PERSONALITY DEVELOPMENT, INTERPERSONAL SKILLS AND CAREER MANAGEMENT

C.S.G. Krishnamacharyulu
Lalitha Ramakrishnan

- Personality
- Self-improvement
- Developing Pleasing Personality
- Managing Self For Success
- Interpersonal Skills And Behaviour
- Leadership And Team building
- Career Management
- Resume And Interview
- Presentations
- Making Presentation

Himalaya Publishing House
PERSONALITY DEVELOPMENT, INTERPERSONAL SKILLS AND CAREER MANAGEMENT

Dr. C.S.G. Krishnamacharyulu
and
Dr. Lalitha Ramakrishnan

First Edition : 2010

Himalaya Publishing House
Preface

The world has become competitive and demanding. There is a growing need for shaping personality that can meet the challenges in work life as well as in family situations. The pressure of time, deadlines, the need for creative solutions to nagging problems, the intricacies of interpersonal relationships, the complexity of multi-faceted team projects and the enormity of work life balance needs are today all pervasive. Universally everyone is now sailing in the same boat of development associated with struggles.

The job of managing is not easy, and becoming managers is as such a tough challenge. To make common men do uncommon things is management; managers are the dynamic life giving elements of an enterprise and without their active intervention resources remain resources and never become production. This is how Peter F. Drucker, the world management guru sung about the greatness of management. Given this kind of understanding, young men and women aspiring to become managers should realize that they should be able to develop winning personality, interpersonal skills, team building and management competences, creative talents, and stress coping abilities to be successful managers.

With mushroom growth of management institutes and programs, there is a sudden explosion in the number of young men and women graduates seeking managerial positions. The employability of these job seekers depends on two factors: one, the knowledge, skills and attitudes of candidate and the number of vacancies. Between the two, the first one is under the control of the job seekers. As such young men and women should be able to develop a career ambition, chart out a career path, improve their presentation skills, and enhance resume drafting and interview skills to impress the recruiters and get selected.

The book is all about the skills needed for budding managers. It is divided into eight sections.

Section-A consists of four chapters. It discusses topics related to personality types, self-improvement for winning and pleasing personality and success techniques. Section-B comprises two chapters dealing with interpersonal skills, leadership, and team management. Section-C is on career development and management. In two chapters, the section deals with career planning, resume writing and interview techniques. Section-D explains in two chapters the techniques of different types of presentations. Section-E contributes to development of analytical skills through 10 cases. These are in addition to the 10 chapter-end cases. Section-F facilitates self-assessment through 36 psychological instruments. These are in addition to the contextually placed 22 instruments in different chapters. Section-G provides 20 exercises that help improve the soft skills required for a manager in addition to the exercises given in different chapters.

The book has drawn information and inspiration from several writers and counselors. The sources of information are acknowledged to facilitate easy identification and further references. It is the belief of authors that the book will be helpful to teachers in various management institutes in training young management students for their future careers. We await your comments and suggestions to improve the book.

C. S. G. Krishnamacharyulu
Lalitha Ramakrishnan
SECTION A: PERSONALITY DEVELOPMENT

Chapter 1  PERSONALITY  3 – 30
Introduction  5
Concept and significance  5
Personality theories  7
Determinants of personality  18
Structure of personality  10
Personality assessment models  11
Dynamics of personality  18
Development of personality  25
Key terms  27
Summary  27
Questions  28
Test your personality
Internet exercise  28
Mini-project  29
Case: Missing balance  29

Chapter 2  SELF-IMPROVEMENT  31 – 60
Introduction  33
Self-improvement  33
Self-consciousness  34
Self-esteem  37
Self-confidence (efficacy)  41
Self-monitoring  44
Locus of control  46
Emotional intelligence  49
Assertiveness  52
## Key terms **57**

## Summary **58**

## Questions **58**

## Internet exercise **59**

## Mini-project **59**

## References **60**

## Case: Assert or desert? **59**

<table>
<thead>
<tr>
<th>Chapter 3</th>
<th>DEVELOPING PLEASING PERSONALITY</th>
<th>61 – 85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Attitude — concept and importance</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>Winning attitude</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Building a positive attitude</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>Building a pleasing personality</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>25 steps to build a personality</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Key terms</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Exercises</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Internet exercise</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Mini-project</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Case: Optimism — The winning edge</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter-4</th>
<th>MANAGING SELF FOR SUCCESS</th>
<th>86 – 120</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>88</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td>92</td>
<td></td>
</tr>
<tr>
<td>Speed reading</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Managing meetings</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Stress management</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Success management</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Key terms</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>119</td>
<td></td>
</tr>
</tbody>
</table>
## Section B: Interpersonal Skills and Team Building

### Chapter 5: Interpersonal Skills and Behaviour (123 – 153)

- **Introduction**
- **Interpersonal skills**
- **Determinants of interpersonal behaviour**
- **Self-concept — What am I?**
- **Interpersonal needs — What do you want from me?**
- **Interpersonal orientation — How do you influence me?**
- **Interpersonal attraction — Why do you like each other?**
- **Developing interpersonal relationship**
- **Forming impressions**
- **Developing mutual expectations**
- **Character based – Competence based expectations**
- **Increasing Interpersonal Awareness:**
  - The Johari window
  - Transactional analysis
- **Key terms**
- **Summary**
- **Questions**
- **Exercises**
  - Internet exercise
  - Mini-project
  - Case: You are not OK

### Chapter 6: Leadership and Team Building (154 – 177)

- **Introduction**
- **Concept of leadership**
<table>
<thead>
<tr>
<th>Section: Career Planning and Development</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter-7</td>
<td>CAREER MANAGEMENT</td>
</tr>
<tr>
<td>Introduction</td>
<td>183</td>
</tr>
<tr>
<td>Concept of career</td>
<td>183</td>
</tr>
<tr>
<td>Boundaryless careers and career success</td>
<td>183</td>
</tr>
<tr>
<td>Career management</td>
<td>184</td>
</tr>
<tr>
<td>Career planning</td>
<td>185</td>
</tr>
<tr>
<td>Life stages and career development</td>
<td>190</td>
</tr>
<tr>
<td>Roles in career management</td>
<td>193</td>
</tr>
<tr>
<td>Individual approach</td>
<td>194</td>
</tr>
<tr>
<td>Self-analysis – Skill inventory – Career anchors – Life-scripts</td>
<td>195</td>
</tr>
<tr>
<td>Inventory of career development practices</td>
<td>204</td>
</tr>
</tbody>
</table>
### Section D: Presentation Skills

#### Chapter 8: Résumé and Interview
- Introduction: 216
- Résumé preparation: 217
- CV preparation: 223
- Guidelines for effective writing: 225
- Transmission: 228
- Job interviews: 232
- Interview process: 237
- Tips for interviews: 241
- Tips for answering questions: 242
- Key terms: 244
- Summary: 244
- Questions: 245
- Internet exercise: 245
- Mini-project: 246
- Case: My choice: 246

#### Chapter 9: Presentations
- Introduction: 251
- Concept and need: 251
- Presentation types: 251
- Informative presentation: 252
Chapter-10  MAKING PRESENTATION  265 – 286

Introduction  267
Skills required for presentations  267
Presentation steps  267
Planning presentation  268
Structuring presentation  270
Getting ready for delivery  272
Delivering presentation  278
Key terms  282
Summary  283
Questions  283
Internet exercise  283
Mini-project  284
References  285
Case: Critical evaluation  284

SECTION- E: CASES

1. Divergent goals  289
2. The devil inside the boss  290
3. How to do boring jobs?  292
4. How to be on your own?  293
5. Satisfaction for performance  294
SECTION - F: SELF-EVALUATION INSTRUMENTS

Part–1: PERSONALITY
1. Me and my partner
2. My views of others
3. My outlook of life
4. Personality type
5. My values and preferences profile
6. My values
7. My managerial ethical values
8. Am I external or internal?
9. My motivational knowhow
10. My motivational factors
11. My motivational profile
12. My meeting behaviour

Part–2: INTERPERSONAL SKILLS AND TEAM BUILDING
1. My sociability confidence
2. My view of co-workers
3. My expectations of my boss
4. My interpersonal attraction
5. Do I listen?
6. What kind of leader am I?
7. My leadership concerns
8. Am I a change leader?
9. My facilitation skills
10. Conflict management style
11. Johari window  
12. My stress factors  

**Part–3: CAREER MANAGEMENT**  
1. My job expectations  
2. My performance culture expectations  
3. My skills and strengths  
4. My interview preparation skills  
5. My interview performance skills  
6. My mentoring skills  

