CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The study of personality is based on the philosophical discussion of human nature. Each individual possesses unique patterns of behavior and that determines a person's adaptations to the environment. Psychoanalytic, trait dispositional and behavioral approaches have given different perspectives in the study of personality. The review will study the personality types and traits of individuals and the adaptations and adjustments of the individuals in the environment.

2.1   Definition of Personality

Mischel (1999) defines personality as "the distinctive patterns including thoughts as well as "affects" that is feelings and emotions and actions that characterize each individual enduringly (p. 5). Cloninger (2000) states personality as "the underlying causes within the person of individual behavior and experience" (p. 3). For Allport (1960) personality "is the substantial, concrete unit of mental life that exits in forms that are definitely single and individual" (p. 5). Allport (1961) substantiates personality as "the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought" (p. 28).

Eysenck (1947) says that "personality is the sum-total of the actual or potential behavior-patterns of the organism, as determined by heredity and environment; it originates and develops through the functional interaction of the four main sectors into which these behavior-patterns are organized: the cognitive sector (intelligence), the cognitive sector (character), the affective sector (temperament) and the somatic sector (constitution) (p. 25).

From the definitions given, the personality of an individual is unique in the patterns of behavior depending on one's experience, culture and beliefs and environment.

2.2   Theories of Personality and Traits

Personality psychologists have come with theories and have generated ideas about the causes and nature of personality. Each theorist conceptualizes personality using different approaches. Engler (1991), explains that, "personality function as philosophy, science, and art. As scientists, personality theorists develop hypotheses that can help us understand human behavior" (pg. 25).

For the purpose of this research, the study of personality would review:

(i)   the psychoanalytical personality theory,

(ii)   the trait perspective

(iii)   the big five factor. The focus is to show the development and different approaches in the study of personality.

2.2.1 Psychoanalytic Personality Theory

The most prominent figure in psychoanalytic theory is Sigmund Freud. Freud's psychoanalytic conception of personality was his belief that the mind is like an iceberg (Myers, 1994). It was Freud who theorized that the human personality structure consists of id, ego and superego. Baron (1998) explains that **id** consists of all our primitive, innate urges such as bodily needs, sexual desire and aggressive impulses. The id operates on pleasure principle, which demands immediate total gratification. On the other hand, **ego** operates on the reality principle. Mischel (1999) cites Freud (1933) who described ego's origin:

> Under the influence of the real external world around us, one portion of the id has undergone a special development. From what was originally a cortical layer, equipped with the organs for receiving stimuli and with arrangements for acting as a protective shield against stimuli, a special organisation has arisen which hence forward acts as an intermediary between the id and the external world. To this region of our mind we have given the name ego (p.40).

Mischel (1999) elaborates that "the ego operates by means of a "secondary process" that involves realistic, logical thinking and planning through the use of the higher or cognitive mental processes".

Finally, the **superego** acts as an agency internalising self-control. Myers (1998) says that the superego is the part of personality which represents internalized ideas and provides standards for judgement (the conscience) and for the future aspirations.

In the psychoanalytical theory, the development of personality goes through the series of psychosexual stage: oral, anal, phallic and genital. Like Freud, psychoanalyst, Carl Jung had explored both conscious and unconscious and adds on to his theory: the **collective unconscious**.

According to Jung (1971), the collective unconscious is part of the psyche which can be negatively distinguished from a personal unconscious by the fact that it does not, like the latter, owe its existence to personal experience and consequently is not a personal acquisition. He adds on to say that the collective unconscious does not develop individually but is inherited. It consists of pre-existence forms, the archetypes, which can only become conscious secondarily and which give definite form to certain psychic contents (p. 60).

Jung's psychological types are based on 3 major dimensions of personality. The three dimensions are introversion vs. extroversion, thinking vs. feeling and sensation vs. intuition. Thus, the distinction between introversion and extroversion is prevalent in Jung's personality psycho types.

The extroverts are people who prefer the external world of things and people and activities. Whereas the introverts are people who prefer the internal world of thoughts, feeling and turn their attention and their libido inward. Jung (1971) described the four psychic functions as; (i) sensing, (ii) thinking, (iii) intuiting and (iv) feeling. In conjunction with Jung's psycho types and functions, the Myers – Briggs Type Indicator was postulated and it produced 16 types of personality.

2.2.2 The Trait Perspective

The trait approach is an approach to explain that personality can be described with trait terms. Traits are not only descriptions of people but they also explain the causes of the behavior of a person.

Mischel (1999) puts forth his view that trait "is the property within the person that accounts for his/her unique but relatively stable reactions to stimuli". He adds on saying that "the trait becomes a construct to explain behavior – a hypothesized reason for enduring individual differences" (p. 149).

Some psychologist view personality as made up of more or less stable traits. Gordon Allport (1961), a trait psychologist favours the concept of generality and defines trait as "a neuropsychic structure having the capacity to render many stimuli functionally equivalent, and to initiate and guide equivalent (meaningfully consistent) forms of adaptive and expressive behavior" (p. 347).

Allport (1961) states that a trait is a dimension or aspect of personality, consisting of a group of consistent and related reactions that characterize a person's typical adjustments (p. 335).
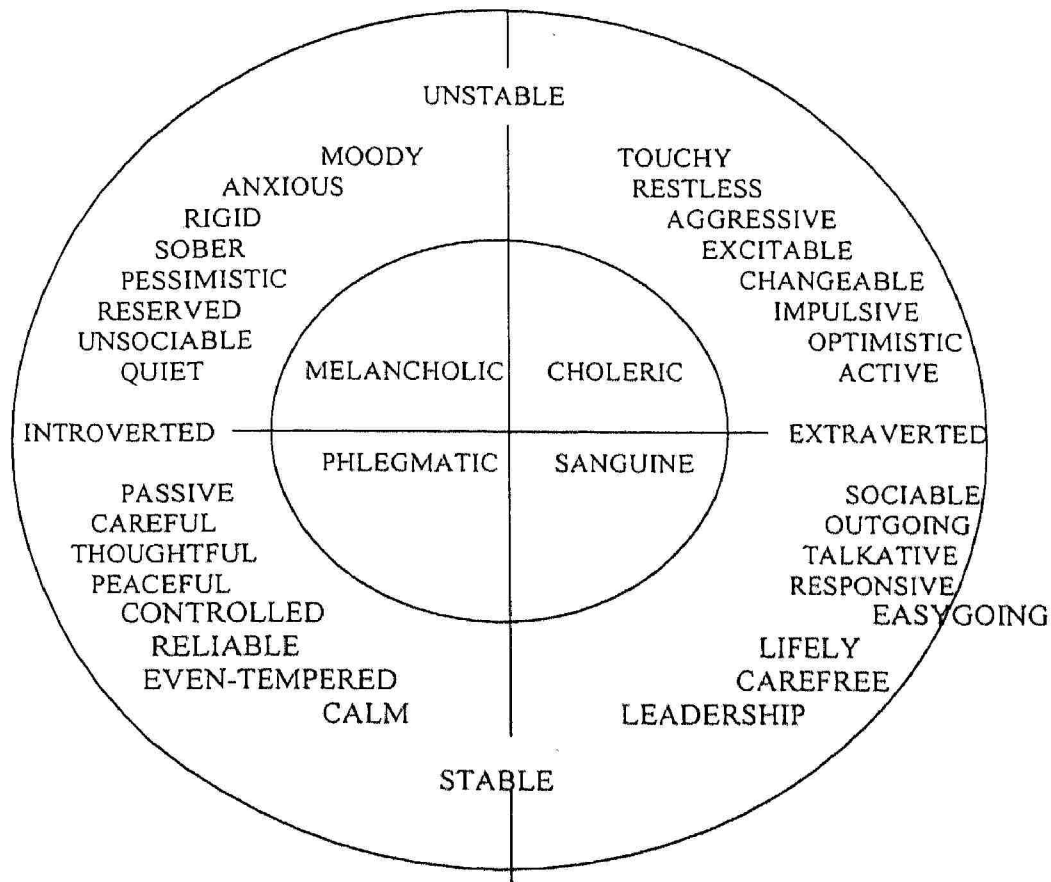
Young (1947) cites Allport who says "to understand an individual fully we must examine him from within, from his own unique frame of frames of reference or standpoint .... the unity of the person .... rest ... the operation of certain basic principles of growth and life" (p. 286). Thus, according to Allport (1961), there are no two people who are completely alike and no two people who respond identically to the same event. For Allport (1961) further describes that the individual as "each single life is lawful, for it reveals its own orderly and necessary process of growth"

(p. 572). The definitions show that every individual is unique and possesses qualities, temperaments unique in patterns and behavior.

