

# LEADERSHIP FOR INNOVATORS

## SELF-AWARENESS: PERCEPTION, ATTITUDE, PERSONALITY.

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## **Self-Awareness: SWOT Analysis**

## **Perception: Self and Social**

## **Attitude**

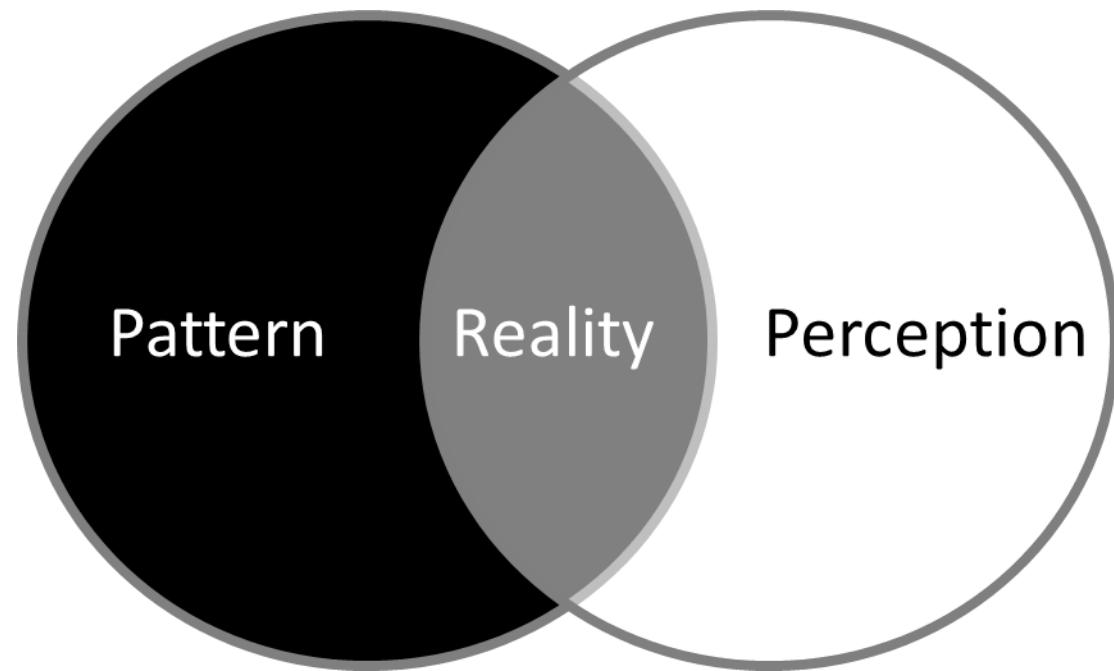
## **Personality**



# Perception, Attitudes, Personality

<b>ISTJ</b> Doing what should be done	<b>ISFJ</b> A high sense of duty	<b>INFJ</b> An inspiration to others	<b>INTJ</b> Everything has room for improvement
<b>ISTP</b> Ready to try anything once	<b>ISFP</b> Sees much but shares little	<b>INFP</b> Performing noble service to aid society	<b>INTP</b> A love of problemsolving
<b>ESTP</b> The ultimate realists	<b>ESFP</b> You only go around once in life	<b>ENFP</b> Giving life an extra squeeze	<b>ENTP</b> One exciting challenge after another
<b>ESTJ</b> Life's administrators	<b>ESFJ</b> Hosts and hostesses of the world	<b>ENFJ</b> Smooth talking persuaders	<b>ENTJ</b> Life's natural leaders

# Perception



# Perception

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- A cognitive process: lets a person make sense of stimuli from the environment
- Affects all senses: sight, touch, taste, smell, hearing
- Includes inputs to person and choice of inputs to which the person attends
- Stimulus sources: people, events, physical objects, ideas
- Helps adaptation to a changing environment

# Perception (Cont.)

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## → Perceptual process

→ **Target:** object of the person's perceptual process

→ **Threshold:** minimum information from target for the person to notice the target

→ **Detection threshold:** point at which person notices something has changed in her or his environment

→ **Recognition threshold:** point at which person can identify the target or change in the target



