CHAPTER I

INTRODUCTION

1.1 Introduction

Over the past few decades, a large number of career professionals have found that Personality Type and Leadership are inevitable and important components in the career management process, and this continues to interest even the researchers till date. In current scenario the leadership training and coaching has gained momentum since the turnover of young executives in business organizations has steadily increased. The same is true for Management students who are churned out every year in large numbers from numerous management Institutions. It is indeed a challenging and daunting task for every institute to enable and prepare a student for future leadership role in their career pursuit. To be prepared and ready for leadership is not only complicated by the external factors like environment, peers, managers, subordinates, and organizational expectations but also very much subjected to by one’s own personality make up, intelligence and accumulated skills (Terrion, 2006). Personality incidentally, can impact an individual’s readiness and determination towards change by monitoring one’s propensity towards natural strengths and weaknesses (Da Cunha & Greathead, 2007). The knowledge of personality traits and dispositions are relevant to leadership since an
individual’s actions and competencies reflect his/her ability to face the challenges of leadership positions in a most effective way. Many career counselors find that the Personality Types often provide clients with the most useful insights about themselves and their career-related needs.

Psychologists in turn have studied personal tendencies and developed tools for identifying and sorting out the personal preferences. The Myers-Briggs Preference Type Indicator (MBTI), the personality measure used in this study is one of the first precursors to identify the personality types coupled with leadership. Personality Type as researched by Myers – Briggs (Myers, & McCaulley 1985) identifies four key aspects of one's personality, that is, how they are energized, take in information, make decisions, and like to organize their life. A strong link has been established between the types of occupations people find satisfying and their personality types. Although, people of all types can succeed in any job, significant research conducted over twenty years and more has clearly indicated that certain personality types gravitate more often around some occupations and roles than some others in some fields.

The second issue of concern is that of untrained and unprepared leaders to meet the current challenges of leadership role in organizations. They can negatively impact the subordinates, departments, schools and businesses that they lead. They also have the potential for negative impact on other external entities and stake holders in the society resulting in failure of the
company that which they lead (Thompson, Grahek, Phillips, & Fay, 2008). Over the recent years, owing to the current financial meltdown there is yet another problem surfaced among the management personnel. In the process of downsizing and restructuring, employees and managers are left with very little choice and have to gear up to multifaceted tasks and roles, which may call for greater flexibility in thinking and behaviour along with technical knowhow and a broad skill based knowledge to handle multifarious duties that were previously shared by many others. Adding to this problem is the diminished pool of promotable talent who could have been trained to be the dynamic future leaders. The companies and schools need to build systems that develop leaders from within their company structural unit too. They must strengthen their methods for objectively identifying employees with leadership potential and give them the necessary training and learning opportunities for their growth or to face new technological challenges as and when some of the trained and experienced leaders depart from an organization.

It has been observed that coaching and training results in significant changes in behavior and skills among the employees. Especially noticeable were the improvements in skills in the areas of communication, interpersonal sensitivity and listening. In a longitudinal study of 404 senior managers, Smither (2003) and his colleagues found that executives who worked with a coach showed improvement in performance. Behavior change is rather difficult within a short span of time, whether it is personal
or business-related. Translating awareness into behavior change may have a lot to do with how self-aware one is to begin with (Nowack, 2003) and readiness to change.

Three important factors for successful behavior change have been considered as important in training are: awareness, motivation and emotional intelligence (Nowack, 2005). Each factor is necessary, but not sufficient enough to ensure a successful coaching intervention with any person. This research on potential leaders explores each of these factors and how to maximize their impact through coaching interventions. These three factors are essential to ensure rich dividends for any organization. The recipients who are aware, ready to change and continue to develop his/her own emotional intelligence almost always will “hit the jackpot” with respect to job and career success over a time. There is some evidence that coaching does after all pays off. In a recent survey of 100 Executives by Manchester Inc., (Nowack, 2005) had shown that coaching resulted in an average return of 5.7 times the initial investment to the organization. Furthermore, coaching did contribute to the perception of increased productivity among 53 percent and improved the quality of work for 48 percent of the respondents. In fact, in the same one-year follow-up study in a large communications conglomerate it was found that significant behavior change was observed when comprehensive coaching interventions were used, such as, using individual assessment (multi-rater feedback, personality and career), developmental planning and follow-up meetings. It
was observed that even the stability of personality traits over one’s life span (e.g., agreeableness, conscientiousness) was amenable to change. Hence the training institutes need to facilitate executives to adopt new behaviors and styles, in spite of personal discomfort for the individual to his / her best advantage.

