CHAPTER -II

REVIEW OF LITERATURE
Review of Literature

In order to derive a clear understanding of the variables selected for the study extensive study of literature was done by the researcher that was available with the academicians, libraries and experts in the specific field of knowledge. Allport points out that “personality is a dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment. Thus Personality is a gradient of individual characteristics and ways of behaving describing the individual’s unique adjustments to his environment. Some of the well known theories of Personality are stated below

Freud’s Classical Theory

Freud maintains that the system Personality is the product of the interactions among the Id, Ego, Superego that results behavior by the resultant interactions among them. Seldom does a system operate in isolation without the inclusion of the two. Id is original and is impatient construct which includes instincts: it is the “true psychic reality”. The ego distinguishes between the things in mind and that in the external world so the organisms require appropriate transaction with the objective world or environment of reality. Superego is the moral arm of the personality which represents the ideal than the real. According to Freud in development of personality the identification and displacement are two methods by which individuals learn to resolve anxieties, conflict and frustrations. Eaggert K.L.(1995).Anger Management of Youth stemming Aggression and Violence The paper discovers some of the most powerful risk factors for school violence as anger. Anger management of students is discussed in detail. It believes that students who have not learned to manage their anger are at-risk for aggression, perhaps even violent explosive behavior.

Stages of development-

1. Oral Stage
2. Anal Stage
3. Phallic Stage
4. Genital Stage
Erik H. Erikson: Psychoanalytic theory

Classical theory was reformulated by Erik H. Erikson and its principles for better understanding of the modern world. He locates eight stages central to psychosocial development:

1. Initiative vs Guilt
2. Indentify vs Indentify confusion
3. Generatively vs Stagnation
4. Basic Trust vs Basic Mistrust
5. Industry vs Inferiority
6. Intimacy vs Isolation
7. Integrity vs Despair
8. Autonomy vs Same and Doubt

Karen Horney’s Personality Theory

Horney classifies the sources from which inner conflicts develop

1. Moving towards people- need for love
2. Moving way from people- independence
3. Moving against people- need for power

By integrating the three orientations one can resolve these conflicts as they are not mutually exclusive. Jackofsky, Ellen, F., (1994), in Training & Development Source Book explores about the roles of management development and selection in strategy implementation. It finally talks about the role of management development in the light of training aspect of enhancing managerial skills and judgment process in detail.
### Erik H. Erikson: Psychoanalytic Theory

<table>
<thead>
<tr>
<th>Erikson's psychosocial crisis stages (syntonic v dystonic)</th>
<th>Freudian psychosexual stages</th>
<th>life stage / relationships / issues</th>
<th>basic virtue and second named strength (potential positive outcomes from each crisis)</th>
<th>maladaptation / malignancy (potential negative outcome - one or the other - from unhelpful experience during crisis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Trust v Mistrust</td>
<td>Oral</td>
<td>infant / mother / feeding and being comforted, teething, sleeping</td>
<td>Hope and Drive</td>
<td>Sensory Distortion / Withdrawal</td>
</tr>
<tr>
<td>2. Autonomy v Shame &amp; Doubt</td>
<td>Anal</td>
<td>toddler / parents / bodily functions, toilet training, muscular control, walking</td>
<td>Willpower and Self-Control</td>
<td>Impulsivity / Compulsion</td>
</tr>
<tr>
<td>3. Initiative v Guilt</td>
<td>Phallic</td>
<td>preschool / family / exploration and discovery, adventure and play</td>
<td>Purpose and Direction</td>
<td>Ruthlessness / Inhibition</td>
</tr>
<tr>
<td>4. Industry v Inferiority</td>
<td>Latency</td>
<td>schoolchild / school, teachers, friends, neighbourhood / achievement and accomplishment</td>
<td>Competence and Method</td>
<td>Narrow Virtuosity / Inertia</td>
</tr>
<tr>
<td>5. Identity v Role Confusion</td>
<td>Puberty and Genitality</td>
<td>adolescent / peers, groups, influences / resolving identity and direction, becoming a grown-up</td>
<td>Fidelity and Devotion</td>
<td>Fanaticism / Repudiation</td>
</tr>
<tr>
<td>6. Intimacy v Isolation</td>
<td>(Genitality)</td>
<td>young adult / lovers, friends, work connections / intimate relationships, work and social life</td>
<td>Love and Affiliation</td>
<td>Promiscuity / Exclusivity</td>
</tr>
<tr>
<td>7. Generativity v Stagnation</td>
<td>n/a</td>
<td>mid-adult / children, community / ‘giving back’, helping, contributing</td>
<td>Care and Production</td>
<td>Overextension / Rejectivity</td>
</tr>
<tr>
<td>8. Integrity v Despair</td>
<td>n/a</td>
<td>late adult / society, the world, life / meaning and purpose, life achievements</td>
<td>Wisdom and Renunciation</td>
<td>Presumption / Disdain</td>
</tr>
</tbody>
</table>
Erich Fromm’s Personality Theory

A person feels insulated when he feels others nature averse to his own. At this point the person as such may either unite with others by way of love and appreciation to learn by fostering ties for long time or may resort to submitting the demands of the authority and confirming to the society rather sheer seclusion in going against the society. If they keep on demanding from the society they may be alienated and so are left with frustrations s society never acknowledges them after that. This way those people being alienated found themselves alienated from their “human situation” and denies them for the fulfillment of basic condition of existence. Hence he had suggested a perfect society christened as Humanistic Communication Socialism. Gallén, T. (1997). The cognitive style and strategic decisions of managers. Management Decision, Gillen emphasis upon the Theoretical review of preliminary analysis of the data collected from the spa industry. It supports the Idea of personality-strategy relationship. It emphasizes also establishes propositions about the relationship between the cognitive composition of the top management team and its view of the viable strategy for a firm.