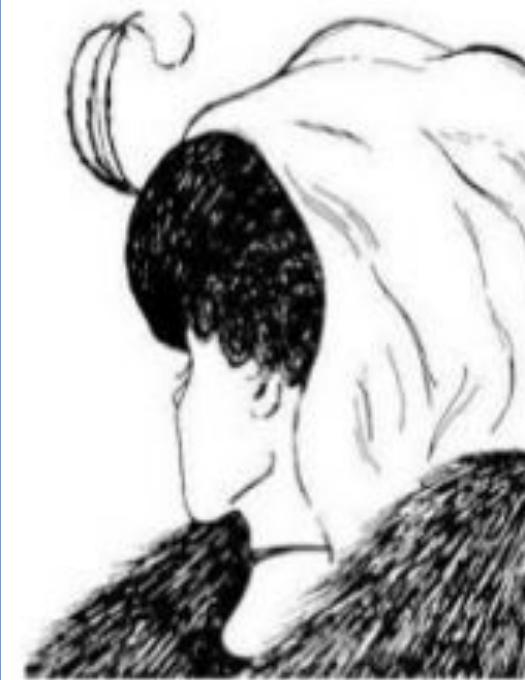
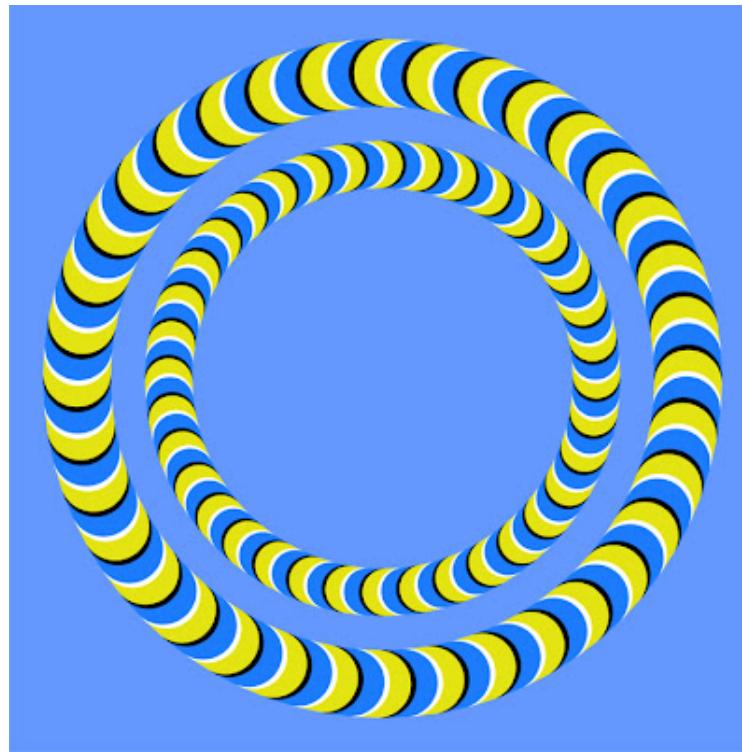
# Perception (Cont.)

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- Perceptual process (cont.)
  - Target emerges from its surrounding context sometimes slowly, sometimes quickly
  - Quickly discriminate a high-contrast target from its background; an ambiguous target takes more time to see
  - Contrast can come from the target's size, color, loudness, or smell

# Perception (Cont.)

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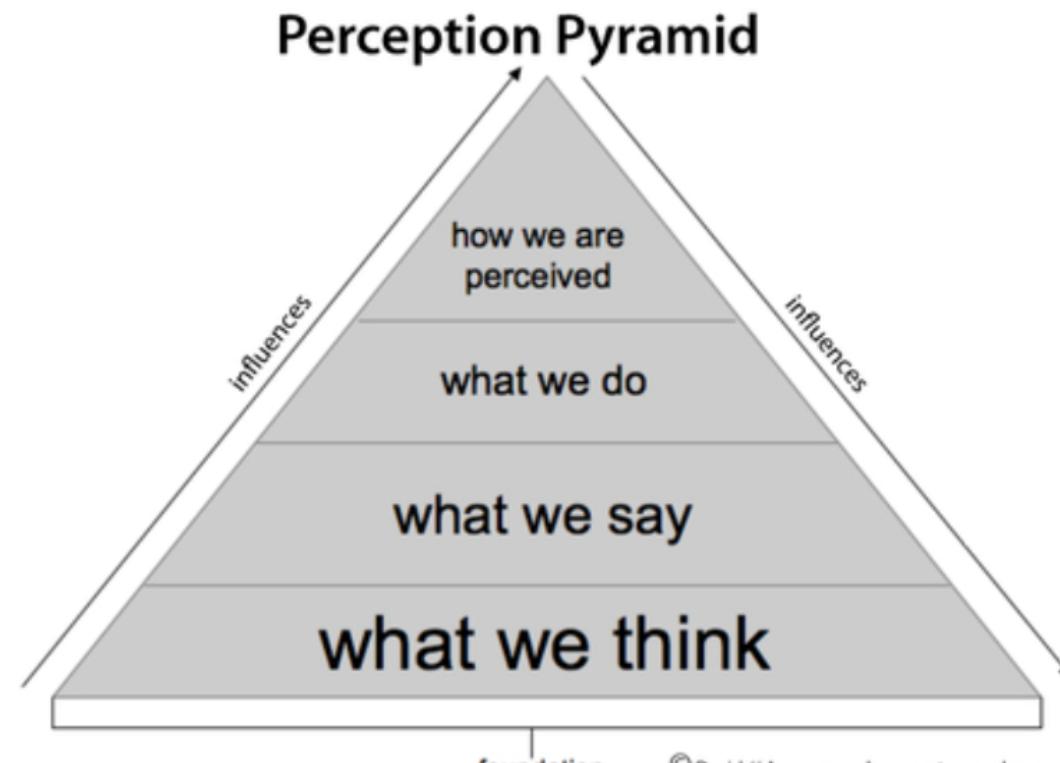