In addition, Eysenck and Cattell further reviewed into the studies of personality theories. Eysenck (1975) conceptualized human personality in terms of introversion vs. extroversion and emotional stability vs. emotional instability (neuroticism) (p. 16).

Based on Jung's (1921) descriptions of the behavior of typical extraverts and introverts, Eysenck (1985) represents the four temperaments and the modern neuroticism – extraversion in diagrammatic form (Figure 1.1).

Eysenck (1985) combined the two types, the Greek model and Jung's introversion – extroversion to obtain the above model. Eysenck (1975) explains that "the two dimensions or axes, extroversion – introversion and emotional stability – instability, define four quadrants. These are made up of unstable extraverts, unstable introverts, stable introverts and stable extraverts ... inside the quadrants (the Greek types) the melancholic is the unstable introvert; the choleric is the unstable extravert; the phlegmatic is the stable introvert; and the sanguine is the stable extravert" (p. 16).

UNSTABLE

MOODY   TOUCHY
ANXIOUS   RESTLESS
RIGID   AGGRESSIVE
SOBER   EXCITABLE
PESSIMISTIC   CHANGEABLE
RESERVED   IMPULSIVE
UNSOCIABLE   OPTIMISTIC
QUIET MELANCHOLIC | CHOLERIC ACTIVE

INTROVERTED   —————————————————— EXTRAVERTED

PHLEGMATIC | SANGUINE

PASSIVE   SOCIABLE
CAREFUL   OUTGOING
THOUGHTFUL   TALKATIVE
PEACEFUL   RESPONSIVE
CONTROLLED   EASYGOING
RELIABLE   LIFELY
EVEN-TEMPERED CAREFREE
CALM   LEADERSHIP

STABLE

Figure 1.1: Relation between the four temperament and the modern neuroticism extraversion dimensional system (Eysenck, H. J. and Eysenck, M. W., 1985, p. 50)

Another dominant personality theorist is Raymond B. Cattell. For Cattell (1965), personality is what determines behavior in a defined situation and a defined mood (p. 27). Cattell (1957) says that Allport has shown that there are about 4500 English words describing personality traits. Cattell (1957) says that "this body of terms constitutes the cultural stock of behavior symbols" (p. 71).

From Allport's list of words, Cattell systematically reduced the list of traits to a manageable number using the **factor analysis** method. Lazarus (1963) explains

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that "factor analysis would reveal two factors or source traits underlying this matrix of intercorrelations" (p. 31).

Cattell (1965) views traits as "generally divided into three modalities: abilities, temperament traits and dynamic traits". This is evident in Table 1.1, the *Ten Trait Element* from Cattell.

Ten Trait Elements from Cattell		
1. Adaptable: flexible; accepts changes of plan easily; satisfied with compromises; is not upset, surprised, baffled, or irritated if things are different from what he expected.	*vs.*	Rigid: insists that things be done the way he has always done them; does not adapt his habits and ways of thinking to those of the group; nonplussed if his routine is upset.
2. Emotional: excitable: cries a lot (children), laughs a lot, shows affection, anger, all emotions, to excess.	*vs.*	Calm: stable, shows few signs of emotional excitement of any kind; remains calm, even underreacts in dispute, danger, social hilarity, etc.
3. Conscientious: honest; knows what is right and generally does it, even if no one is watching him; does not tell lies or attempt to deceive others; respects others' property.	*vs.*	Unconscientious: somewhat unscrupulous; not too careful about standards of right and wrong where personal desires are concerned; tells lies and is given to little deceits; does not respect others' property.
4. Conventional: conforms to accepted standards, ways of acting, thinking, dressing, etc.; does the "proper" thing; seems distressed if he finds he is being different.	*vs.*	Unconventional, eccentric: acts differently from others; not concerned about wearing the same clothes or doing the same things as others; has somewhat eccentric interests, attitudes, and ways of behaving; goes his own rather peculiar way.
5. Prone to jealousy: begrudges the achievement of others; upset when others get attention, and demands more for himself; resentful when attention is given to others.	*vs.*	Not jealous: likes people even if they do better than he does; is not upset when others get attention, but joins in praise.
6. Considerate, polite: deferential to needs of others; considers others' feelings; allows them before him in line, gives them the biggest share, etc.	*vs.*	Inconsiderate, rude: insolent, defiant, and "saucy" to elders (in children); ignores feelings of others; gives impression that he goes out of his way

		to be rude.
7. Quitting: gives up before he has thoroughly finished a job; slip-shod; works in fits and starts; easily distracted, led away from main purposes by stray impulses or external difficulties.	vs.	Determined, persevering: sees a job through in spite of difficulties or temptations; strong-willed; pains-taking and thorough; sticks at anything until he achieves his goal.
8. Tender: governed by sentiment; intuitive, empathetic, sympathetic; sensitive to the feelings of others; cannot do things if they offend his feelings.	vs.	Tough, hard: governed by fact and necessity rather than sentiment; unsympathetic; does not mind upsetting others if that is what has to be done.
9. Self-effacing: blames himself (or nobody) if things go wrong; reluctant to take credit for achievements; does not seem to think of himself as very important or worthwhile.	vs.	Egotistical: blames others whenever there is conflict or things go wrong; often brags; quick to take credit when things go right; has a very good opinion of himself.
10. Languid, fatigued, slow; lacks vigour; vague and slow in speech; dawdles, is slow in getting things done.	vs.	Energetic, alert, active: quick, forceful, active, decisive, full of pep, vigorous, spirited.

Table 1.1: The Ten Traits Element (Cattell, 1965, p. 63-64)

Table 1 illustrates 10 variables on trait elements, with brief descriptions of the qualities involved. As an extension in his study the 16PF (Sixteen Personality Factors) was developed. The 16PF questionnaires was a method employed by Cattell in an attempt to determine the basic traits sources of personality variation.

2.3 The Big Five Factor

In the study of the traits of human personality, the Big Five Factor Structure, is a structural representation for phenotypic personality traits. Mischel (1999) finds "... these five factors seem to characterize major dimensions of personality in natural English language words" (p. 160). Lewis Goldberg (1990) has given a "description of personality" based on the Big Five Factor (BFF) structure. He traces the universal

taxonomy for classifying human attributes, and states that Francis Galton (1884) "may have been ... the first scientist to recognize explicitly the fundamental lexical hypothesis" (p. 1216). It is stated that Allport and Odbert (1936) "who culled such terms from the second edition of *Webster's Unabridged Dictionary of the English Language* and later by Norman (1967)" (p. 1216).

