**TITLE OF THE PAPERS**

FIRST AUTHOR, SECOND AUTHOR

**Abstract**

Text is written in 11 and presents the topic, logic structure, methods and main results achieved in/by paper. Abstract could have 15–20 lines.

**Key words:** decision taking, motivation, survey, employees, effectiveness.

**Classification JEL:** M12 – Personnel Management.

**1. Introduction**

Text in first line after title of chapter is starting right from the left. In the introduction, is needed to explain basic issues, aim (goals) and methods used in paper.

Text in further paragraphs is starting on 0.75 from the line starting.

**2. Decision making in motivating employees**

The recommended length of paper is 12 – 15 pages. Write the text of the papers in the Times New Roman font 12 pt, line spacing 1, justified (2.5 cm far from the edge of a page), number the names of the chapters, paragraphs and sub-paragraphs and write them also in the Times New Roman font, 12 pt, bold, and align them to the left-hand side.

The quotations in the text of paper (citations of other authors) have to be presented with using bracket + cursive *(Need, 2015: 201)*. In needed case, when presenting deduced quotation, author can use also this way of quotation *(Need, 2015: 112–125).* In a case of higher number of considered authors, citations would be presented in this way *(Need, 2015; Mokka & Milk, 2014; Sweet, Salt & Cold, 2010)*.

Text has to be structured clearly, into appropriate number of chapters. Recommended structure is presented (with presenting way that bullets used in paper would be written in) as follows:

* Introduction (starting points, aim and method of paper);
* Analysis of theory or current knowledge in considered theme;
* Methods;
* Results, discussion and implications of survey;
* Conclusion;
* References (at least 30 authors would be cited in the body of paper and presented alphabetically with their publications in references).

All Tables and Figures have to be referred in the text and made in ‘open format’ (graphs imported from excel). It is needed to present the source of each Table or Figure. The title of Table is written in 11, cursive; before and after title of Table is 1 free empty.

*Table 1. Presented level of employees’ and managers’ motivation (own study)*

|  |  |  |
| --- | --- | --- |
| **Area of work effort** | **Level of employees’ motivation****(share of answers in %)** | **Level of managers’ motivation** **(share of answers in %)** |
|  | **Very high** | ***Rather high*** | **Average** | ***Lower*** | **Low** | ***Very high*** | **Rather high** | ***Average*** | **Lower** | ***Low*** |
| Quality of work done  | 20.17 | *55.38* | 21.9 | *2.39* | 0.17 | *39.36* | 52.86 | *7.55* | 0.23 | *-* |
| Increase in level of knowledge and skills  | 13.35 | *48.88* | 31.68 | *5.05* | 1.04 | *21.74* | 51.03 | *25.4* | 1.83 | *-* |
| Cooperation with manager | 8.3 | *43.41* | 38.01 | *7.75* | 2.53 | *20.59* | 57.21 | *20.82* | 1.37 | *-* |

**REAL**

**VALUES**

**IDEAL VALUES**

Deficit of values

Contamination of values

Appropriateness of values

*Figure 1. Relation between the ideal and real values (Giedraitis, A., Stašys, R. & Ramanauskas, J. 2015. The identification of the individual relevance in a group through the value contamination process. Human Resources Management and Ergonomics, 9(1): 39)*

From the point of view of connected color image of journal, it is preferred when all Figures are in orange color (as is presented in Figure 1 and Figure 2).

*Figure 2. Highest and lowest ratings of the statements evaluating transformational leadership practice ‘Setting the direction of the school activity’ in the viewpoint of teachers (approval, percent),*

*(own study)*

**7. Conclusion**

In this chapter, author (authors) would present their conclusions (own deductions) and recommendations in considered theme.

References should be written in 11, in alphabetical order

Acknowledgement:

This article is supported by Project…

**References:**

1. Barnett, K. & McCormick, J. (2003). Vision, Relationships and Teacher Motivation: A Case Study. *Journal of Educational Administration,* 41(1): 55–73.
2. Bass, B. M. (2008). *The Bass Handbook of Leadership. Theory, Research, and Managerial Applications*. New York: Free Press.
3. Harris, A. (2010). *Pasidalytoji lyderystė mokykloje. Ateisties lyderių ugdymas* (Distributed School Leadership: Developing Tomorrow’s Leaders)*.* Vilnius: Švietimo aprūpinimo centras.
4. Leithwood, K., Louis, K. S., Anderson, S. & Wahlstrom, K. (2004)*.* *Review of Research How Leadership Influence Student Learning*. (Online). (Cit. 2015-3-16). Available at: http://www. wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf.

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