# Perception (Cont.)

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**Perceptual defense:** shield self from negatively valued stimuli

- Example: block out annoying sounds
- Organizational example: block some feedback from a supervisor or coworker when it is negative

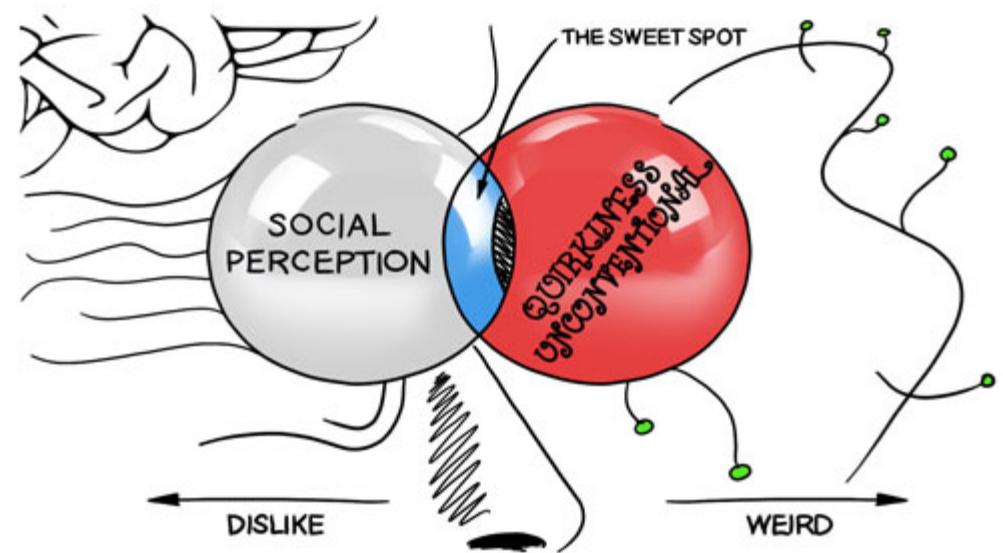


# Perception (Cont.)

**Perceptual errors:** mistakes in the perceptual process

## → Perceptual set

- Beliefs about a target based on information about the target or previous experiences with it
- Information about the target from any source
- Beliefs act like instructions for processing stimuli from the target



# Perception (Cont.)

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## Perceptual errors (cont.)

**Stereotype:** beliefs and perceived attributes about a target based on the target's group

→ Examples

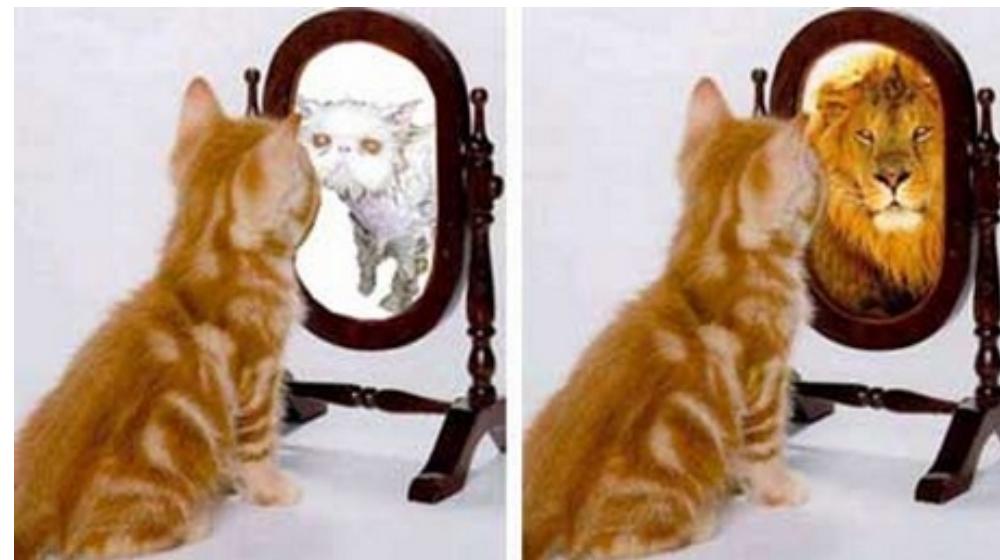
- American university students: energetic and spontaneous
- Russian university students: orderly and obedient

# Self-Perception: A View of Self

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**Self-perception:** process by which people develop a view of themselves

- Develops from social interaction within different groups, including groups encountered on the Internet
- Self-perception has three parts: self-concept, self-esteem, self-presentation



# Self-Perception: A View of Self (Cont.)

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## Self-concept:

- Set of beliefs people have about themselves
- View people hold of their personal qualities and attributes
- Factors affecting a person's self-concept
  - Observations of behavior
  - Recall of past significant events
  - Effect of the surrounding social context



**PERCEPTION**

Others don't always see us as we see ourselves.

