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Exploring Personality Development Among University Students: The Contributions of Personality Traits, Communication Skills, Emotional Intelligence, and Employability

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Abstract : - Personality development is one of the aspects of holistic development as the academic qualification may not be sufficient to prepare students to meet a variety of needs related to professional, social and personal life. Besides imparting discipline-specific knowledge, university students are nowadays more likely to be expected to exhibit effective communication, emotional maturity, self-confidence, adaptability, leadership, interpersonal competence as well as professional responsibility. As a result, more and more attention has been paid to the fact that personality development constitutes a vital part of higher education.

This paper explores personality development in university students, especially focusing on the Five-Factor Model of personality, which is openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism or emotional stability. It also provides insights into how personality traits, communication skills, emotional intelligence, self-awareness, self-confidence, academic achievement, leadership abilities, and employability are related. Even though educational, social and professional experiences may play a significant role in the personal development of the students, university education on its own does not invariably lead to considerable alterations in the personality traits.

In line of this, the current study suggests a unified map of personality development, which links the personality traits to self-awareness, communication skills, emotional and social skills, leadership, flexibility, and shaping a professional identity. In this context, institutional activities like Personality Development Cells, faculty mentoring, experiential learning, collaborative activities, presentations, internships, and programmes oriented towards employability can offer helpful options to students so that they can enhance their personal and professional skills.

The paper concludes that personality development cannot be thought of as the effort to change the basic features of personality of a person. Instead, it needs to be construed as a developmental process to enhance adaptive behaviour, emotional competence, communication skills, self-knowledge, interpersonal effectiveness, and professional skills. This practice can help university students to act more adequately to academic, social, and work requirements and ease their wider personal and career growth.

Keywords:- Personality development, university students, personality traits, Big Five, communication skills, emotional intelligence, self-confidence, employability, higher education, leadership

1. INTRODUCTION

Traditionally, higher education has given a lot of significance to academic knowledge, performance in tests and examinations, professional qualification and competencies in disciplines. Yet today, the social and professional world needs graduates to have a far wider scope of individual and relational skills. Besides being trained to be academically competent, graduates are becoming more expected to possess specific abilities in communicating, working with others in teams, be leaders, be able to control their emotions, solve problems, adjusting to new situations and relating to others appropriately and respectfully. Personality development has thus become a significant aspect of whole person higher education.

Personality is more than just about the looks, eloquence or social assertiveness. It involves a wider range of attributes and competencies, such as self awareness and emotional regulation, interpersonal effectiveness, responsibility, adaptability, self-confidence, communication competence, ethical behaviour and the ability to react positively to evolving circumstances. One of the traditional differentiations made within personality psychology is the issue of relatively stable individual differences as opposed to developmental changes which happen during the life course.

The Five-Factor Model in this area has been a popular model of interpreting personality in five broad dimensions which include openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. The dimensions offer an apt theoretical framework on studying individual differences in university students. However, personality cannot be considered to be totally set or unable to be altered. The studies of the personality development provide some evidence about the possibility of meaningful changes in the personality aspects throughout the adulthood period and the cultural influences of the developmental experience and social role can play the role in these changes.

More specifically, education, work, relationships and other life-altering changes can affect personal traits, and their interaction can shape the development patterns. The university years, therefore, are a potentially critical developmental stage wherein students are exposed to novel academic and academic challenges, peer status, faculty relationships, social influences, leadership roles, internships, and work experience. All of these experiences can provide the opportunity to build interpersonal, emotional, and professional competencies. Meanwhile, developing a personality cannot be assumed to be an unavoidable sub-effect of being in a university. Involvement in higher education per se might not lead

to significant uniform changes in underlying personality features of students. Developmental outcomes are probably to be a matter of nature, quality, and intensity of the opportunities that can be offered to individual students and each student will respond differently to analogous educational experiences. According to this school of thought, it is essential to have planned educational and developmental experiences that would empower students to enhance pertinent personal, interpersonal and professional skills. In line with this, the current research conceptualizes the development of personality as being multidimensional that comprises interplay among personality traits, communication skills, emotional intelligence, self-confidence, self-awareness, interpersonal competence, leadership, adaptability and employability.

Instead of conceptualising the development of personality as a process of changing relatively stable personality traits, the study takes a more comprehensive viewpoint that embraces the growth of adaptive behaviours and competencies which can make students more effective in the academic, social, and professional environments.