Undoubtedly, people only change for a good reason. Hence, awareness is a key condition required to leverage behavior change. The potential leaders have to know what it is about his/her behavior that is experienced to be irritating, annoying or frustrating before he/she will consider doing something about it. Motivation to change can be enhanced when executives are given feedback in a manner that minimizes defensiveness and denial. This would enhance self-growth with insight into ones goals and facilitate developmental opportunities (Nowack, 1997).

Use of the Emotional Intelligence can be especially powerful tool to illuminate social competence, interpersonal relations, communication and self-management behaviors of critical importance (Nowack, 2005). Why some executives are successful where as others are not? A look at the literature on multiple intelligence provides an intriguing answer to this age-old question of “can you teach old dogs new tricks?” Perhaps, if Emotional Intelligence involves a combination of both interpersonal and intrapersonal awareness/ability, then that explains how some truly motivated and aware executives master specific interpersonal skills with tremendous motivation,
practice and feedback. However, it seems that not all have the capacity to “stretch” behaviorally owing to limitation in one’s Emotional Intelligence (Goleman, 1998).

Progressive educational institutions usually have a permanent 'leadership development programme' well in place. Several countries have one or more 'leadership development' institutions dedicated to the development of "leadership' among its population. What happens in these programmes depends largely on the rigour of training and expertise acquired by the recipients. In addition, coaching and training, this gives hands on experience with varied simulations to prepare the future leaders.

In view of these inherent problems prevailing in leadership roles, it is necessary to identify potential leaders at the very beginning in the management schools where they are being trained. Since not all the student recruitees are best suited for the leadership positions due to certain personality trait disposition or lack of interest/ aptitude, it is necessary to evaluate their potential for leadership and their suitability for the future management positions in order to avoid frustration and job stress in their career as a fall out of being ill suited for the job. Hence the research would address the following leading questions for the study.

1.2 Leading Research Questions
• What is the importance of personality types for effective leadership?

• Would intervention strategies on personality development facilitate changes in the potential leaders?

• What are the other key psychological components that contribute to effective leadership?

• Could there be a base line criterion for selection into management courses based on personality disposition, motivation and emotional Intelligence?

The first leading question was researched by Myers et al.,(2003). Here a managerial culture was prominently seen in STJ functions. However, in current scenario, the management studies attract diverse personality types of population other than STJ functions to be the future leaders. Hence, the researcher wanted to investigate how other personality types adapt to the managerial culture.

The second query was aimed at making the participant aware of their own personality make up and that of others in the group in which they function (Boje, 2001). This interpersonal interaction in a team would be facilitated with the awareness of strengths and weaknesses of each others personality type. Therefore the intervention program was drafted to suit this need for effective leadership functioning.

The third Query addressed the other contributing, important psychological factors, other than personality types that facilitate effective leadership. The psychological variables like Emotional Intelligence, Leadership styles, stress and Self-Actualization were chosen to enhance effective leadership through a comprehensive intervention package in order to find a relationship between these factors and leadership effectiveness.
The last query that was raised was that whether there are minimum baseline criterion for all those who opt for Management Studies to be future successful leaders with reference to Personality Types, Self actualization, Emotional Intelligence and stress adjustment. As such there are no specific research studies available combining all these factors in selection of leaders. Hence, the outcome of this research would facilitate the management institutes to set minimum criteria for selection of the most suitable candidates for leadership programs.