# Self-Perception:A View of Self (Cont.)

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- Self-concept (cont.)
  - Observations of behavior
    - People see their behavior, and their situation, in the same way they see the behavior of other people
    - Person believes the behavior occurred voluntarily: concludes the behavior happened because of some personal quality or attribute

# Self-Perception: A View of Self (Cont.)

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- Self-concept (cont.)
  - Observations of behavior (cont.)
    - People learn about themselves by comparing themselves to other people with similar qualities
    - Example: you may want to assess your abilities to hold a supervisory position. You compare yourself to people with backgrounds similar to yours who have had recent promotions

# Self-Perception: A View of Self (Cont.)

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## → Self-concept (cont.)

- Recall of past significant events and effect of the surrounding social context
  - Recall events important in their lives; not error free
  - Tend to recall events they attribute to themselves and not to a situation or other people
  - Often overestimate their role in past events
  - Place more weight on the effects of their behavior and less on the surrounding situation or other people

# Self-Perception: A View of Self (Cont.)

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## Self-esteem

- Emotional dimension of self-perception
- Positive and negative judgments people have of themselves
- People with low self-esteem tend to be unsuccessful; do not adapt well to stressful events
- Those with high self-esteem have the opposite experiences



# Self-Perception: A View of Self (Cont.)

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## Self-presentation

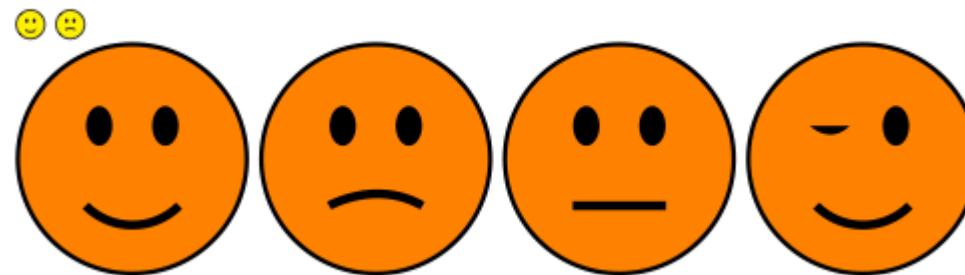
- Behavioral strategies people use to affect how others see them
- How they think about themselves
- Goals of self-presentation
  - Affect other people's impressions to win their approval
  - Increase the person's influence in a situation
  - Ensure that others have an accurate impression of the person

# Self-Perception: A View of Self (Cont.)

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## → Self-presentation (cont.)

- Highly conscious of public image: change behavior from situation to situation. Readily conform to situational norms
- People who want others to perceive them in a particular way behave consistently in different situations. They act in ways they perceive as true to themselves with little regard for the norms of the situation



# Attitudes

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- An **attitude** is “a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object”
- Attitude object: physical objects, issues, ideas, events, people, places



# Attitudes (Cont.)

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## Parts of an attitude

- **Cognitive:** perceptions and beliefs about an attitude object
- **Affective:** feelings about an attitude object
- **Behavioral intentions:** how the person wants to behave and what a person says about an attitude object



# Attitudes (Cont.)

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## Common work attitudes

- Organizational commitment
- Satisfaction
- Job involvement
- Play a role in employee turnover



# Attitudes (Cont.)

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Some connection between attitudes and behavior

- People with strong attitudes about an object will likely behave in accord with their attitude
- Strong positive attitudes about Apple Products leads to buying one
- Trump voters



## Attitudes (Cont.)

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**Attitude formation:** affected by the person's **beliefs** about an object and the amount and type of information the person has about the object

- Perceives positive attributes: develops positive attitude
- Perceives negative attributes: develops negative attitude

# Attitudes (Cont.)

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## Attitude formation (cont.)

- Family upbringing
- Peer groups
- Work groups
- General social experiences

## Social Psychology



Studying the way people relate to others.