Goldberg (1990) says that the construction of the personality taxonomy was engineered by Cattell. He further elaborates that it was Cattell (1943) who had used the trait list, 4500 terms (from Allport and Odbert, 1936) and reduced it to 171 scales which were bipolar. Cattell (1957) reviews his findings into 2 stages:

> "(1) By a reduction of Allport and Odbert's 4500 terms through classification into synonym groups (as far as one dared go by a purely semantic judgement), into a list of 171 terms. This list covers also all terms novel to modern psychology, e.g., aspiration level, disposition rigidity, tendency to project. (2) By intercorrelation of ratings on 171 trait elements on a normal population and determination of natural clusters among them" (p. 72).

Cattell's 35 bipolar clusters of related terms were analyzed by orthogonal rotational methods, where only five factors proved to be replicable (Goldberg, 1990). As a result of this, the Big Five Factors emerges as (i) Surgency (or Extraversion), (ii) Agreeableness, (iii) Conscientiousness (or Dependability), (iv) Emotional Stability (vs. Neuroticism), and (v) Culture.

Trait researchers, Mc Crae, R.R., and Costa, P.T. (1987), in their study of self-reports (1985b) had identified adjective factors of neuroticism, extraversion, openness to experience, agreeableness – antagonism, and conscientiousness in an analysis of 738 peer ratings of 275 adult subjects. Besides that (Mc Crae and Costa, 1987) study

showed that a version of the five factor model could be recovered from the adjectives, and that there were clear correspondences for neuroticism and extraversion dimensions. The terms are clustered into five major factors or dimensions (Table 2.1).

Table 2.1 "Big Five" Trait Dimensions and Their Components (Mischel, 1999, p. 160)

Trait Dimension (Factor)	Adjective Items[a]
I. Neuroticism (negative emotions, e.g., anxiety, depression)	Calm-worrying Unemotional-emotional Secure-insecure Not envious-jealous
II. Extraversion (positive emotionality)	Quiet-talkative Aloof-friendly Inhibited-spontaneous Timid-bold
III. Openness to experience (versus closed-minded)	Conventional-original Unadventurous-daring Conforming-independent Unartistic-artistic
IV. Agreeableness (versus antagonism)	Irritable-good natured Uncooperative-helpful Suspicious-trusting Critical-lenient
V. Conscientiousness (versus undirectedness)	Careless-careful Helpless-self-reliant Lax-scrupulous Ignorant-knowledgeable

Whereas, Goldberg (1990) used 1,431 trait terms grouped into 75 clusters to investigate the structure of nearly comprehensive set of common English trait adjectives. 187 college students (70 men and 117 women), were asked to describe themselves on each of the 1,710 terms. The findings revealed to demonstrate factor robustness within a near-comprehensive set of 1,431 trait adjectives across a wide variety of factor analytic procedures. Thus, Goldberg (1990) assures that "the Big

Five structure seems to characterize the relations among English trait adjectives and it

is reasonable to try to discover its generality to other types of stimuli, as well as to

other languages" (Goldberg, 1981a). In Table 3.1, Goldberg shows the 100 new

synonym clusters, another set of the Big Five markers.

Table 3.1 The 100 Revised Synonym Clusters (Goldberg, L. 1990, p. 1224-1227)

Factor pole/cluster	Terms included
I+	
Spirit	Enthusiastic, spirited, vivacious, zestful
Gregariousness	Extroverted, gregarious, sociable
Playfulness	Adventurous, mischievous, playful, rambunctious
Expressiveness	Communicative, expressive, verbal
Spontaneity	Carefree, happy-go-lucky, spontaneous
Unrestraint	Impetuous, uninhibited, unrestrained
Energy level	Active, energetic, vigorous
Talkativeness	Talkative, verbose, wordy
Assertion	Assertive, dominant, forceful
Animation	Demonstrative, exhibitionistic, flamboyant
Courage	Brave, courageous, daring
Self-esteem	Assured, confident, proud
Candor	Direct, frank, straightforward
Humor	Humorous, witty
Ambition	Ambitious, enterprising, opportunistic
Optimism	Cheerful, jovial, merry, optimistic
I-	
Aloofness	Seclusive, unsociable, withdrawn
Silence	Quiet, silent, untalkative
Reserve	Detached, reserved, secretive
Shyness	Bashful, shy, timid
Inhibition	Inhibited, restrained
Unaggressiveness	Unadventurous, unaggressive, uncompetitive
Passivity	Docile, passive, submissive
Lethargy	Lethargic, sluggish
Pessimism	Bitter, joyless, melancholic, moody, morose, pessimistic, somber
II+	
Cooperation	Accommodating, agreeable, cooperative, helpful, patient, peaceful, reasonable
Amiability	Amiable, cordial, friendly, genial, pleasant
Empathy	Considerate, kind, sympathetic, trustful, understanding

Leniency	Lenient, uncritical, undemanding
Courtesy	Courteous, diplomatic, polite, respectful, tactful
Generosity	Benevolent, charitable, generous
Flexibility	Adaptable, flexible, obliging
Modesty	Humble, modest, selfless, unassuming
Morality	Ethical, honest, moral, principled, sincere, truthful
Warmth	Affectionate, compassionate, sentimental, warm
Earthiness	Down-to-earth, earthy, folksy, homespun, simple
Naturalness	Casual, easygoing, informal, natural, relaxed
II-	
Belligerence	Antagonistic, argumentative, combative, quarrelsome
Overcriticalness	Faultfinding, harsh, unforgiving, unsympathetic
Bossiness	Bossy, demanding, domineering, manipulative
Rudeness	Abusive, disrespectful, impolite, impudent, rude, scornful
Cruelty	Cruel, ruthless, vindictive
Pomposity	Condescending, pompous, smug, snobbish
Irritability	Crabby, cranky, irritable, grumpy
Conceit	Boastful, conceited, egocentric, egotistical, vain
Stubbornness	Bullheaded, obstinate, stubborn
Distrust	Cynical, distrustful, skeptical, suspicious
Selfishness	Greedy, selfish, self-indulgent
Callousness	Cold, impersonal, insensitive
Surliness	Caustic, curt, flippant, gruff, surly
Cunning	Crafty, cunning, devious, sly
Prejudice	Bigoted, prejudiced
Unfriendliness	Unfriendly, ungracious, unkind
Volatility	Explosive, tempestuous, volatile
Stinginess	Miserly, stingy
Deceit	Deceitful, dishonest, underhanded, unscrupulous
Thoughtlessness	Inconsiderate, tactless, thoughtless
III+	
Organization	Orderly, organized, systematic
Efficiency	Concise, exacting, efficient, fastidious, self-disciplined
Dependability	Dependable, reliable, responsible
Precision	Meticulous, perfectionistic, precise
Persistence	Industrious, persistent, tenacious, thorough
Caution	Careful, cautious
Punctuality	Prompt, punctual
Decisiveness	Decisive, deliberate, firm, purposeful
Dignity	Dignified, formal, mannerly
Predictability	Consistent, predictable, steady
Thrift	Economical, thrifty
Conventionality	Conventional, traditional
Logic	Analytical, logical

III-	
Disorganization	Disorganized, haphazard, inefficient, scatterbrained, Sloppy, unsystematic
Negligence	Careless, negligent, undependable, unconscientious, Unreliable
Inconsistency	Erratic, inconsistent, unpredictable
Forgetfulness	Forgetful, absent-minded
Recklessness	Foolhardy, rash, reckless
Aimlessness	Aimless, unambitious
Sloth	Lazy, slothful
Indecisiveness	Indecisive, wishy-washy
Frivolity	Extravagant, frivolous, impractical
Nonconformity	Nonconforming, rebellious, unconventional
IV+	
Placidity	Passionless, unexcitable, unemotional
Independence	Autonomous, independent, individualistic
VI-	
Insecurity	Defensive, fretful, insecure, negativistic, self-critical, self-pitying
Fear	Anxious, fearful, nervous
Instability	Temperamental, touchy, unstable
Emotionality	Emotional, excitable
Envy	Envious, jealous
Gullibility	Gullible, naïve, suggestible
Intrusiveness	Intrusive, meddlesome, nosey
V+	
Intellectuality	Contemplative, intellectual, introspective, meditative, philosophical
Depth	Complex, deep
Insight	Foresighted, insightful, perceptive
Intelligence	Bright, intelligent, smart
Creativity	Artistic, creative, imaginative, innovative, inventive
Curiosity	Curious, inquisitive
Sophistication	Cosmopolitan, cultured, refined, sophisticated, wordly
V-	
Shallowness	Shallow, unintellectual, unreflective
Unimaginativeness	Uncreative, unimaginative
Imperceptiveness	Imperceptive, unobservant
Stupidity	Dull, ignorant, unintelligent
M	

2.3.1   The Nature of the Big Five Factor

A comprehensive understanding of each dimension of personality can be examined in the Nature of the Five Factors. The first factor is **Neuroticism vs emotional stability**.

