

Self-Awareness: The Starting point of Change in Individuals – An Empirical Analysis

*Dr. V. Jayashree

ABSTRACT

Life today has become challenging and complex. There is an upsurge at the rate at which individuals are experiencing emotional upheavals. Left unchecked, emotional problems could leave a permanent psychological scar in the individuals thereby preventing normal functioning both at work and home. There is thus an overwhelming need for improving the self-awareness of the individuals which will pave the way for handling challenging situations and improving their social skills. Individuals who become aware of their strengths and weaknesses would work on correcting those behaviours that cause emotional turmoil which would in turn affect their growth and performance. A changed behaviour would then go on to improve their inter-personal relations thus promoting cohesive groups in the organization. This research paper aims to study and identify the aspects that contribute to the self-awareness of the management staff of the Automobile Industry in Chennai. The findings from this study would help the top management to work on those aspects that would promote and enhance self-awareness and correct those aspects that would hinder them.

* Dr. V. Jayashree, Faculty, Hindusthan University, Padur

Introduction

The situation today at the work front is turning out to be quite stressful as a result of work pressures, demanding timings, organization structure, and work atmosphere with regard to relations with superiors and subordinates. According to Jones and Nisbett (1971), knowledge of behavioral variability leads to the conclusion that one's own behavior is responsive to and caused by the demands of the circumstances one has faced. Their finding then leads to the surmise that it is important to understand and become aware of oneself in order to handle complex and challenging situations.

Self-awareness is defined as "the capacity for introspection and the ability to reconcile oneself as an individual separate from the environment and other individuals". It includes the experience of the self, and has been argued as implicit to the hard problem of consciousness. One of the basic emotional skills is the ability to recognize different feelings and emotions emanating from within and giving a name to them. Many individuals are unable to recognize their feelings and are inclined to deny them. As a result the HR function has undergone a dramatic change in its functioning. Developing the human resources with regard to their self-awareness has become part and parcel of today's organizations which aim to enhance the right attitude and inter-personal skills of the

individuals. This research paper thereby aims to study and identify the aspects that contribute to the self-awareness of the management staff of the Automobile Industry in Chennai. The findings from this research would go a long way in helping the top management to promote the self-awareness of the management staff which would significantly impact the manner in which they handle themselves and their work

Review of Literature

The following research studies were analysed with regard to the significance of attitude and self-knowledge and the research gaps were thereby identified, that form the basis of this research paper.

In social psychology, the study of self-awareness is traced to Shelley Duval and Robert Wicklund's (1972) landmark theory of self-awareness. Duval and Wicklund proposed that, at a given moment, people can focus attention on the self or on the external environment. Focusing on the self enables *self-evaluation*. When people are self-focused they compare the self with *standards of correctness* that specify how the self ought to think, feel, and behave. The process of comparing the self with standards allows people to change their behavior and to experience pride and dissatisfaction with the self. Self-awareness is thus a major mechanism of self-control.

Research since the 1970s has strongly supported self-awareness theory (Duval and Silvia 2001). When people focus attention on the self, they compare the self with standards, try harder to meet standards, and show stronger emotional responses to meeting or failing to meet a standard.

M. Afzalur Rahim et al. (2002) investigated the relationships of the five dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills of supervisors to subordinates' strategies of handling conflict: problem solving and bargaining. Results suggest that self-awareness is positively associated with self-regulation, empathy, and social skills; which in turn, is positively associated with problem solving strategy.

Frank Shipper et al. (2003) examined the relationship between emotional intelligence (EI) and managerial effectiveness. Three hypotheses relating to managerial self-awareness of both interactive and controlling skills were examined using data from 3,785 managers of a multinational firm located in the United States (US), United Kingdom (UK), and Malaysia. Findings arrived at through polynomial regressions, and contour plots suggested positive relationships between effectiveness and EI (self-awareness).

