CHAPTER II

REVIEW OF LITERATURE
Review of Literature

To have a clear understanding of the variables selected for the study the researcher made an extensive study of literature that was available in libraries, with academicians and experts in the field. There is a school of thought (Allport, 1937) where personality is described as the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment. Thus personality is the configuration of individual characteristics and ways of behaving which describe an individual’s unique adjustments to his environment.

The following are a few important personality theories

**Freud’s Classical Theory**

According to Freud, personality has three systems Id, Ego and Superego and behavior is nearly always the product of an interaction among these three systems. Rarely does one system operate to the exclusion of the other two.

*Id* is the original system of personality inherited which includes instincts; it is the “true psychic reality”.

The ego needs of the organism require appropriate transaction with the objective world of reality ie; ego distinguishes between things in the mind and the things in the external world.
The superego is the moral arm of the personality, which represents the ideal rather than the real and strives for perfection rather than pleasure.

The development of personality according to Freud, identification and displacement are two methods by which individuals learn to resolve conflicts, frustrations and anxieties.

Stages of development:
1. Oral stage
2. Anal
3. Phallic
4. Genital

Erik H. Erikson: *Psychoanalytic theory*

Erik H. Erikson reformulated the classical theory and its principles for a better understanding of the modern world. He traced eight stages of psychosocial development:

1. Basic Trust vs Basic Mistrust
2. Autonomy vs Shame and Doubt.
3. Initiative vs Guilt
4. Industry vs Inferiority
5. Identify vs Identity Confusion
6. Intimacy vs Isolation
7. Generativity vs Stagnation
8. Integrity vs Despair
**Jung’s Analytic Theory**

C.G. Jung traces the total personality or psyche as a number of differentiated but interacting systems. The principal ones are the ego, the personal conscious and its complexes, the collective unconscious and its archetype, the persona, the anima and the animus and the shadow. In addition to these interdependent systems there are attitudes of introversion and extroversion, and the functions of thinking, feeling, intuition and sensing. Finally, there is the self which is the center of the whole personality.

**Socio-psychological Theories**

**Alfred Adler’s Personality theory:**

Here the assumption is that humans are motivated primarily by social urges. Freud, Jung and Adler assume that a person has an inherent nature that shapes his or her personality. Freud emphasized sex, Jung emphasized primordial thought patterns and Adler stressed social interests.

The second major contribution of Adler: “concept of the creative self”. Adler’s self is a highly personalized, subjective system that interprets and makes meaningful experiences of the organism – if the experiences are not to be found in the world the self tries to create them. The Third Major contribution is the uniqueness of personality - unique configuration of motive traits, interests and values. Every act performed by the person leaves the stamp of his or her own distinctive style of life. Fourthly, Adler considered consciousness to be the
center of personality. Humans are conscious beings and are ordinarily aware of the reasons for their behavior. Humans make their own personalities – they can construct them out of the raw material of heredity or experiences. Heredity only endows him (man) with certain abilities. Environment only gives him certain impressions. These abilities and impressions and the manner in which he experiences them – that is, the interpretation he makes of these experiences are the bricks, or in other words his attitude toward life, which determines his relationship to the outside world.

\textit{Erich Fromm's Personality Theory}

A person feels lonely and isolated because he or she has become separated from nature and from other people. A person can either unite with other people in the spirit of love and shared work or can find security by submitting to the authority and confirming to society. By making demands upon humans that are contrary to their nature, society warps and frustrates them. It alienates them from their "human situation" and denies them the fulfillment of the basic condition of existence. He suggests a perfect society, Humanistic Communitarian Socialism.

\textit{Karen Horney's Personality Theory}

Horney classifies the sources from which inner conflicts develop.

1. Moving towards people – need for love
2. Moving away from people – independence
3. Moving against people – need for power
A normal person can resolve these conflicts by integrating the three orientations, since they are not mutually exclusive. The neurotic person, because of greater basic anxiety must utilize irrational artificial solutions.

*Harry Stock Sullivan’s Personality Theory*

He is the creator of the interpersonal theory of psychiatry. Sullivan insists that personality cannot be observed or studied separately from an interpersonal situation. The unit of study is the interpersonal situation and not the person. He has identified principal processes, dynamisms, personifications and cognitive processes.

*Henry A. Murray’s Personality Theory*

He recognizes that personality is usually in a state of flux. Past or history and a person’s present environment are crucial determinants of adult behavior. Personality is the organizing or governing agent of an individual. Its function is to integrate the conflicts and constraints to which the individual is exposed, to satisfy the individual’s needs and make plans for the attainment of future goals.

