

## Subject: Human Resource Management

Production of Courseware

**- Content for Post Graduate Courses**



**Paper 03: Organizational Behaviour**  
**Module 08: Personality- Theoretical framework**



ज्ञान-विज्ञान विमुक्तये



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Items	Description of Module
<b>Subject Name</b>	Human Resource Management
<b>Paper Name</b>	Organisational Behaviour
<b>Module Title</b>	Personality-Theoretical Framework
<b>Module Id</b>	08
<b>Pre- Requisites</b>	Basic knowledge of human nature and personality features
<b>Objectives</b>	To understand the theories of personality and relationship between personality and organisational behaviour
<b>Keywords</b>	Trait, id, ego, psychological, oedipus complex, electra complex

## Quadrant-I

Module No. 8: Personality-Theoretical Framework	
1. Learning Objectives	
2. Introduction	
3. Stages of personality development	<ul style="list-style-type: none"><li>• Freudian Stages</li><li>• Erikson's Stages</li><li>• Hall's Career Stages</li></ul>
4. Theories of Personality	<ul style="list-style-type: none"><li>• Psychological Theory</li><li>• Neo-Freudian Personality Theory or Social Psychological Theory</li><li>• Holistic Theory of Personality or Self Theory of Personality</li><li>• Trait Factor Theory</li></ul>
5. Summary	

### 1. Learning Objectives:

The basic objectives of this module are:

- To understand the meaning of Personality
- To understand the stages of Personality
- To understand the different theories of personality

### 2. Personality: Introduction

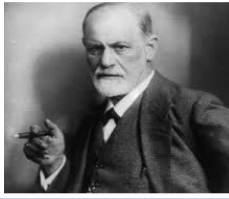
So far in the last module we have learnt about the meaning of personality and what the various traits of personality are. It was clear from the study that a personality is a combination of various traits may be inherited or acquired through learning process. To be employable and to be successful it is required to have a number of traits. Now in this chapter we will discuss regarding the stages of personality development and its various theories. Also we will study the relationship between organisational behaviour and personality.

### 3. Stages of Personality Development:

Various stages of personality development are given by various researchers from time to time. These stages may be either physiological or psychological. The study of these stages is very helpful in

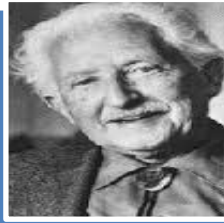
understanding the organisational behaviour. The various stages given by some of authors are:

### Freudian Stages



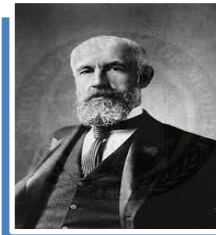
- The Oral Stage
- The Anal Stage
- The Phallic Stage
- The Latency stage
- The Genital Stage

### Erikson's Stages



- Infancy Stage
- Early Childhood
- Play age
- School Age
- Puberty and adolescence
- Young Adulthood
- Middle Adulthood
- Late Adulthood

### Hall's Career Stages



- Exploration Stage
- Establishment stage
- Maintenance Stage
- Decline Stage

### Freudian Stages:

1. **The Oral Stage:** This stage starts from the birth of a child and goes up-to the age of one year. An infant depends upon others for his survival and the mouth is the source through which he interacts. Infant derives pleasure from oral stimulation through gratifying activities like sucking, biting, eating etc.

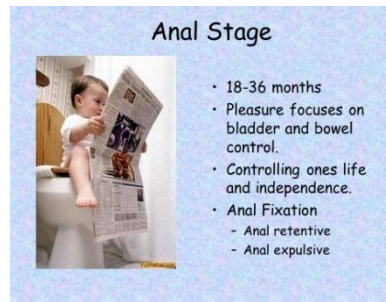


**Source:** <http://pensbypsy.blogspot.in/p/stages-of-psychosexual-development.html>

A sense of comfort and trust is developed at this stage. According to Freud, excessive or insufficient amount of stimulation during oral stage may lead to the development of oral passive personality in adulthood like more dependency and aggression.

2. **The Anal Stage:** The age period from one to three years is recognised as anal stage. At this stage the concentration of parents is on controlling bladder and bowel movements. This stage deals with the toilet training of the child. If the nature of training given by the

parents is harsh and repressive this may result in an anal-retentive personality which is characterised by orderliness, punctuality, stringent, rigid and obsessive.