Paul Dunn and Chris Finnemore (2004) studied the importance of understanding the attitudes of

individuals in order to enhance their competencies. Their findings identified that the basis on which a person decides to learn is peculiar to each individual. Focusing on the learner's attitude provides a more solid foundation for sustained change.

Andrew Hede (2007) through his study identified that that individuals who have high inner-awareness are less likely to experience negative emotionality. The study further proposed that when an individual is triggered into emotional reactivity, their shadow self engulfs (negative emotionality) their overt self and replaces it as the operational entity.

Rebecca A. Thacker and Kelly B. Holl (2008) made a study among 134 management staff in manufacturing and social service organizations to identify behaviorally-based training for management staff and the relationship of these behaviors to employees' satisfaction. Findings from the study identified factor analysis which produced three factors: Connection with employees, Vision and Autonomy. Rathi Neerpal and Renu Rastogi (2008) in an empirical work conducted among 112 scientists examined the relationship between Emotional Intelligence and Occupational Self-Efficacy. The study revealed that organizations should develop the dimensions of both Emotional Intelligence (which includes Self-Awareness, Empathy, Self-Motivation, Self-Development, Integrity and Value Orientation) and Occupational Self-Efficacy (which includes

Confidence, Command, Adaptability, Personal Effectiveness, Positive Attitude and Individuality) in order to enhance their competencies. Virginia K. Bratton et al. (2011) through their research examined the impact of elements of emotional intelligence (EI), particularly those related to self-awareness, on self-other agreement and performance on a sample of 146 managers and 1,314 subordinates at a large international technology company based in North America. The analysis revealed that the relationship between EI and leader performance is strongest for managers who underestimate their leader abilities.

Statement of the problem

Considering that life today is full of uncertainties and changes, due to a dynamic environment, the present-day organizations aim at equipping their staff with necessary skills and competencies that would enable them to cope with the changes and handle life with a sense of equanimity. The basic areas that require comprehensive training besides technical upgradation and skill facilitation are problem solving, effective group functioning and most importantly attitudinal and behavioural modification.

Many researchers have proposed that self-awareness creates clearer perceptions of internal states, emotions, and traits. Other researchers, however, have noted that the self-concept is fluid,

complex, and contextual—it is not a static object that can simply be apprehended and examined. More specifically, the earlier researches have focused on dimensions of emotional intelligence; focus on what are the right attitudes; impact of self-awareness on emotions and performance and impact of behavioural based training on job satisfaction. The studies have, however, not looked into identifying the factors that contribute to the attitude of the management staff of the Automobile Industry. The individual behavioural aspects that have a bearing on the attitude of the individuals have not been researched upon. Hence this present study has concentrated in overcoming the research gap identified with the earlier researches done. In the light of these observations the key attitudinal aspects of the management staff of the Automobile Industry were analysed. The key dimension studied in this research paper is Self-awareness.

The Enigma of Self-awareness

The ancient dictum “Know Thyself” has been variously attributed to Plato, Pythagoras, Thales and Socrates. As early as 42 B.C., Publilius Syrus proposed: “It matters not what you are thought to be, but what you are.” In recent times the concept of self-awareness has assumed great importance in all walks of life. Self-awareness means knowing one’s internal states, preferences, resources, intuitions etc and indicates the ability to recognize, understand and accept one’s own strengths and short-comings. The function of self-examination is

then, to lay the groundwork for insight, without which no growth can occur. To know oneself thoroughly, it is important to identify the dimensions that lead to self-awareness. In the light of the above mentioned observations the following objectives, hypotheses and methodology were formulated.

- There are several factors contributing to the attitudinal change of the management staff of Automobile Industry.
- There is no significant difference among the management staff in the dimension Self-awareness on the basis of age.

Objectives of the Study

The following are the major objectives of the study:

- To identify factors to bring about attitudinal change in individuals.
- To ascertain if there are differences between the management staff in the dimension Self-awareness on the basis of age.