Harry Stock Sullivan’s Personality Theory

He is the creator of interpersonal theory of psychiatry and he insists that in no way personality could be observed or studied separately from an interpersonal situation. He maintains that the unit of study is the interpersonal situation and not the person. He has identified personifications, principal processes, cognitive processes and dynamisms. Hammer, A.L., & Kummerow, J.M.,(1992).MBTI career development explores the feasible pattern of career dimension by personalities indicated in MBTI in relation to changing a career, or developing a career, understanding the some of the best ways that MBTI results and MBTI data which could be used with any career counseling and career development.

Henry A. Murrays Personality Theory

According to him personality is the state of flux. In determining the adult behavior the past and the present environment is much crucial in shaping it. He maintains that Personality is the organizing or governing agent of an individual.
**Big Five Personality Dimension**

With series of advances in the last decade a popular instrument in personality research evolved commonly referred to as the “Big Five” ([Mount and Barrick, 1994](#)) which when assessed with standard instruments has a predictive relationship with job performance. [Hammer A .L., (1993), Introduction to type and careers , Palo Alto ,CA: Consulting Psychologist Press](#). The paper explores the hidden prospects of personality matching with career dimensions emphasizing on MBTI dichotomies and studies done in the past.

The big 5 dimensions

**Type Theory**

It refers to Jung’s theory -which is of course being used in this study - as interpreted by Myers and Briggs in the Myers- Briggs Indicator. The dynamic character specified by the type theory involves the interaction of four basic preferences which was already detailed in the first chapter and the following section details about what makes up each dichotomy and the 16 types resulting out of the interactions of four dichotomies.

[Robert J. Harvey, William D. Murry and Steven E. Markham(1995) -](#) The general definitions of the Big Five constructs of the 5 –factor model could be produced using MBTI item pool and in this way the ability to score at the MBTI in either of these two viz. MBTI and Big Five dimensional model is important.

[James M. Kouzes and Barry Z. Posner(1995) According to them mangers are dynamic to change and so they exhibit creativeness serves a better role model for others. MBTI explores a visible tendency to discover such identity](#)

The detailed explanations for Dominant, Tertiary, Inferior and Auxiliary functions are described in chapter IV.
1. ISTJ: Introverted Sensing with Extraverted Thinking

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

Characteristics of ISTJs

They are avid for facts and so use Sensing primarily. Thus in this way they are sensible, practical, systematic and realistic (Hammer 1996). They use Thinking, logical, objective and tough minded approach in decision. They emphasize on the task or system rather than on individuals and are clear in their approach and they support change when the data supports substantial practical benefit to people.

K. Garrety (2007), Beyond ISTJ: A Discourse-Analytic Study of the Use of the Myers-Briggs Type Indicator as an Organizational Change Device says that an employee are very skeptical regarding the treatment of MBTI tool suggest how MBTI be used to make at ease with them along with performance and its usefulness to their own raising potential.

Diana Page, Ralph M. Roberts, Richard G. Platt (1994), Boss/Subordinate Perceptions Of Instrumental And Supportive Leadership Behaviors In Relation To Myers-Briggs Thinking Type suggested with an experiment conducted upon 117 employees in an organization and relative implications of the results are discussed with the interaction of decision type, decision style, and decision-maker MBTI style.
2. ISFJ: Introverted Sensing with Extraverted Feeling

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

Characteristics of ISFJs

Hammer (1996)
ISFJ are realistic and practical regarding facts and so they use sensing primarily internally. They do remember the details of things that connote special personal meaning to them such as facial expressions and tones of voice. Thus ISFJs are likely to be practical, realistic specific and concrete.

ISFJ people make decisions based on personal values and concern for others and so they use feeling. They are very much cooperative and thoughtful to others as they believe in valuing harmony and cooperation at work so they are kind and sensitive. Since their decisions are based on careful application theirs decisions are very firm. These people respect procedures and standards established procedures and autonomy believing that they function well. So they only support change when the data supports substantial practical benefit to people. Fleenor J W (1997) .The Relationship between the MBTI and Measures Of Personality And Performance In Management Groups determines the relative associations of various dichotomies that gives a direction of personality that is important at work when they work in group.

3. ESTP: Extraverted Sensing with Introverted Feeling

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

**Characteristics of ESTPs**: Hammer (1996)

These people are very much interested in whatever going around them any anything that renders them some new experiences, ranging from food, people, and clothes, outdoors. These people learn more by doing than just reading or studying and they go by trusting while up to the ability to respond resourcefully. So they are likely to be practical, observant, realistic and actively involved in the immediate experience.

They form decisions by logical analysis and reasoning and take tough decisions if the situation calls for such toughness. So they are rational problem solvers, analytical, straightforward and assertive. They often quickly respond to the needs of the moment for which to attain them they act as being flexible in taking decisions. They are attached to fields such as marketing and technology, and they show immense confidence in interacting with environment and show high on dominance, sociability, social presence and the like. Barger & Kirby (1995), Quenk & Quenk (1996), Di Tiberio (1996), Thorne & Gough (1991), Fleenor (1997), Clark, R. S. (2008). Leadership development: Continuous improvement through character assessment, states a reliable and valid assessment of character for leadership and personal development that is quite valuable. They used Temperament and Character Inventory (TCI).
4. ESFP: Extraverted Sensing with Introverted Feeling

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

Characteristics of ESFPs: Hammer (1996)

They are interested in new experiences and in people as they like to learn more from doing than just reading and studying. They like to have professions that pose some pleasure to them so they are observant, realistic, practical, active and specific. They make decisions based on their personal values for which they use feeling and judgment internally. They are also good in interpersonal relations and often play role of peace maker. Thus these people are optimistic, generous, persuasive, sympathetic, warm, and tactful. They are very much observant to human behavior and try to hunch and identify what is happening with other people and respond quickly to their practical needs. They are very much good at getting people to deal with crises.

