

Contemporary Personality Litmus Test through SWOC Analysis

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Abstract:

A paradigm shift in the business world from SWOT (Strengths, Weaknesses, Opportunities and Threats) to SWOC (Strengths, Weaknesses, Opportunities and Challenges) is an eminent emerging trend in the field of management. It is a positive insinuation where the word 'threat' that reflected a pessimistic approach is now replaced by the word 'challenge' that casts a sanguine approach thus giving motivation towards any enterprise.

SWOC analysis which is a tool generally used for developing effective business plans and strategies and for gauging competitors is utilized to gauge one's personality as a litmus test in this study. The learners (subject of our empirical research) are guided to understand their strengths, weaknesses, opportunities and challenges through introspection. After this, the learners are asked to jot down their self-analysis on a piece of paper in a format given by the mentor. Further, the learners examine their internal and external barriers and prepare a gateway as remedial action plan in the study. Also, the impact of relationship between the internal factors and external environment on a personality is studied. Various activities like GDs, small talk etc. are organized in two phases and a comparative assessment of core life skills is made in the present study.

Keywords: SWOC, contemporary, core life skills, barriers, gateway, gauge, personality.

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I. INTRODUCTION

A person is judged by his personality. This triggers a question, "What is a personality?"

Moving further from the old conventional pattern of thinking, we realize that it is not only the physical appearance but also the core life skills viz "self awareness, critical thinking, decision making, effective communication, coping with stress, empathy, creative thinking, problem solving, interpersonal relationship and coping with emotion" concocted by the United Nations specialized agency the World Health Organization that makes a successful personality. The lack of these core life skills impedes the performance of a task resulting into mismanagement of resources.

Problems:

1. It is found that the learners are not able to give their best in the allocated tasks due to unidentified internal and external barriers.
2. No qualitative and effective self-assessment personality tool is found.
3. The old method SWOT worked as a personality evaluation technique, with no suggestive measures to overcome the lacunas.

The aforementioned problems have led to the need to refurbish the conventional methodology of SWOT analysis. The present study focuses on the application and results of the SWOC Analysis as an effective technique which is employed as a Personality Litmus Test.

Objectives:

1. To identify barriers that hinders the growth of a personality.
2. To unfold the external and internal factors those have an impact on a personality.
3. To alleviate the diagnosed problems through SWOC method

Research Method Opted

Sampling method is employed in this empirical study with the following details:

Model Sample Size : 30 students

Academic Background : M.B.A I Semester
GEHU, Bhimtal

We are concerned about making the learners aware about the internal and the external factors which strongly influence a personality. This technique of self-introspection makes the learners aware about the internal factors like strengths and weaknesses. This results into optimum utilization of their strengths and curtailing their weaknesses. They are also able to see the future avenues and develop skills to meet challenges that would hinder these avenues.

Research Design

This is an empirical study which included assessment of a personality through SWOC Method as a Contemporary Personality Litmus Test. The research design includes:

1. Diagnosis of the problem through classroom activities. (Phase 1)
2. Planning SWOC Activity followed by a Remedial Action Plan.
3. Execution of suggestive measures
4. Analysis through classroom activities. (Phase 2)
5. Feedback

II. ACTIVITY ROADMAP

The learners are divided into groups of six and are given the assignments like self introduction, introducing others, communication situations (Five communication situations stating the type of communication barriers.), developing a story or a paragraph for the given topic sentence, describing various equipments, comparative time tables of two students, GDs, mock interviews, small talk etc.

Through these activities the core life skills viz, self awareness, critical thinking, decision making, effective communication, coping with stress, empathy, creative thinking, problem solving, interpersonal relationship, coping with emotion of a personality are evaluated by comprehensive cumulative evaluation. In phase I it is observed that a large number of learners were not able to perform certain tasks effectively because of the lack of an understanding of the basic life skills that mobilize the individual's performance. This triggers the researchers to use a contemporary personality litmus test to diagnose the problem (through a questionnaire) so that an effective counteractive phenomenon is devised.

PERSONALITY TEST

To diagnose the problem, a comprehensive questionnaire is prepared by the mentor and distributed among the learners:

1. Which quality makes you different from others? (Assessment for strength)

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2. What is your greatest fear/apprehension in performing a task? (Assessment for weakness)

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3. How do you feel when someone praises you?

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4. How do you feel on being criticized?

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5. How do you react to suggestions given to you by others?

