



ქართულ-ამერიკული
უნივერსიტეტი

შპს ქართულ-ამერიკული უნივერსიტეტი

Georgian American University, LLC

ბიზნესის სკოლა

Business School

თამარი კვირიკაშვილი

Tamar Kvirikashvili

ორგანიზაციული ტრიგერები მომსახურების სფეროს
თანამშრომელთა საქმიანობის მართვაში

Organizational Triggers in Managing Service Employees
Performance

წარდგენილია ბიზნესის ადმინისტრირების დოქტორის აკადემიური ხარისხის
მოსაპოვებლად

Submitted in Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Business
Administration

თბილისი, 0160, საქართველო

Tbilisi, 0160, Georgia

2022

Thesis Topic: Organizational Triggers in Managing Service Employees
Performance

As the author of the submitted work, I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published, accepted for publication or written by another person, or substantial proportions of material that have been accepted for the award of any other degree or diploma, except where due acknowledgement is made in the dissertation.

Tamar Kvirikashvili

I would like to express my gratitude to Georgian American University, staff and professors. Special appreciation to my Supervisor Professor Dina Aslamazishvili for support and deep scientific interest in my research.

Table of Contents

Table of Contents	4
Executive Summary	7
რეზიუმე (აბსტრაქტი)	11
Introduction	16
PART 1. THEORETICAL BACKGROUND.....	25
1.1. Organizational Triggers	25
1.1.1 Triggers as a concept in psychology	26
1.1.2 Triggers in the workplace context.....	32
1.2. Behavior Related Challenges in Service Organizations	37
1.2.1 Sources of role conflicts and role stress.....	38
1.2.2 Emotional Labor	39
1.3. Managerial Challenges in Service Organizations	40
1.3.1 Recruiting, Enabling and Motivating Service Employees.....	41
1.3.2 Service Culture, Climate and Leadership.....	45
1.3.3 Performance Management in Service Oriented Organizations.....	48
1.4. Productive and Nonproductive Triggers in Managing Service Employees Performance	51
PART 2. METHODOLOGY, RESEARCH AND PRACTICAL FINDINGS.....	54
2.1. Research and Methodology	54
2.1.1 Qualitative Research Design and Procedures	55
2.1.2 Quantitative Research Design and Procedures.....	58
2.2. Data Analysis, Results and Discussion	60
2.2.1 Qualitative Data Analysis, Results and Discussion.....	60
2.2.2 Quantitative Data Analysis, Results and Discussion	73
Conclusion.....	93
Bibliography.....	99
Appendix A	110
Appendix B.....	112

List of Tables

Table 1. The service talent cycle	41
Table 2. Demographic Data of Respondents	61
Table 3. Stimuli that are used for better performance in organizations	70
Table 4. Results from questionnaire (demographic part)	74
Table 5. Results from questionnaire (main statements).....	78
Table 6. Pairs of organizational trigger and employee performance	83
Table 7. Test statistic for organizational triggers	84
Table 8. Respondent's assessment before and after of organizational trigger – scarcity....	85
Table 9. Respondent's assessment before and after of organizational trigger – consistency and commitment.....	86
Table 10. Respondent's assessment before and after of organizational trigger – social proof	87
Table 11. Respondent's assessment before and after of organizational trigger – new executives	88
Table 12. Respondent's assessment before and after of organizational trigger – new service announcement.....	89
Table 13. Respondent's assessment before and after of organizational trigger – increase in expenses.....	90
Table 14. Respondent's assessment before and after of organizational trigger – awards...91	

List of Figures

Figure 1. We Want It vs. We Need It.....	30
Figure 2. The Fogg Behavior Model (FBM).....	34
Figure 3. Information power – Items and dimensions.....	56
Figure 4. Number of Participants for Qualitative Research	61
Figure 5. Management by Objectives	63
Figure 6. Performance appraisal methods	64
Figure 7. Key Performance Indicators in Organizations	65
Figure 8. Organizational Triggers Common in Organizations	66
Figure 9. Organizational Triggers with the Greatest Impact on Employees	67
Figure 10. Indicators of Strong Performance	69
Figure 11. Nonproductive Triggers.....	71
Figure 12. Population Gender	75
Figure 13. Population Age.....	76
Figure 14. Population Education Level.....	76
Figure 15. Population Salary Per Month.....	77
Figure 16. Population Work Experience	77

Organizational Triggers in Managing Service Employees Performance

Executive Summary

This thesis is devoted to organizational triggers that can be used to manage the performance of service employees. Specifically, the purpose of the study is to investigate how much and in which way (positive or negative) some organizational triggers affect the performance of the employees who provide services to customers.

Relevance of the Topic

Our environment has feedback as a trigger. After all, our environment is constantly giving us new information that is important to our lives and changing our behavior. Triggers are often some sort of internal or external stimulus that causes the former addict and are reminders that put people in emotional and mental place of pain, anger, distress, frustration and other strong emotions. Therefore, it is important for managers in organizations not only to help workers control emotional situations but be able to control their own feelings, which can help contribute to a healthy environment, allow workers to perform according to their potential and maintain workers' morale.

In the service industry the quality of the service employees is critical, and this quality is not only dependent on the technical skills and knowledge, but as well on the psychological portrait of the employees, and as latest studies show, as well the behavioral variables, as work-related attitudes. In the service sector we know little about the unique challenges faced by managers.

In recent years, performance measurement has become a major issue. If an organization has the ability to measure its vital activities at all organizational levels, then it will become critical to its success in today's fast-paced world.

Goals and Objectives of the Thesis

The main goal of the research is to examine organizational triggers that can be used to manage the performance of service employees, and to find out if there is their strong correlation with employee performance. Specifically, the purpose of the study is to investigate how specific organizational triggers affect, positively or

negatively, the performance of the employees who provide services to customers. Following the goal, there are defined the following research objectives:

- to explore the importance of organizational triggers
- to study of different types of organizational triggers
- to detect of dominant organizational triggers in target organizations
- to identify the possible impact of organizational triggers on the performance of service sector employees
- to analyze the context of organizational triggers and job performance correlations

Research Methodology and Results

Both quantitative and qualitative research methods are used in the dissertation, including interview method and survey with the quantitative data analysis.

At first, in order to gain some information about organizational triggers in Georgian organizations, I decided to make interviews with the people who were involved in managing people. For the interviews I selected managers from two organizations, that were associated with education. One was public organization – EMIS (Education Management Information System) and second – private – Ell (English Language and Life).

When the direction of the study was established based on the qualitative research, it became necessary to test the feasibility of the hypothesis to analyze how literature review and qualitative research are connected to the performance which is increased by organizational triggers in the organization and for this reason it became necessary to appeal to the quantitative method.

Since the questionnaire assumes answers formed as Likert scale, we use Wilcoxon signed rank test for the paired samples of organizational trigger and performance to test the hypothesis about whether applying the given organizational trigger significantly influenced the performance. Normality of the sample observations is not assumed. In order to test the research hypothesis and following the main goal of the thesis, the following hypotheses are defined:

H₀: There is no difference between sample pairs (median change is zero)

H₁: There is a difference between sample pairs (median change is non – zero)

Based on the results we conclude that the null hypotheses in all cases is rejected, which means that all organizational triggers – scarcity, consistency and commitment, social proof, new executives, new service announcement, increase in expenses and awards influence the employee performance. In particular, all of the organizational triggers changed employee performance significantly. These findings scientifically prove that with organizational triggers managers can really manage service employees' performance.

Scientific novelty

Scientific novelty of the research is in the revealing several organizational triggers and their potential to influence employee performance in service sector. The related hypotheses are tested for the Georgian public and private service organizations showing that there is really powerful connection between organizational triggers and employee performance. The term 'organizational triggers' is elaborated and introduced in the scientific management research.

Structure of the Thesis

The thesis consists of introduction, two main parts, in total 6 chapters, 11 sections, conclusion, bibliography and 2 appendices. Overall 120 pages. Bibliography consists of 100 sources.

The first part includes a theoretical background consisting of four main chapters.

Chapter 1.1. reviews literature related to triggers as a concept in psychology, in workplace context, and generally the concept of organizational triggers. It discussed the two main researchers of triggers, understanding organizational triggers, their meaning and role in the work environment.

The second chapter 1.2. discusses behavior related challenges in service organizations, assumptions and views on role conflicts, role stress and emotional labor. It discusses some challenges specific for service organizations, as conflicting roles and their multiplicity at work lead to employee stress and conflict.

Chapter three 1.3. explore managerial challenges in service organizations as recruiting, enabling and motivating service employees. The focus of theoretical review is made on service culture, climate and leadership. It is underlined the importance of performance management in service sector.

The theoretical part of the dissertation ends with a detailed discussion of productive and non-productive triggers in Chapter four 1.4.

Part two is practical and dedicated to methodology, research and findings. Chapter 2.1 describes the research and methodology including qualitative and quantitative research design and procedures.

Chapter 2.2. is fully dedicated to the data analysis, results, and their discussion. It presents the results and analysis of both studies, - qualitative and quantitative. The appropriate conclusions are made. Statistical methods are discussed in detail in the Quantitative Data Analysis section which were then used to test the hypotheses and which are also followed by relevant discussions.

The final part of the dissertation offers the conclusions and recommendations. The report includes a final summary, research limitations, and some recommendations for academic professionals, practitioners, and business management experts.

ორგანიზაციული ტრიგერები მომსახურების სფეროს თანამშრომელთა საქმიანობის მართვაში

რეზიუმე (აბსტრაქტი)

ნაშრომი ეძღვნება ორგანიზაციულ ტრიგერებს, რომლებიც შეიძლება გამოიყენებოდეს მომსახურების სფეროს თანამშრომელთა საქმიანობის მართვაში. კონკრეტულად, კვლევის მიზანი არის იმის გამოკვლევა თუ რამდენად და რა გზით (დადებითად თუ უარყოფითად) მოქმედებს ზოგიერთი ორგანიზაციული ტრიგერი იმ თანამშრომელთა საქმიანობაზე, რომლებიც მომსახურებას უწევენ მომხმარებლებს.

თემის აქტუალობა

ჩვენს გარემოს აქვს უკუკავშირი, როგორც - ტრიგერი. გარემო მუდმივად გვაწვდის ახალ ინფორმაციას, რომელიც მნიშვნელოვანია ჩვენი ცხოვრებისთვის და ცვლის ჩვენს ქცევას. ტრიგერი ხშირ შემთხვევაში არის შინაგანი ან გარეგანი სტიმული და გამოიწვევს გარკვეული ტიპის ემოციის, როგორცაა ტკივილი, სიბრაზე, აღშფოთება, იმედგაცრუება.

ამიტომ, ორგანიზაციებში მენეჯერებისთვის მნიშვნელოვანია არა მხოლოდ ის რომ თანამშრომლებს დაეხმარონ ემოციური სიტუაციების მართვაში, არამედ მნიშვნელოვანია მათი დახმარება რომ თანამშრომლებმა შეძლონ თავიანთი გრძნობების გაკონტროლება, რომელიც ხელს შეუწყობს ჯანსაღი გარემოს შექმნას და საშუალებას მისცემს მათ იმოქმედონ თავიანთი პოტენცილის შესაბამისად. აღნიშნული თემა, მენეჯმენტსა და თანამშრომლებს შორის ურთიერთობა მართლაც მნიშვნელოვანია დღესდღეობით საქართველოში და შესაბამისად თანამშრომლებზე მენეჯმენტის მიერ გამოწვეული ორგანიზაციული ტრიგერების გავლენა.

მომსახურების სფეროში სერვისის თანამშრომელთა ხარისხი მართლაც კრიტიკულია და ეს ხარისხი დამოკიდებულია არა მხოლოდ ტექნიკურ უნარებსა და ცოდნაზე, არამედ მათ ფსიქოლოგიურ პორტრეტზეც და როგორც უახლესი კვლევები აჩვენებს, ქცევის ცვლადებზეც, როგორც სამუშაოსთან დაკავშირებულ დამოკიდებულებებზე. მომსახურების სფეროში მენეჯერების წინაშე არსებული უნიკალური გამოწვევების შესახებ ცოტა რამ არის ცნობილი. იმის გათვალისწინებით, რომ დროის სვლასთან

ერთად მომხმარებელი უფრო მომთხოვნი ხდება, მნიშვნელოვანია კარგი მომსახურების მიწოდება, რაც დამოკიდებულია აღნიშნული სფეროს თანამშრომლებზე.

მათი სამუშაოს შესრულების ხარისხზე კი გავლენას ახდენს გარკვეული ორგანიზაციული ტრიგერები და სწორედ ამიტომ კვლევის მიზანია შემდეგი: იმ ორგანიზაციული ტრიგერების გამოვლენა რომლებსაც აქვთ გავლენა საქართველოში არსებულ სერვის ორგანიზაციებში თანამშრომელთა საქმიანობაზე, როგორც საჯარო ისე კერძო სექტორში.

ნაშრომის მიზანი და კვლევის ზოგადი ამოცანა

კვლევის მთავარი მიზანი იმ ორგანიზაციული ტრიგერების გამოვლენაა, რომლებიც შეიძლება გამოყენებულ იქნას მომსახურების სფეროს თანამშრომლების საქმიანობის სამართავად და ასევე იმის გარკვევა არის თუ არა აღნიშნული ტრიგერების ძლიერი კორელაცია მათ საქმიანობასთან. კონკრეტულად, კვლევის მიზანია გამოიკვლიოს, თუ როგორ მოქმედებს კონკრეტული ორგანიზაციული ტრიგერები, დადებითად თუ უარყოფითად, იმ თანამშრომლების საქმიანობაზე, რომლებიც მომსახურებას უწევენ მომხმარებლებს. მიზნიდან გამომდინარე, განისაზღვრება შემდეგი კვლევის მიზნები:

- ორგანიზაციული ტრიგერების მნიშვნელობის შესწავლა
- სხვადასხვა სახის ორგანიზაციული ტრიგერების შესწავლა
- დომინანტური ორგანიზაციული ტრიგერების გამოვლენა სამიზნე ორგანიზაციებში
- ორგანიზაციული ტრიგერების შესაძლო გავლენის დადგენა მომსახურების სფეროს თანამშრომელთა საქმიანობაზე
- ორგანიზაციული ტრიგერებისა და საქმიანობის კორელაციის კონტექსტის ანალიზი

კვლევის მეთოდოლოგია და შედეგები

დისერტაციაში გამოყენებულია როგორც რაოდენობრივი, ასევე თვისებრივი კვლევის მეთოდები, მათ შორის ინტერვიუები და გამოკითხვა მონაცემთა რაოდენობრივი ანალიზისთვის.

თავდაპირველად, იმისათვის რომ მიმელო გარკვეული ინფორმაცია ორგანიზაციული ტრიგერების შესახებ ქართულ კომპანიებში, გადავწყვიტე მქონოდა ინტერვიუ იმ ადამიანებთან, რომლებიც ჩართულები არიან ადამიანების მართვაში. ამისათვის შერჩეულ იქნა მენეჯერები ორი ორგანიზაციიდან, რომლებიც დაკავშირებულია განათლებასთან. პირველი არის საჯარო ორგანიზაცია - EMIS (განათლების მართვის საინფორმაციო სისტემა) და მეორე - კერძო ორგანიზაცია - ELL (ინგლისური ენა და ცხოვრება).

როდესაც კვლევის მიმართულება დადგინდა თვისებრივი კვლევის საფუძველზე, საჭირო გახდა ჰიპოთეზის მიზანშეწონილობის შემოწმება იმის გასაანალიზებლად, თუ როგორ არის დაკავშირებული ლიტერატურის მიმოხილვა და თვისებრივი კვლევა იმ საქმიანობასთან, რომელიც გაზრდილია ორგანიზაციული ტრიგერების მიერ და ამ მიზეზით. საჭირო გახდა რაოდენობრივი კვლევის ჩატარება.

ვინაიდან კითხვარის პასუხები მოიცემა დისკრეტულად დაყოფილ შკალაზე, ვიყენებთ ვილკოქსონის რანჟირების ტესტს ჰიპოთეზის შესამოწმებლად რომელმაც უნდა უპასუხოს კითხვას: ახდენს თუ არა მნიშვნელოვან გავლენას ორგანიზაციული ტრიგერის გამოყენება თანამშრომლების მიერ შესრულებული სამუშაოს ხარისხზე (პერფორმანსზე). ამოკრების დაკვირვებებისთვის ნორმალური განაწილება არ მოითხოვება. ზემოთაღნიშნული ჰიპოთეზა განისაზღვრება შემდეგნაირად:

H₀: ამოკრების წყვილებს შორის არ არის სხვაობა (საშუალო ცვლილება ნულოვანია)

H₁: ამოკრების წყვილები განსხვავდება (საშუალო ცვლილება არანულოვანია)

შედეგების საფუძველზე შეგვიძლია დავასკვნათ, რომ ნულოვანი ჰიპოთეზა ყველა შემთხვევაში უარყოფილია, რაც ნიშნავს, რომ ყველა ორგანიზაციული ტრიგერი - დეფიციტი, თანმიმდევრულობა და ვალდებულება, სოციალური მტკიცებულება, ახალი აღმასრულებლები, განცხადება ახალ სერვისთან დაკავშირებით, ხარჯების ზრდა და ჯილდოები გავლენას ახდენს თანამშრომლის საქმიანობაზე. კერძოდ, ყველა ორგანიზაციულმა ტრიგერმა მნიშვნელოვნად შეცვალა თანამშრომლების საქმიანობა.

ეს დასკვნები მეცნიერულად ამტკიცებს, რომ ორგანიზაციული ტრიგერების საშუალებით მენეჯერებს შეუძლიათ მართლაც მართონ სერვისის თანამშრომელთა საქმიანობა.

სამეცნიერო სიახლე

კვლევის სამეცნიერო სიახლე არის რამდენიმე ორგანიზაციული ტრიგერის გამოვლენა და მათი პოტენციალის - გავლენის მოხდენა თანამშრომლების საქმიანობაზე მომსახურების სექტორში. შესაბამისი ჰიპოთეზები შემოწმებულია საქართველოს საჯარო და კერძო მომსახურე ორგანიზაციებში, რამაც აჩვენა ძლიერი კავშირი ორგანიზაციულ ტრიგერებსა და თანამშრომელთა საქმიანობას შორის. ტერმინი „ორგანიზაციული ტრიგერები“ შემუშავებულია და დანერგულია სამეცნიერო მენეჯმენტის კვლევაში.

ნაშრომის სტრუქტურა

ნაშრომი მოიცავს შესავალს, ორ ძირითად ნაწილს, ჯამში 6 განყოფილებას, დასკვნას, 2 დანართს და ბიბლიოგრაფიას. სულ 120 გვერდი. ბიბლიოგრაფია შედგება 100 წყაროსგან.

დისერტაცია შედგება ორი ძირითადი ნაწილისგან: თეორიული და პრაქტიკული.

პირველი ნაწილი მოიცავს თეორიულ საფუძველს, რომელიც შედგება ოთხი ძირითადი თავისგან.

თავი 1.1. მიმოიხილავს ლიტერატურას, რომელიც დაკავშირებულია ტრიგერებთან, როგორც ცნება ფსიქოლოგიაში, სამსახურის კონტექსტში და ზოგადად, ორგანიზაციული ტრიგერების ცნება. განხილული იყო ტრიგერების ორი ძირითადი მკვლევარი, ორგანიზაციული ტრიგერები, მათი მნიშვნელობა და როლი სამუშაო გარემოში.

მეორე თავი 1.2. განიხილავს ქცევასთან დაკავშირებულ გამოწვევებს მომსახურების სფეროს ორგანიზაციებში, როლური კონფლიქტების ვარაუდებსა და შეხედულებებს, როლურ სტრესს და ემოციურ შრომას. განხილულია გარკვეული გამოწვევები, რომლებიც სპეციფიკურია მომსახურების სფეროს ორგანიზაციებისთვის, ვინაიდან როლური კონფლიქტები და მათი მრავალფეროვნება სამსახურში იწვევს თანამშრომლების სტრესს და კონფლიქტს.