5. INTJ: Introverted Intuition with Extraverted Thinking

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

Characteristics of INTJs: Hammer (1996)

INTJs perceive things from the global perspective and adapt to relating new information’s to overall patterns. INTJs use their intuition primarily internally, while developing complex structures and pictures of future. They are so hence long range thinkers, insightful, creative, synthesizers and conceptual. They extract their thinking to make logical decisions. They look from the broad angle with a critical eye approach, quickly identify problems to solve and are also tough and decisive when the situation is indifferent and calls for strict toughness. INTJs tend to be detached, clear and concise, rational and objectively critical. These are excellent long range planners and do often rise to positions of significant level of high leadership in groups or organizations. They trust their own perceptions, feel themselves independent, and apply their high standards of knowledge and competence most meticulously to themselves.


Pamela Lipscomb-Gardner (2009), Dimensions of the Myers-Briggs Temperament Inventory and Implications for the School, according to them the students in practical nature do have a tendency of mild encounter of MBTI characteristics their personality takes into account the driven preferences when planning instruction, designing learning spaces.
6. INFJ: Introverted Intuition with Extraverted Feeling

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

Characteristics of INFJs: Hammer (1996)

INFJs seek some sort of meaning from their lives and use little details unless it fits with their inner vision. The intuition as such is internal to them which develop complex pictures and understandings. INFJs are creative, visionary, insightful, conceptual, symbolic, complex and deep, metaphorical and idealistic.

INFJs apply personal values and understand others with empathy and then make decisions. They are loyal to institutions and people and values. INFJs prefer to lead by sharing their vision. They are likely to be sensitive, emphatic, deeply committed to their values and compassionate.

INTJs like to give a meaning and purpose to their work, in their material possessions as well as in their relationships also. They value a lot to their own insights as well as those of others also. They want to see that these insights do make a world a noble place of living and so they want that their insights be realized in the world.

7. ENTP: Extraverted Intuition with Introverted Thinking

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

Characteristics of ENTPs: Hammer (1996)

ENTPs are enthusiastic innovators and they like interesting concepts and existing challenges. They use their Intuition which is primarily externally. ENTPs are likely to be creative, clever, conceptual, imaginative and curious. ENTPs use their thinking in analyzing situations along with their own ideas also and then they plan accordingly. They admire intelligence, competition, efficiency and precision. ENTPs are usually logical, objective, rational, assertive and questioning. ENTPs are resourceful, energetic, enterprising and active.

ESTPs like to read other people, than as such do motivate them while assuming leadership. To capture their interest they can do almost anything. DSP Dev Kumar(2005), Performance Appraisal: The Importance of Rater Training He emphasize upon the reasons for not properly training managers to conduct effective appraisals who do not hold well in our ever-changing work environment where much depends upon the commitment to actually implement it with utmost seriousness.

8. ENFP: Extraverted Intuition with Introverted Feeling

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

Characteristics of ENFPs: Hammer (1996)

ENFPs use their intuition mainly externally and they are innovators. They are often stimulated by ideas, people and experiences. They are also creative, curious, energetic, imaginative, spontaneous and enthusiastic. They have been observed to please others, adapt to the others needs and wishes. ENFPs primarily use feeling internally for making decisions and also they apply the identification process and empathy with others. ENTPs are warm personality and they are friendly, cooperative, supportive and caring also.


ENFPs have a strong belief into their insights and they move confidently ahead and also bring others with them. They are good at extempore and are very fluent speakers but when it comes to the expression of own deepest values they often becomes awkward and express judgments with uncharacteristic intensity. They are observed as persuasive, spontaneous, personable, giving and avid for more affirmation.
9. ISTP: Introverted Thinking with Extraverted Sensing

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

Characteristics of ISTPs: Hammer (1996)

They use their thinking primarily internally. They analyze data with reasoned thinking and objectively and their minds are very sharp and work almost like computers. Based on the data received they take rational decisions and so they are realists and focus on the problem than just on theoretical aspect. With dealing immediate problems they are very creative, pragmatic and factual. They focus on getting the desired results. They scan the information and focus on results. They tend to be quiet, reserved and sometimes project much talkative in which they have a lot of knowledge.

10. INTP: Introverted Thinking with Extraverted Intuition

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

Characteristics of INTPs: Hammer (1996)

INTPs use their thinking primarily internally and often develop ways of logical structures for understanding and explaining the world. They apply their own thoughts, opinions and standards onto themselves. They give high regard to competence and intelligence. INTPs are analytical, logical, critical, contemplative and detached.

INTPs are very curious and seek knowledge for their own advancement. Thus they like discussions, theories and so they are insightful and also quick in mental alertness.

INTPs find themselves quite difficult to work on routine tasks but in complex adverse situations they do come up with great deal of energy to reaching the focus of problem and making solution of it.

INTPs are people with great tolerance and they argue or raise issues only when they believe it is reasonable to do so.

Shengjun Wu, & Danmin Miao (2007). Personality Types of Chinese Dental School Applicants after having detailed study in Chinese dental school they discovered some high dominant types of MBTI personality which are prominently which varied from country to country.