**Source:** [http://images.slideplayer.com/25/7905569/slides/slide\\_10.jpg](http://images.slideplayer.com/25/7905569/slides/slide_10.jpg)

On the other hand if parents take a positive approach while training then the resulting personality can be a competent, productive or creative one. Freud also opines that if parents are too lenient in this regard then it leads to the personality traits like messy, wasteful or destructive.

3. **The Phallic stage:** This stage remains from the age 3 to 4 years. At these stage children starts finding the genital differences between males and females.



**Source:** <https://fuzzyscience.wikispaces.com/Psychosexual+Stages>

Freud describes this stage with the help of Oedipus Complex and Electra Complex, which means a sexual desire that a child feels towards the parent of opposite sex along with jealous feelings towards the parent of the same sex. This complex may result in adult personality disorder when unresolved.

4. **The Latency Stage:** This stage starts at the age of 4 and remains up-to 6 years of age. During this period the child starts going to school and interacting with his peer group.

### Latency Stage

- Libido is hidden (7-11).
- Cooties stage.
- Freud believed that fixation in this stage could lead to sexual issues.



**Source:** <https://www.slideshare.net/kbolinsky/developmental-psychology-42453865>

At this stage he starts developing his hobbies and other interests. Though the sexual energy is present but it is actually diverted towards understanding the basics of the environment and social interactions. During this stage the traits like self confidence, social and communication skills are developed.

5. **The Genital Stage:** This is the final stage of psychosexual development given by Freud. According to him this stage starts during puberty and remains all through the adulthood. At this stage strong sexual interests are developed in an individual towards opposite sex. Self gratification is not the reason to love others rather they attract for altruistic reasons.

**5. Genital Stage** (adolescence and beyond)

- Marked by puberty
- Mature heterosexual interests appears.
- A person becomes interested in dating and marriage
- The more libidinal energy that a child has at this stage, the greater his or her capacity will be to develop normal relationships with the opposite sex.
- If the other stages have been completed successfully, the individual should now be well-balanced, warm and caring. The goal of this stage is to establish a balance between the various life areas.
- Signs of fixation in this stage include:
  - Guilt about sexuality
  - Feelings of inadequacy
  - Poor sexual relationships
  - Anxious feelings regarding the opposite sex

**Source:** <https://www.slideshare.net/AartiSareen/psychosexual-development>

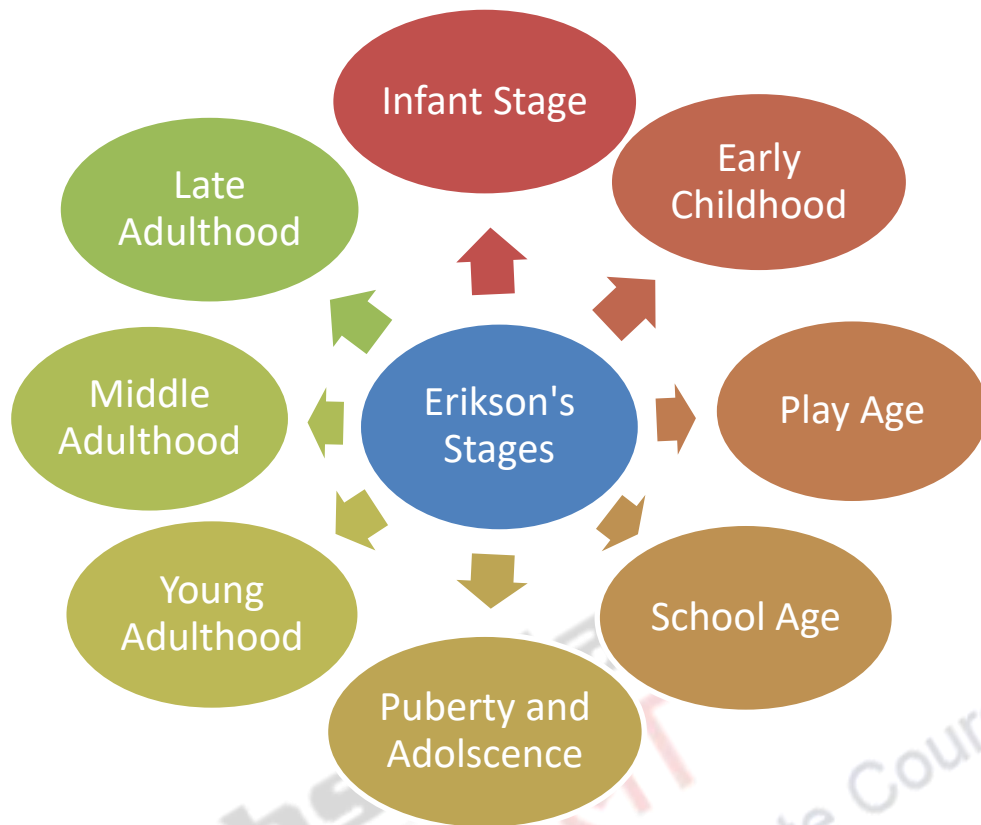
Freud explained the stages of personality development almost depending them on sex. That is the reason that this theory was criticised by most of the others researchers. Side by side the researchers developed some more theories. So let us discuss one theory that emerged after this theory of Freud.

