

# **PERSONALITY ENHANCEMENT AND LEADERSHIP**

**(Life Skills Course)**

**B.A. / B.Com. / BBA SECOND YEAR**

**Semester – 3**

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**B.A. / B.Com. / BBA SECOND YEAR Semester - 3**

**Life Skills Course : PERSONALITY ENHANCEMENT AND LEADERSHIP**

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## FOREWORD

Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining a 'A' Grade from the NAAC in the year 2014, the Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 285 affiliated colleges spread over the two districts of Guntur and Prakasam.

The University has also started the Centre for Distance Education with the aim to bring higher education within reach of all. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even housewives desirous of pursuing higher studies. With the goal of bringing education in the door step of all such people. Acharya Nagarjuna University has started offering B.A, and B, Com courses at the Degree level and M.A, M.Com., L.L.M., courses at the PG level from the academic year 2021-22 on the basis of Semester system.

To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers invited respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.

It is aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn facilitate the country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Coordinators, Editors and Lesson -writers of the Centre who have helped in these endeavours.

**Prof. P.Rajasekhar**  
**Vice –Chancellor,**  
**Acharya Nagarjuna University**

## **AP State Council of Higher Education**

**B. A., B. Com and B. Sc Programmes Revised CBCS w. e. f. 2020-21**

### **LIFE SKILLS COURSES**

#### **Syllabus of 303 LSC 21 - PERSONALITY ENHANCEMENT & LEADERSHIP**

**Total 30hrs (2hrs/wk) 02 credits & Maximum 50 Marks**

#### **Learning Outcomes :**

On successful completion of the course, students will be able to :

1. Develop comprehensive understanding of personality
2. Know how to assess and enhance of one's own personality
3. Comprehend leadership qualities and their importance
4. Understand how to develop leadership qualities

#### **Syllabus :**

Unit – I : 07 Hrs

Meaning of Personality – Explanations of Human Personality – Psychodynamic Explanations – Social Cognitive Explanation – Big Five traits of Personality.

Unit – II : 08 Hrs

Assessment of Personality – Projective & Self Report Techniques – Building Self Confidence – Enhancing Personality Skills.

Unit – III : 10 Hrs

Leadership Characteristics – Types of Leaders – Importance of Leadership – Leadership Skills – Building and Leading Efficient Teams – Leadership Qualities of Abraham Lincoln, Mahatma Gandhi, Prakasam Pantulu, Dr. B. R. Ambedkar & J.R.D. Tata

#### **Co-curricular activities Suggested : 05 Hrs**

1. Assignments, Group discussions, Quiz etc
2. Invited Lecture by a local expert
3. Case Studies (ex., on students behavior, local leaders etc.)

#### **Reference books and Websites :**

1. Girish Batra, Experiments in Leadership, Chennai: Notion Press, 2018.
2. Mitesh Khatri, Awaken the Leader in You, Mumbai: Jaico Publishing House, 2013.
3. Carnegie Dale, Become an Effective Leader, New Delhi: Amaryllis, 2012.
4. Hall, C.S., Lindzey. G. & Campbell, J.B Theories of Personality. John Wiley & Sons, 1998.

**MODEL QUESTION PAPER**  
**SECOND YEAR B.A. / B.Com. / BBA**

**Semester - 3**

**PERSONALITY ENHANCEMENT AND LEADERSHIP**  
**(Life Skills Course)**

**Time: 1 1/2 hrs (90 Minutes)**

**Max. Marks: 50**

**SECTION A**

**( 4 x 5 = 20 Marks)**

Answer any **FOUR** of the following questions.

1. Write about Human Personality.
2. Write the importance of Self Confidence.
3. Write any five objectives of Accountability.
4. Write any five features of Good Leader.
5. Write the purpose of Building Teams.
6. What means Self Reporting?
7. Write a short note on Interpersonal Skills.
8. What is Psychodynamic?

**SECTION B**

**(3 x 10 = 30 Marks)**

Answer any **THREE** of the following questions.

9. Explain the traits of Personality.
10. Explain the measures to build Self Confidence.
11. Explain various types of Leadership styles.
12. Explain various Self Reporting techniques.
13. Explain the reasons behind assessment of Personality.
14. Explain the great qualities of Mahatma Gandhiji and JRD Tata.

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	<b>3</b>	<b>Psychodynamic and Social Cognitive Explanation</b>	<b>3.1   -   3.14</b>
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# LESSON - 1

## PERSONALITY

### OBJECTIVES OF THE LESSON :

- ✓ To Study the Personality Nature and Concept
- ✓ To Learn the Characteristics of Personality
- ✓ To Understand the Main Stages involved in Personality
- ✓ To Identify the Major Personality Attributes to govern organizational behavior
- ✓ To Know the Theories of Personality

### STRUCTURE OF THE LESSON :

- 1.1 Introduction
- 1.2 Personality Definition
- 1.3 Personality concept
- 1.4 Personality-Nature
  - 1.4.1 Self consciousness
  - 1.4.2 Adaptability to environment
  - 1.4.3 Goal Oriented
  - 1.4.4 Integration of Personality
- 1.5 Characteristics of Personality
- 1.6 Determinants: Heredity, Environment, and Situation
  - 1.6.1 Heredity
  - 1.6.2 Environment
  - 1.6.3 Situation
- 1.7 Main Stages involved in the Personality
  - 1.7.1 Primary Attachment
  - 1.7.2 Family Role and Identification
  - 1.7.3 Entering of child into the Social Field
  - 1.7.4 Adolescent Stage
- 1.8 Major Personality Attributes to Govern Organizational Behavior

- 1.8.1 Locus of Control
- 1.8.2 Self Esteem
- 1.8.3 Self Monitoring
- 1.8.4 Risk Taking
- 1.8.5 Type A-Personality and Type B -Personality
- 1.8.6 Introversion and Extraversion
- 1.8.7 Machiavellianism
- 1.8.8 Achievement Orientation
- 1.9 Theories of Personality
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  - 1.9.3 Murrays Types of Needs
- 1.10 Summary
- 1.11 Self Assessment Questions
- 1.12 Key words
- 1.13 Suggested Readings

## 1.1 INTRODUCTION :

Personality refers to the relatively stable pattern of behaviours and consistent internal states that explain a person's behaviour tendencies." — ***RT Hogan.***

"Personality is the sum total of ways in which an individual reacts and interacts with others." — ***Stephen P. Robbins.***

The basic components of personality refer to the personality trait. Many researchers have shown interest to know about individual's personality as it is linked with behaviour. If one can predict the behaviour of individuals, modification of behaviour can be done in a smoother way towards achieving the organisational goals. Each personality factor represents a collection of related or cluster of traits. These clusters of traits determine whether the individual is achievement-oriented, dominating, responsible, etc.

## 1.2 PERSONALITY – DEFINITIONS :

A number of definitions are given in respect of personality in order to give meaningful one. Let us extract some standard definitions.



According to Gordon Allport, personality is “the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment.”

Fred Luthans defines the term personality as, “how people affect others and how they understand and view themselves, as well as their pattern of inner and outer measurable traits and the person-situation intervention.”

Robbins defines personality as, “the sum total of ways in which an individual reacts to and interacts until others.”

Thus, personality devotes for the methods of affecting others, reacting to others’ actions and interacting with others. These methods are chosen by individuals based on several factors. Important one among these is their traits.

A careful analysis of the above definitions will observe the followings :

- i. Personality may be defined as the characteristic pattern of behaviour that determines an individual’s adjustment to the environment or situation.
- ii. It describes how an individual affects others, how he understands himself and his pattern of internal as well as external measurable traits.
- iii. It is the dynamic organisation within an individual of those psychological systems which determines his unique adjustment to the environment.

It is the sum total of ways in which an individual reacts and interacts with others.

### **1.3 PERSONALITY – CONCEPT :**

Personality means the constitution of mental as well as the physical health of an individual.

In his medical text book, “Principles and Practice of Medicine,” Davidson states about personality, which is socially acquired after having a genetic basis, over the course of time. The individual arrives at an adult psychological stage after passing successively through a series of maturational stages.

According to McClelland, “Personality is the most adequate conceptualisation of an individual’s behaviour with all its details, which the scientist can provide in a moment.”

In the definition given by Davidson, there are three different aspects-Social, Physiological and Psychological of one’s personality and its development and growth. McClelland has stressed mainly the psychological aspects effecting desirable changes in the behaviour and personality of an individual.

Hence, both these definitions throw some light on personality development and individual behaviour. Thus, both these definitions have utmost applicability and usefulness in organizational behaviour apart from the comprehensive approach made by Allport on the subject.

Personality of an individual is unique, personal and a major determinant of his behaviour. Because of differences in personality, individuals differ in their manner of responding to different situations. Some personality theorists emphasize the need to recognize the person-situation interaction, i.e., the social learning aspects of personality. Such an interpretation is highly meaningful to the study of human behaviour.

#### **1.4 PERSONALITY – NATURE :**

The nature of every individual is attributed to his personality. Generally, an individual asserts through his behavioural characteristics. Matured persons with their longstanding experience, take an objective attitude towards themselves and others. They also introspect, so as to help improve upon their nature and behaviour.

##### **1.4.1 Self-Conscious :**

There is a vast difference between human being and other species. The special feature of his nature is ‘self-consciousness’, which makes him aware of his surroundings and self-identity.

##### **1.4.2 Adaptability to Environment :**

Personality, off and on, does make adjustments according to the changes desired. Resistance to change means a conflict with tension and unpleasantness. Normally, people adapt to the changed situations and challenges. Adaptation to new situations often follows a modification in behavioural pattern leading to a smooth working condition and a conducive environment.

##### **1.4.3 Goal Oriented :**

Persons strive for achievement of goal. Individuals do have the drive to achieve goals. Wants and needs lead to motive. The desire of an individual directs the behaviour for the fulfillment of the same. Both the physiological and social motives make behavioural changes.

##### **1.4.4 Integration of Personality :**

Personality works in consistency by integrating various activities (of mental and also experiences of the individual) together. Personality differs in the form of its integration. Persons with developed personalities are highly integrated with values and experiences. This depends on the standards of behaviour, which they have acquired right from the childhood.

## 1.5 PERSONALITY – CHARACTERISTICS :

If you apply for a job you'll be asked to list your personal qualities. Employers are assuming that your personality is to an extent fixed and won't change much from one year to the next. Most of us can relate to that idea, but where does our personality come from? Is it in our genes or is it created more by the circumstances of our childhood?

Of course the answer is both. There are bound to be genes which influence our behaviour simply because our brain and the chemicals that operate within it are made by genes. But trying to find any one of the hundreds of genes involved is notoriously difficult. The genetics of behaviour is complex, because personalities are complex. Scientists are only just beginning to have any success in understanding how genes influence behaviour.

- i. Personality is organized and constant
- ii. Personality is psychological, but is used by biological needs and processes.
- iii. Personality causes behaviour to happen.
- iv. Personality is displayed through thoughts, feelings, behaviours and many other ways.

## 1.6 DETERMINANTS : HEREDITY, ENVIRONMENT AND SITUATION :

Different theories propose different factors that determine an individual personality. The most popular research work done by Freud deals with the identification of self-concept. Self-concept include things (factor) got by nature like gene, i.e., heredity and the biological formations and by nurture, i.e., through the social and environmental factors. The major determinants of personality are heredity, environment and situation.

### 1.6.1 Heredity :

Heredity refers to those factors, which predisposes to certain physical, mental and emotional states. It sets the outer parameters of an individual. It also limits the range of development of characters. The arrangement and structure of genes that are located in the chromosomes is passed around 20% to 50% from one generation to another. The studies reveal that twins though brought up in different places exhibit similar characters.

Thus, heredity is the transmission of qualities from ancestor to descendent through, a mechanism lying primarily in the genes. There are very many achievers in their own field like Sachin Tendulkar, U.R. Rao, N.R. Narayana Murthy, Former Prime Minister P.V. Narasimha Rao, who gave a new turn to Indian economy and many such others, who are unique in their own, way. These achievers' performance is directed by hereditary factor to certain extent.

### **1.6.2 Environment :**

Environment refers to the surroundings in which the individuals are brought up. The environmental factors relating to the formation of personality includes culture, family, society upbringing and experiences. Experiences relate to the confrontation with that of family members, relatives, and friends and to the social groups, which they belong. Culture helps to find the similarity and difference in behaviour.

Family environment refers to the individual's upbringing, the social and economic status the family holds and the size of the family. The society makes an individual to play different roles thus shaping his/her their personality. Environment tends to strengthen or weaken hereditary traits. For example, when an individual interacts with the environment through speech, his speech organs guarantee that he/she is learning to speak.

### **1.6.3 Situation :**

Situation has an effect both on environment and heredity. Situation demands certain behaviour. Various psychologists have discovered what personality trait matters to an individual in his or her career. Being successful or unsuccessful depends upon how the individuals control their behaviour in various situations. For example, a candidate attending an interview may exhibit limited traits. The other trait or behaviour is concealed or not exhibited.

## **1.7 MAIN STAGES INVOLVED IN THE PERSONALITY FORMATION :**

Personality formation can mainly be divided into four stages, as given below :

1. Primary attachment
2. Family role and identification
3. Entering of a child into social world
4. Adolescent stage.

### **1.7.1 Primary Attachment :**

It is a natural phenomenon that a child gets attached to a person(s) taking adequate care of the child. In this stage, the child after a few weeks starts responding with 'a smile' to whom it is attached. It also requires nourishment for proper growth. Normally, it resorts to crying for satisfaction of needs. During this period, a child is relatively passive and needs utmost care by those around.

### **1.7.2 Family Role and Identification :**

This stage is between 2 and 6 years, during which the child understands the family interactions and some social normal, etc. It acquires sufficient knowledge to differentiate

between father and mother (male and female). This is the stage of life, when child needs care, affection and recognition coupled with response to growth of personality.

### **1.7.3 Entering of Child into the Social World :**

During this stage child starts adhering to the social norms by actively taking part in school life. He tries to be independent, as the major part of the day is spent outside home. The child imitates and adopts the qualities from friends, teachers and others.

### **1.7.4 Adolescent Stage :**

The child's personality may show much flexibility. During this period, certain traits are set aside and adoption of new traits takes place. This is the time, when bodily and sexual developments do occur.

A child normally has logical thinking between 7 and 8 years of age. When he attains the age of 13, there is every possibility of an 'Abstract thinking' and the process of 'Reasoning' are evident. From this stage, a child enters into the 'Adult', the prime stage of life.

Normal development of personality occurs through the process of identification and displacement, when conflict appears, identification and displacement are a common phenomena. Conflicts arise mainly due to physiological growth, frustration, and threat from outside. Tension is normally created by conflicts and the individual resorts to identification and displacement.

This process may be either partial or total. For example, an individual may hold his father's role in high esteem in certain respects, however, in other respects; he may try to identify the qualities received from other people. Hence, the behaviour of an individual is the outcome of various identifications; likewise, the displacement also takes place in an individual.

## **1.8 MAJOR PERSONALITY ATTRIBUTES THAT GOVERN ORGANISATIONAL BEHAVIOUR :**

The major personality attributes that govern OB are as follows :

Highlights of major personality attribute (SRI LASTMIA)

- i. Locus of control.
- ii. Self esteem
- iii. Self-monitoring
- iv. Risk taking
- v. Type-A personality
- vi. Introversion or Extroversion
- vii. Authoritarianism

- viii. Machiavellianism, and
- ix. Achievement orientation.

The attributes in details :

### **1.8.1 Locus of Control :**

It may be defined as the degree to which people believe that they are the master of their own fate. In simple term, it can be described as the extent to which he believes that he knows everything.

There are two types of locus of control :

a.) Internal locus of control which implies that the degree to which an individual controls himself without other's assistance. In this case individual believes that he controls his destinies. Here the individual believe that his behaviour determines many of the events in his life. For example – individual with moderately strong internal locus of control is successful in his job career and lives. He performs his job better, copes better in stressful situation and is satisfied with challenging job and performance based rewards.

b.) On the other hand External locus of control may be defined as the degree to which an individual is controlled by the help of other people. In this case individual believes that his life is controlled by outside forces. Here he believes that his behaviour determines chance, luck and fate. What happens to him is due to his luck or fate. For example – the individual with moderately strong external locus of control may not be successful in his jobs, career and lives. Out of these two, internal locus of control is preferred more.

### **1.8.2 Self Esteem :**

It signifies the degree of liking or disliking towards a particular object. In simple term, the extent to which an individual likes or dislikes himself, it defers from individual to individual. Some individual may have high self-esteem and some have low self-esteem.

The individual with high self-esteem believes the challenging job. But on the other hand the individual with /ore self-esteem depends on the receipt of positive evaluation from other. He is less likely to take unpopular stands.

Out of the two, high esteem individual is more satisfied with his job.

### **1.8.3 Self-Monitoring :**

It connotes that the ability of an individual to adjust his behaviour with respect to external situation. In simple sense it is the sensitivity of an individual to adopt to the situational demand.

A high self-monitoring individual changes his behaviour easily based on the situational requirements than low self-monitoring individual. In this case, the behaviour of the individual plays a vital role from the organisational point of view.

#### **1.8.4 Risk Taking :**

It refers to the propensity to take risk. It is an integral part of decision taking in organisation.

An individual with high risk taking makes more rapid decision and use less information in making his choice than the low risk taking individual.

#### **1.8.5 Type – A Personality and Type-B Personality :**

This indicates that the aggressive involvement in the organizational process to achieve more and more objectives. That means the type-A personality is based on active participation towards the organisational system. This type of personality is treated as positive personality.

The behaviours of type-A personality are :

- a. Always moving, walking rapidly, talking and eating rapidly.
- b. Impatient.
- c. Does two things at the same time
- d. Cannot cope up with leisure time.
- e. Measures success with quantity
- f. Aggressive and competitive
- g. Always under time pressure
- h. High competitiveness.

Type-B personality indicates the individual who is relaxed & incompetent. He is not serious about the objective of organisation to a great extent. This type of personality is rarely participating in an endless growing series of event in a decreasing amount of time.

The behaviour of Type-B personalities are :

- a. Not concerned about time
- b. Plays for fun not to win.
- c. Relaxes without guilt
- d. Has no pressing deadlines
- e. Can reach higher position and promotion.

#### **1.8.6 Introversion and Extroversion :**

There two terms are normally associated with an individual's sociability and interpersonal orientation.

The introversion is defined as those types of individuals who are shy and reserved, timid and quiet.

On the other hand extroversion refers to those type of individuals who are sociable, gregarious and assertive. This dimension deals with relationships with others.

Out of these two, extroversion individuals contribute more to organisational success.

### **1.8.7 Machiavellianism :**

This is another attribute influencing OB. It refers to the extent to which an individual maintains emotional distance and believes that ends can justify means. This type of attribute is named after Niccolo Machiavellian who found out how people gain and manipulate power. This type of attribute is earmarked under two i.e. High Machiavellianism and Low Machiavellianism.

The individual with High Machiavellianism manipulates more & win more. This type of trait is exhibited in order to flourish more outcomes.

The high outcomes are obtained when he focuses on the following points :

- a. When he interacts face to face with other indirectly.
- b. To allow latitude for impoverishing when the situation is not structured nor has a minimum rules & regulation.

### **1.8.8 Achievement Orientation :**

This is also another personality attribute which influences OB. This is the type of individual who is highly need to achieve and continuously strive to do things better. This type of individual may be high achiever or low achiever.

The high achiever individual looks for challenges having 50-50 chance of success.

To sum up, the above attributes are essential for building up healthy environment in the organisation provided due attention is given.

Innumerable theories have been evolved on personality. Each theory exhibits one type of unique personality of an individual. However, following theories are considered to be more prominent among several theories.

## **1.9 THEORIES OF PERSONALITY :**

### **1.9.1 Type Theory :**

According to type theories, people are grouped into identifiable categories. One basis for classifying personalities is based on the physique. Sheldon proposed type theories and he feels that a relationship is sought to be established between features of body and personality. Thus, a short plump person (endomorph) is said to be sociable, relaxed and even-tempered; a tall, thin



person (ectomorph) is characterized as restrained, self-conscious and fond of solitude; a heavy-set muscular individual (mesomorph) is described as noisy, callous, and fond of physical activity.

Classification of personalities on a physical basis is subjective.

i. Alfred Adler's Psychological Types :

Alfred Adler postulates a single “drive” or motivating force behind all our behaviour and experience. By the time his theory had gelled into its most mature form, he called that motivating force the striving for perfection. It is the desire we all have to fulfil our potentials, to come closer and closer to our ideal. It is, as many of you will already see, very similar to the more popular idea of self-actualization.

Striving for perfection was not the first phrase. Adler used to refer to his single motivating force. His earliest phrase was the aggression drive, referring to the reaction we have when other drives, such as our need to eat, be sexually satisfied, get things done, or be loved, are frustrated. It might be better called the assertiveness drive, since we tend to think of aggression as physical and negative. But it was Adler's idea of the aggression drive that first caused friction between him and Freud.

Freud was afraid that it would detract from the crucial position of the sex drive in psychoanalytic theory. Despite Freud's dislike for the idea, he himself introduced something very similar much later in his life – the death instinct. Thus he came out with the following psychological types in his theory based on the energy level of the individuals.

### **1.9.2 Henry Murray's Psychogenic Needs :**

American psychologist Henry Murray developed a theory of personality that was organized in terms of motives, presses, and needs. Murray described needs as a, “potentiality or readiness to respond in a certain way under certain given circumstances”.

### **1.9.3 Murray's Types of Needs :**

- a. Primary Needs – Primary needs are based upon biological demands, such as the need for oxygen, food, and water.
- b. Secondary Needs – Secondary Needs are generally psychological, such as the need for nurturing, independence, and achievement.

### **1.10 SUMMARY :**

Theories of personality based upon needs and motives suggest that our personalities are a reflection of behaviours controlled by needs. While some needs are temporary and changing, other needs are more deeply seated in our nature. According to Murray, these psychogenic needs function mostly on the unconscious level, but play a major role in our personality.

**1.11 KEY WORDS :****Personality :**

Personality refers to the relatively stable pattern of behaviours and consistent internal states that explain a person's behaviour tendencies

**Heredity :**

Heredity refers to those factors, which predisposes to certain physical, mental and emotional states

**Environment :**

Environment refers to the surroundings in which the individuals are brought up. The environmental factors relating to the formation of personality includes culture, family, society upbringing and experiences.

**Situation :**

Situation has an effect both on environment and heredity. Situation demands certain behaviour.

**Adolescent Stage :**

The child's personality may show much flexibility. During this period, certain traits are set aside and adoption of new traits takes place.

**Locus of Control :**

It may be defined as the degree to which people believe that they are the master of their own fate. In simple term, it can be described as the extent to which he believes that he knows everything.

**1.12 SELF ASSESSMENT QUESTIONS :**

1. Discuss the Concept and Nature of the Personality
2. Describe the Characteristics of Personality
3. Briefly Explain the Main Stages Involved in the Personality
4. Examine the Theories of Personality

**1.13 SUGGESTED READINGS :**

1. Rubin, G. (2017) The Four Tendencies: The Indispensable Personality Profiles That Reveal How to Make Your Life Better (and Other People's Lives Better, Too) Harmony.
2. Emre, M. (2018) The Personality Brokers: The Strange History of Myers-Briggs and the Birth of Personality Testing Doubleday.

3. Twenge, J., & Campbell, W. K. (2018) *Personality Psychology: Understanding Yourself and Others* Routledge.
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***Dr. V. Naga Nirmala***

## **LESSON - 2**

### **EXPLANATIONS OF HUMAN PERSONALITY**

#### **OBJECTIVES OF THE LESSON :**

- ✓ To study the Freudian Stages
- ✓ To Know the stages of Personality
- ✓ To Understand the Erikson Stages
- ✓ To Learn the Personality Traits

#### **STRUCTURE OF THE LESSON :**

- 2.1 Introduction
- 2.2 Freudian stages
  - 2.2(a) The Id
  - 2.2(b) The Ego
  - 2.2( c) The Super Ego
- 2.3 Stages of Personality
  - 2.3(i) The Oral Stage
  - 2.3(ii) The Anal stage
  - 2.3(iii) The Phallic Stage
  - 2.3(iv) The Genital Stage
- 2.4 Erikson Stage
  - 2.4.1 Infancy
  - 2.4.2 Early Childhood
  - 2.4.3 Play age
  - 2.4.4 School Age
  - 2.4.5 Adolescence
  - 2.4.6 Early Adulthood
  - 2.4.7 Adulthood
  - 2.4.8 Maturehood
- 2.5 Chris Argyris Immaturity
- 2.6 Variables : Personality Traits, Attitudes, Perception, Abilities and Needs
- 2.7 Personality Traits

- 2.7.1 Agreeableness
- 2.7.2 Conscientiousness
- 2.7.3 Negative Emotionality
- 2.7.4 Extroversion
- 2.7.5 Openness
- 2.7.6 Locus of Control
- 2.7.7 Self Efficacy
- 2.7.8 Authoritarians
- 2.7.9 Machiavellianism
- 2.7.10 Self Esteem
- 2.7.11 Risk Propensity
- 2.7.12 Attitude
- 2.7.13 Perception
- 2.8 Summary
- 2.9 Key words
- 2.10 Self Assessment Questions
- 2.11 Suggested Reading

## **2.1 INTRODUCTION :**

There are two approaches to development of personality. One approach attempts to identify specific physiological and psychological stages that occur in the development of human personality. The second approach tends to identify the important determinants of personality.

The stage approach is theoretical whereas the determinants based approach is empirical in nature. Many psychologists have contributed to, the stage approach. The prominent psychologists include Freud, Erikson, Alfred Alder, Carl Jung, and Levinson.

## **2.2 FREUDIAN STAGES :**

Sigmund Freud propounded psychoanalytic theory of personality which is based on the notion that man is motivated more by unseen forces than by conscious and rational thought. Freud noted that his clients' behaviour could not always be consciously explained. This clinical finding led him to conclude that major motivating force in man is unconscious framework. This framework contains three aspects, though interrelated but often conflicting.

These are :

- (a) Id,
- (b) Ego and
- (c) Super ego.

Their brief description is as follows :

### **2.2(a) The Id :**

The id is the source of psychic energy and seeks immediate gratification for biological or instinctual needs. Freud believed that instincts could be classified under life-instincts and death-instincts. Life-instincts are hunger, thirst, and sex; the energy involved in these is the libido. The id would proceed unchecked to satisfy motives, particularly the sexual relations and pleasures, were it not for the channeling activity into acceptable ways by the ego. As an individual matures, he learns to control the id. But even then, it remains a driving force throughout life and an important source of thinking and behaving.

### **2.2(b) The Ego :**

The ego is the conscious and logical part of the human personality and is associated with the reality principle. While id represents the unconscious part, ego is conscious about the realities of the external environment. The ego keeps the id in Check through intellect and reason.

### **2.2(c) The Super Ego :**

The super ego represents societal and personal norms and serves as an ethical constraint on behaviour. It can best be described as the conscience. The super ego provides norms to ego to determine what is wrong or right. However, a person is not aware of the working of the super ego, and conscience is developed by absorption of cultural values and norms of the society.

Freud theorized that there are four universal stages of psycho-sexual development which are decisive in the formation of personality. These stages are – oral, anal, phallic and genital. The first three stages of development extend from birth to five years and are called pregenital stages since the genital zones of the body have not attained a dominant role in personality development.

## **2.3 STAGES OF PERSONALITY :**

### **2.3(i) The Oral Stage :**

It extends throughout the first year of life. The mouth is the body zone through which biological drives are sought to be satisfied, e.g., thumb sucking by an infant or biting when teeth erupt.

**2.3(ii) The Anal Stage :**

During the second and third years of life, the focus of libidinal energy shifts from 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. 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 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.

**2.3 (iii) The Phallic Stage :**

At about four years of age, focus on sexual gratification shifts to Mother erogenous body zone, the sex organs. During this stage children can be observed obtaining gratification by examining and fondling their genitalia, masturbating and expressing interest in matters of birth and sex.

Between the ages of six or seven and the onset of adolescence, there is 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 so on. It is a period of social development under which the child acquires knowledge and skills to get along with the world.

**2.3(iv) The Genital Stage :**

The genital stage occurs during 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.

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, and physical comfort-indeed all gratifications-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.

The psychoanalytic theory of Freud is based on a theoretical conception, rather than a measurable item for scientific verification. The theory does not give a total picture of behaviour emerging from the personality. That is why this theory is not very relevant from behavioural

science point of view. However, this theory gives an important insight into personality structure and the idea of unconscious motivation which can be used by behavioural scientists.

## **2.4 ERIKSON STAGES :**

Erikson criticised the heavy emphasis given by Freud on the sexual and biological factors in the developing personality. He felt that relatively more attention should be given to the social factors. Erikson identified eight stages of life that characterize the unending development of a person. He characterised each stage by a particular Conflict that needs to be resolved successfully before a person can move to the next stage. However, these eight stages are not totally separable, and the crises are never fully resolved.

Movement between stages is developmental as explained below:

### **2.4.1 Infancy :**

During the first year of life, a child resolves the basic crisis of trust vs. mistrust. An infant who is cared for in an affectionate way learns to trust other people and lack of love and affection results in mistrust. This stage makes a serious impact on a child that influences events for remaining life.

### **2.4.2 Early Childhood :**

In the second and third years of life, a child begins to assert independence. If the child is allowed to control these aspects of life that the child is capable of controlling, a sense of autonomy will develop. If the child encounters constant disapproval by elders a sense of self-doubt and shame is likely to develop.

### **2.4.3 Play Age :**

The four and five year old seeks to discover just how much he can do. If a child is encouraged to experiment and to achieve reasonable goals, he will develop a sense of initiative. If the child is blocked and made to feel incapable, he will develop a sense of 'guilt and lack of self-confidence'.

### **2.4.4 School Age :**

From ages 6 to 12, a child learns many new skills and develops social abilities. If a child experiences real progress at a rate compatible with his abilities, he or she will develop a sense of enterprise. The reverse situation results in a sense of inferiority.

### **2.4.5 Adolescence :**

The crisis of the teenage years is to gain a sense of identity rather than to become confused about who you are. While undergoing rapid biological changes, the teenager is also trying to establish himself or herself as socially separate from the parents. The autonomy,



initiative and enterprise developed in earlier stages are very important in helping the teenager to successfully resolve this crisis and prepare for adulthood.

#### **2.4.6 Early Adulthood :**

The young adult during the twenties faces the crisis of intimacy versus isolation. The sense of identity developed during the teenage years allows the young adult to begin developing deep and lasting relationships.

#### **2.4.7 Adulthood :**

During this stage, the adults face the crisis of generativity versus self-absorption. Self-absorbed persons never develop an ability to look beyond themselves. They become absorbed in career advancement and maintenance; and they never learn to have concern for future generations, the welfare of organisations to which they belong or the welfare of society as a whole. Generative people see the world as much bigger than themselves. Productivity at work and societal advancement become important to them. Through innovation and creativity, they begin to exert influence that benefits their organisations.

#### **2.4.8 Mature Adulthood :**

The person is developed as a highly mature person. He has gained a sense of wisdom and perspective that can really guide the younger generations.

### **2.5 CHRIS ARGYRIS' IMMATURITY-MATURITY THEORY :**

Chris Argyris argued that personality of an individual develops along a continuum from immaturity as an infant to maturity as an adult.

Chris Argyris further contended that :

- (i) The seven dimensions represent only one, aspect of the total personality. Much also depends upon individual's perception, self-concept and adaptation and adjustment.
- (ii) The seven dimensions continually change in degree from the infant to the adult end of the continuum.
- (iii) The model, being only a construct, cannot predict specific behaviour. However, it does provide a method of describing and measuring the growth of any individual in the culture.
- (iv) The seven dimensions are based upon latent characteristics of the personality which may be quite different from the observable behaviour.

The personality development of a man in organisation is towards the mature end of the continuum. This will warrant a formal organisation to ensure activity for passivity, independence for dependence, long for short perspective, super-ordinate to subordinate position and self-awareness and control to lack of awareness and perhaps external control.

Argyris felt that generally reverse happens with the result that the “mature organisational participant” becomes frustrated which results in conflict with the organisation. Thus, there is an incongruity between the goals of the individual and those of the organisation. But Argyris’ assumption that all organisational men are mature people does not always hold good in practice. Moreover, the mature people continue with the organisation in spite of all aberrations in their personality.

## **2.6 VARIABLES: PERSONALITY TRAITS, ATTITUDE, PERCEPTION, ABILITIES AND NEEDS :**

Some people are quite and passive, while others are loud and aggressive. Certain personality types are better adopted for certain job types. Why this is so? To know this, we will have to understand the concept of personality.

Goldon Allport defines the personality as “the dynamic organization within the individuals of those psychological system that determine his unique adjustments to his environment”.

Personality is a concept describing the growth and development of a person’s whole psychological system. For our purposes, we will consider personality as the sum total ways in which an individual reacts and interacts with others. This sum total behaviour of an individual is the result of certain personal variables.

These are :

1. Personality traits
2. Attitude
3. Perception
4. Abilities
5. Needs

## **2.7 PERSONALITY TRAITS :**

Psychologists have identified literally thousands of personality traits and dimensions that differentiate one person from another. But in recent years, researchers have identified five fundamental traits that are especially relevant to organizations.

### **2.7.1 Agreeableness :**

Agreeableness refers to a person’s ability to get along with others. It seems likely that highly agreeable people are better at developing good working relationships with co-workers,

subordinates, and higher-level managers, whereas less agreeable people are not likely to have particularly good working relationships.

### **2.7.2 Conscientiousness :**

Conscientiousness refers to the number of goals on which a person focuses. People who focus on relatively few goals at one time are likely to be organized, systematic, careful, thorough, responsible, and self-disciplined; they tend to focus on a small number of goals at one time. Research has found that more conscientious people tend to be higher performers than less conscientious people in a variety of different jobs.

### **2.7.3 Negative Emotionality :**

People with less negative emotionality are relatively poised, calm, resilient, and secure; people with more negative emotionality are more excitable, insecure. Reactive, and subject to extreme mood swings. People with less negative emotionality might be expected to better handle job stress, pressure, and tension.

### **2.7.4 Extroversion :**

Extroversion is the quality of being comfortable with relationships; the opposite extreme, introversion, is characterized by more social discomfort. Extroversion reflects a person's comfort level with relationships. Extroverts are sociable, talkative, assertive, and open to establishing new relationships. Introverts are much less sociable, talkative, and assertive, and more reluctant to begin new relationships.

Research suggests that extroverts tend to be higher overall job performers than introverts, and that they are more likely to be attracted to jobs based on personal relationships, such as sales and marketing positions.

### **2.7.5 Openness :**

Openness is the capacity to entertain new ideas and to change as a result of new information. People with high levels of openness are willing to listen to new ideas and to change their own ideas, beliefs, and attitudes in response to new information. People with high levels of openness may resist change.

Other Personality Traits at Work – Besides the “big five” characteristics, several other personality traits influence behaviour in organizations. Among the most important are locus of control, self-efficacy, authoritarianism, Machiavellianism, self-esteem, and risk propensity.

### **2.7.6 Locus of Control :**

Some people believe that they are masters of their own fate. Other people believe that what happens to them in their lives is due to luck or chance. A large amount of research comparing these two types has consistently shown that individuals who believe that their lives are being controlled by outside forces, are less satisfied with their jobs, have higher absenteeism

rates, are more alienated from the work setting, and are less involved on their jobs than the individuals who believe that they control their destinies.

### **2.7.7 Self-Efficacy :**

A person's self-efficacy is that person's beliefs about his or her capabilities to perform a task. People with high self-efficacy believe that they can perform well on a specific task, but people with low self-efficacy tend to doubt their ability to perform a specific task.

### **2.7.8 Authoritarianism :**

Authoritarianism is the belief that power and status differences are appropriate within hierarchical social systems such as organizations. For example- a person who is highly authoritarian may accept directives or orders from someone with more authority purely because the other person is "the boss."

On the other hand, a person who is not highly authoritarian, although he may still carry out reasonable directives from the boss, is more likely to question things, express disagreement with the boss, and even refuse to carry out orders if they are for some reason objectionable.

A highly authoritarian manager may be relatively autocratic and demanding, and highly authoritarian subordinates are more likely to accept this behaviour from their leader. On the other hand, a less authoritarian manager may allow subordinates a bigger role in making decisions, and less authoritarian subordinates respond positively to this behaviour.

### **2.7.9 Machiavellianism :**

People who possess the personality trait of machiavellianism behave to gain power and control the behaviour of others. Research suggests that degree of Machiavellianism varies from person to person. More Machiavellian individuals tend to be rational and nonemotional, may be willing to lie to attain their personal goals, put little emphasis on loyalty and friendship, and enjoy manipulating others' behaviour.

Less Machiavellian individuals are more emotional, less willing to lie to succeed, value loyalty and friendship highly, and get little personal pleasure from manipulating others. In jobs that require bargaining skills (such as labour negotiation) or where there are substantial rewards for winning (as in commissioned sales), high Machs will be productive.

### **2.7.10 Self-Esteem :**

A person's self-esteem is the extent to which that person believes he or she is a worthwhile and deserving individual. A person with high self-esteem is more likely to seek higher-status jobs, be more confident in his ability to achieve higher levels of performance, and derive greater intrinsic satisfaction from her accomplishments. In contrast, a person with less self-esteem may be more content to remain in a lower-level job, be less confident of his ability, and focus more on extrinsic rewards.

### **2.7.11 Risk Propensity :**

A person's risk propensity is the degree to which he or she is willing to take chances and make risky decisions. For example- a manager with a high risk propensity, might experiment with new ideas and gamble on new products. He might also lead the organization in new and different directions. This manager might be a catalyst for innovation, or on the other hand, might jeopardize the continued well-being of the organization if the risky decisions prove to be bad ones.

### **2.7.12 Attitude :**

People's attitudes also affect their behaviour in organizations. Attitudes are a person's beliefs and feelings about specific ideas, situations, or other people. When I say "I like my job," I am expressing my attitude about work.

In organizations, attitudes are important because they affect job behaviour. If workers believe, For example- that supervisors, auditors, bosses, and time and motion engineers are all in conspiracy to make the employee work harder for the same or less money, then it makes sense to try to understand how these attitudes were formed, their relationship to actual job behaviour, and how they can be made more favourable.

Attitudes are formed by a variety of forces, including our personal values, our experiences, and our personalities. For example- if we value honesty and integrity, we may form especially favourable attitudes toward a manager who we believe to be very honest and moral.

Similarly, if we have had negative and unpleasant experiences with a particular coworker, we may form an unfavourable attitude toward him. Any of the "big five" or individual personality traits may also influence our attitudes. Understanding the basic structure of an attitude helps us see how attitudes are formed and can be changed.

Typically, there are three primary attitudes that are of concern to us; job satisfaction, job involvement, and organizational commitment.

Job satisfaction refers to an individual's general attitude towards his or her job. A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job.

Job involvement measures the degree to which a person identifies with his or her job, actively participates in it, and considers his or her performance important to his or her self-worth.

The third job attitude we shall discuss is organizational commitment. This attitude expresses an individual's orientation towards the organization by tapping his or her loyalty to, identification with, and involvement in the organization. Individuals who are highly committed to the organization are likely to stay with their jobs and feel psychologically attached to them, regardless of whether they are satisfying or not.

Attitudes are not as stable as personality attributes. For example- new information may change attitudes. A manager may have a negative attitude about a new colleague because of his lack of job-related experience. After working with the new person for a while, however, the manager may come to realize that he is actually very talented and subsequently develop a more positive attitude.

### **2.7.13 Perception :**

It is another important element of workplace behaviour. People behave on the basis of what is perceived rather than what actually is. Each person has a point of view based on individualistic perceptions of the real world. This way, everybody having his distinct set of thought process perceives differently. If everyone perceived everything the same way, things would be a lot simpler (and a lot less exciting!).