11. ESTJ: Extraverted Thinking with Introverted Sensing

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

Characteristics of ESTJs: Hammer (1996)

They evolve an objective approach to problem solving and also become tough when the situation is tough. Their thinking is primarily external and they have little patience and almost with utter confusion. ESTJs are likely to be analytical, decisive, clear, objectively critical and assertive. They are excellent administrators as they believe and feel logistics and systems. They get things done on time and when they see that things are not working according to the plans they plan and act to correct the situation. Their main orientation is towards actions and tasks to perform at the bottom line with no excuse.

Many people regard ESTJs as overpowering at times as these people ESTJs are very much certain as to how things should be done and its upkeep. So they are very much straight forward, clear-cut and don’t care what others feel about them. They are direct and open. (Researchers describing this type are Fleenor 1997, Hammer and Huzzozo 1996, Walk 1996).

Donald J. Sefcik (2009), Personality Types and Performance on Aptitude and Achievement Tests suggested steps of improving student performance on examinations and encouraging faculty at osteopathic medical schools to further evaluate the use of the MBTI for better performance and efficiency.

ESTJs like to interact with people, likes to believe into traditions and family values. They take relationship roles seriously and accomplish them seriously. Researchers contributing to ESTJs are Quenk & Quenk (1996), Thorne & Gough (1991), Shelton (1996), Hammer (1996), Barger and Kirby (1996), Hammer (1996)
12. ENTJ: Extraverted Thinking with Introverted Intuition

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

Characteristics of ENTJs: Hammer (1996)

ENTJs use their thinking primarily externally. They formulate their own standards and apply on others forcefully. They value intellect and struggle and hate ignorance. They can be tough as well when the situation is very tough/ when it calls for toughness. ENTJs are likely to be logical, clear, decisive, assertive and analytical.

ENTJs are intellectually curious and like solving complex problems. They are likely to be conceptual and global thinkers. They are excellent problem solvers and are much keen to the action oriented strategic approach of problem solving.

They challenge other people’s statements and behaviors expecting that the people as such will first defend them and then as a result mutual learning will take place.

ENTJs prefer that things should get settled down easily and so they are quick to kill the problem. They have a good verbal fluency, self confidence and an urge to organize others.

13. **ISFP: Introverted Feeling with Extraverted Sensing**

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

**Characteristics of ISFPs: Hammer (1996)**

They are driven by core principle values and they work very seriously and also contribute to peoples well – being and happiness. They like challenges and are trustworthy, kind and considerate sensitive and gentle. They are much aware of the realities around them people and situations/ happenings and they learn by interacting with situations and elements of it than just reading and thinking about it. So in this way they are practical, realistic and factual observant. They like those who share with them their goals and believe in them also. Others observe ISFPs being quiet, hard to know, reserved, spontaneous and tolerant.

Elizabeth Bryant, (2006) Southwest Airlines and the MBTI-Assessment Creating a Corporate Culture That Soars A Case Study of Southwest Airlines discovers as how the potent use of MBTI tool can help in addressing problems ranging from communication, stress and thinking pattern related with their working environment.

14. INFP: Introverted Feeling with Extraverted Intuition

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

**Characteristics of INFPs: Hammer (1996)**

They use Feeling preference internally while making decisions. They are likely to be caring and sensitive and loyal to their ideas. INFPs enjoy reflecting on possibilities for positive changes in future and discussing, reading as well. They are curious to see meaningful connections and so being curious and creative they have long range vision. Often many see INFPs as original and individual, introspective and complex and sometimes difficult to understand.

**Dr. Isola Oluwabusuyi (2011)** Intuitive Managerial Decision Making In Malaysia attempted to explores the range of association as well as the variation in the Malaysian and the United States on managerial decision type and found to be Extrovert Thinking style of MBTI.

**Kiumars Zarafshani, Lida Sharafi and Somayeh Rajabi (2011)** Using the Myers-Briggs type indicator (MBTI) in the teaching of entrepreneurial skills explored that how the students' personality styles and their intentions to become an entrepreneur are dominated by which preferred style of dichotomies suggested in MBTI and their influencing overall judgment also.
15. ESFJ: Extraverted Feeling with Introverted Sensing

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

Characteristics of ESFJs:

ESFJs use Feeling primarily externally. They get tensed at conflicting situations and work to ensure that these don’t occur. ESFJs are likely to be warmth, helpful, sympathetic, cooperative and tactful. They are concerned with others life and interests and value family and social ties. Others see ESFJs as outgoing, energetic, organized and committed to preserving traditions. Barge and Kirby (1996), Hammer (1996), Ditiberio (1996), Quenk and Quenk (1996), Shelton (1996), Thorne & Gough (1991).

Tejas A. Desai, Kirti Sharda in Understanding the “Business Type”: A Comparitive Analysis of Management Students and Business Executives identified that the relationships in psychological types of management students and business executives occur as per the established degree of differences as was pointed out in four MBTI dimensions.

Anne S. Tsui & Sushil S. Nifadkar (2007) Cross-National Cross-Cultural Organizational Behavior Research Advances, Gaps, and Recommendations confirms that in the global management knowledge there is a significant relation of the symmetry of knowledge of North American or European contexts. Using MBTI it helped them to understand the type of managers as was in the case of suggested significant differences between American and Canadian managers when MBTI was implemented as a tool of study as such and found relation holds true in respect of main dichotomies of MBTI as such.
16. ENFJ: Extraverted Feeling with Introverted Intuition

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

Characteristics of ENFJs:

ENFJs take decisions on personal values. They look for the best in others and appreciate cooperation. ENFJs are likely to be loyal and trustworthy, compassionate and supportive and loyal also. They are also creative, imaginative and like challenges and variety. They are the ones liking responsibility and are more sociable. They are curious about novel ideas and think of contributing good to humanity. ENFJs see immense potential of growth in others and render help to others in achieving it.