*Big Five Personality Dimension*

In the last decade there have been a series of advances, which unequivocally demonstrate that personality, as assessed through standardized instruments, has a predictive relationship with job performance and the Five Factor model of personality. Commonly referred to as the "Big Five" (Mount & Barrick, 1994), it is a popular instrument in personality research.
The Big Five Dimensions:

<table>
<thead>
<tr>
<th>Big Five Dimension</th>
<th>Alternate Names</th>
<th>Sample Associated Trait Descriptions—Positive Pole</th>
<th>Sample Associated Trait Descriptions—Negative Pole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extroversion</td>
<td>Surgency, Assertiveness</td>
<td>Sociable, Gregarious, Assertive, Talkative, Active, Ambitious, Expressive, Energetic, Enthusiastic, Outgoing</td>
<td>Quiet, Reserved, Shy, Retiring, Taciturn, Inhibited</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Conformity, Dependability</td>
<td>Careful, Thorough, Responsible, Planful, Persevering, Achievement Oriented, Efficient, Self-disciplined, Diligent</td>
<td>Inconsistent, Impulsive, Undisciplined, Unreliable</td>
</tr>
<tr>
<td>Emotional Stability</td>
<td>Neuroticism</td>
<td>Calm, Relaxed, Self-Confident, Steady, Easy-going</td>
<td>Anxious, Depressed, Angry, Worried, Insecure, Tense, Vulnerable, High-strung</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Likeability, Friendliness</td>
<td>Courteous, Flexible, Cooperative, Tolerant, Caring, Trusting, Supportive, Altruistic, Kind, Sympathetic, Modest</td>
<td>Spiteful, Self-Centred, Self-Aggrandizing, Hostile, Indifferent, Cold, Coarse, Mean-spirited</td>
</tr>
<tr>
<td>Openness to Experience</td>
<td>Culture, Intellectance, Inquiring Intellect</td>
<td>Imaginative, Creative, Curious, Cultured, Sharp-witted, Broad-minded, Inventive, Insightful, Complex</td>
<td>Simple, Concrete, Narrow, Imitative, Unimaginative</td>
</tr>
</tbody>
</table>
Type Theory

Type theory, as used in this study, refers to Jung's theory as interpreted by Isabel Myers and Katherine Briggs in the Myers – Briggs Type Indicator. The dynamic character specified by the type theory involves the interaction of a person's four basic preferences. This has been detailed in the first chapter of this study. The following section describes the opposites that make up each dichotomy and the 16 types that result from interactions among the four preferences. The explanations for Dominant, Auxiliary, Tertiary and Inferior functions are detailed in chapter IV.

ISTJ: Introverted Sensing with Extraverted Thinking

Dominant functions: Si
Auxiliary function: Te
Tertiary function: Fe
Fourth /Inferior function: Ne

Characteristics of ISTJs

ISTJs have a profound respect for facts. They use their Sensing primarily internally, where they have a storehouse of information upon which they draw to understand the present. Thus, they are likely to be practical, sensible, realistic and systematic, Myers & McCaulley (1985), Hammer (1996).

ISTJs use Thinking in decision making and in taking an objective, logical and tough-minded approach. Their focus is on the task or system as a whole, rather than on individuals. Thus, ISTJs tend to be logical and analytical, detached and reasonable.
ISTJs are clear and steadfast in their opinions because they have arrived at them by carefully and thoroughly applying logical criteria based on their experience and knowledge. They believe standard procedures exist because such procedures work. ISTJs will support change only when facts demonstrate that such change will bring better results. Research describing ISTJs are Thorne & Gough (1991), Shelton (1996), Quenk & Quenk (1996), Myers & McCaulley (1985), Walck (1996).

2. **ISFJ: Introverted Sensing with Extraverted Feeling**

   Dominant functions: \( S \)
   
   Auxiliary function: \( T_E \)
   
   Tertiary function: \( F_E \)
   
   Fourth / Inferior function: \( N_E \)

**Characteristics of ISFJs**


ISFJs have a realistic and practical respect for facts. They use their Sensing primarily internally, where they have a wealth of stored information. They clearly remember the details of things that have a personal meaning for them, such as tones of voice or facial expressions. Thus, ISFJs are likely to be practical, realistic, concrete and specific.
ISFJs use Feeling to make decisions based on personal values and concern for others. They value harmony and cooperation and work to create them. Thus they are likely to be cooperative and thoughtful of others, kind and sensitive. Their opinions are firm because their decisions are based on careful application of their clear values and their wealth of stored data. ISFs respect established procedures and authority, believing that these have persisted because they function well. Therefore, they will support change only when new data show that it will be of practical benefit to people.


3. ESTP: Extraverted Sensing with Introverted Thinking

   Dominant functions: Si
   Auxiliary function: Ti
   Tertiary function: Fi
   Fourth /Inferior function: Ni

Characteristics of ESTPs (Myers & McCaulley 1985, Hammer 1996)

ESTPs are interested in everything going on around them – activities, food, clothes, people, the outdoors and every thing that offers new experiences. Because they learn more from doing than from studying or reading, they tend to plunge into things, learning as they go, trusting their ability to respond resourcefully. ESTPs are likely to be observant, practical and realistic and actively involved in the immediate experience.
ESTPs make decisions by logical analysis and reasoning and can be tough when the situation calls for toughness. They usually are analytical, rational problem solvers, straightforward and assertive.

ESTPs are experts at seeing the needs of the moment and reacting quickly to meet them. For the most part, they prefer to deal flexibly with what is, rather than make judgments. They good-naturedly take things as they are and seek satisfying solutions, rather than impose a "should" or "must" of their own.