**Part–4: PRESENTATIONS**  
1. My presentation preparation skills  
2. My presentation beginning skills  
3. My presentation delivery skills  
4. My presentation closing skills  
5. My voice control skills  
6. My persuasive skills  

**SECTION–G: EXERCISES**  

**Part–A: PERSONALITY**  
Exercise-1: Imagine and describe self  
Exercise-2: Write about a place  
Exercise-3: Write about an artifact that you wanted to gift your close friend  
Exercise-4: World through a pleasant window  
Exercise-4: My Personal Mission Statement  
Exercise-5: Goal setting  

**Part-B: INTERPERSONAL SKILLS AND TEAM BUILDING**  
Exercise-1: Boss is right!  
Exercise-2: Team synergy  
Exercise-3: Interpersonal risk taking  
Exercise-4: Group Discussion  
Exercise-5: Conflict resolutions
Part-C: CARER MANAGEMENT
Exercise-1: Career objective
Exercise-2: Career path
Exercise-3: Résumé
Exercise-4: Applications for employment
Exercise-5: Mock Interview

Part-D: PRESENTATIONS
Exercise-1: Stage fright
Exercise-2: JAM
Exercise-3: Informative presentation
Exercise-4: Persuasive product presentation
Exercise-5: Power Points
Section - A

Personality Development
Chapter Outline

- Introduction
- Concept and significance
- Personality theories
- Determinants of personality
- Structure of personality
- Personality assessment models
- Dynamics of personality
- Development of personality
- Key terms
- Summary
- Questions
- Test your personality
- Internet exercise
- Mini-project
- Case: Missing balance
Learning Objectives

Upon completion of this chapter, you will be able to:

- Understand the theories of personality
- Identify the major determinants of personality
- Know the dynamics of personality
- Recognize the personality development approaches

**Leader’s Advice**

Shantanu Banerjee is Director-HR, Steria India & Global Program, Director, Steria Academy.

*Career management* – In the early days, I wanted to build a career in finance and I went in for B.Com. and cost accountancy. However, during the first 8 years of my career, I was into IT automation, working closely with finance, HR and accounting teams. By the sixth year, I realized that my interest was in the human angle of a corporate set-up, since I gelled well and enjoyed working with different sets of people within the organization. I realized I had a natural flair for interacting with people.

*Role of campus life* – My campus life experience was very enriching, as it involved interacting with high performing, ambitious and a diverse group of classmates, who helped me in shaping my thought process. My campus life provided me with unique opportunities, which helped develop and hone my skills as an individual.

*Successful traits* – I believe I have the ability to change with the times, possess a pioneering mindset; am innovative, have strong analytical skills and I always think of the bigger picture with a business manager’s perspective. I feel I have the ability to conceptualize and drive change. I am known to be empathetic and fair amongst my peers. These traits have definitely helped me achieve what I have today.

*Values and ethics* – Having had a strong foundation in a value driven group like the Tatas, I have always ensured that HR imperatives and initiatives are within a legally compliant framework. I have fearlessly stood up for ensuring that decisions are taken in accordance with ethical principles and values. Honesty and integrity have always been displayed in speech and action. Work ethics values must be absolute – that is, you must take them seriously enough to override any human rationalization, weakness, ego, or personal faults. When all else fails, you will always look back to these core work ethic values to guide you.

*Leisure pursuits* – I enjoy all genres of music from Indian classical to Western rock, jazz and country. I play the guitar, harmonica, mandolin, keyboard, tenor banjo and both the bass and Hawaiian guitar. Being a lover of sports, I have played and participated at various University level cricket and swimming championships.

INTRODUCTION

Managing organizations is essentially managing people and their interests, aspirations and goals. Business leaders of various corporate enterprises say that of all the resources of an enterprise managing the human resource is the most critical and challenging. Critical because, the human resources are the dynamic, life giving elements of the organizations and without their involvement and participation, the physical and financial resources remain resources and never become production and profits. Challenging because, managing human behaviour is unique and unpredictable. Humans vary in attitudes, learning and performance from one another. Also every individual varies his behaviour from one situation to another. It is for this reason that managers take interest understanding and moulding personalities of their employees.

CONCEPT AND SIGNIFICANCE

Psychologists use it to refer to the characteristic pattern of thinking, feeling and acting. In lay terms, we use the term personality frequently as follows:

“She has a wonderful personality.”
“He has no personality.”
“We seem to have a personality conflict.”
“She has her mother’s personality.”
“He’s a real personality.”

The word ‘personality’ derives from the Latin word ‘persona’ which means ‘mask’. The study of personality can be understood as the study of ‘masks’ that people wear. These are the personas that people project and display. These are the manifestations of the inner parts of psychological experience which we collectively call our ‘self’.

Here are a few explanations of the concept of personality.

Adams (1954, cited in Schultz & Schultz, 1994) presents a simplistic version of personality. Personality is “I”. When you say I, you are, in effect, summing up everything about yourself — your likes and dislikes, fears and virtues, strengths and weaknesses. The word I is what defined you as an individual, as a person separate from all others.” Box 1-1 helps you identify your personality.

Box 1-1: I am Exercise

Adams suggested that we get a good idea of what personality is by listening to what we say when we use “I”.

- Write 10 honest endings to “I am...”
- Share them with someone
- Does this sum up your personality? Why or why not?
Funder (2001) defined personality as the sum total of individual traits and behaviours. Personality has been defined as “an individual’s characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind those patterns.”

Another definition offered by Carver and Scheier (2000, p.5) is as given under.

“Personality is a dynamic organization, inside the person, of psycho-physical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings.”

We will now understand how the key terms in the definition are explained.

- Dynamic suggests ongoing readjustments, adaptation to experience, continual upgrading and maintaining.
- Organization: Personality does not just lie there. It has process and it is organised.
- Inside the Person: It is within an individual and influences behaviours.
- Psychophysical systems: Besides psychological, the physical is also involved in ‘who we are’.
- Characteristic Patterns: There is consistency/continuity which are unique to identifying of an individual
- Behaviour, thoughts, and feelings: Personality is displayed in many ways.

**Characteristics**

Based on the above definitions, four fundamental characteristics of personality are identified.

- **Consistency** – There is a recognizable order and regularity to behaviours. It is observed that people act in the same ways or similar ways in a variety of situations.
- **Psychological and physiological** – Personality is a psychological construct. But there will be influence of biological processes and needs.
- **Impacts behaviours and actions** – Personality and environment interact and determine the behaviour of an individual.
- **Multiple expressions** – Personality is displayed in many ways. It can be seen in our thoughts, feelings, relationships and behaviours.

**Significance**

The study and understanding of personality is important to managers in many ways.

**Hiring people** — The principle of hiring is ‘right man for the right job’. The assessment of right person can be done by examining physical and intellectual abilities. They are usually assessed based on qualifications, conduct and character certificate and medical examination. In addition, many companies make use of physical and psychological tests to make their own assessment of individual personality.
Training people — The development of people to meet job challenges is an important task of managers. Learning is a cognitive process. To influence it, one has to be aware of the person's mind processes:

(i) Sensation — hearing, seeing, touching, smelling, and tasting by the organs — ear, eye, skin, nose and tongue respectively;

(ii) Perception — the way people see objects or events — the positive and negative feelings or impressions — as a result the open or closed mind, and

(iii) Motivation — the willingness to learn or not to learn.

When the mind processes are active, one will be a good learner.

Managing performance — The task of manager is to lead people by understanding their potential and influencing their attitudes and motives. Some people are achievers. They are self-motivated, self-developed and self-controlled. In case of achievers, leaders act as facilitators and in case of average performers they become coaches, mentors and counselors.

Managing change — It is important to understand and deal with responses to rapid change, understanding team and corporate culture, enhance team problem solving and provide career guidance. It is helpful in dealing with time and stress management problems.

**PERSONALITY THEORIES**

Two major theories on personality are explained here to give an understanding of the structure and dynamics of personality.

**Allport’s Theory**

Human behaviour is characterized by opportunistic functioning which is biological (driven by primary needs), reactive (as a response to other’s actions), past-oriented (as a sequence of past events). However, a modification is seen by a different motivation — a motivation to express oneself which is called propriate functioning. Propriate functioning can be characterized as proactive, future-oriented, and psychological.

The **proprium (self)**

Putting so much emphasis on the self or *proprium*, Allport defined personality from two directions, phenomenological and functional.

First, phenomenologically, *i.e.*, the self as experienced: He suggested that the self is composed of the aspects of your experiencing that you see as most essential (as opposed to incidental or accidental), warm (or “precious,” as opposed to emotionally cool), and central (as opposed to peripheral).