As an illustration, think about how two people exposed to a person at the same time may form very different impressions. Hearing your new instructor tell lots of funny stories in class, For example- you and a classmate might reach opposite conclusions. You might find him friendly and approachable, whereas your classmate might think he's unprofessional.

How can this happen? After all, the instructor is the same person. The answer rests on the fact that our perceptions of other people depend in great part not only on them, but on what we bring to the situation ourselves-our own biases and past experiences.

The process of perception may be understood in context of its three elements – stimulus, sensory registration, and cognitive process resulting into interpretation.

Stimulus————- Sensory registration————- Interpretation

The first important factor is stimulus, or situation present. Perception begins when a person is confronted with a situation. During the registration phenomenon, the physiological (sensory and neural) mechanisms are affected – the physiological ability to hear and see would affect the perception.

Interpretation is the most significant and cognitive part of the perception. Although perception depends largely the senses for the raw data, the cognitive process may filter, modify, or completely changes the data.

For example- when a person see that his manager has entered into the factory with raised eyebrows and expressions of anger on his face. The stimulus is the need to guess the manager's mood, and the sensory registration would see the raised eyebrows and other face expressions of the manager.

Now, the interpretation as to why it could be so, or how it would affect the worker would depend upon the way his mind would process the situation. Suppose he is coming late from last 6 days, or he is not completing his target output, he may perceive that today he is going to get scolding from the manager.

Suppose a machine is giving troubles, he may perceive that manager is upset because of possible losses. Likewise one may have any perception that may or may not be the actual cause of manager's worry.

**Abilities**

Ability of a person is his competence to perform a particular job. This includes general ability and technical ability both. It may be capacity of reasoning, analytical skills, communication skills, and so on. Ability of a person has a direct correlation with his job behaviour. The best part is that ability can be developed by education, training and experience.

**2.8 SUMMARY :**

Need is not an independent variable. It depends on the individual's basic personality plus his environment, like his education, financial position, family status, position of his relatives and peer group, his ambitions, perceptions, etc. For instance, a person with a poor financial background would prioritize money before any other need.

Again, same person's needs keep changing over the period of time depending upon how he is positioned in the life. This can be better understood by studying the Maslow's need hierarchy model.

**2.9 KEY WORDS :****The Id :**

The id is the source of psychic energy and seeks immediate gratification for biological or instinctual needs.

**The Ego :**

The ego is the conscious and logical part of the human personality and is associated with the reality principle.

**The Super Ego :**

The super ego represents societal and personal norms and serves as an ethical constraint on behavior.

**Machiavellianism :**

People who possess the personality trait of Machiavellianism behave to gain power and control the behaviour of others.

**Perception :**

It is another important element of workplace behaviour. People behave on the basis of what is perceived rather than what actually is.

**Self-Esteem :**

A person's self-esteem is the extent to which that person believes he or she is a worthwhile and deserving individual.

**2.10 SELF ASSESSMENT QUESTIONS :**

1. Define Personality Discuss the Freudian Stages
2. Explain the stages of Personality
3. Describe the Erikson stages
4. Explain the Personality Traits

**2.11 SUGGESTED READINGS :**

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## **LESSON - 3**

# **PSYCHODYNAMIC AND SOCIAL COGNITIVE EXPLANATION**

### **OBJECTIVES OF THE LESSON :**

- ✓ To study the history of Psychodynamic Theory
- ✓ To Know the Goals of Psychodynamic Theory
- ✓ To Learn the Types of Psychodynamic Treatments
- ✓ To Understand the Criticism of Psychodynamic Theory
- ✓ To deliberate the of Social Cognitive Theory and applications of Social Cognitive Theory
- ✓ To study the Difference Between Psychodynamic and Cognitive Approach

### **STRUCTURE OF THE LESSON :**

- 3.1 Introduction
- 3.2 How psychodynamic theory differs from other types of therapy
- 3.3 A Brief History of Psychodynamic Theory
  - 3.3.1 Drive theory
  - 3.3.2 Ego psychology
  - 3.3.3 Self psychology
- 3.4 Assumptions of Psychodynamic Theory
- 3.5 Goals of Psychodynamic Theory
  - 3.5.1 Acknowledge their emotions
  - 3.5.2 Identify patterns
  - 3.5.3 Improve interpersonal relationships
  - 3.5.4 Recognize and address avoidance
- 3.6 Strengths and weaknesses of psychodynamic theory
- 3.7 How Does Psychodynamic Theory Apply to Social Work?
- 3.8 Types of psychodynamic treatments
  - 3.8.1 Transference
  - 3.8.2 Free association

### 3.8.3 Dream analysis

### 3.9 Criticism of Psychodynamic Theory

### 3.10 Concept of Social Cognitive Theory

### 3.11 Observation of Models

### 3.12 Applications of Social Cognitive Theory

### 3.13 Difference Between Psychodynamic and Cognitive Approach

### 3.14 Summary

### 3.15 Key words

### 3.16 Self Assessment Questions

### 3.17 Suggested Readings

## 3.1 INTRODUCTION :

Psychodynamic theory was originally . It has evolved significantly over the years, and many theorists have contributed to it. Freud believed human behavior could be explained by intrapsychic processes and interpersonal patterns outside of a person's conscious awareness and based on their childhood experiences. A general definition of psychodynamic theory is that forces outside of a person's awareness explain why they behave a certain way.

Instead, there are many related theories regarding human development and personality. These different theories have various treatment processes, some of which are used by social workers and other clinicians, like talk therapy, dream analysis, free association and transference.

## 3.2 HOW PSYCHODYNAMIC THEORY DIFFERS FROM OTHER TYPES OF THERAPY :

Many modern types of therapy emphasize mitigating or getting rid of the symptoms of a problem. For example, if a person struggles with anxiety, cognitive behavioral therapy helps a person address the symptoms of their anxiety. Psychodynamic theory, however, explores a person's deeply rooted drives, needs and desires. It's considered a more global approach to therapy than a modern, problem-based therapy. You also can look at it as a difference between focusing on a person's emotions versus their behavior.

## 3.3 A BRIEF HISTORY OF PSYCHODYNAMIC THEORY :

Many professionals have contributed to psychodynamic theory and its relationship to social work over the years. The theory has evolved significantly, and it is still part of modern social work.

### **3.3.1 Drive theory :**

Freud believed a person's behavior was the result of several drives including the sex (eros), self-preservation and destruction/aggression (death) drives. The id is the primitive and instinctual part of the mind that contains the foundation of these drives. It is the instinctive portion of a personality.

As a child develops, external forces from the world make it difficult to satisfy these drives. Eventually, the superego and ego impose internal hurdles and restraints. The superego is responsible for the morals of society as taught by a person's parents, operating as a moral conscience. The ego mediates between the id and the external world—it is responsible for decision-making.

When a person's drive-based desires might become conscious, it triggers a conflict between the drives and the superego or the ego. When a person fails to repress their desires, it creates anxiety and activates defense mechanisms.

### **3.3.2 Ego psychology :**

Theories on how a person's ego functions have evolved since Freud. He believed the ego developed from the id alone. But theorists later believed the ego did more than regulate a person's drives. Some theorists believed the ego developed autonomously—free of intrapsychic conflict. They believed people had another drive to explore and control the world around them. According to ego psychology, a person's environment and reality were also important to their development.

### **3.3.3 Object relations theory :**

Psychodynamic theory originally saw behavior as a function of drives. Later, theorists explained people's behavior based on object seeking. People were shaped by their relationships with significant others around them, like their parents and siblings. Under this theory, a person's struggles have to do with their focus on maintaining relationships with others while also differentiating themselves. As adults, people repeat object relationships they formed in childhood.

### **3.3.4 Self psychology :**

Under this theory, a person's perception of themselves is in relation to their boundaries or differences (or lack thereof) from others. Theorists believe narcissism has a healthy place in development and adulthood, though narcissism isn't to be confused with narcissistic personality disorder. A person with a lack of self-esteem or an undeveloped sense of self might experience mental health issues. A person with a healthy sense of self can self-regulate and soothe and is resilient. Some theorists believe a lack of a sense of self came from a lack of parental empathy during childhood.

### **3.4 ASSUMPTIONS OF PSYCHODYNAMIC THEORY :**

There are several key assumptions in psychodynamic theory :

1. All behavior has an underlying cause.
2. The causes of a person's behavior originate in their unconscious.
3. Different aspects of a person's unconscious struggle against each other.
4. An adult's behavior and feelings, including mental health issues, are rooted in childhood experiences.
5. Both innate, internal processes and the external environment contribute to adult personality.

### **3.5 GOALS OF PSYCHODYNAMIC THEORY :**

Psychodynamic therapy pushes for clients to :

#### **3.5.1 Acknowledge their emotions :**

Over time, clients can start to recognize patterns in their emotions and address them, which can lead to making better choices.

#### **3.5.2 Identify patterns :**

Clients can begin to see patterns in more than just their emotions, but also their behaviors and relationships. Or, if clients are aware of negative patterns in their life, therapy can help them understand why they make certain choices and give them the power to change.

#### **3.5.3 Improve interpersonal relationships :**

Modern psychodynamic theory helps clients understand their relationships, as well as patterns they exhibit with relationships.

#### **3.5.4 Recognize and address avoidance :**

Everyone has automatic ways of avoiding bad thoughts and feelings. Therapy can help clients recognize when they're acting in a way to avoid distress and how to move forward addressing their emotions with healthy coping mechanisms.

### **3.6 STRENGTHS AND WEAKNESSES OF PSYCHODYNAMIC THEORY :**

There are several strengths to psychodynamic theory. It recognizes that a person's childhood impacts their mental health as an adult. This idea is readily accepted in modern psychology and social work.

It recognizes that an adult is the product of both nature and nurture. People have internal drives that influence their behavior. Childhood experiences affect them, too.

Freud's psychodynamic theory also led to psychoanalysis, which used talking as a way to identify and treat mental health conditions. Conversation is a fundamental aspect of therapy today. When you think of a clinician asking a client, "How does that make you feel?" that's psychodynamic theory and psychoanalysis.

There are recognized weaknesses of psychodynamic theory. It doesn't account for a person's ability to think and control their behavior. Many theorists believe it doesn't consider free will enough.

It's considered unscientific because it's difficult to prove. The theories are largely unsubstantiated. But modern medical advances have provided supporting evidence for the benefits of psychodynamic therapy.

### **3.7 HOW DOES PSYCHODYNAMIC THEORY APPLY TO SOCIAL WORK ?**

Social workers can benefit from applying the fundamental assumptions of psychodynamic theory to their clients. Every client's behavior has a reason. It isn't random or happening in a vacuum. Their behavior also is likely partly or mostly in response to unconscious processes. The client might not realize why they behave a certain way.

Object relations theory and self-psychology moved psychodynamic theory from a one-person issue, focused on the unconscious issues of an individual, to two-person psychology, focused on relationships. This fits well with social work. Social workers often focus on a client's interpersonal relationships, including the client-worker relationship, to learn about the client's behavior and promote change.

Social workers often work with clients with multiple difficulties. Psychodynamic theory in social work provides a conceptual framework for understanding seemingly unrelated symptoms or patterns of behavior. The framework of theories offers social workers a way to address all of the client's issues.

Social workers hope to promote change and improvement in a client's life. By using psychodynamic therapy, they can help clients get to the root of their thoughts, emotions and behaviors. This provides a chance for self-discovery. A client has the opportunity to learn more about themselves, recognize harmful patterns of emotions or in relationships and alter their behavior.

### **3.8 TYPES OF PSYCHODYNAMIC TREATMENTS :**

There are many different treatments social workers can use as part of a psychodynamic approach to modern types of therapy. The psychotherapy will focus mostly on talking. Clinicians

let the client's direct the conversation, but other techniques can be complementary to talk therapy including :

### **3.8.1 Transference :**

A person redirects their feelings and expectations of one person onto another—usually unconsciously. Transference is common in therapy. The client applies emotions toward their clinician and acts toward them as if they were the other person. Transference can happen in a variety of relationships, and it doesn't necessarily demonstrate a mental health issue. When a social worker identifies and understands the client's transference, they can gain a better understanding of a part of the client's life and their condition.

### **3.8.2 Free association :**

A clinician might encourage a client to write down or speak all the thoughts that come to their mind. It might be an incoherent stream of words. It might be a random assortment of memories and emotions. The purpose of free association is to make connections between topics that might go unnoticed. This was originally developed by Freud, though it's not a common therapy technique today.

### **3.8.3 Dream analysis :**

Freud also developed the technique of analyzing dreams as a way of learning more about a person's unconscious. Modern psychodynamic clinicians use dream analysis as part of person-centered therapy, cognitive behavioral therapy, and Gestalt therapy (in Gestalt therapy, there's the belief that dreams are messages a person sends themselves.)

## **3.9 CRITICISM OF PSYCHODYNAMIC THEORY :**

Psychodynamic theory has been criticized as being too deterministic or victim-blaming to be used in . The original theories believed people had no control over their own behavior. There was a lack of personal agency.

Another as defined by Freud, is that it is sexist. Freud believed women were inferior to men. He also believed men had stronger superegos. Women's weaker superegos made them more prone to anxiety. It's important to remember that Freud predominantly treated and studied middle-aged women in Vienna.

In more recent decades, psychodynamic theory has been criticized as not only sexist but also not a sufficient theory or treatment for people of color and members of the LGBTQ+ community.

Psychodynamic theory originally didn't account for social issues like sexism, racism, poverty and homophobia. Some practitioners felt psychodynamic theory focused too much on psychotherapy treatment rather than addressing broader social concerns. In other words,

practitioners focused on finding the underlying, personal cause of a client's problems instead of addressing larger social systems that impact the client.

This is a particular concern for social workers who identify social justice as a core value of their profession. Modern social workers and practitioners consider the broader social structures that affect the client.

The key elements of psychodynamic theory are that all behaviors have an underlying cause, and that in order to understand and change behavior, one must first understand the subconscious causes of that behavior.

Psychodynamic theory is based on the assumption that all behaviors have an underlying cause. This cause is found in the subconscious, and it is the source of motivation for all behaviors.

The goals of psychodynamic theory are to help people recognize their feelings, patterns, and interpersonal relationships. By understanding these things, people can avoid negative behaviors and enhance their relationships with others.

There are three key elements of psychodynamic theory:

1. The subconscious mind is the source of all behavior.
2. Recognizing and understanding your feelings is essential to avoiding negative behaviors.
3. Enhancing your interpersonal relationships is essential to your overall wellbeing.

### **3.10 CONCEPT OF SOCIAL COGNITIVE THEORY :**

Social cognitive theory, used in psychology, education, and communication, posits that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. In other words, people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, that behavior may be modeled. Further, media provide models for a vast array of people in many different environmental settings.

Social cognitive theory is a learning theory based on the ideas that people learn by watching what others do and will not do, these processes are central to understanding personality. While social cognitivists agree that there is a fair amount of influence on development generated by learned behavior displayed in the environment in which one grows up, they believe that the individual person (and therefore cognition) is just as important in determining moral development.

People learn by observing others, with the environment, behavior, and cognition all as the chief factors in influencing development. These three factors are not static or independent elements; rather, they influence each other in a process of triadic reciprocal determinism. For example, each behavior witnessed can change a person's way of thinking (cognition). Similarly, the environment one is raised in may influence later behaviors, just as a father's mindset (also cognition) will determine the environment in which his children are raised.

It is important to note that learning can occur without a change in behavior. According to J.E. Ormrod's general principles of social learning, while a visible change in behavior is the most common proof of learning, it is not absolutely necessary. Social learning theorists say that because people can learn through observation alone, their learning may not necessarily be shown in their performance.

### **3.11 OBSERVATION OF MODELS :**

Social cognitive theory revolves around the process of knowledge acquisition or learning directly correlated to the observation of models. The models can be those of an interpersonal imitation or media sources. Effective modeling teaches general rules and strategies for dealing with different situations.

To illustrate that people learn from watching others, Albert Bandura and his colleagues constructed a series of experiments using a Bobo doll. In the first experiment, children were exposed to either an aggressive or non-aggressive model of either the same sex or opposite sex as the child.

There was also a control group. The aggressive models played with the Bobo doll in an aggressive manner, while the non-aggressive models played with other toys. They found that children who were exposed to the aggressive models performed more aggressive actions toward the Bobo doll afterward, and that boys were more likely to do so than girls.

Through this experiment, Bandura discovered that children who had watched the violent video subjected the dolls to more aggressive and violent behavior, while children not exposed to the video did not.

This experiment displays the social cognitive theory because it depicts how people reenact behaviors they see in the media. In this case, the children in this experiment reenacted the model of violence they directly learned from the video.

As a result of the observations the reinforcement explains that the observer does not expect actual rewards or punishments but anticipates similar outcomes to his/her imitated behaviors and allows for these effects to work. This portion of social cognitive theory relies heavily on outcome expectancies. These expectancies are heavily influenced by the environment that the observer grows up in; for example, the expected consequences for a DUI (Driving in



influence) in the United States of America are a fine, with possible jail time, whereas the same charge in another country might lead to the infliction of the death penalty.

In education, teachers play the role as model in a child's learning acquisition. Teachers model both material objectives and underlying curriculum of virtuous living. Teachers should also be dedicated to the building of high self-efficacy levels in their students by recognizing their accomplishments.

### **Identification, Self-Efficacy of Social Cognitive Theory :**

Albert Bandura also stressed that the easiest way to display moral development would be via the consideration of multiple factors, be they social, cognitive, or environmental. The relationship between the aforementioned three factors provides even more insight into the complex concept that is morality.

Further development in social cognitive theory posits that learning will most likely occur if there is a close identification between the observer and the model and if the observer also has a good deal of self-efficacy. Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action which operate on action through motivational, cognitive, and affective intervening processes.

Identification allows the observer to feel a one-to-one connection with the individual being imitated and will be more likely to achieve those imitations if the observer feels that they have the ability to follow through with the imitated action.

Self-efficacy has also been used to predict behavior in various health related situations such as weight loss, quitting smoking, and recovery from heart attack. In relation to exercise science, self-efficacy has produced some of the most consistent results revealing an increase in participation in exercise as self-efficacy increases.

### **Vicarious Learning : Central Idea of Social Cognitive Theory**

Vicarious learning, or the process of learning from other people's behavior, is a central idea of social cognitive theory and self-efficacy. This idea asserts, that individuals can witness observed behaviors of others and then reproduce the same actions. As a result of this, individuals refrain from making mistakes and can perform behaviors better if they see individuals complete them successfully.

Vicarious learning is a part of social modeling which is one of the four means to increase self-efficacy. Social modeling refers not just to observe behavior but also to receiving instruction and guidance of how to complete a behavior.

The other three methods include, mastery experience, improving physical and emotional states and verbal persuasion. Mastery experience is a process in which the therapist or interventionist facilitates the success of an individual by achieving simple incremental goals.

With the achievement of simple tasks, more complex objectives are introduced. The person essentially masters a behavior step by step. Improving physical and emotional states refers to ensuring a person is rested and relaxed prior to attempting a new behavior. The less relaxed, the less patient, the more likely the goal behavior will not be attained. Finally, verbal persuasion is providing encouragement for a person to complete a task or achieve a certain behavior.

### **3.12 APPLICATIONS OF SOCIAL COGNITIVE THEORY :**

**Social cognitive theory is applied today in many different areas :**

- a. Mass media,
- b. Public health
- c. Education
- d. Marketing etc.

#### **An Example:**

The use of celebrities to endorse and introduce any number of products to certain demographics: one way in which social cognitive theory encompasses all four of these domains, campaigns.

Aids which are issued in the favour of public like warning against drinking , smoking etc. are generally given by celebrities because of their charm in society, public enjoys following their footsteps.

### **3.13 DIFFERENCE BETWEEN PSYCHODYNAMIC AND COGNITIVE APPROACH :**

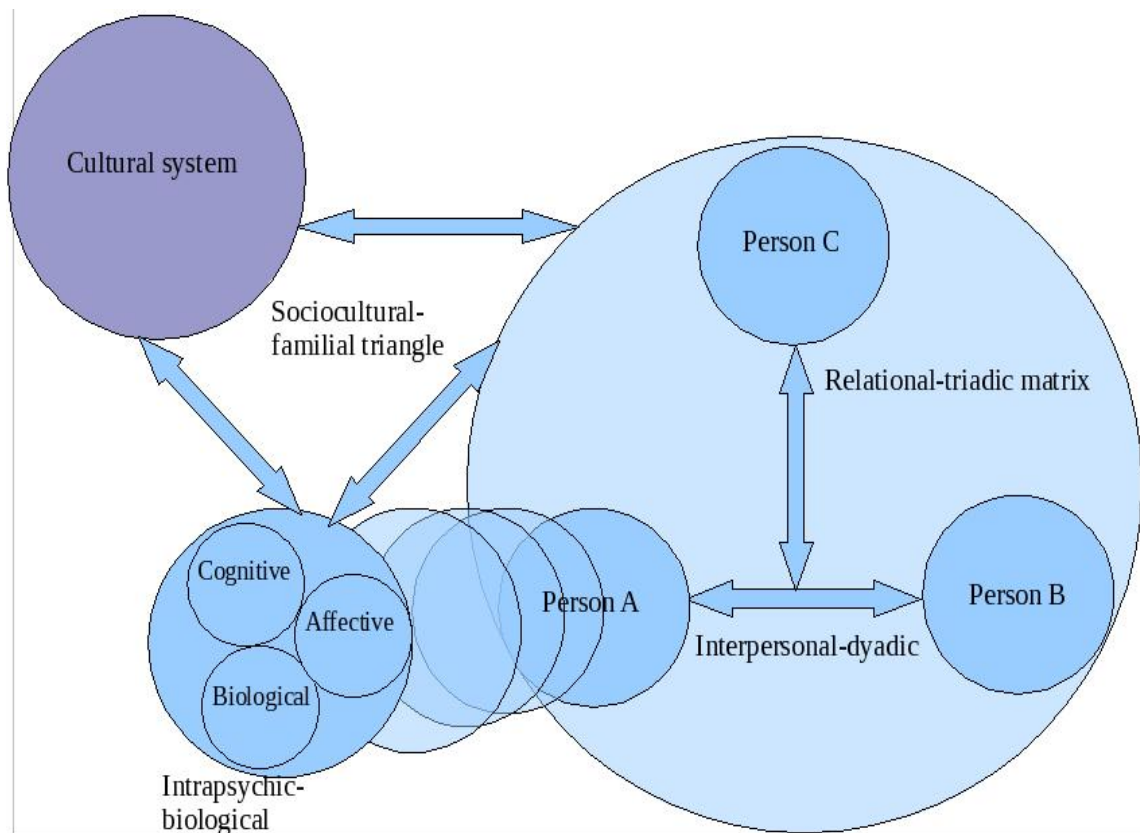
Both psychodynamic and cognitive approach seek to improve the theory or approach that came before them. They aim to better understand and employ more efficient techniques concerning behavior. Specifically, psychodynamic approach agrees with the tenets of the psychoanalytic theory like the impact of childhood experiences and the unconscious while cognitive approach came later; it focuses on mental processes such as memory, thinking, attention, perception, and awareness. The following discussions further delve into their differences.

*The following are some of the psychodynamic theorists/psychologists :*

#### **Carl Gustav Jung :**

Jung, the founder of “Analytical Psychology” as well as a Swiss psychiatrist and psychoanalyst, initially had a very close association with Freud. However, it was eventually impossible for Jung to follow Freud’s doctrine. He was a mature scholar before he met the founder of psychoanalysis; he then eventually developed an independent school of

thought. One of his concepts is the presence of the “collective unconscious”, a structure of the mind that extends across persons; it can be manifested through mythology, dreams, and cross-cultural data (Engler, 2016).



### Alfred Adler :

Adler's theory is called “Individual Psychology”; he was an Austrian psychotherapist and medical doctor. His views present an optimistic perspective of behavior. His concept of “social interest” espouses a sense of connection with all humankind (Feist, 2009). He also explained that people are motivated by inferiority feelings and that each human being should be considered as an individual whole.

### Karen Horney :

Horney was a German-born American psychoanalyst; she is known for her theories of neurosis and feminine psychology. She challenged the theory of “penis envy”; Freud proposed that very young girls feel envious and deprived upon the realization that they do not possess a penis. The feminine psychologist also suggested that men experience “womb envy”; that men are in fact feeling anxious that they do not have wombs which can nurture life. Moreover, Horney explained that neurosis is due to issues regarding interpersonal relationships.

## Psychodynamic vs Cognitive

Characteristics	Psychodynamic	Cognitive
<b>Definition</b>	The psychodynamic approach refers to the theories and therapeutic techniques developed by Sigmund Freud, the founder of psychoanalysis, and reinforced by his followers, the neo-Freudians. Psychodynamic theorists agree with the tenets of the psychoanalytic theory like the impact of childhood experiences and the unconscious.	The cognitive approach focuses on mental processes such as memory, thinking, attention, perception, and awareness. Cognitive psychology arose as a response to the emphasis of the behavioral approach on external behavior, due to the development of better experimental methods, and because of the comparison between how humans and computers process information.
<b>Basic Assumptions</b>	The core assumptions include the primacy of the unconscious, the influence of early experiences, and psychic causality (each behavior has a psychological cause).	The core assumptions include the mind works like a computer, mediational processes occur between stimulus and response (a mental event happens after input is received from the environment), and Psychology is a science.
<b>Psychologists</b>	They include Carl Jung, Alfred Adler, Karen Horney, Erik Erikson, and Melanie Klein.	They include Ulric Neisser, Jerome Bruner, and Jean Piaget.

**3.14 SUMMARY :**

Psychodynamic theorists agree with the tenets of the psychoanalytic theory like the impact of childhood experiences and the unconscious. Cognitive approach focuses on mental processes such as memory, thinking, attention, perception, and awareness. The psychodynamic psychologists include Carl Jung, Alfred Adler, Karen Horney, Erik Erikson, and Melanie Klein while those of cognitive approach include Ulric Neisser, Jerome Bruner, and Jean Piaget.

**3.15 KEY WORDS :****Drive theory :**

Freud believed a person's behavior was the result of several drives including the sex (eros), self-preservation and destruction/aggression (death) drives.

**Self psychology :**

Under this theory, a person's perception of themselves is in relation to their boundaries or differences (or lack thereof) from others.

**Social cognitive theory :**

Social cognitive theory, used in psychology, education, and communication, posits that portions of an individual's knowledge acquisition can be directly related to observing others

**Psychodynamic theory :**

Psychodynamic theory originally saw behavior as a function of drives. Later, theorists explained people's behavior based on object seeking

**Vicarious Learning :**

Vicarious learning, or the process of learning from other people's behavior, is a central idea of social cognitive theory and self-efficacy

**3.16 SELF ASSESSMENT QUESTIONS :**

1. Discuss the History of Psychodynamic Theory
2. Describes the Goals and Types of Psychodynamic Theory
3. Explain the Types of Psychodynamic Treatments
4. Examine the Difference Between Psychodynamic and Cognitive Approach

**3.17 SUGGESTED READINGS :**

1. Derlega, V. J., Winstead, B. A., & Jones, W. H. (2005) *Personality: Contemporary Theory and Research* (3rd Ed.). Belmont, CA: Cengage Learning/Wadsworth.
2. Allen, B. P. (2006) *Personality Theories: Development, Growth, and Diversity* (5th ed.). Needham Heights, MA: Allyn and Bacon.
3. Cloninger, S. C. (2019) *Theories of Personality: Understanding Persons* (7th ed.). New York: Pearson.
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***Dr. V. Naga Nirmala***

**LESSON - 4****BIG FIVE TRAITS OF PERSONALITY****OBJECTIVES OF THE LESSON :**

- ✓ To Learn the Trait theory
- ✓ To study the Psychoanalytic Theory
- ✓ To Examine the Personality Traits
- ✓ To Understand the Methods used for Measuring the Personality

**STRUCTURE OF THE LESSON :**

- 4.1 Introduction
- 4.2 Trait theory
- 4.3 Psychoanalytic Theory
  - 4.3.1 The ID
  - 4.3.2 The Ego
  - 4.3.3 The Super Ego
  - 4.3.4 Social Learning Theory
  - 4.3.5 The Humanistic Approach
- 4.4 Carl Rogers Self theory
- 4.5 Personality How to predict Personality Traits
  - 4.5.1 The Myers-Briggs Type Indicators
  - 4.5.2 Big Five Model
- 4.6 Big Personality Traits
  - 4.6.1 Extroversion
  - 4.6.2 Sociability
  - 4.6.3 Talkative
  - 4.6.4 Assertive
  - 4.6.5 Agreeableness
  - 4.6.6 Good Natured
  - 4.6.7 Co-operative
  - 4.6.8 Conscientiousness

- 4.6.9 Achievement Oriented
- 4.6.10 Openness to Experience
- 4.7 Methods Used for Measuring Personality
  - 4.7.1 Word Association Test
  - 4.7.2 Situation, Reaction Test
  - 4.7.3 Interview
  - 4.7.4 Transactional Analysis
- 4.8 Complex Transactions
  - 4.8.1 Game Analysis
  - 4.8.2 Script Analysis
  - 4.8.3 Life Position
- 4.9 Summary
- 4.10 Key words
- 4.11 Self Assessment Questions
- 4.12 Suggested Readings

#### **4.1 INTRODUCTION :**

There are several attributes suggested by psychologists as parameters to identify a personality. All the people have these needs and on the basis of degree of these needs an individual's personality can be identified.

#### **Influences on Psychogenic Needs :**

Each need is important of itself. But Murray believed that needs can be interrelated, can support other needs, and can conflict with other needs. For example, the need for dominance may conflict with the need for affiliation when overly controlling behaviour drives away friends, family, and romantic partners. Murray also believed that environmental factors play a role in how these psychogenesis needs are displayed in behaviour. Murray called these environmental forces, "presses."

Thus, type theory focuses on needs, health and physical features to identify personality.

#### **4.2 TRAIT THEORY :**

Another interesting approach to understand personality is the trait approach. A personality trait is understood as being an enduring attribute of a person that appears consistently in different situations. Each individual trait differs from the other individual in a unique way.



Psychologists working in the area of trait theory are concerned with two processes :

- (i) Determining the basic traits that provide a meaningful description of personality and
- (ii) Finding some way to measure them.

There are two ways of assessing personality traits – (a) the person describes himself by answering questions about his attitudes, feelings, and behaviours and (b) someone else evaluates the person's traits either from what he knows about – the individual/or from direct observations of behaviour. For this, personality inventory or a rating scale is generally used.

### **4.3 PSYCHOANALYTIC THEORY :**

Sigmund Freud developed the first comprehensive personality theory, called psychoanalytic theory.

Freud saw personality as being- composed of three elements — id, ego, and super ego.

#### **4.3.1 The Id :**

The word 'id' is the Latin word for 'it' and refers exclusively to the innate component of personality. The id is the mental agency containing everything inherited, present at birth, and fixed in the individual's constitution, especially instincts. The id, as the original personality system, expresses the primary principle of all human life — the immediate discharge of psychic scenery (libido) produced by animal drives.

Immediate tension reduction is called pleasure principle, and the id obeys it, manifesting itself in an impulsive and irrational manner, regardless of the consequences of its actions for others or its own self-preservation. Thus, "Id" is the primitive and unconscious part of the personality that contains instincts.

#### **4.3.2 The Ego :**

Mental images do not satisfy needs. A man who is starving cannot satisfy his hunger by eating pictures. Reality should be considered. The ego develops out of the id because of the necessity for dealing with the real world. The hungry man must have food if the tension of hungry is to be reduced. Therefore, "The Ego" is the "executive" of the personality that is partly conscious and that meditates between the impulses of the Id, the prohibitions of the super ego and dictates of the reality.

#### **4.3.3 The Super Ego :**

The super ego is the third part of the personality. It represents the internalized representation of the values and morals or society as taught to the child by and others. The super ego judges whether an action is right or wrong according to the standards of society. Superego is the moral arm of the personality that internalizes the standards and values of society and serves

as the person's conscience. These three elements, according to Freud, help an assessor to assess the personality.

#### **4.3.4 Social Learning Theory :**

Many activities of human behaviours either learnt or modified by learning.

There are two ways of learning. Learning through reinforcement of direct experience, and learning by observing others. An individual can learn by observing the actions of others and this is called social learning theory. An interesting story is given in Box to have a deep understanding of what is social learning theory.

An individual's action in a given situation depends upon the specific characteristics of a situation, the individual's understanding of the situation, and past behaviour in similar situations. The social learning theory focuses on behaviour patterns and cognitive activities like :

- (a) Competencies;
- (b) Developing cognitive Strategies;
- (c) Outcome expectations; and
- (d) Subjective value outcomes.

It also focuses on self-regulatory systems and plans, where the individual differences have self-imposed goals, rules guiding the individual's behaviour.

#### **4.3.5 The Humanistic Approach :**

The humanistic approach share a common emphasis on man's potential for self-direction and freedom of choice. They are concerned with the 'self and the individual's subjective experiences.

### **4.4 CARL ROGERS SELF THEORY :**

Carl Roger's approach to personality is described as phenomenological. Phenomenology is the study of the individual's subjective experience, feelings and private concepts as well as his views of the world and self. According to Roger, behaviour is dependent upon how one perceives the world. The theory emphasizes the self and its characteristics.

Thus in Rogers' personality theory, there are two concepts – self and self-actualization. The self consist of all the ideas, perceptions and values that characterized "I" or "me". It includes the awareness 'what I am'? Self-actualization is the basic motivating force presenting the inherent tendency of the organism to develop all its capabilities in ways which serve to maintain or enhance the individual.

## 4.5 PERSONALITY – HOW TO PREDICT PERSONALITY TRAITS ?

According to Luthans the way people affect others as per their personality traits. Personality traits include- height, weight, facial features, colour, dimension, etc. Personality traits are enduring characteristics like shyness, submissiveness, laziness, timidity, loyalty, dynamism, aggressiveness, creativity, etc., exhibited in a large number of situations.

Allport and Odbert identified 17,953 personality traits. It is highly difficult to predict the individual behaviour based on such a large number of traits. R.B. Cattell reduced this number to 171. He further reduced them to 16 personality factors, or primary traits (See Table 13.1). The 16 factors are found to be generally steady and constant sources of behaviour. They help in predicting individual behaviour in specific situations.

### 4.5.1 The Myers-Briggs Type Indicator :

This is a 100-question personality test asking the respondents how they usually feel or act in particular situations. This is one of the most widely used personality tests.

According to the answers given by individuals they are classified as :

- i. Extroverts or Introverts (E or I)
- ii. Sensitive or Intuitive (S or N)
- iii. Thinking or Feeling (T or F)
- iv. Perceiving or Judging (P or J)

These arrangements are classified into 16 personality traits (as shown in Table 13.1).

People with INTJ viz., introverted, intuitive, thinking and judging have original minds, and great drive for their own ideas and purposes. Their characters are sceptical, critical, independent, determined and often stubborn.

ESTJs are- organizers, realistic, logical, analytical, decisive and have a natural inclination towards business/mechanics.

ENTPs are conceptualisers, innovative, individualistic and versatile entrepreneurs, resourceful in solving challenging problems.

The persons who created successful companies (Apple Computer, Honda Motors, Microsoft, Sony, Federal Express, etc.) are intuitive thinkers (NTs).

### 4.5.2 Big Five Model :

Personality traits of an executive/supervisor influences the behaviour of the employees in an organisation. Personality traits like talkative, smiling, and exhibitiveness in facial expressions and assertiveness are highly appropriate for executives to inspire, motivate and lead the subordinates.

Similarly, traits like openness and frankness of the managers reduce dysfunctional activities and conflicts and enable the subordinates to concentrate on work related activities and increase productivity. Mr. Jayasankaran of Delta Airlines attracts and impresses his subordinates due to his impressive height. Mr. Vasanta Rao of L&T is highly sociable. His subordinates are impressed with the way he conducts the meetings and directs his juniors.

The major personality traits which influence the job behaviour and job performance are labeled as the 'Big-Five Personality Traits.' These traits have emerged from the Research Studies.

They are :

- I. Extroversion – Sociable, talkative and assertive.
- II. Agreeableness – Good natured, cooperative and trusting.
- III. Conscientiousness – Responsible, dependable, persistent and achievement-oriented.
- IV. Emotional Stability – Calm, self-confident, secure, tense, insecure and nervous.
- V. Openness to Experience – Imaginative and artistically sensitive.

#### **4.5.3 The Self-Concept :**

Almost all the people try to understand themselves by virtue of their qualities, characters, actions, reactions, responses, etc. This process in personality theory is called the self-concept. This process involves the interaction of the background, one's own psychology, values, social, economic, religious and other internal factors of oneself. The concepts of self-esteem and self-efficacy are concerned with self-concept.

Mr. Michael of Human Resources Department of Lipton perceived in 1992 that he has the skills and competence of solving issues of the proposed corporate merger with Brooke Bond. This perception is referred to as self-esteem.

People's self-esteem is concerned with their self-perceived competence and self-image. When Lipton merged with Brooke-Bond, Mr. Michael perceived that he could counsel and train the employees regarding the cultural diversity issues of the former Brooke Bond employees. This is called self-efficacy. Self-efficacy has to do with self-perceptions of how well a person can cope with situations as they arise.

Thus, self-esteem is concerned with the perceived competence while self-efficacy deals with the perceived performance based on the situation.

### **4.6 BIG FIVE PERSONALITY TRAITS :**

#### **4.6.1 Extroversion :**

People get the energy from their preference of extroversion or introversion. The people who prefer extroversion get the energy from their interactions with other people. The people who

prefer introversion get energy by spending time or doing the activities by themselves. Extroversion types people develop and maintain wide-range of social network while the introversion, type people narrow down their relationships to a few people.

According to Jung, even the introverts possess social skills, but prefer internal world of ideas, thoughts and concepts. In fact certain societies encourage and reward extroverts. Extroverts at workplace prefer variety and they don't mind the interruptions at workplace by people/co-workers.

They prefer relationships over quality and quantity of output. In contrast, the introverts prefer complete concentration and least disturbances at workplace by people/coworkers and telephone calls. They prefer quality and quantity of output over relationships. Introverts prefer to work in isolation and concentrate on performance.

Extroversion represents a person's interest in the external world. Person's interest in the external world can be exhibited through sociability, talkativeness/gregariousness and assertiveness. Thus, this dimension deals with relationships with others. Extroverts are assertive, sociable, talkative, gregarious people and introverts are reserved, timid and quiet.

#### **4.6.2 Sociability :**

Sociability is the ability of a person in maintaining interrelationship within a social group. Some executives possess the trait of maintaining social relations with their subordinates. They visit the subordinate's houses; enquire about the subordinates' health, financial, family, children's educational and marriage issues. They participate in various social functions organized by the subordinates.

The employees with high social skills create, nurture and develop social networks. Such employees never feel the social relations as disturbance even at the workplace. Sociability of executives and superiors tend to result in positive job behaviour and improved job performance of subordinates.

Mr. Ravi, Human Resources Manager of Nutrine Confectionary Ltd., has been highly sociable, visits the employees' families and monitors their welfare. During one summer when there was heavy demand for chocolates, employees refused to work beyond the scheduled hours despite his repeated requests.

Then Mr. Ravi arranged for a social get-together of the employees' family members and explained to them the demands of the company regarding overtime work. The convinced family members influenced the employees to concede to the demand of the HR Manager. Thus, the sociability trait of Mr. Ravi resulted in positive job behaviour and enhanced the production of the company.

#### **4.6.3 Talkative :**

People with talkative skills are with open-mind and speak their mind to others. They disseminate and share information with others without any hesitation. They also voice various issues, ventilate employee grievances and proact on various organizational and employee issues. Many executives, with their speaking skills attract and influence the subordinates regarding their job behaviour and performance. Mr. Mahajan of Grindwell Norton is a skilled speaker.