თავი მესამე 1.3. იკვლევს მენეჯერულ გამოწვევებს მომსახურების სფეროს ორგანიზაციებში, როგორცაა ამ სფეროში თანამშრომელთა რეკრუტირება, გააქტიურება და მოტივაცია. თეორიული მიმოხილვისას აქცენტი კეთდება მომსახურების კულტურაზე, კლიმატსა და ლიდერობაზე. ხაზგასმულია მომსახურების სექტორში საქმიანობის მართვის მნიშვნელობა.

ნაშრომის თეორიული ნაწილი მთავრდება პროდუქტიული და არაპროდუქტიული ტრიგერების დეტალური განხილვით მეოთხე თავში 1.4.

მეორე ნაწილი პრაქტიკულია და ეძღვნება მეთოდოლოგიას, კვლევას და დასკვნებს. თავი 2.1 აღწერს კვლევას და მეთოდოლოგიას, რომელიც მოიცავს თვისებრივი და რაოდენობრივი კვლევის დიზაინსა და პროცედურებს.

თავი 2.2. სრულად ეძღვნება მონაცემთა ანალიზს, შედეგებსა და მათ განხილვას. მასში წარმოდგენილია ორივე, როგორც თვისებრივი ისე რაოდენობრივი კვლევის შედეგები და ანალიზი. გაკეთებულია შესაბამისი დასკვნები. სტატისტიკური მეთოდები დეტალურად არის განხილული რაოდენობრივ მონაცემთა ანალიზის ნაწილში, რომლებიც შემდეგ გამოყენებულ იქნა ჰიპოთეზების შესამოწმებლად და რომელსაც ასევე მოჰყვა შესაბამისი განხილვა.

დასკვნები და რეკომენდაციები შემოთავაზებულია ნაშრომის ბოლო ნაწილში. ანგარიში მოიცავს საბოლოო შეჯამებას, კვლევის შეზღუდვებს და რეკომენდაციებს აკადემიური დარგის წარმომადგენლებისთვის, პროფესიონალი პრაქტიკოსებისთვის და ბიზნესის ადმინისტრირების სფეროში მოღვაწე ექსპერტებისთვის.

Introduction

Nowadays workplace is a stressful environment, which involves many situations and for that reason, it may trigger strong negative feelings. In a complex and dynamic environment, for assessing the amount of desirability and utility of their activities each organization requires ranking and determining key performance indicators. They provide links among execution, strategy and ultimate value creation. Several studies are conducted to explore the individual effects of organizational triggers on employees' performance. Nowadays in organizations, there is a significant focus on services, creating the customer-responsive culture, and service standards.

Management is always about efficiency and effectiveness, and employee performance takes a he part of attention when organizations plan, organize, lead and control for a better quality and business results. The research sets a challenging goal: to find out which organizational triggers have impact on employee performance in Georgian service organizations, both - in public and private sectors.

The thesis, its theoretical background and practical results are relevant in the field of Business Administration, as the research studies an intangible element of organizational life and management as triggers, and offers a comprehensive observation of how organizational triggers are connected with the employee performance.

Employee performance is important in the development of the organization, and several factors can have an impact on it. The studies usually underline the influence of both tangible and intangible elements in organization on the employee performance. In modern management studies a strong focus is at the intrinsic motivation leverages, much more than on the extrinsic variables, with a significant attention to the change context. The term 'trigger' one may often meet in the business management studies, dedicated to organizational change. One more

popular area of triggers research is in organizational behavior, for example, O'Neill and Cotton's research on a variety of triggers that moderate the relationship between organizational justice and different work-related attitudes (satisfactions), as well intention to leave the job (O'Neill & Cotton, 2015).

Goals and Objectives

The main research goal is to examine organizational triggers that can be used to manage the performance of service employees, and to find out if there is their strong correlation with employee performance. Specifically, the purpose of the study is to investigate how specific organizational triggers affect, positively or negatively, the performance of the employees who provide services to customers. Following the goal, there are defined the following research objectives:

- to explore the importance of organizational triggers
- to study of different types of organizational triggers
- to detect of dominant organizational triggers in target organizations
- to identify the possible impact of organizational triggers on the performance of service sector employees
- to analyze the context of organizational triggers and job performance correlations

Literature Review

A specific action is performed by a trigger. Also any stimulus can appear suddenly that shapes our thoughts and actions and it may be major or minor moments, pleasant or ambitious. Everything that serves as reminders for distracting emotions, for example: places, people, scents, harmful substances are triggers. Triggers are often some sort of internal or external stimulus that causes the former addict and

are reminders that put people in emotional and mental place of pain, anger, distress, frustration and other strong emotions.

Marshall Goldsmith defines trigger as a stimulus that impacts our behavior (Goldsmith, 2007). His success is based on practical leadership approaches and he also helps leaders to understand that the environment we operate in can trigger negative behavior. He seeks to identify the workplace habits and also the ways how to overcome them. The author assumes and proves in his works that the traits might lead to our downfall while these traits enabled us to become successful. He identifies the twenty most common 'bad habits' and offers a procedure for improving without a complete personal makeover.

The work of Robert Benoit Cialdini on influence was summarized in the legendary book: *Influence: The Psychology of Persuasion*. The actions of those around us, is influenced inevitably by people. Referring to the 6 principles of the environment and some well-thought-out and planned experiments on them, Cialdini developed a theory he called the "click" reaction in the mind (Cialdini, 2007). If we are not careful, Cialdini believes that money, time, and our lives can manipulate us. To protect oneself, one way is to be aware of all the tricks, and become a 'master of influence'.

Triggers in management are studied in the ways they can affect psychological contracts (Wiechers, Lub, & Have, 2016), the expectations employees hold about their organizations, as usually change can vary those expectations. In my research I take a behavioral perspective on triggers, and following Cialdini and Goldsmith understanding and studies, I define organizational trigger as an environment factor which can lead to the specific behavioral (or social) mechanism to unfold, generating a response to this factor influence.

The simultaneous coexistence of three elements is desirable to achieve the desired behavior, and it is these three elements that the Fogg Behavior Model (FBM) refers to: motivation, ability, and triggers. FBM has made it clear that motivation alone

may not be able to accomplish the desired behavior because there may not be enough power for it. If the behavior is simple, it can be performed by people with low motivation (Fogg, 2009)

Jim Collins contradicts the adage - " People are the foremost important asset " because he thinks that the most important values are the proper people (Collins, 2001). In order to use human resources properly, it is important to hire people properly, which is a big and additional challenge in service organizations, as the Person-Job fit matters and can impact the level of intrinsic motivation and job satisfaction. Literally, high job satisfaction of service employees directly correlates with customer satisfaction. Moreover, the portrait of a candidate for service job sometimes is quite clearly based on the intangible role expectations.

Excellent service organizations attach great importance to training and internal communications, which is then reflected in qualified staff, which in turn ensures high quality of service, satisfaction and sales. Schneider and Bowen noted that attracting competent applicants and using effective techniques to hire them, and then training them, would be gangsters in any market (Schneider & Bowen, 1995).

To measure performance, Heskett et al. (2015) proposed both financial and non-financial measures. Since employees are a key part of service delivery, the authors believe that employee loyalty and productivity are most important in this case (Heskett, Sasser, & Schlesinger, 2015).

To achieve a competitive advantage and deliver service excellence, service organizations must build a strong service climate and culture, and the supporting leadership structures (Hong, Liao, Hu, & Jiang, 2013).

Service culture is the value associated with customer service that includes shared values about what is right and what is wrong, what works and what does not, why common beliefs are important (Bowen & Schneider, 2013).

Berry found core values in organizations where service is at the highest level - respect, joy, integrity, innovation, excellence. The responsibility of the leaders of such organizations is to create a culture of service with its values that will energize and inspire employees (Berry, 1995).

Whatever the organization and its leaders do, employees perceive it significantly (Heskett, Jones, Loveman, Sasser, & Schlesinger, 1994). Chung and Schneider supported the view that creating a good climate is important for aligning all subsystems, for example, studies have shown that service climate is related to service innovation, financial performance, and customer loyalty (Chung & Schneider, 2002).

According to Hsieh (Hsieh, 2010), CEO of Zappos, customer service should not only be a department, but should be a whole company. Some of contemporary studies state that employees are important contribution to service, and even to service innovation. In most of them it is proved that service is correlated with the the employees' attitudes, for example, job satisfaction or employee involvement (Engen, Fuglsang, Tuominen, & et al., 2021). It shows that effective service performance is almost based on the behavioral factors in organizations.

In the service oriented organizations performance management and effective system of assessment is critical for achieving organizational goals. Monitoring true KPIs is a difficult goal for organizations. Parmenter has developed four types of performance measurement: (1) Key Result Indicators (KRIs), which tell us how to get to a critical success factor; (2) Result Indicators (RIs), which tell us what is being done; (3) Performance Indicators (PIs) that tell us what to try and (4) KPIs that tell us what to try to increase performance dramatically (Parmenter, 2010). KPIs are powerful metrics and its importance is manifested with the reasons that, KPIs strengthen employee morale, influence and support business objectives, foster personal growth and are critical for performance management. As managers trigger

their employees to achieve the standard, performance indicators as standards can express authority.

From the theoretical part we also found out that core motivators, elements of simplicity and triggers may cause role stress and role conflict, that can be expressed in organization/client, person/role and inter-client conflicts. For example, where there is multiplicity of roles in service job, employees in this case may have low motivation to perform a behavior, which then may have a negative impact on their performance and well-being and often it may cause role stress and role conflict.

It is mentioned that empowering employees, providing an effective reward system, redesigning jobs and creating flexibility are considered as organizational triggers, because all the ways may be used by managers in order to maintain, develop motivated employees and to raise the quality of work done. Service-oriented leadership has a strong impact on the climate, as forcing quality service performance, and in the right assessment if the performance quality should be considered at a significant leverage.

It became also clear that a service-oriented leadership which has a strong impact on service climate and therefor implies appreciating high-quality service performances is really an important issue to consider in order to then make the right assessment of the performance quality. It is also important that managers must be sure that employees are working as contributing members of the team, must promote to meet established goals to assist that business operations are successful.

Research Methodology

Both quantitative and qualitative research methods are used in the dissertation, including interview method and survey with the quantitative data analysis.

According to (Berrios & Lucca, 2006), qualitative methods serve for a better human behavior understanding, and Gerdes and Conn (Gerdes & Conn, 2001) state that qualitative methods provide a more holistic and integrated view in management

studies. Quantitative methods help to collect data and measure it within statistical context, to prove or deny the hypothesis stated in following the qualitative part of the research (Creswell, 2003).

At first, in order to gain some information about organizational triggers in Georgian organizations, I decided to make interviews with the people who were involved in managing people. For the interviews I selected managers from two organizations, that were associated with education. One was public organization – EMIS (Education Management Information System) and second – private – Ell (English Language and Life).

When the direction of the study was established based on the qualitative research, it became necessary to test the feasibility of the hypothesis to analyze how literature review and qualitative research are connected to the performance which is increased by organizational triggers in the organization and for this reason it became necessary to appeal to the quantitative method.

In the questionnaire which is prepared for this research, first part includes demographic questions and second part the questions based on the main goal and hypothesis of the research. In the questionnaire there are 5 demographic questions and 49 main statements. For the main statements there was scale, in a range from 1 to 5, respondents had to evaluate their opinion from insufficient to very good, much worse to much better, seldom to always, never or often, unimportant to important. Finally, respondents were asked to rate the impact on the scale from 1-5 of seven pre-selected organizational triggers on their specific performance.

Since the questionnaire assumes answers formed as Likert scale, we use Wilcoxon signed rank test for the paired samples of organizational trigger and performance to test the hypothesis about whether applying the given organizational trigger significantly influenced the performance. Normality of the sample observations is not assumed. In order to test the research hypothesis and following the main goal of the thesis, the following hypotheses are defined:

H₀: There is no difference between sample pairs (median change is zero)

*H₁: There is a difference between sample pairs (median change is non
– zero)*

Theoretical and Practical Importance of the Research

There has been little research on the impact of organizational triggers on service performance, but not in Georgia. The challenge for the organization and management is to increase employee productivity. That is why organizational triggers were linked to the performance of service employees.

Theoretical part of the research was important to me, because the process started with the theoretical background and analysis of the existing triggers in organizational context. How are they defined, the ways they are interpreted and explored in managing business organizations in the service field. The results from the interview helped to define some basic organizational triggers, incorporated in the target organizations. The most important part of the interview was about identifying the organizational triggers that were widely used in these organizations and on which my further quantitative research should be based. From the listed organizational triggers, they mentioned seven triggers which they thought was widely used by their companies: Scarcity, consistency and commitment, social proof, new executives, new service announcement, increase in expenses, awards.

For the hypothesis testing (for each of the elaborated triggers it is that trigger significantly influences the performance) there was used a survey with the quantitative data analysis.

Very specific and realistic answers were the results of quantitative research. There was used sample pairs from organizational trigger and employee performance that

were used then in hypothesis. Both hypotheses were tested statistically and at last generalized to the whole employed population.

In particular, all of the organizational triggers changed employee performance significantly. These findings scientifically prove that with organizational triggers managers can really influence the service employees' performance.

This research shows the importance of organizational triggers for employees and that each trigger has a fairly large impact on the quality of their performance. Consequently, this issue should be the subject of frequent observations by management, as each incorrect trigger can dramatically drop the quality of performance.

The thesis explores the connection between organizational triggers and service employees' performance. The conducted research, gathered data and analysis of the study results, along with given recommendations, will be practically interesting for business administration field experts and practicing managers.

PART 1. THEORETICAL BACKGROUND

1.1. Organizational Triggers

Management studies actively highlight the importance of 'humble' (behavioral) factors in performance appraisal and organizational change. The fundamental researches as Hersey and Blanchard (Hersey & Blanchard, 1988), Cyert and March (Cyert & March, 1963). Nowadays models aim their recommendations at high performance practices in, Ivancevich (Ivancevich, 1980), and Herzberg (Herzberg, 1959) state, that organization is a behavioral social entity with its microclimate, and to utilize effectively human resources and to get better results in a firm, it is important to focus on the behavioral (human) aspects in organizational performance human resources management, with the orientation at organizational culture and corporate values, as work-related attitudes are actively proved to be directly correlated with the performance and organizational creativity (Zhong, Wayne, & Liden, 2016) (Schneider, Ehrhart, & Macey, 2013) (Mumford, 2011) (Rich, LePine, & Crawford, 2010).

Workplace involves quite a stressful environment, especially work that serves to provide service. It is therefore interesting to find out specifically what type of impact each organizational trigger can have on employee performance. Many studies underline the relationship of some behavioral factors (as work-related attitudes for example) and business outcomes. For example, Harter et al. offer meta-analysis of employee engagement, employee satisfaction and result in business organizations (Harter, Schmidt, & Hayes, 2002). The analysis shows that employee satisfaction and engagement are in relation to meaningful business outcomes and it even generalizes across the companies (Harter, Schmidt, & Hayes, 2002). The human factor still remains not fully studied and with a high impact level in managing organizations.

Any event, place or any person may be triggers. In the service sector we know little about the unique challenges faced by managers. Thus, it is necessary to review and analyze each organizational trigger in order to properly assess their effectiveness and efficiency in terms of employee performance.

1.1.1 Triggers as a concept in psychology

Trigger in some way means the factor which generates the specific behavioral lead. It arises the automatic response, which can be effective and can be disruptive. Triggers can be developed with some practice, not only imprinted. A specific action is performed by a trigger. Also any stimulus can appear suddenly that shapes our thoughts and actions and it may be major or minor moments, pleasant or ambitious. Our environment, which is the most powerful mechanism of use in our lives, does not always work in our favor, when we make plans to achieve our goals, the environment is constantly interfering. For example, we forget the doctor's advice about lowering our cholesterol, when the smell of bacon comes out of the kitchen, and sometimes we have to skip a child's football game because we are obligated to appreciate the staff and provide them consistently because they work late every day and so on. This is how our environment interferes with our lives and therefore we have to act against our will.

Our environment can increase the responses to triggers, and it usually gives people new information, leading to perception and transferring it according to the experience and individual filters we have. It leads to the behavior and display of difference states and decisions. Our environment often leads to bad behavior and this is done against our will and against better judgment and without awareness, where a well-designed feedback loop leads to the desired behavior. Change is taking place.

Two famous and pioneering in moving triggers concept to business (management and marketing) researchers are: Robert Cialdini and Marshall Goldsmith.

Marshall Goldsmith, the author of management-related books and coach of American leadership. His success is based on practical leadership approaches and he also helps leaders to understand that the environment we operate in can trigger negative behavior. Goldsmith defines trigger as a stimulus that impacts our behavior (Goldsmith, 2007). He seeks to identify the workplace habits and also the ways how to overcome them. The author assumes and proves in his works that the traits might lead to our downfall while these traits enabled us to become successful. He identifies the twenty most common 'bad habits' and offers a procedure for improving without a complete personal makeover.

The work of Robert Benoit Cialdini on influence was summarized in the legendary book: Influence: The Psychology of Persuasion. The actions of those around us, is influenced inevitably by people. Referring to the 6 principles of the environment and some well-thought-out and planned experiments on them, Cialdini developed a theory he called the "click" reaction in the mind (Cialdini, 2007). If we are not careful, Cialdini believes that money, time, and our lives can manipulate us. To protect oneself, one way is to be aware of all the tricks, and become a 'master of influence'.

These are six triggers described by Cialdini as the main drivers to influence others (Cialdini, 2007):

- Reciprocity- It is deeply ingrained psychological trigger. When we act in favour of another person, they have also an obligation to return, which means - benefits for benefits. By the initial small kindness much greater feedback can be leaded.
- Scarcity- Something is difficult to achieve when there is a shortage of resources or the faster we want to achieve it. Shortly it's - scarcity. When

society does not have enough productive resources to meet all needs, it is scarcity, from an academic point of view.

- Consistency and Commitment – these two are operated on two levels. For the future behaviour, the best predictor is its past, this is the first level. People try to conform to previous actions and thoughts. Therefore, when the goal is publicly announced, making significant changes in lifestyle becomes much more successful. Second, the premise of great consent is small consent, which means that the first "yes" to face-to-face sales is simpler than the next.
- Authority- This is one of the scariest psychological triggers. Authority takes a principled step for using the power of particular individuals, where social evidence is based on popular power - i.e., people "just like me". Authority is dangerous because it has power. There may be a tendency that the action can be repeated in response to simple symbols rather than its essence, according to Cialdini. The research has shown that the most effective symbol can be automobiles and clothes. In other words, people react also to authorities' appearance.
- Liking - Another obvious trigger that is not at all easy. In reality "people prefer to give their yes to those who know and like them" and no matter how logical our decisions may be. In short, they will buy from you when they like you. Approval can be expressed in common interests and similarities and also in physical attractiveness.
- Social proof – The crowd is a powerful force, whether we like to admit it or not. If we consider sales, then we can understand this easily. To increase sales, the first psychological trigger must come from people who are already using the product or service and not from us.

Everything that serves as reminders for distracting emotions, for example: places, people, scents, harmful substances are triggers. Triggers are often some sort of internal or external stimulus that causes the former addict and are reminders that

put people in emotional and mental place of pain, anger, distress, frustration and other strong emotions.

Triggers may be easily identifiable when someone reacts to something. For example, when an uncomfortable experience happens or someone remembers an event. It may cause someone to lash out, cope in unhealthy ways or breakdown. Result is that, when individuals have unchecked triggers it can foster unhealthy relationships, and of course endure much suffering.

Triggers are positive and negative. The negative triggers can cause the most damaging effects. Common triggers may lead to depression, frustration, isolation, broken relationships, in the workplace may lead to negative work-related attitudes and as a consequence influence the basic work behaviours. When individuals are triggered, spiralling into various behaviours and compulsions, guilt, irritability, low self-esteem and anger can surface. Mental and emotional triggers may be traumatizing and run very deep.

Any event, place or any person may be triggers, and triggers can be internal and external. When you feel whole, feel avoid and feel accepted – these are examples of internal triggers. If these feelings and thoughts aren't addressed in a healthy way, it can lead to relapse. Internal triggers may be also emotions. Factors which is outside of oneself, may be external triggers. People who influence, such as co-workers, friends, employers, partners may involve these triggers. External triggers also may be places. When one goes to restaurant, concerts, to a friend's house, or join every week work meeting, it might bring back memories or generate an automatic stress response, or in a positive trigger case, - productive response and activation of resources. During some time, it forms specific patterns of behaviour and weaken awareness and better choice. Situational triggers are different for everyone. Intimacy, stress, such as meeting new people, corporate parties, work gatherings, and major life changes. Stimuli that immediately impact behavior are

direct triggers, with no intermediate steps between your response and the triggering event.