**Functions and development of self**

The self has seven functions, which tend to arise at certain times of one’s life as shown in Table 1-1.
### Table 1-1: Development of self

<table>
<thead>
<tr>
<th>S.No</th>
<th>Self dimensions</th>
<th>Development stage (Years)</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sense of body</td>
<td>0-2</td>
<td>We feel its closeness, its warmth. It has boundaries that pain and injury, touch and movement, make us aware of.</td>
</tr>
<tr>
<td>2</td>
<td>Self-identity</td>
<td>0-2</td>
<td>We see ourselves as individual entities, separate and different from others. A name, our possession and their continuity.</td>
</tr>
<tr>
<td>3</td>
<td>Self-esteem</td>
<td>2-4</td>
<td>We recognize that we have value, to others and to ourselves.</td>
</tr>
<tr>
<td>4</td>
<td>Self-extension</td>
<td>4-6</td>
<td>Relations and go beyond. Certain things, people, and events around us become central and essential to our existence.</td>
</tr>
<tr>
<td>5</td>
<td>Self-image</td>
<td>4-6</td>
<td>Recognition of social esteem or status, including sexual identity. Beginning of conscience, ideal self, and persona.</td>
</tr>
<tr>
<td>6</td>
<td>Rational coping</td>
<td>6-12</td>
<td>Dealing with problems effectively.</td>
</tr>
<tr>
<td>7</td>
<td>Propriate striving</td>
<td>After 12</td>
<td>One's own purposeful living.</td>
</tr>
</tbody>
</table>

Source: webspaceship.edu/cgboer/allport.html - United States - Cached - Similar

### Traits or dispositions

Another aspect is traits or dispositions. Dispositions are concrete, easily recognized, consistencies in our behaviours.

A personal disposition is defined as follows:

“a generalized neuropsychic structure (peculiar to the individual), with the capacity to render many stimuli functionally equivalent, and to initiate and guide consistent (equivalent) forms of adaptive and stylistic behaviour.”

Allport recognizes that some traits are more closely tied to the proprium (one’s self) than others. Three different types of traits are identified.

1. **Central traits** are the building blocks of your personality. When you describe someone, you are likely to say five to ten words that refer to these central traits: smart, dumb, wild, shy, sneaky, dopey, grumpy.

2. **Secondary traits** are those that are not quite so obvious, or so general, or so consistent. Preferences, attitudes, situational traits are all secondary. For example, “he gets angry when you try to tickle him,” and “you can not take him to restaurants.”

3. **Cardinal traits** are the traits that some people have which practically define their life. Someone who spends their life seeking fame, or fortune, is such a person. Often we use specific historical people to name these cardinal traits: Joan of Arc (heroic self-sacrifice), Mother Teresa (religious service), Machiavelli (political ruthlessness), and so on. Relatively few people develop a cardinal trait, generally late in life.
Psychological maturity

An individual is said to have attained maturity when he has well-developed *proprium* and a rich, adaptive set of dispositions.

Psychoanalytical Theory of Freud

The major contributor to this theory was Sigmund Freud. Psychoanalytic theory views the personality as divided into three major systems: the id, the ego, and the superego.

**Id:** According to Freud, we are born with our Id. The id is inherited and works on the pleasure principle. It provides the drive for the pursuit of personal wants. In other words, the id wants whatever feels good at the time, with no consideration for the reality of the situation. When a child is hungry, the id wants food, and therefore the child cries.

**Ego:** Within the next three years, as the child interacts more and more with the world, the second part of the personality begins to develop. Freud called this part the Ego. The ego is based on the reality principle. The ego is seat of logic or rationality. The ego understands that other people have needs and desires and that sometimes being impulsive or selfish can hurt us in the long run. It is the ego’s job to meet the needs of the id, while taking into consideration the reality of the situation. Ego controls consciousness and provides realistic and logical thinking and will moderate the desires of the id.

**Super Ego:** By the age of five, or the end of the phallic stage of development, the Super ego develops. It represents the conscience of the mind and higher plane of ethical codes or ideals. The Super ego is the moral part of us and develops due to the moral and ethical restraints placed on us by our caregivers. Many equate the super ego with the conscience as it dictates our belief of right and wrong.

The personality types vary with the variations in the dominance of the Id, ego or super ego as given under.

- **Id strong** — If id is the strongest, impulses and self gratification take over the person’s life.
- **Ego strong** — If the ego is the strongest, it takes a balanced approach that satisfies the needs of the id, with due consideration to super ego and the reality of every situation.
- **Super ego** — If the superego becomes too strong, the person would be driven by rigid morals, would be judgmental and unbending in his or her interactions with the world

Ego Defense Mechanisms

When the ego has a difficult time making both the id and the superego happy, it will employ one or more of these defenses. These are called Ego Defense Mechanisms.

The defense mechanisms are given in Table 1-2.
Table 1-2: Types of Defense Mechanisms

<table>
<thead>
<tr>
<th>Defense</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denial</td>
<td>arguing against an anxiety provoking stimuli by stating it does not exist</td>
<td>denying that your physician’s diagnosis of cancer is correct and seeking a second opinion</td>
</tr>
<tr>
<td>Displacement</td>
<td>taking out impulses on a less threatening target</td>
<td>slamming a door instead of hitting a person, yelling at your spouse after an argument with your boss</td>
</tr>
<tr>
<td>Intellectualization</td>
<td>avoiding unacceptable emotions by focusing on the intellectual aspects</td>
<td>focusing on the details of a funeral as opposed to the sadness and grief</td>
</tr>
<tr>
<td>Projection</td>
<td>placing unacceptable impulses in yourself onto someone else</td>
<td>when losing an argument, you state “You are just stupid;” homophobia</td>
</tr>
<tr>
<td>Rationalization</td>
<td>supplying a logical or rational reason as opposed to the real reason</td>
<td>stating that you were fired because you did not kiss up the boss, when the real reason was your poor performance</td>
</tr>
<tr>
<td>Reaction formation</td>
<td>taking the opposite belief because the true belief causes anxiety</td>
<td>having a bias against a particular race or culture and then embracing that race or culture to the extreme</td>
</tr>
<tr>
<td>Regression</td>
<td>returning to a previous stage of development</td>
<td>sitting in a corner and crying after hearing bad news; throwing a temper tantrum when you don’t get your way</td>
</tr>
<tr>
<td>Repression</td>
<td>pulling into the unconscious</td>
<td>forgetting sexual abuse from your childhood due to the trauma and anxiety</td>
</tr>
<tr>
<td>Sublimation</td>
<td>acting out unacceptable impulses in a socially acceptable way</td>
<td>sublimating your aggressive impulses toward a career as a boxer; becoming a surgeon because of your desire to cut; lifting weights to release ‘pent up’ energy</td>
</tr>
<tr>
<td>Suppression</td>
<td>pushing into the unconscious</td>
<td>trying to forget something that causes you anxiety</td>
</tr>
</tbody>
</table>


Ego defenses are not necessarily unhealthy but inability to use them effectively can often lead to problems in life.

**Structure of Personality**

The two major components of the personality pattern are:

1. The core, the concept of self
2. The spokes of the wheel, the traits that are held together and influenced by the core.

**Self**

The real self-concept is a mirror image. It is the concept people have of who and what they are. It is determined largely by their roles, the relationship with others and what they believe the reactions of others to them are.
• The ideal self-concept is the picture, people hold of what they would like to be. Self-concept has a physical and a psychological aspect.

• **Physical aspect** – Understanding of their physique, appearance, their sex appropriateness, and the prestige their bodies give them in the eyes of others.

• **Psychological aspect** – Conception of their abilities and disabilities, their worth, and their beliefs about the nature of their relationships with others in different roles and the reactions of others to them.

**Traits**

Personality traits are those characteristics which are exhibited in a large number of situations. They are specific qualities of behaviour such as facing a danger, reaction to frustrations and way of meeting problems. Traits are specific qualities of behaviour or pattern of adjustment.

Examples: Reaction to frustrations, way of meeting problems, aggressive and defensive behaviour and out-going or withdrawing behaviour in the presence of others.

Traits are integrated with and influenced by the self-concept. Some traits are separate and distinct, while others are combined to represent patterns. The more consistent the characteristic and the more frequently it occurs in diverse situations, the more important that trait is in describing the individual.

Traits have two outstanding characteristics.

• Individuality, which is shown in variation in the quantity of a particular trait.

• Consistency, which means that the person behaves in approximately the same way in similar condition.