Hypothesis of the Study

The following are the hypotheses formulated for the present study

Sample

In order to identify and study the factors that lead to self-awareness a total of 500 management staff were selected from three leading organizations, which have a mission towards industry-academia interface, from the Automobile Industry in Chennai. They are Ashok Leyland, Brakes India Ltd. and the Rane Group. Convenient sampling technique was used to select the sample. The process of data collection was done through a questionnaire which highlighted the key aspects of Self-awareness.

The following table gives the profile of the respondents.

Table 1 : Profile of the Respondents

Profile of the Respondents				Frequency	Percent
Name of the Company	Ashok Leyland			178	35.6
	Brakes India			112	22.4
	Rane Group			210	42.0
Demographic Variable	Age (years)	< 25	Group 1	116	23.2
		26-35	Group 2	223	44.6
		36-45	Group 3	89	17.8
		> 45	Group 4	72	14.4

Source: Primary data

Application of Statistical Tools

The data collected through questionnaires was tabulated and analyzed by applying appropriate statistical tools such as Inferential Analysis, Factor Analysis, One-way ANOVA and Chi-square Analysis. $P < 0.05$ was taken as the significance level in order to determine the Overall Feasibility Analysis.

Analysis and Discussion

Factor Analysis

The dimension Self-Awareness plays a key role in understanding the individuals with regard to their attitude, behaviour and approach, both independently and within a group. Such an in-depth understanding of the individuals will enable the management to identify and work on the individuals' strengths and weaknesses and thereby get them motivated. To test the reliability of the dimensions, Cronbach's Alpha method was used. The alpha score for Self-Awareness is 0.721**, indicating the reliability of the questions in the dimension. Principle Component Analysis (PCA) was used to determine the minimum number of factors that will account for maximum variance in the data which was followed by varimax rotation which helps to interpret factors meaningfully.

Hypothesis: There are several factors contributing to the attitudinal change of the management staff of Automobile Industry.

Self - Awareness

Self-Awareness is the starting point of individuals

becoming aware of themselves with regard to their strengths and weaknesses. The dimension thereby includes aspects that highlight how much the individuals are aware of themselves in terms of self understanding, personality traits, interpersonal orientation, personal values, attitude and behaviour. In order to identify the key dimensions that play a major role in identifying the factors leading to attitudinal change in the individuals, factor analysis was done. The dimension **Self-Awareness (SA)** has fifteen constructs. The factor analysis yielded three factor dimensions.

The Eigen value for factor 1 is 2.63614, the percentage of variance is 17.6, and the cumulative percent is 17.6. This factor is the most important since it contributes to 17.6 percent of the total variance. The Eigen value for factor 2 is 2.06794, the percentage of variance is 13.8, and the cumulative percent is 31.4. The Eigen value for factor 3 is 1.28948, the percentage of variance is 8.6, and the cumulative percent is 40.0. The communalities range between .08787 and .56724. The Eigen values for the first and second factors are more or less uniform indicating that they both contribute almost equally towards identifying the factors leading to attitudinal change. The first dimension, named **High Self-Esteem (HSE)**, comprises of six constructs. The second dimension, named **Low Self-Esteem (LSE)**, comprises of five constructs. The third dimension, named, **Social Influences (SI)**, comprises of four constructs. Table 3 gives the loadings of the three dimensions.

Table 2 gives the findings of the rotated factor matrix for all the three factors.

Table 2 Rotated Factor Matrix for Self-Awareness

	Factor 1	Factor 2	Factor 3	Communality
SA 1	.36545	.19434	.41899	.34688
SA 2	.63146	.01945	.06583	.40345
SA 3	.61283	-.09164	.15097	.40675
SA 4	.61367	.09010	-.16380	.41154
SA 5	.63337	-.06670	.05748	.40891
SA 6	.54376	.14740	.04078	.31907
SA 7	.44481	.15315	.38778	.37169
SA 8	.05490	-.27172	.52156	.34887
SA 9	.05122	.66659	-.18673	.48183
SA 10	-.07978	.65078	.22302	.47962
SA 11	.17705	.67682	-.27893	.56724
SA 12	.02638	.71707	.07195	.52007
SA 13	.02033	.29570	-.00427	.08787
SA 14	-.06239	-.13621	.70697	.52226
SA 15	.14015	.31767	.44380	.31752
Eigen Value	2.63614	2.06794	1.28948	
Percentage of Variance	17.6	13.8	8.6	
Cumulative percent	17.6	31.4	40.0	