# Attitudes (Cont.)

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## Attitude change

- Something persuades the person to shift his or her attitudes (persuasive communication)
- Norms of a social group can affect a person's attitude (social norms)
- Person becomes uncomfortable with some aspects of her or his beliefs (cognitive dissonance)

# Attitudes (Cont.)

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## Social influence on attitudes

- People are embedded in social groups
- Feel pressures to conform to norms
- If person values membership in group, likely will align attitudes with the group norms

# Attitudes (Cont.)

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## Cognitive dissonance

- Hold multiple beliefs or cognitions about an attitude object
- Feel tension when discrepancies develop
- Motivated to reduce the tension
- Change one or more cognitions
- Other parts of attitude also change

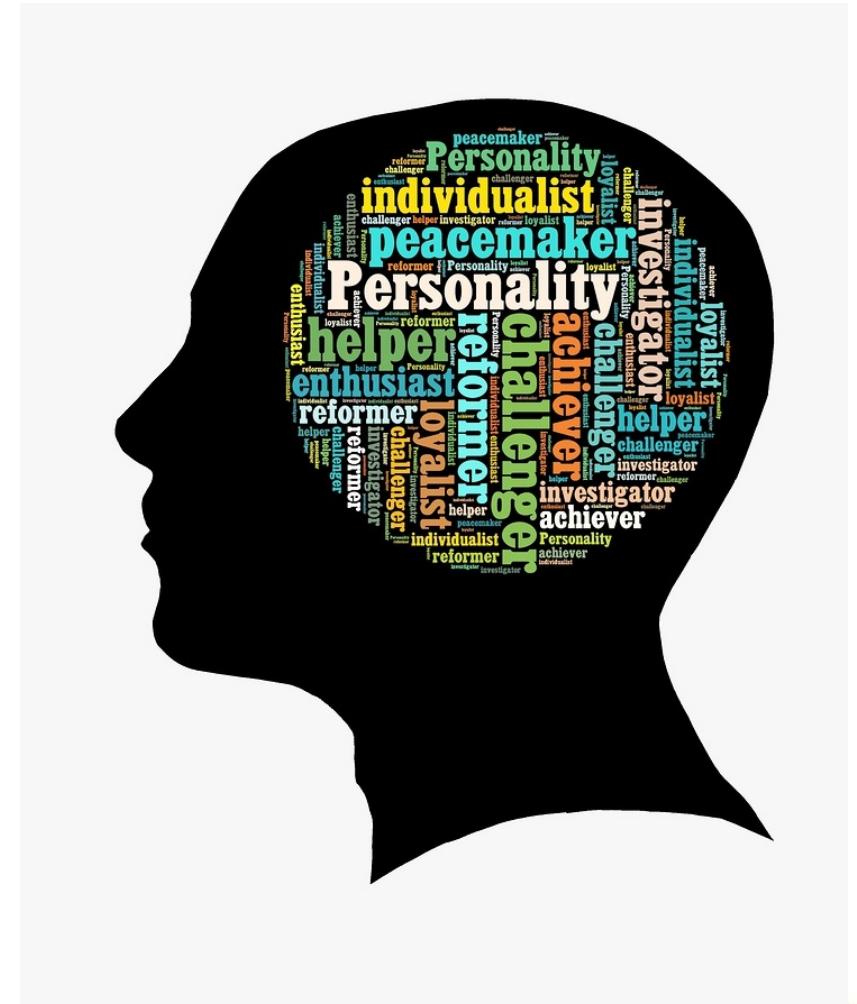


**MY COGNITIVE  
DISSONANCE  
IS  
KILLING ME!**

# Personality

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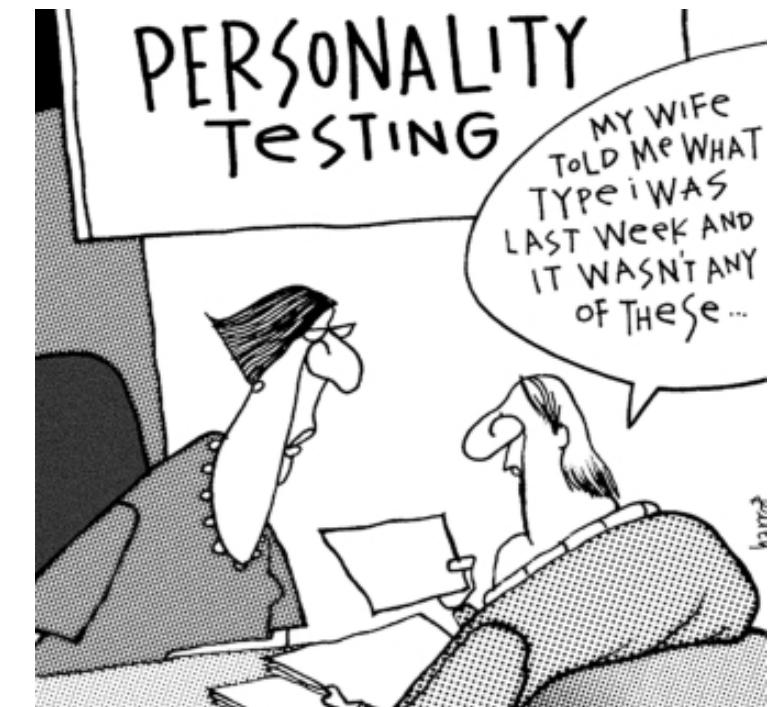
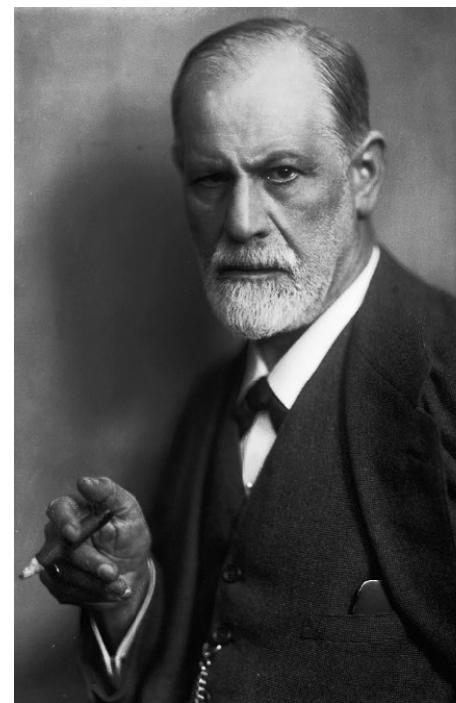
- Set of traits, characteristics, and predispositions of a person
- Usually matures and stabilizes by about age 30
- Affects how a person adjusts to different environments



# Personality Theories

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- **Cognitive theory:** people develop their thinking patterns as their life unfolds
- **Learning theories:** behavior patterns develop from the social environment
- **Biological theories:** personality as genetically inherited