Trigger dimensions express the tension between what we need and what we want. We want short-term gratification, while we need the long-term benefit. We never get a break, from choosing one or the other. Goldsmith illustrates it in the following way (see Figure 1), where productive triggers lead us toward what we need and encouraging triggers toward what we want. Ideal situation will be if productive triggers would be the same with encouraging triggers. In management language, if the employee wants would be aligned with corporate needs.

Figure 1. We Want It vs. We Need It



Source: Goldsmith M. (2007) What got you here won't get you there: how successful people become even more successful

We Want It vs We Need It: we choose to be in the top right square. In this square, the motivating factors are productive triggers and also the long-term achievement that we need corresponds to the short-term satisfaction that we want. Common causes that are in this box can be: recognition, admiration, praise, and cash rewards.

We Don't Need It vs Want It: The upper left quadratic stimulus trigger is a counterproductive paradoxical effect where we can encounter pleasurable situations that then distract us or tempt us to achieve our goals. If you have ever received a supervisor's compliment, then you know how to return positive reinforcement (Goldsmith, 2007).

We Need It Vs Don't Want It: The thorny bag of destructive triggers that we know we need but do not want is the bottom right square. Rules limit us and they exist because they remove behaviors from our repertoire. We need rules to act correctly, because obeying them forces us to act correctly. Even though our first impulse goes the other way, we are still going in the right direction. Extremely degrading triggers can be: revenge, remorse, punishment and also fear of shame. If the rules are not followed, they appear. For example, if you have ever been dressed down by a manager, it can be a motivator to stay true to your long-term goals and also not to repeat what you do not want to repeat (Goldsmith, 2007).

We Don't Need Vs Want It: The frustrating and counterproductive triggers are in the lower left square, which is definitely not a good place for that. An example of this could be a toxic workplace that causes unhealthy behavior as it strays from our goals. Such an ugly environment can even lead to apathy, isolation, hopelessness, stress and anger (Goldsmith, 2007).

The exact brain functioning isn't totally understood behind triggers. There are several views on how triggers work. When an individual is in a threatening scenario, they'll interact is a fight or flight response. The body goes on high alert to prioritize all its resources to react to things. Remembering formation is one of the functions neglected throughout a fight or flight scenario. There are cases when

a person's brain can misfile the traumatic event in its memory storage. Instead of being hold on as a past event, things are labelled as a still-present threat. Individual's body acts as if the event is going on, returning to fight or flight mode when an individual is reminded of stress. Triggers are powerful as a result of they typically involve the senses. Sensory info (sights, sounds, smells) plays an oversized part in memory. The additional sensory info is keep, the better a memory is to recall.

Triggers lead to automatic responses to different stimuli, and can reduce the quality of decisions and behaviors, as well nonproductive triggers have negative impact on behaviors in stressful situations. Organization is a workplace with variety of stress factors, it is originally the place where one does not feel safe, as it is not home, and colleagues, supervisors and clients are not family members. The research is aimed at exploring the triggers operating in the workplace, and the ways managers can use them in a more awareness ways to increase motivation and enhance employees' performance.

1.1.2 Triggers in the workplace context

Triggers often mentioned in the studies of organizational change. They are defined as the leverages and change catalysts, for example, triggers can appear from values change or technology change (Bielinska-Kwapisz, 2014). As well triggers in management are studied in the ways they can affect psychological contracts (Wiechers, Lub, & Have, 2016), the expectations employees hold about their organizations, as usually change can vary those expectations. In my research I take a behavioral perspective on triggers, and following Cialdini and Goldsmith understanding and studies, I define organizational trigger as an environment factor which can lead to the specific behavioral (or social) mechanism to unfold, generating a response to this factor influence.

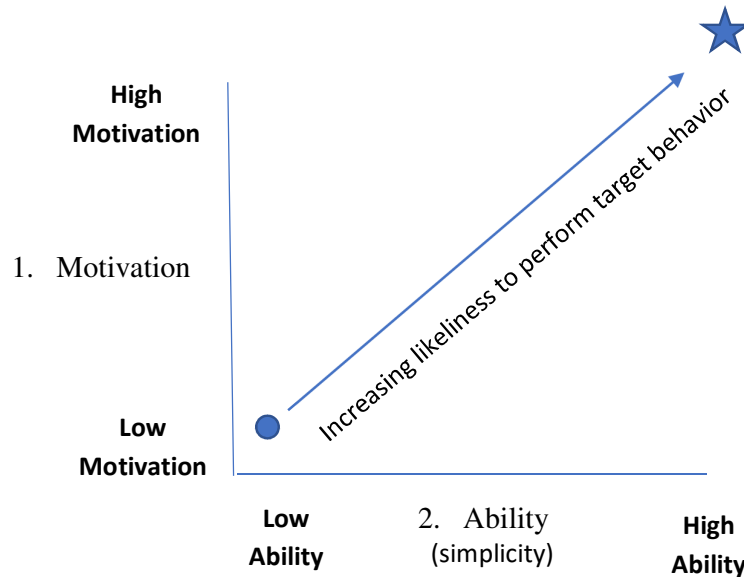
Workplace as originally a not safe place, may display the external triggers for employees leading to welcomed and unwelcomed work-place behaviors. People in any workplace learn the behaviors, through examples, expectations and job tasks. Individuals carry out what's expected of them, written and unwritten expectations. Written expectations are usually delivered through job descriptions, memos, e-mails, and official documents. What's less clear for people within a structure are the unwritten expectations. For understanding unwritten expectations, these are the groupings in organizations, according to Mair, Arun and Scott-Morgan: triggers, motivators and enablers (Mair, Arun, & Scott-Morgan, 1997).

Triggers, or triggering events, are outlined as circumstances that act as catalysts to structure learning. Like persons, organizations don't learn proactively (Watkins and Marsick, 1993). It happens reactively, as is connected with the responsive answer. Any workplace, even with an extremely healthy climate, is a stressful environment, which involves many situations and for that reason it may trigger strong negative feelings. It is important for managers not only to help workers control emotional situations but be able to manage their own feelings. This can help contribute to a healthy environment, allow workers to perform according to their potential and maintain workers' morale. It is important for most stressful situations that manager is able to respond in a rational, calm and positive manner, which helps to encourage workers to see the situation more objectively. In contrast, when managers add their own emotions into the mix, it can be very unhelpful for fueling workers' emotions. Managers can send the message to workers, when they react in unhelpful ways, that they can lead the team through hard times and are incapable of remaining calm. When managers have the ability to resolve an emotionally charged problem and demonstrate empathy, it can give workers confidence and that these workers are overseen by competent and strong leaders.

Developed in Stanford University Organizational Behavior Design Lab, in management the Fogg Behavior Model (FBM) (Fogg, 2009) is applied for analysis and shaping behavior. These three elements must be present at the same time in

order to obtain the desired behavior. These are: Motivation, Ability, and Triggers (see Figure 2).

Figure 2. The Fogg Behavior Model (FBM)



Source: A behavioral model for persuasive design (Fogg, 2009)

The vertical axis is for motivation, where the lower end houses is the low-motivated individual and the upper end - the highly motivated individual. There is a horizontal axis for the ability, an individual with a low ability is on the left side of the axis, and a person with a high ability - on the right side (Fogg, 2009).

The star represented in the upper right corner represents the given target behavior, the layout of which symbolically explains that high motivation and ability are required for the target behavior. The third factor - triggers, are close to the star, because they are a necessity for target behavior.

FBM has made it clear that motivation alone is not enough to make a person perform a particular behavior if they do not have the power. Consequently

increasing motivation is not always the solution, sometimes the way to increase behavioral complexity is to increase skill - simplify behavior.

People with low motivation can perform this behavior if the behavior is simple. (Fogg, 2009) FBM is designed to understand what motivates people, what gives them the opportunity to make things easier. In the correlation of motivation and skill, it resonates with Goldsmith's four quadrants, which guide the behavior of people at work (see Figure 1), - needs and wants, and the place between them. The main motivators offered by FBM are: pain and pleasure, fear and hope, rejection and social acceptance.

Pain and pleasure are quite strong motivators. Their difference from other motivators is manifested by instant responses. These are two primitive answers, for example the pain of feeling hungry triggers eating behaviors (Fogg, 2009).

The sides of the second motivator are opposed to each other. Hope is the expectation that something positive is happening, and fear is that something bad is happening. They are both solid motivators. In some cases they may be more powerful motivators than pain and pleasure, however the power of each motivator changes with the change of scenario (Fogg, 2009).

The social dimension is the last motivator that has two sides - rejection and social acceptance. These motivators have a great impact on our daily lives. For example, they determine what we wear or even what language we use to speak. The power of these motivators is undeniable and popular in our present live (Fogg, 2009).

The profile of simplicity is different for everyone, which means that what may be easy for one may be difficult for another. Simplicity varies not only by individual but also by context. It is up to the script to create profiles of different simplicity, and finally simplicity is achieved with the finished design.

The third factor in FBM is triggers, which are the cause of a person's specific behavior. The trigger is also an important aspect of convincing design. Once the

motivation and ability for a particular behavior is high you already need a trigger. There are three types of trigger: spark, facilitator, and signal. The behavior is triggered by a spark, the facilitator facilitates the behavior, and the signal indicates or reminds (Fogg, 2009).

To summarize, the simultaneous coexistence of three elements is desirable to achieve the desired behavior, and it is these three elements that the Fogg Behavior Model (FBM) refers to: motivation, ability, and triggers. FBM has made it clear that motivation alone may not be able to accomplish the desired behavior because there may not be enough power for it. If the behavior is simple, it can be performed by people with low motivation (Fogg, 2009) The core motivators offered by the FBM are: pain/pleasure, fear/hope, rejection/social acceptance.

As for ability, increasing ability isn't always about training or teaching, since people are resistant to training because it requires effort. Persuasive design aims for simplicity, which means making behavior easy. Fogg offers in this model the following simplicity elements: time, money, physical effort, brain cycles, social deviance and some non-routine tasks or issues (Fogg, 2009).

When ability and motivation for a specific behavior are already high, a trigger is required. Three types of triggers are: spark - trigger that motivates behavior, facilitator - what makes behavior easier and signal – which indicates or reminds.

We can conclude that all the core motivators, elements of simplicity and triggers that are mentioned above may cause role stress and role conflict, that can be expressed in organization-client, person-role and inter-client conflicts (described in the following part). For example, where there is multiplicity of roles in service job, employees in this case may have low motivation to perform a behavior, which then may have a negative impact on their performance and well-being and often it may cause role stress and role conflict.

1.2. Behavior Related Challenges in Service Organizations

Service employees experience often the same motivation challenges as employees in other sectors. In the history of work motivation there are several periods, defined by Latham (Latham, 2012), as in the past some basic issues about money, biology and behavior continued with attitudes orientation, classical and modern theories, and forwarded to extrinsic-intrinsic duality, needs, emotions and cognition. Moreover, in nowadays business organizations with team horizontal linkages, it is a huge dilemma on the rewards' choice, - more individual or team (Peasell, Christian, & Ellis, 2010). Motivation today is multifocal more, and sometimes can be not easily predictable, as described in the Pink's book on drive (Pink, 2010). Frontline service employees are entitled as boundary spanners by the literature on organizational behavior.

In the research often the issues of enhancing customer service behaviors quality are discussed, as for example, in the described by project, there was a study of how specific service behaviors as greetings and closing behaviors can be improved in organizations (Rice, Austin, & Gravina, 2009). Sometimes the service employees even get the separate focus in the studies, as managerial evaluations of salespersons' performance (MacKenzie, Podsakoff, & Fetter, 1991), growing customers' impact on the leaders and employees (Grant, 2011) and others.

Service employees connect the internal part of the organization with the outside world, which is responsible to both internal and external parties. These roles mean that service employees represent the firm to customers, deliver the service, and also represent customers in the organization and inform their customer requests and wishes. It is this multiplicity of roles that causes employee role stress and role conflict at work.

Moreover, the challenges are associated with emotional labor. More and more studies are dedicated to the burnout as a negative factor in employee performance,

as in Schaufeli and Bakker's multi-sample study of burnout-engagement dichotomy (Schaufeli & Bakker, 2004). The research proves that to enhance engagement there is a need to decrease burnout, which is the result of job resources lack and health problems. Emotional labor aspect is mentioned in the studies of work engagement, as emotional connection with their work role makes employees display a better performance quality (Bakker, 2011). Service employees usually find themselves working in stressful conditions, and these factors as well can have a high impact on their performance.

1.2.1 Sources of role conflicts and role stress

According to Wirtz and Lovelock, the main sources of role conflicts and stress for service employees are: organization – client conflict; person – role conflict; inter – client conflict (Wirtz & Lovelock, 2016).

Organizational-client conflict can lead to front-line employees often having to achieve conflicting goals, such as marketing: sales and customer satisfaction, as well as operations goals: efficiency and productivity. Role conflicts are common in customer-centric organizations, as the integration of conflicting goals in such organizations is shifted to the front line.

When service employees have to do what the job requires of them and it has to do with their own personality, self-perception and belief, this is when a person's role conflict occurs. For example, in many cases, because of the "smile service" part, employees have to be friendly and smiling even to rude customers.

Mahesh and Kasturi noted that the description of customers by front-line employees is made by constantly using negative phrases, such as: arrogant, irrational, and overbearing (Mahesh & Kasturi, 2006). In order to provide high quality service to customers, the staff must be independent, warm and friendly.

Such qualities are found in high self-esteem staff. Low levels of service are often associated with both low education and low pay and limited advancement.

Service employees play three roles that cause conflict and stress between them: customer satisfaction, sales growth, and productivity delivery (Chung & Schneider, 2002). These roles are associated with the high levels of stress among service employees, as described in the book on employees and employers in service organizations, the main causes of stress across cultures are high workload, control lack, job insecurity, work-life balance issues, and emotional labor associated with these factors (Nagarajan, 2017).

1.2.2 Emotional Labor

Emotional labor, this is a concept that manifests itself when the feelings of front-line employees are different from the emotions they have to express towards customers. This concept first appeared by Hochschild in the book 'The managed heart' (Hochschild, 1983). Front-line employees can express emotions to customers with gestures, tone of voice, they can be empathetic, sincere or self-assured.

Costakis, Gruhlke, Su define the consequences of the impact of emotional labor on service organizations as emotional regulation strategy which has different impact compared to the surface acting on the turnover tendency, deep acting in emotional regulation in a positive correlation with burnout prevention; the study proves that front line workers report the highest levels of stress (Costakis, Gruhlke, & Su, 2021). Service requires a high level of emotional work, and it has a huge impact on the performance, dealing with difficult customers in some studies is mentioned to be the main reason of high emotional labor impact with organizational consequences (Bailey, 2000). Furthermore, it is found out the connection of emotional labor and career management and development in service jobs (Atik & Yurur, 2020).

It is clear that employees need support from leaders as they experience constant stress in dealing with customers. In the absence of support from leaders, employees try to avoid contact with customers and also consider leaving the organization. Improving self-efficacy is a way that can reduce the negative effects of consumer aggression on employees that can be accomplished through training. Triggers have a deep emotional nature, and are associated with emotional labor in service work, at the background they can have more or less significant influence strength. During service delivery it is present an emotional cycle (Liu, Chi, & Gremler, 2019), which can include several triggers elaborated in my research.

1.3. Managerial Challenges in Service Organizations

Service organizations have some managerial instruments specificity, the same instruments can be applied a bit differently, to create the additional connection between a customer and an employee serving the customer (Saltz & Niles-Jolly, 2006) (Pugh, Dietz, Wiley, & Brooks, 2002). It is found out that not all of the people can be in a fit with service jobs, an employee should be committed to serving, and this is one of the challenges, - to recruit the pool of candidates with the person-job fit and preferable to select within person-organization fit (Van Vianen, 2002), as discussed in the following chapter, that service organizations have quite specific customer service oriented organizational culture. Service employees training and motivating as well are highlighted in organizational research as challenging for service industry (Eddleston, Kidder, & Litzky, 2002) (Hartline, Maxham III, & McKee, 2000) (Lengnick-Hall & Lengnick-Hall, 1999).

1.3.1 Recruiting, Enabling and Motivating Service Employees

Jim Collins contradicts the adage - " People are the foremost important asset " because he thinks that the most important values are the proper people (Collins, 2001). In order to use human resources properly, it is important to hire people properly, which is a big and additional challenge in service organizations, as the Person-Job fit matters and can impact the level of intrinsic motivation and job satisfaction. Literally, high job satisfaction of service employees directly correlates with customer satisfaction. Moreover, the portrait of a candidate for service job sometimes is quite clearly based on the intangible role expectations. Wirtz and Lovelock present the whole service talent cycle, highlighting the main challenging spots in recruitment (see Table 1) (Wirtz & Lovelock, 2016).

Table 1. The service talent cycle

Leadership that

- **Fosters a strong service culture and climate with a passion for service and productivity**
- **Drives values that inspire, energize and guide service employees and leads by example**
- **Focuses the entire organization on supporting the service frontline**

Service Excellence & Productivity

- | | |
|--|---|
| 1. Recruit the Right People <ul style="list-style-type: none">➤ Compete for talent market share & be the preferred employer➤ To hire the right people for the organization and the given job - intensify the selection process | 2. Motivate & Energize the Frontline <ul style="list-style-type: none">➤ Utilize the full range of rewards:<ul style="list-style-type: none">• Basic pay• Performance bonuses• Satisfying job content• Feedback & recognition• Goal accomplishment |
|--|---|

3. Enable the Frontline

- **Build high performance service delivery teams:**
 - Establish cross functional, customer centric structure
 - Develop effective team structures & skills for team members
 - Integrate team across departments & functional areas

- **Empower the frontline through:**
 - Information on performance
 - Knowledge to facilitate problem solving
 - Power to make decisions
 - Rewards

- **Extensive training, development & comes on:**
 - Organizational culture, purpose & strategy
 - Interpersonal & technical skills
 - Product & service knowledge

*Source: Wirtz, J., & Lovelock, C. H. (2016).
Services marketing: People, technology, strategy (8th ed.)*

After hiring employees, it is important to enable them to communicate internally, training and development, teamwork and empowerment (Schneider & Bowen, Winning the service game, 1995).

Excellent service organizations attach great importance to training and internal communications, which is then reflected in qualified staff, which in turn ensures high quality of service, satisfaction and sales. Schneider and Bowen noted that attracting competent applicants and using effective techniques to hire them, and then training them, would be gangsters in any market (Schneider & Bowen, 1995). Aspects of training should include organizational strategy, purpose and culture, as well as technical and interpersonal skills, product knowledge and coping mechanisms.

Interpersonal skills are when employee is able to read the needs of customers, listen carefully, establish visual communication through eye contact, and display appropriate facial expressions. Technical skills include process knowledge,

equipment, and process-related rules and guidelines. Both types of skills are necessary for a job to be performed at a high level (Tansik, 1990).

In addition to these skills, training must include coping mechanisms. The training should include coping mechanisms, which include how to receive complaining customers professionally and help employees engage in deep action (Huelsheger & Schewe, 2011).

Effectively explaining products and services to customers is an example of excellent service delivery. Employees at mobile operator service centers should be able to answer questions about contract details, phone features, and maintenance and payment options.

Communication and training help employees gain experience in customer service and feel professional (Bettencourt & Gwinner, 1996). For example, when waiters have complete information about dishes, wine and an effective relationship, they feel more professional. Training and internal communication to reduce personality or role stress are also effective in providing quality service to front-line staff (Aragon-Sanchez, Barba-Aragon, & Sanz-Valle, 2003)

Employee performance is a function of motivation, and its key is rewards and performance appraisal (Schneider & Bowen, 1995). Every employee should know that it is possible to receive an award for high quality service (Bowen & Johnston, 1999). Reward and motivation keeps exactly the good employee in the organization and also reduces work stress.

In many cases, the basic pay that a service employee receives is not an effective and permanent motivator, as it is simply a short-term motivation (Hansen, Smith, & Hansen, 2002). Since awards and recognition are different motivators, Hansen et al. (2002) suggest differentiation. Goal achievement, job content and recognition can be longer lasting rewards.