Factor 1 gives the findings of the dimension named **High Self-Esteem (HSE)**. The following constructs express the respondents' positive attributes that enable them to develop a high self-esteem.

SA 2 - I am level-headed during crisis.

SA 3 - I am capable of forming firm opinions

SA 4 - My childhood was happy

SA 5 - My solutions to problems are original and effective

SA 6 - I am happy with the way my life is going

SA 7 - I am highly self-motivated

	Factor 1 High Self-Esteem	Factor 2 Low Self- Esteem	Factor 3 Social Influences
SA 1			.41899
SA 2	.63146		
SA 3	.61283		
SA 4	.61367		
SA 5	.63337		
SA 6	.54376		
SA 7	.44481		
SA 8			.52156
SA 9		.66659	
SA 10		.65078	
SA 11		.67682	
SA 12		.71707	
SA 13		.29570	
SA 14			.70697
SA 15			.44380
Mean	24.734 (30)*	12.490 (25)*	14.610 (20)*
Standard Deviation	2.942	3.190	2.275

()* indicates maximum score

All the above mentioned statements indicate that the respondents of the Automobile Industry attribute their high self-esteem to factors which are the results of their own achievements and factors which are within their locus of control. This is in accordance with the study by (Hendricks 1985; Spector 1982), which indicates that people with an internal locus of control are more inclined to

develop their own skills and are also capable of handling situations.

The respondents' approach towards crisis, capability to form decisions, contentment in life, happiness in childhood, independent and original thinking, and self-motivation enable them to develop a high self-esteem about themselves. These characteristics indicate that the respondents

attribute higher order needs such as Self-Esteem Needs and Self-Actualization needs as contributing aspects for a High Self-Esteem as mentioned in Maslow's Need Hierarchy Theory (John W. Newstorm 2007). The loading for this dimension varies between 0.44481 and 0.63337. The variable, "My solutions to problems are original and effective" contributes most towards building a high self-esteem indicating that the respondents consider their ability to approach problems with originality and effectiveness as highly significant in building a high self-esteem. The variable, "I am highly self-motivated" contributes least indicating that the respondents consider their other positive characteristics as more significant in developing a high self-esteem and being highly self-motivated does not contribute to a high self-esteem as much as the other aspects. The third, fourth and fifth variables, which indicate their personal calibre, contribute almost equally to building a high self-esteem when compared to the sixth variable which indicates their contentment in life.

Factor 2 gives the findings of the dimension named **Low Self-Esteem (LSE)**. The following constructs express the respondents' negative attributes that leads to low self-esteem.

SA 9 - Do you become depressed easily?

SA 10 - Is it very difficult for you to say nice things to other people?

SA 11 - Do you carry unpleasant memories from the past?

SA 12 - Do you have a tendency to take your anger out on someone other than the person you are angry with?

SA 13 - Do you feel that anger is a normal emotion?

The above mentioned variables indicate that the respondents develop a low self-esteem due to their own basic nature, and approach towards their personal experiences and experiences with others. It thus becomes important to work on their approach and nature in order to overcome their weaknesses and remove those factors that lead to low self-esteem. The loading for this dimension varies between 0.29570 and 0.71707. The variable, "Do you have a tendency to take your anger out on some one other than the person you are angry with?" contributes most towards a low self-esteem expressing the weakness of the individuals in finding a scapegoat for venting their anger. The variable, "Do you feel that anger is a normal emotion?" contributes least indicating that respondents have treated anger like other emotions and do not look at it from a totally negative perspective. The ninth, tenth and eleventh variables, indicating the basic nature and negative approach of individuals, contribute almost equally towards a low self-esteem.