Character is a personality pattern. Traits often found in the personality pattern denoted by character are:

carefulness, caution, conscientiousness, common sense, chastity, courage, determination, diligence, fairness, foresight, honesty, integrity, intelligence, justice, principled conduct, perseverance, prudence, restraint, sense of duty, self-discipline, self-control, self-reliance, seriousness, self-sacrifice, thriftiness, tidiness, and trustworthiness.

**PERSONALITY ASSESSMENT MODELS**

Several models are evolved by psychologists to assess personality characteristics of people.

**The Big Five model**

One of the approaches to personality identification that has strong research support is the Big Five model. The Big Five factors are given in Table 1-3.
Table 1-3: Big Five model

<table>
<thead>
<tr>
<th>Factor</th>
<th>Description</th>
<th>Types</th>
<th>Source: Kendra Cherry, The Big Five Personality Dimensions, Psychology, about. Com/.../Personality development/a/bigfive.htm - Cached-Similar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extroversion</td>
<td>Comfort level with relationships with outsiders.</td>
<td>Introverts tend to be gregarious, assertive, and sociable.</td>
<td></td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Individual’s propensity to defer to others.</td>
<td>Highly agreeable people are cooperative, warm, and trusting.</td>
<td>Low agreeable ones are cold, disagreeable and antagonistic.</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>One’s sense of reliability.</td>
<td>Highly conscientious person is responsible, organized, dependable, and persistent.</td>
<td>Low conscientious person is easily distracted, disorganized, and unreliable.</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>A person’s ability to withstand stress.</td>
<td>Those with positive scores tend to be calm, self-confident, and secure.</td>
<td>Those with negative scores tend to be nervous, anxious, depressed and insecure.</td>
</tr>
<tr>
<td>Openness to experience</td>
<td>One’s range of interests and fascination with novelty.</td>
<td>Extremely open people are creative, curious, and artistically sensitive.</td>
<td>Less open ones are conventional and find comfort in the familiar.</td>
</tr>
</tbody>
</table>

Source: Kendra Cherry, The Big Five Personality Dimensions, Psychology, about. Com/.../Personality development/a/bigfive.htm - Cached-Similar.

The Myers-Briggs Type Indicator

Katharine Cook Briggs and her daughter, Isabel Briggs Myers developed in 1940s, the most popular personality inventory, the MBTI or Myers-Briggs Type Indicator. The inventory is based on the contributions of Carl Jung, Sigmund Freud and exponents of Gestalt theory. The initial questionnaire grew into the Myers-Briggs Type Indicator, which was first published in 1962.

Myers observed that people differed from one another in four primary ways. These differences are labeled as “preferences” similar to our preferred way of using left or right hand. Table 1-4 summarizes the traits and their five facets.

Table 1-4 Dimension of Myers-Briggs

<table>
<thead>
<tr>
<th>Preferences</th>
<th>Types and five facets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Energy</td>
<td>Extroversion: Initiating, expressive, gregarious, active and enthusiastic.</td>
</tr>
<tr>
<td></td>
<td>Intuition: Abstract, imaginative, conceptual, original and theoretical.</td>
</tr>
<tr>
<td></td>
<td>Feeling: Casual, open-ended, accepting, accommodating and tender.</td>
</tr>
<tr>
<td></td>
<td>Perceiving: Casual, open-ended, spontaneous, pressure prompted and emerging.</td>
</tr>
<tr>
<td>Information</td>
<td>Introversion: Receiving, intimate contained, reflective and quiet.</td>
</tr>
<tr>
<td></td>
<td>Sensing: Concrete, realistic, practical, experiential and traditional.</td>
</tr>
<tr>
<td>Decisions</td>
<td>Thinking: Logical, reasonable, critical, questioning and tough.</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>Judging : Systematic, planned, scheduled, early starting and methodical.</td>
</tr>
</tbody>
</table>

Source: image at: www.best-career-match.com/personality-test.html

(a) Energy

People occupy two mental worlds: one is inwardly turned (Introversion), the other is outward (extroversion).
• Introversion (I) — Those who prefer introversion draw their primary energy from the inner world of information, thoughts, ideas, and other reflections.

• Extroversion (E) — Those who prefer extroversion interact with outside world and draw information.

(b) Information
Jung identified two pairs of psychological functions: (i) irrational perceiving functions, sensing and intuition and (ii) rational judging functions, thinking and feeling.

• Sensing perception (S) — This refers to preference to clear, tangible data and information that fits in well with their experience

• Intuition (N) — This refers to preference to information that is more abstract and represents imagination about the future.

(c) Decisions
• Thinking judgment (T) — This refers to preference for making decisions in an objective, logical, and analytical manner with an emphasis on tasks and results.

• Feeling judgment (F) — This refers to preference for making decisions based on values and relationship paying particular attention to the impact of decisions and actions on other people.

(d) Lifestyle
This is the new dimension added by Myers and Briggs to Jung’s model. They identified that people also have a preference for one of the two types.

• Judging function (thinking or feeling) – They prefer to “have matters settled.

• Perceiving function (sensing or intuition) – They prefer to “keep decisions open.”

For extroverts, the J or P indicates their dominant function; for introverts, the J or P indicates their auxiliary function. Introverts tend to show their dominant function outwardly only in matters “important to their inner worlds.”

(e) Shadow function
The shadow is part of the unconscious. It is often visible to others, onto whom the shadow is projected. A person may see these faults in others without recognizing it in him/herself.

The sixteen types
The sixteen types of personality are result of different orientations.

<table>
<thead>
<tr>
<th>First Letter: E or I</th>
<th>Which is most preferred way of dealing with outside world?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Letter: S or N</td>
<td>Which is the most favored perceiving process?</td>
</tr>
<tr>
<td>Third Letter: T or F</td>
<td>Which is the most favored judging process?</td>
</tr>
<tr>
<td>Fourth Letter: J or P</td>
<td>Which type of mental process dominates your Outside World Orientation?</td>
</tr>
</tbody>
</table>
How these combinations form personalities? Given below are the combinations.

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
<th>INTJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing what should be done</td>
<td>High sense of duty</td>
<td>An inspiration to others</td>
<td>Every thing has room for improvement</td>
</tr>
<tr>
<td>ISTP</td>
<td>ISFP</td>
<td>INFP</td>
<td>INTP</td>
</tr>
<tr>
<td>Ready to try anything once</td>
<td>Sees much but shares little</td>
<td>Noble service to aid society</td>
<td>A love of problem solving</td>
</tr>
<tr>
<td>ESTP</td>
<td>ESFP</td>
<td>ENFP</td>
<td>ENTP</td>
</tr>
<tr>
<td>The ultimate realists</td>
<td>You only go around once in your life</td>
<td>Giving life an extra squeeze</td>
<td>One exciting challenge after another</td>
</tr>
<tr>
<td>ESTJ</td>
<td>ESFJ</td>
<td>ENFJ</td>
<td>ENTJ</td>
</tr>
<tr>
<td>Life’s administrator</td>
<td>Hosts and hostesses of the world</td>
<td>Smooth talking persuaders</td>
<td>Natural leaders</td>
</tr>
</tbody>
</table>

Source: Image at: www.billpere.com/.../Academy-8KeysToSuccess.htm

Exhibit 1-1: Myers-Briggs Type

Read the following statements corresponding to different orientations. You may find yourself drawn equally to opposing choices. The classic question is: “Am I this way because I learned it or is this just the way I am?”

Each of the four questions of the CSI inventory has two parts. The first part is a general description of the preference choices. The second part is a list of paired statements. Use both parts to form your opinion on your more dominant preference.