He is good at making presentations. He talks on various issues and attracts the employees and major customers. He makes enquiries with the employees regarding their family issues, welfare, etc. His subordinates are influenced by his abilities of voicing on various issues of the company, jobs, their personal issues, etc.

#### **4.6.4 Assertive :**

Assertiveness is confirming one's own ideas or actions confidently or defending oneself and/or others through positive arguments, declaring strongly or laying claims. Subordinates like the assertive character of their boss and mould their job behaviour and performance to his expectations. Mr. Rajiv of Mukand Industries never counts down on his employees though they commit mistakes.

In fact, he appreciates and defends them publicly. He calls them for discussions privately and makes them realize their mistakes. Similarly, he also defends himself through arguments, systematic analysis backed up with reasoning and cause-effect presentations. He attracts and influences his subordinates through his assertiveness.

#### **4.6.5 Agreeableness :**

Highly agreeable people are cooperative, warm and trusting, whereas less agreeable people are cold, disagreeable and antagonistic. Individuals with agreeable traits think from the view- point of their employees or clients, accept the proposals, needs or requests of the employees. Employees' job behaviour and job performance is influenced with such a trait. Individuals with such a trait are good natured, cooperative and trusting.

Mr. Uday of Kotak Mahindra enters into the shoes of his employees and customers and analyses the issues and problems from their point of view. Added to this, his positive attitude towards others makes him to exhibit his trait of accepting the proposals or requests or needs of his subordinates. His subordinates are influenced positively by his trait of agreeableness.

#### **4.6.6 Good Natured :**

Good nature includes respecting the employees' ideas, views, opinions, values and considering them in decision-making. Further, it includes involving the employees in decision-making, helping and guiding them in their work. Good nature of the superiors influences the job behaviour and performance of the subordinates positively.

Mr. Chowdary of Voltas respects the ideas, values and opinion of each of his subordinates. He encourages their participation in various activities and involvement in decision-making. They visit the workplace of his subordinates, offers suggestions, guide them and help them in their work. Employees in Voltas are influenced by the good nature and treatment given by Mr. Chowdary.

#### **4.6.7 Cooperative :**

Cooperative traits regarding attitude and practice of superiors of an organization help the company in moulding the job behaviour and increasing the job performance.

Mr. Singh of Max India works jointly with his colleagues and subordinates, though; he has an independent work and independent office. Further, he shares his resources, time and expertise for the efficient performance of his subordinates and colleagues. Singh's cooperation in attitude and practice influenced the job behaviour and performance of Max India to a greater extent through positive reciprocation of employees.

#### **Trusting :**

Trust is worthiness of being relied upon or confidence in the truth of anything. It is resting on the integrity. Executives with the trait of trusting provide autonomy to the people, enable them to realize their potentialities and rise to the expectations of their boss. Executives can concentrate on strategic and policy issues.

Mr. Premji of WIPRO entrusts the work, broadly fixes the targets and gives freedom to the employees to achieve the targets. He proudly says that his employees achieve targets beyond his expectations. His employees happily reciprocate that their boss trusts them, which changed their behaviour and enhanced their performance.

#### **4.6.8 Conscientiousness :**

Conscientiousness refers to governing or regulating the work activity by conscience. Conscientiousness is a measure of reliability. Persons with a high level of conscientiousness are reliable, organized, dependable and persistent; while persons with a low level are easily distracted, disorganised and unreliable. The conscientiousness trait of the executive changes the job behaviour and enhances the job performance of the subordinates. The conscientiousness trait includes responsibility, dependability, persistency and achievement-oriented.

#### **Responsible :**

Responsible trait is responding readily to discharge one's own obligations towards others and the organisation. The responsible trait of the individuals enables them to take up the work activities with or without delegation, and makes the superiors to concentrate on policy issues. This process improves the job performance of the employees and moulds the employee behaviour towards organisational requirements.

**Dependable :**

Subordinates commit themselves to organizational goals; take up the responsibility and carryout the organizational activities that contribute to the strategy even they are not assigned to them. Such subordinates are dependable. Employees with dependable traits maximize organizational performance. Thus, the dependable trait of the employees improves their job performance.

**Persistent :**

Persistent trait refers to the behaviour of rendering the services or doing the work continuously at a steady pace without any opposition. The persistent trait influences job behaviour and performance.

**4.6.9 Achievement-Oriented :**

Employees translate the objectives into achievable goals based on ground realities and conditions and achieve the goals to a large extent. The achievement oriented trait of employees improves their job performance and mould the job behaviour of others and shapes work culture.

**Emotional Stability :**

Some executives absorb the actions, reactions, views, feelings, attitudes, outcome of activities, etc., and maintain stability of their emotions. Consequently, they tend to be calm, self-confident and secure. People with negative scores tend to be nervous, anxious, depressed and insecure.

**4.6.10 Openness to Experience :**

Executives are expected to be open to new job experiences, learn, absorb and integrate them with their previous experiences and knowledge. This trait includes imaginative, artistically sensitive, intellectual, creative and curious people. Those with low level of openness are conventional and go along with the familiar.

**(a) Imaginative :**

All the business ventures come into existence only after they cross the stage of imaginative or projective. In fact all the business activities also cross this stage and as such, all the employees are expected to possess the imaginative trait. In fact, those who imagine much, achieve much.

**(b) Artistically Sensitive :**

Employees should be sensitive to all types of changes in the environment and imagination. Employees with this trait learn much from the environment and use such knowledge for the improvement of the job performance.



**(c) Intellectual :**

The intellectual trait enables the individuals to think and analyse rationally and understand systematically. This trait helps the employee to make efficient decisions and enhance the job behaviour.

**4.7 METHODS USED FOR MEASURING PERSONALITY :**

Personality is measured through tests. These personality tests are supposed to find out the traits possessed by an individual. These tests determine the personality factors mainly in three areas, viz. – (i) personal adjustments, (ii) attitudes, and (iii) interests. Research studies show that there is a positive relationship between the three different personality factors. The personality of an individual is attributed to the above factors.

1. Word association test (WAT)
2. Situation Reaction Test (SRT)
3. Interview
4. Transactional Analysis

**4.7.1 Word Association Test (WAT) :**

This test is intended to give an insight into the personality of an individual through his imagination. It works as guide to an individual's emotional attitude and behavioural pattern. It is observed that different persons react in different manners to the same stimulus.

For example, certain words bring different ideas and feelings in different persons. Thus, the same stimulus word is associated with different traits of personality of the individual tested.

The test is conducted by showing the words printed on cardboard strips to the participants for a period of 15 seconds and they are required to write their feelings in a sentence or in a phrase or even in a word. The individual is expected to write his reaction within the minimum possible time, since sixty to ninety words are shown in quick succession in this test.

The word shown to the individual acts as a stimulus and he writes the idea with which he associates the word. Thus, it is known as 'Word Association Test'. The psychologists interpret the feelings expressed by the individual and make their opinion, as to what type of personality the individual is?

One thing is to be understood that an odd sentence alone written by an individual in this test cannot give the idea about his personality. It is essential that several reactions of the individual in this test can help form an idea about the pattern of personality the individual possesses.

Now, let us examine the expression of word 'achieve' by two participants :

Participant-‘A’ – It is difficult to achieve the goal by everyone.’

Participant-‘B’ – It is possible to achieve the goal with diligence.’

In this, participant-‘A’- is not confident and also have a negative approach, whereas Participant-‘B’ is confident enough and have a positive approach.

#### **4.7.2 Situation Reaction Test (SRT) :**

A situation reaction test measures an individual’s responses to a situation confronted by him in everyday life, one come across various unforeseen situations and one has to tackle such situations. This is normally done with one’s past experience of similar situations. For this purpose, an individual must have qualities of alertness, adaptability, logical thinking and presence of mind to take proper decision and quick action.

The reactions of an individual’s personality are measured through Situation Reaction test.

#### **4.7.3 Interview :**

This is a popular method of judging the personality. This method is commonly made use of by the Service Selection Board (SSB) and Public Service Commission. The very fact that an interview can be successful in finding the personality of a candidate, if the interviewer is well-trained in interview techniques. He must be aware of what he is looking for in a candidate, while conducting the interview.

In an interview, the interviewer must carefully note the following points :

- i. The person to be interviewed is to be encouraged to speak freely and frankly.
- ii. The interviewer must observe the hesitation and reservedness of the candidate in the conversation.
- iii. What are the emotional responses of the individual.
- iv. The interviewer must listen patiently what the candidate says and accept it.
- v. The interviewer should make encouraging remarks to help the candidate speak more freely.
- vi. The observations of the interviewer will reveal a lot about the candidate.
- vii. If the method of interview is not scientific, the interviewer will be subjective and without any purpose whatsoever.
- viii. A successful interview depends on the intimate rapport, which the interviewer establishes with the interviewee.

While concluding the topic, we may form a concise idea of an individual's personality. An individual's traits, habits, ideas, values and interests are mainly a product of the environment, the family in which the individual was brought up, the social background and relation with other members of society, his experiences as a student, the type of fraternity (friends' circle) he has.

The mental make-up of the teachers, who taught him definitely influence his personality. Apart from the above, the community of which he is as member, socio-economic status, the entire cultural pattern, etc., have a definite bearing on the individual's life and personality.

#### **4.7.4 Transactional Analysis :**

This is a theory of a communication process that helps predict the future pattern of behaviour. This was introduced by Eric Berne. He, after a long experimentation, through clinical examination and process advocated the principle as a rational form of theory suitable for psychic patients.

However, the theory was not confined only to people suffering from psychological disorder. It has found its use for normal people also, who face relation problem in some sphere or the other. This theory has a similarity of Freud's concept of Id, ego and super-ego.

Berne emphasized that people possess three types of ego state like parent, adult and child. According to Berne, personality is a characteristic combination of three ego states in an individual. For example, the parent ego state is similar to that of a parent, the individual with adult ego has an objective approach to reality and the child ego accounts for the early period of life.

It is worthwhile to know what happens to an individual's behavioral pattern in response to the stages of personality. These stages start developing in an individual right from the early period of life itself. During this period itself, the brain starts recording internal and external events, which, as a matter of course, are carried forward by an individual.

Everyone in life has parents or parent substitutes. Due to experience with them an individual carries with him certain feelings and behavioural pattern of parents. This is the beginning of 'Parent ego state' which is reflected in an individual according to certain situations.

The genes play an important role in behavioural pattern of an individual. They do not die, but are passed on to the posterity (coming generations).

Every individual has or had parents or parents substitute in life with a fixed residual effect to carry from preceding years. This is occasionally activated in an individual under certain circumstances. This process is known as 'Parent ego state.'

Normally, every individual is capable of obtaining 'objective information' and processing it. He is also capable of behaving in a rational manner. This process depends on the type of individuals in various degrees. This is known as 'adult ego state'.

Every individual was a child in his early life with a fixed residual effect to carry from preceding years. This is occasionally activated in an individual under certain circumstances. This process is known as 'child ego state.' These three stages of "personality structure" is noticed in every individual index varying degrees.

Parent ego state has two forms, viz.- 'the direct' and 'the indirect' according to behaviour. In the direct parent ego state, an individual responds either like his father or mother in the past. In the indirect form, the individual responds the way they desired of him.

Adult ego state is very essential for a good way of life. It is the source by which we can rationally deal with the external world. It is ego state having the function to regulate activities of the parent and child ego within ourselves.

Same way, there are two types in which the child ego state comes up. The adaptive child ego state comprises of adaptation of parent or authority demands by way of compliance, consciousness and withdrawal etc. The natural child ego state is described by spontaneous action, whether it is exhibited either in a rebellious way or in creativity.

Transaction denotes the exchange of communication, verbal or non-verbal that occurs between individuals making some gestures to acknowledge the presence of the other. This is known as the transactional 'stimulus'. The other person will also make some corresponding gestures in response. This is called transactional 'response'. A transaction is complete when both transactional stimuli and transactional response have occurred.

Stroke :

Every individual likes to have recognition. A childhood experience is an example to consider. When a child is completely dependent on parents for its survival, the parents put into his mind this feeling of dependency for existence; that is called a 'stroke hunger.' A stroke may be of a positive or a negative nature.

The early days' personal experience of having approval and acceptance from other develops into a positive stroke hunger. On the other hand, the experience of disapproval and rejection later, develops into a negative stroke hunger.

There are mainly two types of strokes, the positive and the negative. The stroke that makes an individual feel all right (okay) is a positive stroke, i.e., a word of appreciation, expression of affectionate feeling from others, etc. The stroke that makes one feel dejected, not all right (not-okay) is a negative stroke, i.e., scolding, criticising, admonishing, etc. A stroke, in fact, can be conditional and/or unconditional, genuine or not genuine. Despite the nature of strokes, they are always expected through transactions.

In practical application, transactional analysis has two aspects :

1. Structural analysis (Analysis of personality, structure and transactional analysis).
2. Analysis of individual transaction (Analysis of games, life script analysis).

### **1. Structural Analysis :**

This mainly deals with the personality of an individual. Regarding parent, adult and child ego states. The values of parents and their behaviour are perceived and retained as the basic values of one's personality.

The present ego state has two main factors -

- (i) it enables the individual to be a successful parent, and
- (ii) it makes many automatic responses. The habit makes the adult ego state from making unimportant and trivial decisions. This provides more time for important matters. Adult ego state is the most essential for existence and survival, as it is said, "Survival of the fittest."

This is the means through which we act in rationality with the external environment. The main function of adult ego state is to control the activities of child and parent and also in mediating effectively between them. The child ego state is enriched with initiation, spontaneity, creativity and adequate energy for enjoyment.

The transactional theory provides the personality analysis of an individual's view of his internal aspects. This can be understood by the behaviour of the individual in any situation. From the variety of transactions, it is possible to identify three ego states, viz., the parent, adult and the child ego.

Which one of these is more prominent either in a particular relationship or in the entire social relationship of the individual in general needs to be analysed.

### **2. Analysis of Individual Transaction :**

In this type of analysis stimulus is given by one person and response by the other. When two individuals have three ego states, each ego state (parent, adult or child) produces stimulus and response. Simple transactions are of two kinds; complementary and crossed.

If a transaction happens to be complementary, it expects response from corresponding ego state. For example, when the transactional stimulus is one ego state and the transactional response is from the corresponding ego state, such a transaction is known as complementary one. When the transactional stimulus originated in one ego state and the response does not arise from a corresponding ego state, it is a cross transaction.

## 4.8 COMPLEX TRANSACTIONS :

Now, let us understand the notion of complex transactions. They are mainly of two types – (A) ‘DUPLEX’ and (B) ‘ANGULAR’. Transactional Stimulus and Response contain overt and covert level meanings, which is known as a duplex transaction. Overt and covert level meanings represent ‘social’ as well as ‘psychological’ meanings, respectively.

When transactional stimulus and response both having overt social level message at one end and psychological message at the other, it is known as Angular transaction.

The main difference in Angular transactions is that both the Social and Psychological level transactions come from the adult ego state of ‘X’.

### 4.8.1 Game Analysis :

Game analysis has become popular in the recent past. A game of continuous transactions that is carried on in a mechanical fashion. This has a well-defined ‘Pay-off’. A game initiated the message of social level along with a dormant message, which comes from other individuals at the psychological level.

When the response to the dormant message is received from the other end, the first person has a surprise that all that has happened was beyond his own awareness. This aspect has been explained by Berne through the example Why Don’t You-Yes But (YDYB) game.

Why Don’t You-Yes But was the first game to be devised by Eric Berne. This is a game most commonly played by groups of all strata of people in get together and other informal parties. (YDYB) can be played by any number of people. One person presents a problem and then others start getting into the talk. Why don’t you?

To each which the initiator (who is the person that has posed the problem) objects with a Yes, but “A clever player can sideline all others until everyone else gives up; thereby the INITIATOR becomes the winner”.

Following is an example of how the game is played (This example is of typical industrial employees in an informal get-together) :

Mr.-X – (In an informal get together). My boss always talks about the machine tool room to be set right of our department; but he never does anything.

Mr.-Y – Why does he not take any interest to involve himself to set it right?

Mr.-X – Yes, but he is always on leave, not getting time.

Mr.-Y – Then why don’t you people in the workshop get it done?

Mr.-X – Yes, but he does not like others’ ideas; he wants to put up a new idea in setting up.

Mr.-A – Then, why don’t you take the help of other departments to set it right?

Mr.-X – Yes, but other department personnel are busy due to ‘over-time shift duties.’

Mr.-B – Then why don’t you keep the tool room as it is? Let it go on like that.

Mr.-X – Yes, but the entire tool room is in a mess. You can’t get any tool from there on time.

This is followed by a gap till another person explains, that is how the bosses make their plans, however, they seldom carry them out. So in this game the clever player X has won.

In this game, the initiator’s transactions *prima facie* (at first sight) may seem to be a series of adult transactions for solving the problem, whereas beneath all these, there is a strong concern to reassure himself as a child, who is inadequate to meet the situation. At the same time, others transform transactions into ‘Parent’ wants to give him useful advice. The pay-off is the victory of initiator, when all others have tried their best to solve his problem, but failed.

#### **4.8.2 Script Analysis :**

Take an example of a 7-8 years old child. What will be his future? Life script is a continuous programme stretched out in the entire span of life of an individual.

A child has to pass through ups and downs of his career, till he reaches to achieve the benefit. In a life script, there are ‘Don’ts’ that present or destroy expression of impulses due to parents’ authoritative restrictions. Apart from the above, the child may have to respond to the restrictions in obedience to please the parents.

Parents, normally give injunctions also like, ‘you must not waste time.’ Try to be a good boy, etc. Added to this, a child, in an effort to please the parents, tries to substitute something in place of his real feelings. Such a method, which a child uses, is known as ‘Racket’ in psychology, not a fair means in any way.

In this, a child resorts to a method, when he is sure of pay-offs (rewards). Racket forms in a peculiar way, e.g., in sadness, to racket the sadness is a substitute feeling for anger. So a person decides to feel sad instead of angry. These feelings attract others for sympathy. This is the typical outcome of an individual’s feeling; if I am sad for a prolonged period someone will look after me.

Therefore, the feeling of anger is substituted by sad feelings. When we deal with script analysis, we may come across certain games and programmes. Games are the ‘strokes’ a child collects. In programme, the games are played. A child gets information from the programme for taking and avoiding the decisions. In a script analysis, injunctions, counter injunctions, rackets, games and programmes and decisions are the important elements.

#### **4.8.3 Life Positions :**

Life position means the strokes in individual receives during his early life. An individual, who acquires an unconditional positive stroke is likely to develop an attitude of ‘Positive

thinking' (okay) about himself and others too. At the same time, if he has not acquired any strokes or got the negative stroke, he is supposed to develop an attitude of 'Negative thinking' (not okay) about himself and others also.

The early childhood experience of an individual has a major role in determining the attitudes. As per the strokes, a child gets or misses the limited ability to understand the reality. The individual will acquire one or the other life position, as follows :

- i. I am okay, you are okay.
- ii. I am not okay, you are okay.
- iii. I am okay, you are not okay.
- iv. I am not okay, you are not okay.

#### **4.9 SUMMARY :**

Once a person acquires any of these life positions, it becomes a part of the personality and exists with him throughout life time, if not changed deliberately. Reversing the life position and correspondingly making a change in personality can be achieved through transactional analysis. This transactional analysis is necessary for implementation of organizational behavior and for effective management practices.

#### **4.10 KEY WORDS :**

##### **The Id :**

The word 'id' is the Latin word for 'it' and refers exclusively to the innate component of personality.

##### **The Ego :**

Mental images do not satisfy needs. A man who is starving cannot satisfy his hunger by eating pictures.

##### **The Super Ego :**

The super ego is the third part of the personality. It represents the internalized representation of the values and morals or society as taught to the child by and others.

##### **Extroversion :**

Extroversion represents a person's interest in the external world. Person's interest in the external world can be exhibited through sociability, talkativeness/gregariousness and assertiveness.



**Assertiveness :**

Assertiveness is confirming one's own ideas or actions confidently or defending oneself and/or others through positive arguments, declaring strongly or laying claims

**Carl Roger's approach :**

Carl Roger's approach to personality is described as phenomenological. Phenomenology is the study of the individual's subjective experience, feelings and private concepts as well as his views of the world and self.

**4.11 SELF ASSESSMENT QUESTIONS :**

1. Define the trait Theory ? Discusss the Id, The Ego, The Super Ego states?
2. Explain the Big Five Personality Traits?
3. Discuss Methods used for Measuring Personality?

**4.12 SUGGESTED READINGS :**

1. Ewen, R. B. (2009). An Introduction to Theories of Personality (7th ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
2. Engler, B. (2013). Personality Theories (9th ed.). Belmont, CA: Wadsworth, Cengage Learning.
3. Friedman, H. S., & Schustack, M. W. (2015) Personality: Classic Theories and Modern Research (6th ed.). Boston, MA: Pearson Education.
4. Feist, J., Feist, G. J., & Roberts, T-A. (2018). Theories of Personality (9th ed.). New York: McGraw-Hill.

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## **LESSON - 5**

# **ASSESSMENT OF PERSONALITY**

### **OBJECTIVES OF THE LESSON :**

- ✓ Define personality assessment;
- ✓ Explain the prominent features of personality assessment;
- ✓ Explain the aims of personality assessment;
- ✓ Explain the various methods used in the assessment of personality;
- ✓ Differentiate between different types of tools of personality assessment;
- ✓ Explain projective techniques in detail; and
- ✓ Explain objective techniques in detail.

### **STRUCTURE OF THE LESSON :**

- 5.1 Introduction
- 5.2 Needs and Aims of Assessment
- 5.3 Methods of Personality
  - 5.3.1 Interview
  - 5.3.2 Projective Techniques
  - 5.3.3 Association Techniques
    - 5.3.3.1 Ink Blot Techniques
    - 5.3.3.2 Construction Techniques
    - 5.3.3.3 Completion Techniques
    - 5.3.3.4 Expressive Techniques
    - 5.3.3.5 The Rorschach Inkblot Test
- 5.4 Behavioral Assessment
- 5.5 Personality Inventories
- 5.6 Summary
- 5.7 Keywords
- 5.8 Self Assessment Questions
- 5.9 Suggested Reading

## 5.1 INTRODUCTION :

Personality assessment refers to the estimation of one's personality make up, that is the person's characteristic behaviour patterns and salient and stable characteristics. As there are different theoretical accounts of personality, and the question is how do people find out what kind of personality they have? The methods of estimating or measuring or assessing personality vary according to the theory of personality used to develop those methods.

However, most of the psychological professionals doing personality assessment do not necessarily tie themselves to one theoretical view point only, rather they prefer to take an eclectic view of personality. The eclectic view is a way of choosing the parts of different theories that seem to best fit a particular situation, rather than using only one theory to explain a phenomenon. In fact, looking at behaviour from different perspectives can often bring insights into a person's behaviour that would not easily come from taking only one perspective (Ciccarelli and Meyer, 2006). Therefore, many of the professional Assessment of Personality doing personality assessment use different perspectives and also take on different techniques for its assessment. It is also important to note here that personality assessment may also differ with respect to the purposes for which it is done. For example, if the purpose is self understanding, the person may select different tests/inventories, if the purpose is to classify person's as per their personality traits a different set of tests may be useful. Finally, if the purpose is diagnostic (clinical psychologist, counselors etc.) an entirely different set of tests may be more useful.

There are several tests/inventories which are available for the assessment of personality. Broadly, these can be grasped into one of the three categories. These are the subjective, objective and projective methods. The subjective approach incorporates the assessment of one's personality taking his/her work into account e.g. what he or she had done throughout his/her life. It may also consider his/her autobiographical accounts and biographies etc. But there is a major limitation of it that there are possibilities that the person may exaggerate his/her strengths and may minimise the account of his/her limitations and therefore we may be devoid of the true picture of personality. In personality assessment the effort is to make the assessment free from bias of any sort both from the subject/participant (whose personality is to be assessed) and from that of the assessor. It presents that there are so many such test/inventories whereby we can assess personality of a person objectively and these are the important tools for the purpose. While some tests assess the surface characteristics, others uncover the underlying aspects of personality. Among the major procedures that are in use currently, the important ones are those based on content relevance, empirical criterion keying, factor analyses, and personality theory. Personality assessment may differ in the purposes for which they are conducted. Personality assessment is used in the diagnosis of personality disorders by clinical and counseling psychologists, psychiatrists; and other psychological professionals.

## 5.2 NEEDS AND AIMS OF ASSESSMENT :

Testing is becoming more and more important with each growing area of psychology.

Traditionally, tests were employed only to measure individual differences or intra individual reactions under different circumstances. The nature and extent of individual differences, their possessed psychological traits, differences among various groups etc. are becoming some of the major components demanding assessment as an aid of measurement. Personality testing is an essential pre-requisite for identifying the various constituents of personality. Testing in personality provides measures of emotional and motivational traits of personality.

### **5.3 METHODS OF PERSONALITY ASSESSMENT :**

Some of the important tests and techniques measuring personality include

- (i) Interviews
- (ii) Projective techniques
- (iii) Association techniques
- (iv) Expressive techniques

#### **5.3.1 Interviews :**

Interview is a method of personality assessment in which the interviewee has to answer the questions asked by the professional, in a structured or unstructured fashion. Some therapists note down the answers of the interviewee in a survey process. This type of interview is unstructured in manner and moves naturally.

#### **Limitations of Interviews :**

Interview by the psychologist demands the report of innermost feeling, concerns and urges on the part of client. This is something that can be known directly by the client/interviewee and thus, the problems encountered with self report data like survey are faced with interviewing also. Interviewees/Clients can misinform, lie, distort the actual facts or reality and hide the true information for social desirability. Also, biases can occur on the part of the interviewers as their personal belief system or prejudices may put obstacles in the interpretation of the information given by the interviewee.

Halo effect is the other problem with interviews. Halo effect is a tendency to form a favorable or unfavorable impression of someone at the first meeting and after that first impression all of the comments and behaviour of that person are interpreted in agreement with the impression. Those who make a good first impression due to clothing, physical appearance or some other characteristic seem to have a “halo” for everything they do in a positive light.

#### **5.3.2 Projective Techniques :**

These techniques are assumed to reveal those central aspects of personality that lie in the unconscious mind of an individual. Unconscious motivations, hidden desires, inner fears and complexes are presumed to be elicited by their unstructured nature that affects the client's

conscious behaviour. The assignment of a relatively unstructured task is a major distinguishing feature of projective techniques.

An unstructured task is one that permits an endless range of possible responses. The underlying hypothesis of projective techniques is that the way the test material or “structures” are perceived and interpreted by the individual, reflects the fundamental aspects of her or his psychological functioning. In other words, the test material serves as a sort of screen on which respondents “project” their characteristic thought processes, anxieties, conflicts and needs.

Clients are shown ambiguous visual stimuli by the psychologist and are asked to Assessment of Personality tell what they see in that stimuli. It is presumed that the client will project the unconscious concerns and fears onto the visual stimulus and thus the psychologist can interpret the responses and understand the psychodynamic underlying the problem of the client. Tests that utilize this method are called projective tests.

These tests, besides their function of exploring one’s personality, also serve as a diagnostic tool to uncover the hidden personality issues. The history of projective techniques began in the beginning of the 15th century when Leonardo da Vinci selected pupils on the basis of their attempt to find shapes and patterns in ambiguous form (Piotrowski, 1972). In 1879, a Word association test was constructed by Gallon. Similar tests were used in clinical settings by Carl Jung. Later, Frank (1939, 1948) introduced the term projective method to describe a range of tests which could be used to study personality with unstructured stimuli.

This way, the individual has enough opportunity to project his own personality attributes which in the course of normal interview or conversation the person would not reveal. More specifically, projective instruments also represent disguised testing procedures in the sense that the test takers are not aware of the psychological interpretation to be made of their responses.

Rather than measuring the traits separately the attention is focused on the composite picture. Finally, projective techniques are an effective tool to reveal the latent or hidden aspects of personality that remain embedded in the unconscious until uncovered. These techniques are based on the assumption that if the stimulus structure is weak in nature, it allows the individual to project his/her feelings, desires and needs that are further interpreted by the experts.

### **Classification of Projective Techniques :**

Various types of projective techniques have been classified into several categories by psychologists.

**i) Constructive :** It includes all those tests and situations where the construction of some specific task is to be done by the examinee. The subject needs to frame a structure upon the situation presented by the examiner, and be asked to draw a human figure allowing the person to freely express the examiner’s inclination.

**ii) Constitutive :** This category includes those tests which require the examinee to constitute structures upon some given unstructured materials, as for example, The Rorschach Ink Blot technique. In this test the examinee imposes own structure upon the unstructured ink blots (Zubin, Eros and Schumer, 1965) and the subject's responses are scored and interpreted.

**iii) Cathartic:** It includes those situations where the examinee can release his wishes, inner demands, conflicts etc. through some manipulative tasks.

**iv) Interpretative :** It includes those test situations where the examinee has to add a detailed meaning to the given situation. For example, the Thematic Apperception Test (TAT) and the Word Association Test.

**v) Refractive :** This category includes all those techniques through which the examinee gets the opportunity to depict his personality in the form of drawing, painting etc. Frank cited that graphology is the best example of this category.

### **5.3.3 Association Techniques :**

This category includes all those situations where responses are to be given by the examinee in the form of associations which he makes after seeing or listening to the stimulus material. E.g. The Word Association Test etc. In the Word Association test, the examinee is provided with a number of words in the form of a list and he is required to utter the very first word that comes to his mind on listening the stimulus word. The responses in accordance with the reaction time are used for the analysis of personality of the individual.

#### **5.3.3.1 Ink blot techniques :**

The Ink blot techniques consist of two popular techniques, that is, The Rorschach Test and The Holtzman Ink blot test. In these tests the examinee has to respond to an unstructured situation composed of some ink blots.

#### **5.3.3.2 Construction Techniques :**

All those situations are included here in which a story is constructed by the examinee on seeing the stimulus material within some given time limit. The themes and mode of responding are considered relevant in such tests. The Thematic Apperception Test (TAT), the Object Relations Test are some of the examples of construction techniques. Some other tests like Draw-A-Person test are also included in this category. In all these tests, the examinee constructs or produces simple/complex statements in a story form or draws some picture or person.

#### **5.3.3.3 Completion Techniques :**

These include the situations where some incomplete sentences are presented to the examinee and he can complete them in the form he desires. For example

I want .....,

I feel excited about.....

The subject has to fill up the blanks and the responses given by the examinee are recorded and analysed to get a picture of the individual's personality. For example, Rotter's Incomplete Sentences Blank. Some people consider it as a semi projective technique.

#### **5.3.3.4 Expressive Techniques :**

These include those tests where some manipulative tasks are used by the examinee to depict his or her personality. Some interaction with the given material is the theme of these techniques. Some of the common expressive techniques include role playing, finger painting, play, drawing etc. The characteristic feature of expressive techniques is that the examiner pays much attention to the manner in which the given materials are manipulated by the examinee.

#### **5.3.3.5 The Rorschach Inkblot Test :**

Rorschach inkblot test was developed in 1921 by Swiss psychiatrist Hermann Rorschach. It consists of 10 inkblots, five in black ink on a white background and five in colored inks on a white background. The Rorschach test is a measure of both the intellectual and non intellectual personality traits. While developing this technique, Rorschach experimented with a large number of ink blots which were administered to different psychiatric groups. On the basis of such clinical observations various psychiatric syndromes that differentiate response characteristics were taken up in the scoring system. In the test, the subjects are asked to simply state whatever each inkblot looks like to them. Responses are scored by the psychologists using predetermined categories, on key factors such as color and shape, movement, whether the whole or part blot has been seen, and whether the response is given in content to the whole or to peculiar details in the blot.

These blots are frequently used for personality description, diagnosis of mental disorders and for behaviour predictions (Watkins et al, 1995; Wiener, 1997). The whole procedure of The Rorschach Test is a combined set of three components, viz., performance proper, inquiry, and scoring. Let us deal with each of these one by one.

#### **Administration of Rorschach test :**

The administration of the Rorschach test can be put in two stages as given below.

#### **Performance proper :**

The examinee is asked to get seated and rapport is established with him. First plate is then handled to the client with the question "What do you think this could be?" During the process the examinee needs to be careful about the following things:

- 1) Reaction time which means the time gap between the card presentation and examinee's response. Exclamations and comments are excluded from scoring.
- 2) The position of the card is also taken account of while examinee is responding and are scored as v, ^, <, >. depending on the direction in which the card is turned.

- 3) The responses are recorded verbatim for the reason that the examiner can read it and analyse the same effectively.
- 4) The total time for which the card is kept by the subject is also recorded. The time lapsed between the presentation of the card and the first response the subject gives is called the reaction time.

On completion of the first plate, the second plate is given to the examinee and similarly all the 10 plates are presented in a sequential manner. The total number of responses is also termed as response productivity ratio and is coded as R. On a Rorschach protocol, for most adults the score varies from 15 to 30. Vague and uncertain response by the examinee is noted down to be clarified in the second stage of administration, that is, the inquiry stage.

**Inquiry :**

It is the second stage of administration of the Rorschach test. It is taken up after obtaining responses on all the ten cards during “performance proper”. The basic purpose of conducting inquiry is to collect all the necessary information for the accurate scoring of the responses. Here, a location sheet is presented before the examinee and he is asked to locate the part on the basis of which he has responded, Assessment of Personality so as to maintain a permanent record of the area of the blot used by the subject in responding. The questions framed for the inquiry stage are based on the examiner’s skill and expertise.

**Scoring of Rorschach test :**

The major differences among the various scoring systems of the Rorschach test flourished in 1930s to the 1960s. There is also the focus of concern for Rorschach interpretation based either on the content of the responses or on their formal characteristics, such as location, determinants, form quality, and the various quantitative summaries derived from the responses, that is, the content. Scoring of location is important. Location refers to that part of the plot with which each response of the subject is associated. For example, whether the whole blot or a common detail or a usual detail has been used by the respondent and are scored as W, D ,d, Dd etc. The determinants of the response include form, color shading and “movement” and are coded as F,C,S,M etc. The respondent’s perception of the blot as a moving object is scored in context of “movement”. The various types of movement include human movement, animal movement etc. The form quality of responses may depict the precision with which the response match the location used, to their originality.

The treatment of content also varies from one Rorschach system to another except some major regularly employed categories. Some of the main categories are human figures, human details, animal details etc. and are coded as H, A , Hd, Ad etc. Some other broad scoring categories may include art objects, plants, maps, landscapes, clothing etc. For each of the 10 cards, certain specific responses are scored as popular because of their common occurrence and thus, constitute the popularity score.



Qualitative interpretations of the Rorschach scores include the association of “whole” responses with conceptual thinking. The colour responses given by the subject are indicative of the subject’s emotionality and fantasy life. The entire response for all the 10 cards including the enquiry are integrated together to interpret the psychodynamics underlying the problem and also decide upon the diagnostic issues.

However, after a prolonged use of the Rorschach test as a psychometric instrument, some of the researchers found a number of difficulties inherent in the method itself, such as the variability in the total number of responses, examiner effects and interdependence of scores etc. The five major Rorschach systems in use developed in the United States show vast differences which were documented by John E. Exner, Jr. (1969). He, with his extensive investigations of clinical use of the Rorschach Test came up with a single, distilled system encompassing all the useful features being possessed by the method. Questions are also asked about the reliability and validity of the assessment done through the Rorschach Test.

In this context, it is pertinent to mention here that the Rorschach Ink blot test was never developed as a psychometric tool, rather, it was developed as an instrument to aid in the clinical diagnosis. To briefly state about this test, it can be concluded that more research still needs to be conducted to invent a standard method of administration and scoring of the Rorschach. Test.

### **The Holtzman Inkblot Test :**

Holtzman et. Al. (1961) developed an inkblot test known as the Holtzman Ink blot Test (HIT). This test was developed by Holtzman in order to remove the inherent technical difficulties of the Rorschach like unlimited number of responses, poor scorer reliability etc. There are two parallel forms (A and B) having 45 cards, both colored and achromatic and markedly asymmetric. One response per card is taken by the respondent. Each response is followed by a twofold simple question : where was the percept represented in the blot and what the percept suggests about the blot ? All the responses are then classified under 22 response variables.

It has been found by many researchers that Holtzman test appears to be better standardised than the Rorschach test. Also the scorer reliability of the HIT is highly satisfactory. Validity data on HIT have also yielded satisfactory results. It has also overcome the problem of productivity ratio by specifying the number of responses.

Recently, Holtzman (1988) has also developed a variant of HIT called HIT 25. Consisting of 25 cards. It has been found to be successful in diagnosing schizophrenia.

### **The TAT :**

This test was developed by Henry Murray and his colleagues (Morgan and Murray, 1935). The Thematic Apperception Test (TAT) consists of 20 pictures which are all black and white. The people depicted in the picture are deliberately drawn in ambiguous situations. After showing the picture, a story is to be told by the client about the person or people in the picture. They have to say what is happening in the picture, what has caused the event and what could have taken

place in the past and what would happen in the future. The story narrated by the client is interpreted by the psychologist, who tries to look for revealing statements and projection of the client's hidden emotions onto the characters in the pictures. In the original interpretation method of TAT scores, the examiner first determines who is the "hero", the character of either sex with whom the respondent presumably identifies himself or herself. The content of the stories is then analysed in reference to Murray's list of "needs" and "press". Achievement, affiliation and aggression are the examples of needs whereas "press" refers to environmental forces that may facilitate or interfere with need satisfaction.

However, TAT has been used extensively in the research of personality but the high variations in administration and scoring procedures associated with TAT has made it quite difficult to investigate the psychometric properties of the TAT. Nevertheless, the value of Thematic Apperception Techniques has been confirmed and also the clinical utility of various versions of the TAT both for traditional and specific applications have been established.

### **The Sentence Completion Tests :**

Other than these two well-known projective tests, there are some other types of projective tests which include Sentence Completion test, Draw-A-Person test, and House-Tree-Person Test. In the sentence completion test, verbal material is Assessment of Personality used. Various incomplete sentences are given to the subject to complete them. Some of the incomplete sentences are like example given below :

I feel very .....,

I wish my mother....

The subject is asked to complete the sentence the way he/she desires. In the Draw-A-Person and House-Tree-Person, the client is supposed to draw the named items on a white sheet.

### **Limitations of the Projective Tests :**

Projective tests are basically subjective in nature and the interpretation of the answers of clients needs deep analytic and artistic traits. Reliability and validity related problems always exist in projective tests. There are no standard grading scales for projective tests. Person's varying mood may decide the person's answer which may vary considerably from one day to another.

Some situational variables like the examiner's physical characteristics are likely to influence the responses on projective techniques. It has also been seen that the changed instructions on the part of examiner also influence the examinee's scores on projective techniques to a great extent.

Finally, in the words of Eysenck (1959), projective techniques can be summarized as those in which the relationship between projective indicators and personality traits have not been demonstrated by any empirical evidences. A number of evidences show that most studies of

projective techniques are guided by methodological flaws and are ill designed. Projective techniques are not guided by any consistent, meaningful and testable theories.

There is no evidence showing a relationship between global interpretation of projective techniques by experts and psychiatrists. Generally, projective techniques have poor predictive ability regarding failure or success in various walks of life

#### **5.4 BEHAVIORAL ASSESSMENT :**

Behaviorists assume that personality is a composite set of learned responses to stimuli in the environment, they undertake to watch such behaviour as a preferred method to study. One of the methods is direct observation, that requires the psychologist to observe the client while engaged in ordinary, daily-routine behaviour, at home, school, workplace or any other natural setting.

Among other methods often used by behavioural therapists are rating scales and frequency counts. In a rating scale, either the psychologist or the client assigns a numeric rating or some specific behaviour. On the other hand, in a frequency count, the frequency of certain behaviours in a specified time limit is counted.

Both rating scales and frequency counts are being used by educators in the diagnosis of various behavioural problems like attention deficit disorder etc.

