

# Periodic Research

## Analyzing Impact of Personality Type on Personal Effectiveness of Students through Psychometric Testing at Professional Educational Institute in Kanpur (U.P.)



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### Abstract

Personal Effectiveness is the factor that makes all the difference in the today's competitive and dynamic world. The psychometric test evaluates how at times declining effectiveness of students/ individuals causes poor performances. This workshop deals with the impact of personality issues and challenges of students /upcoming managers on personal effectiveness. This research is based on study of personal effectiveness from a sample of 17 students of a Management Programme, I Sem who participated in the HRD workshop based on Personal effectiveness scale organized in Management Department at Professional Educational Institute, Kanpur. The study emphatically distinguishes various dimensions under personal effectiveness of students and argues that quest for managerial leadership is essentially a transformational journey towards new identity. Data was generated through standard questionnaire method and various phases of observation to yield qualitative and quantitative information in order to explore the particular category to which each student belongs.

**Keywords:** Personal Effectiveness, Professional Educational Institute.

### Introduction and Literature Review

#### Personal Effectiveness

One precondition for personal effectiveness is better self-awareness. But only understanding one's self does not make a person effective. One simple model for self-awareness, which is widely used, is the Johari Window, developed by Luft and Ingham (Luft, 1973). In this model, there are two main dimensions for understanding the self: those aspects of a person's behaviour and style that are known to him (self) and those aspects of his behaviour that are known to those with whom he interacts (others). A combination of these two dimensions reveals four areas of knowledge about the self (Exhibit 1.0.).

#### Exhibit 1.0 Johari Window

	Known to self	Not Known to self
Known to Others	Arena (A)	Blind (B)
Not known to Others	Closed (C)	Dark (D)

The upper left-hand square is the arena or the public self-that part of an individual's behaviour known both to himself and to those with whom he interacts. The arena includes information such as name, age, physical appearance, and familial or organisational affiliation.

The blind area contains those aspects of the person's behaviour and style that others know but the person himself does not know about. A person may have mannerisms of which he is unaware but which are perceived by others as funny, annoying, or pleasing.

The closed area involves that which is known to the person but not revealed to others; things in this area are secret. For example, a subordinate may be annoyed if his supervisor does not ask him to sit down during a meeting, but he will remain standing without letting the supervisor know that he is annoyed. The supervisor may think that the subordinate does not mind standing and may accept his behaviour as part of their

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hierarchical relationship. Most of us have many such feelings in our closed areas that we are unwilling to reveal to the persons concerned.

The fourth area is the dark area, inaccessible to both the self and others. Some psychologists believe that this is a very large area indeed, and that certain circumstances (for example, an accident), a particular stage of one's life or special techniques such as psychoanalysis or psychodynamics, may suddenly make a person realise some hidden aspects of himself. Because the dark area cannot be consciously controlled or changed, this discussion will be limited to the arena, the blind and the closed areas.

In the Johari Window model the size of the arena or open space is critical for personal effectiveness. Arena increases in proportion to the decrease in the blind and the closed areas.

Openness. Openness, then, is critical for personal effectiveness. Openness has two aspects-self-disclosure (sharing with others what others do not seem to know about one's self), and use of feedback (being open to what others say on aspects which one may not be aware of). In addition, perceptiveness or sensitivity to others' feelings and non-verbal cues, is also important.

The extent to which one shares ideas, feelings, experiences, impressions, perceptions, and various other personal data with others, shows the degree of openness which is an important quality and contributes a great deal to a person's effectiveness. Openness in combination with perceptiveness and communication makes a person much more effective. But openness alone is often misunderstood as sharing everything with everyone. Pfeiffer and Jones (1972) have used the term Carolesque openness to describe openness without accompanying sensitivity to others in a situation. The word was coined from Carol's behaviour in the movie, *Bob & Carol & Ted & Alice*. Carol, recently "turned on" by a weekend growth centre experience, pours out her feelings in a way that embarrasses her dinner companions and confronts a waiter with feeling data. Although such behaviour may indicate that the person is "in touch" with his own feelings, it also indicates that he is out of touch with the feelings of others.