Factor 3 gives the findings of the dimension named **Social Influences (SI)**. The following constructs express the social influences and influences of experiences on the respondents.

- SA 1 - I smile at other people (superiors, colleagues, subordinates, etc)
- SA 8 - Are your decisions of today influenced by the past?
- SA 14 - I feel guilty about something (not getting a job on time, coming in late etc)
- SA 15 - I keep calm when in an emotionally charged atmosphere

The above mentioned statements indicate that the respondents consider environmental and social influences as significant in contributing to the nature and attitude of individuals. This is in accordance with the findings of David A. Whetten and Kim S. Cameron (2002), which state that people with an external locus of control attribute success, failures, attitudes and behaviour as products of external and outside forces. The loading for this dimension varies between 0.41899 and 0.70697. The variable, "I feel guilty about something (not getting a job done on time, coming in late etc)" is that aspect of social influence that contributes most towards attitudes indicating that the influence of job related aspects have a

significant impact on their nature and thereby influences their attitude. The variable, "I smile at other people (superiors, colleagues, subordinates, etc)" contributes least indicating that they do not consider exchanging smiles as a significant aspect of social influence that may lead to attitude formation. The eighth and fifteenth variables from social influences, indicating past influences and their stoic nature respectively, contribute significantly towards attitude formation in individuals.

From the above findings it can be inferred that there are several factors that contribute to the attitude of the management staff of the Automobile Industry. Hence the hypothesis is accepted.

One-Way ANOVA Test for the Demographic Variable Age

The four different age groups, in years, are, Group 1 (less than 25), Group 2 (26 – 35), Group 3 (36 – 45) and Group 4 (greater than 45).

Null Hypothesis: There is no significant difference among the management staff in the dimension Self-awareness on the basis of age.

Table 4 shows the significance of mean differences between the four age groups of sample.

Table 4 - ANOVA test for the Demographic Variable Age for the factors in Self-awareness

	Dimensions	df	Sum ofSquares	MeanSquares	FRatio	Sig.Level
HSE	Between Groups	3	75.1143	25.0381	2.9273	0.05
	Within Groups	496	4242.5077	8.5534		
	Total	499	4317.6220			
LSE	Between Groups	3	150.9747	50.3249	5.0652	0.01
	Within Groups	496	4927.9753	9.9354		
	Total	499	5078.9500			
SI	Between Groups	3	14.5226	4.8409	0.9348	N.S
	Within Groups	496	2568.4274	5.1783		
	Total	499	2582.9500			

NS – Not Significant Probability level for degrees of freedom (496,3) at 0.05 level is nearer to 2.6227 and at 0.01 level is 3.8210

F test was done to find out the difference between and within the groups in the dimension Self-awareness. From the findings it is evident that the null hypothesis with regard to no significant difference between groups on the basis of age in the factor Social Influences is accepted. The null hypothesis with regard to no significant difference between groups on the basis of age in the factors High Self-Esteem and Low Self-Esteem is not accepted.

Further T tests were done to find out the exact significant difference between the four different groups of sample on the basis of age in the factors High Self-Esteem and Low Self-Esteem.

The following t-tables show the significant difference among the four different age groups of the sample.

Table 5 - Significance of Mean Difference in High Self-Esteem Scores in Self-Awareness for the Demographic Variable Age

		No. of cases	Mean	S.D	t-value	Sig.Level
< 25	GROUP 1	116	24.5431	2.723	0.55	NS
26 – 35	GROUP 2	223	24.4305	3.038		
<25	GROUP 1	116	24.5431	2.723	1.98	0.05
36-45	GROUP 3	89	25.3258	2.879		
<25	GROUP 1	116	24.5431	2.723	1.65	NS
>45	GROUP 4	72	25.2500	2.935		
26 – 35	GROUP 2	223	24.4305	3.038	2.44	0.05
36-45	GROUP 3	89	25.3258	2.879		
26 – 35	GROUP 2	223	24.4305	3.038	2.04	0.05
>45	GROUP 4	72	25.2500	2.935		
36-45	GROUP 3	89	25.3258	2.879	0.16	NS
>45	GROUP 4	72	25.2500	2.935		