Mc Crae, R.R., and Costa, P. T. Jr., (1987) have found the impulsive behaviors, such as tendencies to overeat, smoke or drink excessively, form a facet of neuroticism (Costa and Mc Crae, 1980).

Costa and Mc Crae, 1987), put forth Tellegen's view (in press) on neuroticism as "negative emotionality, the propensity to experience a variety of negative effects, such as anxiety, depression, anger and embarrassment" (p. 87).

Mc Crae and Costa (1987) view neuroticism as:

> "What these behaviors seem to share is a common origin in negative affect. Individuals high in neuroticism have more difficulty than others in quitting smoking because the distress caused by abstinence is stronger for them. They may more frequently use inappropriate coping responses like hostile reactions and wishful thinking because they must deal more often with disruptive emotions. They may adopt irrational beliefs like self-blame because these beliefs are cognitively consistent with the negative feelings they experience. Neuroticism appears to include not only negative affect, but also the disturbed thought and behaviors that accompany emotional distress" (p. 88).

The second factor **Extraversion or surgency** describes people as sociable, fun loving, affectionate, friendly, and talkative. Using *The 75 Norman Categories*, Goldberg (1990) describes surgency traits as; "spirited, talkative, sociable, spontaneous, boisterous, adventurous, energetic, vain, sensuous and indiscreet". These traits define the extraverts as people who are sociable and cheerful.

Openness to experience, the third factor, summarizes a person with qualities such as original, imaginative, broad interest and daring. Mc Crae and Costa (1987), from questionnaire studies (Costa and Mc Crae, 1978), have identified openness, "... can be manifest in fantasy, aesthetics, feelings, actions, ideas and values".

The next factor, **Agreeableness vs. antagonism**. The disagreeable factor describes antagonistic people as "people who seem always to set themselves against others" (Mc Crae and Costa, 1987).

Based on H. J. Eysenk and Eysenck's (1975) psychoticism, Mc Crae and Costa (1987) describe the antogonistic as: "cognitively they are callous and unsympathetic; behaviorally they are uncooperative, stubborn and rude. It would appear that their sense of attachment of bonding with their fellow human beings is defective, and in extreme cases antagonism may resemble sociopathy" (p. 88).

On the other hand, agreeableness describes people who may be dependent and fawning.

The last factor, **conscientiousness versus undirectedness**. A conscientious person in this sense should be dutiful, scrupulous, and perhaps moralistic (Mc Crae and Costa, 1987). In addition to it, the conscientious person is also described as hardworking, ambitious, energetic and persevering. In contrast, an individual low in conscientiousness is not so much uncontrolled as undirected, not so much impulse ridden as simple lazy, state Mc Crae and Costa (1987).

The five factors describe trait attributes of people. Each dimension/factors portray characteristics of personalities. The descriptions of specific personality are represented as adjectives on a bipolar scale. For example: "calm-worrying",

"ignorant-knowledgeable", "serious-cheerful". Thus, Mc Crae and Costa (1987), uphold that the five factor model can provide a framework within which these relations can be systematically examined. Herein, the discovery of the personality traits, can further enrich one's understanding of a person's nature.

2.4 The Theoretical Foundation of the Leonard Personality Inventory

The LEONARD Personality Inventory is based on personality type approach (Yong, 1999). The history of personality profiling is done in 2 phases. The first phase is based on Greek temperaments, the Hippocrates' theory; Sanguine, Melancholic, Phlegmatic and Choleric. Eysenck, and Eysenck, (1985), cite Kant's descriptions of the four temperaments as:

> *The Sanguine Temperament.* The sanguine person is carefree and full of hope; attributes great importance to whatever he may be dealing with at the moment, but may have forgotten all about it the next. He means to keep his promises but fails to do so because he never considered deeply enough beforehand whether he would be able to keep them. He is good natured enough to help others, but is a bad debtor and constantly asks for time to pay. He is very sociable, given to pranks, contented, does not take anything very seriously and has many, many friends. He is not vicious, but difficult to convert from his sins; he may repent, but his contrition (which never becomes a feeling of guilt) is soon forgotten. He is easily fatigued and bored by work, but is constantly engaged in mere games – these carry with them constant change, and persistence is not his forte.

> *The Melancholic Temperament.* People tending towards melancholia attribute great importance to everything that concerns them. They discover everywhere cause for anxiety, and notice first of all the difficulties in a situation, in contradistinction to the sanguine person. They do not make promises easily, because they insist on keeping their word, and have to consider whether they will be able to do so. All this is

so not because of moral considerations, but because interaction with others makes them worried, suspicious and thoughtful; it is for this reason that happiness escapes them.

The Choleric Temperament. He is said to be hot-headed, is quickly roused, but easily calmed down if his opponent gives in; he is annoyed with- it lasting hatred. Activity is quick, but not persistent. He is busy, but does not like to be in business, precisely because he is not persistent; he prefers to give orders, but does not want to be bothered with carrying them out. He loves open recognition, and wants to be publicly praised. He loves appearances, pomp and formality; he is full of pride and self-love. He is miserly; polite, but with ceremony; he suffers most through the refusal of others to fall in with his pretentions. In one word, the choleric temperament is the least happy, because it is most likely to call forth opposition to itself.

The Phlegmatic Temperament. Phlegma means lack of emotion, not laziness; it implies the tendency to be moved, neither quickly nor easily, but persistently. Such a person warms up slowly, but he retains the warmth longer. He acts on principle, not by instinct; his happy temperament may supply the lack of sagacity and wisdom. He is reasonable in his dealing with other people, and usually gets his way by persisting in objectives while appearing to give way to others. (1798/1912, pp. 114-115)

The descriptions by Kant, (1912) characterizes the traits/temperants of each temperament. Thus, the description enriches the understanding of a person's nature with a certain temperament.

The second phase is based on Five Factors Model (Big Five). Yong (1999) explains that early work by researchers such as Gordon Allport in the 1930s and Raymond Cattells in the 1950s have resulted in a better understanding of the personality. The Big Five Factor emerges as result of the research done by the personality researchers (Table 4.1). In progress with this, Lewis Goldberg's Five Markers and Costa and Mc Crae's NEO – Personality Inventory have been devised.

Extraversion or Surgency.

Exemplified by traits such as talkativeness, assertiveness.

Agreeableness or pleasantness

Exemplified by traits such as kindness, trust .

Conscientiousness

Exemplified by traits or organisation, thoroughness.

Emotional Stability

Exemplified by traits such as poise, confidence.

Openness to new experience

Exemplified by traits such as creativity, originality, imagination.

Table 4.1: The five factors or dimension of personality descriptions
(Yong, 1999, p. 3)

Yong (1999) shows the combination of the four Greek temperaments and the
Big Five Model in designing the LEONARD Personality Inventory. (Table 5.1)

The Leonard Personality Inventory, attempts to help individuals to Let's
Explore our personality based on Openness, Neutral, Analytical, Relational and
Decisive behavioral tendencies in people, (Yong, 1999) attempts to help individuals
to study behavioral orientations.