(a) Choose which best fits: Extroversion or Introversion? (E/I)

<table>
<thead>
<tr>
<th>Extroverted Characteristics</th>
<th>Introverted Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act first, think/reflect later</td>
<td>Think/reflect first, then Act</td>
</tr>
<tr>
<td>Feel deprived when cutoff from interaction with the outside world</td>
<td>Regularly require an amount of “private time” to recharge batteries</td>
</tr>
<tr>
<td>Usually open to and motivated by outside world of people and things</td>
<td>Motivated internally, mind is sometimes so active it is “closed” to outside world</td>
</tr>
<tr>
<td>Enjoy wide variety and change in people relationships</td>
<td>Prefer one-to-one communication and relationships</td>
</tr>
</tbody>
</table>

(b) Choose which best fits: Sensing or Intuitive? (S/N)

<table>
<thead>
<tr>
<th>Sensing Characteristics</th>
<th>Intuitive Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentally live in the Now, attending to present opportunities</td>
<td>Mentally live in the Future, attending to future possibilities</td>
</tr>
<tr>
<td>Using common sense and creating practical solutions is automatic-instinctual</td>
<td>Using imagination and creating/inventing new possibilities is automatic-instinctual</td>
</tr>
<tr>
<td>Memory recall is rich in detail of facts and past events</td>
<td>Memory recall emphasizes patterns, contexts, and connections</td>
</tr>
<tr>
<td>Best improvise from past experience</td>
<td>Best improvise from theoretical understanding</td>
</tr>
<tr>
<td>Like clear and concrete information; dislike guessing when facts are “fuzzy”</td>
<td>Comfortable with ambiguous, fuzzy data and with guessing its meaning</td>
</tr>
</tbody>
</table>
Choose which best fits: Thinking or Feeling? (T/F)

<table>
<thead>
<tr>
<th>Thinking Characteristics</th>
<th>Feeling Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Instinctively search for facts and logic in a decision situation.</td>
<td>• Instinctively employ personal feelings and impact on people in decision situations.</td>
</tr>
<tr>
<td>• Naturally notices tasks and work to be accomplished.</td>
<td>• Naturally sensitive to people needs and reactions.</td>
</tr>
<tr>
<td>• Easily able to provide an objective and critical analysis.</td>
<td>• Naturally seek consensus and popular opinions.</td>
</tr>
<tr>
<td>• Accept conflict as a natural, normal part of relationships with people.</td>
<td>• Unsettled by conflict; have almost a toxic reaction to disharmony.</td>
</tr>
</tbody>
</table>

Choose which best fits: Judging or Perceiving? (J/P)

<table>
<thead>
<tr>
<th>Judging Characteristics</th>
<th>Perceiving Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan many of the details in advance before moving into action.</td>
<td>• Comfortable moving into action without a plan; plan on-the-go.</td>
</tr>
<tr>
<td>• Focus on task-related action; complete meaningful segments before moving on.</td>
<td>• Like to multitask, have variety, mix work and play.</td>
</tr>
<tr>
<td>• Work best and avoid stress when able to keep ahead of deadlines.</td>
<td>• Naturally tolerant of time pressure; work best close to the deadlines.</td>
</tr>
<tr>
<td>• Naturally use targets, dates and standard routines to manage life.</td>
<td>• Instinctively avoid commitments which interfere with flexibility, freedom and variety.</td>
</tr>
</tbody>
</table>

My personality type letters are: ________


Type A and Type B personalities

A person with a Type A personality is “aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and, if required to do so, against the opposing efforts of other things or other persons.” In contrast, Type B is exactly opposite. The B’s are “rarely harried by the desire to obtain a wildly increasing number of things. They do not participate in an endless growing series of events in an ever-decreasing amount of time. They are slow, methodical, cool, and finish their work in a relaxed manner. Table 1-5 shows the two types of people.
Table 1-5: Type-A and Type-B people

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Type-A</th>
<th>Type-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time urgency</td>
<td>High; work with time deadlines.</td>
<td>Low</td>
</tr>
<tr>
<td>Work style</td>
<td>Fast workers, emphasize on quantity and not on quality.</td>
<td>Slow</td>
</tr>
<tr>
<td>Creativity</td>
<td>Less. More routine type solutions.</td>
<td>High. Vary responses to specific challenges in their milieu</td>
</tr>
<tr>
<td>Decision-making</td>
<td>Fast, may be poor</td>
<td>Slow, well thought out</td>
</tr>
<tr>
<td>Stress levels</td>
<td>Moderate to high</td>
<td>Low to moderate</td>
</tr>
<tr>
<td>Relaxation</td>
<td>Spend on work and worry about accomplishments</td>
<td>Play for fun and relaxation</td>
</tr>
<tr>
<td>Who get promotions?</td>
<td>Less chances</td>
<td>More chances</td>
</tr>
</tbody>
</table>

Exhibit 1-2: Am I Type – A or B?

Tick or circle Yes or No against each statement that describes a behaviour. Choose T (True) Yes if the behaviour is almost and usually true. Choose F (False) when the behaviour is seldom or never true.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Statement</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I do not wait for other people to complete their work before I can proceed with my own.</td>
<td>T</td>
</tr>
<tr>
<td>2</td>
<td>I feel irritated when people do not respond to my directions quickly.</td>
<td>T</td>
</tr>
<tr>
<td>3</td>
<td>Whenever possible I try to complete two or more tasks at a time.</td>
<td>T</td>
</tr>
<tr>
<td>4</td>
<td>It is better to start doing things rather than thinking and delaying</td>
<td>T</td>
</tr>
<tr>
<td>5</td>
<td>I believe in action. Once we start doing we learn the intricacies and go on planning for better results.</td>
<td>T</td>
</tr>
<tr>
<td>6</td>
<td>I admire the scholars who perform different tasks at a time. They are my role models.</td>
<td>T</td>
</tr>
<tr>
<td>7</td>
<td>I drive people to finish work much before the deadlines.</td>
<td>T</td>
</tr>
<tr>
<td>8</td>
<td>I race to do things at the earliest.</td>
<td>T</td>
</tr>
<tr>
<td>9</td>
<td>I hate standing in queue until I get my turn.</td>
<td>T</td>
</tr>
<tr>
<td>10</td>
<td>I go mad when people work slowly without feeling for getting results at the earliest.</td>
<td>T</td>
</tr>
<tr>
<td>11</td>
<td>As a manager, I talk to people while writing reports, and also receive phone calls and listen to music.</td>
<td>T</td>
</tr>
<tr>
<td>12</td>
<td>It is unwise to think before doing because we learn how to do only when we do.</td>
<td>T</td>
</tr>
<tr>
<td>13</td>
<td>My employees often complain that I set high standards.</td>
<td>T</td>
</tr>
<tr>
<td>14</td>
<td>I often feel stressed because much is to be accomplished in less time with high standards.</td>
<td>T</td>
</tr>
<tr>
<td>15</td>
<td>I can express clearly what I want to my employees.</td>
<td>T</td>
</tr>
<tr>
<td>16</td>
<td>Pressure of work is heavy on me.</td>
<td>T</td>
</tr>
<tr>
<td>17</td>
<td>I believe in hard work, punctuality and quality as success mantras.</td>
<td>T</td>
</tr>
<tr>
<td>18</td>
<td>I think I have to reduce my pressures to save my health.</td>
<td>T</td>
</tr>
</tbody>
</table>
Scoring Key: For every T circled, you get a point and record it. The score shows your Type-A behaviour. If your core in any dimension is more than 1, it is your tendency. If your overall score is more than 6, you are Type-A person.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Statements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of time urgency</td>
<td>1,8,9</td>
<td></td>
</tr>
<tr>
<td>Aggression and irritation</td>
<td>2,7,10</td>
<td></td>
</tr>
<tr>
<td>Multiple tasking</td>
<td>3,6,11</td>
<td></td>
</tr>
<tr>
<td>Rushing to goals</td>
<td>4,5,12</td>
<td></td>
</tr>
<tr>
<td>Competitiveness</td>
<td>13,15,17</td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td>14,16,18</td>
<td></td>
</tr>
</tbody>
</table>

16PF (16 Personality Factor)

On the basis of this research, Cattell (1947) developed a model of personality describing 16 trait dimensions.

<table>
<thead>
<tr>
<th>warmth</th>
<th>reasoning</th>
<th>emotional stability</th>
<th>dominance</th>
</tr>
</thead>
<tbody>
<tr>
<td>liveliness</td>
<td>rule –consciousness</td>
<td>social boldness</td>
<td>sensitivity</td>
</tr>
<tr>
<td>vigilance</td>
<td>abstractedness</td>
<td>privacy</td>
<td>apprehension</td>
</tr>
<tr>
<td>openness to change</td>
<td>self-reliance</td>
<td>perfectionism</td>
<td>tension.</td>
</tr>
</tbody>
</table>

He then developed a questionnaire to measure these traits (Cattell, Eber & Tastuoka, 1977). These 16 traits are based on the research of a set of some 18,000 adjectives that describe people. This test has been used extensively by large number of organizations for more than six decades.