### **Erikson's Stages of Personality Development:**

Known as neo-Freudian stages, the stages given by Erikson are very popular. His point of view was entirely different from that of Freud but was fairly considered as a systematic extension of Freud's psychosexual stages of personality development. His theory was based on social aspects of personality development. Erikson believed that a crisis occurs when psychological needs of the individual conflict with his societal needs.

According to him for a good and healthy personality development it is necessary that these stages should be successfully completed. If these are not successfully completed then it can result in an unhealthy personality. The stages given by Erikson are as follows:





1. **Infant Stage:** Infancy stage remains from birth of a child up-to the 18 months of age. Basic conflict arises is of trust or mistrust. During this period the infant is completely dependent on his parents or caretakers. If the child is duly cared he would feel safe and comfortable. He will feel himself in the secured and trusted zone and will develop a confidence in all around him. But if the child is not duly cared or the care is either harsh or unreliable then the child will develop a feeling of mistrust. He will not be able to adjust himself with everyone around him because of the feeling of insecurity and being threatened.
2. **Early Childhood Stage:** This age starts from the age of 18 months and remains upto 3 years. The crisis at this stage is regarding autonomy vs shame/doubt. At this age the child start doing small activities like handling and playing with things and toys. If a child is given encouraging and tolerant environment and is allowed to be independent in making choice of what he wants to wear and what he wants to play, he will be developing many skills and abilities. But if the parents do not keep confidence in the child and does not allow the child to do anything or criticize him if he tries to do things because he fails specifically while giving toilet training or wearing clothes or eating, then the child will feel over-controlled and will develop a sense of doubt in himself. He will become a personality which is dependent on others for most of his works.

3. **Play Stage:** This is the age from three to five years. During this age child starts playing with his peers and becomes very curious in knowing things and asks too many questions from his parents. The result of this stage is either he becomes initiator or he develops a sense of guilt in himself. If a child is allowed to ask questions and is answered with patience and is free to play with the toys of his choice he starts exploring his interpersonal skills through taking various initiatives. But if a child is scolded every time he asks questions or tries to do something new then he will develop a sense of fear and will always remain in a doubt whether he is doing right or he will be punished for this. Here it is important to note that there should be a proper balance between initiative and guilt. Means some guilt feeling is also required in the child to develop a sense of self control.
4. **School Age:** This stage lies between 5 to 12 years of age in which child goes to school, interacts with teacher and other students of his age, and tries to learn a lot of new things. At this age child learn what the competition is and tries to show his competence in various ways. The child will prove to be competent or industrious if he is encouraged and reinforced for his activities and initiatives but if he faces several restrictions at every stage whether he is at home or at school, then he will start developing in his self the feeling of inferiority complex and he will try to avoid facing competitions. It's not that a child should never be restricted for doing anything. A proper balance is needed to be maintained between modesty and competence to develop a balanced personality.
5. **Puberty and Adolescence:** This stage is very important in the development of a personality. This stage occurs between the ages of 12 to 18 years. At this age children are more concerned about their future. They try to understand their role in the society. They try to analyse what they want to become in future. Also some bodily changes also occur at this age so sexual and occupational two roles develop simultaneously at this age. Individual who successfully crosses this stage identifies himself with egos and the individual who fails experience role confusions. If an individual faces much of role confusion and does not get out of it early then it may lead to unhappiness and negativity in that person.
6. **Young Adulthood:** This period occurs between the age of 18 to 25 years. At this time people begin to explore relationships. They start feeling sense of intimacy towards some people. A confident individual who successfully reaches this stage develops the capacity to make genuine commitments which can lead to comfortable relationships. On the other hand one who avoids intimacy and has a fear to give any commitments may put himself in isolation.
7. **Middle Adulthood:** This stage runs between the age of 25 to 65 years. During this period individuals start settling down in their jobs and relationships, thereby becoming more responsible. Over the years they become more productive in their work as well are ready to

