

General Personality Traits of Workers in Public Sector Organizations and Businesses

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Abstract

The general personality traits of employees in businesses and organizations are explored in this article. In order to analyze each job, a job description of the duties and responsibilities must be provided. Psychology should then be used to determine what qualities are appropriate for each of the person's duties. Finally, when choosing the employee (person), the psychological analysis of the job should be taken into account in addition to other factors. 5 significant public personality traits are covered in this article as they relate to hiring organizations and businesses. The introduction of the personality at work has been tried in the first section of this piece. The second section discusses general personality traits, an introduction, a definition, and studies in this area. Important general personality traits are covered in the third section of the conclusion. The foundations of work psychology, organizational and industrial psychology, and human engineering are drawn upon to discuss the most significant personality traits, with an emphasis on emotional and cognitive aspects.

Keywords: job analysis, employee analysis, personality type, personality, organizational industrial psychology, human engineering, ergonomics

Introduction

Honesty, integrity, and pride in work are the most valuable qualities any employee in any capacity can provide to his organization and firm, regardless of ownership structure. Each job requires certain obligations, abilities, and attitudes. The chosen candidate must be capable of successfully completing the tasks that the company has given them. Companies and organizations in today's competitive conditions need productive personnel with the right communication and personality abilities. Employees should have a strong sense of self-motivation, be independent in their communication, be helpful to others, and be sensitive to the demands of consumers, suppliers, and other staff members. the ability to comprehend the happiness and fulfillment found in serving others.

The majority of recruitment processes in our nation are based on written exams, specialist knowledge, interviews, and open selection. The interest, attitude, and personality of the person are constantly overlooked in addition to written tests, specialist information, interviews, and general selection, where the amount of knowledge and information of the person is measured.

The individual must be studied in a cohesive and general pattern in order to better comprehend human behavior in the workplace. These are the main components of this model:

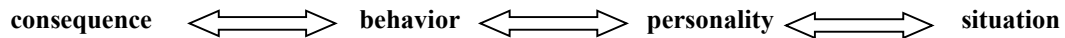


Figure 1. Model of human behavior (Ghanbari Panah, 2019)

This pattern demonstrates how every circumstance has an impact on a person's personality, which then has an impact on conduct and, ultimately, results. Every task performed by humans follows this pattern. The personality and circumstances of a person always influence how they act.

In order to allocate soldiers and army leaders to specific roles and responsibilities, the First and Second World Wars demonstrated the importance of taking into account and recognizing individual variations. The acknowledgment of individual variations serves as the theoretical foundation for choosing labor for various jobs. Because a variety of unique physical, mental, and personality traits are required to carry out any particular task.

The collection of physical, mental, and behavioral traits that differentiate each person apart from others is referred to as personality (Kirimi, 2012). Less specific personality traits are those that should be present in a large number of people working in a particular sector. Numerous studies have been conducted to determine an employee's personality traits. For instance, humility, enthusiasm, integrity, compassion, excellent manners, interest, and expertise are seven personality traits of a successful employee or boss, according to Barker and Coy (2003).

General Personality Traits

1. Relationship between personality types and occupations

One of the topics that has been debated frequently over the past century and the subject of numerous diagnostic tests is choosing a career and matching it with personality. Since psychologists recognized the significance of harmony between personality traits and selecting the appropriate work in their research, this scientific interest has increased. When the need to pay attention to an individual's characteristics, talents, and abilities at work first became apparent, it was a common practice for individuals who were hired by an organization to be placed in suitable positions after a reasonable amount of time had passed and there had been sufficient opportunity for the development of their skills and abilities. On the one hand, this method is drawn-out and time-consuming; on the other hand, during the time when people are still not employed in the proper jobs and the organization is suffering from a lack of effective human resources, rival organizations take advantage of the opportunity and overtake in hiring, efficiency, and effectiveness; for this reason, they are harmful in the field of competition. It should be acknowledged that the likelihood of selecting the best individuals from among the pool of applicants for any given position without applying a methodical and scientific approach is extremely slim given the diversity and differences between tasks and jobs, as well as the qualities required to do them. The difference between the qualifications of job hopefuls and those needed to carry out any work should be as small as possible. Prior to looking for a qualified candidate, the position must be established, which entails figuring out what tasks are involved and how they are performed. A person will perform better and have greater job satisfaction if their personality and the type of work they must complete are in harmony. However, there are additional benefits to this balance. Tijssen (1998, citing Zahedi and Hasanpour, 2018) divides the three groups of employability definitions currently in use:

