**MGT-512-Organizational Behaviour**

**Answer of the question n. 1**

**Discussion about Theory X and Theory Y:**

Theory X managers believe that employees are lazy and don't want to work; therefore, they must be forced into working by their managers. On the contrary, Theory Y managers believe that employees are intrinsically motivated and will work regardless of what happens around them.

Theory X managers believe their employees lack creativity and only work for a paycheck. Theory Y is a participative management style where managers believe employees want to work and make decisions with less supervision. Theory Y managers believe employees enjoy work and want to see the organization succeed.

Theory X explains the importance of heightened supervision, external rewards, and penalties, while Theory Y highlights the motivating role of job satisfaction and encourages workers to approach tasks without direct supervision.

Theory Y – people are self-motivated and enjoy the challenge of work. Managers with this assumption have a more collaborative relationship with their people, and motivate them by allowing them to work on their own initiative, giving them responsibility, and empowering them to make decisions.

In the 1960s, social psychologist Douglas McGregor developed two contrasting theories that explained how managers' beliefs about what motivates their people can affect their management style. He labeled these Theory X and Theory Y. These theories continue to be important even today. In this article and video we will explore McGregor's theory further, and- look at how it applies in the workplace.

Theory X managers tend to take a pessimistic view of their people, and assume that they are naturally unmotivated and dislike work.

Work in organizations that are managed like this can be repetitive, and people are often motivated with a "carrot and stick" approach. Performance [appraisals](https://www.mindtools.com/aocn91f/performance-appraisals)

and [remuneration](https://www.mindtools.com/aygwz2w/how-to-manage-a-commission-based-team).

are usually based on tangible results, such as sales figures or product output, and are used to control and "keep tabs" on staff.

This style of management assumes that workers: Dislike their work. Avoid responsibility and need constant direction. Have to be controlled, forced and threatened to deliver work. Need to be supervised at every step. Have no incentive to work or ambition, and therefore need to be enticed by [rewards](https://www.mindtools.com/atahfvp/rewarding-your-team). To achieve goals.

According to McGregor, organizations with a Theory X approach tend to have several tiers of managers and supervisors to oversee and direct workers. Authority is rarely delegated, and control remains firmly centralized.

Although Theory X management has largely fallen out of fashion in recent times, big organizations may find that adopting it is unavoidable due to the sheer number of people that they employ and the tight deadlines that they have to meet.

Theory Y managers have an optimistic opinion of their people, and they use a decentralized, participative management style. This encourages a more relationship between managers and their team members.

People have greater responsibility, and managers encourage them to develop their skills and suggest improvements. Appraisals are regular but, unlike in Theory X organizations, they are used to encourage open communication rather than to control staff. Theory Y organizations also give employees frequent opportunities for promotion.

Most managers will likely use a mixture of Theory X and Theory Y. You may, however, find that naturally favor one over the other. Might, for instance, have a tendency to [micromanage](https://www.mindtools.com/an94o05/avoiding-micromanagement) or, conversely, you may prefer to take a more [hands-off approach](https://www.mindtools.com/attrfcq/laissez-faire-versus-micromanagement). Although both styles of management can motivate people, the success of each will largely depend on team's [needs and wants](https://www.mindtools.com/an20l52/alderfers-erg-theory) and organizational objectives. May use a Theory X style of management for new starters who will likely need a lot of guidance, or in a situation that requires you to take control such as a [crisis](https://www.mindtools.com/arjwer3/planning-for-a-crisis) But wouldn't use it when managing a team of [experts](https://www.mindtools.com/aqr2lol/how-to-work-effectively-with-consultants), who are used to working under their own initiative, and need little direction. If did, it would likely have a demotivating effect and may even damage relationship.

Circumstance can also affect management style. Theory X, for instance, is generally more prevalent in larger organizations, or in teams where work can be repetitive and target-driven.