10. Are you comfortable working in a team? Justify your answer.

6. State the opinion of others about you?

One evaluation of the answers, it is observed that the learners are not able to answer certain basic questions related to their own personality like their own strengths and weaknesses, their responses to situations etc.,. This subtle unawareness about themselves has a prominent impact on their performance. Thus we can say that awareness of core life skills is directly proportional to their success rate. This analysis reveals that the instinctive as well as encrusted barriers hinder the growth of a personality. To overcome this, a counteractive phenomenon "SWOC" analysis is used.

7. How do you handle stress on failure?

The term SWOC (Strengths, Weaknesses, Opportunities and Challenges) was explicated to the learners. This was followed by a self introspection drill in which the learners are asked to think about the factors influencing their strengths, weaknesses, opportunities and challenges and jot them down on a flashcard:

8. What is the opinion of others regarding the decisions made by you?

9. Are you independent in making decisions or not? Give instances.

SWOC Analysis

<u>STRENGTHS</u>	<u>WEAKNESSES</u>
Self-assured	In confident
Zealous	Reluctant Hesitant
Conscientious	

<u>OPPORTUNITIES</u>	<u>CHALLENGES</u>
Employment	Cut throat competition
Higher Education	Maintaining achievements
Business Opportunities	Overcoming Weaknesses
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The mentor then guided the learners to look at their weaknesses and Challenges and come up with a counteractive plan as under:

Counteractive Plan

<u>WEAKNESSES</u>	<u>REMEDIAL ACTION</u>
Inconfident Reluctant Hesitant	Mirror exercise, involve in class activities, improve participation. For reluctant: Daily prepare a to-do list, take short breaks in between work, go for nature walk, and meditate. For Hesitant: (1)
<u>CHALLENGES</u>	<u>REMEDIAL ACTION</u>
Cut throat competition Maintaining achievements Overcoming Weaknesses	1. Cut throat competition: Prepare a strategy to be successful, follow your plan consistently, map your progress and make alterations accordingly. 2. Maintaining achievements: Consistency 3. Overcoming Weaknesses: Be determined to follow your remedial action plan for your weaknesses.

The mentor assists the learners to prepare a weekly plan to triumph over their personal blockades. Consistent followups are taken by the mentor to keep record of improvement. It is followed by a

Cumulative Comprehensive Evaluation (CCE) of the learner's personality.

To evaluate the effectiveness of this technique, the activities of Phase I were repeated with the same

group(sample)anditisfoundthatthereisanoticeable improvement in the outcome of Phase II as compared to Phase I. The mentor also deciphered that the learners (to a great extent) were able to shackle the influence of weaknesses and Challenges in the activities performed in Phase II. Thus, this technique dole out as a successful personality overhauling tool. Also a relative theory of Personality is developed which shows the relationship of SWOC factors on environment. Let us assume A, B, F, M as random learners in the sample size of 30 learners. It is found that the SWOC factors also have a relative impact on one another aselucidated:

A(learner)	B F M(Random Learners)
Strengths	Challenges
Weaknesses	Opportunities

In the aforesaid observation, the strengths of learner (A) can be a challenge for other learners say learner B,ForMetc.,Similarly,theweaknessesoflearnerA can become opportunities for other learners like B,F or M etc. It can be concluded that the internal factors of a personality (Strengths/ Weaknesses) have an impact (positive or negative) on the external environment.

In one of the activities, for example in a Group Discussion, out of six participants, two are good speakers, two are average and two are unable to express their views. The weakness of the last two becomes an opportunity for the other four (good and average) speakers in a company selection process.

In mock group interviews also the relative theory of personality shows a high-flying reflection. In the mock session it is observed that when random learners say A,B,Cand D(a few have undergone their SWOC Analysis while others haven't) are interviewed together the learners are benefitted not only for their strengths but also for the weaknesses of the others.In such simultaneous assessment of personalities it is found that learners who have basic understanding of their core lifeskills perform i.e.who have undergone SWOC Analysis perform farbetter

than those who are oblivious and ignorant of their traits.

Also a comparative study of learners' performances in activities like self introduction, introducing others, communication situations (Five communication situations stating the type of communication barriers.), developing a story or a paragraph for the given topic sentence, describing various equipments, comparative time tables of two students, GDs, mock interviews,smalltalkinphaseI(preSWOCAnalysis stage) and phase II (post SWOC Analysis stage) is made.