# Personality Theories (Cont.)

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## Cognitive theory

- Develop thinking patterns as life unfolds
- Affects how the person interprets and internalizes life's events
- Cognitive development stages
  - Reflexive behavior of infant
  - More complex modes of perception and interpretation of events
- Neither driven by instincts nor unwittingly shaped by environmental influences

# Personality Theories (Cont.)

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## Learning theories

- Learn behavior from social interaction with other people
- Young child: early family socialization
- Continuously learn from social environment: stable behavior forms the personality
- Uniqueness of each personality follows from variability in social experiences

# Personality Theories (Cont.)

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## Biological theories

### → Ethological theory

- Develop common characteristics as a result of evolution
- Behavioral characteristics that have helped survival over generations become inborn characteristics

# Personality Theories (Cont.)

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## Biological theories (cont.)

### → **Behavior genetics**

- Individual's unique gene structure affects personality development
- Personality develops from interactions between a person's genetic structure and social environment

# The *Big-Five* Personality Dimensions

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## → Extroversion

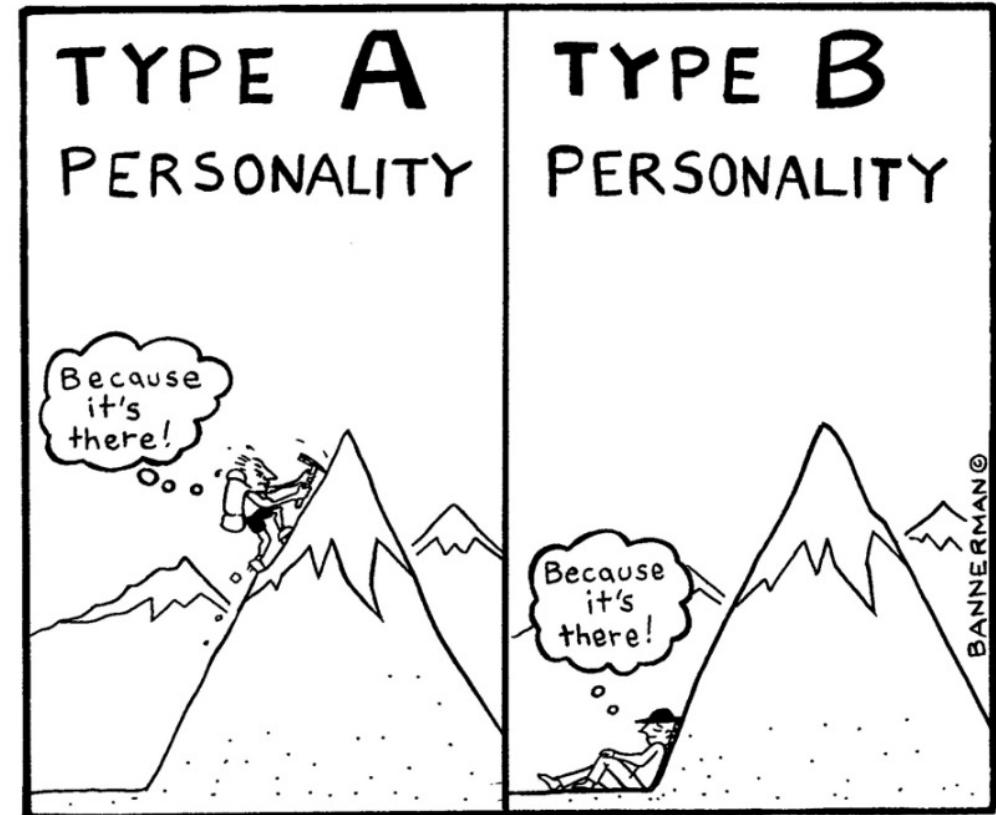
- High: talkative, sociable
- Low: reserved, introverted