#### **Limitations of Behavioural Assessment**

Observer bias is the major limitation of behavioural assessments. In observational method, there is no control over the external environment and this may lead to interpret the events in fruitless direction.

#### **5.5 PERSONALITY INVENTORIES :**

Personality inventory is a printed form that consists of a set of statements or questions applying to human behaviour. The list of questions is a standard one and requires specific answers such as “yes”, “no” and “cannot decide”. As the questions demand close-ended answers, these assessments are quite objective in nature.

Cattell's 16PF is one such personality inventory. NEO-PI by Costa and McCrae(2000) has been revised, which is based on the five factor model of personality traits. Myers-Briggs Type Indicator (MBTI) is another commonly used inventory. Introversion, Extraversion (I/E) is a classic dimension that began with Jung and represented in nearly every personality theory, including the Big Five. The sensing / intuition (S/I), thinking / feeling T/P), Introversion / Extroversion (I/E)and Perceiving/Judging (P/J) are the four dimensions that can differ for each individual resulting in ISTJ, ISTP, ISFP, ISFJ personality types possibly (Briggs and Myers, 1998). For example, an ESTJ is an organiser, practical in nature and energetic in activity, an ESTJ is also a good school administrator.

Eysenck Personality Questionnaire (Eysenck & Eysenck, 1993), the California Psychological Inventory (Gough, 1995) and the Sixteen Personality Factor Questionnaire (Cattell, 1994) are some other common personality tests.

### **The MMPI-2 :**

Minnesota Multiphasic Personality Inventory, Version-II or MMPI-2 is the most common personality inventory. It tests specifically, the abnormality inventory. It tests specifically, the abnormal behavior patterns in personality MMPI-2 consists of 567 statements such as “I believe I am being plotted against”. The answers to the statements must be in “true”, “false”, or “cannot say”. It has 10 clinical scales and eight validity scales besides various subscales. Each scale tests a particular kind of behaviour. Ranging from mild to more serious disorders such as schizophrenia and depression are assessed using this inventory. Validity scales ascertain that whether the person taking the inventory is responding honestly or not. For example, if one of the statements is “I am contended with whatever I have” and a person responds “true” to that statement, gets into suspicion that the person is lying. If several of validity scale questions are answered in this manner, it clearly depicts that the person is not being honest.

### **Limitations of Personality Inventories :**

Personality inventories have certain advantages over projective tests and interviews in the sense that inventories are standardised. Also, observer bias and interpretation bias are not possible due to their objective frame. Inventories are also superior to projective tests in terms of validity and reliability (Anastasi &Orbina, 1997)

However, there are some problems with inventories too. Even though, good at validity end, some people still fake their answers and respond in socially acceptable ways. Also, some people follow a regular course of answering the statements without actually considering them, there as others may pick statements to answer at random rather than answering each and every statement.

Though, the tasks of personality assessment and measurement is a skilled and sophisticated one, today predictions of behaviour are based on measurement of personality

## **5.6 SUMMARY :**

All types of personality tests available possess certain difficulties which are both of theoretical and practical in nature. Every approach comes up with certain advantages and disadvantages. However, personality measurement research has gained enough importance. Still various devices are in the process of improvement.

Some upcoming trends in personality testing include increasing evidence of Assessment of Personality mutual influence between emotional and cognitive traits. Second, development of a comprehensive model relating to human activity subsuming all sorts of basic research on both emotional and cognitive traits.

**5.7 KEY WORDS :****Method :**

Procedures of gathering information in any field of study.

**Interview :**

A method of personality assessment in which the interviewer asks questions to the clients and the client is allowed to answer either in a structured or an unstructured fashion.

**Halo effect :**

Tendency of an interviewer to allow positive characteristics of a client to influence the assessments of client behaviour and statements.

**Projective tests :**

Assessment of personality that presents ambiguous visual stimuli to the client and asks the client to respond with whatever comes to his mind.

**Rorschach ink blot test :**

Projective test that uses 10 ink blots as the ambiguous stimuli.

**Thematic Apperception test :**

Projective test that uses 20 pictures of persons in ambiguous situations as the visual stimuli.

**Personality Inventory :**

Paper and pencil tests that consist of statements requiring a specific and standardized response from the person taking the test.

**5.8 SELF ASSESSMENT QUESTIONS :**

- 1) What are the advantages and limitations of using interviews as a tool of personality assessment?
- 2) How can projective tests be used to explore personality?
- 3) What are the problems encountered in using projective tests?
- 4) How can behavioural assessments be used in personality testing?
- 5) What are the different kinds of personality inventories used in personality assessment?
- 6) How can further research in personality testing prove useful in enriching the existing personality assessment procedures?

**5.9 SUGGESTED READINGS :**

1. Carver, C. S., & Scheier, M. F. (2017). Perspectives on Personality (8th ed.). New York: Pearson Education.
2. Burger, J. M. (2019). Personality (10th ed.). Boston, MA: Cengage Learning.
3. Cervone, D., & Pervin, L. A. (2019). Personality: Theory and Research (14th ed.). Hoboken, NJ: John Wiley & Sons.
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## **LESSON - 6**

# **PROJECTIVE AND SELF REPORT TECHNIQUES**

### **OBJECTIVES OF THE LESSON :**

- ✓ To Define and describe Self-Report Personality Tests (Inventory);
- ✓ To Explain the Strengths and weaknesses of self-report tests;
- ✓ To Analyse factors to overcome the weaknesses in self-report tests;
- ✓ To Elucidate important kinds of self-report tests;
- ✓ To Define and describe Projective Techniques;
- ✓ To Explain the strengths and weaknesses of projective techniques; and
- ✓ To Define and describe behavioural Assessments

### **STRUCTURE OF THE LESSON :**

- 6.1 Introduction
- 6.2 Single Trait Theory
- 6.3 Multi Dimensional Test
- 6.4 Strength and Weakness of Self-report Tests
- 6.5 Faking in Personality Inventories
- 6.6 Measures to Avoid faking
- 6.7 Methods to overcome weakness in self report tests
  - 6.7.1 Establishment of Rapport
  - 6.7.2 Use of Forced Choice Technique
  - 6.7.3 Concealing the main of the test
  - 6.7.4 Use of Verification and Correction Keys
- 6.8 Some Important Personality Inventories
  - 6.8.1 The Sixteen Personality Factor questionnaire
  - 6.8.2 Neuroticism/Extraversion\Openness Personality Inventory
  - 6.8.3 Minnesota Techniques
  - 6.8.4 Projective Techniques
  - 6.8.5 Classification of Projective Techniques
    - 6.8.5.1 Association Techniques

6.8.5.2 Construction Techniques

6.8.5.3 Expressive Techniques

6.8.5.4 Choice Techniques

6.9 Strength and Weakness

6.10 Behavioral Assessment

6.11 Observation Techniques

6.12 Naturalistic Observation

6.13 Situational Tests

6.14 Limitations

6.15 Weaknesses in the Behavioral Assessment

6.16 Summary

6.17 Key words

6.18 Self assessment Questions

6.19 Suggested Readings

## 6.1 INTRODUCTION :

Self-report inventories, also known as personality inventories are self rating questionnaires, where the individual describes own feelings, environment, and reactions of others towards self. In other words, on the self-report inventories a person reports about one's own self in the light of the questions (or items) given therein.. Hence, the method is known as a self-report inventory.

Self-report inventories are classified into five types, as given below :

- 1) Inventories that attempt to measure social and certain other specifies traits such as self confidence, dominance, extroversion, etc.
- 2) Inventories that attempt to evaluate the adjustment of the person to different aspects of the environment such as school, home, health.
- 3) Inventories that attempt to evaluate pathological traits.
- 4) Inventories that attempt to screen individuals into two or three groups.
- 5) Inventories that attempt to measure attitudes, interests, and values of persons.

Let us deal with the above five self report inventories one by one.

1) These are tests or inventories which attempt to measure social and other specific traits including self confidence, dominance, extraversion etc. Examples of such an inventory are that



of Bernreuter Personality Inventory, Eysenck Personality Questionnaire, Differential Personality Scale etc.

2) These are inventories that try to evaluate the level of adjustment of a person to different aspects of one's life. For instance some of the adjustments that are studied here include adjustment to self, health, home and school. Example for such an inventory is Bells Adjustment Inventory)

3) These are Inventories that attempt to evaluate the pathological traits in an individual. Some of these try to evaluate a large number of traits of pathological nature, while some confine to a few pathological traits. For instance the MMPI (The Minnesota Multiphasic Personality Inventory) tries to get at a very large number of pathological traits in addition to some normal traits. The 16 PF inventory attempts to evaluate 16 personality traits including 4 pathological traits. These pathological traits may include hysteria, paranoia, hypomania, depression, schizophrenia, etc.

4) These are inventories which attempt to screen individuals into two or three groups. The Cornell Index is the best example of such an inventory. The Cornell Index screens the persons into two groups – those having psychosomatic difficulties like asthma, peptic ulcer, migraine, etc., and those not having them that is, those who are normal.

5) These are Inventories that attempt to measure attitudes, interests, and values of persons. E.g., In regard to attitude we can give the example of Bogardus Social distance scale; in regard to interest inventory we can give the example of Strong Vocational Interest Blank, and in regard to values, we can give the example of Allport-Vernon Study of Values Scale. This classification is based upon the purpose and the nature of item content. All the above self-report inventories are based upon same principle, which states that behaviour is nothing but the manifestation of trait and one can find out the presence or absence of a trait by means of assessing the behaviour. Self-report inventories are more widely used than any form of personality assessment. These are paper-and-pencil test that ask people to respond to questions concerning their traits, values, attitudes, motives, feelings, interests, abilities.

The term “self-report” refers to any information the person reveals directly about himself / herself by responding to specific questions or items with a limited number of prescribed choices (e.g. “Yes”, “No”, “Always”, “Don't know”).

General feature of self-report test is standardisation of response alternatives. That is, people taking the tests have to select either true or false, agree or disagree, an alternative that varies from 1 (very characteristic of me) to 6, and so on. In this manner, objectivity is achieved by restricting the degree of freedom people have in responding to test items. Similarly standardisation of scoring procedures minimises the risk of personal bias of the persons scoring the tests. Self-report inventories differ in regard to the number of personality dimensions they measure at one time.

## 6.2 SINGLE-TRAITS TESTS :

These are developed and used by researchers to measure some specific aspects of personality. They then examine whether people who score at the upper and lower end on the trait measure perform differently on the behavioural measure or differ on the self-report measure. In other words any person participating in the study may receive a high score (or may receive a medium or low score), but every person's score is equally meaningful as a representation of that person's personality.

Some single-dimension tests also provide separate measures of two or three traits.

Examples of single-trait tests include

- a) the Locus of Control Scale (Rotter, 1966),
- b) the Sensation Seeking Scale (Zuckerman, 1978),
- c) the Self Monitoring Scale (Snyder, 1974).

The scores obtained from these tests are assumed to reflect relatively stable individual differences along specific trait dimensions. In addition to these scales, there are many self-report inventories that measure several personality dimensions simultaneously.

## 6.3 MULTIDIMENSIONAL TESTS :

These multi-dimensional tests have the advantage of providing a more comprehensive overview of the person being assessed and are used extensively in clinical, counseling, and personnel settings. For instance the Sixteen Personality Factor Questionnaire (16-PF) is a 187-item test which measures 16 source traits of the normal personality identified by Raymond Cattell (1965). Scores derived from each of the source trait measures (e.g., submissive-dominant, trusting suspicious) are plotted on a graph to provide a personality profile. This profile may be used by psychologist for counseling and to make important employment and promotion decisions about people.

## 6.4 STRENGTH AND WEAKNESS OF SELF-REPORT TESTS :

Assessment of individual differences is a significant aspect of personology. Much emphasis has been placed on self-reports as the basis for measuring the individual differences. The major advantage is that self-report tests provide more thorough, precise, and systematic information about an individual's personality than does casual information. The strengths of the self report inventories are given below:

- The objectivity of scoring minimizes personal or theoretical bias
- Also, self-report measures can be administered easily by someone with relatively little formal training.
- Self-report tests have greater reliability than do other assessment techniques.

- Finally, multi-dimensional inventories allow for measurement of several different personality traits at once.

Apart from the aforesaid, strengths, self report tests have some weaknesses.

The major limitations of self report tests are given below :

- They are susceptible to deliberate deception,
- There is considerable influence of social desirability,
- There is the influence of the response set (Kleinmuntz, 1982).
- Deliberate deception is most likely to occur when the person believes there is something to be gained from fraudulent responding (Furnham, 1990).

## **6.5 FAKING IN PERSONALITY INVENTORIES :**

A job applicant might “fake good” by intentionally agreeing with those items she/he believes will create favourable impression in an employment situation. As well as, a person might also “fake bad” by intentionally answering items that she/he believes will create the impression of being more psychologically disturbed than is actually true.

This might occur in a situation where a person is being assessed to determine competency to face charges for a criminal offence. Another way to fake is to respond to items in ways that make “look good”. This tendency is called social desirability and it is a problem that can occur in all assessment techniques, not only self-reports. In this, people who display social desirability bias may be unaware of their tendency to slant answers in a favourable direction as opposed to giving frank answers. They unintentionally present themselves in a favourable light that probably does not correspond to reality. There are many strategies to detect or reduce the problem of social desirability response bias. For instance, MMPI includes questions intended to assess the likelihood that a respondent is giving socially desirable answers. Other tests are constructed to directly measure the extent to which people give self flattering responses. For instance, Marlowe-Crowne Social Desirability Scale (Crowne & Marlowe, 1964) is designed to measure the tendency of people to present themselves in a favourable light .

## **6.6 MEASURES TO AVOID FAKING :**

To overcome this problem, safeguards are to be built into tests to detect deliberate deception. The MMPI, for instance, includes validity scales designed to indicate whether respondents are lying, defensive, or evasive when answering the test items. Another option is to include filler items which can make the purpose of a test less obvious to a person. But these efforts may be only partially successful in detecting the extent to which a respondent is engaging in conscious deception. If possible, important decisions about a person should not be based on self-report data alone.

Another way to deal with the problem is to carefully evaluate the social desirability of each item before it is included in a test. Lastly, in self-report measures, people have a tendency to respond in a particular way regardless of the content of the items. For instance, some people are more likely than others to agree with virtually every question on a test. This acquiescence response set is a major problem on self-report measures that require a true- false or a yes- no answer (E.g., MMPI).

If this response set is not counteracted in some way, the scores of highly acquiescent people will be distorted and not accurately reflect the personality traits. This problem is comparatively easy to counteract. Many test makers phrase the items so that true or false or yes or no responses are equally likely to be indicative of the trait being measured. Therefore, any bias coming from the tendency to respond “true” or “yes” is balanced when the test is scored.

## **6.7 METHODS TO OVERCOME WEAKNESSES IN SELF-REPORT TESTS :**

Distortions in the actual responses of self-report measures of personality are major problems for users of personality tests. Thus, it is essential that attempts be made to overcome these distortions and make the self-report responses more representatives of the true responses. The following methods may be adopted for the purpose:

### **6.7.1 Establishment of rapport :**

Distortions occur when the testees feel discomfort and find themselves in an unfriendly environment. It is essential that before actual administration of an inventory, the tester should make every effort to establish a warm and cooperative relationship called “rapport” with the testees. This relationship is dependent upon the skill of the testers and their ability to bring about a subtle modification of the testing situation. This will help in expressing the truth in an unhesitant way and thereby reducing the major proportion of distortion.

### **6.7.2 Use of forced-choice technique :**

This technique has been used in controlling faking good or socially desirable response sets. In forced-choice items the subject is forced to choose between two or more than two equally desirable or undesirable terms or phrases or statements. The subject who wants to give socially desirable responses is outwitted by the forced choice between equally desirable statements.

### **6.7.3 Concealing the main purpose of the test :**

When the subjects do not know the real purpose of the test it becomes difficult for them to fake although in such a situation they may be more suspicious and defensive in their responses. Subjects may guess from the nature of the items, but they may be not definite that some inferences about their tendencies or traits are to be made and this will lessen the probability to fake.

There can be two ways to conceal the purpose. One method is to state such a plausible purpose of the test which is not the real purpose. For instance a personality test may be described

as a test of ability, and if it appears so to the subject the faking is likely to be reduced to a great extent. Another method of concealment is to insert information which is actually false among items of information which are actually true. For instance the subjects may be asked to endorse those titles of the book in the booklist which they have gone through. This list of titles will also contain some fictitious titles. The greater the number of endorsements of such fictitious titles, the higher the deceit.

#### **6.7.4 Use of verification and correction keys :**

Use of various kinds of correction and verification keys gives an indication whether or not the subject is projecting the true picture of the self. For instance MMPI uses four validity scores which aim at checking carelessness, evasiveness, misunderstanding and operation of other response sets

### **6.8 SOME IMPORTANT PERSONALITY INVENTORIES :**

Thereafter, the first systematic effort to develop a personality inventory was made by Woodworth in 1918. This inventory was known as Woodworth Personal Data Sheet and consists of 116 questions all relating to neurotic tendencies. The purpose was to screen out emotionally unfit men before they were sent overseas during the World War I. Since then a number of inventories have come into practice.

Using a statistical technique, called factor analysis that looks for groupings and commonalities in numerical data, Cattell discovered 16 source traits, and although he later determined there might be another seven source traits to make a total of 23 (Cattell & Kline, 1977), He developed his assessment questionnaire, namely,

#### **6.8.1 The Sixteen Personality Factor Questionnaire (16 PF) :**

Cattell, (1995) devised a personality inventory based on just 16 source traits. These 16 source traits are seen as trait dimensions or continuums, in which there are two opposite traits at each end with many possible degrees of the traits possible along the dimension. For example, someone scoring near the reserved end of their served\ outgoing dimension would be more introverted than someone scoring in the middle or at the opposite end.

#### **6.8.2 Neuroticism\Extraversion\ Openness Personality Inventory (NEO- PI) :**

This inventory is based on the five- factor model of personality traits that has been developed by Costa & McCrae.

#### **6.8.2 Myers Briggs Type Indicator :**

Another inventory in common use is the Myers- Briggs Type Indicator (MBTI). This inventory is based on the ideas of Carl Jung and looks at four personality dimensions, that is

- (i) Sensing/ intuition,

- (ii) Thinking/feeling,
- (iii) Introversion/Extraversion
- (iv) Perceiving / Judging. The sensing\ intuition (S/I) dimension includes people who prefer to rely on what they can see, hear, and so on through their physical senses (sensing) and, on its opposite end those who look for patterns and trust their hunches (intuition).

Sensing people are considered to be detail oriented, preferring to work only with the known facts, whereas intuitive people are more willing to use metaphors, analogies, and look for possibilities.

**The Thinking\feeling (T\F)** dimension runs from those who prefer to use logic, analysis, and experiences that can be verified as facts (thinkers) to those who tend to make decisions based on their personal values and emotional reactions(feeling).

**Introversion\extraversion (I/E)** is the same classic dimension that began with Jung, and is represented in nearly all personality theories. Perceiving\ judging (P/J) describes those who are willing to adapt and modify decisions, be spontaneous, and who are naturally curious and to put off making a final decision so that all possibilities are covered (perceiving) as well those who are the opposite : the action- oriented, decisive, get the task done and look back type (judging) These four dimensions can differ for each individual, resulting in 16(4 x 4)possible personality types: ISTJ, ISTP, ISFP, ISFJ, and so on (Myers- Briggs) is often used to assess personality to help people know the kinds of careers for which they may best be suited. ISTJ (Introverted, Sensing, Thinking, Judgmental). ISTP (Introversion, Sensing, Thinking and Perceiving). ISFP (Introversion, Sensing, Feeling and Perceiving). ISFJ (Introversion, Sensing, Feeling and Judgmental).

### 6.8.3 Minnesota Multiphasic Personality Inventoryh (MMPI) :

By far the most common personality inventory is the Minnesota Multiphasic Personality Inventory, Version II, or MMPI 2, which specifically tests abnormal behaviour patterns in personality (Butcher & Rouse, 1996; Butcher et al., 2000,2001).

This questionnaire consists of 567 statements such as “I am very often tense”.

The person taking the test must answer “true”, “false”, or “cannot say”.

The MMPI has 10 clinical scales and 8 validity scales in addition to numerous subscales. Each scale tests for a particular kind of behaviour. The behaviour patterns include relatively mild personality problems such as excessive worrying and shyness as well as more serious disorders such as schizophrenia and depression. Validity scales, which are built into any well designed psychological inventory,are intended to indicate whether or not a person taking the inventory is responding honestly. Responses to certain items on the test will indicate if people are trying to

make themselves look better or worse than they are, for example, certain items are repeated throughout the test in a slightly different form, so that anyone trying to “fake” the test will have difficulty in responding to those items consistently (Butcher et al.,2001). For example, if one of the statements is “ I am always very happy” and a person responds “true” to that statement , the suspicion would be that this person is trying to look better s\he really is. If several of the validity scale questions are answered in this way, the conclusion is that the person is not being honest.

There are also inventories in India. For example, Bengalee (1964) developed Multiphasic Personality Inventory, known as Youth Adjustment Analyser (YAA).The purpose of the inventory was to screen out maladjusted students from the college going students. Mohsin & Hussain (1981) adapted the Bell Adjustment Inventory in Hind.

#### **6.8.4 Projective Techniques :**

Projective tests of personality are mainly designed to assist the clinical psychologist in diagnosing the nature and severity of a particular person’s emotional disturbance. The rationale for these tests is based on Freud’s theory that unconscious processes are important for understanding psychopathology.

The purpose of projective personality assessment is to uncover the person’s unconscious conflicts, fears, and concerns. Frank (1939) coined the term projective technique to describe assessment methods that present people with ambiguous stimuli for which there is no obvious culturally defined to personality assessment, allow people to “project” upon ambiguous material their feelings, needs, attitudes, and ways of viewing life. The responses elicited by the test stimuli (such as inkblots, vague pictures) reveal signs of pent up impulses, “ego defenses” and other “interior” aspects of the personality. All projective techniques have a set of common important features.

They are as follows :

They all use ambiguous or unstructured test stimuli.

The test taker is never told the purpose of the test or how responses will be scored or interpreted.

Instructions emphasise that there is no correct or incorrect answers and that the test taker is free to respond in any manner s\he sees fit.

Scoring and interpretation rely heavily on subjective clinical judgments.

#### **6.8.5 Classification of Projective Techniques :**

The classification of projective techniques has been recently provided by Lindzay (1959). Based upon the responses of the examinees, he has divided projective techniques into the following five categories, viz.,

- (i) Association technique

- (ii) Construction technique
- (iii) Completion technique
- (iv) Expressive technique
- (v) Choice technique. These are being explained below.

#### **6.8.5.1 Association Technique :**

This category includes all those situations where the examinee is required to respond with the associations which are evoked in mind after seeing or listening to stimulus materials. E.g., the Rorschach test, the Holtzman Inkblot test and the Word Association test. The reaction time (the time elapsing between the presentation of the stimulus word and the response word) and the responses are analysed for studying personality.

#### **6.8.5.2 Construction Technique :**

This category includes all those situations where the examinees are required to construct a story after seeing the stimulus materials (usually the picture) within certain specified time. No record is generally kept of time but the examinee's themes and mode of responding are considered relevant. For example, Thematic Apperception test, Children's Apperception test. Rosenzweig Picture Frustration test. The Blacky Pictures, The Object Relations test, etc. In all these tests the examinee is required to construct or produce simple statement or complex statements in the form of a story. These techniques include those situations where the examinee is presented with some incomplete sentences with the construction to complete them in any way he desires.

E.g., My sex life is .....

I feel tense .....

My ambition in life is .....

I often get nervous when .....

Responses are given by the examinee are interpreted and analysed to find some aspect of the personality. But these methods lack a uniform and standard mode of analysis. E.g., Sack's Sentence Completion test, Madeline Thomas Completion Stories test.

#### **6.8.5.3 Expressive Technique :**

This technique includes those situations where the examinee expresses his personality through some manipulative tasks, which usually involve some interaction with given materials. For example, play, drawing role- playing painting finger painting etc. An important feature is that examiner pays much attention to the way or process by which the examinee manipulates the given materials.



For example, the examiner may ask the examinee to play with a given set of dolls; he may pay attention to the process by which dolls are selected and handled during the play.

Also, in such techniques, significance is given to the process or way of handling the test materials rather than upon the end product of the process (such as the content or theme of the stories, etc.).

#### **6.8.5.4 Choice Technique :**

Choice technique, also known as ordering technique, is not a projective in its true sense; rather may be regarded as a step towards objectifying the projective techniques (Kerlinger, 1973). The examinee is presented with some sets of pictures or items (which convey the different degrees of a trait) with the instruction to choose the most relevant and appropriate picture. Sometimes, he may be asked to order or rank those pictures in terms of his preferences, and thus, the name ordering technique. The choice of the items, becomes the basis for inference regarding one's personality. The Szondi test is an example of ordering technique because the examinees are required to rank set of pictures along a like-dislike dimension.

### **6.9 STRENGTHS AND WEAKNESSES OF PROJECTIVE TECHNIQUES :**

There are two unique strengths of projective tests. First, the testing stimuli are relatively ambiguous to people. As such, the person does not know how the test provides information to the examiner. This indirect method helps in disguising the real purpose of the test and it reduces the possibility that people will engage in intentional deception. Second, the indirect method used in projective tests allows circumventing conscious defenses, thus making them sensitive to aspects of personality that are hidden. However some of the disadvantages include that projective tests are poorly standardised, in large part because there are no established methods of administration, scoring, and interpretation. In particular, the scoring of these tests often relies on the skill and clinical intuition of the examiner, thus making their reliability quite low.

Evidence suggests that extensive training in a specific scoring system leads to satisfactory levels of inter judge agreement (Goldfried, et al., 1971; Exner, 1986). A more serious problem concerns the interpretation of a person's scored responses to a projective test. Interpretation of such tests depends all too often on the personal insights and intuition of the clinician. There is also little convincing evidence to support the validity of projective tests (Aiken, 1984; Peterson, 1978). Therefore, psychologists are well advised not to base an entire diagnosis solely on projective tests. Projective tests should be considered in the context of other information obtained through interviews, case histories, and self-report tests.

Despite the aforesaid problems, many clinical psychologists continue to apply these methods as a means to explore a person's unconscious conflicts, fantasies and motives (Singer & Kolligian, 1987). They are more capable of revealing human personality in greater depth and detail than some of the personality inventories where considerable faking is possible. People

have more faith in interpreting projective tests than personality inventories. A survey of the member of the Society for Personality Assessment found that Rorschach and TAT were ranked as second and fourth, respectively, in terms of usage among all psychometric instruments.

### **6.10 BEHAVIOURAL ASSESSMENTS :**

Behaviourists do not want to typically “look into the mind” of an individual, because they assume that personality is merely habitually learned responses to stimuli in the environment, the preferred method for a behaviourist would be to watch that behaviour unfold in the real world.

### **6.11 OBSERVATION TECHNIQUE :**

In direct observation, the psychologist observes the client engaging in ordinary, everyday behaviour, preferably in the natural setting of home, school, or workplace, for example. A therapist who goes to the classroom and observes that tantrum behaviour only happens when a child is asked to do something involving fine motor abilities (like drawing or writing) might be able to conclude that the child has difficulty with those skills and throws a tantrum to avoid the task.

Observation is the sine qua non of any approach to personality study. In some cases, hunches for research begin unsystematic observation. Personal observations often pave the way for more refined study of people’s behaviour. Another way to learn about behaviour is to observe and record it as it naturally occurs (in real-life settings), but in a more systematic and rigorous manner than is evident in unsystematic behaviour. This is called observation naturalistic. The play and friendship patterns of children, antisocial behaviour in adolescents, eating behaviours of obese and no obese people, leadership styles of effective business managers, and many clinical phenomena have been investigated through naturalistic observation. Such naturalistic observation does not explain behaviour, but they are a rich source of information about what people do in their natural environments.

### **6.12 NATURALISTIC OBSERVATION HAS SOME LIMITATIONS ALSO :**

- 1) The main problem is that observers are often at the mercy of unpredictable events over which they have little or no control.
- 2) There are problems of observer bias and expectations influencing those aspects and events that are attended to and remembered.
- 3) The generalisation of observation based on a few people and situations, is questionable in regard to reliability and validity.
- 4) Finally, observers may unwittingly interfere with the actual events they wish to observe or record (Kazdin, 1982). Despite this problem, the advantage of naturalistic observation is obvious

### 6.13 SITUATIONAL TESTS :

One gets a sample of how people respond to their day-to-day situations amid friends and families without the contrived atmosphere of a laboratory or interview. A situational test is a kind of compromise between a standardised test and observational methods of assessing personality. Personality traits are measured on the basis of observations of ratings of what a person thinks and does in a given situation, which resembles a real situation of everyday life. The subject has usually no idea that he is being studied. The situation represented by such tests is a social situation having opportunities for interaction with other individuals and especially designed to emphasise those aspects of personality which are under study.

The first situational test of personality was developed by United States Office of Strategic Services (OSS) during World War II to screen out men for military several reassignments. Situational tests are more suited to the measurement of traits like leadership, dominance, responsibility, extroversion-introversion, and the like.

Sometimes these tests utilise directly observable units of behaviour as the basis of assessment of the traits. Such situational tests are called behavioural tests because they are directly concerned with observable behaviour. For instance, honesty, self-control, and co-operation are such traits, related to character. One of the first attempts to study these traits was made by Hartshorne, May & Shuttlesworth (1930) in their Character Educational Inquiry (CEI). In general, CEI behavioural tests utilized natural situations lying within the day to day routine of a school child such as games, class room examination, etc. Children placed in these situations were not aware of the fact that they were being studied. The CEI tests were principally designed to measure behavioural traits like, altruism, honesty, and self control.

However, most of the CEI tests were concerned with measuring honesty among children by providing opportunity for cheating. These tests utilised different modes or techniques for studying honesty. In one such technique called the duplicating technique the children were administered one of the classroom tests like the arithmetical reasoning test or the vocabulary test. A set of children's responses was duplicated, unknown to them. In the subsequent administration the original test is again given with a request to score their own responses with the help of a scoring technique. A simple comparison of the responses scored with the duplicated responses revealed whether or not the children had changed their responses in scoring, that is, whether they had cheated or not. Other CEI tests intended to measure honesty provided situations in which the person had an opportunity to lie or to steal something. Situational tests represent real-life situations and therefore, their findings can be easily generalised to natural life situations, even though they have several important limitations.

### 6.14 LIMITATIONS :

- 1) The situational tests are extremely time consuming, costly, and laborious techniques. They are time-consuming because ordinarily observations in contrived situations last

for several hours; they are costly because they demand the services of trained observers and they are laborious techniques because creating a real –life situation involves a good deal of labour on the part of the observers.

- 2) Subjectivity and bias may operate in the observation of a situational test. Observers, even if professionally trained, may not make a fair and objective observation because of certain bias towards the individuals to be observed. Likewise, other subjective elements may enter into the observation process. Although, an attempt is made to control such subjective elements, they cannot be completely eliminated because the observer is always a human being.
- 3) For increasing the reliability and validity of the observation made under situational tests, the experimenter gives emphasis on studying an isolated bit of behaviour. The problem arises as to what significance or meaning to such an isolated bit of behaviour can be attached.
- 4) Another limitation is concerned with ‘What to observe’. This is a problem in situational tests, which cannot be planned to study all behaviours of the individual. Only the limited behaviour should be selected for observation. In such a situation determination and selection of a meaningful set of behaviours to be observed is always an important problem.
- 5) Lastly, whether the observer should be kept visible or invisible is also a problem in most situational tests. If the group is small, the physical presence of the observer in the group may change what actually takes place in the group. How the observer can be fitted into such a setting is always a problem. Other methods often used by behavioural therapists and other assessors are rating scale and frequency counts. In a rating scale, a numerical rating is assigned, either by the assessor or the client, for specific behaviours (Nadeau et al., 2001). In a frequency count, the assessor literally counts the frequency of certain behaviours within a specified time limit. Educators make use of both rating scales and frequency counts to diagnose behavioural problems such as attention deficit disorder and aspects of personality such as social skill level through the various grade levels.

## **6.15 WEAKNESSES IN THE BEHAVIORAL ASSESSMENT TESTS :**

Problems with these assessments can include the observer effect (when a person’s behaviour is affected by being watched) and observer bias, which can be controlled by having multiple observers and correlating their observations with each other. As with any kind of observational method, there is no control over the external environment.

A person observing a client for a particular behaviour may not see that behavior occur within the observation time. All of the above described methods convey the full meaning about

the traits to be assessed only when they are followed by other standardised tests. Merely on the basis of behavioural methods it is difficult to arrive at a particular conclusion. There are three most common tools or methods of personality assessment. These tools are self-report inventories, projective techniques, and behavioural assessment method that include observation, rating scale, frequency count, and situational tests.

### **6.16 SUMMARY :**

Personality inventories are typically developed by trait theorists and provide a detailed description of certain personality traits. They are objective tests rather than subjective tests. The NEO-PI is based on five-factor model of personality, whereas Myers-Briggs Type Indicator is based on Jung's theory of personality types. The MMPI- 2 is designed to detect abnormal personality.

Personality inventories include validity scales to prevent cheating, but such measures are not perfect and cheating is sometimes possible. Projective tests are based on the defense mechanism of projection and are used by psychoanalysts. Projective tests include the Rorschach inkblot test and Thematic Apperception test. Projective tests can be helpful in finding starting points to open a dialogue between therapist and client but have been criticized for poor reliability and validity. Behavioral assessments are primarily used by behaviourists and include direct observation of behaviour rating scales of specific behaviour, and frequency counts of behaviour.

Behavioural assessments have the disadvantage of the observer effect, which causes an observed person's behaviour to change, and observer bias on the part of the person doing the assessment.

Self-report measures are commonly used in personality assessment. Discuss some of the strengths and weaknesses accompanying self-report measures.

- 1) Is it possible to overcome the weaknesses ?
- 2) How do projective techniques differ from self-report test in the assessment of personality?  
Do projective tests have any advantage or disadvantage in comparison to self-report measures?
- 3) How can behavioural assessments be used in measuring personality? Acquiescence : A response set of tending to say "yes" or "no" to test item regardless of their content.

### **6.17 KEY WORDS :**

#### **Direct observation :**

Assessment in which the professional observes the client engaged in ordinary day-to-day behaviour in either a clinical or natural setting.

**Frequency count :**

Assessment in which a numerical value is assigned to specific behavior that is listed in the scale.

**Multidimensional tests :**

Self-report personality that provide measures of several aspects of the respondents personality at once (e.g., MMPI).

**Naturalistic observation :**

Careful observation of behavior as it occurs in real-life settings without direct intervention by the investigation.

**Projective techniques :**

A class of psychological tests that ask people to respond to ambiguous stimuli in ways that may reveal their needs, feelings, and conflicts.

**Rating scale :**

Assessment in which the frequency of a particular behavior is counted.

**Self-report techniques :**

Self –report tests in which the response format, administration, and scoring features are standardized.

**Single-trait tests :**

Self-report tests that measure a specific trait of the respondent's personality.

**Situational test :**

Personality traits are measured on the basis of observations of ratings of what a person thinks and does in a given situation, which resembles a real situation of everyday life.

**Social desirability :**

A tendency seen in some people to give socially acceptable answers to test items.

**6.18 SELF ASSESSMENT QUESTIONS :**

1. Define and describe Self-Report Personality Tests (Inventory);
2. Explain the Strengths and weaknesses of self-report tests;
3. Analyse factors to overcome the weaknesses in self-report tests;
4. Elucidate important kinds of self-report tests;
5. Define and describe Projective Techniques

**6.19 SUGGESTED READINGS :**

1. Emre, M. (2018) The Personality Brokers: The Strange History of Myers-Briggs and the Birth of Personality Testing Doubleday.
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## **LESSON - 7**

# **BUILDING SELF CONFIDENCE**

### **OBJECTIVES OF THE LESSON :**

- ✓ To Discuss the Personal Motivation
- ✓ To Examine the Self Confidence and Self Esteem
- ✓ To Learn the tips of Self Confidence
- ✓ To study the Building Self Esteem at work

### **STRUCTURE OF THE LESSON :**

- 7.1 Introduction
- 7.2 Personal Motivation
- 7.3 Defining Confidence
- 7.4 Self Confidence
- 7.5 Self Esteem
- 7.6 Self Efficacy
  - 7.6.1 Sources of self Efficacy
- 7.7 Tips to Improve self Confidence
  - 7.7.1 Dress Up
  - 7.7.2 Step up the Pace
  - 7.7.3 Watch Your Posture
  - 7.7.4 Personal Advertisement
  - 7.7.5 Practice Gratitude
  - 7.7.6 Pay People Compliments
  - 7.7.7 Sit up Front
  - 7.7.8 Speak Up
  - 7.7.9 Exercise
  - 7.7.10 Focus on contributing
- 7.8 Building Self Esteem at Work
- 7.9 Pursue your passions
- 7.10 Track your efforts



- 7.11 Self-Esteem Bulletin Board
- 7.12 Stop the Negative talk
- 7.13 Enhancing yourself efficiency
  - 7.13.1 Skills Mastery
  - 7.13.2 Modeling
  - 7.13.3 Reinterpretation of signs and sympathy
  - 7.13.4 Persuasion
- 7.14 Summary
- 7.15 Key words
- 7.16 Self Assessment Questions
- 7.17 Suggested Readings

## 7.1 INTRODUCTION :

One of the most commonly debated and researched fields in the business world are motivation. Why do people do what they do and how can we motivate others to do what we need them to do in the business place? If we understand how and why people are motivated, we can encourage them to be their best and do their best at work. The more that people are motivated to be successful and achieve the goals set for them, the more their confidence in their own abilities will grow as well, which can, in turn, make them even more motivated. But you can also work on your own confidence and motivation in the workplace in order to achieve your goals and intentions. When people are confident and motivated at work, there are many positive factors that result in the work place :

- Job satisfaction improves.
- Effort increases.
- Working environment improves.
- Results are the focus.
- Drive is created.
- Everyone's full potential can be tapped.
- Everyone is certain of the role they are to fulfill.

We all know people who are confident. They seem to face life's obstacles with a level of calm that is enviable. They get into action to respond to a problem before giving themselves time to dwell or worry too much. Confident people are more successful at work because they have a belief in their own abilities to the point that they feel comfortable handling whatever comes at

them. Make a presentation to the board? No problem – the confident person plans and executes the presentation without allowing fear to stop them. When someone is confident, they :

- 1) Focus on their strengths while managing their weaknesses.
- 2) Aren't afraid to take risks.
- 3) Enjoy challenging themselves and setting high goals.
- 4) Seek out self-improvement opportunities.
- 5) Aren't afraid to admit when they make a mistake.
- 6) Aren't afraid to acknowledge when they don't know something.
- 7) Make good team leaders or mentors.
- 8) Can relate to customers or company members at any level of the organization.
- 9) Are honest about their shortcomings.

## **7.2 PERSONAL MOTIVATION :**

All of us have a desire to achieve something in our lives. We want to know that we have achieved something important, of value, of quality, or of meaning. Being motivated to meet our goals means that we are able to :

- Improve our self-confidence.
- Enhance our self-discipline.
- Set examples for ourselves of what we can achieve.
- Challenge ourselves to stretch beyond our perceived limits.
- Reward ourselves for reaching our goals.
- Enjoy the recognition or perks associated with reaching our goals.

The more that we are able to achieve, the more self-confident we become. Then the more self-confident we become, the more we are able to achieve. The reverse can happen if we fail to meet our goals. If we fall short of achieving something, we may experience a dip in our self-confidence levels, which in turn may impact our motivation to try again. Understanding this relationship between motivation and self confidence is important if you want to be able to improve either trait in yourself.