As far as the Research studies are concerned linking the managerial performance and assertiveness it is scanty especially in the Indian context. Barge and Kirby (1996), Hammer (1996), Ditiberio (1996), Quenk and Quenk (1996), Shelton (1996), Thorne & Gough (1991), Rainer K Huber(2007) Effects of Individual and Team characteristics on the Performance of Small Networked teams, maintains that the relationship between team performance and selected individual and team are important in team collaboration as identified in MBTI as an instrument for locating Locus of Control, Ambiguity Tolerance, and the four personality dimensions. Michael Pollock (2009), Investigating The Relationship Between Team Role Diversity And Team Performance In Information Systems Teams states that as Teams use Information Systems (IS) to perform complex and varied tasks the composition of such team may be based on personality type, role or both can increase the team’s performance.
**Assertiveness**

Do people react differently depending upon how you approach them? Should a leader change his or her style when dealing with different people? Is there an optimum style for influencing others?

**Five Distinct Styles for Dealing with People**

What do we mean by leadership style? We define leadership style as the broad, characteristic way in which a leader interacts with others across in various situations and occasions. In helping to develop leaders over the years, we have found it beneficial to focus on the degree of assertiveness the leader uses in dealing with people. This aspect of behavior seems to capture not only the leader’s underlying philosophy of how to treat others, but also his or her beliefs about how best to communicate and involve others in the workplace. Moreover, the degree of assertiveness a person uses in dealing with people provokes fairly predictable reactions by others, which in turn help determine how effective the leader can be.

**Figure 01 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 goals (s)</td>
<td>May achieve desired goals (s)</td>
<td>Achieve desired goals (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 goals at actors expense</td>
<td>May achieve desired goal(s)</td>
<td>Does not achieve desired goal(s)</td>
</tr>
</tbody>
</table>

Figure 1 is an illustration of this single continuum of assertiveness behavior. This article narrows in on five variations, or degrees, of assertive behavior. Each degree is depicted in Figure 1. This Figure shows Aggressive style at one extreme end of the continuum and a Submissive style at the
other extreme. In between these extremes are three different styles of dealing with others: Low Assertive, Mid Assertive, and High Assertive.

**Submissive----- Low Assertive -----Mid Assertive ----High Assertive------ Aggressive**

Let’s define these five broad styles in more detail, beginning with the extreme right end of the continuum, the **Aggressive** style (Figure 1). When we think of someone behaving aggressively toward another, this often conjures up negative images. In my consulting role, I have asked employees to generate a list of synonyms for the word Aggressive when used in this context. The typical traits people list include:

- Mean
- Unpleasant
- Hostile
- Antagonistic
- Loud-mouthed
- Confrontational
- Hardliner
- Destructive
- Argumentative
- Unfriendly
- Pushy
- Intimidating
- Loud
- Uncaring
- Belligerent
- Malicious
- Unkind

These descriptors are obviously extreme caricatures, but are useful in understanding the associations people make when they think of a leader who employs an aggressive style of dealing with others. When a leader behaves aggressively toward a subordinate, the reaction of others is usually to feel hurt, to withdraw, and/or to get angry. Since the leader is in a position of power in an organization, the aggressive-style leader will almost always get compliance from subordinates, but often at the expense of long-term loyalty, enthusiasm, and motivation. In extreme situations, a highly aggressive leadership style can result in other negative outcomes, such as passive aggressive behaviors, resentment, alienation, dissatisfaction, sabotage, and, in some cases, high turnover rates.

At its root, being aggressive involves getting your way at the expense of others. This is obviously an extreme way of dealing with people. In essence, an aggressive leader runs over people. He or she acts out the message, “I win, and you lose.” This leadership style demonstrates very little emphasis on showing respect for the dignity of fellow human beings or consideration for the problems of others. To look at the constructive side of aggressive-style leaders, I have also asked employees to list positive traits of an aggressive leader. Employees often mention the following traits:

- Task-motivated
- Goal-oriented
- Gets results
- Hard charger
- Clear cut
- Direct

Although these are useful traits in a leader, the overall problem with the aggressive style is that the above listed positive characteristics are overshadowed by the resentment, fear, and even anger that build when interacting with a leader who uses an aggressive manner of behavior toward others. At the other extreme of the continuum in Figure 1 is the **Submissive** style of dealing with people. Using this style, the leader avoids conflict and generally acquiesces to the needs and wants of others. In my discussions with employees, the submissive person is often characterized as:

- Weak
- Wimp
- Timid
- Quiet
- Indifferent
- Not sure
- Meek
A great fear of the submissive leader is to be forced to take a stand that that might be unpopular. The submissive person is driven to avoid conflict and thus is reluctant to “rock the boat.” Many submissive leaders have a high need to please others and to be liked by others. The submissive leader often is perceived as weak, not willing or able to fight for resources needed by the department, and not willing to enforce rules. Paradoxically, the submissive leader, who seeks to be liked by others, is in fact often not popular, not respected, and therefore often not effective. Despite the above depiction, people recognize that submissive leaders do have positive traits. When asked, observers list these positive traits for the submissive style:

♦ Team Player  ♦ Good listener  ♦ Respectful of others  ♦ Concerned about others  ♦ Unselfish
♦ Thoughtful  ♦ Considerate  ♦ Sympathetic  ♦ Helpful  ♦ Kind  ♦ Understanding

Typically, these perceived positive traits of the submissive style are overshadowed by the more negative traits listed earlier. For this reason, submissive leaders are tolerated, but usually neither admired nor respected.