NS – Not Significant Probability level at 0.05 level is 1.98 and at 0.01 level is 2.63

In the above t table, it is seen that there is no significant mean difference in the high self- esteem between Group 1 and Group 2, Group 1 and Group 4 and also between Group 3 and Group 4. There is a significant difference between Group 1 and Group 3, Group 2 and Group 3 and also between Group 2 and Group 4. In each case the mean score of Group 3 is greater than the mean score of Group 1, Group 2 and Group 4.

From the above findings it can be inferred that after the age of 36, the respondents' perception of high self-esteem contributing to attitude is almost the same. Group 1 and Group 2 have a lower mean score in this regard showing that their perception of high self-esteem contributing to attitude is little different. There is no significant difference between group 1 and group 4.

**Table 6 - Significance of Mean Difference in Low Self-Esteem Scores in Self-Awareness
for the Demographic Variable Age**

		No. of cases	Mean	S.D	t-value	Sig.Level
< 25	GROUP 1	116	17.1293	3.684	0.13	NS
26 – 35	GROUP 2	223	17.1794	2.954		
<25	GROUP 1	116	17.1293	3.684	1.61	NS
36-45	GROUP 3	89	17.8989	3.166		
<25	GROUP 1	116	17.1293	3.684	3.25	0.01
>45	GROUP 4	72	18.6667	2.778		
26 – 35	GROUP 2	223	17.1794	2.954	1.85	NS
36 – 45	GROUP 3	89	17.8989	3.166		
26 – 35	GROUP 2	223	17.1794	2.954	3.89	0.01
>45	GROUP 4	72	18.6667	2.778		
36 – 45	GROUP 3	89	17.8989	3.166	1.67	NS
>45	GROUP 4	72	18.6667	2.778		

NS – Not Significant Probability level at 0.05 level is 1.98 and at 0.01 level is 2.63

In the above t table, it is seen that there is no significant difference between Group1 and Group 2, Group 1 and Group 3, Group 2 and Group 3 and Group 3 and Group 4. Highly significant mean difference is found between Group 1 and Group 4 and also between Group 2 and Group 4. In each case, Group 4 has a greater mean. From the findings it is evident that after the age of 35, the respondents do not consider low self-esteem a significant contributing factor to attitude compared to the groups below the age 35.

In the above table, it is seen that there is no significant difference between Group 1 and Group 2, Group 1 and Group 3, Group 2 and Group 3 and Group 3 and Group 4. Highly significant mean difference is found between Group 1 and Group 4 and also between Group 2 and Group 4. In each case, Group 4 has a greater mean. From the findings it is evident that after the age of 35, the respondents do not consider low self-esteem a significant contributing factor to attitude compared to the groups below the age 35.

Recommendations of the Study

The findings from the study have paved the way for the following recommendations and suggestions by the researcher for the Automobile Industry.

- The top management should take cognisance of the fact that the management staff consider a happy childhood contributing significantly to their attitude and hence help the staff who have had an unhappy childhood to overcome the traumatic experiences that may lead to a negative attitude.
- As the management staff do not have a difficulty in saying nice things to each other the top management should encourage the management staff to compliment each other that would help in building and promoting good interpersonal relations.