2. OBJECTIVES

1. To test how the Five-Factor Model of personality including openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism/emotional stability plays a role

in shaping personality of university students.

2. To examine the connections between personality traits, communication skills, emotional intelligence, self-awareness and self-confidence in university students.
3. To examine how personality development contributes to student academic and leadership success, interpersonal competencies, adaptability and employability.
4. To explore how higher-education experiences, faculty mentoring, learning by doing and multicultural interactions affect the personalities of university students.
5. To determine if Personality Development Cells (PDCs) can help students improve their personal, social, emotional, interpersonal, and professional abilities.
6. To present a unified model of personality-formation that interrelates personality traits and adaptive behaviour, self-awareness, communication competence, emotional intelligence, interpersonal skills, leadership abilities, and professional development.

3. Scope of the Study

The area of the current research will include investigating the personality

development of university students in the framework of psychology, education, social, emotional, and professional aspects. Special attention is given to the Five-Factor Model of personality which includes openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism or emotional stability.

The paper examines the connections between these personality dimensions with several developmental characterizations, such as communication skills, emotional intelligence, self-awareness, self-confidence, leadership skills, adaptability, academic success, interpersonal competence, and employability. The paper also questions the role that the experiences of higher-education play in the personal and professional growth of the students. These involve experiential learning, faculty mentoring, collaborative/group activities, internship, multicultural interactions and institutional programs like Personality Development Cells (PDCs).

The focus is put on the roles that any of these educational experiences or institutional mechanisms can play in promoting the development of interpersonal, emotional, social, and professional competencies in students. The research design is literature based and conceptual in nature and is based on the existing theoretical and empirical research on the high education level personality development. Based on this, it does not entail a collection or analysis of primary data. Instead, the research phase merges the available literature to

draw up a holistic view of factors that relate to personality development among the university students and their implications in relation to holistic learning and professional readiness.

4. METHODOLOGY

The present study adopts a qualitative, conceptual, and literature-based research design to examine the significance of personality development in the academic, social, emotional, and professional lives of university students. Rather than collecting primary data, the study synthesizes and critically interprets existing scholarly literature to develop an integrated understanding of personality development and its relevance within the context of higher education.

The literature examined in this study encompasses several interconnected areas, including personality development, personality traits, the Five-Factor Model of personality, university and college students, young adulthood, academic achievement, emotional intelligence, communication competence, self-awareness, self-efficacy, self-confidence, leadership, employability, multicultural personality, socio-emotional competencies, and higher-education experiences. Studies were considered relevant when they addressed personality or personality development within young-adult, university, college, or broader higher-education populations and examined relationships between personality characteristics and educational, social, emotional, interpersonal, or professional

outcomes. Particular consideration was given to studies providing theoretical or empirical evidence concerning personality development and its implications for students' behaviour, academic performance, interpersonal relationships, and future professional competencies.

A thematic approach was employed to identify recurring concepts, relationships, and arguments across the literature. The findings were organized primarily around the five dimensions of the Five-Factor Model: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism/emotional stability. This thematic organization provided a systematic framework for examining the ways in which broad personality dimensions may relate to different aspects of students' development.

Openness to experience was examined in relation to intellectual curiosity, creativity, cognitive flexibility, adaptability, and willingness to engage with unfamiliar ideas and experiences. Conscientiousness was considered in relation to responsibility, self-discipline, persistence, organization, goal orientation, and academic achievement. Extraversion was analysed in relation to communication, social participation, interpersonal interaction, self-confidence, teamwork, and leadership. Agreeableness was examined in relation to empathy, cooperation, interpersonal sensitivity, trust, prosocial behaviour, and conflict management. Finally,

neuroticism and its inverse dimension, emotional stability, were considered in relation to emotional regulation, stress management, resilience, anxiety, and students' responses to academic and social challenges.

Beyond these five personality dimensions, the thematic analysis examined the relationships between personality traits and broader dimensions of student development, including communication skills, emotional intelligence, self-awareness, self-confidence, interpersonal competence, leadership, adaptability, academic achievement, and employability. In this way, personality development is approached not merely as a matter of individual traits but as a multidimensional process involving psychological characteristics and a range of adaptive personal, social, emotional, and professional competencies.

