**PERSONALITY**

There are many adjectives we refer to ourselves when it comes to talk about personality features.

Here are some examples:

\* ‘He is honest’ **-** lazy/hard working  
 ‘She is goodhearted’ **-** easy going / tough  
 **­-** modest  
 **-** honest  
 **-** social  
 **-** open minded  
 **-** friendly / cute  
 **-** warm hearted  
 **-** clever/ intelligent  
 **-** stubborn

***Definition***

There are many definitions attributed to personality. Some of them will be mentioned in the following:  
  
\* Personality is everything about yourself = everythig typical of you which distinguishes you from everyone else.   
\* Everything that seperates / differs the individual from others.   
\* The behavior, attitudes, motives, tendencies, outlooks and emotions with which the individual responds to the world. Personality is about how a person consistently reacts to his environment.  
\* Personality is reflected in our usual behavior.  
\* Personality = **1)** unique, typical  
 **2)** consistent way of responding to the environment

\* Individual characteristics such as cognitive, physical, emotional, social and moral that seperates one individual from the others.

\* Personality is defined as individual’s reaction or response to the stimulus in his environment.

\* Personality is the way individual expresses and reveals himself to his environment.

\* Personality is the perminant characteristics of the individual as a whole and his patterns of behavior.

\* Personality is defined as individual’s adaptation to his environment.

**FACTORS THAT INFLUENCE PERSONALİTY**

**1- Genetic factors**: Such factors as intelligence, ability or physical characteristics may be inherited genetically.  
Ex: Twins that were brougt up in different environments may acquire characteristics that remind each other as a consequence of genetic influence. On the other hand, they may also demonstrate different behavior patterns that are identical to the environment they are brought up.   
  
**2- Culture 🡪**  Shared norms, valves, beliefs and behavior forms, rituals, customs, traditions that are reflections of a society may guide our behavior. Culture is learned, not inborn.  
  
**3- Social Group**: Based on education, income level or salary, occupation or socio-economic level people identify themselves with the closer and smaller environment they grow and they feel they belong to. This environmental influence is rather subcultural when compared to the general society.  
 culture 🡪 general behavior forms (patterns)  
 social groups 🡪 more special behavior forms  
 **4-** **Family / Observational Learning:** In terms of developing self-confidence, sense of responsibilitiy, developing self-identification, role playing, model taking family is the smallest and most important environment in personality development particularly between the ages 1 to 6.

simgesanaaşığım.png authoritarion family type accepting family type  
 rejecting democratic

The child that grows up in authoritarian families may lack of self confidence and may have tendency to depend on other stronger people through out their lives and also may have a fear of authority. The child of acceptive or democrative families may posses a higher self confidence who can make his own decisions and who also respect others’ opinions.

**5- Others   
 -** School becomes influental especially after the age 6 until the adolesant. **-** Peers are center of interest when the individual becomes a teenager. **-** Work environment may influence the individual at the beginning of his career when he hasn’t got too much experience and accordingly looking for role models in the work environment. **-** Media may be a source of influence in different stages of life from childhood to teenage or adulthood.

**THEORİES OF PERSONALİTY**

***Psychoanalytic Theory by Freud***

**Freud**  🡪 **\*** The founder of the first formal theory of personality  
 **\*** Best known and most influential theorist   
 **\*** Helped the development of further personality theories  
 **\*** He observed physical (neurological defect) problems of some of his patients  
 **\***  These problems were related to emotional stress  
 **\*** Dr. Josef Breuer convinced Freud that such problem cases would be cured by hypnosis.   
 **\*** But Freud found out that hypnosis would only relieve the symptoms but the patient would not reach a better understanding of his underlying diffficulties.   
   