To contrast the aggressive and submissive styles: the underlying purpose of being aggressive is to run over people while the underlying purpose of being submissive is to avoid conflict. The three styles in the middle of the continuum of Figure 1 are all Assertive styles of dealing with people. The assertive style takes some of the positive characteristics of being aggressive (such as goal oriented, strong-willed, direct, energetic, and purposeful) and combines it with some of the best characteristics of being submissive (such as a good listener, unselfish, empathic, thoughtful, and considerate). Thus, the assertive leader walks a tightrope that bridges the most positive aspects of these two styles of behavior while at the same time avoiding the negative aspects of these two styles.

The assertive leader is someone who honestly expresses his/her feelings, enforces rules, and requires results, but at the same time does so in a way that shows respect for the dignity of his/her fellow human being. The assertive style is both a good human relations style and a good team building style for any organization. The assertive leader is seen as someone who is strong, energetic and is both able and willing to fight for resources needed by the department. Further, the assertive leader does not appear to play favorites, since he or she does not bend rules nor fail to enforce rules in an effort to be liked by others. This leadership style is most admired by team members and employees. We differentiate three levels of assertiveness along the continuum pictured in Figure 1. Leaders can be assertive towards the submissive end, called Low Assertive style. A low assertive leader is someone who cares for others and is a good listener, but at the same time will speak up when needed. With low assertive leadership, there is a larger emphasis on listening and understanding others than there is on trying to be understood by others. However, the low assertive leader never crosses the line to become submissive. The one-word descriptor we use to characterize the low assertive style is “Caring.”

People can be assertive towards the aggressive end of that continuum, called High Assertive style. The high assertive leader is typically firm and places an emphasis on ensuring others understand his or her views. However, the high assertive person still never behaves aggressively toward others. The high assertive leader can make a compelling argument and will spend
considerable time persuading others to a course of action. With the high assertive style, there is more of an emphasis on being understood by others than trying to understand others. This style is not aggressive, however, because the leader with a high assertive style never crosses the line to “run over” people. High assertive leaders can seem pushy at times, but they are still respectful toward other people. The one-word descriptor that characterizes the high assertive style is “Compelling.” The Mid Assertive style falls between the High and Low assertive styles of behavior. The mid assertive leadership style is achieved when there is an equal balance between the energy needed to understand others and the energy needed to be understood by others. This approach is more of a collaborative, or teamwork, style with appropriate give and take in interpersonal relationships. The mid assertive leader is a mixture of caring for others while at the same time being compelling or persuading others. The one-word descriptor we use for the mid assertive style is “Collaborative.”
The Full Model in a Table Format

Figure 2 illustrates in a table format these five distinct styles that a leader can use in dealing with people. For each of these five styles we demonstrate the degree of assertiveness involved, how a person comes across to others when employing the style, the degree to which the style encourages the involvement and participation of others, as well as the overall effect each style has on people. Also notice that we have put category labels on these five styles as follows: (1) Submissive, (2) Caring (Low Assertive), (3) Collaborative (Mid Assertive), (4) Compelling (High Assertive) and (5) Aggressive.

While these five descriptions only capture a one-dimensional snapshot of human behavior, this simple model can be extremely helpful in developing the personal interaction skills of leaders. This model provides a comfortable framework and language for analyzing the different ways people can interact with one another in the workplace.

An Illustration

To help bring these five styles to life for you, please review the following example, taken from an actual office work situation.

The Situation: You have a secretary you share with several other people. Often it seems that it takes too long to get your work completed and back from the secretary and you know that your work sometimes gets put behind the work of others. You feel this situation must be changed if you are to perform effectively. You decide to speak to the secretary to discuss this situation. Here are five different ways you could approach this person, each one demonstrating a different behavioral style.

Submissive:
"I sure am having a hard time doing my job. Are things difficult for you too?"

Result: Afraid of confrontation; much too indirect; avoids the issue

Aggressive:
"I am fed up with your sloppy way of not doing my work on time and if this continues, I am going to take drastic steps to change things."

Result: A deliberate put down; tries to run over the person; shows no respect for the coworker.

Low Assertive:
"There may be some problems associated with your having to do work for several of us. Why don't you tell me how you see this setup so we can discuss it?"

Result: Brings up the issue (i.e., does not avoid the issue); shows a lot of concern and empathy; emphasis on hearing the other person's views; a caring approach.

High Assertive:
"There is a problem with the arrangement of you working for several of us. My work never seems to be completed on time. Let's see if we can come up with a solution to this problem."

Result: Brings up the issue and does so in a strong way; emphasis is on the office worker’s problem and not the secretary’s problems; does not cross the line and run over the person, however, does try to compel the secretary to change
Figure 2 Five Distinct Behavioral Styles for Dealing with People