In conclusion Leadership programmes that focussed on the idea that leaders can be trained and that this potential can be honed and nurtured has given rich dividends to the organizations. With modern challenges, globalization and hi-tech operations the views on leadership and the minimum benchmark expectations for leaders are fast changing. Leadership per se is fast evolving and new models are churned out to train and coach the target groups to develop their potential. Nevertheless, irrespective of the new challenges, the need for competency and skill, the attempts to develop the overall personality and the 'charisma' of the leader gets its due importance in 'leader-making'. Thus leadership programmes with sound modules on personality development, emotional competency and self-development with an objective of attaining self-actualization, and a robust personality to face varied challenges and work stress as well as organizational development are the principle priorities embedded in the intervention strategies for Leadership training and development. The paucity of research studies specifically on Personality Type and Leadership Qualities is attempted to be bridged in this study in Indian context, thereby ascertaining the importance of personality type in relation to leadership attributes. Based on these assumptions following directions were drawn for this research study.
1.3 The Goals of the study

(i) To conduct a need based criterion of personality types for potential leaders

(ii) To build self-awareness of personality types and its strengths and weaknesses to be an effective leader.

(iii) To highlight importance self-actualization and emotional competence for personal and organizational growth.

(iv) To understand the implication of stress and anxiety on one’s performance when faced with challenges.

(v) To formulate modules on intervention strategies to enhance the effectiveness of potential leaders based on personality types, team work and stress management.

The effective intervention strategies for management students who are going to be the future managers/leaders are centred round the assessment of personality types as postulated by Myer-Briggs Type indicators. Based on this, the intervention programmes were planned to give insight into one’s own personality type and that of others with whom they interact as their superiors, subordinates and even one’s colleagues. These programmes were presented with illustrations and self-analysis as well as with the help of case
studies of prominent leaders to have conceptual clarity on personality types. The second intervention programme was based on team work and team building. This was illustrated with the help of broken square exercise which highlights the team performance and team output. Role play was introduced to facilitate empathy and need for emotional competency for tapping the strength of all its team workers. Lastly, a detailed module on organizational stressors and the need to have effective stress management techniques to ward off the ill effects of stress on personal adjustment and the need for better work adjustments. Stress management exercise was introduced and taught to the management students in this module.

1.4 Scope and application of the study

The scope of this thesis covers basically developing of human potential which has become a critical issue for management studies in recent years to produce flexible and better leaders. Organisations need to address in addition to technical development the need for human resources development which are inherent and compatible to human beings. Historically, the training and development of managers has focused upon technical skills rather than on 'soft skills'. Undoubtedly there is a need for "talent" strategies such as marketing or finance or any other for the growth of the individual as well as the organization, but also there is a need to
equip the individual with basic soft skills that would be accessible to him/her when needed to manage situations and people.

Thus this study would be an eye opener for all those who seek management positions which would help them to understand the need for personality trait/type dispositions that goes to make them effective leaders. This awareness would also help them to realize their strengths and weaknesses and how to meet new challenges to be effective future leaders.

1.5 Outline of the thesis

The dissertation has systematically presented the research sequentially in a scientific approach. The Chapter 2 has given the overview of the ‘Theoretical Perspective’ and of the principal constructs used in this research. Chapter 3 deals with the literature review on the main variables under investigation namely the Personality type with reverence to the MBTI type indicators, leadership styles. Self-actualization, emotional intelligence and stress management. This is followed by Chapter 4 on ‘Research Methodology’ which has specified different steps taken for executing the research, such as, research design, hypotheses, data collection, procedures and the statistical analysis. Chapter 5 ‘Analysis of Results’ has presented the obtained results sequentially hypothesis by hypothesis. Chapter 6 on ‘Discussion’ has analyzed the results based on different subtopics as stated in the objectives of the study. The dissertation
has given conclusions, recommendations and limitation in the final Chapter
7. This is followed by references and annexures pertaining to the thesis.