The career and organizations areas highlight some of the ways ESTPs function in the world of work. They are attracted to type-consistent fields such as marketing and technology, and their confidence and comfort in interacting with the environment are shown high in dominance, sociability, social presence, and the like, Thorne & Gough (1991), Quenk & Quenk (1996), Di Tiberio (1996), Barger & Kirby (1995a), Fleenor (1997).
4. ESFP: Extraverted Sensing with Introverted Feeling

Dominant functions: S
Auxiliary function: T
Tertiary function: F
Fourth /Inferior function: N

Characteristics of ESFPs


ESFPs are interested in people and new experiences. Because they learn more from doing than from studying or reading, they tend to plunge into things, learning as they go. They appreciate their professions and take pleasure in them. ESFPs are likely to be observant, practical, realistic, specific and active, involved in immediate experiences.

ESFPs make decisions by using their personal values. They use their Feeling judgment internally to make decisions by identifying and empathizing with others. They are good at interpersonal interactions and often play the role of peacemaker. Thus, ESFPs are likely to be generous, optimistic and persuasive, warm, sympathetic and tactful.

ESFPs are keen observers of human behavior. They seem to sense what is happening with other people and respond quickly to their practical needs. They are especially good at mobilizing people to deal with crises.

5. INTJ: Introverted Intuition with Extraverted Thinking

Dominant functions: S_i
Auxiliary function : T_i
Tertiary function : F_i
Fourth / Inferior function: N_i

Characteristics of INTJs.

INTJs see things from a global perspective and quickly relate new information to overall patterns. They trust their insightful connections regardless of established authority or popular opinions. Dull routine smothers their creativity. INTJs use their Intuition primarily internally, where they develop complex structures and pictures of the future. They are likely to be insightful, creative synthesizers, conceptual and long range thinkers. Researches describing INTJs are Thorne & Gough (1991), Quenk & Quenk (1990), Shelton (1996), Barger & Kirby (1996), Hammer (1996).

INTJs use their thinking to make logical decisions. They assess everything with a critical eye, quickly identify problems to solve, and are tough and decisive when the situation calls for toughness. INTJs tend to be clear and concise, rational, detached and objectively critical.

INTJs are excellent long range planners and often rise to positions of leadership in groups or organizations. They are independent, trust their own perceptions and judgments more than those of others, and apply their high standards of knowledge and competence most rigorously to themselves.
Dominant functions: Ni
Auxiliary function: Fe
Tertiary function: Te
Fourth /Inferior function: Se

Characteristics of INFJs


INFJs seek meaning and connection in their lives and have little use for details unless they fit with their inner vision. They use their Intuition primarily internally, where they develop complex pictures and understandings. INFJs are likely to be insightful, creative and visionary, conceptual, symbolic and metaphoric, idealistic, complex and deep, Thorne & Gough (1991), Quenk & Quenk (1996), Shelton (1996), Barger & Kirby (1996), Hammer (1996)

INFJs apply personal values and empathize to understand others and make decisions. They are loyal to people and institutions that exemplify their values but have little interest in those that do not. INFJs prefer to lead persuasively by sharing their vision. They are likely to be sensitive, compassionate and empathic, deeply committed to their values.

INFJs want meaning and purpose in their work, their relationships and even in their material possessions. They are invested in growth and development for themselves and significant others and are willing to consider unconventional paths to achieve these. They value the depth and complexity of their insights and creative gifts, as well as, those of others. They want to see these insights realized in the world.
7. **ENTP Extraverted Intuition with Introverted Thinking**

Dominant functions: Ni
Auxiliary function: Ti
Tertiary function: Fi
Fourth /Inferior function: Si

**Characteristics of ENTPs**

*Myers & McCaulley (1985), Hammer (1996)*

ENTPs are enthusiastic innovators. Their world is full of possibilities, interesting concepts and existing challenges. They are stimulated by difficulties, quickly devising creative responses and plunging into activity, trusting their ability to improvise. They use their Intuition primarily externally and enjoy exercising ingenuity in the world. ENTPs are likely to be creative, imaginative and clever, theoretical, conceptual, and curious.

ENTPs use their thinking mostly internally to analyze situations and their own ideas and to plan. They admire competence, intelligence, precision, and efficiency. ENTPs are usually analytical, logical, rational and objective, assertive and questioning. ENTPs are enterprising, resourceful, active, and energetic. They respond to challenging problems by creating complex and global solutions. They are usually adept at "reading" other people, assessing ways to motivate them and assuming leadership. They can do almost anything that captures their interest.
8. **ENFP: Extraverted Intuition with Introverted Feeling**

Dominant functions: \(N_e\)
Auxiliary function: \(F_i\)
Tertiary function: \(T_i\)
Fourth /Inferior function: \(S_i\)

Characteristics of ENFPs

*Myers & McCaulley (1985), Hammer (1996)*

ENFPs are innovators, initiating projects and directing great energy into getting them underway, using Intuition mainly externally. They are stimulated by new people, ideas, and experiences. They find meaning and significance readily and see connections that others don't. They are likely to be curious, creative and imaginative, energetic, enthusiastic and spontaneous.