 **\***  Therefore hecome up with the idea of ‘free association of ideas’ ( lie down on a couch and say out loud whatever come to mind )

The use of “free association of iedas” = **-** provide relief from the symptoms  
 **-** conflicts are spoken out  
 **-** better understanding of the problem

Freud was concerned aboutunconscious thoughts and feelings as well as preconscious thoughts and feelings. He made an analogy between the mind and iceberg.   
 People’s conscious thoughts = the tip of an iceberg  
 Unconscious thoughts = lies beneath the surface of an iceberg

**\* Psychoanalysis** 🡪 It is a therapy of bringing material from the unconscious into the conscious mind of the patient.  
 **\*** With the psychonalytic technique - ‘free association’ people begin to remember things that they forget as they describe their thoughts and dreams. Forgetten things are remembered.   
  
 **\*** Personality is composed of three interrelated parts : id, ego , superego.  
These three are parts of one interrelated whole.  
   
 **\* İd** 🡪

**1-** The basic storehouse of energy from which the ego and superego develop.   
 **2-** The basic instincts we are born with such as hunger, thirst, self preservation cause discomfort when they are not satisfied. Id is where the basic instincts, needs and energy are stored.  
 **3-** The id is completely unconscious. It is revealed through our dreams and behavior. That’s why dreams are considered important.  
 **4-** Id is the source of energy of personality.  
 **5-** İt reveals discomfort until the need is satisfied.  
   
 **\* Ego** 🡪 directs the personality

**1-** Ego controls all thinking and reasoning activities.  
**2-** Itcontrols the ways of satisfying the id’s drives.  
**3-** The ego operates by the reality principle whereas the id acts according to the pleasure principle.  
**4-** Ego directs id’s energy into effective and realistic channels by reasoning activities. It provides a control mechanism. The realistic way of thinking called secondary process thinking.   
  
Example: a thirsty person 🡪 seeing a bottle of liquid 🡪 drink it (id) 🡪 wait! İs it safe, is it poison ? (ego)

**5-** The ego directs the personality.

**\*** **Superego** 🡪 **1-** If a personality only consist of id and ego, it would be selfish.  
 Social Behavior **2-** It would behave unsocially.  
  Represent Social Environment **3-** Superego governs behavior by morality and by conscience. It represents the social environment and pressure.  
 The expectations of the environment **4-** As we mature, we control our behavior according to what is ‘good’ or ‘bad’ / ‘wright’ or ‘wrong’.  
  Moral Behavior **5-** Rewards and punishes ( judgements can be too tough)

**DEFENSE MECHANİSMS**

1. **Repression**  🡪 Blocking off threatening facts. The events or situations we try to keep ourselves away from may set a tendency not to remember the threatening or unpleasent facts.  
     
   Example: forgetting about an unpleasant event or quarrel.
2. **Denial**  🡪 Denying the actual facts that otherwise threatening or upsetting.

Example: denying the danger of loosing one’s job.

**3- Projection** 🡪 Attributing (reflecting) your forbidden desires to someone else and putting the blame on him.  
  
 Example: a student who cannot cheat on exams can blame others.  
  
 **4- Displacement** 🡪 Replacing your anger from the actual target to someone/something else.   
 Example: getting angry with the boss, kicking the door instead.  
  
 **5- Reaction Formation** 🡪 Turning unacceptable feelings into their opposites.  
  
 Example: a girl who hates her mother may react by loving her.  
  
 **6-** **Regression** 🡪 Returning to an earlier and more childish form of behavior. Returning to a childish behavior or manner.   
  
 Example: acting like a child such as being naughty and spoiled.

**7-** **Identification**  🡪 Taking the characteristics of someone you admire as your role model.  
  
 Example: adolescents  
  
 **8-** **Sublimation**  🡪 Changing your weak sides to strong ones.   
  
 Example: **-** a short guy trying to prove himself in marital arts instead of basketball.   
 **-** a student who is unsuccessful in maths can try to be successfulin social sciences.

**9- Rationalization** 🡪 Trying to find excuses for the events you’re accused of that are not approved by your environment.  
  
 Example:  **-** A student who gets low marks in one class may put the blame on the teacher or the exam questions.  
 **-** Aheavy smoker may defend himself saying that many people who die of cancer are not smokers at all.