The Five-Factor Model of personality serves as the principal theoretical foundation of the study. However, developmental perspectives are incorporated to acknowledge that personality involves both continuity and change across the life course. Although personality traits represent relatively enduring patterns of thoughts, emotions, and behaviours, their expression and development may change as individuals encounter new educational, social, cultural, and professional experiences. Personality development is therefore conceptualized as a dynamic process

rather than as an entirely fixed phenomenon.

Higher education is particularly relevant within this developmental perspective because the university period represents an important transition in young adulthood. During this stage, students may encounter increased independence and responsibility, new academic expectations, diverse social relationships, multicultural environments, collaborative learning experiences, internships, leadership opportunities, and preparation for professional life. Such experiences may contribute to the development and expression of self-awareness, interpersonal competence, emotional regulation, adaptability, responsibility, and professional identity.

Accordingly, the theoretical framework of the present study conceptualizes personality development as an interaction between individual dispositions and environmental experiences. Educational experiences may facilitate intellectual curiosity, self-discipline, communication competence, critical thinking, and self-confidence. Social and multicultural experiences may strengthen empathy, cooperation, emotional intelligence, cultural awareness, and interpersonal competence. Similarly, professional and work-related experiences may contribute to responsibility, adaptability, leadership, self-efficacy, and employability.

The conceptual relationship guiding the study can therefore be expressed as follows:

Personality Traits + Educational Experiences + Social and Multicultural Experiences + Professional Experiences
→ Personality Development and Adaptive Competence → Academic, Social, Emotional, and Professional Outcomes

This integrated framework provides a basis for understanding personality development as a multidimensional and dynamic process through which university students may strengthen the personal, interpersonal, emotional, academic, and professional competencies required for effective participation in contemporary society.

5. UNDERSTANDING PERSONALITY DEVELOPMENT

The development of personality is the continuity and change in how an individual think, feel, behave, and react to motivational and environmental forces across a period of time. In the sense of higher education personality development cannot be instrumentalized using the understandings of physical appearance, dress, manners, social presentation and verbal fluency. Even though these characteristics can be a factor in contributing to how one puts themselves across in social context, the process of personality development is a

much broader and multidimensional one and entails psychological, emotional, social, interpersonal and behavioural development.

An established personality is one that has various personal and interpersonal competencies which includes self-awareness, emotional stability, responsible behaviour, effective communication, empathy, self-confidence, adaptability, leadership, cooperation, ethical awareness, problem-solving skills and professional maturity. These characteristics will be helpful in the ability of an individual to handle personal responsibility, create productive relations, and respond to the adversities and work well in the scholastic, interpersonal and work settings.

Development of personality is especially important at the period of young adulthood as in many cases higher education is also accompanied by a crucial developmental leap. Students experienced varying academic demand, social interactions, cultural surroundings, growing degree of independence, and employment possibilities of professional training during this period. These experiences can affect the attitude, values, behaviours, competencies, as well as emerging self-concept of personal and professional identity of students. Higher education may thus lead to a useful arena where either previous personality traits relate to new experiences and developmental needs.

In this light, we can think of personality development as a lifelong and fluid process whereby students enhance their ability to know themselves, manage their affects, express themselves, form and sustain positive interpersonal relationships, react positively to stress, make responsible choices, and adjust to altering academic, social, cultural, interpersonal, and professional situations. Notably, this point of view does not mean that education to a great extent changes basic personality of a person. Instead, it acknowledges that personality traits rather stable can exist along with developmental shifts in behaviours, competencies, emotional control, and adaptive patterns.

Based on this, the development of personality not only has consequences to the psychological development of the person, but also to other aspects. It can support the overall academic performance, relationship quality, leadership skills, flexibility, employability, professional readiness, and ability to meaningfully engage in the modern society of students. Higher education personality development could thus be seen as the part of the whole student development that links relatively long-term personal traits with the personal, social, emotional, and professional skills needed in the changing life situation in order to react accordingly.

6. MAJOR PERSONALITY TRAITS

6.1. Openness to Experience

Openness to experience refers to a broad personality dimension associated with intellectual curiosity, imagination, creativity, exploration of ideas, receptiveness to different perspectives, and willingness to engage with unfamiliar experiences. Within higher education, students encounter numerous opportunities that may encourage the expression and application of openness. Research activities, literature, interdisciplinary learning, cultural programmes, seminars, debates, creative assignments, and exposure to diverse perspectives can encourage students to critically evaluate established assumptions and engage with alternative viewpoints.