Exhibit 1-3: What am I based on the 16 traits?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Left meaning</th>
<th>Scale</th>
<th>Right meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warmth</td>
<td>Reserved</td>
<td>5 4 3 2 1</td>
<td>Outgoing</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Less intelligent</td>
<td>5 4 3 2 1</td>
<td>More intelligent</td>
</tr>
<tr>
<td>Emotional stability</td>
<td>Stable, ego strength</td>
<td>5 4 3 2 1</td>
<td>Emotionality/neuroticism</td>
</tr>
<tr>
<td>Dominance</td>
<td>Humble</td>
<td>5 4 3 2 1</td>
<td>Assertive</td>
</tr>
<tr>
<td>Liveliness</td>
<td>Sober</td>
<td>5 4 3 2 1</td>
<td>Happy-go-lucky</td>
</tr>
<tr>
<td>Rule-consciousness</td>
<td>Expedient</td>
<td>5 4 3 2 1</td>
<td>Conscientious</td>
</tr>
<tr>
<td>Social boldness</td>
<td>Shy</td>
<td>5 4 3 2 1</td>
<td>Venturesome</td>
</tr>
<tr>
<td>Sensitivity</td>
<td>Tough-minded</td>
<td>5 4 3 2 1</td>
<td>Tender-minded</td>
</tr>
<tr>
<td>Vigilance</td>
<td>Trusting</td>
<td>5 4 3 2 1</td>
<td>Suspicious</td>
</tr>
<tr>
<td>Abstractedness</td>
<td>Practical</td>
<td>5 4 3 2 1</td>
<td>Imaginative</td>
</tr>
<tr>
<td>Privateness</td>
<td>Forthright</td>
<td>5 4 3 2 1</td>
<td>Shrewd</td>
</tr>
<tr>
<td>Apprehension</td>
<td>Placid</td>
<td>5 4 3 2 1</td>
<td>Apprehensive</td>
</tr>
<tr>
<td>Openness to change</td>
<td>Conservative</td>
<td>5 4 3 2 1</td>
<td>Experimenting</td>
</tr>
<tr>
<td>Self-reliance</td>
<td>Group-dependent</td>
<td>5 4 3 2 1</td>
<td>Self-sufficient</td>
</tr>
<tr>
<td>Perfectionism</td>
<td>Undisciplined</td>
<td>5 4 3 2 1</td>
<td>Controlled</td>
</tr>
<tr>
<td>Tension</td>
<td>Relaxed</td>
<td>5 4 3 2 1</td>
<td>Tense</td>
</tr>
</tbody>
</table>
PERSONALITY DETERMINANTS

How is personality formed? There are three possible explanations.

- Personality appears to be a result of heredity.
- Personality is an outcome of a person’s interaction with environment.
- Personality manifestations are dependent on situations.

Thus, an adult’s personality is generally considered to be made up of both hereditary and environmental factors, and moderated by situational conditions.

**Heredity:** This approach argues that an individual's personality is the molecular structure of the genes, located in the chromosomes. By birth, a person may have certain physical, biological and psychological attributes. Factors like gender, muscle composition and reflexes, facial attractiveness, temperament, energy level, and biological rhythms are among such characteristics.

If personality characteristics were completely dictated by heredity, they would be fixed at birth and no amount of experience could alter them. But, we find changes in persons in course of their growth and maturation. This gives strength the idea that personality characteristics are not completely dictated by heredity.

**Environment:** Heredity provides us with inborn brains and abilities, but our full potential will be determined by how well we adjust to the demands and requirement of the environment. Among the factors in the environment, culture plays a major role in shaping and conditioning personality. The norms among our family, friends, and social groups play a key role in the early stages of personality development. The rules and codes of conduct in educational institutions and employer organizations further influence the personality formation. Thus, environmental factors play a substantial role in shaping our personalities.

**Situation:** A third factor, the situation, influences the effects of heredity and environment on personality. Though personality is shaped and stabilized to exhibit consistent behaviours, variations in responses to different situations are observed. The different demands of different situations are met by showing up some different characteristics by individuals. This observation leads us to conclude that one shouldn’t look at personality pattern in isolation. Another conclusion is every person has a bundle of characteristics, some exhibited and some hidden.

DYNAMICS OF PERSONALITY

The behaviour of people is influenced by various factors related to individual and situation. The basic behavioural model is shown in Figure 1-1.
Predispositions

How do the internal factors like preferences suggested by Myers and Briggs and other factors influence behaviour?

Type dynamics — Myers and Briggs

The interaction of the preferences is known as type dynamics. According to Myers and Briggs, the four preferences that form a personality are same in strength. They categorized them into dominant, auxiliary, tertiary and inferior type of functions. They develop over the life of the individual and this is referred to as type development.

- The dominant one is the one that manifests early in the life of an individual.
- Auxiliary one becomes more evident (differentiated) during teenage years and provides balance to the dominant.
- Tertiary one becomes evident in mid life.
- Inferior one is the least consciously developed and manifests in an unconscious way.

How do these functions interact?

- Start with the attitude preference (E-I). Find whether the extroverted function is dominant or auxiliary.
- Next, take lifestyle preference (J-P). Determine whether the judging (T-F) or perceiving (S-N) preference is most evident in their behavior.

The following examples make the classification more clear. The preferences are as shown below:

<table>
<thead>
<tr>
<th>First Letter: E or I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Letter: S or N</td>
</tr>
<tr>
<td>Third Letter: T or F</td>
</tr>
<tr>
<td>Fourth Letter: J or P</td>
</tr>
</tbody>
</table>

Consider ESTJ personality type.

As shown below the first preference is for judging. As such the left over perceiving will be regarded as an introverted function and becomes auxiliary.

- In judging if one prefers thinking instead of feeling, thinking becomes dominant function (Te). The leftover ‘Feeling introverted’ becomes inferior function.
In perceiving, one may prefer sensing or intuition. Say if one preferred Sensing then introverted sensing becomes the auxiliary function. iNtuition becomes the Tertiary function.

What are the characteristics of ESTJ type personality?

<table>
<thead>
<tr>
<th>Extrovert</th>
<th>Introvert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judging (dominant)</td>
<td>Perceiving (SN) (Auxiliary function)</td>
</tr>
<tr>
<td></td>
<td>Sensing (introverted) (Si)</td>
</tr>
<tr>
<td></td>
<td>iNtuition (Tertiary function) (Ne)</td>
</tr>
<tr>
<td>Thinking (Te)-dominant function</td>
<td>Feeling introverted (Fi)</td>
</tr>
<tr>
<td></td>
<td>Inferior function</td>
</tr>
</tbody>
</table>

Since the dominant function is judging, thinking, the person likes to make rational decisions using logical and objective information. Also deals with outer world, in an organized way, giving more preference to thinking than feelings. Accordingly, the person may be impersonal but fair. The basic driving force is duty, service and belonging.

In a team environment, the ESTJ will be task and result oriented, calling a spade a spade and directing team to achievements. The task orientation gives results, but the person may fail in some respects — (i) failure to see the wood for the trees (ii) failure to innovate, and (iii) failure to develop sound interpersonal relationships

Under extreme stress, fatigue or illness, the ESTJ’s shadow may appear — a negative form of INFP. Then they prefer withdrawal and loneliness. Generally, they find faults with others.

**Body types**

Sheldon classified in terms of the following body types and **personality characteristics**: They are:

- **Endomorphic** body types are plump and round with a tendency to be relaxed and outgoing.
- **Mesomorphic** physiques are strong and muscular and usually energetic and assertive in personality.
- **Ectomorphic** body types are tall and thin and tend to have a fearful and restrained personality.

**Humors**

Physician Hippocrates postulated that there were four different kinds of fluids or humors and he categorized people into four types depending upon the predominance of particular humor respectively as sanguine, choleric, melancholic, and phlegmatic.

**Sanguine** – You are funny and relish the limelight. You are affectionate, enjoy social activities, and make friends easily. You are imaginative and creative, and are often the one
who enthusiastically promotes new ideas on the job. People call you vivacious, generous,
and light-hearted.

**Choleric** – They have a lot of ambition, energy, and passion, and try to instill it in
others. They can dominate people of other temperaments, especially phlegmatic types. Many
great charismatic military and political figures were cholerics.

**Melancholic** – Often very kind and considerate, melancholics can be highly creative
— as in poetry and art — but also can become overly pre-occupied with the tragedy and
cruelty in the world, thus, becoming depressed. A *melancholic* is also often a perfectionist,
being very particular about what they want and how they want it in some cases. This often
results in being dissatisfied with one’s own artistic or creative works and always pointing
out to themselves what could and should be improved. They are often loners and most
times choose to stay alone and reflect.

**Phlegmatic** – While phlegmatic are generally self-content and kind, their shy
personality can often inhibit enthusiasm in others and make themselves lazy and resistant
to change. They are very consistent, relaxed, rational, curious, and observant, making
them good administrators and diplomats. Phlegmatic is more reliable and compassionate;
these characteristics typically make the phlegmatic a more dependable friend.