**TYPE A and TYPE B PERSONALITY by Freidman and Rosenman**

Some of the findings of Freidman and Rosenman are as follows:

**\*** Type A profile correlated highly with experienced stress.  
**\*** One study found that %60 of the managers of the sample were type A, only %12 were type B.  
**\*** Type A person wants to achieve more and more in less and less time.

These People:   
  
**-** Work hard and long hours under deadline pressures and conditions.  
**-** Often take work home at night or on weekends and are unable to relax.  
**-** Compete with themselves by setting high standarts of productivity.  
**-** Frustrated by the work situation and work efforts of others.

**\*** More recently a number of studies show that type A people may better cope with stress than type B people.   
**\*** Rather than being workaholic or being in a hurry, high levels of hostility and anger are bad for people.   
**\*** Type A people are successful through the high levels of hierarchy but at the very top, type B people tend to be more successful as type Bs are more patient and see things from a broader aspect. Type As may be successful on middle line or bottom line management where operational activities become more important.

**Type A Type B**

**-** walks, eats and talks rapidly **-** is not in a hurry (takes his time)  
 **-** is impatient **-** is patient   
 **-** does two things at the once **-** doesn’t bother  
 **-** can’t cope with leisure time **-** is relaxed without guilt  
 **-** is obsessed with numbers **-** no pressure of time or numbers  
 **-** is agressive **-** is mild-mannered   
 **-** constantly feels under time pressure **-** is never in a hurry   
 **-** ambitious **-** lower levels of ambition

**ERİC’S BERNE’S TRANSACTIONAL ANALYSES**A person may act according to three kinds of roles or three diffrent kinds of self-states.  
  
**a)**  **Parenthood State(role)**  
  
This state gives orders and advices about how to behave.

There are two types of parenthood role:  
**-** Protective parenthood : willingness to do something for the sake of others – protecting someone’s health or protecting someone’s rights  
  
 - Critisizing parenthood : critisizing the ones who tend to violate rules or social values- tendency to warm and punish

This state helps social(cultural) values pass from generation to generation.

**b)** **Childhood State(role)**   
  
No matter how old she/he is, everyone can present this state of behavior. This state of mind is the creative side of personality. There are two types of Childhood state:  
**-** Well-behaved child obeys the rules - behaves according to the expectations of the autrority.

- Naughty child is against the authority by doing the opposite.

Both of these styles are dependent. As the naughty child’s behavior is on the contrary to the authority, he/she is controlled by the authority.  
  
Example: When the parents tell the well behaved child to take his/her umbrella, he/she takes it. The naughty one would resist to take it just to be against his/her parents’ wishes.   
  
**c)** **Maturity State(role)**This is the rational part of the personality such as perceiving, memorizing, collecting information, making comparisons. In other words, it means without being emotional or critisizive, being rational. The maturity state is coordinative and negotiative between the other two states.   
  
Examples: (interaction between the three parts of personality)

**1-** Where is Barbaros Bulvarı? (**M**)   
**2-** a) Keep going to this direction (**M**)   
 b) Let me show you where it is if you just follow me (**P**)

**1** **-** I think young people are not very respecful, nowadays. (**P**)   
**2-** a) I agree so. (**P**)  
 b) I think we were similar when we were young, it’s the teenage period that drives them. (**M**)  
  
  
**1-** I lost my wallet, I ‘m going to be mad, I want it now. (**C**)   
**2-** a) I don’t want tell you where I saw your wallet (**C**)   
 b) It’s always you who loses something because you can not pull yourself together. (**P**)

**1-** I’m sure you all know when to keep quite in the class. (**M**)  
**2-** a) When we are in the class with our teacher, it’s time to be quiet (**C**)  
 b) We haven’t had a proper break since this morning and we are all tired and hungry (**C**)

**INTRAVERTED - EXTRAVERTED PERSONALITY by** **Eysenck**

Eysenck’s personality theory consists of four traits: intraverted, extraverted, consistent, inconsistent people.