Openness to experience is particularly relevant in contemporary academic and professional environments characterized by rapid technological, cultural, and social change. Graduates are increasingly required to engage in continuous learning, respond flexibly to emerging challenges, and remain receptive to new knowledge and practices. In multicultural educational environments, characteristics related to open-mindedness and cultural receptiveness may also facilitate interaction with individuals from diverse cultural backgrounds. Research on multicultural personality development in international higher-education settings has examined dimensions such as cultural empathy, open-mindedness, flexibility, social initiative, and emotional stability, indicating that

students may differ in how these characteristics develop or are expressed over time. Thus, openness may be relevant not only to intellectual and creative engagement but also to cultural adaptability and interpersonal development.

6.2. Conscientiousness

Conscientiousness refers to a personality dimension characterized by responsibility, organization, persistence, self-discipline, reliability, and goal-directed behaviour. Within university settings, conscientiousness may be reflected in effective time management, consistent study habits, timely completion of assignments, academic responsibility, systematic goal setting, and persistence when confronted with challenging academic tasks.

Conscientiousness is similarly relevant to professional development because workplaces generally require employees to demonstrate reliability, punctuality, responsibility, consistency, and commitment to organizational objectives. Research on personality and educational performance has repeatedly identified conscientiousness as an important correlate and predictor of academic achievement. This relationship suggests that individual personality characteristics and educational outcomes are meaningfully interconnected.

Nevertheless, the development of responsible and achievement-oriented behaviour should be considered alongside students' emotional well-being. A strong orientation toward achievement, particularly when accompanied by unrealistic personal expectations or maladaptive perfectionism, may contribute to psychological pressure and stress. Personality-development initiatives should therefore encourage responsibility, persistence, and disciplined goal pursuit while simultaneously promoting healthy expectations, emotional balance, and well-being.

6.3. Extraversion

Extraversion is a broad personality dimension associated with sociability, assertiveness, enthusiasm, energy, and active engagement in interpersonal situations. In academic environments, characteristics associated with extraversion may be expressed through participation in classroom discussions, presentations, public-speaking activities, collaborative projects, professional networking, and extracurricular or student-led activities. Participation in such experiences can provide opportunities for students to practise communication, teamwork, leadership, and interpersonal skills and to strengthen confidence in academic and professional interactions.

However, personality development should not be interpreted as an attempt

to make all students more extraverted or as an assumption that extraversion is inherently preferable to introversion. Students with more introverted tendencies may possess important strengths, including reflective thinking, attentive listening, sustained concentration, creativity, independence, and analytical ability. Consequently, the educational objective should be to develop effective communication, appropriate assertiveness, interpersonal competence, and situational confidence rather than to encourage students to conform to a particular personality type.

6.4. Agreeableness

Agreeableness is generally associated with cooperation, empathy, trust, consideration for others, interpersonal sensitivity, and a willingness to maintain constructive social relationships. These characteristics are particularly relevant in collaborative learning and professional teamwork, where students are expected to listen to others, negotiate responsibilities, manage disagreements, respect different viewpoints, and contribute effectively toward shared objectives.

Within higher education, experiences such as group projects, peer learning, collaborative assignments, community engagement, volunteering, team-building exercises, and conflict-resolution activities can provide opportunities for students to practise cooperative and interpersonal behaviours. Empathy and interpersonal

sensitivity may also enable students to understand perspectives different from their own, communicate respectfully, establish positive relationships, and manage interpersonal difficulties constructively.

At the same time, effective personality development should not equate agreeableness with passive compliance. Students also need the capacity to communicate disagreements appropriately, establish interpersonal boundaries, engage in constructive criticism, and make independent judgments. Therefore, the developmental objective should be cooperative and empathetic interaction combined with appropriate assertiveness and critical thinking.

6.5. Neuroticism and Emotional Stability

Neuroticism refers to an individual's tendency to experience emotional vulnerability, worry, anxiety, stress, and other negative emotional reactions, whereas emotional stability generally represents the lower end of this personality dimension. University students may encounter numerous sources of psychological and emotional pressure, including examinations, academic workloads, competition, career uncertainty, interpersonal difficulties, changing social environments, and concerns about failure. Emotional regulation and adaptive coping are therefore highly

relevant to students' broader personal development.