take the responsibility of being parents. The successful individuals at this stage are more generative and creative for all but unsuccessful persons at this stage become stagnant. They feel hopeless and meaningless and sometimes go to depression.

8. **Late Adulthood:** This stage occurs at the age of 65 when an individual has almost done with his life and see his past in the form of his accomplishments. If he himself is leading a good life and has given a satisfactory life to his children he will develop sense of integrity. But if one is not satisfied with his past he will develop despair which can result to depression.

<u>Age</u>	<u>Stage of Development</u>	<u>Developmental Task</u>
Infancy	Trust vs. Mistrust (hope)	Attachment & Bonding
Early Childhood	Autonomy vs. Shame & Doubt	Potty training & Self-maintenance
Early School	Initiative vs. Guilt	Academic success, adding, abc's, making friends
School Age	Industry vs. Inferiority	Social competence friendship network
Adolescence	Identity vs. Role Confusion	Loyalty & friendship
Young Adulthood	Intimacy vs. Isolation	Falling in love, maintaining a relationship
Maturity	Generativity vs. Stagnation	Having & Nurturing children
Old Age	Integrity vs. Despair	Imparting Wisdom to others

**Insuring developmental success depends on success right from the start.**

**Source:** <http://www3.uakron.edu/witt/adol/selfidentity.htm>

### **Hall's Career Stage Model:**

Hall has given the four stages based on career of an individual. According to him this is the most important and difficult stage for an individual when he shifts himself from studies to work. This stage starts at the age of 15 approximately when he starts thinking seriously about his career. The stages given by him can be summarized as follows:

- (1) **Exploration Stage:** This is a period of self-examination, where one decides to choose the subject for higher studies according to his future career option. In this process his individual traits, family environment, role models play a very important role
- (2) **Establishment Stage:** This stage comes when one is settled down in his work. This stage is considered to be the growing stage when one with his all potential and efforts try to be his best and try to prove his worth to himself as well as to the organization, to his family and to the society.
- (3) **Maintenance Stage:** This is the stage where a saturation points come beyond which there seems to be no scope of progress and the individual has reached to a highly productive plateau. The need here is to maintain this level as long as he can by updating his skills.



- (4) **Decline or Disengagement:** This stage comes at the age of retirement when the only need of the individual is to have integrity. One who successfully crosses the above three stages feel accomplished at this stage otherwise a feeling of regret remains in the individual which leads to dissatisfaction and further leads to depression.



#### HALL'S CAREER STAGE MODEL

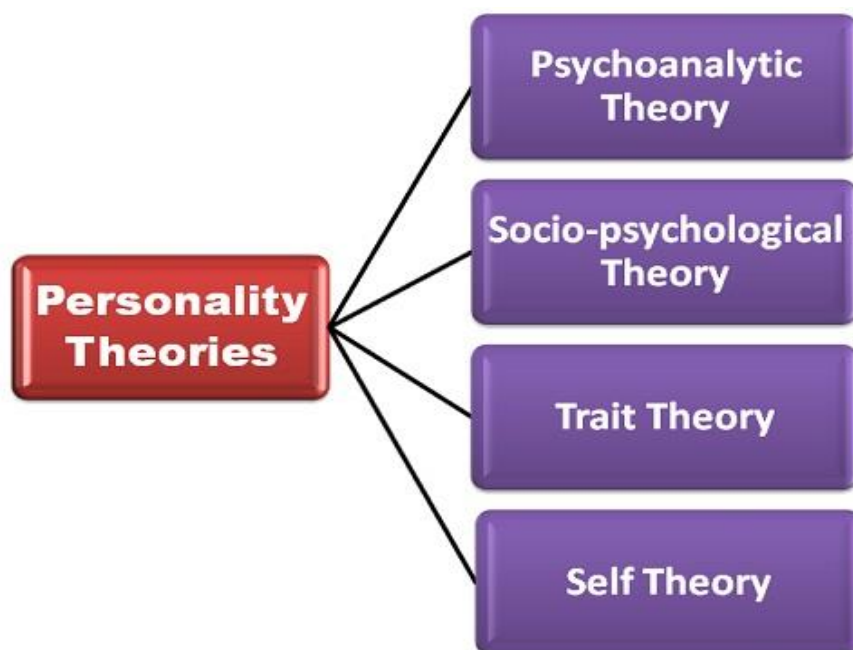
An individual goes through four stages during his career.