Greek			
Teperaments	LEONARD		Big Five Model
	Openness	=	Openness
Phlegmatic =	Neutral	=	Agreeableness
Melancholic =	Analytical	=	Conscientionsness
Sanguine =	Relational	=	Extraversion or Surgency
Choleric =	Decisive	=	Emotional Stability

Table 5.1: The Leonard Personality Inventory (Yong, 1999, p. 3)

Table 5.1 shows that the Leonard Personality Inventory has some relation to the Greek classification. The factor on Neutral is represented in the Phlegmatic characteristics, Analytical in Melancholic, Sanguine in Relation and Choleric in Decisive. Whereas, the Openness factor is related with the Big Five Factor.

The approximate equivalent of the Leonard Personality Inventory and Big Five Model is shown as: Openness to new experience in Leonard's Openness; Agreeableness vs. Antagonism in the Neutral factor; Conscientiousness in the Analytical factor; Extraversion vs. Introversion in the Relation factor and finally Neuroticism vs. Emotional Stability in the Decisive factor.

The descriptions of the classical profiles postulated by the Leonard Inventory follows as:

(i)   The Sanguine (Relational)

The popular Sanguine's Personality strength lies in the Sanguine's emotion at the work place, as a parent and as a friend. Litthauer (1999) lists the strength of the

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Sanguine as; the Extrovert, talker or the optimist. Litthauer (1999) adds on, stating the emotions of the Sanguine as: talkative, storyteller, life of the party, good sense of humour, memory for color, physically holds on to listener, emotional and demonstrative, enthusiastic and expressive, cheerful and bubbling over, curious, good on stage, wide eyed and innocent, lives in the present, changeable disposition, sincere at heart, always a child.

Furthermore, the popular Sanguine projects himself/herself at work as: volunteers for job, thinks up new activities, looks great on the surface, creative and colorful, has energy and enthusiasm, starts in a flashy way, inspires others to join, charms others at work.

The Sanguine as a friend is someone who makes friends easily, thrives on compliments, seems excited, envied by others, doesn't hold grudges, apologizes quickly, prevents dull moments, likes spontaneous activities and Sanguine as a parent tends to make the home fun, is liked by children's friends, turns disaster into humor, is the circus master.

Thus, the Leonard Personality has similar characteristics. Table 6.1, lists Relational characteristics in the Leonard Personality Inventory.

1. is a fun person to be with.
2. is full of life and excitement.
3. enjoys talking with others.
4. is the life of a party.
5. is persuasive.
6. tends to be playful.
7. is spontaneous.
8. inspires others.
9. is cheerful.
10. has lots of energy and enthusiasm.
11. is liked by others.
12. makes friends easily.
13. likes people.
14. enjoys receiving compliments.
15. is popular.
16. enjoys reaching out to people.
17. is humorous: always looking for a good laugh.
18. is optimistic about life.
19. shows feelings easily.
20. is sociable

Table 6.1: Characteristics of Relational, (The Leonard Personality Inventory, 1999, p, 32)

The descriptions given in the Sanguine and the characteristics highlighted in the Leonard Personality Inventory portrays the Sanguine/Relational people as extraverts, in line with the Big Five Factor that is Extraversion vs. Introversion. Herein, the extraverts are people with distinct qualities such as; sociable, outgoing, talkative, responsive, easy going, lively, carefree and with leadership capabilities.

(ii)   The Melancholy (Analytical)

The classical profiles of the perfect Melancholy personality is seen as the introvert, the thinker and the pessimist. Littauer (1999), highlights the Melancholy's emotions as deep and thoughtful, analytical, serious and purposeful, genius prone, talented and creative, artistic and musical, philosophical and poetic, appreciative of beauty, sensitive to others, self-sacrificing, conscientious, idealistic.

The Leonard Personality Inventory relates the Melancholy as an Analytical person. Table 7.1 describes the distinct features of this personality.

1. is a hardworking person.
2. like to be precise.
3. is careful.
4. makes friends carefully/cautiously.
5. is very responsible.
6. tries hard to be diligent.
7. tends to be cautious.
8. sets high standards.
9. thinks carefully before making decisions.
10. wants to do things correctly.
11. prefers to have established procedures to follow.
12. does not like to be rushed into decisions.
13. does not like to talk too much.
14. is a private person.
15. does not like to be the centre of attention.
16. is quiet and reserved.
17. likes to check out what one hears before believing it.
18. worries too much.
19. prefers changes to be made only after careful planning.
20. likes information to be put down in black/white in writing.

Table 7.1: Characteristics of Analytical (Leonard Personality Inventory, 1999, p. 31)

Close resemblance between the classical profile, Melancholy and Leonard Personality Inventory are featured in the characteristics such as: schedule oriented, perfectionist, high standards, detail conscious, persistent and thorough, orderly and organized, neat and tidy.

(iii)   Powerful Choleric Personality (Decisive)

The Choleric personality is featured as a powerful natured character. Littauer (1999) describes the powerful Choleric's emotions as: born leader, dynamic and active, compulsive need for change, must correct wrongs, strong willed and decisive, unemotional, not easily discouraged, independent and self sufficient. At work, the powerful Choleric is projected as: good oriented, sees the whole picture, organizes

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well, seeks practical solutions, moves quickly to action, delegates work, insists on production, makes the goal, stimulates activity, thrives on opposition.

The Leonard Personality Inventory relates the Choleric as a decisive character. Table 8.1 shows the distinct qualities in a Decisive natured person.

1. likes to win.
2. is decisive.
3. is a risk-taker.
4. is competitive.
5. desires quick results.
6. loves challenges.
7. loves to have freedom to complete a job.
8. does not stand nonsense from others.
9. finds others slow.
10. desires to be in control.
11. needs to be given the power/authority to get the job done.
12. gets things done on time.
13. does not give up easily.
14. likes to lead.
15. does not like to appear weak to others.
16. likes to take initiative.
17. is impatient with people who are slow.
18. is confident about oneself.
19. is individualistic/self centered.
20. impatient.

Table 8.1: Characteristics of the Decisive (Yong, 1999, p. 33)

The Leonard Personality Inventory shows the Decisive as dynamic, active and a strong willed character. Therefore, the Decisive domain relates with **Neuroticism vs. Emotional Stability** in the Big Five Factor. If one studies the qualities of restlessness, characteristics such as impatient, desires quick results and competitiveness is exhibited.

In short, the Cholerics are shown as "powerful natured" personalities for they tend to strive for achievements.

(iv)   The Phlegmatic (Neutral)

The Phlegmatic personality is an introvert and a pessimist. Littauer (1999) identifies the Phlegmatic as the peaceful natured personality. She identifies the peaceful Phlegmatic's emotions as: low keyed personality, easygoing and relaxed, calm, cool and collected, patient, well balanced, consistent life, quiet, witty, sympathetic and kind, keeps emotions hidden, happily reconciled to life and all purpose person.

As a parent, the Phlegmatic, makes a good parent, takes time for the children, is not in a hurry, can take the good with the bad, doesn't get upset easily. Besides that, the peaceful Phlegmatic who is at work is seen as competent and steady, peaceful and agreeable, has administrative ability, mediates problems, avoids conflicts, good under pressure and finds the easy way.

As a friend, they are easy to get along with, pleasant, compassionate and show concern, and they have many friends.

The Phlegmatic personality appear to be cool and calm and indecisive, an extreme contrast compared to the Choleric, who are more active and dominant.