<table>
<thead>
<tr>
<th></th>
<th>-1</th>
<th>-2</th>
<th>-3</th>
<th>-4</th>
<th>-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree of Assertiveness</strong></td>
<td>No assertiveness</td>
<td>Low assertiveness</td>
<td>Mid assertiveness</td>
<td>High assertiveness</td>
<td>Off the scale into intimidation</td>
</tr>
<tr>
<td><strong>How You Come Across</strong></td>
<td>Disinterested, passive, shy or not opinionated</td>
<td>Interested, caring and supportive</td>
<td>Collaborative and a team player, willing to both give and take</td>
<td>Persuasive and assertive, yet not running over others</td>
<td>Aggressive and overbearing</td>
</tr>
<tr>
<td><strong>Behavioral Emphasis</strong></td>
<td>Avoid conflict, don’t rock the boat</td>
<td>Show empathy and understanding to others</td>
<td>An equal emphasis on personal needs and the needs of others</td>
<td>Emphasis on personal needs and asserting personal views</td>
<td>Run over people to get your way</td>
</tr>
<tr>
<td><strong>Involvement of Others</strong></td>
<td>No involvement (“Whatever you want is find with me”)</td>
<td>High Involvement</td>
<td>Mid Involvement</td>
<td>Low Involvement</td>
<td>No involvement (&quot;My way or the highway&quot;)</td>
</tr>
<tr>
<td><strong>Communication Style</strong></td>
<td>No openness in communication</td>
<td>Asking questions, clarifying, summarizing, and empathizing (emphasis on trying to understand others)</td>
<td>Equal mixture of asking questions and selling your viewpoint</td>
<td>Persuading, selling and showing enthusiasm for your viewpoint (emphasis on trying to be understood by others)</td>
<td>One-way communication; little or not listening</td>
</tr>
<tr>
<td><strong>Effect on Others</strong></td>
<td>No respect; take you for granted; low morale</td>
<td>Willingness to respond honestly</td>
<td>Desire to work together; teamwork</td>
<td>Willing to respond positively if ideas are good</td>
<td>Compliance, resentment, feeling defeated; anger</td>
</tr>
</tbody>
</table>
**Mid Assertive:**
"You know, this arrangement of you working for several of us seems to be creating delays in my getting work completed. Why don't you tell me how you see things and I can do the same in hopes of resolving this problem?"

**Result:** Brings up the problem, but not in as strong terms as above; an equal emphasis on listening and telling; seems to be both caring and compelling; comes across as a collaborative approach to dealing with the problem.
Aggressiveness

If in case you act in a selfish way that crosses someone’s ethical practice or belief and acting in a destructive way and aggressive manner rather than constructive, assertive manner you are in fact regarded as quite high aggressive personality. This way there is a very fine line that divides these two manners of action.

Aggressiveness means you do express your rights but at the expense of mortifying or embarrassing other. It involves being physically or emotionally dominant, forceful that the rights of others are not allowed to surface.

The product of aggressiveness is that others becoming angry or revengeful and as such may go against yours intentions making people to lose respect for you.

This way you tend to feel self-righteous or superior at a particular time but after thinking things through you may feel guilty later. Judi Brownell(2003), Applied Research in Managerial Communication The Critical Link between Knowledge and Practice, exhibited that why some people at the same level are successful and others being failures through MBTI (what a person is in actual) Alberts R .E. Emmons M .L., (1994) Your Perfect Right: A Guide to Assertive Living The paper explores the types of assertiveness and their relative importance in judgment of managers and also maintaining their composure at dealing hard situations. It also explores the assertiveness degree in relation to personality and job framework. It talks about empathy and active listening and negative assertions in conditioning our childhood.
Specific Techniques for Assertiveness

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

1. You tend to be obvious (clear) and specific to what you think, want, and feel given 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……

This way that can be it can be helpful to you to explain what you don’t mean, such as & I don’t want to stop just because of this, but rather I would like to talk it thoroughly and in explicit way to see if we can prevent it from happening again.

2. To be direct: if you want to tell something to somebody which is very direct don’t say like so or so be straight to the point and remember do not tell that to anyone except that person, do not tell a group to which the person happens to be a member.

3. Own your message: acknowledge that the message is original to you that it comes from yours own frame of reference, your conception of good vs. bad or right vs. wrong.
**Assertiveness-Analysis and Development**

**Gillen (1992)**

In order to be assertive you express your rights, stand yourself, to yours believe and yours values. It is all to declare yourself in open what do you think and feel. It is an active rather than passive approach. Assertiveness in communication requires openness, honesty and firmness all with appropriateness and flexibility. The assertive person is certain in a relaxed way, as well as spontaneous and free and in social situations.

Human beings as such have a right to assert their rights. To do otherwise is to go around half alive, inhibited, passive, submitting and cowed, even suffering such complaints as headaches, general fatigue, stomach disturbances and rashes and so on.

Similarly non-assertive individuals seldom feel sense of happiness within or proud of themselves. On the other hand aggression is when assertiveness goes too far and takes advantage of others. **Fiona Dent, Judy Curd, Melissa Carr, Eddie Blass (2004)** they identified future challenges for management and leadership development through psychometric data of 8,000 UK managers by Ashridge Business School the Myers-Briggs Type Indicator (MBTI), suggested that leadership is more important in management development. Aggressive individuals are often defensive and seldom have many friends.

The following chart illustrates the consequences and outlook, for the actor and for the receiver of non-assertive and aggressive behavior.

The educational institutions which are like ours family, universities and school and also religion have definitely encouraged a lot in non-assertive behavior and so the assertiveness is often labeled as aggressiveness, which associates it with a sort of guilt a behavior that may be normal or right. So for such reasons, many people have not been able to learn the responses and skills that constitute appropriate assertive behavior. However that can be learned, **Gillen (1992)**

One of the positive things of developing assertiveness is that it tends to neutralize the anxieties of those people experiencing it in various social situations. Similarly there will be some anxiety before individuals asserting themselves, as they consider what they will say or do, will be determined by their experience when they try to a new behavior which they have avoided before. But however once they click to some assertive response, and apply it, there is a typical noticeable reduction in social anxieties. Indeed, learning in appropriate assertive behavior remains one of the main ways, **Gillen (1992)**

One of the most considerable problems in learning assertiveness is that it is aimed at increasing the individual’s freedom. No person should be subjected through domination or aggression of others, **Verner C Petersen (2006)**, MBTI – Distorted Reflections Of Personality, According to the paper the population of MBTI characterizes in defining population based on such dichotomies in practical life’s and even utilities of daily lives like shoes, dating sites.
In regard to eliminate such restrictions to ones freedom people must be free to choose how to react. If they are incapable to assert in a situation they could not freely choose what they ought to do, or whether to be assertive or not. So with reduced anxiety and uncertainty in interpersonal situations, a person can be less defensive and so can think of taking greater risks openly and honestly in emotional expression.