Personality-development initiatives can provide opportunities to strengthen emotional awareness, emotion-regulation strategies, stress-management abilities, resilience, adaptive coping, and constructive responses to criticism and failure. The objective of such development is not to eliminate negative emotions, as these constitute a normal component of human experience. Rather, students can be supported in recognizing, understanding, regulating, and responding appropriately to difficult emotions and stressful circumstances.

Emotional stability is also particularly relevant in culturally diverse and international higher-education environments, where students may experience additional demands associated with adjustment, intercultural interaction, unfamiliar social expectations, and academic adaptation. Consequently, supporting students' emotional competence and resilience may contribute to their capacity to respond constructively to academic, interpersonal, cultural, and professional challenges.

7. PERSONALITY TRAITS AND HOLISTIC STUDENT DEVELOPMENT

The five personality dimensions cannot be conceived to be totally independent or separate traits. Instead, they are present in the individuals and can interact to affect the behaviour,

academic adaptation of students, their relationships with each other and development. To fully grasp the concept of personality development, it is thus important to go beyond the issue of personality traits to consider the way in which various features of personality can interact, both throughout the academic, social, emotional and work life spheres.

Openness to experience, in conjunction with conscientiousness, can result in a solution to the academic and career issues that incorporates creativity, intellectual curiosity, disciplined effort, and goal-directed behaviour. Likewise, the extraversion and agreeableness can also collaborate to promote interpersonal communication, cooperation, teamwork, social participation and development of constructive relationships. One of conscientiousness with higher emotional stability can also lead to persistence, self-regulation, and focused involvement in cases when students experience an academic pressure or difficult situations. The personality traits of openness and agreeableness might help in multicultural settings to provide receptiveness on other worldviews, respectful interpersonal communication, cultural competence, and toleration of diversity.

These relationships must not, however, be thought of as predetermined combinations which necessarily oblige to this or that result. Impact of personality traits might not be

consistent, but depends on personal situations, needs of surrounding, schooling backgrounds and social lives. The various combinations of the personality traits may thus offer varying strengths and developmental opportunities to the students.

Based on this, personality development should be viewed more in a holistic and multidimensional manner, which acknowledges the synergistic action of personality traits as opposed to viewing them in isolation. This method offers a more significant insight into how individual differences can correlate with academic adaptation of students, emotional well-being, interpersonal competency, social growth, adaptability, leadership as well as professional readiness.

8. P E R S O N A L I T Y D E V E L O P M E N T A N D C O M M U N I C A T I O N S K I L L S

Communication competence is one of the most important areas of personality development and it goes much further than, speaking fluently. Communication takes a wide scope and contains verbal, non-verbal, interpersonal, and written skills that contain active listening skills, proper questioning skills, clarity of expression skills, presentation skills, empathy, responsiveness, professional etiquette, and capacity to communicate effectively in various social and business settings.

In the context of higher education, structured and experience-based learning activities can help a student strengthen these competencies: group discussions, debates, presentations, role plays, seminars, interviews, exercises on developing public-speaking skills, active-listening activities, professional writing assignments, and constructive peer feedback. These experiences not only equip much opportunity to the students to get their thoughts and ideas across but also to listen to others, consider alternative perspectives, respond suitably to others, and gaining confidence in their interaction with others.

The development of communication should not then be pegged on enhancing the linguistic fluency or ability to speak publicly. A more holistic strategy ought to focus on the issues of clarity, confidence, active and reflective listening, empathy, proper verbal and non-verbal expression and interpersonal behaviour that will be more context-based. These competencies should help the students to build healthy relationships and engage in collaborative work, handle interpersonal circumstances, and express themselves properly both in the university setting and in the workplace. Therefore, communication competence is a valuable element to theoretical personality development and leads to greater social, interpersonal, and professional efficiency of students.

IX. EMOTional Intelligence and personality development.

An essential personality development facet is emotional intelligence, which helps students to comprehend, control, and articulate their feelings and react pertinaciously to the feelings of others. It encompasses self-awareness, self-regulation, empathy, social awareness and relationship management. Such competencies contribute to constructive relationships, the ability to work with others, conflict management skills, resilience, and the ability to effectively respond to stressful events. Thus, the programmes of personality development should include the emotional and social skills in order to foster academic, interpersonal, and professional development of students.

