2.3 Personality

2.3.1 Nature of Personality

Personality refers to a set of traits and behaviours that characterize an individual. A more comprehensive meaning of personality is that it refers to the relatively table pattern of behaviour and consistent internal state and explains a person's behavioral tendencies.

The following elements form the meaning of personality:

1. Personality has both internal and external elements. The external traits are the observable behaviours that we notice in an individual's personality, for example, sociability. The internal elements represent the thoughts, values and genetic characteristics that we infer from the observable behaviours.
2. An individual's personality is relatively stable. If it changes at all, it is only after a very long time or as the result of traumatic events.
3. An individual's personality is both inherited as well as shaped by the environment. Our personality is partly inherited genetically from our parents. However, these genetic personality characteristics are altered somewhat by life experiences.
4. Each individual is unique in behaviour. There are striking differences among individuals.

All these elements can be noticed in Ramona Pierson, as seen in the opening case. Thus, personality refers to the sum total of internal and external traits of an individual, which are relatively stable and which make the individual different from others?

2.3.2 Shaping of Personality

How personality develops from its infant to the grown-up stage is an interesting and useful study? Psychologists have come up with different stages in the development of personality (See illustration below; Shaping of personality).
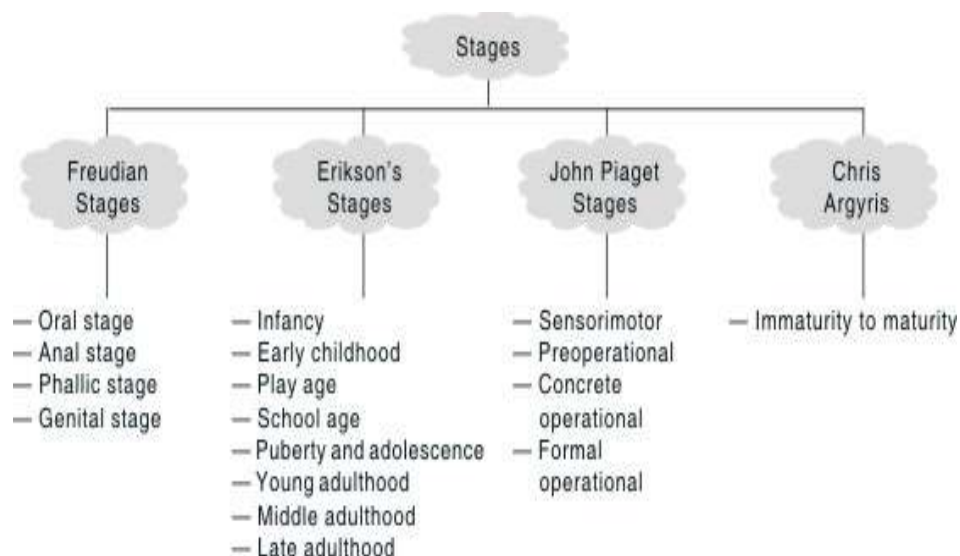
Shaping of Personality

Freudian Stages: Sigmund Freud was a pioneering stage theorist. Although the analysis of stages of development can be traced as far back as the ancient Greeks, it was Freud who first formulated a meaningful stage theory. He was the first psychologist

to believe that childhood events might have a bearing on adult behaviour and consciousness. Freud theorized that there are four universal stages of psychological development which are decisive for the formation of personality: oral, anal, phallic, and genital. A period of latency normally occurs between the ages of six or seven and the onset of puberty was included by Freud in the overall scheme of development, but strictly speaking it is not a stage. The first three stages of development extend from birth to five years and are called pre-genital stages, since the genital zones of the body have not attained a dominant role in personality formation. The fourth stage coincides with the attainment of liberty. The names of these stages are based on the regions of the body whose stimulation allows for the discharge of sexual energy, or libido.

The Oral Stage: The oral stage extends throughout the first year of life. Infants are totally reliant upon others for survival; dependence is their only way of obtaining instinctual gratification The mouth is the body zone through which biological drives are sought to be reduced. Thumb- Sucking, indulged in by an infant, is one instance of gratifying the sex drive. Later when teeth erupt, pleasure is sought to be achieved through biting. Freud believed that the mouth remains an important erogenous zone throughout life. Even in adulthood, there are vestiges of oral behaviour in the forms of gum chewing, nail biting, smoking, kissing, and over-eating, all of which Freudians cite as evidence of the attachment of the libido to the oral zone.

Freud postulated that the infant who is given either excessive or insufficient amounts of stimulation is likely to become an oral-passive personality in adulthood. This is a person who has an optimistic view of the world and who trusts others. He tends to become gullible, passive, and immature. Fixation at the oral stage (particularly towards the end, that is at the teething stage) manifests in adulthood as argumentation, pessimism, and cynicism. People of this personality type also tend to exploit and dominate others as long as their own needs exist.

The Anal Stage: During the second and third years of life, the focus of libidal energy shifts from the mouth to the anal region. In other words, the anal becomes the body zone for sexual gratification. Young children derive considerable pleasure from both retention and expulsion of feces and gradually learn to enhance this pleasure by delaying bowel movements.

Toilet training given to the child by its parents will have its influence on adulthood. If the mother is too harsh and repressive, the child withholds feces, and if this becomes excessive, the child develops an anal retentive personality. When grown up, such a personality exhibits traits of obstinacy, stinginess, orderliness, punctuality, and extreme cleanliness or extreme messiness. Alternatively, if the mother pleads with her child to have regular bowel movements and showers him with praise when he does, the child will develop an anal-aggressive structure. A person fixated at this level would show traits of cruelty, destructiveness, disorderliness, and hostility. With respect to adult love relationships, such a person would tend to perceive others primarily as objectives to be possessed.