When employees are in direct contact with end users and receive good feedback from them, this is also a form of motivation (Nasr, Burton, Gruber, & Kitshoff, 2014). And when an employee sees and reads that customers have received the best service through their services, this also has a positive effect on their subsequent actions (Grant, 2011).

The goal is generally focused on the employee's energy and it is a particularly good motivator when it is challenging, specific but accepted by the employee and is achievable. High performance refers to goals that are specific rather than vague goals that are actually impossible to achieve (Locke & Latham, 1990).

To measure performance, Heskett et al. (2015) proposed both financial and non-financial measures. Since employees are a key part of service delivery, the authors believe that employee loyalty and productivity are most important in this case (Heskett, Sasser, & Schlesinger, 2015).

High levels of employee motivation stem from effective management practices (Gutek, Groth, & Cherry, 2002). In order to develop a more motivated person, it is necessary to create flexible jobs on the part of management, update them and provide them with an effective reward system. Service employees may display the specific service-oriented organizational behavior derived from some work-related attitudes and knowledge (Bettencourt, Gwinner, & Mueter, 2001).

For developing motivated employees, the ways that are mentioned above: empowering employees, providing an effective reward system, redesigning jobs and creating flexibility may be considered as organizational triggers, because all the ways may be used by managers in order to maintain, develop motivated employees and to raise the quality of work done. Because the research serves the issue to determine which organizational triggers may be used by managers to manage employee performance and also to control what impact all of this has on their performance, it is really needed a theoretical discussion of each of those motivational ways and then their use in practical research, to find out what impact

each of them actually has on the performance of service employees and also how often these triggers are used in service organizations for employee motivation and development.

1.3.2 Service Culture, Climate and Leadership

One of the cultures in organizations managers can create is customer responsive culture, with strong orientation on the employees' selection and employee satisfaction. Generally, organization as a system of interrelated elements, has a direct orientation to the environment and changes in it. Often organization responds with the structural adaptations, but it happens via the managerial practices, and managers are subjects in them, as Yasai-Adekani states, industry environments which are objective influence the perceptions of managers, and these perceptions in their turn influence the changes in organizational structure making it more adaptive (Yasai-Adekani, 1986). In more modern research it is underlined the tendency for learning in organizations, as for example, experiential learning of the employees in maintaining the tension between stability and change in organization (Lant & Mezias, 1992). Older research in institutional theories of organization shows that legitimate elements as some forces as standards in procedures and certification requirements can influence organizational climate very much (Zucker, 1987). In service organizations such legitimate forces can make an impact and even be converted into the triggers for performance. Managing and maintaining organizational culture can as well generate the leads of triggers with a high impact on employee behaviors and organizational performance (Trice & Beyer, 1993).

Service organizations often are characterized by their learning climate, with the correspondent contemporary knowledge management challenges, for example knowledge as practice (or in some studies tacit knowledge) (Spender, 2008), where

to define the service knowledge, how to retain it in organization. Moreover, the nowadays context raises the importance of organizational change issues in service industry, several studies analyze and conduct a comprehensive observation of the change practices (By, 2005); (Brauns, 2015); (Burnes, 2011); (Ross, 2021).

To achieve a competitive advantage and deliver service excellence, service organizations must build a strong service climate and culture, and the supporting leadership structures (Hong, Liao, Hu, & Jiang, 2013). In classical decision-making approach for leaders from Vroom and Yetton there are offered different styles which are more or less effective in specific situations, and there are mentioned several contingency factors influencing this choice, like importance of decision, or employees' commitment and expertise (Vroom & Yetton, 1973). Service culture is the value associated with customer service that includes shared values about what is right and what is wrong, what works and what does not, why common beliefs are important (Bowen & Schneider, 2013).

Barry found core values in organizations where service is at the highest level - respect, joy, integrity, innovation, excellence. The responsibility of the leaders of such organizations is to create a culture of service with its values that will energize and inspire employees (Berry, 1995).

The service climate includes clear goals to achieve the highest quality as well as strong support and aspiration. In a service climate, this is the general perception of employees about entire procedures, and then already about practices and behaviors that are supported in a particular environment (Bowen & Schneider, 2013)

Whatever the organization and its leaders do, employees perceive it significantly (Heskett, Jones, Loveman, Sasser, & Schlesinger, 1994). Chung and Schneider supported the view that creating a good climate is important for aligning all subsystems, for example, studies have shown that service climate is related to service innovation, financial performance, and customer loyalty (Chung & Schneider, 2002).

In general, service leaders are committed and also responsible for creating a supportive culture and a good climate for service. Wal-Mart co-founder Sam Walton refers to managers as servant leaders (Heskett, Sasser Jr, & Schlesinger, 1997). Leaders who want to increase the size of the organization must have their own personal humility combined with intense crucial decisions (Collins, 2001).

Two styles of leadership are contrasted by service climate research, namely, transformational leadership and managing the foundations that set the strategy and also drive change (Bowen & Schneider, 2013). In general, leaders who create a strong service climate often see such leaders attaching great importance to service quality, high standards, access to resources, and recognizing obstacles (Heskett, Jones, Loveman, Sasser, & Schlesinger, 1994).

Successful leadership often matches the power of behavior modeling; hence the organization focuses on the basics. One example might be 'management-by-walking-around', which involves unplanned and unannounced visits by leaders to different parts of the organization (Peters & Waterman, 1982), allowing them to receive information and observe how a corporate strategy is being implemented at the user interface. An example is the management of Disney World, who spend a lot of time each year in the role of front-line staff, such as cleaning the streets, selling ice cream to better understand and comprehend what is happening on the ground (DeVrye, 2000).

Simons showed that employee loyalty and trust were related to the managerial behavior of the hotel manager. Given that all managerial behaviors were measured, this turned out to be the single most important factor leading to profitability (Simons, 2002).

What happens on the front line is important for management, as it is the lifeline of the business and a strong service culture (Mascarenhas, Kesaven, & Bernacchi, 2006).

Effective service leaders should not only be interested in the whole picture, but also in the details, as competitors may find that as small details are handled they can handle everything. According to Hsieh (Hsieh, 2010), CEO of Zappos, customer service should not only be a department, but should be a whole company. Some of contemporary studies state that employees are important contribution to service, and even to service innovation. In most of them it is proved that service is correlated with the the employees' attitudes, for example, job satisfaction or employee involvement (Engen, Fuglsang, Tuominen, & et al., 2021). It shows that effective service performance is almost based on the behavioral factors in organizations.

Because service organizations are accountable for creating a supportive culture and climate for service, managers dedicate their attention to the behavioral factors, and besides finding the fit for the employees, as well set the system of organizational culture and leadership development, allowing the positive work-related attitudes from the service employees. Service-oriented leadership which has a strong impact on service climate and therefore implies appreciating high-quality service performances is really an important issue to consider in order to then make the right assessment of the performance quality. Organizational triggers are intervened with the culture, climate and leadership in service-oriented organizations, and can potentially have a positive impact on service performance.

1.3.3 Performance Management in Service Oriented Organizations

Whether or not organizations are multinational, government department, or small local charities, performance measurement sometimes is falling in all of them. To the critical success factors of the organizations, the measures that are adopted were dreamed up eventually with none linkage. Usually organizations use the measurements on a quarterly or monthly basis. In the service oriented

organizations performance management and effective system of assessment is critical for achieving organizational goals. Moreover, service itself as a quite nontangible process should be put into the transferrable quantitative indicators. In management there is already a long history and quite useful models for that, starting with some early analyses of the results-oriented performance measures in Heneman research (Heneman, 1986) and some studies of performance appraisal effectiveness by Kane and Lawler (Kane & Lawler, 1979). More contemporary research either observes the performance management development as in Schleicher, Baumann, Sullivan, Yim (Schleicher, Baumann, Sullivan, & Yim, 2019) or goes deeper in investigating the performance measurement systems and their practical managerial applications ((Lawler & McDermott, 2003); (Kennerley & Neely, 2003); (Garengo, Biazzo, & Bititci, 2005); (Buchner, 2007)). Some studies develop the framework of cognitive, social and emotional intelligence multi-forces influencing competencies and as a result employee and overall organizational performance (Almatrooshi, Singh, & Farouk, 2016).

Monitoring true KPIs is a difficult goal for organizations. Parmenter has developed four types of performance measurement: (1) Key Result Indicators (KRIs), which tell us how to get to a critical success factor; (2) Result Indicators (RIs), which tell us what is being done; (3) Performance Indicators (PIs) that tell us what to try and (4) KPIs that tell us what to try to increase performance dramatically (Parmenter, 2010).

Many measurements are used by organizations that are a mixture of these four types. The onion analogy is a perfect example to illustrate their connection. The surface of the onion describes the effect of water, sun and nutrients. KRI is the outer skin, the more we separate the onion layers the more information we get, the fact that the result and performance indicators are presented, while the kernel is presented as the main performance indicator.

Through KPI we can evaluate the work of our company and find out what is not working in the company, therefore the weaknesses will be identified and it will be possible to address the strengths. Managers of organizations often talk about performance. There are objectives and targets to achieve to meet organization's overall goals, at a team and at an individual level. As managers trigger their employees to achieve the standard, performance indicators as standards can express authority. Managers are clear about what they expect from employees, when they build a trust in performance management and that's why they must link employee's goals to business priorities.

Working in service field receives increasing attention. Contemporary studies reveal several components of employee performance in service, including intangible and behavioral, like commitment, values, brand championship and others (Wallace & Chernatony, 2009). Customer demands and the services that they require are changing rapidly. When services are provided from public stakeholder, consumers participate within the service delivery process, and therefore the funding is especially provided by public resources. Public services must refer to fairness, justice and equity; they're not only about effectiveness and efficiency. It is already not a mystery, that empowerment plays a great role in managing quality of service employees work, and their performance often depends on the enough empowerment tools used in the organization (Kundu, Malhan, & Kumar, 2006).

Managers want to know how responsive their employees are to business operations in terms of success, how important they are to the team, how well they meet the set goals, and how well they use critical thinking skills.

When employees have to work together on group projects and initiatives they are seen as a strong team players. At such times, employees show a sense of team commitment, for example: when they participate in group brainstorming and support others' approaches and ideas (McQuerrey, 2018).

An important part of the job for service employees is professional sales communication, and employers value this skill as follows: clear written and verbal communication, timely response to customer questions, and the ability to express feedback accurately (McQuerrey, 2018).

For the employer for whom the customer is important, employees are valued in critical areas of work: how courteous they are to their customers, how well they solve their problems, how timely they respond to needs, and finally how they represent their company (McQuerrey, 2018):

In the service oriented organizations performance management and effective system of assessment is critical for achieving organizational goals. From this part it is clear that monitoring true KPIs is a challenging goal for organizations. As it is mentioned above KPIs are powerful metrics and its importance is manifested with the reasons that, KPIs strengthen employee morale, influence and support business objectives, foster personal growth and are critical for performance management. As managers trigger their employees to achieve the standard, performance indicators as standards can express authority.

1.4. Productive and Nonproductive Triggers in Managing Service Employees Performance

According to the above discussion, we can see that triggers are often some sort of internal or external stimulus that causes the former addict and are reminders that put people in emotional and mental place of pain, anger, distress, frustration and other strong emotions.

In a complex and dynamic environment, for assessing the amount of desirability and utility of their activities each organization requires ranking and determining key performance indicators.

In this thesis there are outlined six triggers described by Cialdini as the main drivers to influence others (Cialdini, 2007): reciprocity, scarcity, consistency and commitment, authority, liking and social proof, which are then used in the interview process and in the questionnaire to give us an idea of the situation in terms of organizational triggers in Georgian organizations, and which would accordingly answer the final dissertation task.

From the theoretical part we also found out that core motivators, elements of simplicity and triggers may cause role stress and role conflict, that can be expressed in organization/client, person/role and inter-client conflicts. For example, where there is multiplicity of roles in service job, employees in this case may have low motivation to perform a behavior, which then may have a negative impact on their performance and well-being and often it may cause role stress and role conflict.

It is mentioned that empowering employees, providing an effective reward system, redesigning jobs and creating flexibility are considered as organizational triggers, because all the ways may be used by managers in order to maintain, develop motivated employees and to raise the quality of work done. Service-oriented leadership has a strong impact on the climate, as forcing quality service performance, and in the right assessment if the performance quality should be considered as a significant leverage.

It became also clear that a service-oriented leadership which has a strong impact on service climate and therefore implies appreciating high-quality service performances is really an important issue to consider in order to then make the right assessment of the performance quality. It is also important that managers must be sure that employees are working as contributing members of the team, must promote to meet established goals to assist that business operations are successful.

Productive trigger will be a trigger that will ultimately have a good effect on employee performance in service organizations, at which point a non-productive trigger will have the opposite effect. Productive triggers may be: promotion

opportunities, positive feedback for quality work, competitive salary, quality health insurance and etc., while nonproductive triggers may be: too many meetings, reorganization, few holidays and etc. It is noteworthy that all of them are mentioned by the respondents in the interview process, which indicates that these productive and non-productive triggers are actively used in Georgian organizations. Based on all of the above, the hypothesis for the practical test is based on the goal to determine whether organizational triggers actually affect performance of service employees. The study will test several triggers, for each of them hypothesis is: organizational trigger influences the performance.

PART 2. METHODOLOGY, RESEARCH AND PRACTICAL FINDINGS

2.1. Research and Methodology

Establishing a structural framework is essential after reviewing the literature. There are quantitative and qualitative methods for conducting research, in order for the research results to be improved and substantiated, a combination of them is necessary (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). The quantitative method is based on statistical procedures of data analysis, while the qualitative method is based on the described narrative (Berrios & Lucca, 2006).

Qualitative methods can be used for non-quantitative analysis and evaluation and include individuals, their relationships with the environment, and the motives that subsequently drive individual behavior (Strauss, 1990). There are two views on qualitative methods, according to Berrios and Luca (2006), which provide a "better understanding of human development", while Gerdes and Conn (Gerdes & Conn, 2001) think that they allow us to look at "whole rather than the parts".

The use of numerical data involves a quantitative method. Accordingly, these methods rely on surveys and experiments to collect data and obtain statistical data (Creswell, 2003). Its main advantage is that the results are generalized to larger populations.

Both types of data, both quantitative and qualitative, are collected and then used in research. This type of research is designed with philosophical assumptions as well as research methods defined by Creswell and Clark (Creswell & Clark, 2017). When both approaches are used in combination in research, it provides a better understanding of the problem than just either.

According to Hurmerinta-Peltomäki and Nummeia when it comes to the study of complex issues, only one method provides a small view of the whole picture (Hurmerinta-Peltomäki & Nummeia, 2006). The beginning of the mixed method is

a qualitative methodology in which the subject matter is decomposed, as this facilitates an accurate interpretation of the research results.

I decided to choose mixed method for my research, because my research needed both qualitative and quantitative methods. At first, in order to gain some information about organizational triggers in Georgian organizations, I decided to make interviews with the people who were involved in managing people. Their opinion was interesting and important about organizational triggers. I was interested which organizational triggers were used in these companies and how these triggers were used by managers for improving the performance quality of service employees.

For my research, the most important thing was how people define 'organizational triggers' and that's why I chose qualitative method for the first step. These interviews helped me to make an overall image and based on this I formulated conceptual framework.

When the direction of the study was established based on the qualitative research, it became necessary to test the feasibility of the hypothesis to analyze how literature review and qualitative research are connected to the performance which is increased by organizational triggers in the organization.

2.1.1 Qualitative Research Design and Procedures

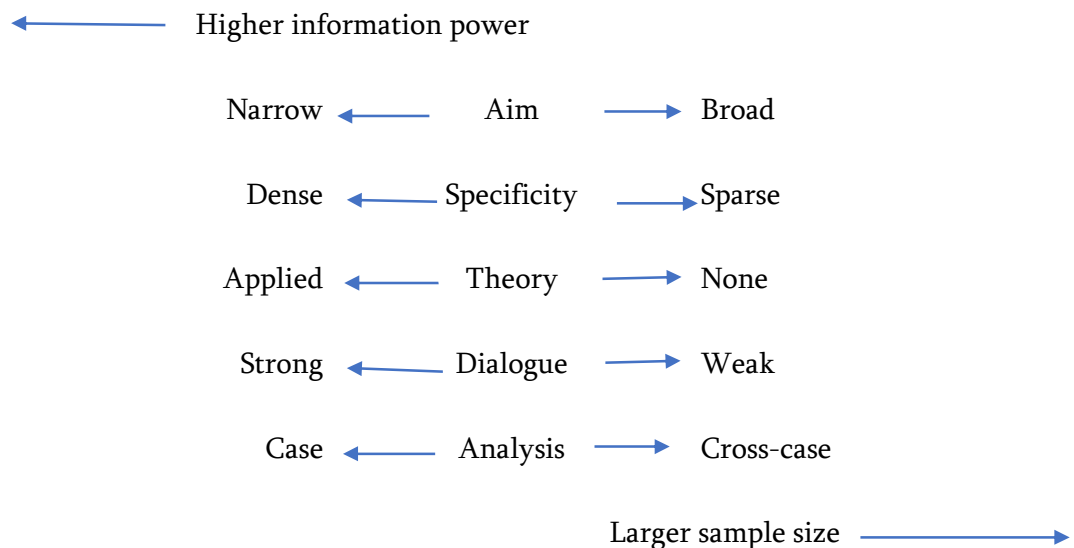
The research design used in the qualitative research was interview. At this time, it certainly became necessary to determine the number of samples for the study. As already mentioned, a smaller sample size may be used for qualitative analysis than for quantitative analysis. In case the study participants are added, it does not necessarily lead to additional information, in this case the information is saturated. Glaser and Strauss recommend the concept of saturation in a qualitative study to

achieve the appropriate sample size (Glaser & Strauss, 1967). Morse recommends about 30-50 interviews (Morse, 1994), while Creswell offers only 20-30 (Creswell, 1998).

For qualitative research, however, the sample size can be best determined by the appropriate resources, time allocated, and research objectives (Patton, 1990).

In cases where the purpose of the research is narrow and the combination of participants is specific to the purpose of the research, the interview dialogue is strong and the analysis involves in-depth study, then a minimum number of participants is required. However, when the purpose of the study is broad and the combination of participants is less specific, the interview dialogue is weak and cross-analysis is conducted, in this case the study requires a large number of participants.

Figure 3. Information power – Items and dimensions



For the interviews I selected managers from two organizations from the education institutions, providing services: EMIS (Education Management Information System) which is a public organization and Ell (English Language and Life), a private organization. The number of sample is 18 respondents.

Education Management Information System (EMIS) was established in 2012. The mission of the management system is to provide the education system with advanced technologies and electronic resources for the best education and management. The strategy of the Education Management Information System is to promote the functioning of the Ministry of Education and Science in the educational space through the introduction of modern information and communication technologies.

LEPL - Education Management Information System objectives:

- Development of information and communication technologies and ensuring their accessibility in the learning process;
- Development of management information systems;
- Providing information on decision-making processes;
- Production and dissemination of educational statistics.

In 2002 Educational Agency ELL was established in Tbilisi. At that time ELL was the first educational agency in the Georgian market and today they are already considered one of the most experienced and professional agencies, with a good reputation and excellent recommendation from their clients and educational institutions. In 2015, the ELL English Language Center was recognized as the best language center in Georgia by the Cambridge English Language Assessment, preparing students for the Cambridge International Examinations and awarding them the relevant qualification certificate. In addition, the ELL English Language Center is the holder of the UK Council's Advantage Gold Program as the best student preparation center for the Cambridge exams.

Before the meetings, I shared the list of 9 interview questions with the respondents (see Appendix A) by email. In few days contacted them and discuss the day and place of the meeting. In the interview day, when I met each of them, I explained from the beginning that anonymity would definitely be maintained, and if there

were no objections, I recorded the interview process, of course they agreed. I started the interview process with questions, shared with them earlier.

2.1.2 Quantitative Research Design and Procedures

The second part of this study involves conducting quantitative research because it seeks to analyze how literature review and qualitative research relate to performance induced by organizational triggers in an organization.

