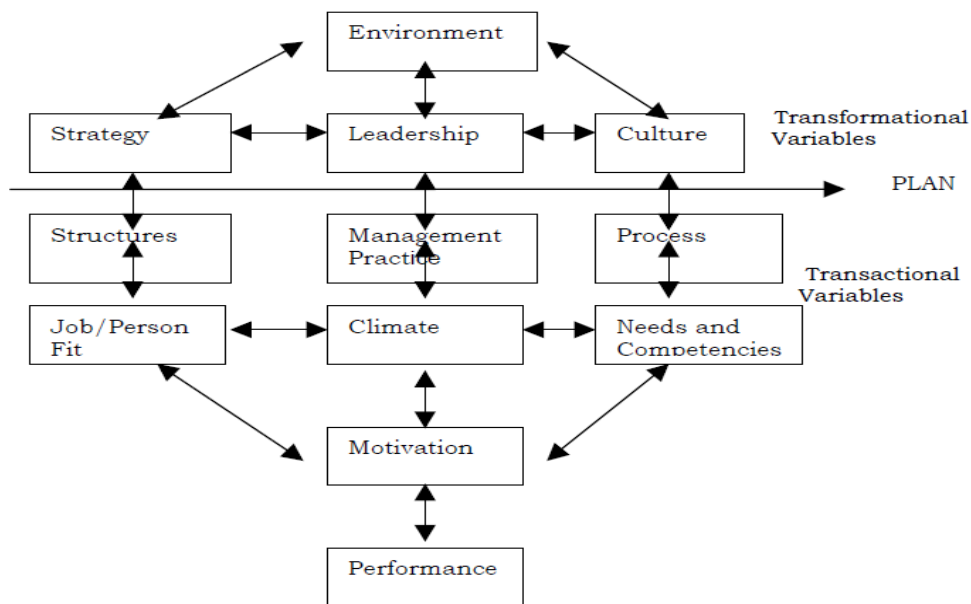


Figure 1. Model of Burke and Litvin's educational organization
 Source: Taylor J., Miroiu A., (2002), Policy making, strategic planning, and management of higher education, Unesco, Bucharest, p.29.

The relationship between leadership, staff motivation and organizational performance is very close, being interdependent. When the leader has a team of trained and motivated employees who are encouraged to explore their experience, skills and energy to solve problems, the success of any organization is closer.

2. Research methodology

For this case study we chose to do a qualitative analysis of data, because the case study involves a qualitative approach and we also had to deal with a small number of subjects, six, which would make the results of a quantitative analysis not be statistically relevant.

Hypothesis: The higher the degree of employee motivation, the better the work performance.

According to this hypothesis, a high degree of motivation corresponds to a superior work performance, and conversely, a low degree of motivation corresponds to a poor work performance.

To verify this hypothesis, we chose the questionnaire as a working tool.

For the study of motivation, we applied two opinion questionnaires with closed self-administered questions: one on the expected motivation, and the other on the team's perception regarding the degree of organizational motivation.

In order to evaluate the performances, we started from the fact that the employees within a team must possess both skills related to the execution of the individual task, as well as in the group, both being important for achieving the performance. Thus, we applied an evaluation questionnaire with closed questions of work performance that refers to knowledge, skills and abilities necessary for teamwork. This questionnaire was built by Stevens and Campion (1994, 1999, apud Michael A. West, 2005, p.57-58). They found that the score obtained by the members of the test is closely related to the activity of the team.

Team description

The studied team consists of employees of a pre-university education organization within a risk management team. The sample consists of 6 female members, the one who coordinates the team is the unit manager. The members are between 30 and 50 years old, the group being heterogeneous from this point of view. In terms of team seniority, the longer the team lives, the better the chances of achieving superior work performance. In our case, the team members work within the same department and outside the team. However, there is heterogeneity from this point of view as well: two of the team members were elected to the Board of Directors in September 2016, which according to research is a weak point, groups in which members have different seniority report low efficiency (Michael A. West, 2005, p.63.).