The Phallic Stage: At about four years of age, focus on sexual gratification shifts to another erogenous body zone- the sex organs. During this phallic stage of psychosexual development, children can be observed obtaining gratification by examining and fondling their genitalia, masturbating, and expressing interest in matters of birth and sex. The so-called Oedipus complex occurs at this stage. This is a reflection

of Freud's belief that a child both loves and hates his parents, with these feelings being strongest towards the parent of the same sex as the child. If the Oedipus complex is not successfully resolved, severe anxiety and guilt feelings may affect normal personality development. Freud considered unresolved Oedipal problems as the primary source of subsequent neurotic patterns, especially those pertaining to impotency and frigidity.

Adult males fixated at the phallic stage are usually brash, vain, boastful, and ambitious Phallic types strive to be successful and attempt at all times to assert their masculinity and virility, In the case of women, Freud noted that phallic fixation results in traits of flirtatiousness, seductiveness, and promiscuity, although the individual may appear naive and innocent in sexual relationship.

The Latency Period: Between the ages of six or seven and the onset of adolescence, occurs the latency period. During this period, the child loses interest in sexual matters and seeks gratification of the libido from the external world - curiosity, knowledge, and the like.

The latency period (the elementary school age) is very important for the social development of the child, for acquiring the knowledge and skills needed to get along in the workday world.

The Genital Stage: The genital stage occurs between adolescence to adulthood. There is a revival of sexual and aggressive impulses coupled with an increased awareness of an interest in the opposite sex. The individual experiences satisfaction through heterosexual love. Discharge of libido through mature sexual relations with an opposite sex partner paves the way for genuine concern for one's fellow men. The youth begins to love others for altruistic rather than self gratification reasons.

Freud believed that in order for people to attain the ideal genital character, they must relinquish the passivity of early childhood days when love, security, physical comfort, indeed all, gratification were freely given and nothing was expected in return. They must learn to work, postpone gratification, become responsible, and above all, assume a more active role in dealing with life's problems. Table 6.1 contains a summary of the Freudian stages.

Neo-Freudian Stages: Among the neo-Freudians, Erik Erikson gave a new dimension to the development of personality which, he claimed, was nothing more than a systematic extension of Freud's psychosexual development. Erikson felt that relatively more attention should be given to the social rather than the sexual adaptation of the individual. He postulated that the social problems encountered in the course of development were more important stages in which the child faces a wider range of human relationships as he grew up. Erikson asserted that a psychosocial crisis occurs within each of the stages and that in order for the person to have a normal, fulfilling personality, each crisis should be optimally resolved. For Erikson, a crisis is not a catastrophe but a turning point in an individual's development. Erikson's eight stages of psychological development are shown below

Stage	Age	**Major** Characteristics
Oral	0-1 year	Interest in oral gratification from sucking, eating, mouthing, and biting.
Anal	1-3years	Gratification from expelling and withholding faeces; coming to terms with society's controls relating to toilet-training
Phallic	3-4 years	Interest in the genitals, coming to terms with Oedipal conflict, leading to identification with same-sex parent
Latency	4-6 years to adolescence	Sexual concerns large unimportant
Genital	Adolescence to adulthood	Re-emergence of sexual interests and establishment of mature sexual relationships._

Freud's Stages of Personality Development

COGNITIVE STAGES: Jean Piaget, a Swiss psychologist, is credited with the 'cognitive' or 'conscious' stages of personality development. For Piaget, it is the

Erikson's stages of personality development

Erikson's Stages	Age	Success in meeting requirements of stage brings	Failure to meet requirements of stage brings
1. Infancy	Birth to one year	*Basic Trust Vs* Pursuit of affection and gratification of needs, recognition.	*Mistrust* Result of consistent abuse, neglect, deprivation of love, too early or hard weaning, artistic isolation.
2. Early childhood	One to three years	*Autonomy Vs* Child views self as a person in his own right apart from parents, still dependent.	*Shame & Doubt* Feels inadequate, doubts self, curtails learning basic skills like walking, talking, wants to 'hide' inadequacies.
3. Play age	Four to five years	*Initiative Vs* Lively imagination, rigorous reality testing, imitates, anticipates rallies.	*Guilt* Lacks spontaneity, infantile jealousy, suspicions, evasive, role inhibition.
4. School age	Six to eleven years	*Industry Vs* Has sense of duty and accomplishment, develops scholastic and social competencies, undertakes real tasks, put-fantasy and play in better perspective, learns world of tools, task identification.	*Inferiority* Poor work habits, avoids strong competition, feels mediocracy, lull before the storms of puberty, may conform as slavish behaviour, sense of futility.
5. Puberty and adolescence	Twelve to twenty years	*Ego Identity Vs* Temporal perspective. Self certain. Role experimenter. Apprenticeship, sexual polarization, leaderelellowship, ideological commitment	*Role Confusion* Time confusion, self-conscious, role fixation, work paralysis, bisexual confusion, authority confusion, value confusion.

6. Young adulthood	Twenty to Twenty four years	Intimacy Vs	Isolation
		Capacity to commit self to others. Attitude of care, respect and responsibility towards another.	Avoids intimacy, feelings of social emptiness and isolation. Seeks interpersonal encounters which are purely formal (employer-employee). Insulate themselves against any type of real involvement. Attitudes of futility and alienation regarding their vocations
7. Middle adulthood	Twenty-five to sixty-five years	Generactivity Vs	Stagnation
		Productive and creative for Self and others, parental pride and pleasure, mature, enriches life, estabshshes and guides to next generation.	Egocentric, unproductive, early invalidism, excessive self-love, personal impoverishment, self-indulgence, feeling of hopelessness and meaninglesness.
8. Late adulthood	Old age (Suns years)	Integrity Vs	Despair
		Appreciates continuity of past, present and future, fully satisfied. Death not feared, 'wisdom of old age' comes into being.	Time is too short, finds no meaning in life, has lost faith in self and others, wants second, chance at life-cycle with more advantages, fears death. Often senile, depressed spiteful and paranoid.