**Self-esteem**

Self-esteem is a belief about one’s own self-worth based on an overall self-evaluation
Self-esteem is positively related to achievement and a willingness to expend effort to
accomplish tasks.

- **High esteem** — Individuals with high self esteem set their own goals, make decisions,
take leadership roles, and do not depend on evaluation of others.
- **Low esteem** — Persons with low esteem look up at others for goal setting, assume
follower roles, and seek evaluation of others.

**Sociability factor**

Introversion and extroversion are part of the collection of traits that comprise the
sociability factor.

- **Introversion** is a tendency to be directed inward. They are less outgoing type. They
have a greater affinity for abstract ideas and sensitivity to personal feelings.
Introverts are quiet, introspective, and emotionally unexpressive.
- **Extroversion** is an orientation toward other people, events, and objects. Extroverts
are sociable, lively, impulsive, and emotionally expressive.

**Intellectual openness**

Two personality types are identified based on the openness of mind.

- **Dogmatism** refers to the rigidity of a person’s beliefs. High dogmatic persons are
closed minded. They regard legitimate authority as absolute. They accept or reject
other people on the basis of their agreement or disagreement with accepted authority
or doctrine.
- **Authoritarianism**: People who prefer authoritarianism respect authority, positions of power and persons of authority. They are subservient to persons of authority and may even prefer superiors who have a highly directive, structured leadership style. They adhere to conventional values, exhibit a negative view of society, and oppose the expression of personal feelings.

**Self-monitoring ability**

Self-monitoring refers to a person’s ability to adjust his or her behavior to external situational factors.

*High self-monitors* – Individuals high in self-monitoring show considerable adaptability in their behavior. They are highly sensitive to external cues and can behave differently in different situations. They are capable of presenting striking contradictions between the public *persona* and the private self.

*Low self-monitors* – Low self-monitors cannot disguise their feelings and intentions. They tend to display their true dispositions and attitudes in every situation; hence, there is high behavioral consistency between who they are privately and what they do publicly.

**Locus of control**

A person’s perception of the source of his or her fate is termed locus of control. People are classified into two types based on the locus of control.

- **Internals** are those who believe that they control their destinies. Internals generally perform better on their jobs, search more actively for information before making a decision, and make a greater attempt to control their environment. Internals are more suited to managerial jobs that require initiative and independence of action.
- **Externals** are those who believe they have little control on their lives. They consider they are being controlled by outside forces. They prefer to be dependent and do well on routine jobs. They are less involved on their jobs and are in general dissatisfied with the job and environment.

**Machiavellianism**

In popular usage, it refers to someone who is sneaky, conniving, deceitful, and untrustworthy. A Machiavellian person is often thought to be indifferent to ethical and moral considerations.

- **High Machs** tend to take a more detached, calculating approach in their interaction with other people. They use power and employ reward power or, coercive power, to manipulate others to achieve their goals.
- **Low Machs** tend to take a more personal, empathetic approach in their interaction with other people. They tend to be more trusting of others and more honest. They believe humans are essentially good natured. At the extreme, low Machs are passive, submissive, and highly agreeable.

**Emotional intelligence**

One important contingency factor that affects the behaviour of people is emotional intelligence. Emotional intelligence is involved in the capacity to perceive emotions, assimilate
emotion-related feelings, understand the information of those emotions, and manage them. Emotional intelligence is an intelligence having to do with discerning and understanding emotional information. Emotional information is all around us. Emotions communicate basic feeling states from one individual to another — they signal urgent messages such as “let us get together” or “I am hurting” or “I am going to hurt you.”

**Emotions and workplace behaviour**

Emotions are influenced by place, organizational codes and cultural norms.

*Place* – An emotion that is acceptable on the athletic playing field may be totally unacceptable when exhibited at the workplace.

*Organizational codes* – Organizations have their own emotional codes. A manual produced by McDonald’s states that its counter personnel “must display traits such as sincerity, enthusiasm, confidence, and a sense of humor.

*Cultural norms* – Service organizations dictate that employees should smile and act friendly when interacting with customers. In Israel, smiling by supermarket cashiers is seen as a sign of inexperience, so cashiers are encouraged to look somber. In Moslem cultures, smiling is frequently taken as a sign of sexual attraction, so women are socialized not to smile at men. Employees in France are likely to experience a minimal degree of emotional dissonance because they make little effort to hide their true feelings.

**Emotions and work performance**

Affective Events Theory (AET) demonstrates that employees react emotionally to things that happen to them at work and that this influences their job performance and satisfaction. Figure 1-2 shows the behavioural model.

---

**Figure 1-2: Affective Events Theory**

**Behavioural intentions**

The rational behavioural intentions model is an attempt to explain the relationships between attitudes and behaviour. Figure 1-3 illustrates the model.

**Attitudes**

Attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation). They encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. Learning involves acquiring or changing attitudes. Attitude change is especially relevant to management training. A positive attitude towards job will lead to good performance.

**Preferences (Risk taking)**

Preferences refer to choice making — choosing one and rejecting all other alternatives. One important consideration is risk, as managerial decisions are based on long-term. Everyone has a different level of comfort with taking chances. Among others things, risk-taking preferences are influenced by past experience, environment, and potential for reward. However, even under similar conditions, two individuals could easily display discrepant risk-taking behaviour, providing evidence for the considerable role of personality in risk-taking. For example, a risk taking finance manager prefers short-terms loans to finance working capital where as low risk taking one will use a combination of long-term and short term capital.

**Goals**

Goal orientation refers to the preference of an individual for one goal or set of goals in comparison to another goal or goal set. It has two orientations.

- **Leaning orientation** – It refers to a predisposition to develop competence by acquiring new skills and mastering new situations.
- **Performance orientation** – It is a predisposition that seeks to perform using competencies and to seek favorable performance evaluations and avoid negative judgments.

**Norms**

Norms are rules of behaviour that members of a group or a society have accepted as appropriate. Norms, thus, impose social pressures to behave or not to behave in certain ways. For instance, the cultural norms of an organization are performance oriented, good performance will be expected and appreciated by every employee.

**Beliefs**

Belief is a statement, assertion, or theory you accept as true. It forms a basis for deciding, choosing, and acting. Three types of belief we find in the context of behaviour.

- **Behavioural belief** is an individual's belief about consequences of particular behaviour. The concept is based on the subjective probability that the behaviour will produce a given outcome. Example: Good performance results in reward.
- *Normative belief* is an individual’s perception about the particular behaviour, which is influenced by the judgment of others (e.g., parents, spouse, friends, teachers). Example: My boss likes quick decisions.

- *Control belief* is an individual’s beliefs about the presence of factors that may facilitate or impede performance of the behaviour. Examples: For creative thinking, there are no barriers in our organization.

**Values**

Values are traits or qualities that are considered worthwhile; they represent your highest priorities and deeply held driving forces. When you are part of any organization, you bring your deeply held values and beliefs to the organization. There they co-mingle with those of the other members to create an organization or family culture. For example, ‘quality is our policy’ is based on three values innovativeness, teamwork and excellence.

![Figure 1-3: Behavioural Intentions Model](image)

**Development of Personality**

It is understood that personality formation is a complex process depending upon common and unique experiences on the one hand, and, genetic factors on the other.

**Role of organization**

The various factors that have influence on personality development and the initiatives to be taken by managers are listed in Table 1-6.
In developing personality, the role of individual is crucial. The following tips will be helpful.

(A) **Physical** – To strengthen physical personality the following steps are useful.
   - Regular exercise – Light walking or gym exercises.
   - Balanced diet.

(B) **Psychological** – Relaxing mind to stretch it for more work loads and creativity.
   - Yoga and meditation.
   - Leisure time activity – habits like listening to music, reading books, games, etc.
   - Recreational pursuits like holidaying, picnics, tours and pilgrimages, etc.

(C) **Social** – Developing relationships to add new dimension to personality.
   - Membership in associations and assuming responsible positions.
   - Community service to enlighten mind and feel associated with great causes.