3. The results of the case study

Professional motivation

The answers to the questionnaire revealed the following data:

3.1. Expected professional motivation - to the extent to which the listed motivators can motivate team members to work efficiently, to perform at work. As can be seen from the table below, the strongest motivators are self-esteem and promotion opportunities, both with a score of 22 points on the total team, followed by high salary, good physical working conditions, well understanding with colleagues and the existence of a competent manager, as can be seen in table no.1.

We can say that the team members would have high performances if the workplace would offer them a high degree of self-respect, if they would have the opportunity to promote, if they had a high salary, favorable conditions to carry out the activity, if they would understand with colleagues and would have a competent manager. In fact, all this is linked, making it an ideal job.

Table no. 1

| Nr. crt. | Motivating factors | Initial members of the Board of Directors | | | | | | Scor total |
|----------|--|---|------|------|------|------|-------|------------|
| | | B.E. | D.S. | P.G. | R.R. | S.A. | T. G. | |
| 1. | Permanent and secure job | 4 | 3 | 4 | 3 | 3 | 3 | 20 |
| 2. | Self respect | 4 | 4 | 3 | 4 | 4 | 3 | 22 |
| 3. | Fixed schedule, rest periods | 2 | 3 | 3 | 3 | 2 | 3 | 16 |
| 4. | High salary | 4 | 4 | 3 | 4 | 3 | 3 | 21 |
| 5. | Organization's good reputation | 3 | 2 | 3 | 4 | 3 | 4 | 19 |
| 6. | Good physical working conditions | 4 | 3 | 4 | 3 | 3 | 4 | 21 |
| 7. | Stimulating, interesting work | 3 | 3 | 4 | 3 | 3 | 4 | 20 |
| 8. | Advantages in nature | 3 | 3 | 3 | 3 | 3 | 3 | 18 |
| 9. | Career opportunities | 4 | 2 | 4 | 3 | 4 | 3 | 20 |
| 10. | Good deal with colleagues | 3 | 3 | 4 | 4 | 3 | 4 | 21 |
| 11. | High status in the organization | 2 | 3 | 3 | 3 | 3 | 3 | 17 |
| 12. | Promotion opportunities | 3 | 4 | 4 | 3 | 4 | 4 | 22 |
| 13. | Don't have to work hard | 2 | 2 | 3 | 2 | 3 | 2 | 14 |
| 14. | Direct and permanent guidance | 2 | 3 | 2 | 2 | 3 | 3 | 15 |
| 15. | Ongoing training programs | 3 | 3 | 3 | 4 | 3 | 3 | 19 |
| 16. | Have a competent manager | 4 | 3 | 4 | 4 | 3 | 3 | 21 |
| 17. | To have freedom in professional activity | 4 | 4 | 3 | 3 | 3 | 2 | 19 |
| 18. | Agree with the objectives of the institution | 2 | 3 | 2 | 3 | 3 | 3 | 16 |
| 19. | To work in a dynamic institution | 3 | 2 | 4 | 3 | 3 | 4 | 19 |
| 20. | Have a manager who appreciates a job well done | 4 | 2 | 3 | 4 | 3 | 4 | 20 |

At the other end of the continuum is the indicator "do not have to work hard" with 14 points. We consider that the score for this indicator is perfectly logical because you can not have a high salary and promote if you do not make a considerable effort in work, and obtaining them (salary, promotion) without any effort, without gaining success through sustained effort it would, in no way, strengthen self-esteem.

Also with a low score, 15 points, came the indicator "direct and permanent guidance". This result means that the guidance does not have high motivational potential, but on the contrary everyone knows what to do and does not need too much "advice".

With 16 points we have "fixed schedule, rest periods, rest leave". This is not a motivator, because the organization complies exactly with the legal provisions regarding working time and rest time, so this need is met. This indicator could be seen more as part of hygiene factors (Herzberg), as a factor that produces dissatisfaction when not satisfied, but it's motivational neutral when satisfied.

"To agree with the objectives of the institution" - generally to achieve high performance it is recommended that personal objectives can be harmonized, to coincide with organizational objectives. It seems that the members of the teaching staff do not consider this aspect very important, but put more emphasis on the accomplishment of the tasks, and less on the achievement of some objectives. They focus more on the task than on the result, they are not aware that the team is working to achieve organizational goals.