1. Principal definition 2. extensive definitions 3. full and thorough definitions

All personal opportunities to be successful in a variety of jobs on the labor market are included in axial definitions of employability. This group of definitions only refers to the employee's capabilities, ambitions, and hopes; it makes no mention of the situational or contextual circumstances. The broad definitions of employability encompass all of the personal qualities that will affect a person's future standing in the labor market, in addition to the aptitude and desire to succeed in a variety of employment. Background factors and influencing conditions are also added to the prior definitions in the third category. According to Zahedi and Hasanpour (2008), the influencing conditions include contextual and environmental aspects as well as elements that either make it easier or more difficult to influence personal traits on employability.

Providing a workforce with the essential information, skills, and talents, as well as personality traits associated to work that contribute to success, is one of the techniques to increase an organization's efficiency (Cassio, 1995). Despite

this, the efficacy of employees, which eventually raises the degree of an organization's performance, is greatly influenced by the fit of personality with job (in all jobs). The effect of "matching the personality type with the job" was one of the more than eighty effective elements in the efficiency of the human force that were determined during the aforementioned investigation. It is more crucial to focus on personality traits while applying for numerous jobs, including high-risk positions.

According to the findings of numerous studies, personality evaluation scales are effective predictors of job performance (Miliani et al., 2018). Due to this, several personality tests are now often used in the hiring process.

2. emotional quotient

Emotions and how they are controlled should also be taken into account when discussing personality. Many people still mistake emotional intelligence for other types of intelligence even though it is widely recognized as a fundamentally social-emotional component. Paying attention to an employee's emotional intelligence is the most crucial general personality quality. Some occupations call for strong emotional intelligence, while others call for poor emotional intelligence. In spite of having poor cerebral intelligence, most effective managers have high emotional intelligence, according to research. As a result, most people with high emotional intelligence are good at leading, persuading, and forming strong social bonds. They excel in management positions, but they also do poorly in tasks requiring minimal emotional intelligence, such as bookkeeping, filing, and maintenance repairs. They are not effective. This section extensively discusses emotional intelligence and presents the findings of studies in this area because of how important it is. There are several ways to define emotional intelligence as a fresh look at human potential. In general, Mayer and Salovey view emotional intelligence as a type of emotional processing that includes being aware of one's emotions, accurately assessing them in oneself and others, organizing emotions in a balanced way, and expressing them in the right circumstances. According to Aghayar (2016), Golman defined emotional intelligence in this context as the capacity to maintain motivation, perseverance in the face of difficulty, control over impulses, delaying success, empathy for others, and hope.

The development of emotional intelligence as the most important success component throughout history

Plato stated this over two thousand years ago: "All learning has an emotional and emotional foundation." Since then, many scientists, researchers, and philosophers have done numerous investigations to support or refute this claim (Aghayar, 2016). However, over time, the views based on cognitive intelligence gave way to the study of other abilities affecting human performance. Initially, psychologists' efforts in the field of intelligence have focused on cognitive aspects such as memory, problem solving, adaptive and appropriate use of its cognitive components. In addition to linguistic-verbal, spatial, musical, Kinetic-kinetic, mathematical-numerical, and natural intelligences, Gardner (1983; 2000, 2003) also mentions individual intelligence, which has two intra-individual and interpersonal components: intra-individual intelligence is the interconnected and internal capacity to develop an accurate and objective model of oneself. such as self-awareness, self-assurance, talent; interpersonal intelligence, which includes the capacity to comprehend other people in terms of variations in temperament, motivation, purpose, and empathy. In reality, intrapersonal and interpersonal intelligence are combined to generate emotional intelligence.