X. Awareness and Confidence: Self confidence, self awareness.

Students with self-confidence are able to engage in participation, effective communication, responsibility and initiative. Notable confidence, however, ought to be accompanied by self-awareness- a correct apprehension of strengths, weaknesses, feelings, values, and targets. Self-awareness and development could be reinforced through reflective practices, mentoring, self-reflection and goal setting and positive feedback. Therefore, confidence can be considered a pragmatic belief in personal capabilities and be open to learning, feedback, and improvement.

XI. ACADEMIC ACHIEVEMENT and personality.

The academic behaviour and performance of students can be impacted by personality traits. Responsible students can be more organized, persistent, responsible and committed to academic activities, and openness can promote intellectual curiosity and openness to new ideas. Especially the study has found conscientiousness to be pertinent to performance in school. However, personality traits are general dispositions and not determinants of academic performance and as such, they cannot be relied upon to deliver students as either able or not to succeed in academics.

XII. Personality development and employs-ability.

Employability encompasses the knowledge, skills, attitudes, behaviours as well as the personal competency necessary to be involved in its profession successfully. Development of personality could improve employability through boosting communication, teamwork, leadership, adaptability, responsibility, emotional maturity, problem-solving and self-confidence. The university to work can be an important period of developmental experience as graduates have the the responsibility of new responsibility, relationship, and workplace challenges. Work experiences can thus be used to foster further personal development and increase the adaptability to workplace requirements.

XIII. MULTICULTURAL EXP and Personality building.

Universities can be characterized as spaces where students of different cultures, languages, social backgrounds come together and provide intercultural learning and growth. Exposure to diverse groups may stimulate culture empathy, open-mindedness, flexibility, tolerance, social confidence, and flexibility. Classroom with multicultural implementation, teamwork, and group work, and community interaction can further enhance the capacity of students to express themselves in a respectful way as well as valuing alternative voices or opinions. Therefore, education in culturally diverse universities has the potential to provide positive influence on personality development as well as intercultural development.

XIV. HIGHER EDUCATION role in personality development.

Higher education ever offers students to enhance personal, social and professional skills in diverse ways. Communication, teamwork, confidence, leadership, creativity, responsibility, adaptability and problem solving can be fostered by classroom discussion, group projects and presentations, seminars, internships, extracurricular activities and mentoring. Together, these academic, social and experience opportunities can constitute the personality development as an inseparable part of the holistic university education.

XVII. EDUCATIONAL IMPLICATIONS

Institutions of higher learning ought to incorporate character growth in the curriculum as well as in extracurricular activities. Personal and professional competencies of students can be enhanced with presentations, teamwork projects, experiential learning, mentoring, leadership, internship projects, and exercises associated with communication. These initiatives must be sustained as opposed to the occasional programmes. They also need to identify differences in individual and concentrate on the development of the students strengths; adaptive behaviours and employability instead of advocating on one type of personality.

XVIII. DISCUSSION

The literature reviewed suggests that stability is observed as well as development can be achieved by personality especially with major life shifts as young adulthood and the transition between school to work. Personality factors correlate with academic, interpersonal and professional achievements and educational and multicultural experiences could offer avenues of growth. Yet, being in the university does not necessarily create personality change. Colleges should thus offer deliberate and continuous growth experiences by means of academic and co-curricular activities.

XIX. CONCLUSION

Personality development is a great factor in holistic higher education. It might be expected that academic knowledge does not equip students sufficiently to meet modern social and career expectations; communication competence, emotional intelligence, self-awareness, confidence, adaptability, interpersonal abilities, leadership, and professional responsibility are other areas that graduates need.

Five-Factor Model offers a convenient basis on interpersonal differences, and yet, the concept of the development of personalities should go further to incorporate adaptive personal as well as professional capabilities. The process can be supported by higher education in terms of teamwork, mentoring, experiential learning, internship, leadership opportunities, multicultural interaction, systematic personality-development programmes.

After all, the issue of personality development should be interpreted as personality enrichment as opposed to personality transformation. The aim is not to make one perfect personality, the point is to make the students realize their personal traits, make their competencies better, manage their emotions, be able to communicate with others and learn to cooperate and to adapt to new conditions and develop a responsible working personality.

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