### Table 1-6: Personality Development initiatives

<table>
<thead>
<tr>
<th>S.No</th>
<th>Factors</th>
<th>Variables</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Genetic</td>
<td>Body size and shape</td>
<td>Gym and physical exercises</td>
</tr>
<tr>
<td>2</td>
<td>Psychological</td>
<td>Self, attitudes, emotions and thinking patterns</td>
<td>Self-awareness and development exercises, Meditation, winning attitude, creative and positive thinking exercises. Emotional intelligence training.</td>
</tr>
<tr>
<td>3</td>
<td>Social</td>
<td>Intelligence Relationships</td>
<td>Team building and Interpersonal skills Assertiveness training.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural</td>
<td>Values, norms and beliefs. Gender differences</td>
<td>Team exercises and role play with focus on values and norms. Creative learning organization and Reward system to reinforce good behaviours.</td>
</tr>
<tr>
<td>5</td>
<td>Intellectual</td>
<td>Knowledge seeking, Research and inquiry</td>
<td>IQ tests, Quizzes, Research projects and presentations, Group discussions, Seminars, Workshops and Symposiums.</td>
</tr>
<tr>
<td>6</td>
<td>Family</td>
<td>Affection and compliance</td>
<td>Affiliation with teams and professional memberships. Participation in the programs organized and sponsored by professional bodies.</td>
</tr>
<tr>
<td>7</td>
<td>Relatives and friends</td>
<td>Friendships and mutual support</td>
<td>T-groups, Peer groups and Knowledge forums.</td>
</tr>
<tr>
<td>8</td>
<td>Gender</td>
<td>Sex discrimination</td>
<td>Gender mainstreaming programs. Gender specific training programs.</td>
</tr>
<tr>
<td>9</td>
<td>Experience</td>
<td>Relevant practical knowledge</td>
<td>Mentoring, Coaching and Counseling. Under-study or shadow executive.</td>
</tr>
</tbody>
</table>
(D)  **Cultural** – Participating in the cultural activities and preservation of sound traditions.
- Associating in celebrations of festivals and traditional ceremonies.
- Becoming member in cultural organizations and their activities.

(E)  **Educational** – Developing knowledge, skills and attitudes for excellence.
- Studying course relevant to career progression and changes.
- Undergoing training programs that add to resume of skills.
- Participating in seminars/workshops and conferences.

---

### Key Terms

<table>
<thead>
<tr>
<th>Personality structure</th>
<th>Id</th>
<th>Type-A and Type-B</th>
<th>Self-esteem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality dynamics</td>
<td>Ego</td>
<td>Humor</td>
<td>Locus of control</td>
</tr>
<tr>
<td></td>
<td>Super ego</td>
<td>Self-esteem</td>
<td>Beliefs</td>
</tr>
<tr>
<td>Heredity</td>
<td>Myers-Briggs personality types</td>
<td>Sociability factor</td>
<td>Goals</td>
</tr>
<tr>
<td>Traits</td>
<td>Choleric</td>
<td>Intellectual openness</td>
<td>Attitudes</td>
</tr>
<tr>
<td>Self-concept</td>
<td>Sanguine</td>
<td>Self-monitoring</td>
<td>Preferences</td>
</tr>
<tr>
<td>Freud’s theory</td>
<td>Melancholic</td>
<td>Machiavellianism</td>
<td>Norms</td>
</tr>
<tr>
<td>All port theory</td>
<td>Phlegmatic</td>
<td>Emotional intelligence</td>
<td>Values</td>
</tr>
</tbody>
</table>

### Summary

Managing people is a key task in managing organizations. People management involves understanding personality and attitudes. Personality is defined as a dynamic organization, inside the person, of psycho-physical systems that create a person’s characteristic patterns of behaviour, thoughts, and feelings. Personality is both psychological and physiological and is expressed in many ways. It is characterized by consistency, and it impacts behaviours and actions of people.

Understanding personality helps in hiring, training, performance and change management. Two major theories of personality is one by Allport and another by Freud. Allport described the growth stages of self and traits. Freud analyzed personality with the help of id, ego and super ego. Different personality types are based on the strong id, strong ego or strong super ego. People respond to situations by using one of the defense mechanisms like — denial, displacement, intellectualization, projection, rationalization, reaction formation, regression, repression, sublimation and suppression.

Personality structure consists of self and traits. Different personality assessment models are developed. Well-known ones are: The Big Five model, that used extroversion, agreeableness, conscientiousness, emotional stability and openness to experience.
Myers-Briggs type indicator is based on four preferences — energy, information, decisions and lifestyle which are further classified into two broad types each with five facts. There are 16-types developed in the final analysis. Type-A aggressive and fast and in contrast Type-B are exactly opposite. Cattell developed personality measurement on 16 traits.

Personality determinants include: heredity, environment and situation. The environment includes family, educational institutions, workplace norms and expectations, etc. Situation is the major influencer as different situations call for different types of behaviour.

What kind of explanation can we offer to the behavior of people? The basic S-O-B-C model can provide a framework for analysis. Inner drives and situational factors provide the stimuli. The organism (personality) responds with predispositions and behavioural intentions. We find constructive or destructive behaviours as an outcome, producing positive or negative results.

Myers-Briggs showed 16 responses based on personality types. Sheldon classified three body types — endomorphic, mesomorphic and ectomorphic. Hippocrates postulated four different types — sanguine, choleric, melancholic and sanguine. Different predisposition factors like self-esteem, sociability factor, intellectual openness, self monitoring ability, locus of control, Machiavellianism, and emotional intelligence explain personality dynamics.

Behavioural intentions like attitudes, preferences, goals, norms, beliefs, and values explain the nature of human behaviour. Organizations can take several initiatives to develop personality. However, it is individual who has to strive to develop his or her own personality by tapping every opportunity.

**Questions**

1. Explain the concept and significance of personality in the context of management.
2. Explain the psycho-analytical theory of Freud.
3. What are the major determinants of personality?
4. Identify the major components of personality structure.
5. Discuss the factors that influence the dynamics of personality.
6. Identify the major initiatives a company can take to develop personality of its employees.

**Internet Exercises**

1. Search for websites that offer online personality tests and take them. Based on the results prepare a write up of your own personality.
2. Develop a plan of action to develop your personality to match the one required for employment in a chosen organization.
MINI-PROJECTS

1. Using Myers-Briggs types conduct a study of personality types of management studies and draw conclusions of the personality characteristics of subjects.

2. Using Type A and Type B frameworks assess personality types of MBA and MCA students and draw conclusions.

CASE: MISSING BALANCE

Suniti topped grades through school and college as a matter of habit. Her relentless drive to be the best and a class apart was further fuelled by a never-ending string of academic achievements. From early childhood, her parents too saw an extraordinary genius in her and therefore kept her surrounded by books. A toy was too silly a gift for this unusually gifted child. She herself too controlled her urges to play in the neighborhood park with her friends because science projects seemed more important. Slowly, she lost all possible outlets for ventiliation of feelings. In contrast, her younger brother Nakul was the perennial happy-go-lucky kind. He felt unhappy when his mother constantly nagged him to match up to Suniti’s level and worried about his future. And he felt extremely joyous whenever his father offered to take him out for play or ride. And he made no bones about expressing his feelings loud and clear. Yet he neither demanded indulgence, nor did he sulk in isolation. He felt released after having expressed his feelings and was comfortable with himself, grades or no grades.

Suniti always wondered how Nakul got emotionally charged over such “small and insignificant” matters. She found this childish and often chided him to get “serious about life” like her. And he was everyone’s best buddy. He was especially sought after when it came to mediating for resolving fights between his friends. Everyone trusted his ability to empathise with both sides and perceive other’s feelings correctly. As they grew, Suniti remained immersed in books, isolating herself from the world. Nakul, on the other hand, had an enterprising spirit combined with a naturally assertive and easily adaptable demeanor. He joined an upcoming insurance company as a trainee advisor upon completing his graduation, much to his parents’ disappointment and his sister’s embarrassment who had by now completed her post graduation in computer science from IIT, Delhi. While she got placed with the world’s best software company with a globally competitive package, her little brother was selling petty insurance policies. Though Nakul was perturbed by this nagging comparison, he did not blame his family for his feelings. Instead he channelized all his energy towards reaping success bit by bit.

Seven years down the line, Nakul is a successful Financial Consultant, owning a small but well-equipped office in with staff strength of six, who swear by his amazing people’s skill and customer-orientation. Suniti is presently jobless after having hopped from one organization to another for six years. Everywhere she worked, relating with colleagues was difficult. Her arrogance made her an unfavorable team member. The final blow came
when she was fired for her overly self-obsessed and rude behaviour, which cost her company heavily as they lost an important client. She slipped into a massive depression as she could not accept her rejection. Nakul helped her to come out of her depression by facilitating the acceptance and acknowledgement of her feelings with a pre-moral and pre-rational mind. Suniti is now learning dance and finds it cathartic. Everyone, including herself, is stunned at her natural flair for dance, which remained undiscovered all these years.

Source: Neena Verma, Dive in and Reach out, Human Capital, February 2004, p.36.

Questions

1. Why Suniti failed and Nakul succeeded?
2. Develop tips for a balanced personality development.

NOTES AND REFERENCES