Every person may be emotionally intelligent, and an emotionally capable society is one where everyone, including those who don't think they are bright, can be smart (Shehbazi, 2015). Emotional intelligence is not innate; it is an acquired talent.

In the best-case scenario, according to Daniel Gelman's (1995) study, there is a very low connection (about 7%) between general intelligence and various measures of emotional intelligence, leading one to conclude that they are mostly independent in origin. Bar-on (2001) also looked for an answer to the topic of why some people succeed in certain facets of life more than others. He conducted significant investigation, and using the results of his research, he concluded that there are other factors that are more important for success than general intelligence. Using the Wechsler Adult Intelligence Scale (1956, cited by Yuki and Van Falt, 1998) and the Emotional Intelligence Scale on 40 North American adults, Bar-Ann discovered a very weak association (0.12) between these two components. Theorists of emotional intelligence contend that whereas IQ explains what we are capable of accomplishing, emotional intelligence explains what we ought to do. Emotional intelligence assesses the essential abilities in various areas and includes a person's capacity for emotional and social self-awareness. activities (Chan, 2008). There are some ways in which cognitive intelligence (IQ) and emotional intelligence (EQ) diverge. Emotional intelligence (EQ) can be increased by education, coaching that is specifically tailored to your needs, initiative, development, and growth, in contrast to cognitive intelligence, whose level is generally steady and has minimal link with life success. Its level was elevated (Bar-Ven and Parker, 2000). As a result, many businesses can help workers develop their emotional intelligence. Additionally, it has been demonstrated that emotional intelligence strongly correlates with both work success and personal success. The key to separating individuals and groups with exceptional and great performance from others

with average and typical performance is emotional intelligence. As a matter of fact, research demonstrates that emotional intelligence levels rise with age, reaching their peak between the ages of 50 and 59 (Aghayar, 2016). Even the most pessimistic of researchers think that the value of emotional skills is the same as that of cognitive abilities, despite the fact that they disagree on the effectiveness of emotional skills in achievement. You can't really do much to raise your IQ, but you can raise your emotional quotient (EQ), sometimes known as emotional intelligence.

3. Motivating principles

People use a set of personal and social standards known as motivational beliefs as a basis for action. These beliefs include standards for the justifications behind a person's task technique selections, are influenced by the negative effects of a person's behavior in which they identify with others as well as other elements, and can fluctuate depending on the circumstances (Gadam Puro Sarmad, 2012). A general social-cognitive model of motivation that claims three general components connected to motivation—expectation, valuation, and emotion—is the source of motivational beliefs. Expectations are beliefs about how someone will carry out their duties. The evaluation criteria are centered on the motivations that drive employees to perform their jobs, and the emotional scale is operationalized in accordance with worries about the workplace and anticipation of upcoming events.

4. Adjustment

Vocational adjustment is a significant factor that influences success and involves general personality traits. It is believed that general mental intelligence includes adjustment. In Iran's administrative system, there is a dilemma where only academic aptitude is emphasized yet emotional and social skills and abilities are a collection of traits that are extremely significant in determining one's fate. , it is disregarded. Because one of the decisive aspects affecting performance is the ability and competence to adjust socially and emotionally. According to Ghorbinia (2018) and Abul-Laqsami et al. (2019), adjustment is defined as a person's capacity to create a balanced and harmonic response to the demands placed on him by his environment. A job's responsibilities include employee contentment with the company, career advancement, manager approval, interaction with coworkers, and management officials' perceptions of employees' performance, among other things (Petrids, 2011).