The survey was used for quantitative research. Three distinctive features of the survey were identified by Kremer (1991): (1) In order to describe specific aspects of a given population, for example to examine the relationship between variables, a research survey was used; (2) Because the data which is required for survey research are collected from people, it is - subjective, (3) Since the research survey uses a selected portion of population, the results of this study may later be generalized to the population.

A survey questionnaire was developed (see Appendix B) and distributed through Google Forms.

According to Levy and Lemeshaw, two steps are involved in the design of a study (Levy & Lemeshaw, 1999).

- Important is the approach that will be used to select the sample, how to determine the appropriate sample size, and finally the choice of media through which the research should be conducted. The media is diverse, and interviews can be conducted in a variety of ways, from mail, e-mail, and telephone and face-to-face interviews (Salant & Dillman, 1994).

- Second, procedures are formulated to perform population estimates from sample data as well as reliability assessments, which include identifying the level of accuracy desired for the study and the desired response rate (Salant & Dillman, 1994).

People who are selected to participate in the study should have an equal chance of being selected and should also be selected on a random basis (Salant & Dillman, 1994).

A theoretical sample is proposed by (Attewell & Rule, 1991), which involves selecting organizations that are the focus of research.

The written survey I used required minimal resources. Even due to the relatively low cost of the survey, even a minimal selection error can occur. Also because of no direct contact, interviewer and respondent measurement errors can occur (Salant & Dillman, 1994).

In the survey prepared for this study, the first part is devoted to demographic questions - 5 demographic questions and 49 key statements, and the second to the research hypothesis. A scale was created for the main statements, with numbers from 1 to 5, where the respondents had to express their opinion from insufficient to very good, from much worse to much better, from seldom to always, never to often, from unimportant to important. Finally, respondents were asked to rate the impact on the scale from 1-5 of seven pre-selected organizational triggers on their specific performance (see Appendix B).

2.2. Data Analysis, Results and Discussion

2.2.1 Qualitative Data Analysis, Results and Discussion

Data

Questions were prepared in advance for the qualitative survey, suggesting that the interview was of a structural nature. The next step was to select the location where the interview with the pre-selected candidates would take place. Since interviews were conducted with employees of only two companies in the same field, I decided to conduct an on-site interview with each company. At each meeting with the respondent, they were informed in advance about the ongoing research and necessarily noted that anonymity would be maintained. Since the number of respondents was not many, I decided to use not an audio recording but note taking method.

18 interviews were conducted, 11 of them in the Education Management Information System (EMIS) and 7 in English Language and Life (ELL). Respondents who participated were representatives of the management of these companies, because I was interested in the impact of triggers on employees whose quality of work was then reflected in the provided services (see Figure 4 and Table 2).

Figure 4. Number of Participants for Qualitative Research

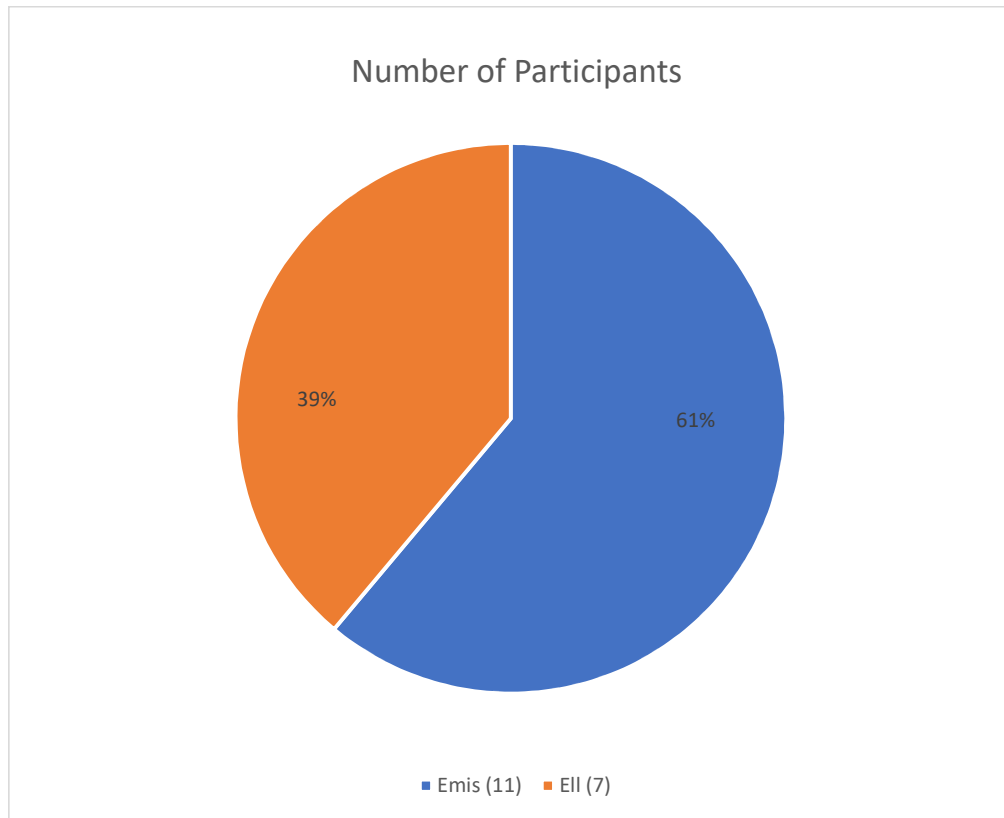


Table 2. Demographic Data of Respondents

Number of Respondents	18
Position	Managers
Gender	12 women, 6 men
Age	31 average

With the first question of the interview, I wanted the respondents to start a conversation with their company, briefly describe the place where they worked. The next three questions were about performance, what methods were used to evaluate, and what were the key performance indicators for service employees. Respondents were then asked to list organizational triggers and asked to choose the ones that were used in their company and that had the greatest impact on employees. Also interesting were the indicators that led to strong performance in their company and the indicators that contributed to better performance. The last question of the interview was about non-productive triggers in their organization. After that I started moving the notes to Microsoft Excel and analyzing them.

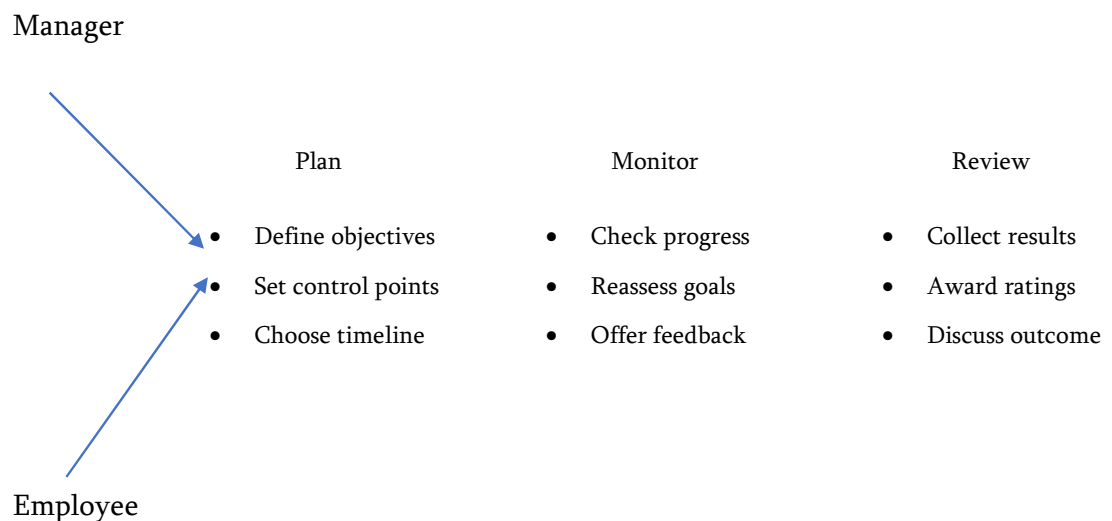
Result

When I started the interview process by asking what they thought and tell briefly about the organization where they worked, I was pleasantly surprised when all eighteen of them evaluated the companies almost similarly and positively. It was noted that this was a place where they were able to freely use their abilities, talents, implement ideas, as it was the leaders who helped. The answer of the sixth interviewer was: This is an institution that does a great job for the country, for the education system, for the students, for the universities. I am happy to work here because I know every job I do is a step forward in both my career and the country's education system.

When asked which performance appraisal method was used by them, some respondents indicated that they and employees together identify, plan, organize and communicate objectives and after setting clear goals, they periodically discuss the progress made to control and have conversation on the feasibility of achieving those set objectives. This appraisal method is called Management by objectives (MBO), it is a process where the goals of the organization are defined and management conveys it to employees with the intention to achieve each objective (see Figure 5).

Some of the respondents noticed that they have also self-evaluation assessment, where employees conduct their performance assessment firstly on their own against a set list of criteria. This appraisal method is called self-evaluation. The fourth respondent replied: At the end of each quarter, we have developed a self-assessment report which compares the employee's work with the pre-defined work. When each employee fills out a form, management will analyze the work which is done and not done, after which changes will be made, if it is necessary.

Figure 5. Management by Objectives



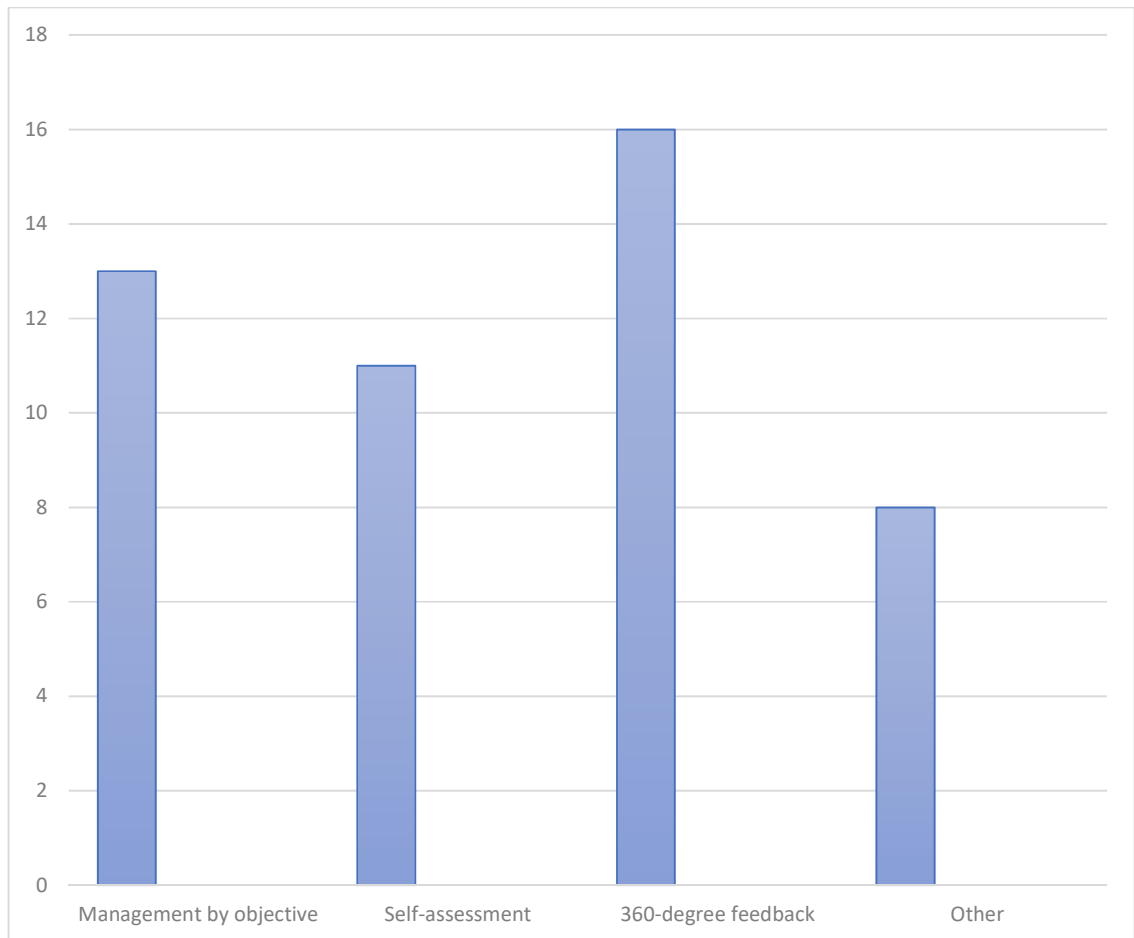
Most of the respondents mentioned that the performance appraisal of the employees was best done by the customer. Accordingly, they rated performance when listening to customer reviews. This appraisal method is called 360-degree feedback, where review includes not just the direct feedback from the manager, but also from other sources.

The answer of the ninth respondent: It is very nice when the customer, in this case a student or an educational institution, hears that the issue is completed on time and with quality, when they are satisfied with the work done by the staff and when

the work done helps them a lot. Do you know? There was an accident, when minutes interrupt too much in a student's life and there is nothing more enjoyable than seeing the student's lightened eyes and the cause of which is precisely the timely performance of your employee.

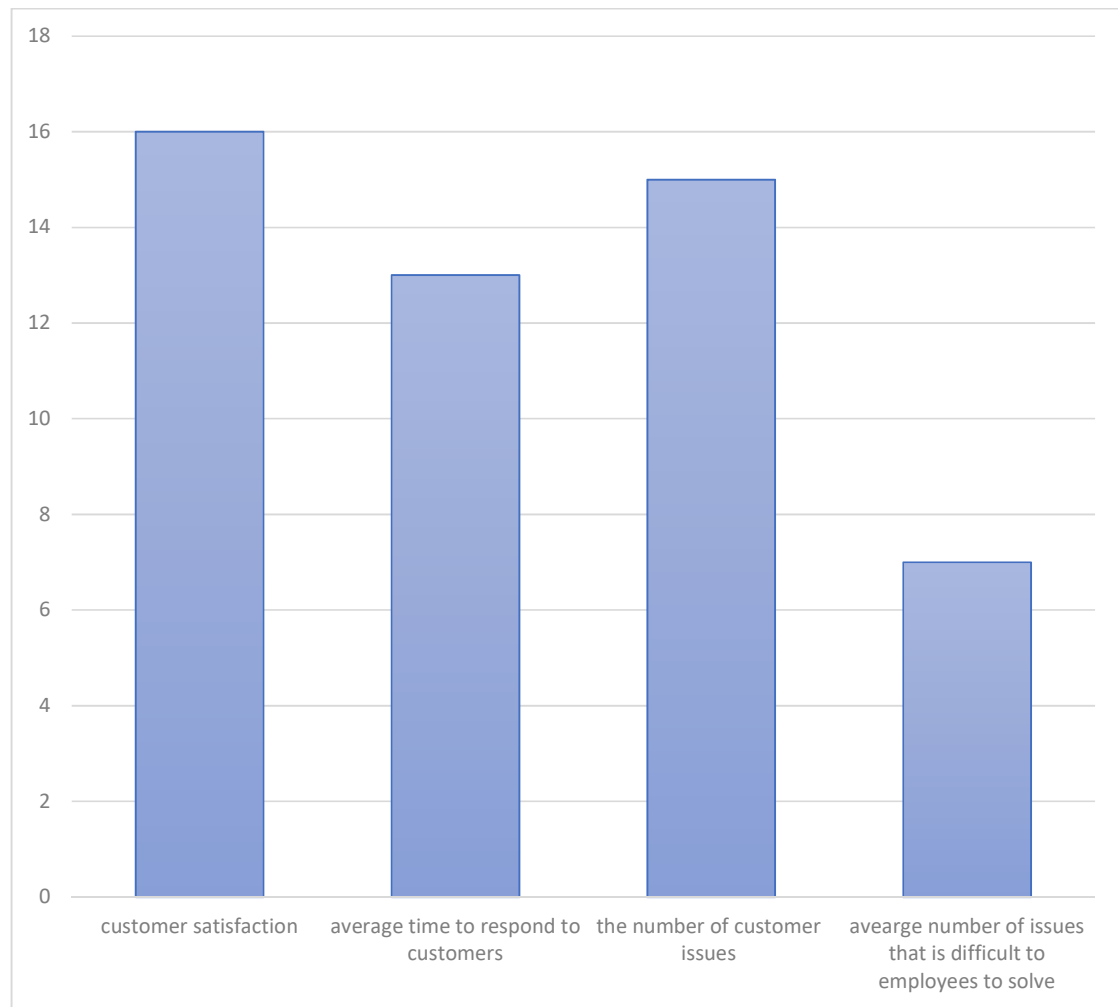
I heard other types of assessment methods during the interview but I think these three were outstanding. The data graphically is displayed in Figure 6.

Figure 6. Performance appraisal methods



As for questions about performance indicators, which indicators were key in their organization, respondents' opinions were divided. The results were distributed as follows in Figure 7.

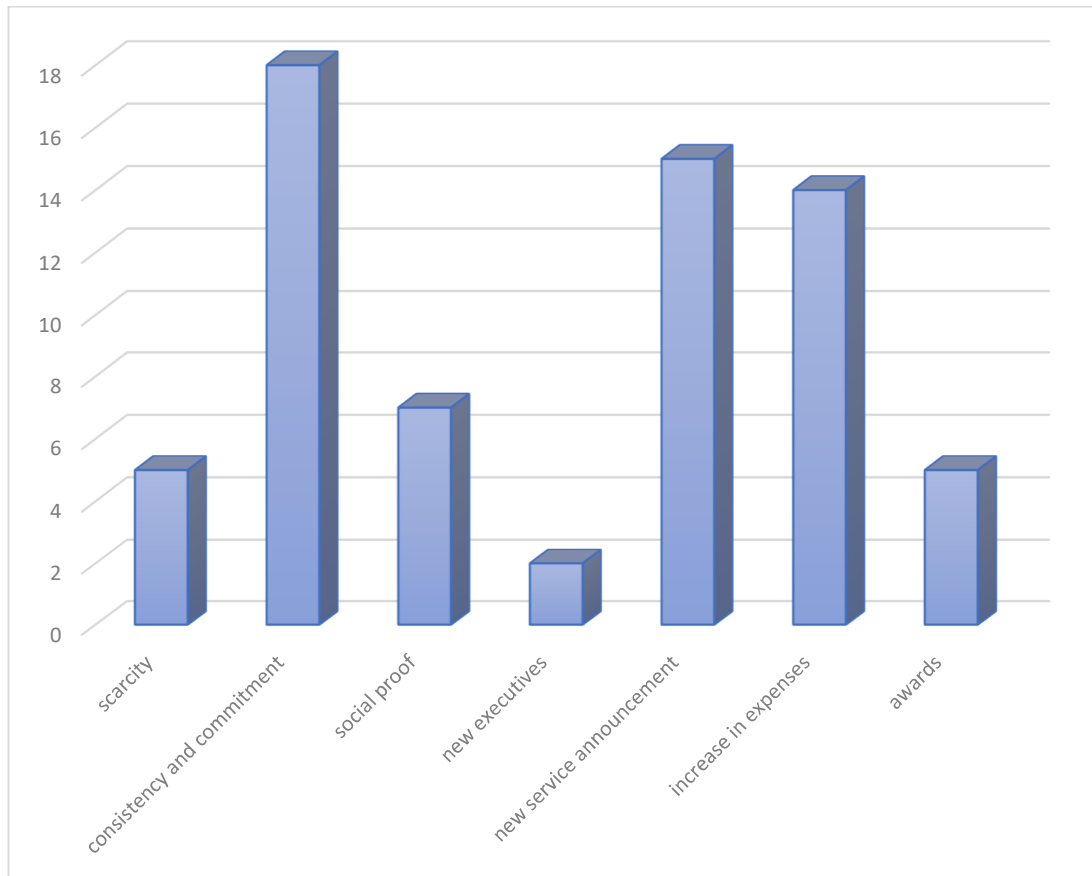
Figure 7. Key Performance Indicators in Organizations



Customer satisfaction was mentioned by almost all of them. When you provide services to students, educational institutions, they think it is necessary to measure their level of satisfaction as well. In their view performance indicators can also be the average time it takes to respond to customers, the number of customer issues and the average number of issues that is difficult for employee to solve.