## → Emotional stability

- High: calm, relaxed
- Low: worried, depressed

## → Agreeableness

- High: cooperative, tolerant
- Low: rude, cold



# The *Big-Five* Personality Dimensions (Cont.)

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## → **Conscientiousness**

- High: dependable, thorough
- Low: sloppy, careless

## → **Openness to experience**

- High: curious, intelligent
- Low: simple, conventional

# Personality Types

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**Locus of control:** people control the consequences of their actions or are controlled by external factors

- ➔ External control: luck, fate, or powerful external forces control one's destiny
- ➔ Internal control: believe they control what happens to them

# Personality Types (Cont.)

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→ **Type A personality:** a keen sense of time urgency, focuses excessively on achievement, aggressive

**Type B personality:** strong self-esteem, even tempered, no sense of time urgency

Type A: significant risk factor for coronary heart disease.

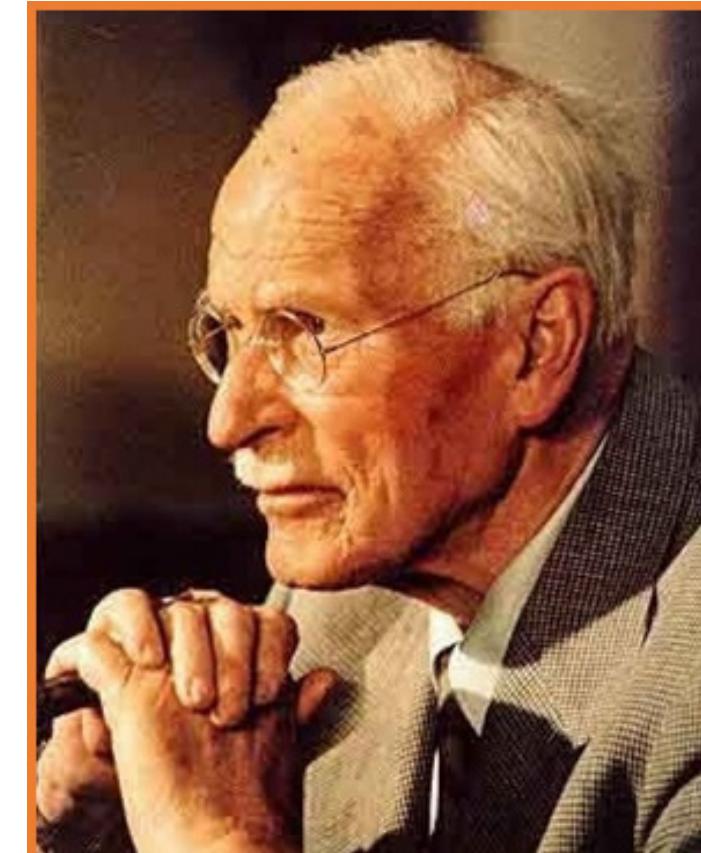
# Carl Young - Psychological Types (1921)

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Much of what seems to be random behaviour is actually quite orderly and consistent

AND

is due to basic differences in the way individuals prefer to take in information and act upon this information.



# The Myers Briggs Type Indicator

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- was developed by Isabel Myers daughter of Katherine Briggs.
- is based on Carl Jung's Theory of Personality Types
- measures your personal type preferences
- focuses on the strengths of differences in type



# Assumptions behind the MBTI

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1. We are born with certain preferred ways of behaving known as personality types.
2. Our environment also impacts our type preferences.
3. The more we use preferred types the more skillful we get with them.
4. Type preferences that are most successful become dominant and influence our behaviour.
5. Lesser used type preferences can be developed
6. Type development is a life long process

# Jung's Theory of Personality Type

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Type development is a life long process of gaining greater command over the functions. Personality development comes from polishing one's dominant function and developing the auxiliary function as a youth. In midlife one can gain greater command over the tertiary and inferior functions.

Youth is a time to specialize, mid-life to generalize.

A very few exceptional individuals may reach a stage of individuation where they can use each function easily as the situation requires.