## **7.3 DEFINING CONFIDENCE :**

People sometimes confuse confidence with arrogance. The arrogant person is usually actually an insecure person and their arrogance is a way to hide their insecurities. Where an arrogant person is boastful, a confident person has no need to boast – they know that their achievements speak for themselves. Where an arrogant person will have trouble admitting they

were wrong, a confident person is perfectly willing to admit when they are wrong – they know that the admission doesn't diminish their value or their abilities. If an arrogant person tends to focus on looking good or appearing to be the best, a confident person focuses on being the best and doing the best.

#### **7.4 SELF – CONFIDENCE :**

Self-confidence can be boiled down to the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform the task in the past. However, there are actually two aspects of self-confidence. The first is competence, whether or not you have the necessary skills and abilities to complete a task. The second is self-assurance and whether or not you believe that you have the ability to complete the task. There are two aspects of self-confidence: competence, or whether or not you possess then needed skills to achieve something, and self-assurance, or whether or not you believe that you have the ability to achieve it.

Think about this for a moment; you might have been trained in interview skills, but you might not feel comfortable in interviews. In this case you would have the competence but lack the self-assurance. On the other hand, you could believe that you have the ability to do something but not have the skills to actually carry it through. In this case you are very self-assured, but you don't have the competence to do the job. True self-confidence occurs when both competence and self-assurance are in balance with each other. Self-confidence has been shown to be important in recovery from injury, overcoming setbacks, and moving through negative experiences in life. Someone with self-confidence has a belief that they will be able to recover, move past the negative, and again experience the positive. In the business world, self-confidence functions in much the same way. It enables an employee to recover from setbacks and challenges and continue to move forward.

#### **7.5 SELF – ESTEEM :**

'Self-esteem is the capacity to respect and think well of yourself. It means that you appreciate yourself as a unique individual with your own set of skills, talents, and abilities. David Burns defines self-esteem as "the capacity to experience maximal self-love and joy whether or not you are successful at any point in your life."

Psychologist Maxine Elliott has researched self-esteem and realized that people's self-esteem will vary from individual to individual when they are facing a setback. People who have a high level of self-esteem will be able to respond to a damaging event by using their past experience and their coping abilities and will not have much damage to their current level of self-esteem. They will still see themselves as valuable and talented even if the current evidence seems to indicate otherwise.

Self-esteem can be defined as “the capacity to experience maximal self-love and joy whether or not you are successful at any point in your life.” However, most people will experience some loss of self-esteem when they face a negative situation and unfortunately, those who already have low self-esteem will also experience the largest reduction in what little self-esteem they have. In other words, they will see their failure as further proof that they are incapable of being successful. This type of negative cycle will perpetuate itself each time that a person with low self-esteem faces failure, criticism, or roadblocks.

## **7.6 SELF – EFFICACY :**

Albert Bandura is considered an expert on the concept of self-efficacy. He stated that people perceive their own self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses.” In other words, self-efficacy is an individual’s evaluation of their own ability to be successful in attaining a specific goal. Self-efficacy is related to our judgments about our own capabilities and what we believe we are or are not able to do with those capabilities.

Bandura stated that the amount of self-efficacy a person has is dependent on their ability to apply coping behaviors, increase their level of effort, and how long they will be able to retain their optimism when facing difficult obstacles and experiences. In addition, he stated that the more a person is tested by facing their fears and stepping outside of their comfort zones, the more they will enhance their sense of self-efficacy.

If a person does not have a base level of self-efficacy, they will be unwilling to attempt a new task or challenge, which could of course hold them back in the workplace. The greater your self-efficacy, the more willing you will be to grow your skills by attempting new challenges – and the less you will be affected if you don’t succeed.

### **7.6.1 Sources of self – efficacy :**

There are four main sources that allow people to build their self-efficacy. These are :

- Mastery experiences
- Social models
- Social persuasion
- Emotional states

Mastery experiences – this is the most effective way to create a strong sense of self-efficacy for a person. As each success is achieved, the sense of self-efficacy is easy successes; they will begin to feel that success is what they should experience every time they make an attempt at something new. Some setbacks are important because they teach us that we need to make a sustained effort

to be successful. Still, upsets should not come, if it can be avoided, until a person has had a chance to establish a certain level of self-efficacy.

Once we see ourselves succeed, we are more likely to believe that we can do it again.

Social models – these are examples of others who we see succeed. When we see someone that we feel is similar to ourselves achieve, we will feel that we are likely to be able to follow suit. At the same time, seeing people like ourselves fail despite a level of sustained effort can have a negative impact on our own self-efficacy. These models are most effective, in either case, when they are perceived to have the greatest similarity to ourselves. These models tell us the types and level of competencies to which we should aspire if we want to be successful in the workplace – and in life in general.

We will believe we can do something more readily if we see someone like us achieve it first.

Social persuasion – the old pep talk. When we can persuade someone that they have the competencies and abilities to master an activity, they are more likely to make longer, sustained efforts at achieving success than if they have significant self-doubt. While social persuasion can enhance self-efficacy, it can even more easily diminish it. People tend to easily believe the negative and may decide that they are unqualified to even attempt a task – even if they actually do have the ability to complete it successfully. This factor points to the importance of leaders in an organization to frequently persuade people that they are capable and competent. We will believe we can do something more readily if we have others tell us that they believe we can do it.

However, it's important not to persuade someone that they are capable of something when they truly are not. You will simply reinforce any negative self-doubts that a person had – not to mention shaking their faith in you as a leader. If you are a manager, you will need to strike a balance between challenging your employees in order to stimulate their self confidence and being careful not to set them up in situations where they are sure to fail.

Emotional states – people judge themselves on their emotional reactions to situations as well. If they react with stress and tension, they may interpret those reactions as signs that they are weak or vulnerable. Mood can also affect self-efficacy; a positive mood will enhance it, while a negative mood will diminish it. A work environment that allows opportunities for stress reduction, teaches stress management, and acknowledges stress as a normal part of life rather than a personal weakness will help to foster positive self-efficacy in its employees

When we discuss ways of improving self-confidence, we also need to talk about improving self-esteem and self-efficacy, as they are all related concepts. We'll start this chapter by looking at some tools you can put into practice whenever you need a quick confidence boost. Next we'll look at how to build lasting self-confidence through building self-esteem and self-efficacy. By enhancing these attributes, your self-confidence will naturally develop and will

show itself in your actions and behaviors. You will no longer have to ‘fake it until you make it’ – instead you will actually be more self-confident at work and in other areas of your life.

### **7.7 TIPS TO IMPROVE SELF-CONFIDENCE INSTANTLY :**

There are times when we need to feel more confident to face a situation at work. May be you are going to give a major presentation or you want to ask your boss for a raise. You don’t necessarily feel as self-confident as you’d like, but you can follow these tips to give you that extra boost of self-confidence you need.

#### **7.7.1 Dress Up :**

When you need to feel more confident, pay attention to how you are dressed. When you feel that you look your best, you are more likely to carry yourself with more confidence. You will find it easier to interact with others and you won’t be distracted by worrying about how you look. You don’t have to spend a great deal of money on a new wardrobe, but you can make a few small changes that can help you to appear ‘sharper.’ Get a modern haircut, make sure your clothes fit you properly and in a flattering manner, invest in a few great accessories, and make sure you are pressed and polished.

#### **7.7.2 Step Up The Pace :**

Next time you’re at work, take a moment to watch people and how they are walking. What does their walk communicate about them? Are they walking slowly, trudging along, with their head down? Or do they walk quickly, head up, with a pleasant smile on their face? You can feel more confident by walking with purpose wherever you go. You’re on admission, with places to go and people to see! Walk about 25% faster than you normally would, with your head up and your energy flowing. You will start to feel more important and more confident.

Watch people walking by the next time you’re at work. What does their walk communicate about them?

#### **7.7.3 Watch your posture :**

Just like with the discussion on walking above, the way you carry your body tells others a lot about how you feel about yourself. Are you slouching, slumping your shoulders, and looking pretty lethargic? Then you’re communicating to others that you don’t have a lot of self-confidence. Instead, practice good posture. Sit or stand upright with your head up and your shoulders back. Make eye contact with others in a friendly manner. You’ll feel more alert, more confident, and more powerful. Practice good posture to feel more alert, more confident, and more powerful.

#### **7.7.4 Personal Advertisement :**

Let's say you're having a really bad day. You made a mistake on that big presentation, your boss is not happy, and you feel like crawling under a rock until the weekend makes it around. What you need is a way to boost your self-confidence so you can take responsibility for the mistake and get in action around cleaning up any mess. This is where you could really use someone to boost you up with a motivational speech. But since you can't rely on another person to say what you need to hear, you can do it for yourself. A personal advertisement is a one minute or less speech that you write about yourself and all your strengths and abilities so you can refer to it whenever you need a confidence boost. You should have a personal advertisement or commercial that you write about yourself.

This is a short speech, less than a minute, which highlights everything that is great about you. You are writing an advertisement about yourself – so focus on your strengths, why you're good at your job, and what you like about yourself. Whenever you have a moment where your self-confidence wanes, you can pull out your personal advertisement and read it to yourself – out loud in a mirror ideally, but you can always read it silently to yourself at your desk. This will help you remember that although you have made a mistake, you are still a great, valuable person with a lot to be proud of.

#### **7.7.5 Practice Gratitude :**

Probably the fastest way to feel bad about yourself is to focus on what you don't have, what you haven't achieved, or to compare yourself to others that you feel have achieved more than you have. If you focus on what you haven't achieved yet, you are bound to start listing your weaknesses as reasons for why you haven't yet achieved those goals. Instead, practice focusing on gratitude. Every day, write down a list of at least five things that you are proud of accomplishing, or things that you can be grateful for in your life. This could include relationships with people you love, your health, your educational achievements, your professional achievements, and any other positive aspects of your life. You could even keep a list with you in case you ever face a moment where it's really difficult to focus on the positive. If you train yourself to focus on what you have to be grateful for, you will be amazed at how much more confident – and happier in general – you will feel. Write down at least five things every day that you are grateful for and you will be training yourself to stay focused on the positive in your life and about yourself.

#### **7.7.6 Pay People Compliments :**

There is one surefire way to surround ourselves in negativity – that's to gossip about others. When we feel bad about ourselves, we often look for ways to project those feelings onto others by gossiping and insulting them behind their back. Instead, try disengaging from the gossip circle. Everyone has something valuable about them, so focus on that instead. Refuse to gossip about others, but instead, pay them compliments. The more you practice paying sincere

compliments to others instead of focusing on their negative attributes you'll be more likely to focus on your own positive attributes as well. By looking for the best in other people, you will bring out the best in yourself.

Try disengaging from the negative influence of gossip and instead focus on the positive in others by paying them compliments.

#### **7.7.7 Sit Up Front :**

Avoiding the front row is a very common thing. Perhaps it comes from school when we didn't want to be singled out by the teacher – particularly on a day we hadn't completed an assignment. So we sat towards the back, hoping not to be noticed. But at work, sitting towards the back shows either disinterest or a lack of self-confidence. Instead, sit up at the front of the room. You will feel more confident doing this over time as you learn that there is nothing to be uncomfortable about. Plus, it doesn't hurt to put yourself in the eyesight of some important people in your organization. Sit in the front row to practice allaying fears of being noticed by other people and to start feeling more confident.

#### **7.7.8 Speak up :**

Many people are nervous about speaking up in group discussions. They may be afraid that others will judge them for what they say and they are concerned about looking bad or feeling stupid. However, we are usually amplifying this fear in our own minds – most of the time, people are much more accepting that we think they are. Particularly because most of the other people are likely dealing with the same fear. We usually amplify the fear of speaking in front of others in our own mind – particularly because most other people are likely dealing with the same fear. Make it a game with yourself. Decide that you will speak up at least one time in every group discussion that you're in. You'll find that it gets easier in time. You'll be improving your public speaking skills and will feel more and more confident in sharing your opinions and ideas in front of other people. In fact, in time, you may even begin to be seen as a leader by your peers and supervisors if you continue sharing and contributing to group discussions.

#### **7.7.9 Exercise :**

Feeling low about yourself ? Take a hike. Or a walk, or a bike ride, or go work out in the gym. Not only is exercise a great way to blow off stress, but setting and achieving physical fitness goals is an excellent way to feel better about your abilities. You'll feel proud as you reach each milestone you set for yourself. Plus, you will feel more energized and probably more attractive as well – both of which can help improve your self-confidence. Exercise not only relieves stress, but achieving your physical fitness goals is an excellent way to feel better about your abilities.

#### **7.7.10 Focus On Contributing :**

In a similar vein to thinking about what you have to be grateful for, another way to keep



from focusing on the negative in the world (and about yourself) is to focus on the contributions that you can make to the workplace and to others. When you shift your focus to what you give instead of what you get or how you are perceived, you will stop worrying so much about yourself. Plus, if you can help others or contribute in some positive way, it will simply make you feel good. For all of these reasons, focusing on what you contribute will help to boost your self-confidence.

## **7.8 BUILDING SELF – ESTEEM AT WORK :**

Self-esteem is an excellent barrier to depression and other negative emotions. Yet it can be difficult to both build and maintain. However, research has shown that the more roles people fill in their lives, the more self-esteem they have. This means that our work role is one opportunity for building self-esteem. Our work role is an excellent opportunity for building self-esteem, yet the modern workplace also provides challenges to maintaining our self-esteem.

Yet, the modern workplace provides a challenge to maintaining self-esteem. There are several reasons for this, which can vary from workplace to workplace. But some common reasons the workplace can be difficult on our self-esteem are :

- The fast pace of work means we don't always receive acknowledgement for our performance or contribution.
- The demands on us for productivity makes us all feel like we can't do enough.
- We work incredible amounts of hours that encroach on our 'downtime' and restorative experiences.
- Competition is fierce in many workplaces, making it hard to feel we've contributed if we aren't 'number one'.
- We may be the receivers of aggression, rudeness, and insensitivity from others due to such a high-pressure environment.
- Challenges that arise in cultural and age differences in the workplace can have some workers feeling unappreciated and others 'outdated'. In the face of such challenges to our self-esteem in the workplace, what can we do to help protect ourselves?

Following are four strategies to help build your self-esteem at work.

## **7.9 PURSUE YOUR PASSIONS :**

One strategy is to pursue your passions every day – even if it's only for fifteen minutes or over your lunch break. Take a few moments to read a favorite book, research your next travel holiday, or touch base with a friend you haven't talked to in quite awhile. Do the same outside of work – make time to watch that old foreign film you've been meaning to see, take a stroll

through an art gallery to broaden your view of the art world, or work in the garden planting flowers or vegetables for the coming season. Take a few moments out of every day to dedicate to something you are passionate about – both at work and at home.

In your work, find something new that you can learn about it. Even if you can dedicate only a few moments a day to learning something new about your job, it can help you to find the passion that you once had for it. Viewing work as a learning experience keeps your mind fresh and allows you to be pleasantly surprised by a job that you may have felt was old and stale.

#### **7.10 TRACK YOUR EFFORTS :**

It's natural to forget what we actually accomplish in a week's time. We all do more than we realize, but we tend to just accept it as second nature and stop noticing it. A great way to help build your self-esteem at work is to keep track of what you actually achieve. Think of it as a personal 'report card.' Take a piece of paper and write it down whenever you give 100% effort to a work task. Try to write down at least three each day. At the end of the week, you'll have 15 different reasons to be proud of yourself for that week. We all do more than we realize, but we tend to just accept it as second nature and stop noticing it. You can build your self-esteem by keeping track of what you actually achieve.

#### **7.11 SELF-ESTEEM BULLETIN BOARD :**

Another idea is to create a bulletin board or poster in your work space that details your achievements so that you can see a physical reminder of what you have accomplished. Create a space on a wall that you will see every day and include evidence like a letter from a satisfied customer, a copy of an award certificate, an email of praise from your boss, or a picture of your child graduating from school. You should put anything there that reminds you of the people who love you, the people you love, and the things you have achieved. You should be able to look at it and know that no matter what happens at work, you have a full, rich life and a lot to be proud of. Be sure to update the bulletin board periodically so that you don't stop noticing your special bulletin board. Create a space on a wall that you will see every day and include evidence like a letter from a satisfied customer, a copy of an award, an email of praise, or a photo of your child graduating from school.

#### **7.12 STOP THE NEGATIVE TALK :**

We all do it. We have that little voice in our heads that only knows how to say negative things. It's our 'inner critic.' However, you have control over that voice. You want to learn to stop the unproductive negative self-talk and instead, focus on what you can do to move past the situation. Focus on how you can solve problems, make a better choice next time, or take any other kind of action that will help you focus on the positive rather than the negative. You can even create a STOP sign and post it on your wall so that every time you have a negative thought

you can look up at it and say to yourself, “stop!” Then convert that negative thought into something positive. For example :

“I’m so stupid” becomes “OK, I made a mistake. Next time I’ll know not to do the same.”

“God, I’m hopeless” becomes “Right, what can I learn from this situation?” “I hate this place” becomes “OK, so right now I’m not very happy with my job. But it will pass.” Learn to recognize and respond to your ‘inner critic’ to stop negative self-talk.

Allowing negative thoughts to fester does nothing for your self-esteem and your ability to function at work. Instead, learn to shift quickly from the negative to the positive so you won’t get bogged down or beaten up by your inner critic

### **7.13 ENHANCING YOUR SELF – EFFICACY :**

There are four ways to enhance your self-efficacy that have been well researched and verified as being effective. These four methods come from research done on the treatment of those that are struggling to recover from physical injuries, but they can be applied to your work situation as well.

They are :

- Skills mastery
- Modeling
- Reinterpretation of signs and symptoms
- Persuasion

#### **7.13.1 Skills Mastery :**

The most effective way to build your self-efficacy is by mastering new or existing skills. The more often that you experience success, the more self-efficacy you will gain, and the more often that you experience failure, the more threat your self-efficacy will come under. In fact, repeated, early failures can have a detrimental effect on self-efficacy especially if it was not due to a lack of effort or severe, unusual circumstances.

The more often that you experience success, the more self-efficacy you will gain. As you master more and more skills, you will find that you suffer occasional failure with much more ease because you know that another success is likely not far behind. When you prove to yourself that you have the ability to master a skill, you will tend to see occasional failures as less a factor of your own lack of skills and more a factor of poor or insufficient strategies. In this case, we see that by improving our strategy we can improve our results. So how do you begin to build your skills mastery? Simply begin by breaking larger tasks into small, manageable tasks. Then successfully complete each smaller task. Remember that you are aiming for mastery at each

smaller task, not just the fastest or easiest way of getting it done. Set a reasonable goal for when you would like to master each piece of the larger overall task and reward yourself as you achieve your goals.

### **7.13.2 Modeling :**

A second means of enhancing self-efficacy is to provide a model for what you are aiming to achieve. Look for someone in your workplace or even in your personal life who has had a similar problem to the one you are attempting to overcome or who is an example of behaviors you would like to emulate. For example, if you are seeking to become a better public speaker, look for someone who is an excellent speaker already. If possible, ask them for advice. Or pay close attention to what it is that makes them good at public speaking and attempt to do the same. If you can, find a mentor who is willing to work with you one-on-one to help you achieve your goal. They can provide inspiration and feedback to help you move towards your goal faster.

Look for someone in your workplace or even in your personal life who has had a similar problem to the one you are attempting to overcome.

### **7.13.3 Reinterpretation of signs and symptoms :**

In the research conducted on patients in physical rehabilitation, this method of building self-efficacy was meant to teach patients which of the signals they were receiving from their body in the form of symptoms were perfectly normal. In the sense of the workplace, however, you should be looking more at what signs and signals you are giving yourself. For example, feeling a high level of stress under high-pressure scenarios is normal. Instead of beating yourself up about it, creating a negative impact on your self-efficacy, recognize that it's a perfectly normal reaction. Then take steps to reduce your stress so that you can keep moving forward.

Recognize that your emotional signals and symptoms are perfectly normal reactions to your situation, and then determine what you need to do to keep moving forward. Another example is when you get angry, frustrated, upset, or experience some other negative emotion. Your emotional reactions, sometimes including symptoms like headaches, backaches, or stomach upset, are completely natural when you face upsetting situations. The key is to recognize that you are having the reaction but that it doesn't need to stop you from doing your job and doing it well. Instead, you can acknowledge your emotions and your right to feel them, and still choose the action that will help you move forward in getting your job done. In this sense, we're talking about a form of emotional intelligence, which is another skill that you can learn to practice.

### **7.13.4 Persuasion :**

Persuasion is the final method for enhancing self-efficacy. It is also one that will be familiar to mentors, teachers, trainers, and others who spend their time helping others to learn or improve themselves. In this sense, persuasion means the act of convincing someone that they are actually capable of doing what they have set out to do. The goal is to find interesting ways to

persuade yourself that you are capable of achieving the goals that you want to achieve. Some ideas might be giving yourself a pep talk, reminding yourself of your related past successes, or asking others to tell you what they see as your strengths. You can find this kind of persuasion from others that you respect as well, such as a mentor or supervisor

#### **7.14 SUMMARY :**

People with this type of personality should be placed in situations where they would be working with or leading others. Positive-interpersonal skill is a personality trait that greatly affects the workplace. Individuals who exhibit this trait generally enjoy working with other people, and they have the empathy and sensitivity that enables them to get along well with others. Decision-making and independence are greatly affected by personality. Personality traits such as self-efficacy, conscientiousness, and pro-activity contribute to good decision-making under pressure and independence, while traits such as neuroticism and not being open do not. In the light of these reflections, our personal values and personalities govern our actions and behaviors, and since organizational behavior is built upon our personal values, it is of paramount importance to understand personalities of employees to make good use of organizational behavior.

#### **7.15 KEYWORDS :**

##### **Modeling :**

A second means of enhancing self-efficacy is to provide a model for what you are aiming to achieve.

##### **Persuasion :**

Persuasion is the final method for enhancing self-efficacy. It is also one that will be familiar to mentors, teachers, trainers, and others who spend their time helping others to learn or improve themselves

##### **Self-confidence :**

Self-confidence can be boiled down to the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform the task in the past.

##### **Self-Efficacy :**

Self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances.

##### **Self-esteem :**

Is an excellent barrier to depression and other negative emotions. Yet it can be difficult to both build and maintain.

**7.16 SELF ASSESSMENT QUESTIONS :**

1. Define the Personal Motivation?
2. Discuss the Sources of Self-Efficacy
3. Examine the Reinterpretation of signs and symptoms

**7.17 SUGGESTED READINGS :**

1. Frager, R., & Fadiman, J. (2013) Personality and Personal Growth (7th ed.). Boston, MA: Pearson Education.
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4. Book Haslam, N., Smillie, L., & Song, J. (2017). An Introduction to Personality, Individual Differences and Intelligence (2nd ed.). New York: Sage Publications.

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## **LESSON - 8**

# **ENHANCING PERSONALITY SKILLS**

### **OBJECTIVES OF THE LESSON :**

- ✓ To Understand the Importance and Factors of Body Language
- ✓ To study the Leadership qualities of the Successful Leader
- ✓ To Examine the Advantages and Disadvantages of Time Management
- ✓ To Know the Work Ethics

### **STRUCTURE OF THE LESSON .:**

- 8.1 Introduction
- 8.2 Importance of Body Language
- 8.3 Factors of Body Language
- 8.4 Problem solving
- 8.5 Conflict and Stress Management
  - 8.5.1 Conflict Management
  - 8.5.2 Stress Management
- 8.6 Decision Making skills
  - 8.6.1 Create a Constructive Environment
  - 8.6.2 Investigate the Situation in Detail
  - 8.6.3 Generate the Good Alternatives
  - 8.6.4 Explore your options
  - 8.6.5 Select the Best Solution
  - 8.6.6 Group Decisions
  - 8.6.7 Evaluate your plan
  - 8.6.8 Communicate your decision and take action
- 8.7 Leadership Qualities of a Successful Leader
- 8.8 Team work
- 8.9 Time Management
  - 8.9.1 Effective Planning
  - 8.9.2 Setting goals and objectives

- 8.9.3 Setting Deadlines
- 8.9.4 Delegation of Responsibilities
- 8.9.5 Prioritizing Tasks
- 8.9.6 Spending the right time on right activity
- 8.9.7 Reduction in stress
- 8.9.8 Provide focus on the task
- 8.9.9 Decrease Procrastination
- 8.9.10 Gain Self Confidence
- 8.9.11 A way to the goal
- 8.9.12 Challenge your Productivity
- 8.9.13 Have a instinct for Achievement
- 8.9.14 Time to relax and do recreational activities
- 8.9.15 Financial soundness
- 8.9.16 Become Health
- 8.10 Disadvantages of Time Management
  - 8.10.1 Non clear Objectives
  - 8.10.2 Mismanagement
  - 8.10.3 Can't say "No"
  - 8.10.4 Obstacles
  - 8.10.5 Inactivity
  - 8.10.6 Load of different works at one time
  - 8.10.7 Fatigue and stress become the part of life
- 8.11 Work Ethics
- 8.12 Good Manners and Etiquettes
- 8.13 Summary
- 8.14 Key words
- 8.15 Self Assessment Questions
- 8.16 Suggested Readings

## 8.1 INTRODUCTION :

Body language is the unconscious and conscious transmission and interpretation of feelings, attitudes, and moods, through: body posture, movement, physical state, position and



relationship to other bodies, objects and surroundings, facial expression and eye movement, the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words". The study of body language is known as kinesics, which is derived from the Greek word kinesis, meaning motion.

## **8.2 IMPORTANCE OF BODY LANGUAGE :**

- ✓ When one expresses his/her feelings, it has been said that.
- ✓ 55% of the communication consists of body language.
- ✓ 38% is expressed via the tone of voice or intonation and amazingly only
- ✓ 7% is communicated via words.
- ✓ This means that we express most of our feeling (93%) in a non-verbal way and our words only convey 7% of what we are saying or expressing.

Body Language is a significant aspect of modern communications and relationships. Body Language is therefore very relevant to management and leadership, and to all aspects of work and business where communications can be seen and physically observed among people.

Body language is also very relevant to relationships outside of work, for example, in families and parenting, behaving with friends, etc. Communication includes listening. In terms of observable body language, non-verbal (non-spoken) signals are being exchanged whether these signals are accompanied by spoken words or not.

## **8.3 FACTORS OF BODY LANGUAGE :**

Body language is not just about how we hold and move our bodies.

1. Body language potentially (although not always, depending on the definition you choose to apply) encompasses :
2. How we position our bodies
3. Our closeness to and the space between us and other people and how this change our facial expressions our eyes especially and how our eyes move and focus, etc
4. How we touch ourselves and others
5. How our bodies connect with other non-bodily things, for instance, pens, cigarettes, spectacles and clothing
6. Our breathing, and other less noticeable physical effects, for example our heartbeat and
7. Perspiration

Body language tends not to include the pace, pitch, and intonation, volume, variation, pauses, etc., of our voice.

Voice type and other audible signals are typically not included in body language because they are audible 'verbal' signals rather than physical visual ones, nevertheless the way the voice is used is a very significant (usually unconscious) aspect of communication, aside from the bare words themselves. Similarly breathing and heartbeat, etc., are typically excluded from many general descriptions of body language, but are certainly part of the range of non-verbal bodily actions and signals which contribute to body language in its fullest sense.

More obviously, our eyes are a vital aspect of our body language. Our reactions to other people's eyes - movement, focus, expression, etc - and their reactions to our eyes - contribute greatly to mutual assessment and understanding, consciously and unconsciously.

Our interpretation of body language, notably eyes and facial expressions, is instinctive, and with a little thought and knowledge we can significantly increase our conscious awareness of these signals: both the signals we transmit, and the signals in others that we observe.

Doing so gives us a significant advantage in life - professionally and personally - in our dealings with others. Body language is not just reading the signals in other people.

## **8.4 PROBLEM SOLVING :**

Problem Solving is a mental process wherein an individual analyzes interprets a task or a problem at hand and chooses from a pool of possibilities to reach the simplest solution. It involves an individual's creativity and decision making abilities.

Following steps should be followed while solving a problem :

1. Identifying the problem : It is important to have clarity about what the problem at hand is and what it demands. The resources required to solve the task and the kind of solutions that have been used before and have been successes and failures.

2. Forming a strategy : The approach to solving the problem will depend upon the environment and the available resources. It will differ from individual to individual since they will have their own preferences and set schemas.

3. Organizing Information : As stated before, it is important to gather as much information as possible and organizing it, segregating it to identify the gaps. Whether it's a top down approach or a bottom up approach, one should be able to identify the source of the problem.

4. Allocating resources and monitoring the process : Once you know the problem, its source and have organized the information, allocate the resources such as time, money etc, including past experiences and future impacts. For effective solutions, one also needs to monitor the progress of the approach to avoid being caught in the vicious circle of escalation of commitment.

5. Evaluating the Solution : Once the task at hand has been solved, what is its present and future impact? It can be immediate such as solving a math problem or a long term process such as a learning curve.

## **8.5 CONFLICT AND STRESS MANAGEMENT :**

### **8.5.1 Conflict Management :**

1. Conflict is a condition where there is opposition, disagreement between two or more people. This may be due to lack of communication, differences over certain issues and/or contradiction in ideas, beliefs and thoughts.
2. Conflicts at workplace can hamper the progress of your work and in turn stunts the growth of the organization.
3. Conflicts act as barriers to healthy organizational development. Sometimes, however, how hard we try; we end up with conflicting thoughts with team members. Therefore it is necessary to manage conflicts in a way such that it has minimum impact on our lives.
4. Unresolved conflicts can be hazardous especially at work places. They can lead to inappropriate behavior such as avoidance, inability to work in teams, verbal assaults, and overall resentment. In worst cases, some of the employees in the organization become so hostile that they eventually have to quit their work and separate from the organization.

### **8.5.2 Stress Management :**

1. All of us are living a fast paced demanding life, dealing with work pressure, home responsibilities, and other commitments all the time that leads to the stress.
2. This stress becomes a part and parcel of our life. However, managing stress is extremely important. Stress has a lot of harmful effects on our body and mind.
3. People under stress often experience headaches, anxiety, depression, negative thoughts, nausea, anger, frustration etc.
4. Hence to avoid these problems, maintaining stress is extremely important.
5. Regular Exercising, change the routine work, yoga, meditation and breathing exercises are great ways to combat stress. The ultimate goal to manage stress is to lead a balanced life.
6. Some people with stress is to smoke and consume large amounts of alcohol. Also, avoid eating or sleeping too much when you are stressed because this will make you lethargic.
7. Relax, rejuvenate and recharge yourself so that you can function more efficiently.

## **8.6 DECISION MAKING SKILLS :**

### **A Systematic Approach for Making Decisions :**

In real-life business situations, decisions can often fail because the best alternatives are not clear at the outset, or key factors are not considered as part of the process. To stop this happening, you need to bring problem-solving and decision-making strategies together to clarify your understanding.

A logical and ordered process can help you to do this by making sure that you address all of the critical elements needed for a successful outcome. Working through this process systematically will reduce the likelihood of overlooking important factors.

Our seven-step approach takes this into account :

1. Create a constructive environment.
2. Investigate the situation in detail.
3. Generate good alternatives.
4. Explore your options.
5. Select the best solution.
6. Group Decision
7. Evaluate your plan.
8. Communicate your decision, and take action.

#### **8.6.1 Create a Constructive Environment :**

Decisions can become complex when they involve or affect other people, so it helps to create a constructive environment in which to explore the situation and weigh up your options.

#### **8.6.2 Investigate the Situation in Detail :**

Before you can begin to make a decision, you need to make sure that you fully understand your situation. It may be that your objective can be approached in isolation, but it's more likely that there are a number of interrelated factors to consider. Changes made in one department, for example, could have knock-on effects elsewhere, making the change counter-productive.

#### **8.6.3 Generate Good Alternatives :**

The wider the options you explore, the better your final decision is likely to be. Generating a number of different options may seem to make your decision more complicated at first, but the act of coming up with alternatives forces you to dig deeper and look at the problem from different angles.

#### **8.6.4 Explore Your Options :**

When you're satisfied that you have a good selection of realistic alternatives, it's time to evaluate the feasibility, risks and implications of each one. Almost every decision involves some degree of risk. Use Risk Analysis to consider this objectively by adopting a structured approach to assessing threats, and evaluating the probability of adverse events occurring – and what they might cost to manage.

#### **8.6.5 Select the Best Solution :**

Once you've evaluated the alternatives, the next step is to make your decision. If one particular alternative is clearly better than the rest, your choice will be obvious. However, if you still have several competing options, there are plenty of tools that will help you decide between them.

#### **8.6.6 Group Decisions :**

1. If your decision is being made within a group, there are plenty of excellent tools and techniques to help you to reach a group decision.
2. If the decision criteria are subjective, and it's critical that you gain consensus, Multi-Voting can help your team reach an agreement.
3. When anonymity is important, decision-makers dislike one another, or there is a tendency for certain individuals to dominate the process, use the Delphi Technique to reach a fair and impartial decision.
4. This uses cycles of anonymous, written discussion and argument, managed by a facilitator. Participants do not meet, and sometimes they don't even know who else is involved.

#### **8.6.7 Evaluate Your Plan :**

With all the effort and hard work you've already invested in evaluating and selecting alternatives, it can be tempting to forge ahead at this stage. But now, more than ever, is the time to "sense check" your decision. Before you start to implement your decision, take a long, dispassionate look at it to be sure that you have been thorough, and that common errors haven't crept into the process.

#### **8.6.8 Communicate Your Decision, and Take Action :**

Once you've made your decision, you need to communicate it to everyone affected by it in an engaging and inspiring way.

Get them involved in implementing the solution by discussing how and why you arrived at your decision. The more information you provide about risks and projected benefits, the more likely people will be to support your decision.

## **8.7 LEADERSHIP AND QUALITIES OF A SUCCESSFUL LEADER :**

**A good leader has an exemplary character** It is of utmost importance that a leader is trust worthy to lead others. A leader needs to be trusted and be known to live their life with honesty and integrity. A good leader “walks the talk” and in doing so earns the right to have responsibility for others. True authority is born from respect for the good character and trustworthiness of the person who leads.

**A good leader is enthusiastic** about their work or cause and also about their role as leader. People will respond more openly to a person of passion and dedication. Leaders need to be able to be a source of inspiration, and be a motivator towards the required action or cause. Although the responsibilities and roles of a leader may be different, the leader needs to be seen to be part of the team working towards the goal. This kind of leader will not be afraid to roll up their sleeves and get dirty.

**A good leader is confident.** In order to lead and set direction a leader needs to appear confident as a person and in the leadership role. Such a person inspires confidence in others and draws out the trust and best efforts of the team to complete the task well. A leader who conveys confidence towards the proposed objective inspires the best effort from team members.

**A leader also needs to function in an orderly and purposeful manner in situations of uncertainty.** People look to the leader during times of uncertainty and unfamiliarity and find reassurance and security when the leader portrays confidence.

Good leaders are tolerant of ambiguity and remain calm, composed and steadfast to the main purpose. Storms, emotions, and crises come and go and a good leader takes these as part of the journey and keeps a cool head.

**A good leader as well as keeping the main goal in focus is able to think analytically.** Not only does a good leader view a situation as a whole, but is able to break it down into sub parts for closer inspection. Not only is the goal in view but a good leader can break it down into manageable steps and make progress towards it.

**A good leader is committed to excellence.** Second best does not lead to success. The good leader not only maintains high standards, but also is proactive in raising the bar in order to achieve excellence in all area.

## **8.8 TEAM WORK :**

The process of working collaboratively with a group of people in order to achieve a goal.

Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance.

**Advantages :**

Team members have the opportunity to learn from each other.

Potential exists for greater work force flexibility with cross-training.

Opportunity provided for synergistic combinations of ideas and abilities.

New approaches to tasks may be discovered.

Team membership can provide social facilitation and support for difficult tasks and situations.

Communication and information exchange may be facilitated and increased.

Teams can foster greater cooperation among team members.

Interdependent work flow can be enhanced.

Potential exists for greater acceptance and understanding of team-made decisions.

Greater autonomy, variety, identity, significance, and feedback for workers can occur.

**Disadvantages :**

Some individuals are not compatible with teamwork.

Workers must be selected to fit the team as well as requisite job skills.

Some members may experience less motivating jobs as part of a team

Organization may resist change.

Conflict may develop between team members or other teams.

Teams may be time-consuming due to need for coordination and consensus.

Teams can stymie creativity and inhibit good decision-making if "group think" becomes prevalent

Evaluation and rewards may be perceived as less powerful;

Free-riding" within the team may occur.

Less flexibility may be experienced in personnel replacement or transfer.

**8.9 TIME MANAGEMENT :**

“Time management” is the process of organizing and planning how to divide your time between specific activities. It is defined as the process of managing time effectively so that the right time is allocated to the right activity.

Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high.

Failing to manage your time damages your effectiveness and causes stress.

### **Steps in Time Management :**

Time Management includes :

1. Effective Planning
2. Setting goals and objectives
3. Setting deadlines
4. Delegation of responsibilities
5. Prioritizing activities as per their importance
6. Spending the right time on the right activity

#### **8.9.1 Effective Planning :**

Plan your day well in advance. Prepare a to do List or a “Task Plan”. Sort down the important activities that need to be done in a single day against the time that should be allocated to each activity. High Priority work should come on top followed by those which do not need much of your importance at the moment.

#### **8.9.2 Setting Goals and Objectives :**

Working without goals and targets in an organization would be similar to a situation where the captain of the ship loses his way in the sea. Yes, you would be lost. Set targets for yourself and make sure they are realistic ones and achievable.

#### **8.9.3 Setting Deadlines :**

Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your superiors to ask you every time. Learn to take ownership of work. One person who can best set the deadlines is you yourself. Ask yourself how much time needs to be devoted to a particular task and for how many days. Use a planner to mark the important dates against the set deadlines.

#### **8.9.4 Delegation of Responsibilities :**

Learn to say “NO” at workplace. Don’t do everything on your own. There are other people as well. One should not accept something which he knows is difficult for him. The roles and responsibilities must be delegated as per interest and specialization of employees for them to finish tasks within deadlines. A person who does not have knowledge about something needs more time than someone who knows the work well.



**8.9.5 Prioritizing Tasks :**

Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which all should be done within a month and so on. Tasks which are most important should be done earlier.

**8.9.6 Spending the right time on right activity :**

Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Don't waste a complete day on something which can be done in an hour or so. Also keep some time separate for your personal calls or checking updates on Facebook or Twitter. After all human being is not a machine.

**Advantages of Time Management :****8.9.7 Reduction in stress level :**

The reduction in stress level is main content of time management. If you follow time management properly then you will get better result. Even you can relax yourself while enjoying your work. Stress leads to spoiling of work schedule and disturbed work schedule can never provide best results. The result will come undoubtedly but no one can say it will be best or worst.

**8.9.8 Provides focus on the task :**

The time management initially provides relief from stress and later helps you in focusing your target and performance in task. A focused person becomes successful in less time as compared to those who do more struggle for getting their target in life. The people always desire to have successful and enjoyable life and that can be obtained by keeping a focused view about everything and every step.

**8.9.9 Decrease procrastination :**

There is much duration in life and it also brings fluctuation. The particular point in adopting time management is the ability to predict the results and control the situations. Managing time isn't something that requires extra skills, the only need is to have some knowledge about how to and be dedicated to implement it within your day to day activities.

**8.9.10 Gain self-confidence :**

Self-confidence plays a vital role in human life and self-confident people always have better life than dependent persons. The feel usually comes when you plan your work properly and take decisions on time for betterment. "Time management never takes your time, rather provides you extra time." A person can do anything with confidence and self trust leads a human being to the next level.

**8.9.11 A way to the goal :**

Everybody has a desire to achieve his/her goal in life and dream to get a relaxing future after attaining target. Managing time allots you time where it has the most impact. Time management allows every human to spend time on the things that matter most to them. In this process, time management has a positive aspect to perform and people consider the scheduling a better option.