- s **EXPLORATION** : Identity
- s **ESTABLISHMENT** : Settling down
- s **MAINTENANCE** : Reaches peak
- s **DECLINE** : Retirement

**Source:** <https://www.slideshare.net/vraghupathy/perception-9740346>

#### 4. Theories of Personality

Several human behavior theorists have done various researches and developed various theories of human personality. The main theories of personality are as follows:



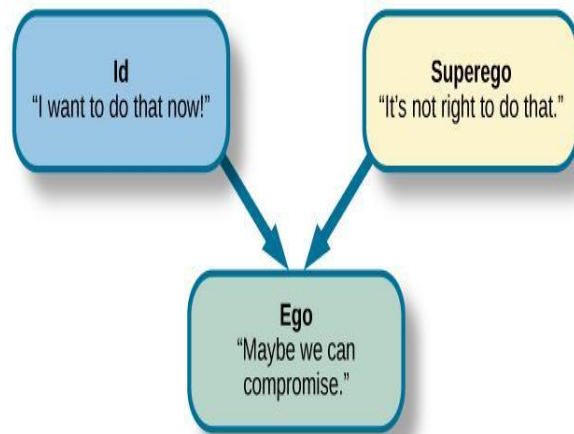
1. **Psychoanalytical Theory:** Sigmund Freud's developed psychoanalytic theory of personality. According to him the human personality consists of three elements i.e. the id, ego and super ego. This theory is also considered as Freud's structural theory of personality. Let us explain these three elements in detail.

- **The id:** The simple meaning of the word id is that human psychology in which a part of human's unconscious mind relates to basic needs and desires. It occurs completely outside of conscious thought. It seeks gratification for biological needs like hunger, thirst and sexual needs. According to him for partial gratification of a need human forms a mental image in the primary process. For example, if a person happens to be thirsty and he instantly creates a picture of his favourite drink in his mind, he will get rid of the tension atleast for some time but this will not satisfy the feeling of his thrust. Thus it can be said that the id is related to the imaginary and illusionary world.



**Source:** <https://www.youtube.com/watch?v=7vFf5CS27-Y>

- **The Ego:** This is the actual or real part of the personality. Ego deals with rational thinking. Like in the above example only drawing an image of the drink will not fulfill his thrust, he has to drink something for satisfying this need. Let us take one more example to understand what is ego. If a person is well qualified for a job of general manager in a company and looks himself at that position this will be called id but when appeared for interview he faces a lot of competition from the equally or even more qualified and experienced persons. He is offered a job below the rank he was expecting. Then if he makes compromise and think the situation in consideration of reality and takes the job then this is his ego. So ego is the conscious and logical part of human personality. Id is related with immediate pleasure whereas ego is related with real pleasure.
- **Super Ego:** When morality gets attached to the reality, it is known as the super ego. This is the third part of the personality which helps a person in deciding what is right and what is wrong. Super ego works for perfection.



Freud believed that there is a constant conflict among id, ego, and superego and personality of an individual and his behavior is completely affected by the internal conflicts of these three concepts. According to him a person with strong ego enjoys a healthy personality and on the other hand the imbalances among these three can lead to depression.

## 2. Neo-Freudian Personality Theory or Social Psychological Theory:

Freud psychoanalytical theory was based on just biological or instinctive determinants. So it was not free from criticism. Several researchers of that time disagreed with Freud and they gave a Neo-Freudian Theory which was based on social relationships.