'conscious' instincts which are important variables in the development of personality. Being a lover of children, Piaget spent most of his life observing children in order to understand when and how they developed their reasoning abilities. He identified four stages of personality development which are shown in illustration above. By sensorimotor, Piaget meant that the infant responds to stimuli quite directly with little in the way of complex information processing. During the pre-operational stage, the child learns to separate himself from the environmental (all else) and initially classifies objects (the first origin of analytic capacity)

Piaget's views on personality are valid in as much as the cognitive stages do have influence on organisational behaviour; particularly the formal operation stage in which most people are active organisation members. At this stage, concrete things need not be manipulated to cause the behaviour, as employees are capable of analyzing, reasoning, imagining and evaluating objects. But the problems with the cognitive theory are that it fails to unravel all dimensions of personality development.

Cognitive Stages	Age
Sensorimotor	0-2 yrs
Pre-Operational	2-7 yrs
Concrete Operational	7-11 yrs
Formal Operational	11 and above

Immaturity to Maturity: Professor Chris Argyris of Harvard had identified specific dimensions of the human personality as it develops. He proposes that the human personality, rather than going through distinct stages, progresses along a continuum from infancy to maturity as an adult. However, at any stage, people can have their degree of development plotted according to the seven dimensions shown in next page

| The Immaturity to Maturity Continuum	
Charteristics of maturity	**Charteristics of maturity**
Passivity	Activity
Dependence	Independence
Limited behavior	Diverse behaviour
Shallow interests	Deep interest
Shot time perspective	Long time perspective
Sub ordinate person	Self awareness and control

.

Argyris argues that healthy individuals tend to move from immaturity to maturity. According to him, such people will display the behaviours of maturity while unhealthy people tend to demonstrate childlike, immature behaviours.

In contrast to the stage theories of Freud and Erikson, Argyris' immaturity-maturity model of personality is specifically directed to the study and analysis of organisational behaviour. Argyris assumes that the personalities of organisational employees can be generally described by the mature end of the continuum. This being the case, in order to obtain full expression of employees' personalities, the formal organisation should allow for activity rather than passivity, independence rather than dependence, long-term rather than short-term perspective, occupation of a position higher than that of peers, and expression of deep, important abilities. Argyris argues that too often the exact opposite occurs. The mature organisational participant becomes frustrated and anxious and is in conflict with the modern formal organisation. In other words, Argyris sees a basic incongruity between the needs of the mature personality and the nature of the formal organisation.

Determinants of Personality: What determinants go into the development of personality? Of all the complexities and unanswered questions in the study of human behaviour, this question may be the most difficult one. The problem lies in the fact that the cognitive and physiological processes, and many other variables, all contribute to personality. However, for convenience of study, the determinants o personality can be grouped into the five broad categories: heredity, environmental, family, social, and situational.(See illustration in next page).

Heredity: The role of heredity in the development of personality is an old argument of personality theory. Heredity refers to those factors that were determined at conception. Physical stature, facial attractiveness, sex, temperament, muscle composition and reflexes, energy level, and biological rhythms are characteristics that are generally considered to be imported either completely or substantially from one's parents. The heredity approach argues that the explanation of an individual's ultimate personality is the molecular structure of genes located in the chromosomes. It is said that at conception, each parent normally contributes 23 chromosomes. These chromosomes contain thousands of genes, which seem to be the transmitters of traits Even all children of the same parents do not have identical genetic make-ups. Only identical twins, who develop from a single fertilized ovum, possess the same pattern of genes but not always as revealed from evidences. The tragic deaths of the Bijani twins, Ladan and Lalch is a case in point. The conjoined Iranian twins opted for surgery (which proved to be fatal) because each had a personality distinct and even opposite to that of the other.

This is not the only exception. Meera and Meena, Mamata and Srinivas, Moor Churg and her brother, Alwin Johm Madtha and his twin Elvin Gabriel, and Tina Garg and her twin sisters are instances to demonstrae that twins need not inherit identical characteristics.
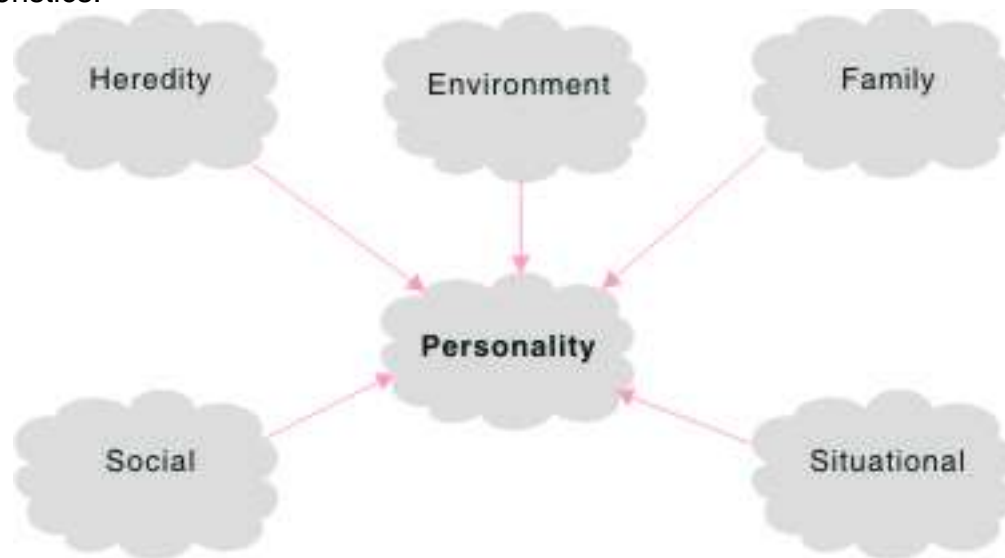
DETERMINANATS OF PERSONALITY

The role of heredity on personality development is still an unsettled area of understanding The problem is that geneticists face a major obstacle in gathering information scientifically of the human being. Animal scientists can geneticists studying human conduct highly controlled breeding experiments, but geneticist studying human hereditary cannot. Through research on animals, it has been clearly physical and physiological characteristics can be transmitted through hereditary. However, in the case of humans, who cannot be subjected to the necessary controls, the evidence is much less conclusive.