In conclusion, in order to motivate the team and achieve high performance, the organization should adopt motivational policies that take into account the expectations of employees and their needs, as shown by the study: self-esteem, high salary, improvement of physical condition work, to create a pleasant atmosphere at work, to provide opportunities for promotion and career building.

3.2. The perceived professional motivation represents the extent to which the employees consider that the organization motivates them regarding the aspects listed in table no. 2.

Table no. 2

| Nr. crt. | Motivating factors | Initial members of the Board of Directors | | | | | | Total score |
|----------|--|---|------|------|------|------|------|-------------|
| | | B.E. | D.S. | P.G. | R.R. | S.A. | T.G. | |
| 1. | Permanent and secure job | 4 | 3 | 3 | 4 | 3 | 3 | 20 |
| 2. | Self respect | 4 | 3 | 2 | 4 | 4 | 3 | 20 |
| 3. | Fixed schedule, rest periods | 4 | 4 | 2 | 3 | 2 | 2 | 17 |
| 4. | High salary | 3 | 2 | 2 | 4 | 3 | 3 | 17 |
| 5. | Organization's good reputation | 2 | 3 | 3 | 4 | 3 | 4 | 19 |
| 6. | Good physical working conditions | 3 | 3 | 3 | 3 | 2 | 3 | 17 |
| 7. | Stimulating, interesting work | 2 | 4 | 3 | 4 | 2 | 3 | 18 |
| 8. | Advantages in nature | 3 | 3 | 3 | 3 | 3 | 2 | 17 |
| 9. | Career opportunities | 2 | 2 | 3 | 3 | 3 | 3 | 16 |
| 10. | Good deal with colleagues | 3 | 3 | 3 | 4 | 2 | 3 | 18 |
| 11. | High status in the organization | 2 | 3 | 3 | 3 | 3 | 3 | 17 |
| 12. | Promotion opportunities | 2 | 2 | 3 | 3 | 4 | 2 | 16 |
| 13. | Don't have to work hard | 3 | 3 | 3 | 2 | 3 | 3 | 17 |
| 14. | Direct and permanent guidance | 2 | 3 | 3 | 3 | 3 | 3 | 17 |
| 15. | Ongoing training programs | 3 | 4 | 3 | 4 | 3 | 3 | 20 |
| 16. | Have a competent manager | 3 | 3 | 4 | 4 | 2 | 3 | 19 |
| 17. | To have freedom in professional activity | 3 | 2 | 3 | 3 | 2 | 3 | 16 |
| 18. | Agree with the objectives of the institution | 1 | 2 | 3 | 3 | 3 | 2 | 14 |
| 19. | To work in a dynamic institution | 1 | 3 | 3 | 4 | 3 | 3 | 17 |
| 20. | Have a manager who appreciates a job well done | 3 | 4 | 3 | 4 | 3 | 4 | 20 |

From the answers to the questionnaire, the team members feel most motivated by the following aspects:

They obtained a score of 20 points: "permanent and safe work", "self respect", "permanent training programs", "to have a boss who appreciates a job well done".

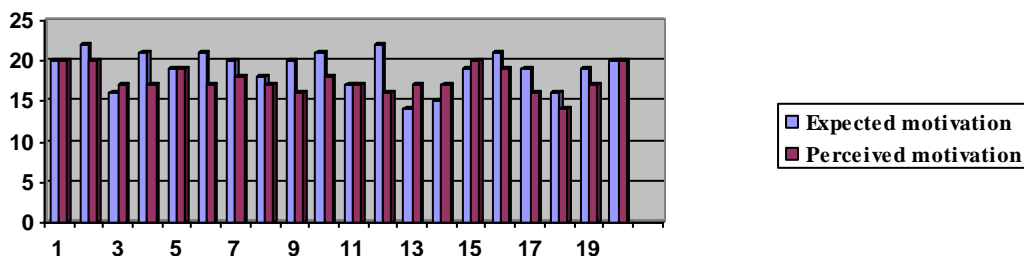
Of these, “permanent and secure employment” and “permanent training programs” are due to the legislation in force. Regarding the safety of the workplace, Kindergarten No. 14 Târgoviște is considered a retirement job, because full-time teachers working in preschool education are hired by the decision of the Dâmbovița School Inspectorate for an indefinite period.