- The top management should also look at the past influences of the individuals that contribute to their decision making capacity of today. Any negative influences should be corrected upon so that the management staff are able to make effective decisions that would promote their performance both at work and at home.
- The management staff should be trained on the significance of anger management and made to realize that anger cannot be treated as a normal emotion like any other emotion.
- The management staff should be encouraged to develop their personal and professional calibre such as approach towards crisis, capability to form decisions, contentment in life, happiness in childhood, independent and original thinking, and self-motivation that will lead to a high self-esteem.
- The management staff should be helped in overcoming the personal weaknesses such as becoming depressed easily, carrying unpleasant memories from the past, tendency to take your anger out on someone other than the person they are angry with and treating anger as a normal emotion. This will help the top management to remove the low self-esteem in the management staff.
- As the respondents consider environmental and social influences such as past influences,

relations with colleagues and superiors, guilt with regard to underperformance as significant in contributing to their nature and attitude the top management should help the management staff to handle and overcome the negative social influences.

- The management staff below the age of 35 need to be developed in terms of their personal and professional calibre that will promote high self-esteem in them.
- The management staff below the age of 35 should be trained to overcome their low self-esteem by working on those aspects that cause personal weaknesses in them.

Limitations of the Study

- The present study is limited to the management staff of the Automobile Industry in Chennai.
- The study is limited to identifying the factors that lead to self-awareness in the management staff.

Scope for further research

- The present study is an attempt to study the factors that lead to self-awareness that would improve the efficiency of the individuals to achieve the organizational objectives effectively and efficiently. Besides this dimension other dimensions of emotional

intelligence can also be researched for improving the efficiency of the management staff.

- The context of understanding the basic attitude of the individuals encompasses different industries whether it is manufacturing, process or the service sector. Hence the parameters taken for the present study can be studied with regard to other industries and sectors as well.

Conclusion

The current business environment is constantly changing. In today's dynamic business environment, an organization must stay competitive by thinking tactically and strategically. Organizations need to meet this challenge by assessing their strengths and weaknesses and thereby redefine and equip their employees with newer skills and competencies in order to sustain, compete and stay abreast of the global demands. Each year millions of executives complete instruments designed to increase self-awareness in companies such as Apple, Citicorp, Exxon, General Electric, and even the US Army. It thus becomes imperative to train individuals in this concept of self-awareness to succeed in this challenging world. Factors such as High Self-esteem, Low Self-esteem and Social Influences significantly impact and influence the nature, behaviour and attitude of the management staff.

As a whole, the study has come up with very important findings that facilitate improvements and enhancements in the personality of the management staff of the Automobile Industry, which may ultimately have significant impact on enhancing overall organizational performance. In the area in which a relatively little research has been attempted to capture the broad spectrum of management practices associated with employee performance, the findings of this research are hoped to make immense contribution to the development and enhancement of training programs imparted to bring about holistic changes in individuals. Hence organizations need to focus on this fundamental aspect of self-awareness which is the starting point of change in individuals.

References

- Armstrong, M. (2003), A handbook of human resource management practice, Kogan Page, pp 553.
- Caruso, D. & Salovey, P. (2004), The emotionally intelligent manager: How to develop and use the four key emotional skills of leadership. San Francisco: Jossey-Bass. 125 pages
- Deist, L. and Winterton (2005), 'What is competence?', Human Resource Development International, vol.8, no.1, pp.27-46
- Denhardt, R. B., Janet Vinzant Denhardt, Maria Pilar, Aristigueta, (2002), Managing human behavior in public and nonprofit organizations, Sage publications India Pvt. Ltd., pp 28-30.
- Dunn, P. and Chris Finnemore, (2004), Attitudinal Based Learning: giving learners the choices they need, Training Journal. Ely: Aug, pp. 34-37.
- Duval, Shelley, and Robert A. Wicklund. (1972). A Theory of Objective Self Awareness. New York: Academic Press, pp. 45-70.
- Duval, Thomas Shelley, and Paul J. Silvia. (2001), Self-Awareness and Causal Attribution: A Dual Systems Theory. New York: Kluwer Academic Press, pp.79-105.
- Frank Shipper, Joel Kincaid, Denise M. Rotondo, Richard C. Hoffman, IV, (2003) "A Cross-Cultural Exploratory Study Of The Linkage Between Emotional Intelligence And Managerial Effectiveness", International Journal of Organizational Analysis, Vol. 11 Iss: 3, pp.171 - 191
- Gayle C. Avery, Understanding Leadership, (2004), Sage Publications, New-Delhi, pp 90-93.
- Goleman D. (1998), Working with Emotional Intelligence, Pub by Bantam Books, USA, pp 5-33