The Leonard Personality Inventory modulates the Neutral based on the characteristics of classical profile Phlegmatic. The Leonard Personality Inventory also views the Neutral, as a person who values peace, is compassionate and shows concern and appears to be relaxed. Thus, in Table 9.1, these characteristics are listed.

1. is a good listener.
2. requires a relaxed friendly atmosphere to work best.
3. values being appreciated by others.
4. is supportive of others.
5. is very concerned for the welfare of others.
6. likes to do things in a way acceptable to others.
7. does not like to be pushy.
8. is loyal.
9. prefers to follow rather than to lead.
10. likes moderation.
11. finds it difficult to say "no" to others.
12. easily accepts others' suggestions and ideas.
13. is a calm person.
14. likes to live in harmony with others.
15. values being part of a team.
16. tries to live in peace with others.
17. does not like confrontations with others.
18. tries hard not to hurt people's feelings.
19. tries to think well of others.
20. is helpful to others.

Table 9.1: Characteristics of the Neutral (Yong, 1999, p. 30)

The last domain in the Leonard Personality Inventory is coined based on the Five Factor Model, Openness vs. Closedness to Experience. The Leonard Personality Inventory views the Openness Natured personality as an artistic, intelligent and aesthetic valued character. (Table 10.1)

1. likes to try new/original approaches.
2. likes new ways/novelty in approaching situations.
3. enjoys artistic activities.
4. likes to try different things.
5. does not like traditional 'way of doing things'.
6. is curious.
7. enjoys being inventive.
8. adjusts/adapts to new situations easily.
9. likes to be different from others.
10. tends to do things which others considers unusual.
11. is innovative.
12. tends to try new things.
13. is versatile/flexible.
14. is creative.
15. is not bothered by what others think about the way one handles solving problems.
16. is inquisitive/very curious.
17. is flexible in solving problems.
18. gets bored with the usual way of doing things.
19. is known for coming up with new ideas.
20. has strong imagination.

Table 10.1: Characteristics of Openness (Yong, 1999, p. 29)

On the whole, the Openness factor reveals a person who is independent, who is adventurous, innovative and seems to be lively and participates in events. This personality is open to receptiveness and wants changes in life just like the term "Openness".

Besides the main domains; Openness, Neutral, Analytical, Relational and Decisive, the Leonard Personality Inventory, identifies combinations of personalities. Some of the combinations are as follows:

(i)   The Neutral Analytical (N & A)

The N & A are also known as perfectionist/error busters. The Neutral are good listeners, show concern for others, like to do things in an acceptable way, whereas the Analytical person is hardworking/conscientious person, likes precision, is

careful, makes friends cautiously and so forth. This combination is a person who can be ideal and fruitful in his work. Since they also have the tendency to be calm and cool, they are able to balance themselves in times of crisis. Their Analytical nature combined with their peacefulness enables them to be problem solvers.

(ii)   The Neutral and Relational (N & R)

The N & R are people oriented. The Relational, an extrovert combined with the Neutral qualities, creates them to be approachable, obliging, kind and sympathetic. Yong (1999) names the Neutral (N) and Relational (R) combination as "The Helpful Encourager". Yong (1999) characterizes the N & R as:

> "My desire for peace and harmony in relationships (due to N) coupled with a somewhat people – oriented outgoing approach (due to R) motivate me to seek loving relationships. ... It is my soft and tender heart that has brought me problems too. At times in the former department where I worked, I felt manipulated and used due to my inclination to avoid tense relationships (due to N) and also my desire for public approval (due to R). There are of course some very verbally abrasive people who tend to injure my feelings. I do forgive them (due to N), but become fearful when I'm in their presence. Honestly speaking, I can be quite a coward due to my natural inclination to avoid trouble and to seek peace (due to N)" (p. 19).

Thus, the combination of R & N, are sensitive, kind, and they want to create pleasant atmosphere for themselves and others. Hunt (1997), analyzes that the Dove (the Neutral) and the Peacock (the Relational) could be more effective if they show less concern about how others feel about them. Instead, Hunt (1997) advises them (N & R) to pay attention to their own needs and less on other people's.

To sum up, the R & N personalities would excel in "people-oriented" profession. Thus, they would make excellent counselors, helpers and customer oriented people.

(iii)   The Neutral and the Low Decisive (N & D)

Yong (1999), names the combination of N & D personality as "The Accomplisher". The (N) factor allows them to relax and handle things moderately. Therefore, they are not harsh on others or themselves. On the other hand, the (D) factor motivates these personalities to strive to obtain results and to become accomplishers.

Hunt (1997) describes them as shy and withdrawn in a social situation. He adds on, stating that they are often attracted to teaching or intellectual pursuits, science and research due to their natural skills in being good at working on complex and involved problems.

(iv)   The Openness and Neutral (O & N)

The O & N are often viewed as creative experts. Those high on O & N characteristics have a tendency to be artists in the field of drama or plays, singers and actors. The Openness nature allows for manifestations of new ideas/novelties. Creativity and innovations are some of the distinct features of the personalities. The combination of the Neutral factor (quietness, flexibility and relaxed manners) allows their imagination to grow.

(v)   The Analytical and Relational (A & R)

The A & R are assessors. The Relational personality has an optimistic outlook on life, whereas the Analytical person will look for the negative side of

proposal. They are good evaluators, they assess and balance out things. They would do very well in the fields of marketing or sales. The Relational factor helps to relate to people at the same time they also go for details and look into precision. They are economical as well, thus they work well in times of crisis or hard times. Thus, they can balance out things and are quite stable in their ways.

(vi)   The Analytical and Decisive and Openness (A & D & O)

The combination of A & D & O produce innovators. Yong (1999) highlights the personality as:

> "... I was not afraid to take risks, but challenged conventional thinking in my kampung (due to my O personality factor). My analytical skills (due to A) gave me added competitive edge over rivals... I could not stay put in a routine task for long for lack of patience (due to D)..." (p. 25)

Therefore, the A & D & O are talented, creative, artistic and appreciative of beauty. The Decisive factor desires achievements, making them productive and strong willed.

Trying and experiencing new things seems to be the nature of these personalities. They would excel in the field of research writings, theatre work and music.

In conclusion, the Leonard Personality Inventory, is designed based on Greek temperaments together with the Big Five Model. The Leonard Personality Inventory identifies behavioral styles of respondents. The Leonard Personality (Yong, 1999) lists 16 profiles: (i) High Openness (O), (ii) High Neutral (N), (iii) High Analytical (A), (iv) High Decisive (D), (v) High N & D, (vi) High A & R, (vii) High R & D,

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(viii) High N & A, (ix) High N & R, (x) High O & R, (xi) High A & O, (xii) High O & N, (xiii) High O & D (xiv) High A & D & O, (xv) High O and combination of any other 3 dimensions.

The profiling of these personalities reveals the qualities of a person. The traits of each domain or a combination of it, projects each individual with unique patterns of behavior. The Leonard Personality Inventory creates a better understanding of people and the way one behaves. Thus, it helps us understand why certain characters/people behave in "a particular" manner or way.

2.5 Maximizing the Inter-Personal and Intra-Personal Skills, Using the LEONARD Personality Inventory

Yong (1999) proposes that the intervention programs have been designed to assist individuals to enhance their emotional intelligence (intra-personal skills and inter-personal skills). Yong (1999) states, "This has been found to be especially useful in helping organization, which have encouraged teamwork and innovative approaches to the workplace through harmonious and synergistic teamwork".

Cattell (1965) puts forth his view, stating that "... the psychologist sees the personality building up from the hereditary raw material interacting with the learning processes imposed by environment". Cattell (1965) explains "... how personality grow and changes and operates are to be found only after we can accurately refer to this 'given personality at a given moment'.