**8.9.12 Challenge your productivity :**

The capacity of everybody is similar just only habits differentiate in results. The people who score 100 out of 100 are also human not robots, the thing is that they follow their dreams. The condition turns turtle with your determination when you are planning for your next meeting as all the tasks are listed in to-do list. You can use priorities while setting up the task execution sequence. Productivity is a challenge to face, as the process of productivity puts human being on the heels. It's a race which has to be won by all not by any single. In short, it is a great thing to adopt but also demands the capacity to handle the pressure.

**8.9.13 Have an instinct for achievement :**

Achievement of a task is different whereas bang a series of success is totally different task. A series of success falls in our kitty only then, when we make our efforts in a predefined way. Discipline and self-improvement are mandatory. The communication tools available in variety support, synchronous as fixing meeting time in form of web conferencing and asynchronous with no fixed time to contribute as discussion board in form of interaction. The achievement comes with hard working and dedicated behavior. Everyone has to adopt time management if they desire to have the taste of success.

**8.9.14 Time to relax and do recreational activities :**

Recreation in this era of rush is a blessing and everybody wants it but only few can grab it. Never miss any event. No need to worry about missing events as workday is scheduled with reminders and alerts for urgent events. The blessed ones are those who do work on time and adopt a time table in their life to do day-to-day chaos. The relaxed life gives motivation to human being and put them on the way of success. The recreational activities also give family life a boost. People feel more connected to their families. The one and the only thing to keep in mind is relations need time and love to boom.

**8.9.15 Financial Soundness :**

The success brings financial benefits with itself. A human is always financially sound if he/she have planned his/ her life properly and they maintain a time table of their personal and professional life. The lifelong learning experience promotes the empowerment of individuals

with the knowledge. They can research and find information. The interpretation in it with sharing provides students opportunities to get network connectivity.

### **8.9.15 Become Healthy :**

The health is a blessing for human and it can be achieved by proper maintenance. Time management is also helpful in making human life healthy; as if a person will adopt scheduling in his life then he will definitely save sometime for doing exercise and other health related works. So, he/ she will become healthy definitely. Once you have decided to plan your time, you have to discipline yourself and work on self-improvement with health as a key factor.

## **8.10 DISADVANTAGES OF TIME MANAGEMENT :**

It can be pretty hard for someone who doesn't embrace punctuality and value time. There are very few downsides to time management. The main disadvantage is of more consumption of time in making up plans which easily turns out to be against. It can make human life mechanical too.

### **8.10.1 Non-clear Objectives :**

The productive behavior is definitely one of the main goals in time management. Sometimes, it leads to non-clear objectives which usually struck people for worse. An unaware person doesn't know what to do? If you are not being able to do better management of workload, you will get more struck in non-done tasks in no time.

### **8.10.2 Mismanagement :**

Organized results to less rework and mistakes but excess organizing craze leaves a person in blunder. The items, details, and instructions are if forgotten then leads to extra work and a blame of mismanagement. A person has to do a task more times if he forgets something. It will lead to fatigue and it happens because of predictive behavior.

### **8.10.2 Can't say "no" :**

You might have forgotten an appointment, or missed deadline and all happened because of working on others task as saying 'no' will be tough for you. Such crazy situations incline life friction. You can avoid creating such problems by planning and preparing exactly. Nobody can create more time but it can be used in better way by managing time undoubtedly. It's always better to keep back because people simply can't say no to anyone.

### **8.10.3 Obstacles :**

Simple actions like shifting commute or getting a work done early, produce more issues in life. The time management leads you towards an obstacle. When you know what you need to do, you hate wasting time in idle activities and that leads to disputes and disturbances. Instead of

thinking what to do next, concentrate on steps ahead of work, as anything can go wrong. The people face many problems due to it.

#### **8.10.4 Inactivity :**

The common misconception makes time management an extra effort. To the contrary, proper time management makes a human life easier and inactive. If things are asking for less effort than the usual time, then the consumption of time leads to dullness. Manage time for Improving life, as time management is all about spending time in right places, and on the right things but sometime the obsession for doing right makes your life stagnant.

#### **8.10.5 Load of different works at one time :**

When you work according to time management, then sometimes in over confidence you take too many tasks in hand. That particular condition leaves you in total blunder. The people keep too many expectations from you just because of your flaunting behavior and at last you feel a load of work on your shoulders. And such confusion creates a mismanagement situation.

#### **8.10.6 Fatigue and stress become part of life :**

Fatigue and stress is common problem that leads you to a tired phase. The tiredness leads a human being to irritate and fed up of life. They also feel demoralized because they again and again think about their unsuccessful attempt of adopting time management in their life. They consider their unsuccessful attempt as halt in their way and leave interest in all things. Majority of people make themselves prone to diseases.

### **8.11 WORK ETHICS :**

Work ethic is a value based on hard work and diligence.

The belief that work has a moral benefit and an inherent ability to strengthen character.

#### **Five Factors That Demonstrate a Strong Work Ethic :**

Integrity

Sense of Responsibility

Emphasis on Quality

Discipline

Sense of Teamwork

### **8.12 GOOD MANNERS AND ETIQUETTES :**

Good manners cost us nothing, but may win almost everything. They are the skills of making people feel easy and comfortable. We can have better relationships with people we know and meet in day to day life just by behaving well. Courtesy, politeness or having good manners

are an about respecting others and yourself. If you show good manners everywhere you go, then you are more likely to encourage others to behave in the same way towards you.

THINK - How would you feel if someone ?

- ✓ Never says 'Please' or 'Thank You' when you help them?
- ✓ Shares your things but never shares anything of theirs?
- ✓ Snatches the remote, while you are watching TV?
- ✓ Good manners at home:
- ✓ Help others at home.
- ✓ Say 'please' and 'thank you' whenever it is required.
- ✓ Never read letters or messages that belong to others.
- ✓ Never stay in bathroom longer than time required.
- ✓ Never talk back or put when scolded. Never tease or tag other members of the family.
- ✓ Feel and say sorry, in hurt anyone's feeling.
- ✓ Don't switch television programs to suit me.
- ✓ Hold the door open for the person coming in, especially if he is carrying something.
- ✓ Knock at the door before entering the home of others.
- ✓ Share and not grab or keep good things for me.
- ✓ Get up in morning as soon as I am called.
- ✓ Keep myself and my space/room clean.
- ✓ Go for meals on time.

### 8.13 SUMMARY :

The beliefs and values remain relatively stable regardless of what situation we are in. Our feelings and behaviors, on the other hand, tend to be easily influenced by the environment in which we function. Traits such as openness, emotional stability, and agreeableness all predict that an individual will have less conflict, work better in teams, and have positive attitudes about his or her work.

### 8.14 KEY WORDS :

#### Body Language :

Body language is the unconscious and conscious transmission and interpretation of feelings, attitudes, and moods, through body posture, movement, physical state, position.

**Problem solving :**

Problem Solving is a mental process wherein an individual analyzes interprets a task or a problem at hand and chooses from a pool of possibilities to reach the simplest solution

**Time management :**

“Time management” is the process of organizing and planning how to divide your time between specific activities.

**Conflict Management :**

Conflict is a condition where there is opposition, disagreement between two or more people.

**Good Manners And Etiquettes :**

Good manners cost us nothing, but may win almost everything. They are the skills of making people feel easy and comfortable. We can have better relationships with people we know and meet in day to day life just by behaving well

**8.15 SELF -ASSESSMENT QUESTIONS :**

1. Discuss the Importance and Factors of Body Language
2. Explain the Leadership Qualities of successful leaders
3. Examine the Advantages and Disadvantages of Time Management ‘
4. Critically Discuss the Work Ethics

**8.16 SUGGESTED READINGS :**

1. McAdams, D. P. (2008). The Person: An Introduction to the Science of Personality Psychology (5th ed.). New York: John Wiley & Sons
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## **LESSON - 9**

# **LEADERSHIP IMPORTANCE**

### **OBJECTIVES OF THE LESSON :**

- ✓ To study the importance of leadership
- ✓ To understand nature, characteristics and objectives of leadership
- ✓ To know the different types of leadership styles
- ✓ To identify the skills required to be a good leader

### **STRUCTURE OF THE LESSON :**

- 9.1 Introduction
- 9.2 Personality Definition
- 9.3 Leadership – Nature
  - 9.3.1 Leadership as a Status Group
  - 9.3.2 Leadership as a Focal Person
  - 9.3.3 Leadership as a Function
  - 9.3.4 Leadership as a Process
- 9.4 Characteristics of leadership
  - 9.4.1 There must be Followers
  - 9.4.2 Working Relationship between Leader and Followers
  - 9.4.3 Personal Quality
  - 9.4.4 Reciprocal Relationship:
  - 9.4.5 Community of Interests
  - 9.4.6 Guidance
  - 9.4.7 Related to a Particular Situation
  - 9.4.8 Shared Function
  - 9.4.9 Power Relationship
- 9.5 The objectives of leadership
- 9.6 Qualities that Make a Person Leader
  - 9.6.1 Some of these qualities may be enumerated as follows
- 9.7 Leadership Style
- 9.8. Different Types of Leadership
  - 9.8.1 Democratic Leadership

- 9.8.1.1 Features of Democratic leadership style
- 9.8.2 Autocratic Leadership
- 9.8.3. Laissez-faire Leadership
  - 9.8.3.1 Laissez-faire Leadership
- 9.8.4 Strategic Leadership
  - 9.8.4.1 Unique traits of strategic leaders
- 9.8.5 Transformational Leadership
- 9.8.6 Transactional Leadership
- 9.8.7 Coach-Style Leadership
- 9.8.8 Bureaucratic Leadership
- 9.9 Types of network leadership roles
  - 9.9.1 The Exemplar or “Alpha Member1.
  - 9.9.2 The Gatekeeper
  - 9.9.3 The Visionary
  - 9.9.4 The Truth-Teller
  - 9.9.5 The Fixer
  - 9.9.6 The Connector
  - 9.9.7 The Facilitator
- 9.10 Network structures and leadership roles
- 9.11 Summary
- 9.12 Key words
- 9.13 Self-Assessment Questions
- 9.14 Suggested Readings

## 9.1 INTRODUCTION :

Leadership is the art of influencing people to attain group objectives willingly. What a minister does in his State, a captain does on the playground, the manager has to do in his organisation. Leaders in all walks of life should have some basic qualities. They should be able to establish contact with their equals, deal with their subordinates and guide them, mediate in conflicts, resolve issues by weighing various alternatives, allocate scarce resources properly and take risks and initiatives.

Leadership is essentially a continuous process of influencing behaviour. It may be considered in context of mutual relations between a leader and his followers. The leader tries to influence the behaviour of individuals or group of individuals around him to achieve desired goals.



## 9.2 PERSONALITY DEFINITION :

“Leadership is the process of encouraging and helping others to work enthusiastically towards their objectives. Leadership must extract cooperation and willingness of the individuals and groups to attain the organisational objectives.” --- **Keith Davis.**

“Leadership is a relationship in which one person influences others to work together willingly on related tasks to attain what the leader desires.” ----- **George R. Terry.**

“Leadership is the process of influencing people so that they will strive willingly towards the achievement of group goals.” ---- **Koontz and O'Donnell.**

## 9.3 LEADERSHIP – NATURE :

Leadership may be viewed variously as –

- (a) Status group
- (b) Focal person
- (c) Function and
- (d) Process.

### 9.3.1 Leadership as a Status Group :

It refers to a situation where a person moves to leadership position by reason of heredity (as when he is a descendant of a business family), or when he is elected or selected to a leadership position.

### 9.3.2 Leadership as a Focal Person :

According to this view, leadership vests the people who are regarded as leaders by virtue of positions held by them in an organization, such as persons elected or selected to positions of directors, executives, administrators, managers, or chiefs of departments in an organization.

### 9.3.3 Leadership as a Function :

The leadership function comprises activities that facilitate the achievement of group goals. The person who performs this function is regarded as leader. And while there are several people involved in working towards accomplishment of group goals and there are many factors, including luck, that determine the result of their collective efforts, but the credit or discredit for success or failure of the group effort will be attributed to the leader of the group.

### 9.3.4 Leadership as a Process :

According to this view, leadership is an interactive process in which leaders and followers exchange influence, i.e., the leader influences the followers by his ideas, direction and support, and the followers influence the leader by their ideas, suggestions and contribution to the achievement of group goals.

## **9.4 CHARACTERISTICS OF LEADERSHIP :**

### **9.4.1 There must be Followers :**

A leadership cannot exist without followers. If a leader does not have followers, he cannot exercise his authority. Leadership exists both in formal and informal organizations.

### **9.4.2 Working Relationship between Leader and Followers :**

There must be a working relationship between the leader and his followers. It means that the leader should present himself in a place where the work is actually going on. Besides, the leader should be a dynamic person of the concerned group. If he is not so, he cannot get things done.

### **9.4.3 Personal Quality :**

The character and behaviour of a man influence the works of others.

### **9.4.4 Reciprocal Relationship :**

Leadership kindles a reciprocal relationship between the leader and his followers. A leader can influence his followers and, in turn, the followers can influence the leader. The willingness of both the leader and the followers is responsible for the influence and no enforcement is adopted.

### **9.4.5 Community of Interests :**

There must be community of interests between the leader and his followers. A leader has his own objectives. The followers have their own objectives. They are moving in different directions in the absence of community of interests. It is not advisable. It is the leader who should try to reconcile the different objectives and compromise the individual interests with organisation interests.

### **9.4.6 Guidance :**

A leader guides his followers to achieve the goals of the organisation. A leader should take steps to motivate his followers for this purpose.

### **9.4.7 Related to a Particular Situation :**

Leadership is applicable to a particular situation at a given point of time. It varies from time to time.

### **9.4.8 Shared Function :**

Leadership is a shared function. A leader is also working along with his followers to achieve the objectives of the organisation. Besides, the leader shares his experience, ideas and views with his followers.

### **9.4.9 Power Relationship :**

A leader has powers to exercise over his followers. The leader derives these powers from the organisation hierarchy, superior know-ledge, experience and the like.

## 9.5 THE OBJECTIVES OF LEADERSHIP :

- i. To develop the feeling of cooperation and coordination,
- ii. To determine and provide the needful directions about good or bad as well as right or wrong conducts and behaviour as may be applicable in society,
- iii. To determine and formulate the equitable and justified behavioural norm in society,
- iv. To develop new, innovative and creative ideas, outlooks and approaches among people,
- v. To determine and make the perspective visions and missions for the well-being of human life in society,
- vi. To determine and develop the parameters on the basis of ethical values towards optimum and balanced behaviour between individual and group in any society,
- vii. To determine some learning aspects to follow the concept of truth, purity, politeness, and justifications among every people in society,
- viii. To develop enthusiasms, loyalty and devotional behaviour and attitudes,
- ix. To determine and provide needful directions for making team spirit among people,
- x. To provide due importance for common interest in a group or society,
- xi. To provide some leading guidelines for developing better work environment.

## 9.6 QUALITIES THAT MAKE A PERSON LEADER :

The traits approach concentrates on personal traits or characteristics of individuals who can be called leaders.

### 9.6.1 Some of these qualities may be enumerated as follows :

Height, weight, skin colour—though there are exceptions to this. A short person may be more effective leader than a tall one, a light-weight can be more effective leader than a heavy one, and a dark-skinned can surpass the fair-skinned in providing leadership. India's Lai Bahadur Shastri, Dr.B.R.Ambedkar, can be cited as ready examples of this exception.

- i. Energy, both nervous and physical; how long he can work energetically.
- ii. Mental ability—Being well-read and well-informed.
- iii. Personality—A captivating, magnetic personality.
- iv. Initiative—Inventiveness and boldness to implement new plans.
- v. Imagination—Creativeness and original thinking.
- vi. Emotional stability—Mental stability in adverse situations.
- vii. Desire to accept responsibility—Courage to own responsibility.
- viii. Flexibility—Ability to adjust and adapt to changing situations.

- ix. Honesty—Truthfulness and openness.
- x. Sincerity—Earnestness and authenticity.
- xi. Determination—Resolve and will-power.
- xii. Persistence—Doggedness and perseverance.
- xiii. Endurance—Staying power, stamina.
- xiv. Integrity—Reliability, uprightness.
- xv. Judgement—Decisive, conclusive.
- xvi. Courage—Guts, bravery.
- xvii. Good looks—both physical and sartorial.

### **9.7 LEADERSHIP STYLE :**

A leadership style is a way in which a leader accomplishes their team's objective by motivating employees to work towards the common goal and focusing on their well-being. Understanding leadership style is imperative for a team to work together and also keep growing while embracing changes. Here are some reasons why leadership style matters :

- i. Increases team engagement
- ii. Improves team communication and collaboration
- iii. Strengthens the effectiveness of the team

### **9.8 DIFFERENT TYPES OF LEADERSHIP :**

#### **9.8.1 Democratic Leadership :**

A democratic leader makes decisions based on their team's opinion and feedback. In simpler words, they get everyone involved in the decision-making process. However, this type of leadership cannot be used in the long run because of drawbacks like losing the leader's authority, debates, and miscommunication between team members. Here are some scenarios in which you can adopt a democratic leadership style :

- i. New project that requires constant brainstorming
- ii. Solve complex business problems
- iii. Tight-knit or small organizations like start-ups, etc.

##### **9.8.1.1 Features of Democratic leadership style :**

- 1. Transparent conversations
- 2. Everyone's opinion counts
- 3. Values collaboration and teamwork
- 4. Encourages discussions

**9.8.2 Autocratic Leadership :**

This is precisely the opposite of democratic leadership. The opinions of team members are not considered while making any business decision. Instead, leaders expect others to adhere to their decisions, which is not sustainable in the long run.

**9.8.3 Laissez-faire Leadership :**

Laissez-faire means “let them do”. This leadership style is the least intrusive and ensures that the decision-making authority lies with the team members. This leadership style empowers team members and holds them accountable for their work. This motivates many team members to put their best foot forward, improving the organisation’s efficiency and productivity.

**9.8.4 Strategic Leadership :**

Strategic leadership is when leaders use their skills and capabilities to help team members and organisation achieve their long-term goals. Strategic leaders strive to get the best out of people or situations.

**9.8.4.1 Unique traits of strategic leaders :**

1. They are interested in the well-being of others
2. They are open-minded
3. They are self-aware
4. They are good at interpersonal communication

**9.8.5 Transformational Leadership :**

Transformational leaders inspire others to achieve the unexpected. They aim to transform and improve team members and organisations functions and capabilities by motivating and encouraging them.

**9.8.6 Transactional Leadership :**

This type of leadership is task-oriented, which means team members who meet the leader’s expectations will be rewarded, and others will be punished. It is a prevalent leadership style based on the action-and-reward concept.

**9.8.7 Coach-Style Leadership :**

This leadership style focuses on identifying and nurturing a team member’s strengths and weaknesses. A coaching leader develops strategies that emphasise team members’ success. Though this is similar to strategic and democratic leadership styles, the focus here is more on the individual.

**9.8.8 Bureaucratic Leadership :**

This kind of leadership style sticks to the rules. For example, they might listen to their team members’ opinions while deciding.

## **9.9 TYPES OF NETWORK LEADERSHIP ROLES :**

There are at least eight different kinds of leadership roles in a networked organization. Each of these can be associated with specific network signatures consisting of patterns of links and nodes and the social rules governing their interactions. For example, some network leaders, such as visionaries, primarily generate new information and typically do not directly request others to perform tasks for them. They generally work in conjunction with connector and facilitator leaders who help them get their information out. Connectors, unlike visionaries, may have many symmetric dyadic interactions and act as gateways for a variety of sub-networks, whereas truth-teller leaders may only interact weakly with other members, having strong ties with a relatively small number of peers. The eight principal network roles are discussed below. Many of these roles can coexist in the same person. However, as networks grow in scale and complexity, these roles often become highly differentiated and expressed as Searle's institutional facts.

### **9.9.1 The Exemplar or "Alpha Member" :**

Most peer networks, whether they are military, technological, recreational, adolescent, criminal, terrorist, artistic, professional, or athletic, are founded by individuals who exemplify the standards and qualities that characterize the best competencies of the peer network. These are the rolemodels that others imitate. Sometimes their role can be simply symbolic, even ceremonial, but they are nonetheless important in setting the tone and culture of the organization. Successful and charismatic founders of new organizations, from Bill Gates, Steve Jobs, and Sam Walton to Osama Bin Laden and Aum Shinrikyo, all embody values and personalities that become the values of their organization. These leaders also exemplify the assessment criteria and set the standards for becoming a member of a network. In the military, each Service has its own types of exemplars: pilots and Seals for the Navy; Green Berets, and Rangers for the Army; and fighter pilots for the Air Force. These exemplars embody what is considered the most difficult and admired professional qualities that set that Service apart.

### **9.9.2 The Gatekeeper :**

For every network there are membership rules—criteria for being included, retained, elevated, and excluded. The gatekeeper decides who is in and who is out. In Congressional politics, the party leadership plays this role by deciding who gets what committee assignments and whose bills take precedence in a legislative agenda. This is a role that President Johnson as the former majority leader of the Senate understood brilliantly, while President Carter—an outsider, visionary, truth-teller, and moralist—never fully appreciated. In many military organizations, the drill sergeant often plays multiple leadership roles, acting as exemplars, enforcers, and gatekeepers. He weeds out recruits whom he believes fail to meet the standards of his unit. The gatekeeper role is especially important for elite units that seek to achieve a high degree of exclusivity based upon exceptional standards of excellence. Like the doorman to exclusive clubs, the gatekeeper role is a combination of truth-teller, applying the standard for admittance, and enforcer, denying admittance to those parties that fail the test.

### 9.9.3 The Visionary :

The role of the visionary leader is to imagine futures, determine what is limiting about the present, and show what is possible in the future. Visionary leaders such as Steve Jobs, Winston Churchill, Walt Disney, Craig Venter, Billy Mitchell, and Thomas Edison are a constant fount of new ideas and are “at war with the present.” Many high technology startups have been founded by visionaries, but eventually end up being run by operatives or fixers. The visionary leader imagines new possibilities, creating new institutional facts and realities, and therefore plays a critical role in moving networked organizations in new directions. This is an absolutely critical role in the start-up or crisis phase of an organization. However, it can also be disruptive in circumstances where continuity and execution are critical to success.

Visionaries play a vital and sometimes contentious role within the military. They are often the first to see weaknesses in prevalent military doctrine, to espouse new technologies and doctrines, and therefore, to challenge current leadership and entrenched interests. Consequently, unless they are able to prove themselves within wartime, their ideas can languish for decades. Rare are the individuals such as Lord Nelson or Napoleon, who were both visionaries and the senior commanders. In the case of Billy Mitchell (who championed the use of airpower), Col. John Boyd (the father of the OODA loop), or even Winston Churchill, it was only later in their careers that their innovations were appreciated. However, as the nature of warfare today is in constant transition with respect both to doctrine and new technologies, the visionary will have increased influence. The visionary role is best coevolved with that of the truth-teller.

### 9.9.4 The Truth-Teller :

In every network organization, someone has to keep the network honest. This entails the very challenging task of identifying free riders and cheaters. In knowledge-based organizations, it is also about ferreting out half-truths, spin, blunders, and lies. Such a leadership role can become easily compromised. Like the accounting function in a corporation or the judicial function in the legal system, truth-tellers can lose their independence, and hence effectiveness. Since these are often the first roles to go in times of stress, successful leadership is exemplified here by independence, transparency, accuracy, and candour in the face of enormous pressure. As Tennyson’s ode to Wellington eloquently and astutely expresses, truth telling and resistance to the lure of fame go hand in hand and are a critical and enduring signature of effective leadership. One of the arguments for modesty in leadership is that the lure of celebrity and its attendant rewards can compromise independence and hence, credibility. Therefore, if a leader is to be an effective truth teller, he or she must also be credible, and even the hint of self-dealing can undermine his effectiveness.

The challenges are especially acute and consequential within military organizations. If credibility breaks down, trust soon becomes the next casualty, and then the overall effectiveness of the chain of command. The admonition “Don’t shoot the messenger” is taken from military experience and reflects the high potential cost of reporting unwanted information. In response to such pressures, the military developed the doctrine of “ground

truth” after the Vietnam War. The truth telling goal is to provide authenticated and accurate reporting of the outcomes of missions. It can take enormous courage to resist the inevitable pressures of peers and superiors to report what they want to be known, rather than the truth of the matter. Being a truth-teller can be highly unpopular and a long road to advancement.

Even highly established and previously unchallenged military institutions can come under enormous pressure for truth telling. The armed forces newspaper, Stars and Stripes, undertook its own “ground truth investigation” into morale in Iraq in 2003 and was widely censured by some members of Congress and threatened with a reduced budget for its reporting.

Similarly, the success and credibility of the inquiry into the alleged tortures within Abu Ghraib and elsewhere within Iraq and Afghanistan will depend upon individuals assuming very strong truth-teller leadership roles.

#### **9.9.5 The Fixer :**

This is an individual who knows how to get things done and measures him or herself not just by how many people they might know, but rather how they can get things done that others cannot. Such individuals are results oriented. They “know where the bodies are buried” and what “makes people tick.” In politics, they are the operatives, the Mr. Fix-its. They are all about opening and closing loops—getting tasks done. In Tennyson’s words, they abide by the “rugged maxims hewn from life.” They are without illusions and are inherently pragmatic. They may interact with a range of other network leaders—visionaries, truth-tellers, and connectors—but always with a concrete outcome in mind. Within the military there is the archetype of the “scrounger,” an individual who is highly skilled at finding and assembling “found” materials, people, and resources to solve a variety of human and mission needs, from chocolate and silk stockings during WWII, to scrap iron as armor plating for Humvees in Iraq. Fixers are gifted improvisers, what the French call “bricolagers,” who take common available materials and repurpose them into something useful. In contrast to those who work through formal channels and depend upon approved procedures, fixers typically are “rule benders” and work through informal networks. Within the British Army during the late Victorian period, the Quartermaster was famous for the orderly but creative acquisition of supplies under the most trying and unpredictable of circumstances.

#### **9.9.6 The Connector :**

These network leaders participate in multiple social networks, connecting not only with a large number of members, but a highly diverse number of members as well. They are known for having numerous friends, connections, and contacts—for being consummate networkers. Like the visionary leaders, they can introduce variety and options into a network through the diversity of people with whom they interact. They are critical for identifying and accessing new resources and helping to get a message out.

By building links across network boundaries, they can help a networked organization break out of the “lock ins” of scale-free networks and introduce greater diversity, and hence robustness. During WWII, General Eisenhower as the Supreme Allied Commander



developed a reputation as a highly accomplished connector leader by virtue of his ability to relate to the different interests and cultural styles of the allied commanders. He was able to make and sustain connections among contending parties in order to keep the alliance together and on course. He was also able to exercise significant control over those whose primary allegiances were to different military organizations. The Enforcer In smaller networks, this role is often combined with that of the gatekeeper and even the truth-teller. However, in larger networks it is an independent role. Enforcement can mean physical coercion, but more often entails psychological or peer pressure. Like the truth-teller function, independence and transparency are critical for overall network effectiveness. Clearly, force and military means are the enforcement methods of last resort, but are necessary in order to buttress other forms of enforcement, which can vary from guilt and shame to legal redress. Most networks have their own forms of redress and enforcement that entail exclusion. The power of ostracism in Greek city-states, for example, was extremely effective because it not only removed an individual's right of protection but destroyed their social identity as well. An exceptional example of a senior commander acting to enforce discipline across all levels of command was the Duke of Wellington's order during the Peninsular Campaign in 1807. Wellington issued an order that any breach in military discipline towards the treatment of the Spanish civilians and military would result in an immediate flogging and hanging. According to historian Paul Kennedy, this order was enforced with impartiality and force and was instrumental to Wellington's success.

#### **9.9.7 The Facilitator :**

In order for a network to grow and evolve, it must be able to add new members and reach across network boundaries in order to do so. The facilitator role is pivotal in creating communities or sub-networks that provide the greatest form of network value. By assuming a leadership role in helping others, facilitators create value that benefits an entire network or community, whereas a connector, while playing a similar value creation role, appropriates value to himself and only indirectly benefits the overall group. The role of facilitator in many respects resembles that of the "community coordinator" in the development of communities of practice, a method developed for helping to create and leverage knowledge. Within the military, this role is filled primarily as a staff function to a commander, and therefore may not appear to have the caché of the connector or visionary leadership roles. However, in networked organizational structures where decision making is more distributed and less hierarchical, this leadership role is vital to coordinating and enabling other actors and decision makers. In the case of networked organization, the facilitator role and the associated skills of enabling cooperation and self-organization will play a more critical role than within current hierarchical organizations. When self synchronization depends upon peer-based cooperation, the facilitator role is a prerequisite for effective operations.

#### **9.10 NETWORK STRUCTURES AND LEADERSHIP ROLES :**

Social networks self-organize to acquire and allocate resources such as information, goods, favours, access, privileges, and protection. As discussed earlier, the specialization of roles in social networks has been demonstrated to have strong long-term survival value, and

therefore has been biologically encoded through evolutionary forces as innate psychological or personality traits. These traits are reflected in how people read social cues, detect cheaters, create and share ideas, and form affinities with strangers. In addition to having innate social exchange competencies, some alpha or exemplar individuals are especially proficient at a skill or exhibit a prized trait that warrants widespread emulation and imitation. Typically, alpha individuals have a special physical prowess, physical attraction, intelligence, social proficiency, or some combination of these traits. When one considers Cosmides and Tooby's findings on innate social exchange algorithms and Damasio's analysis of the neuro-physiology of social emotions combined with Dunbar's studies on the role of grooming and language in social groups, a compelling argument can be made that these different roles are an evolutionary stable strategy that makes possible the efficient functioning of any self-organizing social network. Few of these network roles have any intrinsic individual value. However, when combined with other roles, they enable the organization and functioning of complex networks of exchange relationships. Leadership in this context can be regarded as a proficiency in any one or combination of these network roles. In this sense, some individuals may have greater innate talents than others, but the effectiveness of these gifts is dependent upon the overall qualities of the network and the roles of other members of the network. Network leadership roles assume different levels of importance depending upon the phase of evolution of a networked organization. This fact is often not fully appreciated in the business leadership literature where visionary leaders are periodically revered and reviled depending upon the ebb and flow of their company's earnings. The value of such leadership roles might be more fruitfully understood by attempting to determine the conditions under which a visionary role is adaptive and when it is not, thereby recognizing that it is one of many combinations of leadership roles that is required. Likewise, the absence of certain critical leadership roles, such as truth telling, can contribute to the failure of corporate governance or the excesses of overly zealous visionaries. A further example of the importance of different kinds of network leadership roles can be found in the failure of large organizations to manage relationships across functional and organizational boundaries. Here the high "agency costs" of coordinating across organizational or functional boundaries is largely due to the absence of leaders who are connectors and who know how to interact and affiliate with third parties to build trust. These are what Burton identifies as the tertiaries, the brokers between organizational networks. In each of these examples, there are leadership roles whose value and appropriateness depend upon the state of the network. The effective governance of a networked organization should therefore involve knowing the status of the organizational network, being able to assess the strengths and weaknesses of different roles, and then allocating the appropriate leadership assets to improve the overall performance of the network. This is something that Louis Gerstner understood when he first took the job of CEO at IBM. Initially, he was criticized for being insufficiently visionary, to which he responded that the company had become too enamored of its own vision and detached from reality. What was needed, he contended, was a good dose of truth telling, an operational overhaul, and then a new vision. These were different leadership roles that he seemed to switch in and out of comfortably and effectively.

## 9.11 SUMMARY :

Like the “nature versus nurture debate,” the “born versus made” leadership debate is based upon a false dichotomy. Just as genes interact with the environment to express unique physical characteristics and capabilities, so too is the quality of leadership an expression of how innate personal characteristics interact with organizational factors. Given this perspective, leadership is not regarded as the random occurrence of great men at moments in history, but rather as a network effect, the interaction of innate traits, themselves long nurtured and refined by evolutionary forces and the organizational context in which these traits are expressed. In other words, great leadership is the combination of individual traits and historical and institutional contexts. This is powerful knowledge if we can learn to identify the types of roles needed to guide a group or an organization in a certain situation, and then find the right person for the job. An important task in the coming years will be the training and testing of future leaders.

## 9.12 KEY WORDS :

**Transformational Leadership-** Transformational leaders inspire others to achieve the unexpected. They aim to transform and improve team members’ and organisations’ functions and capabilities by motivating and encouraging them

**Transactional Leadership** -This type of leadership is task-oriented, which means team members who meet the leader’s expectations will be rewarded, and others will be punished. It is a prevalent leadership style based on the action-and-reward concept

**Coach-Style Leadership**-This leadership style focuses on identifying and nurturing a team member’s strengths and weaknesses.

**Bureaucratic Leadership-** This kind of leadership style sticks to the rules. For example, they might listen to their team members’ opinions while deciding.

**The Exemplar or “Alpha Member”** -Most peer networks, whether they are military, technological, recreational, adolescent, criminal, terrorist, artistic, professional, or athletic, are founded by individuals who exemplify the standards and qualities that characterize the best competencies of the peer network

**The Gatekeeper**-For every network there are membership rules—criteria for being included, retained, elevated, and excluded. The gatekeeper decides who is in and who is out. In Congressional politics, the party leadership plays this role by deciding who gets what committee assignments and whose bills take precedence in a legislative agenda

**Visionary leaders-** such as Steve Jobs, Winston Churchill, Walt Disney, Craig Venter, Billy Mitchell, and Thomas Edison are a constant fount of new ideas and are “at war with the present.” Many high technology startups have been founded by visionaries, but eventually end up being run by operatives or fixers.

**The Truth-Teller**-In every network organization, someone has to keep the network honest. This entails the very challenging task of identifying free riders and cheaters

**The Fixer** -This is an individual who knows how to get things done and measures him or herself not just by how many people they might know, but rather how they can get things done that others cannot.

**The Connector** -These network leaders participate in multiple social networks, connecting not only with a large number of members, but a highly diverse number of members as well. They are known for having numerous friends, connections, and contacts—for being consummate networkers. Like the visionary leaders, they can introduce variety and options into a network through the diversity of people with whom they interact

### 9.13 SELF-ASSESSMENT QUESTIONS :

1. Define Leadership and list out the characteristics of leadership
2. Discuss the nature of leadership and identify the skills required to be great leader
3. Briefly explain different leadership styles
4. Define team and explain how to build strong teams at workplace
5. What are the qualities of effective leadership and explain them in brief .

### 9.14 SUGGESTED READINGS :

1. Kouzes, J. M., & Posner, B. Z. (2017). The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations. John Wiley & Sons.
2. Sinek, S. (2017) Leaders Eat Last: Why Some Teams Pull Together and Others Don't. Penguin.
3. Hougaard, R., & Carter, J. (2018). The Mind of the Leader : How to Lead Yourself, Your People, and Your Organization for Extraordinary Results. Harvard Business Review Press.
4. Northouse, P. G. (2019). Leadership : Theory and Practice. SAGE Publications.

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## **LESSON - 10**

# **LEADERSHIP SKILLS, BUILDING AND LEADING EFFICIENT TEAMS**

### **OBJECTIVES OF THE LESSON :**

- ✓ To study the importance of leadership skills
- ✓ To identify different leadership skills
- ✓ To know how to build high-performance team
- ✓ To know the impertinence of Building a Strong Team in the organization

### **STRUCTURE OF THE LESSON :**

- 10.1 Introduction
  - 10.1.1 Defining Leadership
- 10.2 Process or personal attribute?
- 10.3 Personality Definition
- 10.4 Understanding Leadership
- 10.5 The Five Dimensions Of Personality: (The Five Factor Model)
  - 10.5.1 Openness to experience (inventive/curious vs. consistent/cautious)
  - 10.5.2 Conscientiousness (efficient/organized vs. easy-going/careless)
  - 10.5.3 Extraversion: (outgoing/energetic vs. solitary/reserved)
  - 10.5.4 Neuroticism: (sensitive/nervous vs. Secure/confident)
- 10.6 Personality Development
- 10.7 Leadership Nature
  - 10.7.1 Leadership is a rare skill Untrue.
  - 10.7.2 Leaders are born, not made. Not so.
  - 10.7.3 Leaders are charismatic.
  - 10.7.4 Leadership exists only at the top of the organization.
  - 10.7.5 The leader controls and directs.
  - 10.7.6 A good leader has an exemplary character
  - 10.7.7 A good leader is enthusiastic
  - 10.7.8 A good leader is confident.
  - 10.7.9 A leader also needs to function
  - 10.7.10 Good leaders are tolerant of ambiguity

- 10.7.11 A good leader as well as keeping the main goal
- 10.7.12 A good leader is committed to excellence
- 10.8 Attributes of a Leader
  - 10.8.1 Guiding vision:
  - 10.8.2 Passion
  - 10.8.3 Integrity
  - 10.8.4 Honesty
  - 10.8.5 Trust
  - 10.8.6 Curiosity
  - 10.8.7 Risk
  - 10.8.8 Dedication
  - 10.8.9 Charisma
  - 10.8.10 Listening
- 10.9 Leadership Skills
  - 10.9 .1 Self-managing Skills
  - 10.9.2 Effective Communication Skills
  - 10.9.3 Team-building Skills
  - 10.9.4 Learning Agility
  - 10.9.5 Effective Conflict Management
  - 10.9.6 Building a high-performance team
- 10.10 What Is the Purpose of a Team?
- 10.11 Why Is It Important to Build a Strong Team?
- 10.12 Six steps to build and lead effective Teams
  - 10.12.1 Define the purpose
  - 10.12.2 Assemble the team
  - 10.12.3 Determine the goals
  - 10.12.4 Set expectations
  - 10.12.5 Monitor and review
  - 10.12.6 Celebrate and reward
- 10.13 Summary
- 10.14 Key words
- 10.15 Self Assessment Questions

## 10.1 INTRODUCTION :

During the 1970s and for much of the early 1980s and '90s, developing people for top jobs was seen to be a process of management or executive development, and the process of

face-to-face interaction with groups of workers at shop-floor level was referred to as supervision or foremanship. Today, it is quite different. Leadership is on the agenda in a big way. Books on the subject are streaming on to the market, top industrialists are hailed as great leaders alongside the great military and political leaders of the age, and leadership 'gurus' have emerged from academic obscurity. Management is perfectly adequate when things are routine and predictable; but when the organization hits turbulence and uncertainty, leadership is called for. This idea has been confirmed in our minds as we have observed dramatic transformations in British industry in recent times which appear to be more due to inspirational leadership than to good management as traditionally conceived. British Airways under Colin Marshall, and ICI under John Harvey-Jones are often-quoted examples. Case studies of firms which were very successful in a sustained way over many years, such as the study of lasting success in US industry Built to Last (Collins and Porras, 1994), have produced convincing evidence to show that success has been associated with effective leadership from the top.

### **10.1.1 Defining Leadership :**

There are many definitions of leadership. Here are just a few :

The process of persuasion or example by which an individual (or a leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers. (John Gardner)

The reciprocal process of mobilizing, by persons with certain motives and values, various economic, political and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers. (James McGregor Burns) Leadership involves influencing task objectives and strategies, influencing commitment and compliance in task behaviour to achieve these objectives, influencing group maintenance and identification and influencing the culture of an organization. (Gary Yuke) Leadership is the ability to get men to do what they don't like to do and like it. (Harry S Truman)

### **10.2 PROCESS OR PERSONAL ATTRIBUTE ?**

Bavelas (1969) draws a distinction between leadership as a process (the meaning conveyed in the above definitions) and leadership as a personal quality. But there are other meanings; leadership is also a role in groups and organizations and when used as a collective noun can refer to those responsible for the destiny of a country or a company. Leadership as a process :

First, the processes involved are such things as influence, exemplary behaviour and persuasion.

Secondly, it involves interaction between actors who are both leaders and followers.

Thirdly, the nature of interaction is affected by the situation in which it takes place.