As far as peoples aggressiveness is concerned very few people are aggressive all the time. Similarly very few individuals are non-assertive in all situations. The most typical case is when people hold their own views in some circumstances, but remains non assertive in other situations. The main task is to analyze these situations, becoming aware of how to respond in that situation, observing and learning ways to act and practice these appropriate responses in easy ways and using it in difficult situations.

Even though the reactions of others may be positive or neutral or may try to keep you in a submissive state. According to Gillen (1992) here are some of the possible but not too likely adverse situations, with suggestions to handling them successfully.

- Backbiting- the other person may complain and object behind your back, with comments like “someone thinks they are a big shot”. The best tactic is to ignore such things.
- Aggressions- the other person may react with verbal hostility (e.g. shouting). It is important not to get involved in aggression. Rather, firmly hold your ground, do not apologize. You may “regret” that the person is upset, but affirm your position.
- Psychosomatic reactions- the other person may complain of getting a headache, feeling faint and so on you do not back down but rather be ready for next time also for its happening again. Do use yours patience and overlook it at first and second instances and take action on its happening at the third time.

Tomoki Sekiguchi (2004) Person Organization Fit And – Person Job Fit In Employee Selection suggested and explored about how other types fit in, such as person group (P-G), person vacation fit (P-V) as well as Person Organization fit (P-O) and how the P-J fit be included in research to interplay among these different types of fit. Over apologizing- such persons may apologize; seek to avoid you or the situation. It is hence fine to imbibe the kind of behavior the individual is exhibiting and say that it is not necessary to act that way, and then say again the suitability or fairness of what you had said.

- Revenge- such individuals react to assertiveness by taunting, trying to underestimate and let you down in position, and other such behavior. It is important to stop such reactions immediately, by asking what the person is doing, and by affirming your position. At times it’s 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 meant, or was done. It is 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.”

- Oversensitive and inadequate behavior- sometimes the other person is so frail, sensitive and inadequate that an assertive response would trigger difficulty. It is not correct to hurt someone who is already in trouble.

According to Eaggert 1995 – the assertive person as such

- Is able to differ with someone yet retain their reverence and friendship.
- Is able to communicate and work well with people at all levels.
- Is able to articulate desires and approach to others.
- Is able to welcome the views of others and acknowledge anything that appears more reasonable than their own.
- Is able to refuse a request without feeling culpable or thankful.

R.M. Felder, G.N. Felder & E.J. Dietz (2002) The Effects Of Personality Type On Engineering Student Performance And Attitudes suggested that how the subjects taught in engineering stream determines a demonstrative learning among students so that any Type differences in various academic performance could be measured the most suitable type of MBTI for them be picked up.

William P. Kelsey, Nicole S. Kimmes (2009) Gender-Based Differences in Satisfaction with Academic Preparation and Practice. They discovered as how practice patterns and other variables had on graduates’ level effect the level of satisfaction with dental school preparation and satisfaction with several career experiences and also in determining if any gender-based differences do exist so.

Some of the Psychological advances by Fritch & Melling (1993) regarding assertive behavior are-

- One can handle time and stress levels more effectively by settling realistic limits.
- One will be able to deal with problems more easily by being clear about the key issues and priorities before focusing on the solutions.
- One can influence others by stating his opinions and preferences clearly and in a correct, easily-heard way.
- One can learn quickly as what others think or would prefer by active clarification and listening.
According to Gillen (1992) assertiveness is vital for healthy functioning of a human being. Assertiveness manifests through our behavior but it remains just at the third or tertiary level of assertiveness.

Positive expectations and similar attitudes are results of positive self – talk an introspection of self, the inner conversations forming a linkage between our data banks and our prospect. Both in a way they constitute the assertive mental attitude- the secondary level of assertiveness. Archana Tyagi (2008) Personality Profiles Identification Using MBTI Test for Management Students maintained how different psychological instruments are used to determine various personality attributes of employees with the help of psychometric test, namely, MBTI (Myers Briggs Type Indicator) as the most prominent one. Effective organizations simply employ a group of people who work independently to acknowledge the achievement of a common goal. They are direct, straightforward and open and share relevant principles about the way they work together. Their perceptions relating to human interaction at work have to be common in understanding. Those principles as such come from basic human rights, treating people with dignity, understanding their opinion and listening to them.
Managerial Performance

Based on the examination of literature the researcher for managerial performance discovered that organizations follow many types of performance measurements, from single rater system to 360 degree appraisals. As Udai Pareek (1996) put it, it is difficult to ask all organizations to follow a universal method for assessing the performance of the managers. Every organization should see that the assessments as such be of less subjectivity and assisted by scientific method. Chen, Mei-Liang (2009), The Effects of Personality Traits and Conflict Management on Organizational Commitment – they examined as in what way conflicting nature varies with personality and subsequently the composure of it as such. The result showed as how banking managers’ and their personality traits relates to the conflict management is influenced by age and department of personal attribute. However some Published Empirical Studies linking Managerial performance to MBTI Personality types and also to Assertiveness in the Indian perspective was nowhere to be observed in Journals and books but these independent variables were broadly used in organizational training. The methodology adopted for this study is discussed in detail in the next chapter.