Thus, the behavioral orientation of an individual performs according to the environment and situation. As in this study, it focuses on how ones understanding of personality could help in maximising ones inter and intra personal skills. Herein, the

human behavior is required to adapt and adjust in social-environment for each personality varies with different culture and ages, as Cattell's (1965) named it "personality sphere" where the concept of totality of the human behavior is seen as a whole.

A relationship or the performance in a job or profession can be strengthened, by inter personal and intra personal skills. Mount, M.K., Barrick, M. R. and Steward, G. L. (1998), in a study investigated whether the nature of interactions with others moderates the personality – performance relations. It was revealed that i) "Conscientiousness, Agreeableness, and Emotional Stability will be positively related to performance in jobs involving interaction with others", (ii) "Agreableness and Emotional Stability will be stronger predictors of performance for jobs that involve teamwork than for those that involve dyadic service interactions".

Thus, the understanding of personality is seen to facilitate inter-personal interactions in the job performance.

The study by Mount, Barrick and Steward (1998) assessed the personality dimensions at the Five Factor Model level, where different personality traits are related in job performance. Thus, it indicates that personality traits are important for interactions in job performance.

Tokar, Fisher and Subich (1998) have provided a selective literature review on personality and vocational behavior from 1993 to 1997. It was found that several studies reported research evidence suggesting that personality is related differently to different dimensions of job performance. Tokar, Fischer and Subich (1998) have stated these examples; (i) Motowidlo and Van Scotter (1994) found that Big-Five

personality dimensions (plus an "internal control" dimension) predicted contextual performance (i.e., activities "maintain[ing] the broader organisational, social, and psychological environment in which the technical core must function" better than they predicted conventional task performance, (ii) using a sample of hotel workers, Stewart and Carson (1995) related FFM conscientiousness, extraversion and agreeableness to three different performance variables (i.e., citizenship, dependability, and work output) and found significant validities for conscientiousness and extraversion, but for different sets of criteria: conscientiousness positively predicted dependability and work output, and extraversion inversely predicted citizenship and dependability" (p. 137).

Therefore, personality traits do have a significant relation to work performance relations for it attributes to the personality traits. Mount, Barrick, Steward (1998) had found that the degree of autonomy on the job moderated the validity of at least three FFM dimensions (Conscientiousness, Extraversion, and Agreeableness) such that the relation between these predictors was higher when the job had high autonomy (p. 153).

Tokar, Fischer and Subich (1998) concluded that, (i) greater job satisfaction is related to lower neuroticism and its variants as well as to higher extraversion and related traits, (ii) within the FFM, conscientiousness seems to be a valid predictor of most performance criteria for most occupations, whereas extraversion seems to be a valid predictor for jobs involving an interpersonal performance component.

The Big Five Personality Dimensions has been shown as valid predictors of job performance in Army and Civil Occupations. Salgodo (1998) research on the

relation between the Big Five personality dimensions and job performance using exclusively European samples revealed that (i) Emotional Stability and Conscientiousness were valid predictors of job performance and that they generalized their validity across occupations and criteria, and (ii) Conscientiousness is a relevant predictor with General Mental Ability (GMA) measures.

Thus, the Big Five personality dimensions, do cover a comprehensive job performance model. This is because, the FFM covers different aspects of personality connected with work behavior, as in Salgodo's investigation on the Army and Civil occupations.

In addition to it, a study by Okun, M. A., and Finch, J. F. (1998) investigated the role of the "Big-Five" personality dimension in the dynamics of institutional departure. The study focused on social integration of students' interactions with the social system of college environment. It was reported that Conscientiousness, Openness to Experience, Agreeableness, and Extraversion would exert on subjective social integration and that Conscientiousness appears to influence initial institutional commitment and organisational involvement. Langston, C.A. and Sykes, W.E. (1997) have presented studies that the constructs of the cognitive approach to personality (e.g., beliefs, expectancies, and subjective values) can be used to provide proximal, causal explanations of individual differences. Based on cognitive-social learning models of personality of Bandura (1986) and Mischel (1973), which states that the interpretation of a situation based on the personal or vicarious experiences people have had with that situation or with very similar situations will determine behavior in that situation. Along this framework, Langston and Sykes (1997) state

that "this situation specificity is regarded as a reflection of the adaptive nature of human personality whereby careful distinctions are made among situation and humans maximize their outcomes with great sensitivity. ... This view of human rationality offers an important insight into the nature of behavior, suggesting that given a sufficient understanding of the individual's beliefs, his or her behavior will be comprehensible".

This view helps the understanding that a person's unique patterns of behavior is influenced by his values and beliefs and the way the mental processing takes place.

As Langston and Sykes (1997) put forth that "a person's unique and situationally specific cognitions may determine more of his or her behavior, but individual differences in such generalized belief units may determine that portion of behavior that corresponds to individual differences along the Big-Five trait dimension" (p. 145).

The study by Langston and Sykes (1997) has given a picturesque understanding that individual differences in some general beliefs about people and the world are robustly related to the Big Five traits of personality.

Herein, the advantages of knowing personality traits helps an individual to adhere, balance and integrate oneself in the social context. As such, it sets a groundwork to explain the proximal social behavior of an individual along the trait dimensions.

Based on the Big Five Model, the Leonard Personality Inventory also relates on ways on how to maximize our interpersonal relationships. Yong M.S. (1999) has reviewed on how others could flow with (i) the creative imaginator (High Openness

People), (ii) Neutral Experts (High Neutral People), (iii) Analytical Thinkers (High Analytical People, (iv) the Relators (High Relational People), and (v) Decisives (High Decisive People).

In order to strengthen interpersonal skills and interactions, the understanding of each behavioral orientations would help us to be tolerant, more receptive and perceptive. Yong (1999) suggests that the creative imaginators should be allowed to express their creativity, accept that they will be different from others, provide them occasions to enjoy their artistic activities innovations, appreciate their versatility. Yong (1999) also highlights that they become uncomfortable when: their ideas/originality is stifled, they are compelled to conform to others' expectations, they are not allowed to express their creativity and their frank opinions are misunderstood.

However Yong (1999) states that the relationship with the Neutral can be maximized if we understand their traits. Table 11.1 presented shows how others could flow with the Neutral Experts.

Table 11.1 How to flow with Neutral Experts (Yong, 1999)

1. Provide them with assurances about their performance.
2. Give them adequate time to prepare for changes.
3. Be very clear and detailed in your instructions.
4. Appreciate them for their support and loyalty.
5. Be sensitive to their feelings.
6. Provide friendly harmonious atmosphere.
7. Be patient and understanding with them.
8. Encourage them gently to share their feelings.
9. Be there when they are discouraged.
10. Give them help in initiating new projects.
11. Allow them to work at one task at a time.
12. Appreciate them as good listeners.
13. Give them opportunities to be concerned for the welfare of others.
14. Realize that they find it difficult to say "no" to others.
15. Be aware they like moderation and abhor extremes.
16. Always approach them calmly.
17. Encourage them to be part of a team.
18. Realize that they do not like confrontations with others.
19. Appreciate their sensitivity to others' feelings.

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The awareness of these behavioral orientations would help in avoiding conflicts with the Neutrals. In line with the stated behavioral styles, Yong (1999) suggests ways on how to avoid conflicts or misunderstanding with the Neutrals. The Neutral would be uncomfortable if: (i) they are unsure if their performance is on par, (ii) they do not have sufficient time to prepare for changes, (iii) they are faced with tense situations or in dealing with aggressive people, (iv) their feelings are hurt and their good intentions are misunderstood.

Herein, in becoming more sensitive towards the Neutral's behavioral styles, a lot of misunderstandings could be avoided. The adjustments made by one another in knowing ones personality builds a pleasant atmosphere for everyone.