Pfeiffer and Jones suggest that destructive openness can result from an inordinate value being placed upon "telling it like it is, from insensitivity to the recipients of the communication, or from a desire to be punitive". They suggest what they call strategic openness as an alternative, that is, "determining how much open data flow the system can stand and then giving it about a ten per cent boost".

Openness can be characterized as effective, first, if the person sees that sharing what he wants to share is appropriate. Inappropriate sharing does not contribute to effective openness. For example, a typical task group is usually an inappropriate place for a person to share marital problems. Second, openness can be characterized as effective if the person is aware of what his openness is likely to do

the others. Those who practice openness by calling others names or pouring out all their feelings are unlikely to be effective.

Receiving Feedback. Feedback on those aspects of a person about which other are aware but the person himself does not know about may be positive or negative. Generally, there is no problem in positive feedback. Negative feedback, however, creates dissonance with self-image, and may be threatening to the ego. When one receives negative feedback (for example, if one is criticised or blamed) one tends to be defensive, and generally uses defensive behaviour to deal with the feedback. Exhibit 1.1 summarises the various defensive (and the alternative, confronting) behaviours to deal with negative feedback.

**Exhibit 1.1**  
**Defensive and Confronting Behaviour in Dealing with Feedback**

Defensive Behaviour	Confronting Behaviour
Denial	Owning
Rationalization	Self-Analysis
Projection	Empathy
Displacement	Exploration
Quick Acceptance	Data Collection
Withdrawal	Expressing Feelings
Aggression	Help Seeking
Humor	Seriousness
Competition with Authority	Listening
Cynicism	Positive Critical Attitude
Intellectualization	Sharing Concern
Generalization	Experimenting
Pairing	Relating to Individuality
Results in a conflicted self	Results in an integrated self

Defensive behaviour to deal with threatening feedback is like using pain-killing drugs to deal with pain; they merely reduce the awareness of the pain. Defensive behaviour may create an illusion of having dealt with the situation; it does not change the situation or behaviour. For example, if a subordinate receives negative feedback from his superior officer saying that his motivation in the past year has been low, he may feel threatened. He may then reduce the threat by projecting his anger onto the superior officer and saying that the feedback is based on prejudice. This may satisfy him and he may not feel threatened any more. However, this neither changes the situation (the superior officer will continue to feel that his subordinate has low motivation) nor the behaviour of the subordinate (who will continue to feel that his superior officer is prejudiced, and that, therefore, he need not change his behaviour). Defensive behaviour does not serve the purpose and although it may reduce anxiety, the conflict in the self is not resolved. Excessive use of defensive behaviour is likely to result in a conflicted self. On the other hand, if confronting behaviour is used, the conflict is reduced.

Continued use of such behaviour will result in an integrated self.

The intention is not to suggest here that defensive behaviour is bad in all situations. Nor is it suggested that no defensive behaviour should be used. In many situations, defensive behaviour may be functional. However, if the main purpose of feedback is to develop mutuality, and if both the persons involved in giving and receiving feedback are interested in a relationship of trust and openness, the more defensive behaviour is used, the less effective it will be. The individual receiving feedback should examine his defensive behaviour and prepare a plan (preferably with the help of one or more persons) for reducing it and moving toward the corresponding confronting behaviour as indicated in Exhibit 1.1.

**Perceptiveness** The ability to pick up verbal and non-verbal cues from others indicates perceptiveness. However, like openness, this dimension must be combined with the other two dimensions for effectiveness. A person who is not open may receive many cues and much feedback from others at first, but soon he may be seen as being manipulative and generally unavailable. Perceptiveness and openness reinforce each other and, if used effectively, are likely to increase personal effectiveness. Like openness, perceptiveness can be used appropriately or inappropriately. If a person is too conscious of others feelings, he may inhibit his interactions. Similarly, a person who is too conscious of his own limitations will tend not to take risks. Effective perceptiveness can be increased by checking others reactions to what is said. A person who does not do this (in other words, if he is not open), may become over concerned about the cues he receives.