Nevertheless, the role of heredity on personality development cannot be totally minimized physical attributes, for instance, may be largely attributed to heredity. To the question posed by a girl as to why her height was not normal for her age, a famous gynecologist attributed the girls short height among other factors to the height of the parents, implying that had the parents height been normal the children would have acquired the same trait. The following classification of characteristics is said to be inherited by all humans

1. Physical Same follow structure (how tall or short one is, whether one has a long or short nose, lab or small feet, briefly, how one is.
2. Reflexes (response to external stimuli, such as withdrawing from a pinprick blinking when something falls in the eye.
3. Innate drivers (impulse to act based on physiological tensions but these must be linked trough learning with activities which will reduce the tensions.
4. Intelligence (the capacity to learn, to modify responses
5. Temperament (patterned and recurrent responses associated with basic emotional make up, for example, phlegmatic, excitable, or lethargic).

Environment: If all personality characteristics were completely dictated by heredity, they would be fixed at birth and no amount of experience could alter them. However, personality development owes as much to environment around it as it does to heredity.

Environment is a broad term and includes such factors as culture which influences norms, attitudes, and values that are passed along from one generation to the next and creates consistencies over time. Anthropologists have clearly demonstrated the important role culture plays in the development of the human personality. The methods by which an infant is fed and is toilet trained, and makes the transition from adolescence to adulthood are all culturally determined.

While growing, the child learns to behave in ways expected by the culture of the family into which he or she is born. One of those expectations has to do with sex roles. Most cultures expect different behaviours from males and females. Sex roles may vary from culture-to-culture, but it is considered natural in any culture for boys and girls to have predictable differences in personality merely because they belong to one or the other sex.

Every culture has its own subcultures, each with its own views about such qualities as moral values and standards, cleanliness, style of dress, and definitions of success. The cultural subgroup exerts its influence on personality. All boys are expected to show certain personality traits (as compared with girls), but a poor boy raised in an urban slum is expected to behave differently in some respects from a well-to-do raised in a middle-class suburb.

Although culture has significant influence on personality development, a linear relationship cannot be established between personality and the given culture for two reasons:

1. The cultural impacts upon an individual are not uniform, because they are transmitted by certain people practices; and
2. The individual has some experiences that are unique. Each individual reacts in his her own way to social pressures, the differences in behaviour being caused by biological factors.

Contribution from the Family: The family has considerable influence on personality development, particularly in the early stages. The parents play an important role in the identification process which is important to an individual's early development. Usually, the parents of the same sex as the child will serve as the model for the child's identification. The process can be examined from three different perspectives:

First, identification can be viewed as the similarity of the behaviour (including feelings and attributes) between child and model.

Second, identification can be looked upon as the child's motive or desire to be like the model.

Third, identification can be viewed as the process through which the child actually takes on the attributes of the model.

From all the three perspectives, the identification process is fundamental to the understanding of personality development.

The overall home environment created by the parents, in addition to their direct influence, is critical to personality development. For example, children with a markedly institutionalized upbringing (orphans) or children reared in cold, unstimulating homes

are much more likely to be socially and emotionally maladjusted than children raised by parents in a warm, loving, and stimulating environment.

Siblings (brothers and sisters) also contribute to personality development. It has been argued that sibling position is an important psychological variable because it represents a microcosm of significant social experience of adolescences and adulthood.

It is argued that those born first are more prone to schizophrenic, more susceptible to social pressures, and more dependent than those born later. The first-born children are also more likely to experience the world as more orderly, predictable, and rational than later-born children.

Socialization Process: Besides heredity, environmental, and family influences on personality, there is greater realization that other relevant persons, groups, and organisations exercise their due role in personality development. This is commonly called the socialization process. It is especially relevant to organisational behaviour because the process is not confined to early childhood but takes place throughout one's life. In particular, evidence is accumulating that socialization may be one of the best explanations of why employees behave the way they do in today's organisations.

Socialization involves the process by which a person acquires, from the enormously wide range of behavioral potentialities that are open to him or her, starting at birth, those behaviour patterns that are customary and acceptable to the standards of, initially, the family and later the social group and the employing organisation. Thus, socialization starts with the initial contact between a mother and her infant. After, infancy, other members of the immediate family (father, brothers, sisters and close relatives or friends), followed by the social groups (peers, school, friends, and members of the working group) play influential roles.

Situational Considerations: The determinants of personality discussed till now are more concerned with the historical nature of personality development. Heredity, family, siblings, and environment are no doubt important to personality development, but it must be recognized that it is the immediate situation which may predominate finally. An example is the worker whose developmental history has shaped a personality which incorporates a high need for power and achievement. When placed in a highly bureaucratized work situation, this individual may become frustrated and behave apathetically and/or aggressively. Thus, on the surface, this worker appears to be lazy and/or a troublemaker, yet developmental history would predict that the individual is a very hard worker, striving to get ahead.

While it seems logical to suppose that situations will influence an individual's personality, a neat classification scheme that would tell us the impact of various types of situations has so far dad us. However, we do know that certain situations are more relevant than others in influencing personality. what is or interest taxonomically is that situations seem to differ substantially in the constraints they impose on behaviour. Some situations, such as church or an employment interview may constrain much behaviour while other situations, for example, a picnic in a public park may constrain relatively few.

From the preceding discussion of the development of personality, it is clear that personality is a complex concept that reflects many influences both within and outside the individual. Personality progresses through identifiable stages and never really stops developing, One can, however, examine personality at any point in time within its

developmental sequence in order compare and contrast individual personalities. One can also do this to show more effectively some of the important components of personality.