There are four scales:

1. Extraversion and Introversion (attitude)
2. Sensing and Intuition (function)
3. Thinking and Feeling (function)
4. Judging and Perceiving (attitude)

Each scale has two opposing preferences. As one end becomes more developed the other becomes less so.

# JUNG'S FUNCTIONS & ATTITUDES

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**FUNCTIONS** - Individuals use four functions to orient their consciousness. These four functions are sensing, intuition, thinking and feeling.

We perceive our reality either through our senses (S) or our intuition (N). These are the functions that we use to take in information.

We take actions based on what we think (T) or feel (F). These are the functions that we use to act on information.

## ATTITUDES

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- Individuals use four attitudes to orient themselves to the world, two for interaction and two for operations.

Individuals interact with the world as either extraverts (E) or introverts (I). Extraverts gain energy from their environment and often seek personal interaction. Introverts lose energy to their environment and often seek detachment.

Individuals operate on the world with either perception (P) or judgment (J). A perception attitude is attuned to incoming information. A judgment attitude is concerned about decisions, closure, planning or organizing.

# Interpreting Type Preferences

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The numbers found on the feedback sheet do not indicate your personal strengths – they measure your level of preference for the functions and attitudes.

Very Clear Preferences

Clear Preferences

Moderate Preference

Slight Preference

# Extraversion– Introversion (The E-I scale)

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## Extraverts

Outer World Orientation

People and Things

Action Oriented

Impulsive

Sociable

## Introverts

Inner World Orientation

Concepts and Ideas

Contemplative

Thoughtful

Private & Detached

# Sensing – Intuition (The S-N scale)

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## Sensing Individuals

Present Reality

Observant

Memory for Details

Practical

## Intuitive Individuals

Future Possibilities

Insightful

Grasp of Theories

Imaginative

# Thinking – Feeling (The T-F scale)

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## Thinking Individuals

Logic Oriented

Critical

Analytical

Objective

Truth

## Feeling Individuals

Values Oriented

Caring

Empathetic

Subjective

Harmony

# Judging – Perceiving (The J–P Scale)

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## Judging Individuals

Purposeful

Decisive

Satisfied

Seeks Closure

## Perceiving Individuals

Spontaneous

Adaptable

Interested

Seeks Options

# Preferences in Work Situations

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## **Extraverted Types:**

- Like a variety and action
- Often good at greeting people
- Sometimes impatient with long slow jobs
- Often enjoy talking on the phone
- Can act quickly without thinking
- Like to have people around
- Prefer talking to writing
- Communicate freely
- Learn new tasks by talking it through with someone

# Preferences in Work Situations

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## **Introverted Types:**

- Like quiet for concentration
- Have trouble remembering names and faces
- Can work long periods without interruption
- Dislike telephone interruptions
- Think before they act, sometimes without acting
- Work alone contentedly
- Prefer written communication
- Have some problems communicating
- Learn by reading rather than talking or experiencing

# Preferences in Work Situations

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## Sensing Types:

- Focus on what works now
- Like established ways of doing things
- Enjoy applying what they have already learned
- Work steadily and are realistic about deadlines
- Reach conclusions step by step
- Are careful about the facts
- May be good at precise work
- May not trust inspiration
- Accept current reality

# Preferences in Work Situations

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## Intuitive Types:

- Focus on how things could be improved
- Dislike doing the same things repeatedly
- Enjoy learning new skills
- Work in bursts of energy with slack periods in between
- May leap to conclusions quickly
- May get the facts a bit wrong
- Follow their inspirations and hunches
- Ask why things are as they are

# Preferences in Work Situations

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## Thinking Types:

- Are good at putting things in logical order
- Respond more to ideas than feelings
- Anticipate or predict logical outcomes
- Need to be treated fairly
- Tend to be firm and tough-minded
- May hurt people's feelings without knowing it
- Have a talent for analyzing problems or situations

# Preferences in Work Situations

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## Feeling Types:

- Like harmony and work to make it happen
- Respond to people's values as much as their ideas
- Good at seeing the effects of choices on people
- Need occasional praise
- Tend to be sympathetic
- Enjoy pleasing people
- Take an interest in the person behind the job or idea

# Preferences in Work Situations

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## Judging Types:

- **Work best when they can plan their work and follow their plan**
- **Like to get things settled and finished**
- **May decide things too quickly**
- **Tend to work on one task at a time**
- **Are satisfied once they reach a decision**
- **Schedule projects in steps and complete them on time**
- **Use lists as agendas for action**

# Preferences in Work Situations

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## Perceptive Types:

- Leave things open for last-minute changes
- Adapt well to changing situations
- May have trouble making decisions & want more information
- Work on many tasks and have difficulty finishing them
- May postpone unpleasant tasks
- Get a lot accomplished at the last minute if facing deadlines
- Use lists as reminders of things to do some day