III. DATAANALYSIS

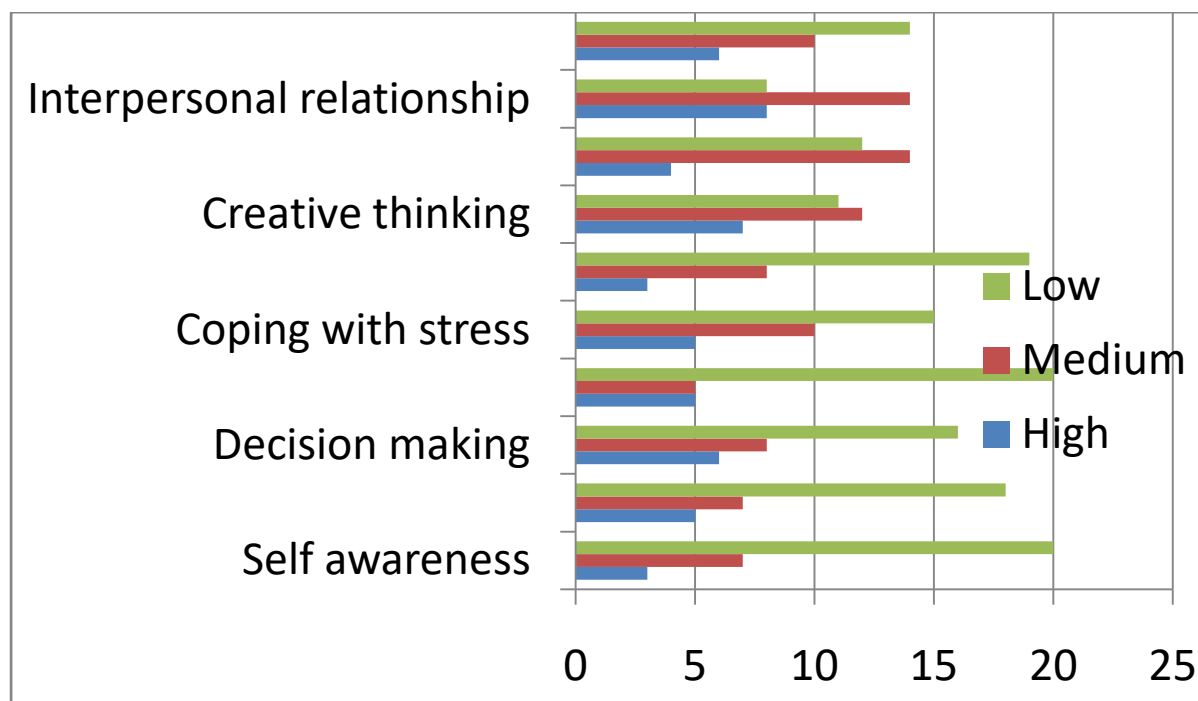
In the present study a sample size of 30 learners is taken. On the basis of Cumulative Comprehensive Evaluation (CCE) the performance of the learners is categorized as high, medium and low. Aproportional study of performances of the learners in Phase I and Phase II wasmade.

Pre SWOC Analysis Scores-Phase I

S.No	Parameters	High	Medium	Low
1	Self Awareness	3	7	20
2	Critical Thinking	5	7	18
3	Decision Making	6	8	16
4	Effective Communication	5	5	20
5	Coping with Stress	5	10	15
6	Empathy	3	8	19
7	Creative Thinking	7	12	11
8	Problem Solving	4	14	12
9	Interpersonal Relationship	8	14	8

10	Coping with Emotion	6	10	14
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The ten core life skills recognized by WHO are taken as parameters of evaluation