ENFPs value harmony and goodwill. They like to please others and will adapt to others needs and wishes when possible. ENFPs primarily use feeling Internally, making decisions by applying personal values through identification and empathy with others. ENFPs are likely to be warm, friendly and caring, cooperative and supportive.
ENFPs have exceptional insight into possibilities in others and the energy and motivation to help actualize them. They feel confident moving ahead on their insights and their enthusiasm tends to bring the others along with them. ENFPs hate routine schedules and structure and usually manage to avoid them. They are normally verbally fluent, even in extemporaneous situations; however, when their deepest values need expression, they may suddenly be awkward and express their judgments with uncharacteristic intensity. Others usually see ENFPs as personable, perceptive and persuasive, enthusiastic, spontaneous and versatile, giving and seeking affirmation.

9. ISTP: Introverted Thinking With Extraverted Sensing

Dominant functions: Ti
Auxiliary function: Se
Tertiary function: Ne
Fourth /Inferior function: Fe


Characteristics of ISTPs:
ISTPs use their thinking primarily internally to see the essential structure underlying the facts. Their minds seem to work almost like computers, organizing data, reasoning impersonally and objectively. They make rational decisions based on a great deal of concrete data. ISTPs are likely to be detached and objective critics, analytical and logical problem solvers. ISTPs are realists, focusing on what can be done with the problem, rather than on theoretical
possibilities. They are often creative at dealing with the immediate problems and good at hands-on tasks. ISTPs are likely to be practical and realistic, factual and pragmatic.

ISTPs are expedient and believe in the economy of effort doing only what is needed with the least possible discussion and less. Their focus is on getting the desired results. With their constant scanning for information and focus on results, ISTPs will change course readily if they see another, more efficient way. Because of this, others sometimes have trouble "reading" them. They tend to be quiet and reserved, though they can be quite talkative in areas in which they have a lot of knowledge, Myers & McCaulley (1985), Hammer (1996)

10. INTP: Introverted Thinking with Extraverted Intuition

- Dominant functions: Ti
- Auxiliary function: Ne
- Tertiary function: Se
- Fourth /Inferior function: Fe

Characteristics of INTPs


INTPs use their thinking primarily internally to find or develop underlying principles and logical structures for understanding and explaining the world. They approach almost everything with skepticism, from their own opinions and standards, and apply these standards rigorously to themselves. They highly value intelligence and competence. INTPs are likely to be logical, analytical and objectively critical, detached and contemplative.
INTPs see possibilities and connections beyond the present and obvious. They are curious and seek knowledge for its own sake. They love to theorize and discuss abstractions. INTPs are usually mentally quick, insightful, and ingenious, intensely curious about ideas, theories, and what make things work.

INTPs quickly see inconsistencies and illogicality and enjoy taking apart and reworking ideas. They naturally build complex theoretical systems to explain the realities they see. They find it difficult to work on routine tasks but bring great energy, intensity, and focus to researching or analyzing a complex problem that arouses their curiosity.

Unless their work requires action, they are more interested in the challenge of finding solutions than in finding solutions for practical use. They prefer not to organize people or situations.

INTPs are tolerant of a wide range of behavior, arguing and raising issues only when they believe it is reasonable to do so. This flexibility disappears, however, when their ruling principles are challenged. They want to express the exact truth, but they may make it so complex that others have difficulty understanding it.

11. **ESTJ: Extraverted Thinking with Introverted Sensing**

Dominant functions: $T_e$
Auxiliary function: $S_i$
Tertiary function: $N_i$
Fourth /Inferior function: $F_i$

Characteristics of ESTJs


ESTJs take an objective approach to problem solving and are tough when the situation requires toughness. They use their Thinking primarily externally to organize their lives and work, and they have little patience with confusion, inefficiency, or halfway measures. ESTJs are likely to be logical, analytical, and objectively critical, decisive, clear and assertive.

ESTJs are usually excellent administrators because they understand systems and logistics. They can project the steps needed to accomplish a task, foresee potential problems, assign responsibilities, and marshal resources. They cover all the bases, leave no loose ends, and get things done on time. When they see things are not working, they will plan and act to correct the situation. Otherwise, they prefer proven procedures and systems. Their orientation is toward tasks, action, and the bottom line.
Because they naturally devise systems, procedures, and schedules, others rely on ESTJs to take charge and get things done. Others may also find them overpowering at times because ESTJs are so certain about how things should be. Because they are clear and straightforward in their communication, people seldom wonder where they stand. Researches describing this type are Fleenor 1997, Hammer & Huzzozo 1996, Walck 1996)


12. **ENTJ: Extraverted Thinking with Introverted Intuition.**

   Dominant functions: T_E
   Auxiliary function: N_i
   Tertiary function: S_i
   Fourth /Inferior function: F_i

Characteristics of ENTJs

ENTJs use their Thinking primarily externally and are thus natural critics. They set their own standards and are forceful in applying them to others, to organizations, and to themselves. They value intelligence and competence and abhor inefficiency or ignorance. They can be tough when the situation calls for toughness. ENTJs are likely to be analytical, logical and objectively critical, decisive, clear and assertive, Myers & McCaulley (1985), Hammer (1996).
ENTJs are intellectually curious, seek new ideas, and like complex problems. They use their Intuition primarily internally to conceive possibilities and create the insights they use in making decisions and plans. ENTJs are likely to be conceptual and global thinkers, innovative theorizers and planners.