**Sullivan**, Neo-Freudian stressed that people continuously attempt to establish significant and rewarding relationships with others. He was particularly concerned with the individual's efforts to reduce tensions and anxiety.

**Like Sullivan, Horney** was also interested in anxiety. She focused on the child parent relationship, especially the individual desire to conquer the feelings of anxiety. Horney proposed that individuals be classified into three personality groups: Compliant, Aggressive and Detached. Compliant people are those who move towards others. Their desire is to be loved, wanted and appreciated. Aggressive people are those who move against others. They desire to excel and win admiration. Detached individuals are those who move away from others. They desire independence, self-reliance, self sufficiency and freedom from obligations.


**Thus**, managers have to shape the personality of their employees through the interaction and inter-relation of social and psychological needs.

### 3. Holistic Theory of Personality or Self Theory of Personality

The psychoanalytic and socio-psychological theories of personality represent the more traditional approaches to explain the complex human personality. Self theory also termed as organism or field theory or humanistic approach emphasis the totality and interrelation of all behaviours. The major contributors of this theory are Carl Rogers, Abraham Maslow, Herzberg and Lewin. Carl Roger, the major contributor of this theory has given the four factors in self concept. These are: Self Image, ideal self, looking glass-self and real self.

**Self Image:** The self image is the way one sees oneself. Every person has certain beliefs about who or what he is; taken together; these beliefs are a person's self image or identity. Erikson has defined identity as, "a lifelong development largely unconscious to the individual and his society." Its roots go back all the way to the first self recognition,

**Ideal Self:** The ideal self denotes the way one would like to be. The ideal self differs from self image in the fact that the self image indicates the reality of a person as perceived by him, while ideal self indicates the ideal position as perceived by him. Thus, there may be a gap between these two characteristics. The ideal self is important in stimulus selecting because a person will select those stimuli for processing which fit in with the characteristics of his ideal self.



**Looking Glass self:** The looking glass self is the perception of a person about how other perceive his qualities and characteristics. This is the insight of other's perception that is the way one thinks people perceive about him and not the way people actually see him. The looking glass self is predominantly a social product which emerges from face to face interaction with others from the very beginning of the life. This interaction is directed towards cues about how others see him as an individual. Thus beliefs about self are in large measure a reflection.

**Real Self:** The real self is what one really is. The first three aspects of self concept are the functions of individual perception and they may be same as real self or different from it. An individual's self image is confirmed when other person's responses to him indicate their beliefs about who and what he corresponds with. In the face of feedback from the environment, the person re-evaluate himself and re adjust his self image to be more consistent with the cues he was receiving. Thus there is a mutual recognition of his real self and the validity of the self image is confirmed.

**Trait Factor Theory:**

This theory was given by Allport and Cattell. Allport said that a person's usual attitude or tendency to act or think in a particular way is not related with common traits. This theory is primarily focused on differences between individuals. Each individual tends to have a unique set of traits and this theory attempts to identify and measure these unique personality traits. Cattell developed two sets of traits known as Surface Traits and Source Traits.

**Surface Traits:** Surface traits refer to those traits which can be easily observed in the day to day behavior of an individual. They are more clear and there cannot be any difference of opinion about them. They are integrity, cheerfulness and altruism etc.

**Source Traits:** According to him source traits play an important role in the formation of personality. Their number happens to be less than the surface traits. Unlike the surface traits these traits don't get reflected in day to day life. He says that there are 23 source traits which are found in the normal individual and 12 source traits that are found in abnormal people. Source traits further can also be classified as environmental mold traits and constitutional traits. Traits that are affected by environmental forces are known as environmental mold traits and traits influenced by heredity are known as constitutional traits.

## 5. Summary

It was clear from the study that a personality is a combination of various traits may be inherited or acquired through learning process. To be employable and to be successful it is required to have a number of traits. Now in this chapter we will discuss regarding the stages of personality development and its various theories. According to Freud, excessive or insufficient amount of stimulation during oral stage may lead to the development of oral passive personality in adulthood like more dependency and aggression. Hall has given the four stages based on career of an individual. According to him this is the most important and difficult stage for an individual when he shifts himself from studies to work. This stage starts at the age of 15 approximately when he starts thinking seriously about his career.