Personality Structure: Personality is composed of external traits and no two individuals possess identical characteristics. Since the days of Plato, scholars of personality have been trying to isolate personality traits. However, about 100 years ago a few personality experts tried to catalogue and condense the many personality traits that had been described over the years. They found thousands of words in Roget's Thesaurus and Webster's Dictionary representing personality characteristics. They arranged these words into 171 clusters, then further reduced them to five abstract personality dimensions using rare sophisticated techniques. A recent investigation identified the same five dimensions, as the 'Big Five' personality dimensions. Illustration shows these five dimensions include extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

How to assess where an individual stands on each of the five dimensions of personality? Researchers have evolved tools for the purpose. The most commonly used tool is the questionnaire as shown below;

Dimension	Characteristics of a person scoring positively on the dimension
Extroversion	Outgoing, talkative, sociable, assertive
Agreeableness	Trusting, good natured, cooperative, softhearted
Conscientious-ness	Dependable, responsible, achievement–oriented, persistent
Emotional Stability	Relaxed, secure, unworried
Openness to Experience	Senstitive, intellectual, imaginative, curious, broadminded

The Big 5 of Personality

The Five Big had considerable influence on employee performance and satisfaction. It is said that employees high on all the five dimensions tend to be better performers. Second, employees who score high in conscientiousness develop higher levels of job knowledge as they tend to focus more on their jobs. Third, employees who score high on emotional stability tend to be happier than those who score low. They derive life satisfaction, job satisfaction, and are less prone to stress. People with high stability tend to be positive towards life, job and society.

Fourth, unlike introverts, extroverts tend to be happier in their jobs and in their lives. They possess relational skills and in jobs which demand greater inter-personal skills, extroverts perform better. Extroverts tend to draw higher salaries, receive more promotions, and are more satisfied with their careers.

Fifth, in peer evaluation individuals with high agreeableness tend to be more lenient, while individuals with high conscientiousness tend to be tougher as raters. Sixth, individuals who score high on openness to experience tend to be more creative in science and arts than those who score low. Since, creativity is an important requisite for leadership, open individuals tend to be highly successful as leaders. In addition, open individuals are comfortable with ambiguity and change than are those who score low on oneness. Consequently, open people cope better with organisational change and are more adaptable in changing situations.

Seventh, agreeableness too has implications on performance. Agreeable people are more liked than their disagreeable counterparts. This explains why agreeable tend to do better in interpersonally oriented jobs, such as customer service.   They   are less likely to indulge in organisational deviance.

 Eighth, Big Five have impact on team performance as well. It has been pointed out that team members who score high on conscientiousness, agreeableness, extraversion and emotional stability tend to be better performers.

The Big Five dimensions and their desirable and undesirable behaviours are summarized;

The Big Five Dimension of Personality

The Big Five Dimensions of Personality The items listed here are similar to ones used personality. to measure each of the Big Five dimensions of Answering them may give you some insight into these key aspects of your personality, Directions: Indicate the extent to which you agree or disagree with each item by entering a number in the space beside it. Enter 5 if you agree strongly with the item, 4 if you agree 3 if you neither agree nor disagree, 2 if you disagree, and 1 if you disagree strongly.

Conscientiousness
- ✓ I keep my room neat and clean.
- ✓ People generally find me to be extremely reliable.

Extroversion
- ✓ I like lots of excitement in my life.
- ✓ I usually am very cheerful

Agreeableness
- ✓ I generally am quite courteous to other people.
- ✓ People never think I am cold and sly.

Emotional Stability
- ✓ I often worry about things that are out of my control
- ✓ usually feel sad or down.

Openness to Experience
- ✓ I have a lot of curiosity.
- ✓ I enjoy the challenge of change.

Pluses and Minuses of Big Five

Dimensions	Desirable	Undesirables
Extroversions	Ongoing, sociable, assertive	Imaginative, creative, intelligent, passive
Agreeableness	Kind, trusting, warm	Agreeableness Kind, trusting, warm
Conscientious	Organised, thorough, tidy	Careless, unsociable, sloppy
Emotional stability	Calm, even-tempered, imperturble	Moody, temperamental, nervous
Openness	Imaginative, creative, intelligent	Shallow unsophisticated, imperceptive

The 'Big Five' framework continues to attract the attention of both researchers and managers The potential value of this framework lies in the fact that it encompasses and integrates a set of traits that appear to be valid predictors of certain behaviours in certain situations. However, "Big Five' model is primarily based on research conducted in the US. Its generalization to other cultures, therefore, presents unanswered questions

SUCCESSFUL MANAGER

Personality 'The Big Picture'

✓ Personality is one of the variables determining individual behaviour. Personality is made up of several traits, as many as 17,9531 But one trait relevant to task performance is conscientiousness a tendency to show self-discipline, to strive for competence and achievement. The higher individuals are on this dimension, the higher their performance.

✓ The Big Five' traits help assess the potential of an individual to become a leader. People scoring high in extroversion, openness, and agreeableness are more likely to become leaders than those who score low on these dimensions.

✓ Moods of people fluctuate rapidly. Sometimes moods are up and other times they are low. These fluctuating moods are an important dimension of personality. Such differences in moods are related to the ways in which individuals approach many events and experiences on the jobs and in private life. Specifically people with high moods tend to make better decisions, and perform better

Myers-Briggs Indicator: During the 1920s, the Swiss psychologist Carl Jung proposed a personality theory that, as stated earlier, identifies the way people prefer to perceive their environment. Twenty years later, the mother and daughter team of Katherine Briggs and Isabel Briggs-Myers developed the Myers-Briggs Type Indicator (MBTI), a personality test that measures each of the traits of Jung's model.

Mainly used in the employee hiring process, MBTI measures how people prefer to focus their attention (extroversion versus introversion), collect information (sensing versus intuition), process and evaluate information (thinking versus feeling), and orient themselves to the other world (judging versus perceiving). These dimensions are examined below.

Extraversion/Introversion Extroverts are outgoing8, have wide social network and talkative. This does not mean that extroverts have interpersonal skills. In work settings,

extroverts prefer variety and do not mind the interruptions of the phone or visits from co-workers.