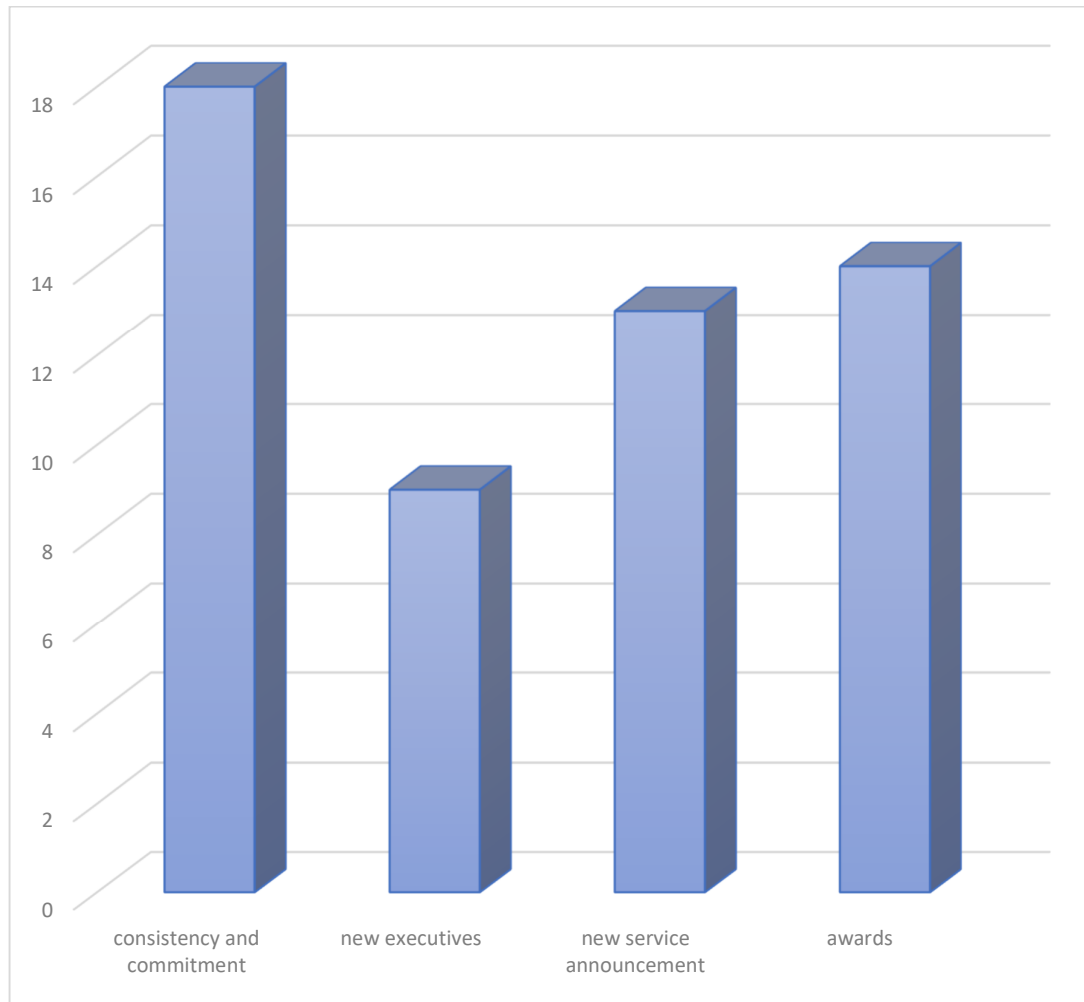
When the interview process moved to the stage of organizational triggers, I offered the respondents a list of pre-compiled triggers and asked to list the ones that take place in their organization. The result is present in Figure 8.

Figure 8. Organizational Triggers Common in Organizations



When respondents named the triggers that were implemented in their organization, I asked the nominees to select the ones that had the greatest impact on employees (see Figure 9).

Figure 9. Organizational Triggers with the Greatest Impact on Employees



When people have made a voluntary public and written commitment to doing so, they are more likely to embrace a proposal. Respondents think consistency and commitment has the biggest impact on employees. One of them noted: During meetings, when an assignment is publicly issued to each employee and also a public commitment is made to complete it on time, it all has the greatest impact on him and the work done. The reason is the responsibility that arose after making a public commitment.

Typically, new executives are a sign of wide-ranging changes in the organization. They are ready to meet with employees, for wide discussions, are purposeful, try

to solve existing gaps or problems, are looking to prove their value quickly and they are more open to fresh ideas. Accordingly, each employee tries to influence them as much as possible and do their best.

Introducing a new service in the company requires more effort from employees as the number of jobs increases, the execution time does not change, the customer becomes more demanding. Consequently each employee becomes more motivated to live up to management hopes.

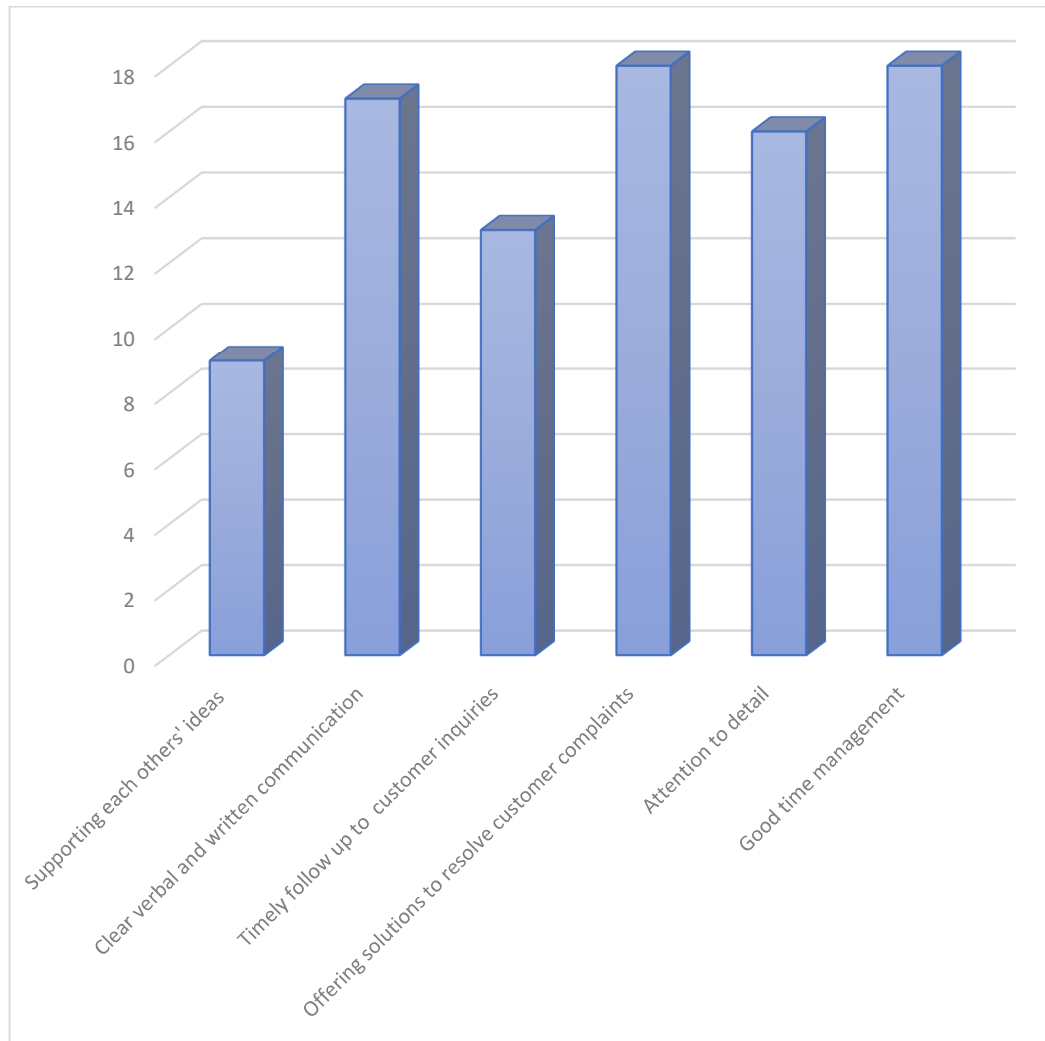
Any kind of reward should somehow make a person more motivated. Raises self-esteem, is satisfied with the work done and tries to get the same in the future.

At the next stage of the interview, respondents would list indicators of good performance in their organization. Almost all of them thinks that clear verbal and written communication is an important part of every service employee's job. Offering solutions to resolve customer complaints is also important indicator because employer will assess the employee in critical performance areas related to customer care. And at last most of them mentioned attention to detail and good time management as indicators of strong performance (see Figure 10).

Employers are promoting self-efficacy among staff, when they provide employee recognition at the organizational level. Similarly, employers are promoting employee motivation, when they support the value of work at the individual level.

Respondents from both companies noted that since each of them is unique, the management used an individually selected form of incentive because they were confident that the selected reward would be significant to a particular employee.

Figure 10. Indicators of Strong Performance



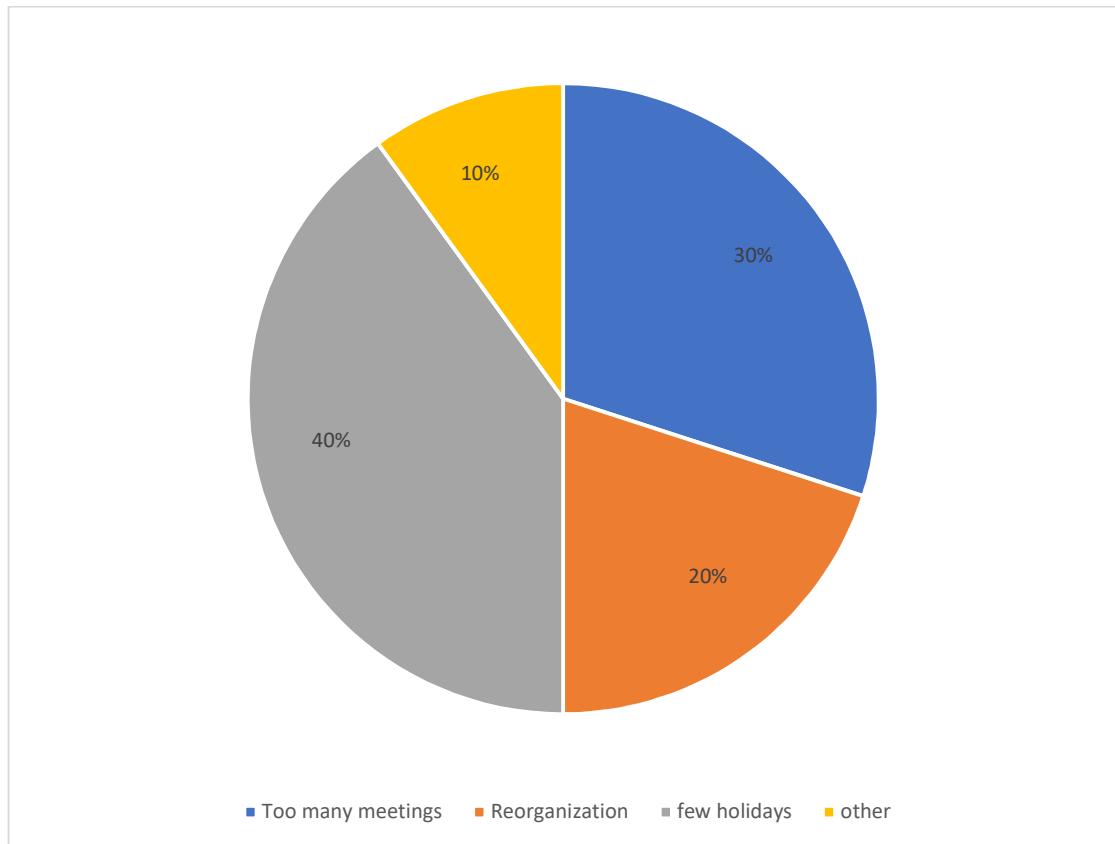
The stimulus unanimously mentioned by respondents from both companies was the promotion opportunities. The reason is clear, when employees are provided by opportunities for the growth and advancement, they feel contented and satisfied and become more committed to the organization. The next stimuli which was mentioned was job enrichment, when employers increase employees' responsibilities by giving them an important designation. Other stimuli were: providing positive feedback for quality work, competitive salary, bonuses, paid seek and parental leave, quality health insurance, flexibility to work at home, staff celebrations, desirable office space and work equipment (see Table 3).

Table 3. Stimuli that are used for better performance in organizations

<i>EMIS:</i>	<i>ELL:</i>
• <i>Promotion opportunities</i>	• <i>Job enrichment</i>
• <i>Job enrichment</i>	• <i>Bonuses</i>
• <i>Positive feedback for quality work</i>	• <i>Staff celebrations</i>
• <i>Competitive salary</i>	• <i>Quality health insurance</i>
• <i>Paid seek and parental leave</i>	• <i>Desirable office space</i>
• <i>Flexibility to work at home</i>	• <i>Desirable work equipment</i>
• <i>Staff celebrations</i>	
• <i>Quality health insurance</i>	
• <i>Desirable office space</i>	
• <i>Desirable work equipment</i>	

The last question in the interview was about not productive triggers that would lead to not productive behavior if there were such triggers in their organization. Respondents mentioned these unproductive triggers: many meetings, reorganization, few holidays. I asked them to explain each one. One respondent said: Sometimes there are times when we have to have a lot of business meetings, which ultimately leads to unproductive behavior, because it all takes a lot of energy, it also reduces productivity, because we can no longer have the strength to approach work with more energy. The tenth respondent said: Reorganization, when you do not know whether you remain in the organization, as if the desire to do something decreases, because at this time it shows that you are the one who was not valued for work and leaves the company as a result of reorganization. When management does not allow employees to have adequate rest throughout the year productivity decreases (see Figure 11).

Figure 11. Nonproductive Triggers



Discussion

Qualitative research was very helpful for development of the research direction. Interviews with the management of the two companies further highlighted the organizational triggers on which the quantitative research with employees of the same companies was based.

Based on the answers to the first question, each respondent was so positive about their organization, I can really conclude that these companies care about employees and try to maximize their productivity.

When asked which appraisal method was used in their organization, according to the answers where it was clearly stated Management by Objective (MBO) and 360-

degree feedback, it is clear that it is important for management to communicate with employees and discuss the ways that are needed to achieve the set goals and also that they attach great importance to customers and their opinion. This fact is very important because at last it is the customers who ultimately determine the success of organizations, therefore the appraisal methods used in these organizations are really appreciated.

Since the organizations in which the respondents worked are service companies, of course, the most important performance indicator was customer satisfaction. Satisfaction comes from the fact that the issues of customers are satisfied, therefore the mentioned indicator turned out to be important for the respondents. It turned out that they also attach great importance to the average time to respond to customers, which means that time management is important for the managers in these companies.

The interviews also revealed the forms of incentives that the management actively used to achieve strong employee performance. It should be noted the diversity of forms of incentives in both organizations, which indicates that the management actively cares for the incentives of each employee, since each of them is unique each needs individually selected form of incentive.

The most important part of the interview was about identifying the organizational triggers that were widely used in their organizations and on which my further quantitative research should be based. From the listed organizational triggers, they mentioned seven triggers which they thought was widely used by their companies:

- Scarcity
- Consistency and commitment
- Social proof
- New executives
- New service announcement
- Increase in expenses

- Awards

This list includes four that were thought to have the greatest impact on their performance:

- Consistency and commitment
- New executives
- New service announcement
- Awards

2.2.2 Quantitative Data Analysis, Results and Discussion

Data

Qualitative research lead to the defining of the seven triggers, considered by managers in target organizations as widely used. Following the main goal of the study, for each of the trigger the following hypothesis is tested in the qualitative research: organizational trigger influences the performance.

For the purpose of the study and hypothesis testing, the questionnaire was developed to help determine how much do organizational triggers used by management in these companies influence the quality of employee performance.

The research was carried out in two organizations. In total 5 demographic questions and 49 main statements were distributed via e-mail to employees (see Tables 4 and 5, Figures 12-16).

Table 4. Results from questionnaire (demographic part)

	Organizations		
	Total	EMIS	ELL
sample			
#	97 (100%)	63 (65%)	34 (35%)
Gender:			
Female	53 (55%)	33 (52%)	20 (59%)
Male	44 (45%)	30 (48%)	14 (41%)
Age:			
21-30	22 (23%)	17 (27%)	5 (15%)
31-40	34 (35%)	23 (37%)	11 (32%)
41-50	20 (21%)	12 (19%)	8 (24%)
51-60	11 (11%)	4 (6%)	7 (20%)
Above 60	10 (10%)	7 (11%)	3 (9%)
Education level:			
Bachelor's degree	12 (12%)	7 (11%)	5 (15%)
Master's degree	55 (57%)	42 (67%)	13 (38%)
PhD	30 (31%)	14 (22%)	16 (47%)
Salary per month:			
1000-1500 GEL	20 (21%)	8 (13%)	12 (35%)
1501-3000 GEL	39 (40%)	22 (35%)	17 (50%)
More than 3000 GEL	38 (39%)	33 (52%)	5 (15%)
Work experience:			

1-2 years	11 (11%)	7 (11%)	4 (12%)
2-4 years	39 (40%)	23 (37%)	16 (47%)
4-7 years	42 (44%)	30 (47%)	12 (35%)
7+ years	5 (5%)	3 (5%)	2 (6%)

Figure 12. Population Gender

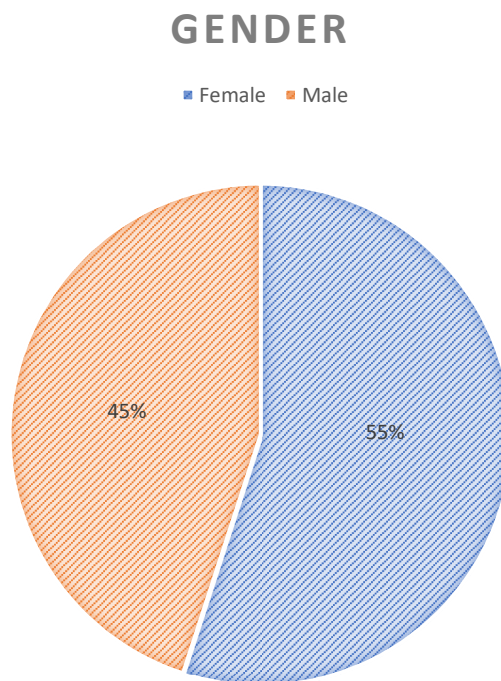


Figure 13. Population Age

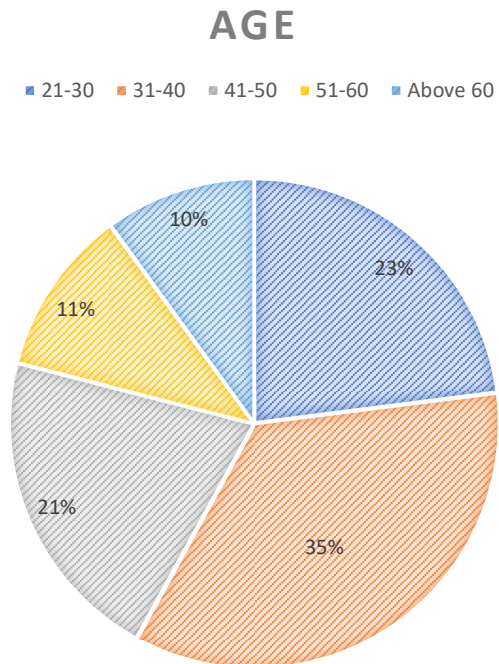


Figure 14. Population Education Level

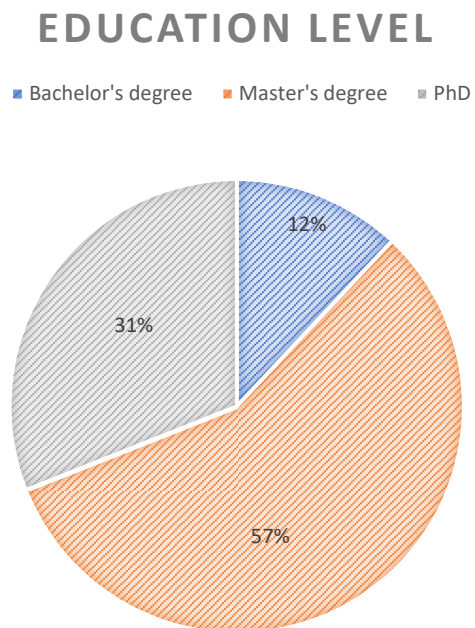


Figure 15. Population Salary Per Month

SALARY PER MONTH

■ 1000-1500 ■ 1501-3000 ■ More than 3000

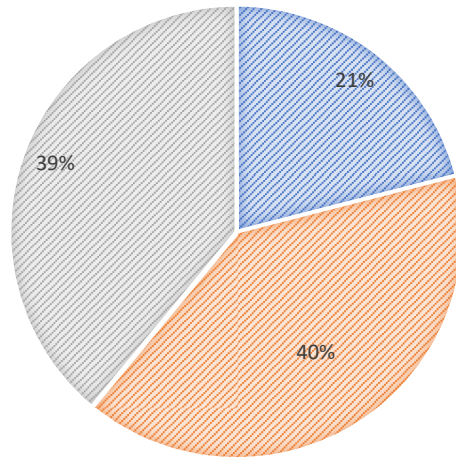


Figure 16. Population Work Experience

WORK EXPERIENCE

■ 1-2 years ■ 2-4 years ■ 4-7 years ■ 7+ years

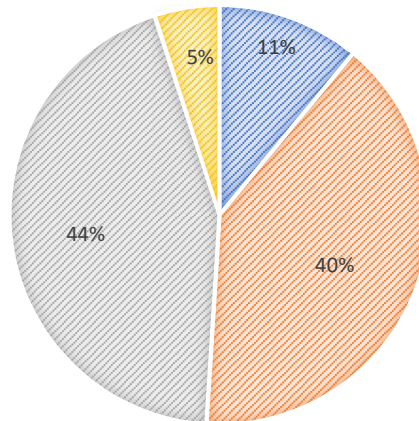


Table 5. Results from questionnaire (main statements)