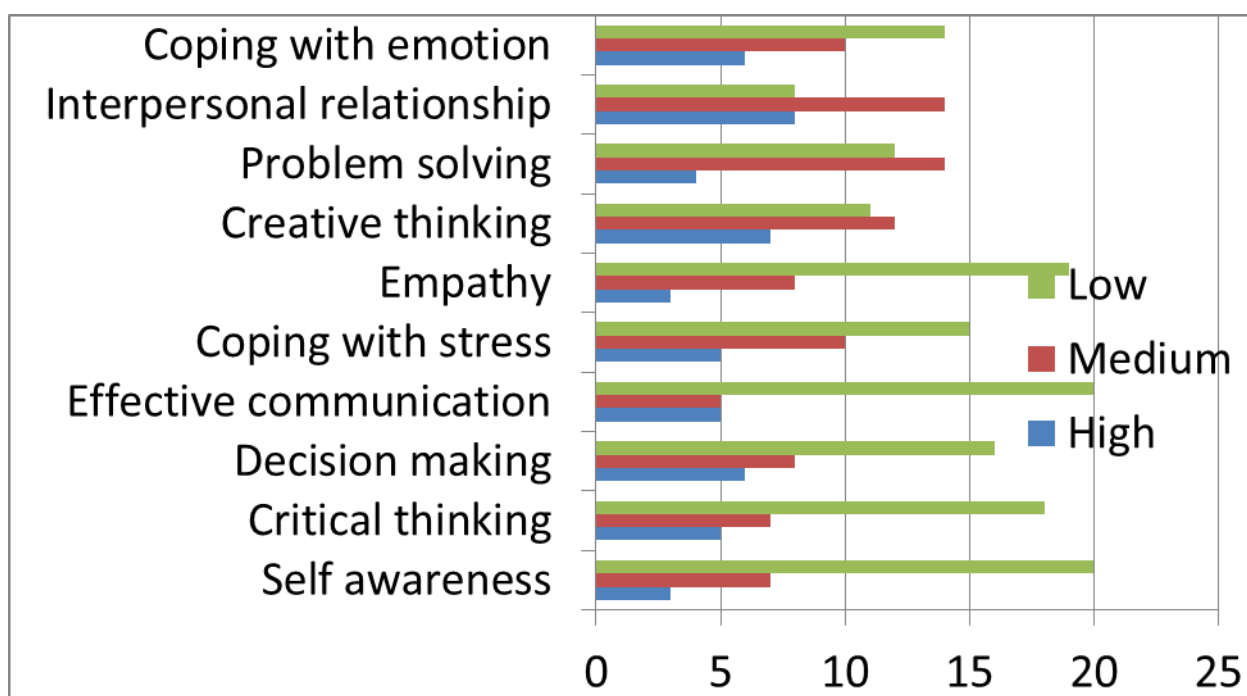


Graphical Representation of Phase I Scores

Post SWOC Analysis Score: Phase II

S.No	Parameters	High	Medium	Low
1	Self Awareness	20	7	3
2	Critical Thinking	10	15	5
3	Decision Making	8	10	12
4	Effective Communication,	16	10	4
5	Coping with Stress	15	8	7
6	Empathy	10	12	8
7	Creative Thinking	12	16	2
8	Problem Solving	14	10	6
9	Interpersonal Relationship	11	14	5
10	Coping with Emotion	13	14	3

The ten core life skills recognized by WHO are taken as parameters of evaluation



Graphical Representation of Phase II Scores

IV. FINDINGS AND CONCLUSION

The effectiveness of the SWOC method as a tool to gauge the personality of a learner was evident from the comparative study of phase I and phase II. The high values in the graphical representation showcases the augmented number of learners falling in the category of score band-high and medium. The negative (-) value shows a downfall or cut down of the number of learners in the low score band.

S.No	Parameters	High	Medium	Low
1	Self Awareness	17	0	-17
2	Critical Thinking	5	8	-13
3	Decision Making	2	2	-4
4	Effective Communication,	11	5	-16
5	Coping with Stress	6	2	-8
6	Empathy	7	4	-11
7	Creative Thinking	5	4	-9
8	Problem Solving	2	4	-6

9	Interpersonal Relationship	3	0	-3
10	Coping with Emotion	7	4	-11

The SWOC Analysis method shows a marked improvement in the core life skills evaluated through various activities like self introduction, introducing others, communication situations (Five communication situations stating the type of communication barriers.), group discussions, developing a story or a paragraph for the given topic sentence, describing various equipments, group discussions, mock interviews etc.

The learners exhibit remarkable improvement in self awareness, communication skills and problem solving attitude. The SWOC Analysis as a tool has led to the effective responsiveness towards these core life skills. The other core life skills like critical thinking, coping with emotions and creative thinking have also shown noticeable improvement. However the factors that demonstrate comparatively less improvements are empathy and decision making.

This is probably because they are not wakeful and conscious about their personality traits. Also empathizing others requires consideration for others and to develop this “YOU Attitude” they need to know others also. The poor improvement in this trait can be related to the fact that earlier they were not guided to use such a self evaluation tool which would make them aware about the internal and external factors influencing them and others. If this tool is used as a personality guaging test on regular basis at frequent intervals then there is a strong probability of successful improvement in these two traits (empathy and decision making)as well.

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