For example, the interaction between a commander and troops on the battlefield is different in important respects from the interaction between a team leader and a group of scientists in a laboratory.

Finally, the process has various outcomes - most obviously the achievement of goals, but also intermediate outcomes such as the commitment of individuals to such goals, the enhancement of group cohesion and the reinforcement or change of organizational culture. From this it follows that the study of leadership cannot be validly carried on from a purely psychological perspective. It must be set within the context of the study of the decision-making processes and functioning of organizations.

According to Bennis (1999), research points to seven attributes essential to leadership :

- technical competence : business literacy and grasp of one's field;
- conceptual skill : a facility for abstract or strategic thinking;
- track record : a history of achieving results;
- people skills : an ability to communicate, motivate, and delegate;
- taste : an ability to identify and cultivate talent;
- judgment : making difficult decisions in a short time frame with imperfect data;
- character : the qualities that define who we are.

### **10.3 PERSONALITY DEFINITION :**

“Personality is that pattern of characteristic thoughts, feelings, and behaviours that distinguishes one person from another and that persists over time” “It is the sum of biologically based and learnt behaviour which forms the person's unique responses to environmental stimuli”.

The Big Five personality traits, also known as the five factor model (FFM), is a model based on common language descriptors of personality (lexical hypothesis). These descriptors are grouped together using a statistical technique called factor analysis (i.e. this model is not based on scientific experiments). This widely examined theory suggests five broad dimensions used by some psychologists to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, often listed under the acronyms “OCEAN”.

These five factors are assumed to represent the basic structure behind all personality traits. They were defined and described by several different researchers during multiple periods of research. Employees are sometimes tested on the Big Five personality traits in collaborative situations to determine what strong personality traits they can add to a group dynamic. Businesses need to understand their people as well as their operations and processes. Understanding the personality components that drive the employee behavior is a very useful informational data point for management.



#### **10.4 UNDERSTANDING LEADERSHIP :**

Leaders perform various roles such as planning and implementing, evaluating, monitoring, controlling, motivating, managing conflicts, organizing task groups, mobilizing human and financial resources, and above all, setting an example to the group. We recognize that leadership is necessary for efficiency, but because of our egalitarian tradition, we are uncomfortable with any suggestion of superiority. There are a number of major theories about leadership. Each theory focuses on a different aspect of human behaviour, and provides useful insights into what makes a good leader. Leadership is sometimes viewed as headship, as in a formal position such as that of chairperson, director, or politician. A person who lacks leadership skills may still be appointed to such a position. In due course, this person may be replaced by new leaders if he/she does not learn to exercise the functions of leadership in such a way as to satisfy the needs of the group or the community. While government officers or corporation staff are usually termed “managers”, and people elected from the community are labelled “leaders”, both positions involve leadership and management functions.

#### **10.5 THE FIVE DIMENSIONS OF PERSONALITY (THE FIVE FACTOR MODEL) :**

##### **10.5.1 Openness to experience (inventive/curious vs. consistent/cautious) :**

Openness to experience describes a person's degree of intellectual curiosity, creativity, and appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience. It is also described as the extent to which a person is imaginative or independent, and depicts a personal preference for a variety of activities over a strict routine. High openness can be perceived as unpredictability or lack of focus. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences, such as skydiving, living abroad, gambling, etc. Conversely, those with low openness seek to gain fulfilment through perseverance, and are characterized as pragmatic and data driven—sometimes even perceived to be dogmatic and closed-minded. Some disagreement remains about how to interpret and contextualize the openness factor.

##### **10.5.2 Conscientiousness (efficient / organized vs. easy-going / careless) :**

Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement. Conscientiousness also refers to planning, organization, and dependability. High conscientiousness is often perceived as stubbornness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as sloppiness and lack of reliability.

##### **10.5.3 Extraversion: (outgoing / energetic vs. solitary / reserved) :**

Extraversion describes energy, positive emotions, assertiveness, sociability, talkativeness, and the tendency to seek stimulation in the company of others. High extraversion is often perceived as attention seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed. d. Agreeableness: (friendly/compassionate vs. analytical/detached): Agreeableness is a tendency to be

compassionate and cooperative rather than suspicious and antagonistic towards others. It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.

#### **10.5.4 Neuroticism: (sensitive/nervous vs. Secure/confident) :**

Neuroticism is a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high need for stability manifests as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low need for stability causes a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

### **10.6 PERSONALITY DEVELOPMENT :**

1. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations. Personality development includes activities that develop talents, improve awareness, enhances potential and looks to improve the quality of life.
2. It involves formal and informal activities that put people in the role of leaders, guides, teachers, and managers for helping them realize their full potential. Hence, it can be concluded that the process of improving or transforming the personality is called personality development.

### **10.7 LEADERSHIP NATURE :**

#### **10.7.1 Leadership is a rare skill Untrue :**

While great leaders may be rare, everyone has leadership potential. More important, people may be leaders in one organization and have quite ordinary roles in another. Leadership opportunities are plentiful and within the reach of most people.

#### **10.7.2 Leaders are born, not made. Not so. :**

The truth is that major capacities and competencies of leadership can be learned, and we are all capable of learning given the will to learn.

#### **10.7.3 Leaders are charismatic : Some are, but most are not.**

#### **10.7.4. Leadership exists only at the top of the organization :**

In fact, the larger the organization, the more leadership roles it is likely to have.

**10.7.5 The leader controls and directs :**

Again, not so. Leadership is not so much the exercise of power as the empowerment of others. Leaders lead by inspiring rather than ordering - by enabling people to use their own initiative. Once these myths are cleared away, the question becomes not one of how to become a leader, but rather how to improve one's effectiveness at leadership.

**10.7.6 A good leader has an exemplary character :**

It is of utmost importance that a leader is trustworthy to lead others. A leader needs to be trusted and be known to live their life with honesty and integrity. A good leader “walks the talk” and in doing so earns the right to have responsibility for others. True authority is born from respect for the good character and trustworthiness of the person who leads.

**10.7.7 A good leader is enthusiastic :**

Leader is about their work or cause and also about their role as leader. People will respond more openly to a person of passion and dedication. Leaders need to be able to be a source of inspiration, and be a motivator towards the required action or cause. Although the responsibilities and roles of a leader may be different, the leader needs to be seen to be part of the team working towards the goal. This kind of leader will not be afraid to roll up their sleeves and get dirty.

**10.7.8 A good leader is confident :**

In order to lead and set direction a leader needs to appear confident as a person and in the leadership role. Such a person inspires confidence in others and draws out the trust and best efforts of the team to complete the task well. A leader who conveys confidence towards the proposed objective inspires the best effort from team members.

**10.7.9 A leader also needs to function :**

Leader in an orderly and purposeful manner in situations of uncertainty. People look to the leader during times of uncertainty and unfamiliarity and find reassurance and security when the leader portrays confidence.

**10.7.10 Good leaders are tolerant of ambiguity :**

Leaders are remaining calm, composed and steadfast to the main purpose. Storms, emotions, and crises come and go and a good leader takes these as part of the journey and keeps a cool head.

**10.7.11 A good leader as well as keeping the main goal :**

Leaders are in focus is able to think analytically. Not only does a good leader view a situation as a whole, but is able to break it down into sub parts for closer inspection. Not only is the goal in view but a good leader can break it down into manageable steps and make progress towards it.

**10.7.12 A good leader is committed to excellence :**

Second best does not lead to success. The good leader not only maintains high standards, but also is proactive in raising the bar in order to achieve excellence in all areas

**10.8 ATTRIBUTES OF A LEADER :****10.8.1 Guiding vision :**

Successful leaders already know what they want to perform, & have the power of character to chase their objectives in the face of opposition & in spite of failures. The effective leader set-up achievable goals.

**10.8.2 Passion :**

Effective leaders trust passionately in their goals. They have a positive viewpoint on who they are, and they love what they do. Their passion for life is the guiding star for the others to follow, because they radiate promise!

**10.8.3 Integrity :**

Because they know who they are, effective leaders are also conscious of their weaknesses. They only make assurance they can follow through on.

**10.8.4 Honesty :**

Leaders bear an aura of honesty in both their professional & their personal lives.

**10.8.5 Trust :**

Effective leaders earn the trust of their followers & act on behalf of their followers.

**10.8.6 Curiosity :**

Leaders are learners. They think about every aspect of their charge. They find out what they need to know in order to chase their goals.

**10.8.7 Risk :**

Effective leaders take planned risks when essential to achieve their objectives. If a mistake is made, the effective leader will learn from the mistake & use it as an opportunity to explore other avenues.

**10.8.8 Dedication :**

The effective leader is devoted to his or her charge, & will work assiduously on behalf of those following. The leader gives himself completely to the task when it is necessary.

**10.8.9 Charisma :**

This may be the one quality that is the most difficult to cultivate. It conveys maturity,

respect for your followers, compassion, a fine sense of humor, & a love of humanity. The result is that leaders have the skill to motivate people to excel.

#### **10.8.10 Listening :**

Leaders Listen ! This is the most important quality of all, listen to your followers.

Leader vs Manager – Leader is a person who is followed by others.

Manager, a person controlling a business or a part of the business. A person considered in terms of skill in household or financial or other management.

Leadership is the skill to develop a vision that motivates others to move with a passion toward the common goal.

#### **Management**

Management is the skill to organize resources & coordinate the implementation of tasks necessary to reach a goal in a timely & cost effective manner.

#### **Leadership vs Management**

- Management seeks stability and predictability (order)
- Leadership seeks improvement through change (disorder)
- Leaders: Do the right thing
- Manager: Do things right
- Leadership & Management Skills –
- Leadership – soft skills
- Communications
- Motivation
- Stress Management
- Team Building
- Change Management
- Management – hard skills
- Scheduling
- Staffing
- Activity Analysis
- Project Controls
- Managers have the following attributes , they
- Consider alternatives to design
- Estimate costs involved
- Establish risks to the organization

- Develop a schedule for the project
- Include decision steps
- Manage change in an orderly fashion
- Keep the team motivated and informed
- Review responsibilities & goals with each team player
- State clearly the basis for the assessment & where each person fits into the organization
- Monitor progress.
- Set directions; set expected acquirement for each individual within the next work period. Show the team members where they are fit in achieving unit goals.
- Perform administrative tasks
- Report to senior management
- Money & job security play a major role in management effectiveness. They act as deficiency motivators
- Recipe for being a Leader
- Take control of your life
- Assume responsibility for who you are
- Convey a positive & dynamic attitude in everything you do
- Accept blame: learn from your own fault as well as those of the others. Take responsibility for the everything that happens in your unit
- Give credit wherever it is due
- Be compassionate when you evaluate your team members progress or lack thereof
- Think great thoughts. Small thinking is why companies go broke
- Turn disasters into opportunities. Turn every obstacle into a personal triumph
- Find your real goals then strive to achieve them
- When you want to tell someone anything important, do it personally
- Don't be afraid to get your hands dirty doing what you ask others to do. Make coffee
- Listen effectively
- Encourage teamwork and participation
- Empower team members
- Communicate effectively
- Emphasize long-term productivity

- Make sound and timely decisions
- Treat each person as an individual
- Know yourself and your team
- Protect your team
- Have vision, courage and commitment

## **10.9 LEADERSHIP SKILLS :**

Leadership is one of the most important aspects in any business organization as it determines the overall success of the particular organization in all key activities and functionalities ("The Importance of Leadership Skills to Organizational Success" 2018). The traits that an effective leader should possess has been an issue that has raised controversies in the recent history. According to research studies, effective leaders are supposed to be different from other people because possession of certain traits does not make one an effective leader. Therefore, the overall drive, motivation aspect, alongside integrity and honesty pay a key role in determining the effectiveness of any particular leader (Patel 2018).

The following are 5 key leadership traits that any business's organization leader should internally possess for overall organizational success.

### **10.9.1 Self-managing Skills :**

Leaders act as role models to their subordinates in every aspect or activity that they take part in or perform. Therefore, being looked upon for guidance and advice, effective leaders should portray effective self-management skills. By self-management, a leader should show self-control, resilience, and self-awareness. With the traits, the leader will effectively manage their stresses to ensure their emotional feelings do not affect their decisions or the way they react or deal with others.

### **10.9.2 Effective Communication Skills :**

Although communication is a vital aspect in any business organization, the communication traits possessed by a leader are vital in determining the organizational success. For an effective leader, communication does not only involve sending messages and orders to the subordinates and sitting back waiting for their responses. Effective leaders should ensure that the communication process is two-way whereby they find time to listen to their subordinates and consider their views, suggestions, and grievances. Therefore, effective communication traits from a leader ensure overall success of the particular organization in all functionalities and operations.

### **10.9.3 Team-building Skills :**

Leaders are tasked with creation of teams for a particular business project or activity. To ensure successful and reliable teams, leaders should portray effective team building traits that ensure application of transformational and participative leadership strategies and approaches. Selecting a team is not a hard responsibility compared to building the selected

team to achieve its potential. Through transformational traits leaders should ensure that they work with the particular team to achieve both individual and organizational goals. While making individual team members better in skills and experience, leaders should participate in activities that the team is tasked with to ensure high team morale and motivation.

#### **10.9.4 Learning Agility :**

Effective leaders know that they have to add knowledge and experience to ensure they adapt to changes to the overall success of their organizations. Therefore, the desire to learn and grow from leaders, enhance their organization's ability to adopt modern applications and technological innovations that result to overall development and sustainability of their business organizations.

#### **10.9.5 Effective Conflict Management :**

Conflict and misunderstandings are inevitable in any business organization. Diversity and ideological differences within the workforce result to conflicts. Therefore, an effective leader should have skills and traits to help in handling such conflicts without destroying relationships. Through understanding and cooperative measures, an effective leader works to ensure that the best solution for both parties is obtained alongside using the conflict for the overall success of the organization.

#### **10.9.6 Building a high-performance team :**

Building a high-performance team involves more than just randomly assembling a group of talented individuals. For a team to be truly effective, its members must unite with the same vision and be motivated to bring that vision to life. They must share clear, measurable goals, and be committed to each play their part in the overall success of the group.

### **10.10 WHAT IS THE PURPOSE OF A TEAM ?**

Behind any business success lies a great team. This formula applies to start-ups as much as it does to international behemoths. A team exists to allow an endeavor to grow, scale, and thrive in a way that would be literally impossible for one person to do. A successful team starts with hiring the right people—those who value working toward a common goal, are goal-oriented, and respect the hierarchical structure that most businesses require.

### **10.11 WHY IS IT IMPORTANT TO BUILD A STRONG TEAM ?**

Even the most innovative entrepreneurs cannot scale from an idea to actualized success without the help of a team. There's simply too much work for one person to do alone. As good as a business idea might be, it cannot be a proper business without a dynamic team working cohesively to execute a shared business plan.



**10.12 SIX STEPS TO BUILD AND LEAD EFFECTIVE TEAMS :****10.12.1 Define the purpose :**

Clearly define the purpose of the team, including the overall outcome it has been brought together to achieve. What do you want to create, improve or change? What is the purpose of each person's role in the team? Providing a clear, inspiring vision sets the foundation for successful teamwork, and helps guide the direction of the group when they face challenges and decisions.

**10.12.2 Assemble the team :**

High performance teams are comprised of individuals that passionately embrace the vision, believe their contribution is meaningful and are motivated to give their best effort. All team members should trust, respect and support each other. Select members with complementary skills and abilities, who can bring a diverse range of viewpoints and ideas to the table. Achieving a good balance of personality types will enable the group to work together harmoniously but also challenge each other when necessary.

**10.12.3 Determine the goals :**

Once the team is established and united behind a shared, compelling purpose, the next step is to break the vision down into smaller, manageable goals and tasks. Outline the required tasks in a schedule, with agreed deadlines, milestones and responsibilities. Decide the role that each team member will play. Be sure to also consider other resources required in terms of time, materials, space, support and money.

**10.12.4 Set expectations :**

To ensure that each member understands what is expected of them, define a standard of conduct for the team. Will communication be frequent, open, honest and transparent? Will contributions be encouraged, valued and recognized? Will conflict be handled in a constructive way? Will team decisions and feedback be respected? Setting clear standards from the outset will ensure that each member's conduct and contributions are appropriate.

**10.12.5 Monitor and review :**

Regularly review the group's performance through team meetings and one-on-one catch ups to ensure that progress is being made. Good questions to ask are: how are we doing? What have we achieved so far? What have we learned? What isn't working so well? How can we improve? Monitoring and reviewing progress allows for adjustments and improvements to be incorporated along the way.

**10.12.6 Celebrate and reward :**

Make the time to regularly recognize, reward and celebrate both team and individual performance. This will help to build morale and bolster the motivation of the group to continue their hard work. Find the most appropriate way to celebrate team milestones, such as a personal 'thank you' at a team meeting, an email copied to senior managers, or a team

lunch. Ensure that recognition is consistent, and that the method you choose inspires and reinforces the team members to continue their positive contribution to the team's progress.

### **10.13 SUMMARY :**

When a person is deciding if she respects you as a leader, she does not think about your attributes, rather, she observes what you do so that she can know who you really are. She uses this observation to tell if you are an honorable and trusted leader or a self-serving person who misuses authority to look good and get promoted. Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their seniors at the expense of their workers. The basis of good leadership is honorable character and selfless service to your organization. In your employees' eyes, your leadership is everything you do that effects the organization's objectives and their well-being. Respected leaders concentrate on what they are [be] (such as beliefs and character), what they know (such as job, tasks, and human nature), and what they do (such as implementing, motivating, and providing direction).

### **10.14 KEY WORDS :**

#### **Personality Development :**

Personality development includes activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations.

#### **Openness to experience :**

Describes a person's degree of intellectual curiosity, creativity, appreciation for art, emotion, adventure, unusual ideas, curiosity, and variety of experience

Conscientiousness is a tendency to show self-discipline, act dutifully, and aim for achievement.

#### **Extraversion :**

Describes energy, positive emotions, assertiveness, sociability, talkativeness, and the tendency to seek stimulation in the company of others. High extraversion is often perceived as attention seeking, and domineering.

#### **Neuroticism :**

It is a tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability.

### **10.15 SELF ASSESSMENT QUESTIONS :**

1. What is Leadership Briefly Discuss the attribute of the Leadership
2. Explain the Leadership skills?
3. What Is the Purpose of a Team

4. Why Is It Important to Build a Strong Team?
5. Explain the Six steps to build and lead effective Teams

**10.16 SUGGESTED READINGS :**

1. Zander, R. S., & Zander, B. (2016). The Art of Possibility: Transforming Professional and Personal Life. Penguin
2. Willink, J., & Babin, L. (2017). Extreme Ownership: How U.S. Navy SEALs Lead and Win. St. Martin's Press
3. Brown, B. (2018). Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. Random House.
4. Collins, J. (2018). Good to Great: Why Some Companies Make the Leap and Others Don't. Harper Business

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## **LESSON - 11**

# **LEADERSHIP QUALITIES OF ABRAHAM LINCOLN, MAHATMA GANDHI, PRAKASAM PANTULU**

### **OBJECTIVES OF THE LESSON :**

- ✓ To study the leadership
- ✓ To know the leadership qualities
- ✓ To learn the different leadership personalities
- ✓ To follow the role models for national building

### **STRUCTURE OF THE LESSON :**

- 11.1 Introduction
- 11.2 Importance of Leadership
- 11.3 Qualities of a Leader
- 11.4 Abraham Lincoln
- 11.5 Mahatma Gandhi
- 11.6 Implication of his traits in management today
- 11.7 Tanguturi Prakasam Pantulu
- 11.8 Summary
- 11.9 Keywords
- 11.10 Self - Assessment Questions
- 11.11 Suggested Readings

### **11.1 INTRODUCTION :**

Leadership is a process by which an executive can direct, guide and influence the behavior and work of others towards accomplishment of specific goals in a given situation. Leadership is the ability of a manager to induce the subordinates to work with confidence and zeal.

Leadership is the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. Leaders are required to develop future visions, and to motivate the organizational members to want to achieve the visions.

According to Keith Davis, “Leadership is the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals.”

## 11.2 IMPORTANCE OF LEADERSHIP :

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals.

The following points justify the importance of leadership in a concern.

1. **Initiates action** - Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.
2. **Motivation** - A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.
3. **Providing guidance** - A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
4. **Creating confidence** - Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
5. **Building morale** - Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
6. **Builds work environment** - Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
7. **Co-ordination** - Co-ordination can be achieved through reconciling personal interests with organizational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

### 11.3 QUALITIES OF A LEADER :

A leader has got multidimensional traits in him which makes him appealing and effective in behavior. The following are the requisites to be present in a good leader :

1. **Physical appearance** - A leader must have a pleasing appearance. Physique and health are very important for a good leader.
2. **Vision and foresight** - A leader cannot maintain influence unless he exhibits that he is forward looking. He has to visualize situations and thereby has to frame logical programmes.
3. **Intelligence** - A leader should be intelligent enough to examine problems and difficult situations. He should be analytical who weighs pros and cons and then summarizes the situation. Therefore, a positive bent of mind and mature outlook is very important.
4. **Communicative skills** - A leader must be able to communicate the policies and procedures clearly, precisely and effectively. This can be helpful in persuasion and stimulation.
5. **Objective** - A leader has to be having a fair outlook which is free from bias and which does not reflect his willingness towards a particular individual. He should develop his own opinion and should base his judgment on facts and logic.
6. **Knowledge of work** - A leader should be very precisely knowing the nature of work of his subordinates because it is then he can win the trust and confidence of his subordinates.
7. **Sense of responsibility** - Responsibility and accountability towards an individual's work is very important to bring a sense of influence. A leader must have a sense of responsibility towards organizational goals because only then he can get maximum of capabilities exploited in a real sense. For this, he has to motivate himself and arouse and urge to give best of his abilities. Only then he can motivate the subordinates to the best.
8. **Self-confidence and will-power** - Confidence in himself is important to earn the confidence of the subordinates. He should be trustworthy and should handle the situations with full will power.
9. **Humanist** - This trait to be present in a leader is essential because he deals with human beings and is in personal contact with them. He has to handle the personal problems of

his subordinates with great care and attention. Therefore, treating the human beings on humanitarian grounds is essential for building a congenial environment.

10. **Empathy** - It is an old adage “Stepping into the shoes of others”. This is very important because fair judgment and objectivity comes only then. A leader should understand the problems and complaints of employees and should also have a complete view of the needs and aspirations of the employees. This helps in improving human relations and personal contacts with the employees.

### 11.4 ABRAHAM LINCOLN :

In this post, we'll analyze the leadership traits and qualities of Abraham Lincoln. In fact, Abraham Lincoln was more than just a president - he led a country that was divided into and out of war for the causes of freedom. Let's dive right in and explore his leadership traits.

- ✓ Bravery
- ✓ Empathy
- ✓ Oral communication
- ✓ Social skills
- ✓ Trust in his people
- ✓ Accessibility
- ✓ Gentle Persuasion
- ✓ Fessing up to mistakes
- ✓ Encouraging innovation and being innovative
- ✓ Stirred emotion
- ✓ Integrity

#### 1. Bravery :

During Lincoln's presidency, the nation struggled to come to terms with slavery and the idea of freeing those that were never meant to be in bondage. Lincoln had the leadership quality of being brave and announcing that he would be freeing the slaves on January 1, 1863, in his Emancipation Proclamation speech.

Most Presidents, and most people for that matter, lack the ability to take action if the outcome might be negative. Lincoln ended up being assassinated due to his very efforts to free the slaves. However, he did it anyway, knowing that he would be hurt or even assassinated by his actions.

Yet, he persisted and showed the bravery that many strong leaders, such as Hannibal, Martin Luther King Jr., and many other leaders have. Showing this strength against fearlessness is what makes a leader extraordinary.

## **2. Empathy :**

Empathy is the ability to put yourself in someone else's shoes and feel what they're feeling. Empathy allows you to understand someone on an incredibly deep level. For instance, a supervisor feeling empathy for his employees or a country's leader feeling empathy for his people.

This empathy is what led Lincoln to make the decision to free the slaves and make America a truly free country. By having empathy, leaders are not only loved by their people, but they retain a dedicated team that is open to their cause. This ability to improve retention rates, reduce stress, and improve innovation is what makes empathy the number one best leadership skill, according to Forbes.

## **3. Oral communication :**

Having great communication skills is more than getting your point across.

The best leaders engage in oral and written communication to unite people, develop an understanding between individuals, and elevate them to leader status. Lincoln wasn't just the president, but he worked in one of the greatest communication specialties you can be - as a lawyer. This, combined with his amazing ability to deliver short yet powerful speeches that were clear in their intent, such as the Gettysburg Address, is why people remember him even years later as a leader.

## **4. Social skills :**

Abraham Lincoln never had a formal education, despite being a lawyer in his time.

Yet, even without a formal education, he ascended to the presidency through his exceptional social skills that allowed him to do what all great leaders do - network and gain the trust of people to further his career and endeavors. Without social skills, you can kiss your dreams of being a powerful leader goodbye. Engaging with others in social settings is the core of what not just Presidents like Lincoln do, but also what leaders are trained to do in their careers.

## **5. Trust in his people :**

Like all Presidents, Lincoln was the Commander in Chief of the military, and as such, needed the most extraordinary military leadership skills. He had just that in his ability to be able to meet with military leaders and trust in their strategies to win the civil war.

During his time as President, Abraham Lincoln wasn't afraid to let his military leaders, great generals such as Ulysses S. Grant, take the reigns and do what they thought was best. This ability



to stand back and trust in his people is what is known as avoiding hubris, or excessive pride and self-confidence, that can be the downfall of any leader.

## **6. Accessibility :**

Did you know Lincoln spent more time outside of his office meeting union soldiers, greeting military leaders, and networking than inside his office during the height of the civil war in 1861?

How many of your favorite bosses had a true open-door policy that allowed you to be accessible to them? Being a leader is more than having a minion of people under you. It's also about being able to walk with them in the same battle you both share.

Whether that's winning the Civil War, becoming a better business, or trying to keep your business from going under, you share what is at stake with your fellow employees. To be able to share more with them, it's important to be accessible, just like Lincoln was.

## **7. Gentle Persuasion :**

No one likes to be told what to do, when to do it, and how to do it, even if it is necessary.

Many sayings relate to this, such as "It's not what you say, it's how you say it." Lincoln personally liked the phrase "You catch more flies with honey than with vinegar," and this idea of gently persuading someone rather than ordering them, as a traditional leader would, is something he frequently used to be able to get his people to move in the direction he wanted. In many letters, Lincoln said that he wasn't giving "orders" or that he "hoped" people would take his advice into consideration. Sometimes, this is all you need to persuade your employees into listening - giving them a choice to say no (but being persuasive enough for them to say yes).

## **8. Fessing up to mistakes :**

We all make mistakes. There is a saying in Latin that says "Errare humanum est," or, to err is human. Lincoln was no different, and like all leaders, found himself making mistakes in everyday negotiations, war strategies, you name it. However, Lincoln had the great quality of being able to fess up to his mistakes in a direct manner.

In a letter he wrote to Ulysses S. Grant, Lincoln stated, "I now wish to make the personal acknowledgment that you were right, and I was wrong." It takes a big person to own up to mistakes, and being a leader, you will eventually make a mistake. The key is to acknowledge your mistakes and learn from them instead of denying you've made a mistake and putting the blame on others.

## **9. Encouraging innovation and being innovative :**

Right before Lincoln assumed the presidency, he was also busy inventing and being innovative in his own right. Lincoln is the only president ever to have a patent, and he was in a patent for buoying vessels such as ships over shoals. But it doesn't stop there. During the civil war, Lincoln

oversaw a country that continued to be innovative and advanced in military technology, such as creating the Gatling gun, the Minie ball, the Henry rifle, the Parrott rifle, and much, much more. It is a sign of a great leader to be innovative in and of themselves and encourage innovation rather than punish new ideas.

### **10. Stirred emotion :**

Lincoln was known as one of the best storytellers of his time.

When the president couldn't be heard on the radio (that wouldn't happen until Franklin D. Roosevelt was in office) or even seen on TV, Lincoln had to figure out a way to stir emotion in his people. He did so through storytelling, which research has shown is more memorable than any statistics or speeches are.

It's not just about telling stories, however, that makes Lincoln a great leader. It's the fact that he found the best way to stir emotion in his peers, and as a leader, you might find other ways to stir emotion even if it's not with a story.

Do your employees enjoy a democratic gathering? A close bond? Or do they value distance? Every situation will be different, and as a leader, you should find the right method, just like Lincoln found storytelling to stir emotions.

### **11. Integrity :**

There is perhaps no more honest figure in American than "Honest Abe."

Abraham Lincoln was known as an honest store clerk in his youth in New Salem, Illinois. Soon, he built a reputation of honesty that allowed him to reach the presidency and then continued to use his motto of "standing with whoever is right" to encourage people to fight for liberty during the Civil War.

### **11.5 MAHATMA GANDHI :**

Few men have ever had as much of an effect on our world as Mohandas Gandhi. He was charismatic, deliberate and analytical. He was a politician, a writer, an intellectual and an orator. Without a doubt he was a complex man, believing in simple things. Gandhi's leadership role was extremely complex. Knowing that violence only begets violence, he began practicing passive resistance, Satyagraha. Mahatma Gandhi was a leader that brought one of the world's most powerful nations to its knees by using peace, love, and integrity as his method for change.

Gandhi would teach us countless lessons about life, leadership and much more. He was naturally charismatic. He had a "feel" for his Follower's needs which was uncannily correct. But he did develop formal tools and methods to become a better Leader over time. He had a rock-solid value system from which all his activities stemmed, he wanted to make major changes at every turn in his life, and he had a totally interdependent relationship with his followers. As a man of action, he used the 4 E's throughout his life: Envision, Enable, Empower, and Energize.

Although there are many traits and behaviors that caused the success of Gandhi, the one most relevant even today are :

### **1. Leadership by examples :**

Gandhi's greatest ability was to walk his talk at every level and in every way. India continues to be a nation of many diverse nationalities but never did they so unanimously identify with another leader as they identified with Gandhi and this was across classes and communities which were even more sharply divided than they are these days. He practiced what he preached at every possible level. Be it how he dressed like the poorest Indian with a hand-woven cotton cloth that barely covered his body and had the simplest of watches and glasses. When it came to personal possessions, unlike today's leaders he had the barest of the minimum.

### **2. Treatment to others :**

His letters and writings to other great leaders in India, the world and even to young children never had a patronizing or "holier-than-thou" element but always looked at everyone as equals. Leaders who have put their interests over the organizations they created have prospered as individuals but always at the cost of the institution they built or worked for. He tried to truly understand his people. He spoke from their point of view...from what motivated them. It has been said that when he spoke publicly to large audiences it was like he was speaking to you individually.

### **3. Persistence :**

A critical success for Gandhi was the support he got across the nation and in the international community. A significant part of this was due to his extraordinary persistence once he had articulated his vision and his methods. His determination in following through on what he preached was often at a cost to his own well-being.

### **4. Constant Growth :**

Gandhi would understand the importance of continual growth in his life. Despite being an accomplished leader in his community, he continually sought out greater understanding through much study of religious scripture. As a leader, one must also understand the need for constant growth.

### **5. Strength Is Not Shown Through Muscle Power :**

Gandhi displayed great strength, not through using his strength to force others to bend to his will, but by using nonviolent means to achieve his goals. As a leader, it is a very simple matter to leverage on your position or your authority to coerce people to bend to your will. However, it is your true strength as a leader that can persuade and convince people to follow you with their hearts. Learn to use respect to win people over, instead of using power to bend people to your will. The force of power never wins against the power of love.

**6. An Eye For An Eye Will Only Make The Whole World Blind :**

History can attest to the fact that most human conflicts have been as a result of a stubborn approach by our leaders. Our history would turn out for the better if our leaders could just learn that most disputes can be resolved by showing a willingness to understand the issues of our opponents and by using diplomacy and compassion. No matter where we live, what religion we practice or what culture we cultivate, at the heart of everything, we are all humans. We all have the same ambitions and aspirations to raise our family and to live life to its fullest. Our cultural, religious and political differences should not provide the backbone to invoke conflicts that can only bring sorrow and destruction to our world.

**7. Become The Change, We Want To See :**

A great leader always leads with an exemplary life that echoes his ideals. Mahatma Gandhi sacrificed his thriving law practice and adopted a simple life to live among the millions who lived in poverty during his freedom struggle. Today, we see modern leaders cajoling the masses with promises that they never intend to keep – let alone practicing what they preach in their own lives. One cannot bring world peace to all unless a leader demonstrates peaceful acts of kindness daily.

**8. Reasonable :**

Even after stating that India would be divided over his dead body, he realized that partition was inevitable as the only solution to the Hindu-Muslim divide, and accepted it. Although Gandhi was a man of faith, he did not create any specific dogma for his followers. Gandhi believed in the unity of all mankind under one God and preached Hindu, Muslim and Christian ethics.

**9. Strategist :**

Ideas travel very fast. Gandhi is a fascinating figure. He was a wonderful strategist, showman, and leader. He had an amazing public relations network and a very good relationship with the press then. For instance, the Dandi march, if Gandhi had gone there quietly, it would just not have made an impact. He knew he had to create an event to make an impact and so he took his followers on a march that stirred the popular imagination of the time. He had a total understanding of the human psychology and used it along with his public relation skills.

**10. Discipline :**

Mahatma believed that challenging his self-discipline heightened his commitment to achieving his goals. He was a focused leader that had a “Do or Die” attitude. He ‘would free India or die in the process. Mahatma would do extraordinary things to improve his discipline and his commitment.

## **11.6 IMPLICATION OF HIS TRAITS IN MANAGEMENT TODAY :**

Management is best an expertise. Do what others cannot so you gain authority over them. So, to be a good leader you need to be very skillful to construct bridges of empathy with people. Else one will never be in their shoes and they will not follow because you don't know them and they can feel it. This is also why most people find it easier to be managers. Management can be taught. Leadership must be cultivated. Mahatma Gandhi was a leader who kept working on himself till he became the man worthy of gaining a country's following. He took a stand on issues. He said, "A 'No' uttered from the deepest conviction is better than a 'Yes' merely uttered to please, or worse, to avoid trouble." A manager would try to please in order to diffuse a situation. A leader will not worry about creating a situation.

### **1. Reinvent :**

Gandhi reinvented the rules of the game to deal with a situation where all the available existing methods had failed. He broke tradition. He understood that you cannot fight the British with force. Resource constraint did not bother him. Have the courage to invent the means. Change the paradigm on how we can run.

### **2. Clarity of Goals and Definite Purpose :**

He aimed at a common agenda. That was the motivation. He suggests that India needs to fundamentally change the way it can grow. He unleashed the power of ordinary people in the country to fight under a unifying goal. If one can understand the motive of your opponent's leadership; one can find ways to tackle it.

### **3. Adopt Styles To Suit The Culture (Flexibility) :**

We keep feeling that models of people in the West are the ones we should follow. In a way, we remain subservient to the leadership values and models of the West. But since the last two to three years these models are being doubted even in the West, and so it is time for India to look within itself for leadership examples. The country today stands divided on whether what he did was good or bad. There was neither a leader before him nor one after him who could unite us all and bring us out to the streets to demand what rightfully ours. Gandhi advocated having leadership styles that were dependent on the circumstances. When Gandhi was in South Africa, he launched his protests in a suit and a tie. But when he came back to India, he thought of khadi and launched non-violent protests on a greater scale. At times Gandhi had to be quite a flexible leader. At times he had to change his plans around to counter British rules and tactics.

### **4. People's Empowerment :**

According to him, Gandhi's style of leadership as applied to corporate India would involve making even the lowest person in the organization believe in it and the significance of his contribution towards it. In business, empowerment is all about making sure everyone is

connected to the organization's goals. Gandhi has a way of doing that: making sure that everyone in the cause is connected to the goal. Gandhi's example as a manager and leader is extraordinary. There was no one like him who could get people together to embrace his vision as their vision. His belief was probably the most important factor in Mahatma's success. He not only had self-belief but he had the ability to inspire the Indian people to believe in themselves and their goal of freedom, even through all the hardships that they faced. One of Mahatma's beliefs was Willpower Overcomes Brut Force.

### **5. Social Progress :**

Leadership is a necessary part of the social process. Any group, association, organization or community functions the way its leader leads it. It is true in the collectivistic cultures like India where people follow the path shown by the great people. Leadership is an integral part of work and social life. In fact, in any given situation where a group of people wants to accomplish a common goal, a leader may be required. Leadership behavior occurs in almost all formal and informal social situations. Even in a non-formal situation such as a group of friends, some sort of leadership behavior occurs wherein one individual usually takes a lead in most of the group activities.

### **6. Transcend Adversaries :**

The first time Mahatma got up to speak in court when he was working as a lawyer, he could not speak one word out loud due to fear. This caused him great humiliation. Even though he failed miserably, those failures eventually lead to him becoming one of the best public speakers of all time. There were quite a number of times Gandhi failed; each time he used the failure to improve his leadership skills and to improve himself and the task at hand. Mahatma shows us that the even the best leaders still fail and make mistakes. He also shows that the difference between good leaders and great leaders is that the great leaders acknowledge and learn from their mistakes.

### **7. Inspire and Motivate :**

A leader must have the ability to move the masses; it's not just true for political leaders, but also organizational leaders. Simply lead with your heart and show that you actually believe in the purpose of what you stand for. Emotions are contagious, both that of optimism & pessimism and must be guarded in public. Even in crucial and uncertain times, it's important to keep positive emotions. While it is important to communicate reality, it's equally necessary to give a sense of hope. Leaders must encourage a culture of pride in the employees; they should be able to harness the collective creative energies of an organization. A leader must have the ability to bring out the best in others, to enable others to act. When the employees feel that they "only work here", the leadership has typically failed.

**8. Credibility :**

Credibility is the single most important quality of a good leader; it is the foundation. A foundation that is built on honesty, integrity and self-discipline. Employees look up the leaders as the role models, or simply the person who brings meaning to their daily job. If the leaders can't practice the solid values they preach, their ideas will be shrugged off. Every leader must realize that employees are constantly observing and analyzing their actions, evaluating consistency between their work and their deeds, judging their integrity. Leaders must exercise self-discipline by suppressing their own personal egos or emotions.

**9. Long lasting relationships :**

In today's era of communication, relationships are not only important but crucial. The opinion of every person counts. A leader's job is not only limited to planning, creating strategies and organizational structure but to make sure that they are establishing the kind of personal relationships that employees wish to seek. Employees must find their leaders accessible, they like to hear from them first hand rather than through their managers. The open-door policy should not be used as a mere buzz word.

**10. Lead through managing people :**

Truly, management is completely different from leadership. Like opposite ends of a coin. While Gandhi might have been 'managing' the Indian freedom movement with a troop of comrades on clockwork precision, he was actually leading a change of mindset that effected change in everyone who participated with him. Leaders need to understand the importance of getting on board the people whom they are managing and driving them to bring the change. A leader alone cannot bring the desired effect; it is the mass which brings the on ground effect. Like Bapu, today's leaders also need to manage their organization and lead the change.

Gandhi's entire life story is about action, to bring about positive change. He both succeeded and failed in what he sought to do, but he always moved forward and he never gave up the quest for improvement, both social and spiritual, and both for individuals and for the Nation as a whole. Today, Gandhi is remembered not only as a political leader but as a moralist who appealed to the universal conscience of mankind. He changed the world.

Gandhi's effect on the world was and still is immense. He also gave to the world a way of thinking about and acting upon value systems that profoundly influenced such important figures as Martin Luther King and Malcolm X. From a practical viewpoint, his focus on "Swadeshi" formed the core of India's industrial policy. Gandhi's success and continued reputation make him a leader worthy to learn from. All of us who aspire to lead ethically may never "be like him".