Organizations					
sample	EMIS	ELL	Rating scale (1-5)		Total
Items	Mean				Mean
Questions about task Performance					
1.	Please, rate the quality of your work, in the past 6 month	insufficient – very good	3.9	4	3.6
2.	Nowadays I judge the quality of my work, compared to last year	much worse – much better	3.6	3.6	3.6
3.	My work is done on time, because I plan it	Seldom - always	4.4	4.7	4
4.	I have trouble setting priorities in my work.	Seldom - always	1.6	1.6	1.6
5.	I was able to perform my work well with minimal time and effort.	Seldom – always	3.4	3.4	3.2
6.	It takes me longer to complete my work tasks than it is intended.	Seldom - always	1.9	1.8	2.1
Questions about contextual performance					
7.	I can fulfill my responsibilities	Seldom - always	5	5	4.9

8.	Collaboration goes well with others	Seldom - always	4.6	4.8	4.4
9.	I have creative ideas at work	Seldom - always	2.6	2.3	3.4
10.	When there is a problem, I take initiative to solve it	Seldom - always	3.6	3.4	4
11.	When I need I ask for help	Seldom - always	4.7	4.9	4.4
12.	Feedback is important for me, because I learn from it	Seldom - always	4.4	4.2	4.7
13.	I think customers are satisfied with my work	Seldom - always	4.6	4.7	4.4
14.	It is important for me and I take into account customer's wishes	Seldom - always	4.7	4.6	4.9
Questions about adaptive performance					
15.	I can demonstrate flexibility at my work	Seldom - always	2.2	1.7	3.1
16.	After difficult situations at work, I can recover fast	Seldom - always	2.7	2.2	3.6
17.	I can easily adjust changes in my work	Seldom - always	3.9	3.9	3.9
Questions about counterproductive work behavior					
18.	Instead of on the positive aspects, I focused on the negative aspects of a work situation	Never - often	1.8	2.2	1.3

19.	I speak about the negative aspects of my organization with people from outside the organization	Never - often	1.1	1.1	1
20.	I make mistakes purposely	Never - often	1	1	1.1

Performance indicator importance level

21.	Customer satisfaction	Unimportant - important	4.9	4.9	5
22.	Average time to respond to customers	Unimportant - important	4.2	4	4.4
23.	The number of customer issues	Unimportant - important	4.5	4.4	4.8
24.	Average number of issues that is difficult to you to solve	Unimportant - important	3.6	3.4	3.9

Frequency of organizational triggers in the company

25.	Scarcity	Never - often	1.7	1.6	1.8
26.	Consistency and commitment	Never - often	4.9	4.9	4.8
27.	Social proof	Never – often	2.8	2.9	2.6
28.	New executives	Never – often	2.1	2.1	2.1
29.	New service announcement	Never - often	4.3	4.1	4.8
30.	Increase in expenses	Never – often	3.1	2.8	3.9
31.	awards	Never – often	2.3	2	2.8

Frequency of stimuli that is used for better performance in organization

32.	Promotion opportunities	Never – often	3.2	4.2	1.3
33.	Job enrichment	Never – often	4.1	3.9	4.4
34.	Positive feedback for quality work	Never – often	4.1	4.7	2.9
35.	bonuses	Never – often	2.4	1.5	3.9
36.	Competitive salary	Never – often	3.9	4.8	2.3
37.	Flexibility to work at home	Never – often	3.1	4.1	1.3
38.	Paid seek and parental leave	Never – often	4	4.9	2.2
39.	Staff celebrations	Never – often	3.9	3.7	4.3
40.	Quality health insurance	Never – often	5	4.9	5
41.	Desirable office space	Never – often	4.8	5	4.5
42.	Desirable work equipment	Never – often	5	5	5

Frequency of nor productive triggers that takes place in organization

43.	Too many meetings	Never – often	4.5	4.5	4.6
44.	reorganization	Never – often	1.9	2.2	1.4
45.	Few holidays	Never - often	4.5	4.7	4.1

Statements

46.	In your company, performance appraisal methods are used	Seldom - always	4.4	4.7	3.8
47.	Organizational triggers have an impact on employee performance	Seldom - always	4.3	4.4	4.1

48.	Any stimuli works on employees' better performance	Seldom - always	5	5	4.9
49.	Not productive behavior is caused by not productive triggers	Seldom – always	3.8	4	3.5

Since the questionnaire assumes answers formed as Likert scale, we use Wilcoxon signed rank test for the paired samples of organizational trigger and performance to test the hypothesis about whether applying the given organizational trigger significantly influenced the performance. Normality of the sample observations is not assumed. The following hypothesis is formulated:

H_0 : There is no difference between sample pairs (median change is zero)

H_1 : There is a difference between sample pairs (median change is non – zero)

The procedure for testing the hypothesis is as follows. For n sample pairs (a total of $2n$ data points) and $i = 1, \dots, n$, let x_{1i} and x_{2i} denote the pair of respondent answers. The test statistic is defined as

$$W = \sum_{i=1}^n [\text{sgn}(x_{2i} - x_{1i})R_i]$$

Which can be regarded as the sum of signed ranks where sgn denotes the sign function and is defined as

$$\text{sgn}(y) = 1_{\{y>0\}}y - 1_{\{y<0\}}y,$$

and R_i denotes the rank. Under the null hypothesis, W follows a specific distribution with the expected value of 0 and a variance of

$$\frac{n_r(n_r + 1)(2n_r + 1)}{6}.$$

As long as the quantity W is computed, it is compared to a critical value from the Wilcoxon signed rank test table according to the sample size and the significance level α . We test all the hypothesis for $\alpha = 0.05$.

Results

Two organizations – EMIS and ELL are selected for illustration. There are 63 respondents in EMIS and 34 in ELL.

Sample pairs that were used in hypothesis are displayed in Table 6 and 7.

Table 6. Pairs of organizational trigger and employee performance

Organizational trigger	Performance
Scarcity	Work done on time
Consistency and Commitment	Customer satisfaction

Social proof	Satisfaction of customer issues
New executives	Flexibility at work
New service announcement	Adjust changes in work
Increase in expenses	Taking responsibility
Awards	Quality of work

Table 7. Test statistic for organizational triggers

Organizational trigger	W_{EMIS}	W_{ELL}
Scarcity	5	69
Consistency and commitment	0	0
Social proof	0	0
New executives	24	127
New service announcement	150	0
Increase in expenses	0	0
Awards	0	0

After computing the critical value it remains the same in all cases as the number of respondents in both organizations are the same $n_1 = 63$ (for EMIS) and $n_2 = 34$ (for ELL).

Let us consider each of them in detail:

Scarcity: How scarcity affects the work done on time is illustrated by computing the test statistic $W=5$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_\alpha$, we conclude that scarcity reduced the amount of work done on time on average. As for ELL, $W = 69 < W_\alpha = 183$ for $n = 34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in work done on time has been reduced as a result of organizational trigger – scarcity. If we look at the assessment of the first five respondents from EMIS and ELL, before and after of scarcity we can see how their assessment on a scale from 1 to 5 about work done on time is reduced (see Table 8).

Table 8. Respondent’s assessment before and after of organizational trigger – scarcity

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp1	4	2	2	1	Resp1	5	5	0	-1
Resp2	5	3	2	1	Resp2	4	3	1	1
Resp3	4	1	3	1	Resp3	5	4	1	1
Resp4	3	2	1	1	Resp4	5	3	2	1
Resp5	3	2	1	1	Resp5	4	4	0	-1

Consistency and commitment: How consistency and commitment affects the customer satisfaction is illustrated by computing the test statistic $W=0$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_\alpha$, we conclude that consistency and commitment increased the customer satisfaction on average. As for ELL, $W = 69 < W_\alpha = 183$ for $n = 34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in customer satisfaction has been increased as a result of organizational trigger – consistency and commitment. Before and after of consistency and commitment, we can see that assessment of first five respondents from both organizations on a scale from 1 to 5 about customer satisfaction is increased (see Table 9).

Table 9. Respondent’s assessment before and after of organizational trigger – consistency and commitment

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp₁	4	4	0	-1	Resp₁	4	5	-1	-1
Resp₂	4	5	-1	-1	Resp₂	5	5	0	-1
Resp₃	5	5	0	-1	Resp₃	4	5	-1	-1
Resp₄	3	5	-2	-1	Resp₄	4	4	0	-1
Resp₅	3	4	-1	-1	Resp₅	4	5	-1	-1

Social proof: How social proof affects the satisfaction of customer issues is illustrated by computing the test statistic $W=0$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_\alpha$, we conclude that social proof increased the satisfaction of

customer issues on average. As for ELL, $W = 0 < W_{\alpha} = 183$ for $n = 34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in satisfaction of customer issues has been increased as a result of organizational trigger – social proof. Before and after of social proof, the assessment of first five respondents on a scale from 1 to 5 from both organizations about satisfaction of customer issues is increased (see Table 10).

Table 10. Respondent’s assessment before and after of organizational trigger – social proof

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp₁	4	5	-1	-1	Resp₁	4	4	0	-1
Resp₂	3	5	-2	-1	Resp₂	5	5	0	-1
Resp₃	4	5	-1	-1	Resp₃	4	4	0	-1
Resp₄	4	4	0	-1	Resp₄	4	5	-1	-1
Resp₅	5	5	0	-1	Resp₅	3	4	-1	-1

New executives: How new executives affect flexibility at work is illustrated by computing the test statistic $W=24$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_{\alpha}$, we conclude that new executives reduced flexibility at work on average. As for ELL, $W=127 < W_{\alpha}=183$ for $n=34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in flexibility at work has been reduced as a result of organizational trigger – new executives. Before and after of new executives, we can see that assessment of first five respondents from both organizations on a scale from 1 to 5 about flexibility at work is reduced (see Table 11).

Table 11. Respondent's assessment before and after of organizational trigger – new executives

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp1	5	4	1	1	Resp1	4	4	0	-1
Resp2	5	5	0	-1	Resp2	4	3	1	1
Resp3	4	3	1	1	Resp3	4	2	2	1
Resp4	5	4	1	1	Resp4	4	4	0	-1
Resp5	4	4	0	-1	Resp5	5	4	1	1

New service announcement: How new service announcement affects adjust changes in work is illustrated by computing the test statistic $W=150$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_{\alpha}$, we conclude that new service announcement increased adjust changes in work on average. As for ELL, $W=0 < W_{\alpha}=183$ for $n=34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in adjust changes in work has been reduced as a result of organizational trigger – new service announcement. Before and after of new service announcement, the assessment of first five respondents on a scale from 1 to 5 from both organizations about adjust changes in work is increased (see Table 12).

Table 12. Respondent's assessment before and after of organizational trigger – new service announcement

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp1	5	5	0	-1	Resp1	4	4	0	-1
Resp2	4	5	-1	-1	Resp2	4	5	-1	-1
Resp3	4	4	0	-1	Resp3	3	3	0	-1
Resp4	5	5	0	-1	Resp4	2	2	0	-1
Resp5	4	5	-1	-1	Resp5	4	5	-1	-1

Increase in expenses: How increase in expenses affects taking responsibility is illustrated by computing the test statistic $W=0$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_{\alpha}$, we conclude that increase in expenses increased taking responsibility on average. As for ELL, $W=0 < W_{\alpha}=183$ for $n=34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in taking responsibility has been increased as a result of organizational trigger – increase in expenses. Before and after of increase expenses, the assessment of first five respondents on a scale from 1 to 5 from both organizations about taking responsibility is increased (see Table 13).

Table 13. Respondent's assessment before and after of organizational trigger – increase in expenses

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp1	4	5	-1	-1	Resp1	5	5	0	-1
Resp2	5	5	0	-1	Resp2	5	5	0	-1
Resp3	4	5	-1	-1	Resp3	4	5	-1	-1
Resp4	4	5	-1	-1	Resp4	5	5	0	-1
Resp5	4	4	0	-1	Resp5	4	4	0	-1

Awards: How awards affect quality of work is illustrated by computing the test statistic $W=0$ for a sample of 63 respondents for EMIS while the critical value from the table based on $\alpha = 0.05$ is approximately 500. As long as $W < W_{\alpha}$, we conclude that awards increased quality of work on average. As for ELL, $W=0 < W_{\alpha}=183$ for $n=34$. The conclusion is the same for both organizations, the null hypothesis is rejected implying the median change in quality of work has been increased as a result of organizational trigger – awards. Before and after of awards, the assessment of first five respondents on a scale from 1 to 5 from both organizations about quality of work is increased (see Table 14).

Table 14. Respondent's assessment before and after of organizational trigger – awards

EMIS	Before	After	Diff	Sign	ELL	Before	After	Diff	Sign
Resp1	5	5	0	-1	Resp1	4	4	0	-1
Resp2	4	5	-1	-1	Resp2	4	4	0	-1
Resp3	3	5	-2	-1	Resp3	5	5	0	-1
Resp4	4	5	-1	-1	Resp4	4	5	-1	-1
Resp5	2	4	-2	-1	Resp5	4	5	-1	-1

Discussion

Based on the results we conclude that the null hypotheses in all cases is rejected, which means that all organizational triggers – scarcity, consistency and commitment, social proof, new executives, new service announcement, increase in expenses and awards influence the employee performance. In particular, all of the organizational triggers changed employee performance significantly.

These findings scientifically prove that with organizational triggers managers can really manage service employees' performance. So a lot depends on them. By focusing on the development of employees and the alignment of company goals, managers can create a work environment that enables both employees and companies to thrive. In any organization, it's important to understand what your employees are doing, why they are doing and how they are doing it. When there is no system in place to define roles, provide constructive feedback, understand individual strengths and weaknesses, trigger interventions and reward positive behavior, is much more difficult for managers to effectively lead their employees.

This research shows the importance of organizational triggers for employees and that each trigger has a fairly large impact on the quality of their performance. Consequently, this issue should be the subject of frequent observations by management, as each incorrect trigger can dramatically drop the quality of performance and consequently have a major impact on the company in the end.

Quantitative research results show that the hypothesis is proved for each of the defined in the qualitative interview triggers. In summary, organizational triggers and service employees' performance are strongly related, and the triggers influence the performance significantly.

Conclusion

The interest and the goal of the research is to identify organizational triggers that might have possible effect on the performance of employees in service organizations, and to find out, do the organizational triggers influence employee performance in Georgian service organizations.

Following the goal and set objectives, the study is conducted in the service organizations in public and private sector in Georgia, and there are elaborated important recommendations for the practical use of managers. I started with the theoretical background and analysis of the existing triggers in organizational context. How are they defined, the ways they are interpreted and explored in managing business organizations in the service field? There are two target organizations located for the qualitative and quantitative research data gathering, - EMIS and ELL.

The results from the interview helped to define some basic organizational triggers, incorporated in the target organizations. The most important part of the interview was about identifying the organizational triggers that were widely used in these organizations and on which my further quantitative research should be based.

From the listed organizational triggers, they mentioned seven triggers which they thought was widely used by their companies:

- Scarcity
- Consistency and commitment
- Social proof
- New executives
- New service announcement
- Increase in expenses
- Awards

In the study the practical research conducted in two Georgian organizations, representing same industries, both of them provide services to customers in the field of education, only one is a public organization and the other is a private one.

For the hypothesis testing (for each of the elaborated triggers it is that trigger significantly influences the performance) there was used a survey with the quantitative data analysis. Involvement of sample population was totaling 97 participants, from EMIS - 63 and from ELL - 34. In the questionnaire there were 5 demographic questions and 49 main statements. For the main statements there was scale, ranging from 1 to 5 and respondents had to evaluate their position from Insufficient to very good, much worse to much better, seldom to always, never to often, unimportant to important.

Finally, respondents were asked to rate the impact on the scale from 1-5 of seven pre-selected organizational triggers on their specific performance. it became necessary to test the feasibility of the hypothesis to analyze how literature review and qualitative research were connected to the performance which is influenced by organizational triggers in the organization.

Since the questionnaire assumed answers formed as Likert scale, there was used Wilcoxon signed rank test for the paired samples of organizational trigger and performance to test the hypothesis about whether applying the given organizational trigger significantly influenced the performance. Normality of the sample observations was not assumed. The following hypothesis was formulated:

H₀: There is no difference between sample pairs (median change is zero)

*H₁: There is a difference between sample pairs (median change is non
– zero)*

Very specific and realistic answers were the results of quantitative research. There was used sample pairs from organizational trigger and employee performance that were used then in hypothesis. Both hypotheses were tested statistically and at last generalized to the whole employed population.

Based on the results conclusion was that the null hypotheses in all cases was rejected, which means that all organizational triggers – scarcity, consistency and commitment, social proof, new executives, new service announcement, increase in expenses and awards influenced the employee performance. In particular, all of the organizational triggers changed employee performance significantly. These findings scientifically prove that with organizational triggers managers can really influence the service employees' performance.

This research shows the importance of organizational triggers for employees and that each trigger has a fairly large impact on the quality of their performance. Consequently, this issue should be the subject of frequent observations by management, as each incorrect trigger can dramatically drop the quality of performance.

Recommendations

There is not much research done on the relationship between organizational triggers and employee performance, hence there is much to be done to enable service organizations with the right organizational triggers to actually influence their employee performance.

Given that the service in Georgia today is still developing and improving, it is necessary for the management to use the right organizational triggers, which will consequently affect the performance of employees. With all of the above in mind, it is possible to formulate the following types of recommendations.

- Based on the answers of the respondents, it is important to recommend to the managers of service organizations that it will be better to identify, plan, organize and communicate objectives with employees and after setting clear goals, periodically discuss the progress made to control and have conversation on the feasibility of achieving those set objectives.
- Based on the research, observation of the results clearly shows the picture of which organizational triggers should be given priority by managers in service organizations and therefore recommended their frequent use to improve employee performance. These include for example consistency and commitment. When people have made a voluntary public and written commitment to doing so, they are more likely to embrace a proposal. The reason is the responsibility that arose after making a public commitment.
- Managers must promote self-efficacy among staff, in order to provide employee recognition at the organizational level and if managers want to promote employee motivation they must support the value of work at the individual level.
- There must be promotion opportunities in organizations. The reason is clear, when employees are provided by opportunities for the growth and advancement, they feel contented and satisfied and become more committed to the organization. Managers must provide job enrichment by giving employees an important designation in order to increase employees' responsibilities.
- A lot depends on managers to manage service employees' performance by organizational triggers. They must focus on the development of employees and the alignment of company goals, because with this merge they can create a work environment that enables both employees and companies to thrive. Managers won't exclude from the field of view what their employees are doing, why and how they are doing it.