Self-respect is given by the notoriety of the organization, by the fact that "everyone knows" what are the working conditions, salaries, the position held in the organizational chart of the members of the studied team.

On the opposite side with 14 points came the indicator "to agree with the objectives of the organization". This results either from the fact that the organization does not "popularize" its objectives among employees, or because these objectives do not seem plausible, *eg.* employees consider them false. Team members are not motivated by the organization's goals. Other three indicators that have low scores, 16 points are: "career opportunities", "promotion opportunities", "to have freedom in professional activity". They are connected because if you can't promote you can't make a career, and in order to promote you have to have freedom in the activity you carry out, to be able to use creativity to perform.

If we compare the scores obtained for the expected professional motivation and the perceived one, the following graph will result:

Chart 1



We have the biggest discrepancies in the indicators: 12 - "promotion opportunities", 4 - "high salary", 6 - "good physical working conditions", 9 - "career opportunities" and 18 - „to be in accordance with the objectives of the institution”.

So, in order to significantly increase the level of motivation within the team of teachers from Kindergarten No. 14 Targoviste, we should adopt a set of motivational measures regarding these indicators, because here we have the biggest differences between expected and perceived motivation

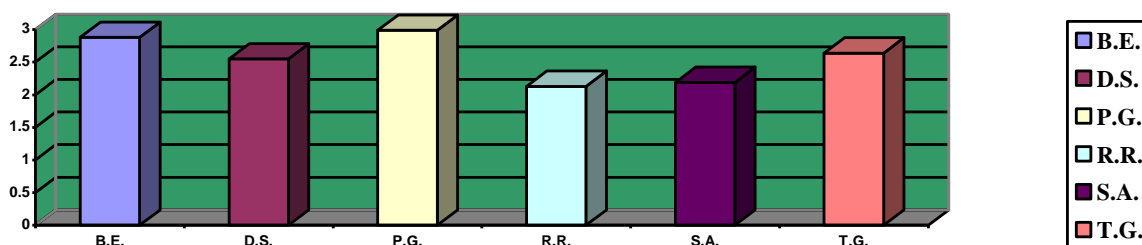
3.3. The performance evaluation was made on the basis of a standardized questionnaire containing 16 statements on teamwork performance, divided into areas: team communication, goal setting and performance management, work planning and coordination, collaboration problem solving and conflict resolution.

The following scores resulted from the processing of the questionnaires:

Table no. 3

| Nr. Crt. | Initial teachers | Communication | Goal setting and performance management | Activity planning and coordination | Solving collaboration problems | Conflict resolution | Total score |
|-------------------|------------------|---------------|---|------------------------------------|--------------------------------|---------------------|-------------|
| 1. | B.E. | 2,6 | 3,5 | 3,33 | 2,66 | 2,33 | 2,88 |
| 2. | D.S. | 2,6 | 3,5 | 2,33 | 2,33 | 2,33 | 2,55 |
| 3. | P.G. | 3 | 3 | 3,33 | 3,33 | 2,66 | 2,99 |
| 4. | R.R. | 2,8 | 1,5 | 1,33 | 1,33 | 2 | 2,13 |
| 5. | S.A. | 2,6 | 2 | 2 | 2 | 2 | 2,19 |
| 6. | T.G. | 2,2 | 3 | 3 | 3 | 3 | 2,64 |
| Scor total | | 2,63 | 2,75 | 2,55 | 2,55 | 2,44 | 2,56 |

Chart 2



In terms of areas, the team is best placed to establish the goal and management of performance with a score of 2.75, and in equality the lowest score, 2.44, was recorded by "problem solving" and conflict resolution.

This is due to the fact that the team is made up of teachers of different ages, between 25-55 years old, they meet as a team once a month or whenever needed, and the rest of the working time, each performs his tasks according to job description.