Introverts have a narrow range of relationships. Introverts possess excellent social skills but do not exhibit them. In work settings, introverts prefer quite surroundings and like to think things through in private. They do not mind working on a project for a long time and are careful with details. Introverts do not prefer telephonic interruptions.

Sensing/intuitions: Some people like collecting information. Sensing types use an organised structure to acquire factual and, preferably, quantitative details. In contrast, intuitive people collect information non-systematically. They rely more on subjective evidence, as well as on their intuition, and even inspiration. Sensors are capable of synthesizing large volumes of data and draw quick conclusions. Needless to say, the work of management demands a combination of intuitive and sensing abilities.

Thinking/Feeling: Thinking types rely on the rational cause-effect logic and scientific method to make decisions. They weigh the evidence objectively and unemotionally. Feeling types, instead, consider how their choices affect others. They weigh the options against their personal values more than on rational logic.

A good manager uses both mind (thinking) and heart (feeling). It is too well-known that how one feels about a decision can determine the success of its implementation just as much as the logic of that decision. The realities of organisational life often evoke emotions that play a dominant role in a manager's behaviour. Fear of failure, fear of the laws, excitement about a product, compassion for an employee, anger at another person, and the like, are but examples of emotional forces that appear in the day-to-day life of a firm.

Judging/Perceiving: Some people prefer order and structure in their relationship with their outer world. These judging types enjoy the control of decision making and want to resolve problems quickly. In contrast, perceiving types are more flexible. They like to adapt spontaneously to events as they unfold and want to keep their options open. To be effective as a manager, one needs to operate at times in perceiving mode and at times in a judging mode. The tensions that develop between 'Perceivers' and Judges' can be sources of conflict in organisations.

Besides employee-hiring, MBTI is used in team-building too. As members of a team learn to understand and even appreciate differences among them, they are better able to build on complementary strengths and ways of dealing with problems. Intuitive types have the ability to make creative leaps on thinking, but often need the more sensing types to make sure all that facts are being considered. Similarly, perceivers will tend to engage in the endless of alternatives and really need to be balanced by judging types, who are more inclined to move quickly to decisions. An effective team learns to build on these differences.

MBTI model is highly popular in organisations as a basis for understanding individual differences. More than three million people complete this instrument per year in the US. Besides employee hiring, MBTI is used for career counseling, team building, conflict management and understanding management styles and understanding management styles.

No surprise, MBTI has takers across the corporate world. Apple, AT & T, Citi groups, GE, 3M, Tata Motors, hospitals and educational institutions have been using MBTI framework with considerable benefits.

OB Related Traits: There are many different personality traits, but some of the more important ones for organisational behaviour are authoritarianism, locus of control, Machiavellianism, introversion extroversion, achievement orientation, self-esteem, risk-taking, self-monitoring and type A and type B personalities.
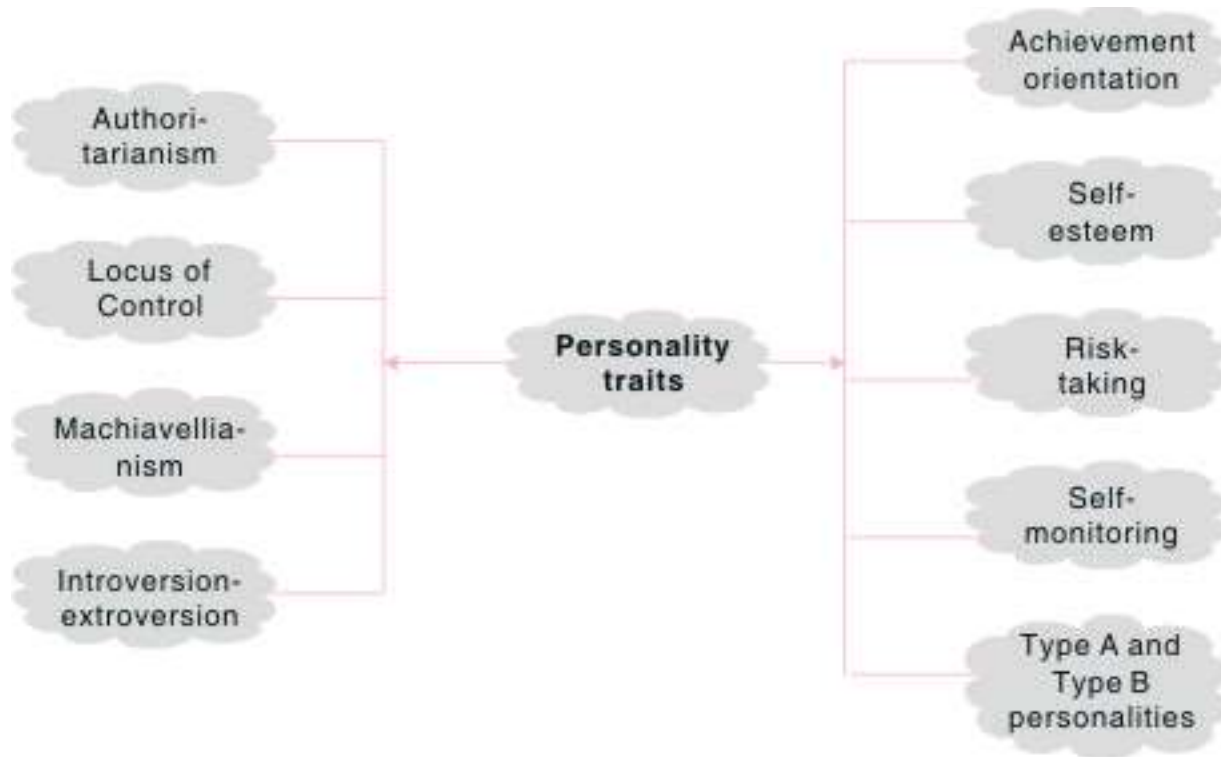
Personality Traits