ENTJs are usually excellent solvers of organizational problems. They are keenly aware of the intricate connections within organizations and are action-oriented and strategic. They think ahead, anticipate problems, devise broad plans and systems and marshal resources to achieve goals. They are generally disinterested in routine maintenance activities, preferring new challenges.

ENTJs love and are energized by, stimulating interactions with people. They often challenge people's statements and behaviors, expecting that others will defend them and that, as a result, mutual learning will take place. ENTJs admire and seek out people who are knowledgeable and who stand up to them, say what they think, and argue persuasively. ENTJs prefer that things be settled and also clear, but their love of ideas can pull them into wide ranging Intuitive exploration and discussions. Their verbal fluency, decisiveness, self-confidence, and urge to organize others can over power people at times. Others usually see ENTJs as direct, challenging and decisive, objective, fair and stimulating, DiTiberio (1996), Barger & Kirby (1996), Thorne & Gough (1991), Quenk & Quenk (1996), Shelton (1996), Myers & Mc Caulley (1985), Hammer (1996).
13. **ISFP Introverted Feeling With Extraverted Sensing**

*Dominant functions: $F_E$*  
*Auxiliary function: $S_E$*  
*Tertiary function: $N_E$*  
*Fourth /Inferior function: $T_E$*

Characteristics of ISFPs

*Myers & McCaulley (1985), Hammer (1996)*

ISFPs are guided by a strong core of inner values and want their outer life to demonstrate those values. They want their work to be more than just a job; they want to contribute to people’s well-being or happiness.

They don’t enjoy routine but will work with energy and dedication about something they believe in. ISFPs are likely to be trusting, kind and considerate, sensitive and gentle.

ISFPs are acutely aware of the specifics and realities of the present – the people and the world around them. They learn by doing, rather than by reading or hearing and get involved in day to day care-taking activities. ISFPs are likely to be observant, realistic, practical, concrete and factual. They often have an affinity for nature and for beauty in all living things – people, plants, and animals. They prize most those who take the time to understand their values and goals and who support them in achieving those goals in their own way.
ISFPs tend to be quiet and unassuming, and their warmth, enthusiasm, and playful humor may not be apparent to people who don't know them well. They prefer to observe and support rather than organize situations; they have little wish to dominate. ISFPs may be underestimated by others and may also underrate themselves. Others see ISFPs as quiet, reserved, and private, hard to know well, spontaneous and tolerant. DiTiberio (1996), Barger & Kirby (1996), Thorne & Gough (1991), Quenk & Quenk (1996), Shelton (1996), Myers & McCaulley (1985), Hammer (1996)

14. INFP: Introverted Feeling with Extraverted Intuition
   Dominant functions: F,  
   Auxiliary function: N,  
   Tertiary function: S,  
   Fourth /Inferior function: T

Characteristics of INFPs:
INFPs primarily use their Feeling preference internally where they make decisions based on their values of self-understanding, individuality and growth. Living by moral commitments to what they believe in is crucial to INFPs. They are likely to be sensitive, concerned and caring, idealistic and loyal to their ideas. (Myers & McCaulley 1985, Hammer 1996)
INFPs enjoy reading, discussing, and reflecting on possibilities for positive changes in the future. They are curious about ideas and quick to see connections and meanings. INFPs are likely to be curious and creative and have long-range vision. They tend to work in bursts of energy and are capable of
great concentration and output when fully engaged in a project. They are generally faithful in fulfilling obligations related to people, work, or ideas to which they are committed, but they can have difficulty in performing routine work that has little meaning for them.

INFPs tend to be reserved and selective about sharing their most deeply held values and feelings. They value relationships based on depth, authenticity, true connection and mutual growth. INFPs prize most those who take the time to understand their values and goals. Others usually see INFPs as sensitive, introspective and complex, original and individual, sometimes difficult to understand. (DiTiberio 1996, Barger & Kirby 1996, Thorne & Gough 1991, Quenk & Quenk 1996, Shelton 1996, Myers & McCaulley 1985, Hammer 1996)

15. ESFJ: Extraverted Feeling With Introverted Sensing.

Dominant functions: F_E
Auxiliary function: S_I
Tertiary function: N_I
Fourth /Inferior function: T_I

Characteristics of ESFJs:
ESFJs use their Feeling primarily externally and radiate warmth and energy. They are encouraged by approval and hurt by indifference or unkindness. Conflict-filled or tense situations make them uncomfortable, and they work to ensure these don't occur. ESFJs are likely to be warm, sympathetic and helpful, personable, cooperative and tactful, Myers & McCaulley (1985), Hammer (1996).
ESFJs focus on the present and base decisions on experience and facts. Though they enjoy variety, they adapt well to routine and don’t like work that demands mastery of abstract ideas or impersonal analysis. They enjoy their possessions and take good care of them. ESFJs are likely to be practical, realistic and down to earth, decisive, thorough and consistent. ESFJs are sensitive to the needs of each individual in their environment and good at providing practical caring. Much of their pleasure and satisfaction comes from the comfort and pleasure of others.