- Goleman, D., Boyatzis, R. & McKee, A., (2002), Primal leadership: Realizing the power of emotional intelligence. Boston, Mass.: Harvard Business School Press.
- Grinder, J. and Richard Bandler, (1981), Trance-Formations: Neuro-Linguistic Programming and the Structure of Hypnosis. Moab, UT: Real People Press.
- Gupta, V. K. Yasmini Aparna, 2005, Employee Training and Development at Motorola, HRM Review, Icfai Publications, pp 60-71.
- Hede, A. (2007) "The shadow group: Towards an explanation of interpersonal conflict in work groups", Journal of Managerial Psychology, Vol. 22 Iss: 1, pp.25 - 39
- Hesselbein, F, Marshall Goldsmith, Richard Beckhard, Eds, (1996), The Leader of the Future, James F. Bolt, author, Developing three dimensional leaders, Jossey-Bass Publishers, pp 120-70.
- Hilliard, A. 1991, "Do We Have the Will to Educate All Children?", Educational Leadership, 49:1, pp 31-36.
- Jones, E. E., & Nisbett, R. E. (1971). The actor and the observer: Divergent perceptions of the causes of behavior. New York: General Learning Press.
- 18. Kirby, M. S., (1999), Office Skills Training, Human Resources Management & Development Handbook, second edition, William R. Tracey (ed), AMACOM, N.Y, pp. 1016-1020.
- 19. McClelland, D.C. (1973). testing for competence rather than for intelligence. American Psychologist, 28, 1-14.
- 20. Neerpal, R. and Renu Rastogi, Effect on Emotional Intelligence on Occupational Self-Efficacy, The ICFAI Journal of Organizational Behaviour, ICFAI University Press, April, Vol.VII, No.2, pp. 46-53.
- 21. Newstrom, J. W., (2007), Organization Behaviour: Human Behaviour At Work, twelfth edition, Tata McGrawHill Pub Co Ltd., 158-78.
- 22. Rahim, A. M., Clement Psenicka, Panagiotis Polychroniou, Jing-Hua Zhao, Chun-Sheng Yu, Kawai Anita Chan, Kwok Wai Yee Susana, Maria G. Alves, Chang-Won Lee, Md. Sahidur Ralunan, Shameema Ferdousy, Rene van Wyk, (2002) "A Model Of Emotional Intelligence And Conflict Management Strategies: A Study In Seven Countries", International Journal of Organizational Analysis, Vol. 10 Iss: 4, pp.302 - 326
- 23. Senge, D. 1991, The learning organization made plain and simple, Training and Development Journal, October, 37-44.
- 24. Silvia, Paul J., and Guido H. E. Gendolla. 2001. On Introspection and Self-Perception: Does

- Self-Focused Attention Enable Accurate Self-Knowledge? *Review of General Psychology* 5: 241–269.
25. Sims, R. R. 2002, *Organizational Success through Effective Human Resources Management*, Quorum Books, USA, 167-195.
26. Spencer, L and Spencer, S 1993, *Competence at work: A model of superior performance*, Wiley, New York, pp 9.
27. Thacker, R. A. Kelly B. Holl, 2008, *Behaviourally-based management training: linking behaviours to employee satisfaction*, *Industrial and Commercial Training*, Emerald Pub Ltd., Feb, Vol 40, Iss 2, pp. 102-108.
28. Whetten, D. A., Kim S. Cameron, (2002), *Developing Management Skills*, fifth edition, Prentice-Hall, New Jersey, pp 20-68.
29. Wilson J. P. (ed), (1999), *Human Resource Development*, Kogan Page, New Delhi, pp 150-155.