Authoritarianism: Authoritarianism is a concept developed by the psychologist Adorno during World War II to measure susceptibility to autocratic, fascist, or anti-democratic appeals. Since that time, the concept has been extended to the authoritarian personality, a generic term to describe an individual who has a strong belief in the legitimacy of established mechanisms formal authority, views obedience to authority as necessary, exhibits a negative philosophy people, adheres to conventional and traditional value systems, is intellectually rigid, and opposes the use of subjective feelings. Authoritarians also tend to be rigid in their positions, an high moral value on their beliefs, and are strongly oriented towards conformity to rules and regulations. They naturally prefer stable and structured work environments which are governed d by clean rules and procedures. Similarly, authoritarians are likely to prefer autocratic or directive leadership and would exhibit high respect for individuals in positions of authority,

Locus of Control: Locus of control refers to an individual's belief that events are either within one's control (internal locus of control) or are determined by forces beyond one's control (external locus of control). These personality traits are manifested in different behaviours which are significant to managers. It has been proved that externals (those who believe that events are determined by external forces) are less satisfied with their jobs, have higher absenteeism rates, are more alienated from work setting5, and are less involved on their jobs than internals (those who believe that events are within one's

control). Internals typically have more control over their own behaviour, are more active in seeking information to make decisions, and are more active socially than externals. shows the relationships between locus of control and job performance.

Locus of Control and Performance	
Conditions	Performance
Information Processing	
✓ The work requires complex information processing and complex learning	✓ Internals perform better
✓ The work is quite simple and easy to learn	✓ Internals perform no better than externals
Initiatives	
✓ Externals perform better work requires initiative and independent action	✓ Internals perform better
✓ The work requires compliance and conformity	✓ Externals perform better
Motivations	
✓ The work requires high motivation and provides valued rewards in return for greater effort, incentive pay for greater productivity	✓ Internals perform better
✓ The work does not require great effort and contingent rewards are lacking, hourly pay rates determined by collective bargaining	✓ Externals perform at least as well as internals

Machiavellianism: Machiavellianism, a term derived from the writings of Nicolo Machiavelli, refers to individual's propensity to manipulate people. Machiavellians would be prone to participate in organisational politics. They are also adept at interpersonal game-playing, power tactics, and identifying influence systems in organisations. Do the Machiavellians make good employee? The answer depends on the type of job and whether one considers ethical considerations in evaluating performance. In jobs that require bargaining skills (such as labor negotiation) or where there are substantial rewards for wining (commissioned sales),

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Introversion and Extroversion: These are the most common descriptions of personality traits. These terms are normally associated with an individual's sociability and interpersonal orientation. Extroverts are gregarious and sociable individuals while introverts are shy, quiet, and retiring.

It is generally established that introverts and extroverts have significantly different career orientations and require different organisational environments to maximise performance. Extroverts are more suitable for positions that require considerable interaction with others, whereas introverts are more inclined to excel at tasks that require thought and analytical skills. Not surprisingly, managerial positions are dominated by extroverts; thus suggesting that this managerial trait is a significant factor in managerial success.

Achievement Orientation: Achievement orientation is yet another personality trait which varies among people and which can be used to predict certain behaviours. Employees with a high need to achieve, continually strive to do things better. They want to overcome obstacles, but they want to feel that their success or failure is due to their own actions

(read internals). This means that they like tasks of moderate difficulty. An easy task shall not evoke challenges and is, therefore, not liked by high achievers. Similarly, a task with high risk is not liked by these people as the failure rates are more. Given the high achievers' propensity for asks where the outcome can be directly attributed to his or her efforts, the high achiever looks for challenges having approximately a 50-50 chance of success.

Self-esteem: Self-esteem refers to the feeling of like or dislike of oneself. This trait, naturally, varies from person-to-person. Self-esteem is directly related to the desire for success. People with high self-esteem believe that they have abilities to undertake challenging jobs. They tend to choose unconventional jobs than those with lower self-esteem.

People with low self-esteem are more susceptible to external influence than are those with high esteems. Low esteems are dependent on the receipt of positive evaluations from others. As a result, they are more likely to seek approval from others and more prone to conform to the beliefs and behaviours of those they respect than are high esteems. In managerial positions, low esteems will tend to be concerned with pleasing others and therefore, less likely to take unpopular stands than are high esteems.

Self-esteem is also related to job satisfaction. High esteems are more satisfied with their jobs than the low esteems.

Risk-taking: People differ in their willingness to take chances. Their propensity to assume or avoid risk has been shown to have an impact on how long it takes managers to make a decision and how much information they require before making their choice. For instance, 79 managers worked on simulated personnel exercises that required them to make hiring decisions. High risk-taking managers made more rapid decisions and used less information in making their choices than did low risk-taking managers. Interestingly, the decision accuracy was the same for both the groups.

While it is generally correct to conclude that managers in organisations are risk aversive, there are still individual differences on this dimension. As a result, it makes sense to recognize these differences and even to consider aligning risk-taking propensity with specific job demands. For instance, a high risk-taking propensity may lead to more effective performance for a stock trader in a brokerage firm. This type of job demands rapid decision making. On the other hand, this personality characteristic might prove a major obstacle to accountants performing auditing activities. This type of job might be better filled by someone with a low risk-taking propensity.

Self-monitoring: Another personality trait that has recently received increased attention is alled self-monitoring. It refers to an individual's ability to adjust his or her behaviour to external factors Individuals high in self-monitoring can show considerable adaptability in adjusting their behaviiour to external, situational factors. They are highly sensitive to external cues and can have differently in different situations. High self-monitors are capable of presenting striking contradictions between their public, personal, and private selves. Low self-monitors cannot dev1iaatt e their behaviour. They tend to display their true dispositions and attitude in every situation, hence there is high behavioral consistency between who they are and what they do.