- Managers won't forget that each employee is unique and they must use an individually selected form of incentive because they were confident that the selected reward would be significant to a particular employee.

Limitations of the study

The size of the sample for the conducted study is sufficient enough, however could be expanded to more organizations in service on the Georgian market. It will be also interesting in future research to examine the connection of organizational triggers and employee performance in different countries and to compare it to Georgian service organizations.

The limitation of the study is present by the few resources from Georgian authors and the consistency in the terminology relevant to Georgian business language. There are almost no valid studies dedicated to organizational triggers in Georgian scientific and academic periodicals.

Another significant limitation is in the intangible nature of the research subject, triggers revealing mechanism is not studied enough, and moreover, not enough studies conducted for the correlation of triggers and performance in organization.

Need for further scientific investigation

The research has a wide further investigation space, the concept of triggers is not enough studied in organizational context and as a managerial instrument. There is a need of more observation and practical studies to reveal the full potential and deep involvement of triggers in organizational performance. It is highly recommended and beneficial to use self-assessment questionnaire with employees and managers of service organizations in different countries, in order to gain

diverse information about organizational triggers and the different ways to manage service employees' performance.

The thesis explores the connection between organizational triggers and service employees' performance. The conducted research, gathered data and analysis of the study results, along with given recommendations, will be practically interesting for business administration field experts and practicing managers.

Bibliography

1. Almatrooshi, B., Singh, S., & Farouk, S. (2016). Determinants of organizational performance: a proposed framework. *International Journal of Productivity and Performance Management*, 65(6), 844-859.
2. Aragon-Sanchez, A., Barba-Aragon, I., & Sanz-Valle, R. (2003). Effects of training on business results. *International Journal of Human Resource Management*.
3. Atik, A., & Yurur, S. (2020). The Effect of Emotional Labor on Career Management in Service Organizations. *3rd International Congress of Human Studies (ICHUS2020)*, Nov 13-15, 2020. Ankara, Turkey.
4. Attewell, P., & Rule, J. B. (1991). Survey and other methodologies applied to IT impact research: Experiences from a comparative study of business computing. *The Information Systems Research Challenge: Survey Research Methods*.
5. Bailey, J. &. (2000). Emotional Labor and the Difficult Customer: Coping Strategies of Service Agents and Organizational Consequences. *Journal of Professional Services Marketing* 20(2), 51-72.
6. Bakker, A. B. (2011). An evidence-based model of work engagement. *Current Directions in Psychological Science*, 20(4), 265-269.
7. Berrios, R., & Lucca, N. (2006). Qualitative methodology in counseling research: Recent contributions and challenges for a new century. *Journal of Counseling & Development*.
8. Berry, L. L. (1995). On great service – a framework for action. *New York, NY: The Free Press*.

9. Bettencourt, L. A., & Gwinner, K. (1996). Customization of the service experience: The role of the frontline employee. *International Journal of Service Industry Management*.
10. Bettencourt, L. A., Gwinner, K. P., & Mueter, M. L. (2001). A Comparison of Attitude, Personality, and Knowledge Predictors of Service-Oriented Organizational Citizenship Behaviors. *Journal of Applied Psychology*, 29–41.
11. Bielinska-Kwapisz, A. (2014). Triggers of Organizational Change: Duration, Previous Changes, and Environment. *Journal of Change Management*.
12. Bowen, D. E., & Johnston, R. (1999). Internal service recovery: Developing a new construct. *International Journal of Service Industry Management*.
13. Bowen, D. E., & Schneider, B. (2013). A service climate synthesis and future research agenda. *Journal of Service Research*, 5-22.
14. Brauns, M. (2015). The management of change in a changing environment – To change or not to change? *Corporate Board: role, duties and composition 11(3)*, 37-42.
15. Buchner, T. W. (2007). Performance management theory: A look from the performer's perspective with implications for HRD. *Human Resource Development International 10(1)* , 59-73.
16. Burnes, B. &. (2011). Success and Failure In Organizational Change: An Exploration of the Role of Values. *Journal of Change Management 11(2)*, 133-162.
17. By, R. (2005). Organizational Change Management: A Critical Review. . *Journal of Change Management 5(4)*, 369-380 .

18. Chung, B. G., & Schneider, B. (2002). Serving multiple masters: Role conflict experienced by service employees. *Journal of Services Marketing*.
19. Cialdini, R. B. (2007). *Influence: the psychology of persuasion*. New York: Collins.
20. Collins, J. (2001). *Good to great: Why some companies make the leap ... and others don't*. New York: Harper Business.
21. Collins, J. (2001). Level 5 leadership: The triumph of humility and fierce resolve. *Harvard Business Review*.
22. Costakis, H., Gruhkle, H., & Su, Y. (2021). Implications of Emotional Labor on Work Outcomes of Service Workers in Not-for-Profit Human Service Organizations. *Human Service Organizations: Management, Leadership & Governance* 45(1), 29-48.
23. Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
24. Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approach (2nd ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
25. Creswell, J., & Clark, V. (2017). *Designing and conducting mixed methods research, 3rd ed.* Thousand Oaks, CA: Sage Publications, Inc.
26. Cyert, R. M., & March, J. G. (1963). *A behavioral theory of the firm*. Englewood Cliffs, NJ: Prentice-Hall.
27. DeVrye, C. (2000). *Good service is good business*. Upper Saddle River, NJ: Prentice Hall.

28. Eddleston, K. A., Kidder, D. L., & Litzky, B. E. (2002). Who's the Boss? Contending With Competing Expectations From Customers and Management. *Academy of Management Executive*, 85-95.
29. Engen, M., Fuglsang, L., Tuominen, T., & et al. (2021). Conceptualising employee involvement in service innovation: an integrative review. *Journal of Service Management*, 702-751.
30. Fogg, B. J. (2009). A behavior model for persuasive design. *Paper presented at the Proceedings of the 4th international Conference on Persuasive Technology*.
31. Garengo, P., Biazzo, S., & Bititci, U. (2005). Performance measurement systems in SMEs: A review for a research agenda. *International Journal of Management Reviews*.
32. Gerdes, D., & Conn, J. (2001). A use-friendly look at qualitative research methods. *Physical Educator*.
33. Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Piscataway, New Jersey: Transaction.
34. Goldsmith, M. (2007). *What got you here won't get you there: how successful people become even more successful*. New York: NY: Hyperion.
35. Grant, A. M. (2011). How customers can rally your troops. *Harvard Business Review*.
36. Gutek, B. A., Groth, M., & Cherry, B. (2002). Achieving Service Success Through Relationships and Enhanced Encounters. *Academy of Management Executive*, 132-144.
37. Hansen, F., Smith, M., & Hansen, R. B. (2002). Rewards and recognition in employee motivation. *Compensation & Benefits Review*.

38. Harter, J. K., Schmidt, F. L., & Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*.
39. Hartline, M. D., Maxham III, J. G., & McKee, D. O. (2000). Corridors of Influence in the Dissemination of Customer-Oriented Strategy to Customer Contact Service Employees. *Journal of Marketing*, 35-50.
40. Heneman, R. L. (1986). The relationship between supervisory ratings and results-oriented measures of performance: A meta-analysis. *Personnel Psychology*.
41. Hersey, P., & Blanchard, K. H. (1988). *Management of organizational behavior – utilizing human resources*. US: Prentice Hall.
42. Herzberg, F. (1959). *The motivation to work*. New York: John Wiley.
43. Heskett, J. L., Jones, T. O., Loveman, G. W., Sasser, W. E., & Schlesinger, L. A. (1994). Putting the service profit chain to work. *Harvard Business Review*.
44. Heskett, J. L., Sasser Jr, W. E., & Schlesinger, L. A. (1997). *The service profit chain: How leading companies link profit and growth to loyalty satisfaction and value*. New York, NY: The Free Press.
45. Heskett, J. L., Sasser, J. W., & Schlesinger, L. A. (2015). *What great service leaders know and do*. Oakland, CA: Berrett-Koehler.
46. Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. Berkeley: University of California Press.
47. Hong, Y., Liao, H., Hu, J., & Jiang, K. (2013). Missing link in the service profit chain: A meta-analytic review of the antecedents, consequences, and moderators of service climate. *Journal of Applied Psychology*.

48. Hsieh, T. (2010). *Delivering happiness: A path to profits, passion and purpose*. New York, NY: Business Plus.
49. Huelsheger, U. R., & Schewe, A. F. (2011). On the costs and benefits of emotional labor: A meta-analysis of three decades of research. *Journal of Occupational Health Psychology*.
50. Hurmerinta-Peltomaki, L., & Nummeia, N. (2006). Mixed methods in international business research: A value-added perspective. *Management International Review*.
51. Ivancevich, J. M. (1980). A longitudinal study of behavioral expectation scales: Attitude and performance. *Journal of Applied Psychology*.
52. Kane, J. S., & Lawler, E. E. (1979). Performance appraisal effectiveness: Its assessment and determinants. *Research in Organizational Behavior*.
53. Kennerley, M., & Neely, A. (2003). Measuring performance in a changing business environment. *International Journal of Operations and Production Management*.
54. Kundu, S., Malhan, D., & Kumar, P. (2006). Empowering Service Employees for Performance: A Review. *Gumbad Business Review* 2, 62-73.
55. Lant, T. K., & Mezias, S. J. (1992). An organizational learning model on convergence and reorientation. *Organization Science*.
56. Latham, G. P. (2012). *Work motivation: History, theory, research and practice (2nd edition)*. London: Sage Publications.
57. Lawler, E. E., & McDermott, M. (2003). Current performance management practices. *World at Work Journal*.

58. Lengnick-Hall, L., & Lengnick-Hall, C. A. (1999). Expanding Customer Orientation in the HR Function. *Human Resource Management*, 201-214.
59. Levy, P. S., & Lemeshow, S. (1999). *Sampling of populations: Methods and applications. (3rd ed.)*. New York: John Wiley and Sons.
60. Liu, X.-Y., Chi, N.-W., & Gremler, D. (2019). Emotion Cycles in Services: Emotional Contagion and Emotional Labor Effects. *Journal of Service Research*, 285-300.
61. Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice Hall.
62. MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. (1991). Organizational citizenship behaviour and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behaviour and Human Decision Processes*.
63. Mahesh, V. S., & Kasturi, A. (2006). Improving call center agent performance: A UK-India study based on the agents' point of view. *International Journal of Service Industry Management*.
64. Maira, Arun, & Scott-Morgan, p. (1997). *The accelerating organization: embracing the human face of change*. New York: McGraw-Hill.
65. Mascarenhas, O. A., Kesaven, R., & Bernacchi, M. (2006). Lasting customer loyalty: A total customer experience approach. *Journal of Consumer Marketing*.
66. McQuerrey, L. (2018). "What Are the Key Performance Indicators for Employee Job Appraisal?". Chron, a publication of Hearst Newspapers.
67. Morse, J. M. (1994). *Designing funded qualitative research*. Thousand Oaks, CA: Sage.

68. Mumford, M. D. (2011). *Handbook of organisational creativity*. Waltham MA: Academic Press.
69. Nagarajan, U. (2017). Stress Management in Service Organizations. In A. K. Editor Birdie, *Employees and Employers in Service Organizations* (pp. 335-364). Routledge.
70. Nasr, L., Burton, J., Gruber, T., & Kitshoff, J. (2014). Exploring the impact of customer feedback on the well-being of service entities: A TSR perspective. *Journal of Service Management*.
71. O'Neill, B., & Cotton, J. (2015). The Influence of Organizational Justice and Workplace Triggers on Work Attitudes. *Academy of Management Annual Meeting Proceedings*.
72. Parmenter, D. (2010). *Key Performance Indicators. Developing, Implementing, and Using Winning KPIs*. Hoboken: John Wiley & Sons, Inc.
73. Patton, M. Q. (1990). *Qualitative evaluation and research methods (2nd ed.)*. Sage Publications, Inc.
74. Peasell, M. J., Christian, M. S., & Ellis, A. J. (2010). Motivating interdependent teams: Individual rewards, shared rewards, or something in between? *Journal of Applied Psychology*.
75. Peters, T. J., & Waterman, R. H. (1982). *In search of excellence*. New York, NY: Harper & Row.
76. Pink, D. H. (2010). *Drive: The surprising truth about what motivates us*. Edinburgh: Canongate Books Ltd.
77. Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioural research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*.

78. Pugh, S. D., Dietz, J., Wiley, J. W., & Brooks, S. M. (2002). Driving Service Effectiveness Through Employee–Customer Linkages. *Academy of Management Executive*, 73-84.
79. Rice, A., Austin, J., & Gravina, N. (2009). Increasing customer service behaviors using manager-delivered task clarification and social praise. *Journal of Applied Behavior Analysis*, 665-669.
80. Rich, B. L., LePine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*.
81. Ross, S. C. (2021). Change Management in Organizations. In S. C. Ross, *Organizational Behavior Today* (pp. 163-184). Routledge.
82. Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley and Sons.
83. Saltz, J. L., & Niles-Jolly, K. (2006). Understanding Organization–Customer Links in Service Settings. *Academy of Management Journal*, 1017–1032.
84. Schaufeli, B. W., & Bakker, A. (2004). Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study. *Journal of Organizational Behaviour*.
85. Schleicher, D. J., Baumann, H. M., Sullivan, D. W., & Yim, J. (2019). Evaluating the effectiveness of performance management: A 30-year integrative conceptual review. *Journal of Applied Psychology*.
86. Schneider, B., & Bowen, D. E. (1995). *Winning the service game*. Boston, MA: Harvard Business School Press.
87. Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*.

88. Simons, T. (2002). The high cost of lost trust. *Harvard Business Review*.
89. Spender, J.-C. (2008). Organizational Learning and Knowledge Management: Whence and Whither? *Management Learning* 39(2), 159-176.
90. Strauss, A. L. (1990). *Basics of qualitative research: grounded theory procedures and techniques*. Newbury Park, CA: Sage Publications.
91. Tansik, D. A. (1990). *Managing human resource issues for high contact service personnel*. In D. E. Bowen, R. B. Chase, T. G. Cummings, & Associates (Eds.), *Service management effectiveness*. San Francisco, CA: Jossey-Bass.
92. Trice, H. M., & Beyer, J. M. (1993). *The cultures of work organizations*. London: Prentice Hall.
93. Van Vianen, A. E. (2002). Person-Organization Fit: The Match Between Newcomers' and Recruiters' Preferences for Organizational Cultures. *Personnel Psychology*, 113-149.
94. Vroom, V., & Yetton, P. W. (1973). *Leadership and decision making*. Pittsburgh, PA: University of Pittsburgh Press.
95. Wallace, E., & Chernatony, L. (2009). Service Employee Performance: Its Components and Antecedents. *Journal of Relationship Marketing* 8(2), 82-102.
96. Wiechers, H., Lub, X., & Have, S. (2016). Triggers of Transition: Psychological Recontracting in Organizational Change. *Academy of Management Annual Meeting Proceedings*.
97. Wirtz, J., & Lovelock, C. H. (2016). *Services marketing: People, technology, strategy*.

98. Yasai-Adekani, M. (1986). Structural adaptations to environments. *Academy of Management Review*.
99. Zhong, L., Wayne, S. J., & Liden, R. C. (2016). Job engagement, perceived organizational support, high-performance human resource practices, and cultural value orientations: A cross level investigation. *Journal of Organizational Behavior*.
100. Zucker, L. G. (1987). Institutional theories of organization. *Annual Review of Sociology*.

Appendix A

Interview Questions

1. Tell me briefly about your company
2. How do you measure employee performance? What performance appraisal scheme/ methods do you use?
3. What are the performance indicators for service employees in your organization?
4. From your perspective, what is the main performance indicators for service employees in your organization?
5. Out of this list of “Organizational Triggers”, choose those common for your organization:
 - Reciprocity
 - Scarcity
 - Consistency and commitment
 - Authority
 - Liking
 - Social proof
 - New executives
 - New service announcement
 - New organizational strategy
 - Increase in expenses
 - Awards
6. Which “Organizational Trigger” have the great influence on your employees?
 - Reciprocity
 - Scarcity
 - Consistency and commitment

- Authority
- Liking
- Social proof
- New executives
- New service announcement
- New organizational strategy
- Increase in expenses
- Awards

7. List indicators of strong performance in your company.

8. What stimuli for a better performance are used in your organization?

9. What are the not productive triggers present in your organization?

Appendix B

Questionnaire

Demographic Information

1. What is your gender?

1. Male. 2. Female.

2. What's your age?

1. 21-30 2. 31-40 3. 41-50 4. 51-60 5. Above 60

3. What's your education level?

1. Bachelor's Degree 2. Master's Degree 3. PhD

4. Salary per month

1. 1000-1500 GEL 2. 1501-3000 GEL 3. More than 3000

5. Your work experience

1. 1-2 years 2. 2-4 years 3. 4-7 years 4. 7+ years

Survey

Questions about task Performance

#	statement	Insufficient	Sufficient	Neutral	Good	Very good
		1	2	3	4	5

1. Please, rate the quality of your work, in the past 6 month

Much worse	Worse	Neutral	Better	Much better
1	2	3	4	5

2. Nowadays I judge the quality of my work, compared to last year

Seldom		Neutral		Always
1	2	3	4	5

3. My work is done on time,

because I plan
it

4. I have trouble
setting
priorities in my
work.

5. I was able to
perform my
work well with
minimal time
and effort.

6 It takes me
longer to
complete my
work tasks than
it is intended.

Questions about contextual Performance

#	statement	Seldom		Neutral		Always
		1	2	3	4	5
7.	I can fulfill my responsibilities					
8.	Collaboration goes well with others					

- 9. I have creative ideas at work
- 10. When there is a problem, I take initiative to solve it
- 11. When I need I ask for help
- 12. Feedback is important for me, because I learn from it
- 13. I think customers are satisfied with my work
- 14. It is important for me and I take into account customer's wishes

Questions about adaptive performance

#	statement	Seldom		Neutral		Always
		1	2	3	4	5
15.	I can demonstrate					

flexibility at my
work

16. After difficult
situations at
work, I can
recover fast

17. I can easily
adjust changes in
my work

Questions about counterproductive Work Behavior

#	statement	Never		Neutral		Often
		1	2	3	4	5
18.	Instead of on the positive aspects, I focused on the negative aspects of a work situation					
19.	I speak about the negative aspects of my organization with people from					

outside the
organization

20. I make mistakes
purposely

On a scale 1-5, please indicate the level of importance of each performance
indicator for you.

#	Performance indicator	unimportant 1	2	Neutral 3	4	important 5
---	--------------------------	------------------	---	--------------	---	----------------

21. Customer
satisfaction

22. Average time to
respond to
customers

23. The number of
customer issues

24. Average
number of
issues that is
difficult to you
to solve

On a scale 1-5, please indicate how often these organizational triggers take place in your company

#	Organizational trigger	Never		Neutral		Often	
		1	2	3	4	5	
25.	Scarcity						
26.	Consistency and commitment						
27.	Social proof						
28.	New executives						
29.	New service announcement						
30.	Increase in expenses						
31.	awards						

On a scale 1-5, please indicate how often each stimuli is used for better performance in your organization

#	Stimuli	Never		Neutral		Often	
		1	2	3	4	5	
32.	Promotion opportunities						
33.	Job enrichment						

- 34. Positive feedback
for quality work
- 35. bonuses
- 36. Competitive
salary
- 37. Flexibility to
work at home
- 38. Paid seek and
parental leave
- 39. Staff celebrations
- 40. Quality health
insurance
- 41. Desirable office
space
- 42. Desirable work
equipment

On a scale 1-5, please indicate how often each nor productive trigger takes place in your organization

#	Nor productive trigger	Never 1	2	Neutral 3	4	Often 5
---	---------------------------	------------	---	--------------	---	------------

- 43. Too many
meetings

44. reorganization

45. Few holidays

#	statement	Seldom		Neutral		Always
		1	2	3	4	5

46. In your company,
performance
appraisal
methods are used

47. Organizational
triggers have an
impact on
employee
performance

48. Any stimuli
works on
employees' better
performance

49. Not productive
behavior is
caused by not
productive
triggers