ESFJs are energized by interaction with others and genuinely interested in others lives and concerns. ESFJs value family and social ties. They enjoy belonging and are good at celebrations and traditions. Others usually see ESFJs as sociable, outgoing, enthusiastic and energetic, organized and orderly, committed to preserving traditions, DiTiberio (1996), Barger & Kirby (1996), Thorne & Gough (1991), Quenk & Quenk (1996), Shelton (1996), Myers & McCaulley (1985), Hammer (1996)
16. ENFI: Extraverted Feeling With Introverted Intuition

Dominant functions: \( F_E \)
Auxiliary function: \( N_I \)
Tertiary function: \( S_I \)
Fourth /Inferior function: \( T_I \)

Characteristics of ENFJs:


ENFJs base decision on personal values. They use their Feeling primarily externally, radiating warmth and energy. They look for and find the best in others and prize harmony and cooperation. They are warmed by approval, responding with energy and devotion, and especially sensitive to criticism or tensions. ENFJs are likely to be warm, compassionate and supportive, loyal and trustworthy.

ENFJs see meanings and connections and can be very insightful about others. They are curious about new ideas and stimulated by possibilities for contributing to the good of humanity. ENFJs are likely to be imaginative and creative, like variety and new challenges.

ENFJs naturally see the potential for growth in others and devote to help others achieve it. They are sensitive facilitators. ENFJs take responsibility to organize interactions of colleagues, friends, or family so that all are involved, harmony prevails, and people have fun.
ENFJs are energetic, enthusiastic and very aware of others. Their genuine interest can usually draw out and involve even the most reserved person. They listen to and support others but also have very definite values and opinion of their own, which they will express clearly. ENFJs are energized by people and are socially adept; however, they also have a strong need for authentic, intimate relationship, DiTiberio (1996), Barger & Kirby (1996), Thorne & Gough (1991), Quenk & Quenk (1996), Shelton (1996), Myers & Mc Caulley (1985), Hammer (1996)

**ASSERTIVENESS**

Assertiveness has become a familiar word today. Within organisations people who have responsibility for development and training of personnel are faced with very different behaviours, ranging from aggressive to passive and being assertive is very important. Assertive people are likely to get more of what they want, Fritchie & Melling (1993)

Assertiveness basically means the ability to express your thoughts and feelings in a way that clearly states your needs and keeps the lines of communication open with the others Ryan & Travis (1997). When you allow the needs, opinions, and judgments of others to become more important than your own, you are likely to feel hurt, anxious and even angry. This kind of passive or non-assertive behavior is often indirect, emotionally dishonest and self-denying.
Jensen Chung (1997) in his study on the impact of non-assertiveness concludes that assertiveness perception is linked to leadership perception. The perception of non-assertiveness actually may be the misinterpretation of reservedness, modesty or a combination of them. Research studies linking managerial performance and assertiveness are scanty especially in the Indian context. Quenk & Quenk (1996), Shelton (1996), DiTiberrio (1996), Barger & Kirby (1996), Hammer (1996), Walck (1996), have done studies pertaining to this and conclude that the results are mostly consistent with persons who do extravert thinking.

Researchers thought that it was worthwhile to understand the variable assertiveness and its association with managerial performance and personality types.

Many people feel that attending to their legitimate needs and asserting their rights translates to being selfish. Selfishness means being concerned about only your rights, with little or no regard for others. Implicit in your rights is the fact that you are concerned about the legitimate rights of others as well, Gillen (1992)
Aggressiveness

When you behave selfishly, or in a way that violates the rights of others, you are, in fact, acting in a destructive, aggressive manner rather than in a constructive, assertive manner. There is a very fine line that divides the two manners of action.

Aggressiveness means that you express your rights but at the expense of degrading or humiliating another. It involves being so emotionally or physically forceful that the rights of others are not allowed to surface. Aggressiveness usually results in others becoming angry or vengeful, and as such, it can work against your intentions and cause people to lose respect for you. You may feel self-righteous or superior at a particular time but after thinking things through, you may feel guilty later.

Specific Techniques for Assertiveness-

Assertiveness a positive process (Beels, Hopson, Scally 1992)

1. Be as specific and clear as possible about what you want, think, and feel.

The following statements project this preciseness:

- "I want to..."
- "I don't want you to..."
- "Would you...?"
"I liked it when you did that."

"I have a different opinion, I think that..."

"I have mixed reactions. I agree with these aspects for these reasons, but I am disturbed about these aspects for these reasons."