### **Main Objectives of the Study Through Psychometric Testing/Workshop**

1. To develop self awareness and to make participants identify their self strengths and self weaknesses through introspection test and test on self- awareness
2. To train and sensitize students in order to bring about individual excellence.
3. To make best use of strengths in playing roles and methods of its audit.
4. To develop coherent sets of perception and positive attitude towards life and job and bring about betterment in performance.

### **The Workshop for Psychometric Testing**

The program was of one day duration comprised of two sessions.

#### **Sample**

In all, seventeen (17) students of management programme of I Sem , 2014 served as participants. The batch had both male and female students. They ranged in age between 21 to 23 years. In regard to education, all were graduates from various streams and few were post graduates also.

#### **Design of the study**

1. The first session was devoted to giving conceptual frame work of Personal Effectiveness: Personal Effectiveness Scale- Students (PE Scale-S) to the subjects. The session was devoted to acquaint the participants with the objectives of the program and its relevance for their role. The participants were asked to reveal their expectations from the organization/ institute and were also given to know the expectations of the role from them.
2. In the second session Structured questionnaire was administered on the subjects in a class room setting in psychologically approved manner. Participants were asked to check if they have omitted any item to respond before testing session was completed. After they confirmed of having responded to all items, the third session was started.
3. In the third session, scoring procedure to evaluate the responses was explained and the subjects were asked to: self evaluate their responses, strictly according to the manual of scoring.
4. The fourth session was devoted to discussion, goal setting and action planning. It was highly interactive session. The subjects were taken in confidence. They were reminded of the objectives of the programme which aimed at enhancing organizational excellence by analyzing their scores on each dimension. Each participant was asked to think deeply and find out personal and organizational factors behind their high and low scores. Group discussions were held to identify the personal and organizational variables.

#### **Tools**

##### **The Instrument and its Administration**

The PE scale gives personal effectiveness types in terms of self-disclosure, feedback and perceptiveness. It contains 15 statements, five for each of the three aspects. A respondent checks each statement, indicating the extent to which it is true of him or her (on a 5-point scale). This instrument is self-administered.

##### **Conceptual Framework**

Based on model for self-awareness, which is widely used, is the Johari Window, developed by Luft and Ingham (Luft, 1973).

##### **Scoring**

The ratings are transferred to the score sheet . The total scores on openness, feedback and perceptiveness are given, each ranging from 0 to 20. The score 11 can be used as the cut-off point for classifying the scores, on each of the three aspects, as low and high. The respondent marks the appropriate category (one out of eight) given on part B of the score sheet, which is his effectiveness type.

##### **Reliability**

Alpha for a group of 24 health managers was found to be 0.90.

##### **Norms**

Mean and SD values based on responses of 50 (in prior researches) managers are given below.

Variable	Mean	SD
Self-disclosure	12	3

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Openness to feedback 10 3  
Perceptiveness 10 3

### Category Classification

Out of the eight given below, based on the combination of your three totals. This is one's effectiveness type.

	Category	Self-Disclosure	Openness To Feedback	Perceptiveness
1	Effective	High	High	High
2	Insensitive	High	High	Low
3	Egocentric	High	Low	Low
4	Dogmatic	High	Low	High
5	Secretive	Low	High	High
6	Task-obsessed	Low	High	Low
7	Lonely Empatic	Low	Low	High
8	Ineffective	Low	Low	Low

### Data Analysis and Interpretation

Sl. No.	Name of the Students	Scores			Personality Type
		Self-Disclosure	Openness to Feedback	Perceptiveness	
1	Student 1	L	H	L	Task-obsessed
2	Student 2	L	L	H	Lonely Empathic
3	Student 3	L	H	L	Task-obsessed
4	Student 4	H	L	L	Egocentric
5	Student 5	L	H	H	Secretive
6	Student 6	H	L	H	Dogmatic
7	Student 7	H	L	H	Dogmatic
8	Student 8	H	H	H	Effective
9	Student 9	L	H	L	Task-obsessed
10	Student 10	L	H	H	Secretive
11	Student 11	H	H	L	Insensitive
12	Student 12	H	H	L	Insensitive
13	Student 13	H	H	L	Insensitive
14	Student 14	L	L	L	Ineffective
15	Student 15	L	H	L	Task-obsessed
16	Student 16	L	H	L	Task-obsessed
17	Student 17	L	H	L	Task-obsessed