3.4. Motivation-performance relationship

In order to establish a link between motivation and performance I will present in the following table the scores of perceived motivation:

Table no. 4

| Nr. crt. | Motivating factors | Initial members of the Board of Directors | | | | | |
|--------------------|--|---|------------|------------|------------|------------|------------|
| | | B.E. | D.S. | P.G. | R.R. | S.A. | T.G. |
| 1. | Permanent and secure job | 4 | 3 | 3 | 4 | 3 | 3 |
| 2. | Self respect | 4 | 3 | 2 | 4 | 4 | 3 |
| 3. | Fixed schedule, rest periods | 4 | 4 | 2 | 3 | 2 | 2 |
| 4. | High salary | 3 | 2 | 2 | 4 | 3 | 3 |
| 5. | Reputation good organization | 2 | 3 | 3 | 4 | 3 | 4 |
| 6. | Good physical working conditions | 3 | 3 | 3 | 3 | 2 | 3 |
| 7. | Stimulating, interesting work | 2 | 4 | 3 | 4 | 2 | 3 |
| 8. | Advantages in nature | 3 | 3 | 3 | 3 | 3 | 2 |
| 9. | Career opportunities | 2 | 2 | 3 | 3 | 3 | 3 |
| 10. | Good deal with colleagues | 3 | 3 | 3 | 4 | 2 | 3 |
| 11. | High status in the organization | 2 | 3 | 3 | 3 | 3 | 3 |
| 12. | Promotion opportunities | 2 | 2 | 3 | 3 | 4 | 2 |
| 13. | Don't have to work hard | 3 | 3 | 3 | 2 | 3 | 3 |
| 14. | Direct and permanent guidance | 2 | 3 | 3 | 3 | 3 | 3 |
| 15. | Ongoing training programs | 3 | 4 | 3 | 4 | 3 | 3 |
| 16. | Have a competent manager | 3 | 3 | 4 | 4 | 2 | 3 |
| 17. | To have freedom in professional activity | 3 | 2 | 3 | 3 | 2 | 3 |
| 18. | Agree with the objectives of the institution | 1 | 2 | 3 | 3 | 3 | 2 |
| 19. | To work in a dynamic institution | 1 | 3 | 3 | 4 | 3 | 3 |
| 20. | Have a manager who appreciates a job well done | 3 | 4 | 3 | 4 | 3 | 4 |
| Score | | 2,6 | 2,9 | 2,9 | 3,4 | 2,8 | 2,9 |
| Total score | | 2,9 | | | | | |

So, as the data show us at a motivation score of 2.9 we have a professional performance score of 2.56. The difference is quite significant, the level of perceived motivation being higher than the level of team performance. This can be explained by several causes. First of all, we are dealing with a team that is heterogeneous in terms of age, seniority in the team, professional experience, and often this leads to a lower performance of the group. Secondly, as it is emerged from the results of the questionnaires, the team is not sufficiently involved, the organizational objectives to be achieved by carrying out the projects are not intrinsically of interest. Third, the group is not built efficiently, still having shortcomings in problem solving and conflict management. All of these are symptoms of a phenomenon called "social laziness." (G.Pânișoară, I. Pânișoară, *Motivarea eficientă*, 2005, p.168-171). This is characterized by the fact that in a task performed individually, employees make more effort to achieve high performance than if the same task is performed along with a team.

4. Conclusions and recommendations

At the organizational level, an important role in motivating teachers can be played by the leader of the organization. Currently, the management of human resources in the educational system is the responsibility of the County School Inspectorate, which organizes the competition for filling the vacancies, the attributions of the school manager being limited in this field. With the introduction of decentralization, the responsibilities of the school manager and the board of directors on the line of human resources will increase significantly in the sense of the possibility of making direct employment.

The leader can act on the factors that increase the motivation of employees, make people work harder and have a better attitude towards the activity they do. In this sense, a real help is offered by the knowledge of the principles of human resources management.

In 1960, Dr. Frederick Herzberg launched the theory of motivators and demotivators in our professional lives. Dr. Herzberg analyzes the field of work and identifies both the motivating factors (which if fulfilled make employees work harder, but if they are absent do not decrease motivation) and those that demotivate (if the conditions are met do not make employees work harder, but if they are absent they produce demotivation of employees).