Gandhi's relevance is more so today as much more are educated, articulate and ambitious. In such times, leaders can lead only if they not only have their content right but are also better

people with a vision for themselves and others. He led by example and never preached what he himself was not willing to do. He was charismatic, but he was also deliberate and analytical. He was a transformational and transactional leader too.

Mahatma Gandhi taught us that we can bring harmony to our world by becoming champions of love and peace for all. If all of us do our bit, to be like him in every relationship we forge at work and elsewhere, we have no doubt that our successors will inherit a better world.

You can manage people but that will only be because you have the authority to do so bestowed upon you. But you can lead from anywhere so that your influence infects others and regardless of your position or authority, they follow what you say. The leadership skills that he showed stemmed from his focus on a definite purpose, discipline, and his belief systems. Business gurus in India are talking about a new role model: Mahatma Gandhi. The Father of the Nation is now being held up as the master strategist, an exemplary leader, and someone whose ideas and tactics corporate India can emulate. Gandhi's ideas are of particular relevance to India at this juncture to become an economic superpower.

### **11.7 TANGUTURI PRAKASAM PANTULU :**

Andhra Kesari Tanguturi Prakasam was a colossal giant who played a valiant role in the national freedom struggle. A great visionary, a legal luminary and an able administrator, Prakasam dominated the political scenario of South India in general and the Andhra area in particular by the sterling qualities of his personality for long years. He brought to bear on his work the force of his unique personality and earned a permanent place in the hearts of his countrymen, particularly the Telugu people who hold him in utmost respect with a profound sense of pride in the legacy he left behind.

#### **1. A man of honesty and integrity :**

Prakasam's first foray into public life occurred in Rajahmundry when he was elected as a Municipal Councillor in 1900. He became the Chairman of Rajahmundry Municipality in 1903 which he resigned a year later on the eve of his departure to England. During this brief stint in public affairs, Prakasam showed rare honesty and great impartiality.

Prakasam was in the administration of the municipality both as Councillor and as Chairman. He strove hard to bring improvement in the conditions of the town. Among the numerous problems with which municipalities of the day were confronted, the problem of removal of public encroachments on municipal properties was the most serious. During his association with the municipality, Prakasam firmly refused to entertain any requests for, or claims over, municipal lands from his own ward and objected to the sanctioning of such requests from any area in the town. He brought to the notice of the municipality various instances of encroachments and sought their clearance. Similarly, when he was the Chairman, he refused to entertain any appeals for public land recommended by other councillors.



Prakasam was a true nationalist. His nationalist perspective has come about through personal interaction with the leading lights of the Freedom Movement during his stay in England as a student and subsequently when he practised law in Madras High Court by the nature of the cases he took up. The establishment of the nationalist newspaper Swaraj in 1921 brought him into the centre stage of nationalist politics and endeared him to Mahatma Gandhi.

During the Gandhian era, he was one of the few who tried for a reconciliation between Gandhiji and the Swarajists and later between the Gandhians and the Socialists in the Congress Party. Prakasam always pleaded that it is only through united action that freedom could be achieved. And to achieve unity, he felt, there must be concessions from all sides and a programme of action acceptable to all must be evolved and pursued. For the sake of achieving unity, he did not hesitate to oppose even Gandhiji.

Prakasam distinguished himself as an outstanding parliamentarian in all the representative bodies of which he was a member. He was elected to the Madras Legislature, the Central Legislative Assembly and the Andhra State Legislature. He was also a member of the Constituent Assembly. In all these bodies, he would impress everyone with his razor sharp analysis of issues, cogent arguments, deep insight and above all with his oratorical skills.

For Prakasam, principle always stood far above positions for which he never craved in any case. He was elected to the Central Legislative Assembly as a Congress member and when the Congress decided to withdraw from the Assembly, in 1929 Prakasam duly resigned even though he personally disapproved of the Party decision. Since he was convinced that the Assembly is the right forum to highlight the issues confronted by the nation, he contested as an independent and came back to the Assembly to do his duty by the nation. His hour-long passionate speech during the Budget discussion on Gandhiji's demand for abolition of salt-tax has come to be considered as one of the memorable speeches ever made in the annals of that Assembly. That famous speech concluded with Prakasam saying thus :

I hold it, Sir, relying upon the authority of some of the greatest jurists and constitutional lawyers of Great Britain, who refused to administer bad laws when they were called upon to administer them, that it is the duty of every patriotic citizen to ask the Government to revoke such a bad law. If they do not do it, then I consider it will be the duty of every one to break such an oppressive law."

Tanguturi Prakasam, also known as Tanguturi Prakasam Pantulu was a renowned Indian Freedom Fighter and an Indian politician. He was appointed as the first Chief Minister of Andhra Pradesh. He was addressed as Andhra Kesari, which meant the Lion of Andhra. Andhra Pradesh government declared his birth anniversary a state festival. 'Andhra Kesari' was the first Biopic Movie on CM, which was directed by Vijayachander.

After Andhra Pradesh was established on 1st October 1953, Prakasam, who was a member of the Praja Socialist Party, was offered the position of the Chief Minister of the state by the Indian

National Congress Party; only if he left the Praja Socialist Party and joined the Congress party. He eventually left the Praja Socialist Party and became a member of the Indian National Congress in order to become the Chief Minister of the state. He served in office from October 1, 1953 to November 15, 1954.

Tanguturi Prakasam has his own mark in the freedom movement and Andhra politics by his sincerity and dedication to the nation and for people. “During the Salt Satyagraha, Quit India Movement, Simon Commission’s Visit and entire freedom movement he exhibited his dearness and fearlessness.

He was the man who stood against the Brit soldiers and showed his chest against their guns. He was the only one person who showed the setbacks of actions of Mahatma Gandhi and Jawaharlal Nehru,” he said. Dhaveji added, “He was elected as a Chairman of Rajamahendravaram Municipality and contributed for the construction of Godavari Bund.

He was also instrumental in the establishment of SV University in Tirupati, abolition of Zamindari System in Madras State, re-construction of Krishna Barrage (Prakasham Barrage), Establishment of Andhra Capital in Karnool etc.” “He spent all his rich assets for public purpose and at last, died as a poor man, so the youth and politicians should take Tanguturi as the role model to the leaders.

## **11.8 SUMMARY :**

A good leader acts strategically, they craft out a vision and refer constantly to their vision, in their communications and when giving feedback. They are firstly a good manager and they are focused on their people, surrounding themselves with good people. As well as providing direction, inspiration, and guidance, good leaders exhibit courage, passion, confidence, commitment, and ambition. They nurture the strengths and talents of their people and build teams committed to achieving common goal.

## **11.9 KEYWORDS :**

Motivated -Motivated leaders have a strong desire to work hard and do their best.

Spearheaded - A man who has spearheaded a movement led the forward momentum that got the campaign going.

Pioneered - Leaders who pioneer projects are ready to move bravely into unknown territory.

Passionate - Passionate leaders are eager to succeed and excited about the industry that they're working in. A passionate leader can often inspire those around them to find a similar intensity in their work, creating a highly motivated and engaged team.

## **11.10 SELF - ASSESSMENT QUESTIONS:**

1. Define the leader? Discuss the leadership qualities?

2. Explain the importance of leaders in the society?
3. Discuss the role leaders in the society?
4. Examine the personality of Abraham Lincoln?

#### **11.11 SUGGESTED READINGS :**

1. Zander, R. S., & Zander, B. (2016) The Art of Possibility: Transforming Professional and Personal Life. Penguin
2. Sinek, S. (2017). Leaders Eat Last: Why Some Teams Pull Together and Others Don't. Penguin.
3. Willink, J., & Babin, L. (2017) Extreme Ownership: How U.S. Navy SEALs Lead and Win. St. Martin's Press
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***Dr. K. Madhu Babu***

## LESSON - 12

# DR. B. R. AMBEDKAR AND JRD TATA

### OBJECTIVES OF THE LESSON :

- ✓ To study the leadership of Dr. B. R. Ambedkar
- ✓ To know the ideology of Dr. B. R. Ambedkar
- ✓ To learn the about JRD Tata leadership personalities
- ✓ To follow the contributions of great personalities for national building

### STRUCTURE OF THE LESSON :

- 12.1 Introduction
- 12.2 Dr. B.R. Ambedkar - Architect of Indian Constitution
- 12.3 Dr. B.R. Ambedkar - Social Reforms
- 12.4 Dr. B.R. Ambedkar - Eradication of Untouchability
- 12.5 Dr. B.R. Ambedkar - Ideology
- 12.6 Ambedkar - A Multi Faceted Personality
- 12.7 Jehangir Ratanji Dadabhoy Tata
- 12.8 Jamsetji said one other thing that JRD has not forgotten
- 12.9 JRD thought the other way round. 'What is good for India is good for Tatas
- 12.10 Leadership Style of JRD Tata
- 12.11 Gave Credit Where it was Due
- 12.12 Delegated Responsibility
- 12.13 Inspiring Personality
- 12.14 Summary
- 12.15 Keywords
- 12.16 Self - Assessment Questions
- 12.17 Suggested Readings

### 12.1 INTRODUCTION :

Leadership is often discussed in the Ambedkarite circles and lack of it is lamented as the failure of the movement. Leadership is often spoken in the area of politics; however, leadership as a transformation of society is not often discussed. Leadership, the science and art of it, must be

understood. We see leadership in all the domains of life and we have an example of Dr. Babasaheb Ambedkar to understand the kind of leadership we can cultivate in our society in all walks of life.

We will study the leadership of Dr. Babasaheb Ambedkar within a framework of ethical standards which are listed below :

1. Integrity
2. Objectivity
3. Accountability
4. Honesty
5. Openness
6. Selflessness
7. Leadership

### **1. Integrity**

It can be defined very easily as a person's total dedication to some goal or cause. This is very clearly seen in the life of Dr. Babasaheb Ambedkar. His entire life, his total being, his emotions, his intellect, and his will were devoted and dedicated to the singular goal of liberating humanity from the sufferings due to unjust and inhuman social structure. This integrity was so solid that Dr. Babasaheb Ambedkar was ever ready to suffer and struggle for this mission and he even did not care for his life or well-being to further the cause of suffering humanity.

### **2. Objectivity**

Here objectivity must be understood as the reality and continuous efforts to understand everything around us as it is. This criterion for ethical leadership is important. For to transform something or some object, one must know it as much as one can. Remove this truth-seeking, the process of transformation becomes just the subjective and sentimental process and it does not provide aid to the actual process of transformation. Looking at the life of Dr. Babasaheb Ambedkar and his inquiry into domains of experiences and knowledge, one begins to see the objectivity as the inquiry into what it is standing before us. Transformational leaders are born out of this mind that seeks the truth.

### **3. Accountability**

One must be accountable without which no transformation is possible. Whatever Dr. Babasaheb Ambedkar committed, he strove hard to deliver. Though above all he was in the movement, he held himself accountable. He was accountable to his people and his country. One of the dimensions of accountability is financial accountability and he gave an account of every single

penny donated to him. He saw to it that his all commitments are met. To be accountable is a test of one's quality of leadership.

#### **4. Honesty**

One thing that immediately put off Dr. Babasaheb Ambedkar was the company of dishonest people. He shunned dishonest people. Honesty is an important characteristic of great people. Dr. Babasaheb Ambedkar was so much taken by the intellectual dishonesty around him and valued Intellectual honesty as a virtue.

#### **5. Openness**

Dr. Babasaheb Ambedkar emphasized the value of learning, unlearning, and relearning. He reckoned that consistency is not a great virtue and one should be ready to let go of one's position if found untenable or proven wrong. This openness needs a very flexible and alert mind. A fossilized mind cannot be an open mind. The open mind has many possibilities, while the closed mind is remarkably inefficient to new ideas. Dr. Babasaheb Ambedkar had an attitude of ever learning and his learning was not confined to certain subjects.

#### **6. Selflessness**

If we make selfishness the centre of all our thinking, behavior, and communication, then that kind of being and leader cannot bring any transformation. Selflessness is a great virtue in itself. Dr. Babasaheb Ambedkar's life is nothing but a life of selflessness.

#### **7. Leadership**

It is not just about practicing the virtues and qualities mentioned above, but one must lead. Dr. Babasaheb Ambedkar taught us that we must lead. It is not just enough for a leader to practice alone, but inspire others to do so. This approach is quintessential to ethical transformational leadership. More vivid examples can be brought from the field of Buddhism to show the kind of leadership which transforms society. All the five precepts remain incomplete if one only tries to practice in their own lives and not try to promote them as good social practices.

The first Buddhist precept is not just about non-harming, it also means cultivating love. This is not enough: one must also dissuade others from harming and persuade others to cultivate love. Even this is not enough, one must strive to create a culture of love for all. This is the ultimate level of leadership when one is motivated by compassion for all strives to and the suffering.

He has various qualities like efficiency, honesty, revolutionist, long visionary attitude, leadership, non violent attitude and ambitious thoughts. These qualities made him as ideal for young generation. Youths can get inspiration from his personality and accomplish the successful journey of life.

**12.2 DR. B.R AMBEDKAR - ARCHITECT OF INDIAN CONSTITUTION :**

- Babasaheb Ambedkar's legal expertise and understanding of many countries' constitutions aided in the drafting of the constitution. He was appointed Chairman of the Constituent Assembly's Drafting Committee and played a key role in the drafting of the Indian Constitution.
- His most significant contributions were in the fields of fundamental rights, strong central government, and minority protection, among others.
- Article 32 ensures that the Fundamental Rights are protected by the courts, which gives them significance. Article 32 was the most significant article in his opinion, and he referred to it as the "spirit of the Constitution and its very heart."
- He advocated for a powerful central government. He was concerned that Casteism is more dominant at the municipal and provincial levels, and that the government at these levels might not be able to protect the interests of lower castes from upper caste pressure.
- Because the national government is less swayed by these forces, lower castes will be protected.
- He was particularly concerned that the nation's most vulnerable segment, the minority, would become political minorities.
- As a result, the democratic principle of "one man, one vote" is insufficient, and minorities must be guaranteed a portion of power.
- He opposed the "Majoritarianism Syndrome" and included various safeguards for minorities in the Constitution.
- Because additional administrative details have been included, the Indian constitution is the world's longest constitution.
- Babasaheb defended it, claiming that "in a traditional community, we have developed a democratic political structure."
- Future leaders may misuse the Constitution without officially violating it if all specifics are not given. These precautions are essential.
- This demonstrates that he was aware of the practical challenges that India would face after the Constitution was implemented.

**12.3 DR. B.R AMBEDKAR - SOCIAL REFORMS :**

- Babasaheb has dedicated his life to eradicating the concept of untouchability. He believed that the nation's growth could not be accomplished without the abolition of untouchability, which he defined as the ultimate annihilation of the caste system.

- He investigated Hindu philosophical traditions and gave them a critical evaluation.
- Untouchability, in his opinion, is the enslavement of the entire Hindu society.
- While Untouchables are exploited by Caste Hindus, religious statues enslave Caste Hindus as well.
- As a result, the emancipation of the untouchables leads to the emancipation of Hindu society as a whole.
- He thought that economic and political issues should be addressed only after social justice had been achieved.
- If political emancipation comes before social liberation, it will result in upper-caste Hindu hegemony and atrocities against lower caste Hindus.
- The notion that economic progress would inevitably lead to social justice is false. Casteism is a manifestation of Hindus' mental slavery. As a result, Casteism must be abolished in order to achieve social transformation.
- Family and religious reforms were two types of social changes. Child marriage, for example, was abolished as part of the family reforms.
- He is a firm believer in women's empowerment. He is a supporter of women's property rights, which he has settled through the Hindu Code Bill.

#### **12.4 DR. B.R AMBEDKAR - ERADICATION OF UNTOUCHABILITY :**

Babasaheb took many steps to ensure the eradication of Untouchability. Some of them are discussed below :

##### **1. Education :**

- Knowledge is a liberating force for Babasaheb. Untouchables were degraded for a variety of reasons, one of which was their lack of access to education.
- He chastised the British for failing to do enough to educate the lower castes.
- He insisted on students receiving a secular education in order to instill ideas of liberty and equality in them

##### **2. Political strength :**

- He wished for the untouchables to form a political organization.
- Untouchables would be able to protect, safeguard, and implement new emancipatory policies if they had political power.



### 3. Religion :

- When he saw that Hinduism could not change, he converted to Buddhism and encouraged his followers to do the same.
- Buddhism, in his opinion, was founded on humanism and was based on the principles of equality and brotherhood.

### 4. Economic Progress :

- He wanted untouchables to be free of the local community's shackles and customary jobs.
- He wanted people to learn new skills, start new jobs, and relocate to cities to take advantage of the industrial revolution.
- Villages, he said, were a "sink of localism, a lair of ignorance, narrow-mindedness, and communalism."

## 12.5 DR. B.R AMBEDKAR – IDEOLOGY :

- He was a firm believer in Democracy. He agreed with other national leaders that parliamentary democracy is the best form of democracy.
- He highlighted the need for 'democracy as a way of life,' which includes democracy not only in the political realm but also in the personal, social, and economic realms.
- For him, democracy must result in a significant change in society's social conditions, or else the spirit of political democracy, i.e. "one man, one vote," will be lost.
- Ambedkar was concerned with both the social and economic aspects of his work. Parliamentary democracy, he claims, ignores social and economic inequalities.

## 12.6 AMBEDKAR - A MULTI FACETED PERSONALITY :

Dr. Ambedkar was a multi-faceted and multi-dimensional personality. Popularly known as Babasaheb, Dr. B. R. Ambedkar was an eminent educationist, a great economist, an able administrator and a radical social and political thinker of his time. He was a versatile personality who wrote on such diverse subjects as anthropology, sociology, economics, philosophy, religion, law, history and politics. He is also known as the Father of the Indian Constitution. Bhimrao Ambedkar was born in the community of Mahars, in the present Madhya Pradesh state. Throughout his childhood, Ambedkar faced the stigma of caste discrimination. Hailing from the Hindu Mahar caste, his family was viewed as “untouchable” by the upper classes. The discrimination and humiliation haunted Ambedkar at the Army School. Fearing social outcry, the teachers would segregate the students of the lower class from that of Brahmins and other upper classes.

The untouchable students were often asked by the teacher to sit outside the class. Discrimination followed wherever he went. After coming back from USA, Ambedkar was appointed as the Defence Secretary to the King of Baroda but there also he had to face the humiliation for being an 'untouchable'. According to Ambedkar, Indian social and political history is nothing but a 'glorification of upper castes and degradation of lower castes and the lower strata of society'.

### **1. Social Reformer :**

He fought against the two principal inhuman social evils prevalent in Hindu society: Untouchability and Casteism. Dr Ambedkar's social thinking was the outcome of the total dissatisfaction with the humiliating treatment meted out to the members of his community by the so-called higher castes Hindus. Therefore, his philosophy enshrined the principles of attainment of social amelioration, political enlightenment, and spiritual awakening for his community. He asserted that political democracy cannot be assured unless social democracy lies at its base. This implies a way of life which recognizes liberty, equality and fraternity as the principles of life forming a union of trinity. Ambedkar sought to eliminate the contradictions resulting from equality in politics and inequality in social and economic life.

### **2. Neo Journalist :**

Ambedkar started newspapers such as the Mooknayak, Bahishkrit Bharat and Samata which acted as the authentic voices of the Depressed Classes. Institutions set up by him became vehicles of change such as Hitakarini Sabha and the Independent Labour Party of India. He emphasized upon constitutional methods to achieve social objectives. He described the methods of civil disobedience, non-cooperation and satyagraha as the "grammar of anarchy". He opposed the adoption of the path of violence to solve any problem. Instead, he took recourse to the path of peace and non-violence. He had absolute faith in the efficacy of law and constitution to preserve society. His plea for adoption of non-violent means is an important component of not only his political philosophy but his ethical view. The attainment of political independence was not a sufficient condition for the regeneration of the society. He asserted the need for the economic emancipation of the underprivileged people. He floated the Bahishkrit Hitkarni Sabha (Council for the Welfare of the Outcastes) in July 1924. He became the founder of Samaj Samta Sangh which was based on the principle of social equality.

### **3. As a Politician :**

Dr Ambedkar laid the foundation stone of two political organizations, namely the Independent Labour Party of India, 1936 and the Scheduled Castes Federation, 1942 which became the Republican Party of India. While drafting the Constitution, he incorporated the principles of socio-economic justice along with political and civil rights. He sought to make the Indian Constitution as an effective means of social change. He gave immense importance to the fundamental rights for ensuring justice. To make the fundamental rights effective, it was essential that every citizen be in a position to claim those rights. He wanted the fundamental

rights to be binding on every authority created by the law. He considered fundamental rights to be of paramount importance for the development of an individual's personality. He argued that these rights, though fundamental in nature, cannot be absolute. Therefore, they are attended by corresponding duties and reasonable restrictions.

#### **4. Constitution Architecture :**

Ambedkar was appointed as the Chairman of the Drafting Committee of the Constituent Assembly. As a social revolutionary, Babasaheb Ambedkar championed the cause of 'untouchables' who were oppressed for centuries. He noted that untouchability has been perpetuated throughout the centuries through Sanskritisation whereby persons belonging to other castes followed the rituals observed by Brahmins to get a respectable place in society. Dr Ambedkar sought to create a new social order in which no person should be discriminated against on the grounds of caste, religion, creed, etc. The castes, for Ambedkar, were anti-national because they brought about separation in social life. Further, they generated antipathy and jealousy between caste and caste. He believed that the only way of securing equality for the so-called lower castes would be to discard the orthodox Hindu religion and embrace Buddhism which was rational and treated all human beings on an equal level.

#### **5. Messiah to Depressed Communities :**

He laid the foundation stone of the All India Depressed Classes Federation. He encouraged the oppressed 'untouchables' to shed their differences and asked them to "Organize, Educate, and Agitate". Dr. Ambedkar believed that unless political power is not secured in the hands of socially oppressed sections of the Indian society, it was not possible to completely wipe out all social, legal and cultural disabilities, from which the oppressed sections were suffering. Education, radical reforms in the land system and the acquisition of political power by the Scheduled Castes were seen by him as the methods of bringing about the required social change in India. Dr Ambedkar was of the firm belief that Hinduism can be saved only by annihilating the caste system. That is why in our Constitution, there is a special provision against untouchability. Several safeguards introduced in the Constitution by Dr. Ambedkar were instrumental in the all-round development of the weaker sections of society.

Article 14 of the Indian Constitution prescribes equality before, and equal protection of the laws; article 15 prohibits against discrimination on the ground of caste; article 16 prohibits discrimination on the ground of caste in public employment. Article 17 abolishes untouchability itself. Article 46 provides for special facilities for promotion of education of the Scheduled Castes. Reservation of seats in Parliament, State Legislatures and in public appointments for them has been secured through articles 330, 332 and 335. Dr. Ambedkar gave highest priority to education in his struggle for the liberation of the dalits from the oppressive caste-ridden Indian society. He believed that it is only education through which various kinds of disabilities afflicting dalits could be overcome. Education provides valor and opportunity to fight poverty, disease and backwardness.

Dhananjay Keer opines that the contribution of Ambedkar towards the upliftment of the downtrodden sections has been over and above Mahatma Gandhi. For his personal gains, he never sacrificed the interests of his nation. The British Government in pursuance of their policy of Divide and Rule wanted to introduce separate electorates for several minorities and Depressed Classes which would have paved the way for another nation like Pakistan. As a protest against the Ramsay McDonald Communal Award, Gandhiji went on “fast unto death” on 20 September, 1932. Ambedkar had differences with Gandhiji on many matters, but he saved his life by agreeing to the Poona Pact on 24 September, 1932 when he finally accepted Gandhiji’s suggestion and gave up his firm stand on separate electorate for ‘untouchables’ in the larger interest of the nation.

This fast created a nation-wide sensation, and eminent persons of India and leaders of various castes and classes met and signed an agreement which came to known as Poona Pact. According to the Pact, the separate electorate demand was replaced with special concessions like reserved seats in the regional legislative assemblies and Central Council of States. Eleanor Zelliott remarks that “the demands of the Untouchables for equal rights in religious matters, political power, and full participation in social and economic life were not met”. This Pact could not have been signed but for the cooperation of Dr. Ambedkar. This was one of the greatest sacrifices of Dr. Ambedkar for the freedom of the country and the people.

## **6. Social Philosopher :**

Dr. Ambedkar’s social philosophy may be said to have two aspects: the negative and the positive. In its negative aspect, he wanted to destroy the existing unjust social order by denouncing the irrational division of society into four varnas or classes, namely the Brahmans, Kshatriyas, Vaishyas and Shudras. The positive aspect to Ambedkar’s social philosophy was his concern for justice to the ‘untouchables’ in particular, and to all the people of India in general. Dr. Ambedkar’s main concern was the secularization and democratization of the Indian society and polity. Self-help, self-elevation and self-respect were the trident with which he aroused people to action. A historic and momentous event in the life of B R. Ambedkar was when he led a march to the Mahad Tank in 1927 to preach to his people the universal law that liberty was never received as a gift, but had to be fought for. At the same time, Ambedkar never wanted his people to indulge in hero-worship.

Dr. Ambedkar was a strong believer in the concept of equality in general and between man and woman in particular. He took a leading part in introducing the Hindu Code Bill which included equality in marriage rights and property rights for women. But he could not succeed as the traditionalists got the upper hand and the bill was practically truncated. He asserted that the progress of a society can be measured by the degree of progress which women have achieved. He introduced the Hindu Code Bill in the Parliament and highlighted the issues about women’s property rights. Ambedkar created awareness among poor, illiterate women and inspired them to fight against the unjust social practices such as child marriage and devdasi system. He quoted the

famous thought of an Irish Patriot Daniel O’Connell as, “No man can be grateful at the cost of his honour, no woman can be grateful at the cost of her chastity, and no nation can be grateful at the cost of its liberty.”

## **7. Education is an Answer :**

As an educationist, he realized the importance of education in alleviating the sufferings of the poor and the deprived. He was against the commercialization of education. He did not visualize education merely as a means of livelihood but as a powerful weapon to liberate the dalits from ignorance and to strengthen their fight against injustice. He considered education as a pre-requisite for any kind of organization and movement of dalits. He believed that no democratic process could be complete unless the masses were properly educated. He was of the firm view that “education is something which ought to be brought within the reach of everyone”. For him, the surest way for the salvation of the oppressed and ‘untouchables’ lies in higher education, higher employment, and better ways of earning a living.

Dr. Ambedkar did not visualize education simply as the means of personality development and a source of earning livelihood. He considered education as the most powerful agent for bringing about desired changes in the society and a prerequisite for organized effort for launching any social movement. Education, for him was an instrument to liberate the dalits from illiteracy, ignorance and superstitions and thus enable them to fight against all forms of injustice, exploitation and oppression.

Ambedkar considered education to be essential for both men and women irrespective of their social and economic status. Dr. Ambedkar founded People’s Education Society on 8 July, 1945 with a view to advancing the educational interest of the downtrodden sections of the Indian society in general and the Scheduled Castes in particular. Under the auspices of the People’s Education Society, he started Siddharth College, Bombay on 20 June, 1946. The College was named after Buddha, who was the liberator of the masses from the serfdom of the Shastras and a symbol of equality.

Dr. Ambedkar had an intense love for learning. Through his hard work and diligence, he was able to achieve such higher academic distinctions as M.A., M.Sc, Ph.D, D.Sc, and Barrister-at-Law from prestigious universities of USA and UK. He completed his Master’s degree in June 1915 after successfully completing his thesis titled ‘Ancient Indian Commerce’. In May 1916, he presented a paper on “The Castes in India: Their Mechanism, Genesis and Development”, at the Anthropology Seminar sponsored by Dr. Goldenweiser. In June 1916, he submitted his Ph.D. thesis entitled “National Dividend for India: A Historic and Analytical Study”, which was published eight years later under the title: The Evolution of Provincial Finance in British India. In 1916, he enrolled in the London School of Economics and started working on his doctoral thesis titled “The problem of the rupee: Its origin and its solution”. Ambedkar also spent a few months at the University of Bonn, Germany where he wrote The History of Indian Currency and

Banking. He received his PhD degree in Economics in 1927. On 8 June, 1927, he was awarded a Doctorate by the University of Columbia.

### **8. Political Philosopher :**

Dr. Ambedkar's social and political philosophy is very much influenced by the philosophy of his inspiring teacher Professor John Dewey of the Columbia University, the American Constitution, particularly the Fourteenth Amendment, the English Economists like J. M. Keynes, R. A. Selghman, and the great English Parliamentarian Edmund Burke. Ambedkar was a liberal democrat and a great parliamentarian. The influence of Western Liberalism has been evident in his thinking. These influences on him helped to build up a philosophy based on a synthesis of rationalism and empiricism, idealism and realism, naturalism and humanism, materialism and spiritualism, individualism and socialism, and nationalism and internationalism. His philosophy was guided by a kind of social dynamism. To Ambedkar, politics was a mission rather than a leadership game for personal gain and aggrandizement. He argued that traditionalism and parochialism are the major obstacles to democracy. Democracy was a more comprehensive system encompassing the social, political and economic organization of the society.

Ambedkar has derived much of his intellectual influence from John Dewey who argued that "society is the process of associating in such ways that experiences, ideas, emotions, values are transmitted and made common". He concurs with John Locke when he says that the purpose of government is to protect the life, liberty and property, i.e., the natural rights and a government that fails to do it forfeits its claim to legitimate authority. These natural rights have to be recognized by the fundamental law of the land and upheld and protected by it. It is not only the responsibility of the state but also that of the individuals to uphold these rights through a sense of constitutional morality. He strongly suggested democracy as the 'governing principle of human relationship'. He stressed that principles of equality, liberty and fraternity which are the foundations of democracy should not be interpreted narrowly in terms of the political rights alone. He gave an expression to the objective of economic democracy by incorporating the Directive Principles of State Policy in the Indian Constitution. These were: rights relating to provision for adequate means of livelihood to all citizens, proper distribution of the material resources of the community for the common good, prevention of concentration of wealth to the common detriment, equal pay for equal work for both men and women, right to work, right to education, uniform civil code, etc. These rights related to the social and economic transformation of our society.

The political philosophy of Ambedkar may help in renegotiating the predicament of western political theory in particular and leading the fights of the masses in general. Ambedkar's ideology can be associated with liberal, radical or conservative thoughts. At the same time, he distinguishes himself from these dominant political traditions.

Ambedkar's philosophy is primarily ethical and religious. According to him, the social precedes the political. Social morality is central to his political philosophy. His idea of democracy

internalizes the principles of equality, liberty, and fraternity in their true spirit. The core of political thinking of Ambedkar is contained in two of his statements- that rights are protected not by law but by social and moral conscience of society, and a democratic form of government presupposes a democratic form of society.

His political thought has emerged from three grand traditions of political thought, i.e., liberal, conservative and radical. The unique feature about him is that he has transcended all these traditions. He developed political concepts like democracy, justice, state and rights from his understanding of Indian society and the functioning of its institutions on moral grounds. He endorsed parliamentary system but was apprehensive about parliamentary system in India. India, according to him was dominated by communal majority instead of political majority. He was a defender of democratic socialism. He believed that political democracy without social and economic democracy is a paradox. Ambedkar has been criticized for imitating the good elements of the Constitutions of other countries. But Ambedkar did not merely copy those provisions and incorporated them into the Constitution but adopted them after making suitable modifications so that they might suit the Indian conditions. The Indian Constitution, according to him, would stand the test of time.

### **12.7 JEHANGIR RATANJI DADABHOY TATA :**

Ratan Tata is a leader who engages more democratic style of leadership approach. However, at previous occasion has used other two kind of style as well. He is more democratic because he always encourages his group leadership to be creating good communication and participation.

It was Jamsetji who gave the House of Tatas its unique position in the nation. Jamsetji's conduct shows that in his later years he did not ask 'What enterprise is the most profitable?' but, 'What does the nation need?' If the answer was steel, hydro-electric energy or a University of Science, Jamsetji would make best efforts to fulfill that need.

JRD did likewise. 'What does India need?' I have heard this question asked by him at meetings of the Sir Dorabji Tata Trust and I am sure his fellow Directors have heard the same question at Company Board meetings. Alfred Sloan said, 'What is good for General Motors is good for America.' JRD thinks the other way round. 'What is good for India is good for Tatas.

### **12.8 JAMSETJI SAID ONE OTHER THING THAT JRD HAS NOT FORGOTTEN :**

We do not claim to be more unselfish, more generous or more philanthropic than other people. But we think we started on sound and straightforward business principles, considering the interests of the shareholders our own, and the health and welfare of the employees the sure foundation of our prosperity.

During the course of a discussion, JRD explained why Jamsetji meant so much to him. Said he: 'Jamsetji was a man of great intelligence, a man of extraordinary vision. There are some very intelligent people but they have no sense at all of the future. Jamsetji had that sense. His vision of

the future gave him a sense of what needed to be done for the country. And then he had integrity. Not only money-related integrity. Jamsetji had integrity of thought and mind. The final attribute was his great humanity—the way he thought about workers nobody in India or abroad thought at that time.

## **12.9 JRD THOUGHT THE OTHER WAY ROUND. ‘WHAT IS GOOD FOR INDIA IS GOOD FOR TATAS :**

JRD was also impressed by Andrew Carnegie, the Scotsman who came to America a poor man and rose to be the Steel King of the United States, then spent the last years of his life distributing the enormous wealth that he had amassed. JRD quotes Carnegie: This, then, is held to be the duty of the man of wealth; to set an example of modest, unostentatious living, shunning display or extravagance . . . to consider all surplus revenues which come to him simply as trust funds, which he is called upon to administer . . . the man of wealth thus becoming the mere trustee and agent for his poorer brethren.

## **12.10 LEADERSHIP STYLE OF JRD TATA :**

The one face that truly represents Indian business is that of JRD Tata. If Mahatma Gandhi is the political face of India, JRD is the business face and, equally respectable.

From a 280 crore company in 1938 to becoming a 15,000 rupees one in 1993 is a growth of 53.52 times. More mind boggling figures can not easily be quoted. That is what the Tata companies became under the leadership of JRD Tata.

The various businesses under the Tata umbrella spread a wide variety of businesses including, to mention only a few, airlines, pharmaceuticals, tea and motor vehicles. In the 50s and 60s, whatever manufactured goods you could lay your hands on were likely to have been manufactured by a Tata company. JRD's domination over Indian business was so total that 10 cement companies in India merged into one to become Associated Cement Companies, a Tata company.

## **12.11 GAVE CREDIT WHERE IT WAS DUE :**

A pioneer aviator, he was instrumental in bringing commercial airlines to India and Air India, the international airlines of India was a Tata company until the government took it over some two decades ago. Incidentally it was only the airlines that he took credit for developing. The rest of the group's growth was credited by JRD to his executives. Such was his humility; he did not hesitate to give anyone his due and move to the background. It is no small achievement to have headed lakhs of workers in general and 100s of executives, not letting ego clashes mar the company's operations, finding middle grounds between extreme opinions. His leadership saw it all through.



### 12.12 DELEGATED RESPONSIBILITY :

In his entire career as the chairman of many a company, he had to interact with 100s of directors with whom it was only natural for him to have had serious differences. He took in everybody's opinion and decide on his own, not that he did not listen to others' ideas. He had respected the opinions of others on all occasions and had even suppressed his own feelings while acceding to the ideas of others. He was particular about leading others with affection. When he was convinced that someone was talented enough, he bestowed responsibility upon him and gave him a long rope. It was up to that individual to see that th work was done to everybody's satisfaction. The highest praise for JRD's leadership came from the industry minister, Mohan Kumaramangalam who did not want to take over Tata Steel owned coal mines when all the other coal mines were nationalized. The reason cited was that the Tata's ran the mine so professionally that they could be a role model for the rest!

A college drop-out, JRD saw many young people pass out of colleges with degrees with his charity. He founded the Tata Institute of Fundamental Research, the most exclusive science center at Bombay. He had been a member of the Atomic Energy Commission till his end. Innovation was always behind every move business-wise in a Tata group company. These are too numerous to mention here but the high-tensile alloy steel and low-alloy high-yield strength steel are two of the outstanding materials thus produced.

- **Approachable** : J.R.D. had no problems making friends easily. He had one of the most comfortable personalities that was probably his benchmark of becoming a successful individual.
- **Diplomatic** : One of the most difficult talents is to say 'no' in a nice manner. But Diplomacy was never a problem for J.R.D. Even when he was angry at Nehru for going against industrialists, he was never rude but made his point diplomatically and walked away friends.
- **Realistic** : J.R.D. never plunged into unviable projects, howsoever exciting they might be. He briefly flirted with the idea of making bombers with "Tata Aircraft"—but despite his love for flying, he shot down the project himself when it became clear that there was no money to be made.
- **Charismatic** : When J.R.D. was elected chairman of the group, there was no question about the selection. There was no one else who could have been chosen by the board. J.R.D. by then was a hero. The daring pilot, the shrewd businessman. He was already outstanding.
- **Courageous** : J.R.D. had always supported Nehru's views on socialism. Something that the board of Tata sons did not agree with. But J.R.D. refused to sign the manifesto against socialism. It must have required considerable courage for a 30- something to stand up for views, which differed so widely from those of the old guard.

### 12.13 INSPIRING PERSONALITY :

Leadership is integrated part of our life. We all experience leadership in our life from early childhood in our families, through friendships, social and sports activities, school & higher education, to politics & government and of course in our work, we all recognize leadership in other people and often in ourselves. The development of leadership theory also parallels the development of organizational theory.

Ratan Tata is a leader who engages more democratic style of leadership approach. However, at previous occasion has used other two kind of style as well. He is more democratic because he always encourages his group leadership to be creating good communication and participation. Future leadership are well informed about future strategy and they are very well engaged in decision making process. Most of the group long-term and short-term strategies are formulated by the lower rank of the leadership. They are treated as stake holders. Until now TATA Group has got leadership within them. Ratan Tata has occasionally shown some form of autocratic style of leadership. Sometimes when needed especially when quick and informed decisions have to be taken, but he is never too commanding in his nature, being a man of few words and being more of a man of action, this is evident from the manner he aggressively pushes for bold international deals, such as during the global acquisitions of business powerhouses such as Corus, Jaguar and Land Rover, and Tetley Tea.

1. **Emotional Stability :** Ratan Tata has very low anxiety within him and has great sense of security with his future leadership.
2. **Extroversion :** Even being a bachelor Ratan Tata is very sociable. He has produced very positive effect on future leadership of TATA Group.
3. **Openness :** He believes in originality and versatility. By making ₹1200/- car he has shown his great interest with and innovation seeking personality.
4. **Agreeableness :** Within his management team Ratan Tata is well trusted and very friendly.
5. **Conscientiousness :** He is very dutifulness. He spent most of his life working for TATA Group without any self-interest. He is very well organised as well.
6. **Style (Behavior) Theory in TATA Group :** As per style theory, there are three types of leadership models are evident in leadership.

### 12.14 SUMMARY :

We well Knowingly the world has been under the influence of some great personalities. Be it Dr Bhimrao Ramji Ambedkar and JRD Tata, a plethora of such magnificent minds have showered us with their wisdom as well as achieved some extraordinary goals which are revered to date. A

variety of leadership styles can be observed in the famous personalities of India and the world. The epitome of their greatness can be seen across various fields.

### 12.15 KEYWORDS :

1. **Personality** - Some common synonyms of personality are character, disposition, temperament, and temper.
2. **Leadership** - Leadership is about taking risks and challenging the status quo.
3. **Untouchability** - Untouchability' according to the caste system means not touching the members of a particular caste, denying access to resources and extreme form of discrimination is inflicted on the people of untouchable castes.

### 12.16 SELF - ASSESSMENT QUESTIONS :

1. Define personality? Discuss good personality ideology?
2. What is leadership? Examine the Dr BR Ambedkar's leadership qualities?
3. Discuss about the JRD Tata dynamism in management?
4. Write a note on Dr BR Ambedkar multi dynamism ?

### 12.17 SUGGESTED READINGS :

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