In these cases, people are unlikely to find reward or fulfilllment in their work, so a "carrot and stick" approach will tend to be more successful in motivating them than a Theory Y approach. In contrast, Theory Y tends to be favored by organizations that have a flatter structure, and where people at the lower levels are involved in decision making and have some responsibility.

The concept of Theory X and Theory Y was developed by social psychologist Douglas McGregor. It describes two contrasting sets of assumptions that managers make about their people:

Theory X – people dislike work, have little ambition, and are unwilling to take responsibility. Managers with this assumption motivate their people using a rigid "carrot and stick" approach, which rewards good performance and punishes poor performance.

Theory Y – people are self-motivated and enjoy the challenge of work. Managers with this assumption have a more collaborative relationship with their people, and motivate them by allowing them to work on their own initiative, giving them responsibility, and empowering them to make decisions.

Though assumptions about what motivates people will likely have the biggest impact on which of these two approaches take, choice can also be shaped by several other factors. These include organizational structure (tiered or flat), the type of work that people do (repetitive or challenging), and their skill level (amateur or experienced).

**Answer of the question n. 2**

**McClelland’s theory of needs:**

Need theory is an ideological model that seeks to explain human motivation based on an individual's specific needs. Regardless of an individual's background, need theory is a universal model that can apply to many situations.

McClelland's theory says that everyone is driven by one of three needs — achievement, affiliation or power. Different people are motivated by different drivers, so understanding what specifically motivates a person to complete a task can vastly improve the likelihood that they'll complete the assignment and do it well.

McClelland's Human Motivation Theory states that every person has one of three main driving motivators: the needs for achievement, affiliation, or power. These motivators are not inherent; we develop them through our culture and life experiences.

The Three Needs Theory, also known as need theory, is the best-known theory of David McClelland, a Harvard professor who spent thirty years conducting research on motivation. The three acquired needs identified by McClelland are the need for achievement, the need for power, and the need for affiliation.

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McClelland’s Theory of Three Needs outlines the three desires that an individual could possibly have. Each person is motivated by [power](https://educationlibrary.org/mcclellands-three-needs-theory-power-achievement-and-affiliation/#1), [affiliation](https://educationlibrary.org/mcclellands-three-needs-theory-power-achievement-and-affiliation/#2), or [achievement](https://educationlibrary.org/mcclellands-three-needs-theory-power-achievement-and-affiliation/#3). One trait is usually more dominant, but the others are present in an individual as well.

There are many theories that examine [motivation](https://educationlibrary.org/model-of-motivation-arcs-instructional-design/), some of which have similar elements to McClelland’s theory. For example, in his **Achievement model**, McClelland studies those who try and be better and achieve more. This is similar to both [Herzberg’s ideas](https://educationlibrary.org/herzbergs-motivation-hygiene-theory-two-factor/) on high and low achievers as well as [Maslow’s theory of Self-Actualization](https://educationlibrary.org/maslows-hierarchy-of-needs-in-education/).

While his ideas are used primarily to assess work performance, McClelland conducted other studies that centered on motivation. He researched how motivation affected one’s health; an individual’s drive to succeed can cause stress, high blood pressure, or abnormal hormone levels.

This demonstrated that internal factors, i.e. a motive, can cause a physical response. Some were not convinced, but these ideas provided a foundation for future studies.

The Three Needs Theory is most often used in business or corporate settings. It has enabled the use of personality tests in employees. Originally dismissed as irrelevant, personality tests became more popular when managers were attempting to discover what motivates their employees. Personality tests also enable the manager to learn more about each individual.

People require different things from their workplace. Individuals motivated by power may need clear expectations and steps needed to advance in their careers. Individuals motivated by achievement may need regular opportunities to solve a problem. Individuals motivated by affiliation may need consistent feedback on the job that they are doing.

**McClelland’s Needs Theory** was proposed by a psychologist David McClelland, who believed that the specific needs of the individual are acquired over a period of time and gets molded with one’s experience of the life. McClelland’s Needs Theory is sometimes referred to as **Three Need theory** or **Learned Needs Theory.**

McClelland has identified three basic motivating needs, Viz. Need for Power, Need for Affiliation and Need for Achievement and, along with his associates performed a considerable research work on these basic needs.