Improving the demotivating factors does not bring more performance, but maintains the existing level of performance (eg. if a leader behaves nicely with employees, they will not work harder. If they behave badly, it is very likely that employees will work less. classroom is equipped with new furniture, the teacher will not teach more, but if he/she is moved to a dull classroom his/her performance will decrease).

A first motivational factor would be personal development and work pleasure. When you know exactly how to do certain tasks, you accomplish them with enthusiasm, confidence and get good results. From this perspective, teachers should be encouraged to take various training courses and to obtain teaching degrees, the advantages for the school being important:

- increases efficiency through motivation;
- increases efficiency by reducing errors;
- decreases the stress level of employees;
- increases loyalty to the school;
- increases the level of self-respect.

The second motivating factor is responsibility. People like to be responsible for something or someone, because it gives them a sense of usefulness and importance of their own as individual. When the school manager invests us with responsibility, most of us make an effort to get that task done with the best results. When the responsibility belongs to someone else, the level of involvement and the effort made decreases significantly, and if the responsibility belongs to everyone, it reaches indifference. The leader can assign certain responsibilities to teachers, the main problem is that there are no trusted people (many responsibilities are unpaid and fewer teachers are willing to work for nothing, in the context in which communism has been replaced by savage capitalism, primary). But if you don't take responsibility, you can't know exactly who you can count on.

The third motivating factor is recognition. When a teacher's merits are recognized for certain teaching or extracurricular activities, he or she tends to repeat them better and better. If the leader praises well-done things without stinginess, their authors will feel good and aim to achieve even better results. It seems that recognition is the strongest and cheapest form of motivation. It costs nothing to praise the teacher at the end of a special activity and to thank him/her for his/her effort. He/she will leave school happy, and the next day he/she will come to school with more work ethic.

To the factors mentioned above, Dr. Herzberg adds career advancement and professional fulfillment. Advancement in an educational organization is limited unlike private companies, and professional fulfillment is a personal matter that managers cannot offer, but must be sought by each employee.

The leader of the educational organization can be successful in motivating employees if:

- finds out what the employees want through a questionnaire, discussions with the unit’s union leader, discussions with the heads of methodical commissions;
- behaves with the kindergarten staff as his boss would like to behave with him;
- ensures the best working conditions: heat, clean air, water, rest areas, lighting, staff safety measures, etc. ;
- simplifies to the maximum the documents and administrative procedures that make it difficult for people to work;
- creates a pleasant working atmosphere and develops team spirit. If teachers consume their energy in conflicts, the pleasure of working decreases and performance inevitably disappears;
- supports the professional development of employees, especially beginners in the system, ensures that those responsible for methodical commissions behave like true leaders;
- congratulates the employees and is not shy to thank them for all the things well done.

Following the study at the level of an educational organization, regarding the motivation and performance within the risk management team (monitoring commission), we can make the following recommendations:

- designing and implementing an employee motivation strategy that takes into account the individual particularities of each employee and / or the particularities of each team;
- emphasizing the motivating and supporting role of the team leader (he must impose common goals, must clarify the roles of team members and provide feedback on the results of team work and on the goals achieved);
- identifying and recognizing those skills and competencies that are necessary to achieve high performance;
- identifying and recognizing those “outputs” that can be defined in qualitative terms, not only quantitative;
- giving a more encouraging and less critical evaluation style;
- paying more attention to the contribution of the individual to the success of the group, as a whole;
- doing performance evaluation periodically to avoid evaluation errors;
- following performance evaluation by identifying ways to improve team performance and planning future performance;
- reconstructing the role of motivation in obtaining superior performance;
- further monitoring the link between motivation and performance in order to determine which of the needs identified in the studies are truly motivating and are leading to increased performance.

In conclusion, this case study could not prove a clear link between motivation and professional performance because the hypothesis was not verified, the difference between the scores being significant. The leader of an organization is the link that determines the good or bad business. The leader's attitude towards risk is paramount in managing and anticipating risks with a clear vision, but it is also necessary to inspire them, to motivate employees to work together in order to achieve successful results. Proper motivation of employees is probably the biggest problem of organizations and also the key to success, held by one person-organizational leader. It is vital that employees are motivated to work with the leader to mitigate the effects of risk in order to achieve the organization's goal - to be successful.

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