 **-** Feelings such as anger, happiness are not revealed  **-** All the feelings are repressed insight Intraverted  **-** Social activities are rare **-** Giving importance to peace **-** Consciencous **-** Intelligent **-** Like individual activities  
  
  
  
**-** Show their feelings Extraverted **-** Lack of feelings of guilt and fear **-** Like socializing and sharing **-** Optimistic **-** Like fun **-** Cool people



**HOLLAND’S TYPOLOGY OF PERSONALITY**

|  |  |  |
| --- | --- | --- |
| **Type** | **Personality Characteristics** | **Congruent Occupations** |
| ***Realistic:* Prefers physical activities that require skill, strength, and coordination** | **Shy, genuine, persistent, stable, conforming, practical** | **Mechanic, drill press operator, assembly-line worker, farmer** |
| ***Investigative:* Prefers activities that involve thinking, organizing, and understanding** | **Analytical, original, curious, independent** | **Biologist, economist, mathematician, news reporter** |
| ***Social:* Prefers activities that involve helping and developing others** | **Sociable, friendly. cooperative, understanding** | **Social worker, teacher, counselor, clinical psychologist** |
| ***Conventional:* Prefers rule-regulated, orderly, and unambiguous activities** | **Conforming, efficient, practical, unimaginative, inflexible** | **Accountant, corporate manager, bank teller, file clerk** |
| ***Enterprising:* Prefers verbal activities in which there are opportunities to influence others and attain power** | **Self-confident, ambitious, energetic, domineering** | **Lawyer, real estate agent, public relations specialist, small business manager** |
| ***Artistic:* Prefers arnbiguous and unsystematic activities that allow creative expression** | **Imaginative, disorderly, idealistle, emocional, impractical** | **Painter, musician, writer, interior decorator** |

**MAJOR PERSONALITY ATTRIBUTES INFLUENCING OB**

**Locus of Control:** It is about how individual behavior is controlled and on what bases. Some people have internal locus of control as they can control the attainment and achievement of their goals. They are the captain of their own fate and soul. However, not every single person has internal locus of control, some people have external locus of control on their behavior. Such people have strong belief in fate, especially when they feel weak to accomplish the expected goals. Their behavior is rather controlled by others, facts or circumstances. They can easily give up when they face difficulty. It is said that people with external locus of control are governed by people with internal locus of control.

**Machiavellianism:** It is about means and ends. Some people as long as they achieve the goals or manage the ends, they don’t go into the details of the processes or they don’t question the means taking to the ends. It’s a matter of ethical issues.Some people ignore how ethical they have been while achieving their goals.

**Self-esteem:** People with high self-esteem are courageous, consistant in behavior, decisive, self-confident and achievement oriented. They are aware of their weaknesses and strengths. They have a tendency to improve their weak sides. When they fail in doing something, they don’t give up easily, they follow other alternatives as they rely on themselves.

**Risk taking:** Some people are open to changes and innovations where as some people are rather conservative and prefer stable circumstances. Risk taking people set up higher goals than less risk taking ones and they can face uncertainty and take responsibility when the situation requires so.

**Self-monitoring:** Self-monitoring people can easily adapt themselves to changing situations. When facts change in the environment, they can perceive these changes and orient themselves to their environment. This personality trait is also related to cultural intelligence capacity. Self-monitoring people can successfully cooperate with cultural differences in the environment.

**THE ROLE OF PERSONALITY IN BUSINESS MANAGEMENT**

***Person-Job Fit***: The job characteristics should fit the individual caharacteristics that are required by performing the job such as individual’s education, training, experience, knowledge, ability or capacity. Right from the personnel selection stage this fit should be examined carefully so that the right person for the right job can be selected. Otherwise, the consequences may be frustrated both for the individual and the company as mutual expectations will not be satisfied for both sides.

***Person-Organization Fit:*** The organizations have their own culture with core values and norms so have individuals. In this case, organizational values should coincide with individual values. It is again an important issue right from the very begining of personnel selection process. If the selected individual does not match the organizational values, both he and the organization will experience conflict problems which will be disappointing for both sides. A person may have good qualifications in terms of the required job characteristics but may not have the right values for adaptation to organizational culture.