**Answer of the question n. 3**

**Job Characteristic Model:**

The Job Characteristics Model (JCM) is a work design theory that seeks to identify the key factors that make a job motivating, satisfying, and engaging for employees. The model was developed by Richard Hackman and Greg Oldham in 1976 and has since become a widely used framework for job analysis and job design research.

The job characteristics model (JCM) describes jobs in terms of five core job dimensions: skill variety, the degree to which a job requires a variety of different activities; task identity, the degree to which a job requires completion of a whole and identifiable piece of work; task significance.

In practical terms, Job Characteristics Theory provides a framework for increasing employees' motivation, satisfaction, and performance through enriching job characteristics.

The job characteristics model uses job design to make jobs better. Jobs are broken down into specific tasks, and employees receive authority to carry those tasks out. This autonomy gives employees more control over their work environment and increases their job satisfaction.

The Job Characteristics Model helps make employees' jobs and tasks more appealing, varied, and challenging. It can rotate and redefine jobs so that employees have to use more of their skills, and their work becomes less monotonous and repetitive.

Job characteristics influence the psychological state of an employee. Employees will perceive the significance of the tasks they are performing, feel responsible for the outcomes of their work, and apply the knowledge they have gained to perform their functions better.

It states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes.

It has its limitations and challenges, such as higher complexity, conflict, stress, variability, and trade-offs. Increasing the core job dimensions can make tasks more complex and difficult, leading to more disagreements and misunderstandings among team members.

The job characteristics model considers various components of someone's job position and how their tasks and responsibilities contribute to their team. This model allows teams to make more honest assessments of their performance and address areas of improvement within the role.

Employees whose jobs have been optimized under the job characteristics model tend to feel responsible for their work and find it more meaningful. This means their internal motivation to do the job increases.

The Job Characteristics Model states that these characteristics influence outcomes of motivation, satisfaction and performance. The model also includes intervening variables of meaningfulness, responsibility, and knowledge of results.

An illustration of a job with high skill variety would be of an owner-operator of a garage who interacts with customers, performs electrical repairs, does body work and rebuilds engines.

The five core characteristics of job design are skill variety, task identity, task significance, autonomy, and job feedback. Including these characteristics in your jobs affects the following work-related outcomes — motivation, satisfaction, performance, absenteeism, and turnover.

Another important job characteristic is task significance. Task significance refers to the sense of meaning associated with the task. Typically, employees draw meaning from tasks when they have a tangible effect on the well-being of other people, whether those people are clients, colleagues or both.

According to the job characteristics model, task significance is defined as the degree to which a job has a substantial impact on the lives of other people. Hackman and Oldman developed the job characteristic theory.

The Job Characteristics Model (JCM) is a framework designed to enhance employee job satisfaction and performance by focusing on effective job design. It identifies five core job characteristics that, when present, can improve employee motivation, performance, and satisfaction, and lower absenteeism and turnover.

Each one of these five components can be adjusted to recalibrate a job, making it more engaging for the employee. High individual job performance ultimately leads to improved business outcomes.

The job characteristics model emerged in 1975 when organizational psychologists Greg R. Oldham and J. Richard Hackman wanted to figure out why employees lost interest in their jobs. They studied people and their jobs and came up with a universal model that is still relevant more than 40 years later.

Oldham and Hackman were looking to reduce the boredom and monotony that comes from working in a factory setting. Instead of getting better and more productive as time passed, they found that employees were becoming bored and unengaged, and their performance dropped. This model helps turn jobs around.

**Answer of the question n. 4**

**Five stage model of group development:**

Bruce Tuckman, an educational psychologist, identified a five-stage development process that most teams follow to become high performing. He called the stages: forming, storming, norming, performing, and adjourning.