Conclusion

The most valuable assets every employee can provide to his organization and firm, regardless of ownership structure, are honesty, integrity, and pride in one's work. The chosen candidate must be qualified to carry out the position for which he is specifically chosen within the business. Companies and organizations require individuals who can work independently in today's competitive market. Employees should be persons who find fulfillment and perfection in helping others, be self-motivated and self-reliant communicators, be useful and understand the requirements of others, especially employees, members, customers, and suppliers. One of the key areas of research in the job professions is the variables that are associated to occupations in various fields. For almost a century, work psychologists have worked hard to pinpoint the variables that influence workplace success and job satisfaction. People like Thorndike, Henri Fayol, Henri Fayol and Harris, Binet and Simon, Max Weber, Alshat and Hamker, and others have discussed this issue (Permozik and Furnheim, 2003).

Emotional savvy: Emotional savvy primarily addresses personality traits. Intrapersonal elements, flexibility, general mood, interpersonal skills, and role control are crucial aspects of emotional intelligence that all involve personality traits. An overview of the scales and components of emotional intelligence is provided by a researcher with the research backgrounds of Jacobs and McEnvoy (2005), Yuu colleagues (2006), Chan (2008), Petrides (2011), and Pickard (2013). All of these scales and components include personality traits and should be given special attention as general personality traits in employment. be:

A) Intrapersonal elements

Emotional self-awareness: The capacity to recognize and comprehend one's feelings

Daring: The capacity to communicate one's feelings and abilities in a positive and helpful manner

Self-esteem is the capacity to correctly and favorably perceive and appraise oneself.

Self-actualization is the capacity to advance in realizing one's objectives and potential.

Independence means being able to rely solely on oneself and stop depending on others.

B) Components for adjustment

Fact-checking: the capacity to impartially and objectively confirm opinions and sentiments.

Flexibility: The capacity to modify your emotions and thinking in response to novel circumstances.

The capacity to address both interpersonal and individual issues.

c) Mood in general

Having the capacity to be upbeat and view things positively
Happiness is the state of being content with oneself and others.

d) interpersonal

Empathy is the capacity to recognize and comprehend the feelings of others.

Social responsibility is the capacity to understand one's obligations to society and the fact that we are a social group.

The capacity to build positive, mutually beneficial relationships with others.

e) Control roles

Stress tolerance: the capacity to properly control your emotions

Impulse control: the capacity to restrain one's feelings

Motivational beliefs: For a long time, intelligence was believed to be the primary factor in success and advancement. However, with the current shift in theoretical perspectives on the components of intelligence, intelligence is no longer considered to be a successful predictor of success (Thamari and Tahasbi, 2016). The theories highlight the defining role of motivation and its interaction with cognitive ability despite variances in their definitions, structures, processes, and mechanisms. Even in many studies over the past 30 years, the role of motivation has been seen as being more important than intelligence (for example Meshaikhi et al., 2019; Pickard, 2013). It goes without saying that motivation is an important construct that has been used in the past to explain the difference between people who have the same talent but perform differently. Additionally, Heller's (1993) theory highlights the mediating function of motivational factors in achieving successful people's potential skills. The influence that objectives have on attitudes, as well as the intensity and quality of behavior, has been a major area of research for motivation scientists for more than two decades. However, one issue with our educational system is that only academic aptitude is valued, not social, emotional, or functional (sensory and motor) aptitude.

Motivational beliefs, a variable whose dimensions are still unknown and which is appropriate for use across cultural boundaries, have drawn the most attention in the last ten years and are increasingly taken into account in the field of psychological variables of human resources, particularly in the recruitment of employees. General mental aptitude (mental intelligence) and talent were crucial hiring criteria in the 1970s–1930s in human resources, industrial psychology, organizational psychology, and work psychology. During this time, the importance of intelligence increased. However, with the rise of postmodernism in the 1980s and 2000s, intelligence was no longer seen as a general mental skill but rather as a special type of intelligence known as "emotional intelligence"; From 2000 to the present, the most crucial success factor in a job is the motivational beliefs associated with that job.

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