The high self-monitors tend to pay closer attention to the behaviour of others and are more he of conforming than are low self monitors. we might also hypothesize that high self. Ors will be more successful in managerial positions where individuals are required to play multiple ,and even contradicting roles. The high self-monitor is capable of putting on different faces' for different audiences.

A and B type personality, there is the Type A personality and Type B personality

Type A personality typifies a person who is always in a hurry, is extremely competitive, and is often hostile and irritable. Opposite is the Type B personality who is relaxed and easy going. See Table contrasts the two types of behaviours.

Type A and Type B Behaviors	
Type A	**Type B**
Are always moving, walking. and eating rapidly.	Never suffer from a sense of time urgency with its accompanying impatience
Feel impatient with the rate at which most events take place	Feel no need to display or discuss either their achievements or accomplishments unless such exposure is demanded by the situation
Strive to think or do two or more things at once.	Play for fun and relaxation , rather than to exhibit their superiority at any cost
Cannot cope with leisure	Can relax without guilt
Are obsessed with numbers, measuring their success in terms of how much of anything they acquire.	

Type As will make most successful salespeople and senior executives are usually Type Bs. Why this paradox? The answer lies in the tendency of Type As to trade-off quality of effort for quality.. Executive positions usually go to those who are wise rather than to those who are merely hasty, to those who are tactful rather than to those who are hostile, and to those who are hostile and to those who are creative rater than to those who are agile in competitive strife.

Personality and OB:
- ✓ Understanding personalities is important because personality impacts behaviour, as well as perception and attitudes. Personality types also affect human relations and retaliation. People with similar personality types tend to get along well at work, while opposites do not, though there are exceptions.
- ✓ Personality profiles are used to categorize people as a means of predicting job performance. Some personality characteristics are more productive than others Conscientiousness is a good indicator of performance, though it is not the only dimension. Many organisations administer personality tests to ensure a proper match between the worker and the job.
- ✓ The concept of personality is not to be understood in an organisational context only. The need for understanding human characteristics, in general, is more significant than
- ✓ comprehending personality in the context of organisations. Despite serious attempts, experts have not been able to comprehend the real nature of personality. Of all the problems that have confronted human beings since the beginning of recorded history, perhaps the most significant has been the riddle of their own nature. Attempts to answer "Who am I"? are countless and a great

many avenues have been explored, with an enormous variety of concepts being employed along the way. Astrology, philosophy, and the life sciences are but a few of the many directions that the quest to understand human nature has taken. At this point in history, some of these avenues have proved to be dead ends, while others are just beginning to flourish. And today, the problem is more pressing than ever, since most of the world's ills, for example, over-population, war, pollution and prejudice are brought about by the behaviour of people. So, it may not be overstating the case to say that the quality of human life in the future, indeed our own survival, may well depend upon an increased understanding of human nature.

Key Terms

1. **Personality:** The unique and relatively stable pattern of behaviour, thoughts and emotions shown by an individual and which make him or her different from others.
2. **Oral Stage:** In this, infants depend upon others for survival. The oral stage extends throughout the first year of life.(130)
3. **Anal Stage:** Here, the focus of libidal energy shifts from mouth to anal region. Anal becomes the body zone for gratification.
4. **Phallic Stage:** Here, the focus of gratification shifts to sexual organs. This sets in at four years of age
5. **Latency Period:** Here, the focus of child shifts from sexual matters towards external world. This sets in when the child is six or seven years of age.
6. **Type A Personality:** Aggressive involvement in a chronic, incessant struggle to achieve more and more in less and less time, notwithstanding obstacles, if any. Type A people are always in a hurry, are highly competitive, and measure success in terms of numbers. Surprisingly, A Types are not expected to rise to the top and even if they do, may not sustain for long.
7. **Genital Stage:** This occurs between adolescence and adulthood. The child seeks libidal gratification from opposite sex.
8. **Type B Personality**: Opposed to the Type A are Type B people who rarely are harried by the desire to obtain a wildly increasing number of things or participate in an endless growing series of events in an ever-decreasing amount of time. To cut long sentences short, Type B people are never in a hurry, are relaxed and easy going. Paradoxically, Type B individuals tend to rise in the hierarchy and stay there till super annuations. Why is this? Answer is simple. Type B personalities tend to lend continuity and stability which are critical for long-term survival and growth of an organisation.
9. **Self-esteem:** This refers to the feeling of like or dislike of oneself. Most people tend to feel good about themselves, they realize that they are not perfect, but conclude that their good points outweigh bad ones.Self-esteem manifests in several behaviours. Persons who are high in self-esteem tend to report fewer negative emotions and less depression than persons with low self-esteem. Likewise, persons high in self-esteem are better able to handle stress, and they experience fewer negative health effects when exposed to it. Further, persons with high self-esteem (when compared to low self-esteems) are less susceptible

to influence, more confident of achieving their goals, and more effective in social networking.

10. **Cognitive Stages:** These are conscious instincts which are important variables in the development of personality.
11. **Socialization Process:** Socialization is a process by which a person acquires, from the enormously wide range of behaviour potentialities that are open to him or her.
12. **Extroversion**: This refers to a person's comfort levels with others. If comfort levels are high, he or she is called an extrovert.
13. **Agreeableness:** This refers to a person's ability to get along with others.
14. **Conscientiousness:** This refers to the number of goals a person seeks to pursue. A person high on this sets for self few goals. A person who is low on conscientiousness sets too many goals for self.
15. **Emotional Stability:** Focuses on a person's ability to cope with stress. A person high on this is able to cope with the stress but a person low on this cannot.
16. **Authoritarianism:** Belief that people should obey authority and rules even if they are unfair.
17. **Authoritarianism:** Belief that people should obey authority and rules even if they are unfair.
18. **Machiavellianism:** This refers to a person's propensity to manipulate people.
19. **Self-monitoring:** This refers to an individual's ability to factors. Individuals with high adjust his or her behaviour to external self-monitoring are better able to adjust to the environment.