On the other hand, Yong (1999) reviews a guideline on how to flow with the high Relational. He states, (i) allow them opportunity to talk, (ii) be an interested audience, (iii) give due recognition of their abilities, (iv) appreciate their sense of humour, (v) provide a fun atmosphere, (vi) accept the fact that they tend to be disorganized, (vii) help them to focus on a task, (viii) appreciate that they are full of excitement, (ix) maximize their energetic and enthusiastic approach to life and (x) allow them to be spontaneous and give them opportunities to inspire others.

The Relational people tend to be uncomfortable when they encounter people who are too formal or rigid in a situation. The extravertness in them makes them uneasy encountering pessimistic people. Thus, when there is a recognition of their talents and extravertness, they adjust and adapt easily. The relationship with the Relational would be better when they are allowed to share their feelings.

However, the High Analytical people are rather conscientious in nature. They would prefer a system or organisation in the behavioral styles. To flow with the Analytical, the perception of the behavioral styles would help in creating a sound relationship.

As shown in Table 12.1, Yong (1999) suggests ways on how to flow with the Analytical Thinkers.

Table 12.1 How to flow with the Analytical Thinkers (Yong, 1999)

1. Do not rush them for decisions.
2. Give them sufficient accurate information.
3. Be prepared for a cool and cautions response from them.
4. Provide a clear structure for them to work in.
5. Do not put them in the limelight.
6. Minimize the risk involved for them to make a decision.
7. Do not try to get too close to them unless at their invitation.
8. Value their conscientiousness attitude.
9. Realize that they prefer to be quiet and reserved.
10. Appreciate their need for accuracy and strong sense of duty.
11. Allow them to check out what they hear before believing it.
12. Do not expect them to talk too much.
13. Expect them to change only after planning.
14. Enable them to have established procedures to follow.
15. Accept the fact that they make friends cautiously.
16. Learn to accept their need to be a private person.
17. Present information to them in black and white.
18. Help them to achieve the high standards they have set for themselves.

Compared to the Relational, who wants to be the center of attention, the Analytical is shown to be reserved in manners and ways. The failure to understand the Analytical, would cause a tense relationship between them. To avoid discomfort, Yong (1999) explains that the Analytical would prefer if; (i) they are not rushed for decisions, (ii) not given inaccurate information, and (iii) a more clear structure in the work presented to them.

The Analytical would avoid handling emotional situations. Their reserved styles and high standard of achievements can be rather demanding to others, however, in knowing their character traits, it would be advisable for one to have a formal relationship with them and not to invade into their privacy.

The Decisives contrasts with the Neutrals who are peaceful. The Decisives are known as strong, dominant personalities.

To flow with the Decisives, Yong (1999) suggests that; (i) they should be given opportunities to achieve results, (ii) conversations with them have to be concise, brief and factual, (iii) not to stifle their competitiveness and give them opportunities to take challenges, (iv) let them make their own decisions and enable them the freedom to complete a job, (v) respond to them quickly and appreciate their decisiveness.

Interactions with the Decisives could be amicable if they are understood. The Decisives become uncomfortable when; (i) dealing with people who are slow or who have no control over situations, (ii) they have to work with people who are too cautions, (iii) they are not allowed to be competitive or are made to appear weak, (iv) they have to conform to others' norm or when there is no opportunity for them to lead, and (v) they do not have the freedom to complete a job or faced with situations where they cannot win. Thus, the Decisives have dominant, authoritative nature, and they would profile well if given opportunity to lead.

Herein, personalities tend to differ with different behavioral styles. Understanding, accepting and adapting to personality styles serve as a valuable tool in building interpersonal skills and interaction in the society. Family squables,

misunderstanding among siblings, parenting styles, miscommunication among work-colleagues or spouses, bickering in work-places are all due to personality differences.

2.5.1 Optimising Self-development Using the Leonard Personality Inventory

Each personality style has its blend of strengths and weaknesses. Identification of these strengths and weaknesses allows self-development, improves and strengthens relationships among family members, friends, and colleagues. Individuals can learn to optimise on the strengths without letting their weaknesses stand in the way of success.

Yong (1999) emphasises that the behavioral orientation of Openness need to learn how to; (i) communicate their ideas to others, (ii) be patient with formal structures, (iii) avoid the perception that they are argumentative and cope with routine task, (iv) avoid being seen as impulsive and being misunderstood by others, (v) respect and value others' tradition. In learning to understand oneself, there is a need for self-awareness on one's personality traits.

Des Hunt (1997) describes personality traits using names of birds. Hunt refers to the Relational as the Peacock, a person who is confident, outgoing, witty, warm and friendly and talks a lot. Hunt comments that to be more effective, the Relational need to have more sense of urgency, be less ideological, and they need to slow down a bit so others can keep up with their thoughts and ideas. Yong (1999) adds on that the Relator need to learn how to be: punctual, more precise and accurate, more realistic about life and organised.

To optimize self-development, the Relators should realize that they are a part of a crowd and try to cope with not being in the limelight. Since they seek new fun – filled activities and excitement, they should tone down on wanting to impress others. This could avoid others misinterpreting their manners as flashy or as show-offs.

However, the Neutral experts are a contrast to the Relational. Though their strengths lies in steadiness, cooperative, loyalty, yet they lack assertiveness, resist changes and are rather sensitive to people. Rickerson, W. (1992) suggests that the Conscientious should lower their expectations from the Neutrals as they are quite relaxed in their manner. The Choleric should never exert their aggressiveness and dominance on the Neutral as the Neutrals are "sensitive" personalities. To optimize self-development, the Neutral Expert have to understand that they need to be more assertive, not to be too acceptable with others' opinion as their own, able to deal with aggressive people and to be more confident. Learning to share their emotions with others and not being sentimental would help in the relationship with the Analyticals and the Decisives.

The Analytical Thinkers, are known for organization, exasperatingly thorough and obsessively meticulous. Hunt (1997) states that the owl (Analytical) views the peacock (Relational) as someone who is loud-mouthed, frivolous, flamboyant. On the other extreme, the Relational views the Analytical as a boring fussy person, who would not get excited if there was a fire in the building. These statement shows the clashing of personalities which causes strains in understanding another personality.

The Analytical Thinkers need to be tolerant and flexible and be more optimistic about life. Their reserved manners are easily misconstrued by other

personalities. Their meticulous ways can impose tension on the Neutrals. Yong (1999) suggests that the Analytical Thinkers need to be less formal, deal with their insecurities and to be more realistic in their standards, to optimize their self-development.

The Decisives are often seen as the dominant and powerful personality. They easily clash with the Neutrals seeing them as weak and demotivated personalities. On the other hand, the Neutrals find them to be over powering bossy Hitler (Hunt, 1997). Since the Decisives want power and authority, they could better their relationship with other personalities, if they could learn to: work with others as a team, and be less assertive. The Decisives need to understand their dominant nature, thus to optimize self-development, the Decisives should avoid being stubborn instead they need to be more acceptable of other natured personalities. They would excel in relationships if they can deal with their pride and learn to accept that they will not get things their way all the time. Thus, knowing one's own personalities would help in bettering relationship.

CONCLUSION

Based on Allport's (1961) view, personality is seen as the "dynamic organization" within the individual. Each human being possesses their own need-disposition which is often governed by idiosyncratic reactions to the environment. Each individual in their own perspectives have desires which cause them to behave differently under the same conditions.

Teachers are members of a school and each has his or her own personality and role perceptions. Thus, they have their own needs-disposition and expectations. As for the school, it is an institute, in the nomothetic dimension, which has its own roles and expectation of the teacher. Thus, these requirements and expectations relate interchangeably. The teacher behaves with his or her own set of ideas and how others should perceive them.

On the whole, personality in each individual executes unique personality traits. Teachers among themselves need to realize their own make-up to learn to cope and deal with others. In knowing and understanding another personality, it would help in strengthening relationships.