### Conclusion

The data collected through various tools and techniques was analyzed in reference to objectives of the programme. Suitable statistical techniques were used for results and treatment of the data on need basis. The results of the exercise, based on a small sample, are to be interpreted with caution. Nevertheless, for bringing about organizational excellence, the results are sufficient to draw the attention of the organization to think about undertaking an audit of personal effectiveness development frequently at different levels.

Based on the analysis and interpretation of the data, we came out with major findings as follows:

1. As there is no best leadership style, similarly there is no best one personality type. It has to match with the individual role incumbent, organization's policies and practices and organizational climate & culture. The match is to be periodically watched and corrected through HR interventions. It has to be oriented towards achievement of organizational excellence through personal excellence.
2. Reasons behind distorted perceptions differ from individuals to individuals, from roles to roles, from time to time and from organizations to organizations. Job specific and organization specific organizational change interventions are to be designed by management in consultations with HR experts for making personality of the students more effective.
3. Individual co-operation in detecting the causes of distortions is required through use of experiential learning techniques.
4. On the basis of the above it can be concluded that subjects have sufficient potential to grow and develop and have a learning attitude, they are visionary, honest, hardworking, helping youth, sincere, respect people and service.
5. Training and skill sharpening is fruit bearing when it is taken seriously and sincerely. Assessing post training performance and estimating Return on Investment is important to judge the efficacy of the training and its execution in day to day activities.

### Limitations of the Study

The participants showed profound interest in study program. An insight into our organizational systems and culture will help us evolve styles and management systems, which are best suited to corporate functioning. The time duration allotted to the intervention was too short. Scarcity of resources limits the horizon of any study, as researches have to restrict the size of the sample due to practical limitations. Personal effectiveness is multidimensional and each dimension is full unit in itself. Future studies dealing with the single dimensions are desirable. To further validate the findings a large number and varied organizations needed to be included into the sample. Other most obvious limitation of the research is that, the results will depend on how truly subjects respond to the questionnaires.

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## Annexure-1

### Personal Effectiveness: Personal Effectiveness Scale- Students (PE Scale-S)

Name:                      Gender:                      Designation:  
Organization:              Age:                      Date:

The instrument is for your own use. So be frank in your responses. Read each statement given below and indicate against it how much it is true of your behavior, by using the following guidelines.

Write 4 if it is most characteristic of you, or if you always or most often behave or feel this way.

Write 3 if it is fairly true of you or you quite often behave or feel this way.

Write 2 if it is somewhat true in your case.

Write 1 if it is not true or if you only occasionally feel or behave this way.

Write 0 if it is not at all characteristic of you or you seldom feel or behave this way.

1. I am not frank with the persons unless I know them very well.
2. I carefully consider and respond positively to the feedback given to me by my friends.
3. I unknowingly say things which disturb my parents.
4. I generally hesitate to express my feelings to friends.
5. When a teacher or my friend directly tells me how he feels about my behavior I close up and stop listening.
6. On hindsight I regret why I said something tactlessly to my friends and others even if this may be unacceptable to them.
7. I express my opinions without hesitation to my friends and others even if this may be unacceptable to them.
8. I take steps to find out how my behavior has been perceived by my friends with whom I have been interacting.
9. I deliberately observe how my teachers will take what I am going to tell them and accordingly communicate with them.
10. When a friend discusses problems, I do not spontaneously share my similar experiences with him/ her.
11. If the teacher criticizes me I hear him/ her at that time, but do not bother myself about it later.
12. I fail to pick up cues about my friend's feelings and reactions when I am involved in an argument or a conversation.
13. I enjoy talking with my friends about my personal concerns and matters.
14. I value what my teachers have to say about my behavior and competence.
15. I am often surprised to discover (or told) that my friends were put off, bored or annoyed when I thought they were enjoying interacting with me.

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