It can be helpful to explain exactly what you mean and exactly what you don't mean, such as "I don't want to break up over this, but I'd like to talk it through and see if we can prevent it from happening again."

2. Be direct. Deliver your message to the person for whom it is intended. If you want to tell Jane something, tell Jane; do not tell everyone except Jane; do not tell a group, of which Jane happens to be a member.

3. "Own" your message. Acknowledge that your message comes from your frame of reference, your conception of good vs. bad or right vs. wrong, your perceptions. You can acknowledge ownership with personalized ("I") statements such as "I don't agree with you" (as compared to "You're wrong") or "I'd like you to mow the lawn" (as compared to "You really should mow the lawn, you know"). Suggesting that someone is wrong or bad and should change for his or her own benefit when, in fact, it would please you will only foster resentment and resistance rather than understanding and cooperation.
Ask for feedback. "Am I being clear? How do you see this situation? What do you want to do?" Asking for feedback can encourage others to correct any misperceptions you may have as well as help others realize that you are expressing an opinion, feeling, or desire rather than a demand. Encourage others to be clear, direct, and specific in their feedback to you.

**Assertiveness – Analysis and Development**

Gillen (1992)

To be assertive is to assert or express your rights, to stand up for yourself and your values and beliefs, and to be able to express your true feelings openly. It is to be able to declare yourself, who you are, what you think and feel. It is an active rather than a passive approach to others, and to life. Assertiveness in communication and social relationships involves openness, honesty, and firmness, all with appropriateness and flexibility. The assertive person is confident in a relaxed way, as well as free and spontaneous in social situations.
Human beings have a right, and even a responsibility, to assert their rights. To do otherwise is to go around half alive, passive, inhibited, cowed and submitting, even suffering such complaints as headaches, stomach disturbances, general fatigue, rashes, and so on. Non-assertive individuals seldom feel happy with or proud of themselves; in fact, they often put themselves down in a rather destructive way.

On the other hand, when assertiveness goes too far and takes advantage of others, it is aggression. Aggressive behavior cuts across the rights of others, attacks them and puts them down. It is destructive, hurts people and makes them feel badly. Aggressive individuals may feel on top of things, but they will be watching in case someone tries to better them. They are often defensive, and seldom have many friends. The following chart illustrates the consequences and feelings, for the actor and for the receiver, of non-assertive, assertive, and aggressive behavior.
The Assertiveness Continuum of Behavior

<table>
<thead>
<tr>
<th>Non-assertive Behavior</th>
<th>Assertive Behavior</th>
<th>Aggressive Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Actor</td>
<td>As Actor</td>
<td>As Actor</td>
</tr>
<tr>
<td>Self-denying</td>
<td>Self-enhancing</td>
<td>Self-enhancing at expense of others</td>
</tr>
<tr>
<td>Inhibited</td>
<td>Expressive</td>
<td>Over-expressive</td>
</tr>
<tr>
<td>Does not achieve desired goal(s)</td>
<td>May achieve desired goal(s)</td>
<td>Achieves desired goal(s) at expense of others</td>
</tr>
<tr>
<td>Others choose</td>
<td>Chooses for self</td>
<td>Chooses for other</td>
</tr>
<tr>
<td>Uncertain, anxious, depreciates self</td>
<td>Confident, feels good about self</td>
<td>Depreciates other</td>
</tr>
<tr>
<td>As Receiver</td>
<td>As Receiver</td>
<td>As Receiver</td>
</tr>
<tr>
<td>Impatient, guilty, or angry</td>
<td>Knows where one stands</td>
<td>Feels put down, depreciated</td>
</tr>
<tr>
<td>No respect for actor</td>
<td>Respects actor</td>
<td>Hurt, defensive, humiliated</td>
</tr>
<tr>
<td>Achieves desired goal(s) at actor's expense</td>
<td>May achieve desired goal(s)</td>
<td>Does not achieve desired goal(s)</td>
</tr>
</tbody>
</table>
Our main educational institutions like our family, school and universities and religion, have tended to encourage non-assertive behavior and assertiveness is often labeled as aggressiveness, thereby associating guilt with a behavior that may be normal and right. For these reasons, many people have not learned the responses and skills that constitute appropriate assertive behavior. However these can be learned, Gillen (1992)

One of the important rewards of developing assertiveness is that it tends to neutralize the anxieties that many people experience in various social situations. There will be some anxiety before individuals assert themselves, as they contemplate what they will say or do, but this is largely the same anxiety that is experienced when they try any new behavior that they have avoided heretofore. However, once they try an assertive response, and practice it, there is usually a marked reduction in social anxieties. Indeed, learning appropriate assertive behavior is one of the main ways by which social anxiety is now being treated, Gillen (1992)

One of the most significant implications of learning assertiveness is that it increases the individual's freedom. No person should be subjected to the domination, whims and aggression of others. There is only one way to eliminate such restrictions to one's freedom, and that is by being appropriately assertive with those who would smother or dominate. People must be free to choose how to act. If they are unable to be assertive in a situation, they are not free to
choose what they do, or even whether to be assertive or not. If they are able to be assertive, then they can choose to be assertive or not, and they are free.