These stages are commonly known as: Forming, Storming, Norming, Performing, and Adjourning. Tuckman's model explains that as the team develops maturity and ability, relationships establish, and leadership style changes to more collaborative or shared leadership.

Psychologist Bruce Tuckman originated the "Forming, Storming, Norming, and Performing" model, which is designed to help make a new team become effective – faster. The four stages are: Forming when people get to know each other and their roles.

Organizational development is a science-backed effort focusing on improving an organization's capacity by aligning a number of process and is related to but different than Human Resources Management. Entry, Diagnosis, Feedback, Solution and Evaluation.

The Five Stage Model provides a framework for instructors and designers in planning, building and evaluating learning designs and sequences of learning. It helps consider the activities, instructions, collaborative learning opportunities and the overall sequence of learning to ensure learners are successful.

The stages of group development were first described by psychologist Bruce Tuckman in his 1965 essay titled, "Developmental sequence in small groups." The paper discusses how team members start as strangers and flow through five different stages before they become a high-functioning team.

This paper became the groundwork for the stages of group development. Tuckman’s foundation helps [team leaders](https://asana.com/resources/team-lead) understand how team dynamics change as a project progresses. By understanding the five stages of group development, you can support your team as they’re getting to know one another to quickly enable [collaboration](https://asana.com/resources/collaboration-in-the-workplace) and effective teamwork.

A strong team leader is the backbone of every high-performing team. Without strong leadership, teams may struggle reaching the performing stage. By developing your own leadership skills, you can model collaboration best practices and help your team reach their fullest potential.

The five stages of group development, according to Bruce Tuckman's model, are forming, storming, norming, performing, and adjourning.

Stage 1: Forming stage

The first stage of group development is the forming stage. In this stage of group development, individual members are just getting to know each other and don’t have a group process yet. As a result, they're unsure of how they'll interact together. At this stage, the group isn’t very productive, as they're still getting acclimated and figuring out the role that each person will play on the team.

Stage 2: Storming stage

The next stage of group development is the storming stage. In this stage, team members are in the process of learning how to work together. As team members begin collaborating, conflicts may arise, whether that’s from clashing personalities or opinions on how a project should progress. Without a clear understanding of what role each individual plays on the team, relationships can get tumultuous as team members struggle to find a role that’s right for them.

Establishing [group collaboration](https://asana.com/resources/team-collaboration-tips) early on can help reduce the impact of—or even prevent—this stage of group development. This doesn’t necessarily mean that conflicts won’t happen. In fact, disagreement is critical to effective team collaboration. So when conflicts do arise, it’s important to resolve them with effective [problem-solving](https://asana.com/resources/problem-solving-strategies) as they come instead of avoiding them. Having a team with already existing collaborative skills can help resolve conflicts more easily and faster.

Stage 3: Norming stage

This is the stage when things begin to settle down as your team finds their groove. As they grow more comfortable working together, team members are more comfortable asking for help completing a task or getting [constructive feedback](https://asana.com/resources/constructive-criticism). Your team starts to increase their productivity at this stage as they become more familiar with their teammates and their [working styles](https://asana.com/resources/work-styles).

Stage 4: Performing stage

At this stage, your team has reached cohesion with team processes and team members are working together at their highest potential.Your team follows established [workflows](https://asana.com/resources/workflow-examples) to achieve the team’s goals and group members feel as if they have a common goal to reach together. This is the ideal stage of group development. As a team lead, it’s your goal to get your team to this stage as quickly as possible. We discuss more about how to get your team to this point below.

Stage 5: Adjourning stage

The fifth stage of group development, also known as the mourning stage, is the final stage a team will go through. After a project is over or if a team is disbanded, team members who worked together will go into a small mourning period. Group members may have a hard time working with other groups as they had strong [group dynamics](https://asana.com/resources/improving-group-dynamics) with their previous team.

This is also the time in which teams can celebrate everything they have achieved together. Take the time to reflect on your achievements and remind your team why they’re doing what they do. This is also a great opportunity to recognize and praise the talents of specific team members.