Another implication of learning to be more assertive is that this can lead to greater emotional freedom in general. People who are very non-assertive, passive and inhibited often cannot freely express other emotions like tenderness and real affection. Learning to express justified annoyance and anger and to assert one's rights in a firm and straightforward manner, makes it easier to relate to people in a friendly and caring way. With reduced anxiety and uncertainty in interpersonal situations, a person can be less defensive and afford to risk greater openness and honesty in emotional expression.

Very few people are aggressive nearly all the time and in all situations. Likewise, very few individuals are non-assertive in all situations. The more typical case is when people hold their own in some circumstances, but are non-assertive in other kinds of situations. The task is to analyze these situations, become more fully aware of how one responds in that situation, observe and learn alternative ways of acting, and practice these more appropriate responses in easy and gradually more difficult situations. Sometimes a person will overdo it at first and there will be some ups and downs, but that is a normal course of learning.
Although the reactions of others are usually neutral or positive, it is only realistic to note that the odd person will react in an adverse way to even an appropriately assertive response – he or she may make an effort to keep you in a cowed and submissive state. Here are some of the possible but not too likely adverse reactions, with suggestions for handling them, Gillen (1992)

- **Backbiting** – The other person may complain and grumble, on the side or behind your back, with remarks like "Someone thinks they're a big shot." The best tactic is to ignore such fallouts.

- **Aggression** – The other person may react with verbal hostility (e.g., shouting), or even with shoving. It is important not to get drawn in with counter aggression. Rather, firmly hold your ground, but do not apologize or back down. You may "regret" that the person is upset, but affirm your position.

- **Pouting** – This would be represented by the other individual looking hurt, expressing self-pity, pleading poor health, or even crying. Again, do not back down; at most, "regret" that they are upset.

- **Psychosomatic reactions** – The other person may complain of getting a headache, feeling faint, and so on (this occurs infrequently, but it does happen with individuals in whom a very strong and long standing habit is being thwarted.) Do not back down, and be consistent the next time also.
• Over apologizing – This person may apologize, act over humble, and seek to avoid you or the situation. It is appropriate to point out the kind of behavior the individual is exhibiting and say that it really is not necessary to act that way, and then reaffirm the appropriateness or fairness of what you said.

• Revenge – Some individuals react to assertiveness by taunting, trying to undermine your argument and position, and other such behavior. It is important to squelch such reactions immediately, by pointing out what the person is doing, and by affirming your position. Sometimes it is more appropriate to take the person aside to confront him/her with the behavior, rather than doing it in front of others.

• Denials – The other person may deny what was said or what it meant, or even what was done. It is appropriate to apologize for your possible error, but it is also important that you re-assert your position – e.g., "That was what I understood. If I was wrong, I am sorry. But if that had been the case my statement would stand."

• Overly sensitive and inadequate behavior – Sometimes the other person is so weak, inadequate and sensitive, that an assertive response would only cause further difficulty. It is not appropriate to add to the hurt or confusion of someone who is already down or in trouble.
Eaggert 1995- says that the assertive person

- is able to express desires and feelings to others.
- is able to converse and work well with people at all levels.
- is able to appreciate the views of others and accept any that appear more reasonable than their own.
- is able to disagree with someone yet retain their friendship and respect.
- is able to refuse a request without feeling guilty or obliged.

Psychological advantages of assertive behaviour, Fritchie & Melling (1993) are

- one can manage time and stress levels more effectively by setting realistic limits.
- one can influence others by stating his preferences and opinions clearly and in an appropriate, easily-heard way.
- one can learn more quickly what others think or would prefer by active listening, clarifying and reflecting back.
- one will be able to deal with problems more easily by being clear about the key issues and priorities before focusing on the solutions.

Gillen (1992) says that assertiveness is important to the healthy functioning of a human being. Feeling fundamentally alright about yourself and about other people means that you can devote more of your energies to changing the changeable and extending the scope of what is important to you. Assertiveness manifests through our behaviour but that is only the third or tertiary level of
assertiveness. Positive expectations and attitudes are the result of positive self-talk, the inner conversations forming a link between our data banks and our expectations. Together they constitute the assertive mental attitude - the secondary level of assertiveness.

Effective organisations are simply a group of people working interdependently to achieve a commonly understood goal. They have to be straight and open with one another and share relevant principles about the way they work together. Their perceptions relating to human interaction at work have to be "in tune". Those principles stem from basic human rights, treating people with dignity, listening to them and understanding their opinions.

Managerial Performance
The researcher on exploring the literature base for managerial performance found out that organizations follow many types of performance measurements, from single rater system to 360 degree appraisals. As Udai Pareek (1996) put it, it is rather difficult to ask all organizations to follow the same method for assessing the performance of the managers. Every organization should see that the assessments have less of subjectivity and has a scientific method.
Published Empirical Studies linking Managerial performance to MBTI Personality types and also to Assertiveness in the Indian context could not be tracked in the journals or books but these independent variables were widely used in organizational training.

The methodology adopted for this study is discussed in detail in the subsequent chapter.