

INTEGRATION: THEORETICAL RELATIONSHIP BETWEEN PERSONALITY PREFERENCES, SELF-ESTEEM AND EMOTIONAL COMPETENCE

Background

Chapters 2, 3 and 4 provided a comprehensive literature review of the three constructs that are of relevance to this research project in an attempt to answer the first research question, namely how are the three constructs personality preferences, self-esteem and emotional competence conceptualised and explained by theoretical models in the literature? The theoretical integration aims to answer the second and third research questions, namely (a) whether a theoretical relationship exist between personality preferences, self-esteem and emotional competence and how this relationship can be explained in terms of an integrated theoretical model, and (b) what the implications of the theoretical relationship between personality preferences, self-esteem and emotional competence are for Industrial and Organisational Psychology practices regarding leader development. The research questions will firstly be answered by presenting and explaining a proposed integrated model based on the literature review, and secondly by proposing hypothetical theoretical relationships between the three variables. The hypothesised relationships will be based on a content analysis of the theory. Figure 4.10 gives a diagrammatic illustration of the proposed integrated theoretical relationship between personality preferences, self-esteem and emotional competence. Tables 4.4 and 4.5 give an overview of the hypothesised relationships.

The following aspects within the model (Figure 4.10) will be briefly explained in an attempt to illuminate the hypothetical relationship between the three constructs: environmental demands, the relationship between personality preferences, self-esteem, emotional competence and the implications for Industrial and Organisational Psychology.

Environmental demands

The literature review indicated that changing workplace conditions demand new leadership roles, which in turn require the development and demonstration of emotional competence. Emotional intelligence is increasingly being emphasised as an important leadership attribute in improving organisational effectiveness in a workplace characterised by boundaryless, flattened, flexible, project-based and team-based organisational operations where leaders cannot rely on formal authority and legitimate power, but rather expert power and referent power which imply a form of identity-based leadership (Higgs & Rowland, 2002; Kinicki & Kreitner, 2003; Shamir, 1999; Sosick & Megerian, 1999; Weiss, 2002). Identity-based leadership suggests the development of competencies and abilities related to emotional intelligence (Gergen, 1994; Weick, 1995; McCauley, et al., 1998).

The relationship between personality preferences, self-esteem and emotional competence

Based on the literature review, the proposed model (Figure 4.10) attempts to integrate the principles and assumptions underlying the personality theories postulated in the paradigmatic perspectives of analytical psychology (Jung, 1921, 1959; Myers, 1980), the humanistic perspective of Rogers (1959) and Maslow (1970), and the cognitive social learning theories of Mischel and Shoda (1995, 1999) and Worline et al. (2002).

It is important to note that the model (Figure 4.10) is based on Mischel and Shodas' (1995, 1999) cognitive-affective personality system framework, complemented by the dynamic self-regulation model of Worline et al. (2002). Forming the framework for explaining the theoretical relationship between personality preferences, self-esteem and emotional competence, these two models are depicted in Figure 4.10. The cognitive-affective personality system framework is useful because it cleaves emotional response behaviour into two component sub-processes, namely the environment/situation side (which is linked to personality preferences and self-esteem) and the emotional response behaviour side (which is linked to emotional intelligence and emotional competence). In terms of the dynamic self-regulation system proposed by Worline et al. (2002), emotional competence can be viewed as a socially embedded emotion-related mental construct that involves multi-faceted

emotional experience with certain kinds of self-reflective cognitive and emotional sense-making response behaviour which mutually constitute work performance (Frames 1 to 3).

The cognitive-affective personality system predicts that a person's behaviour will change from situation to situation but in a meaningful manner (Mischel, 1999). According to the dynamic self-regulation system people use their emotional and cognitive abilities to monitor the social world, and violations of norms, roles, scripts, or routines prompt sense-making processes regarding meaning, as well as progress and speed toward desired goals (Worline et al., 2002). This process is depicted in Frame 1 (*Changes in Agency*) in Figure 4.10. The term "changes in agency" is used to describe how people engage in competent behaviour in organisations. People are viewed as active agents or participants in contributing to organisational goals. Being active agents, people use uniquely different cognitive processes to transform external stimuli into personal constructs, including their self-concepts about their competence and the appropriateness of their behaviour, their view of other people, and their way of looking at the world. Different people encode the same events in different ways, which accounts for individual differences in personal constructs (Mischel, 1999). These encoding strategies (which are influenced by their personality preferences such as Sensing, Intuition, Feeling, Thinking) include affective responses, or positive and negative feelings about the appropriateness of their behaviour, which involve a person's sense of psychological well-being and self-esteem (feelings of safety, belonging, acceptance). People's competencies and self-regulation strategies, their beliefs and expectancies, and their goals and values are all coloured by their affective responses, knowledge of their emotional competence, and their feelings of competence which include their levels of self-esteem.

In accordance with the conceptual explanations of emotional competence, it appears that people must have a disposition to act emotionally competently; in other words, meaning individuals will differ in terms of how they regulate their emotions, cognitions, and actions to enhance their agency in their work roles. Individuals will thus differ in the manner in which they demonstrate emotionally competent behaviour in the workplace. The cognitive-affective personality and dynamic self-regulation system proposed by Mischel and Shoda (1999) and Worline et al. (2002) accounts for variability across situations as well as stability of behaviour within a person. Apparent inconsistencies in a person's behaviour are due neither to random error nor

solely to the situation. Rather, they are potentially predictable behaviours that reflect stable patterns of variation within a person (Frames 2 and 3 in Figure 4.10). People's feelings and perceptions of the appropriateness of their behaviour will affect the way they relate to other people and the organisation as a whole. People who experience themselves as being accepted and as competent will have a different quality of relating to the organisational norms and routines. They will also experience a different quality of interrelating with others. The quality of their connections in turn influences how people will participate and contribute to the common goals, that is, it will influence their sense of agency (being active, competent participants through their respective work roles toward the common goals of the organisation). These experiences are influenced by their personality preferences and level of self-esteem, which in turn will influence their demonstration of emotional competent behaviour.

The model in Figure 4.10 indicates that individuals' cognitive and emotional sense making and monitoring processes will be affected by their personality preferences and level of self-esteem. Individuals' personality preferences and self-esteem are influenced by variables such as culture, race, gender, life-span development and their unique situational context. The quality and nature of the cognitive and emotional sense making and monitoring processes will also be influenced by individuals' emotional intelligence abilities. The demonstration of emotionally competent behaviour is thus a complex process, which is dependent on the interaction between a variety of variables. An understanding of the relationship dynamics between personality preferences, self-esteem and emotional competence will enable the industrial and organisational psychologist to construct leader development frameworks for increasing the effectiveness of leaders.

Personality preferences

Jung's (1921, 1959, 1971, 1990) theory of Psychological Types and the Myers-Briggs Indicator Theory of Personality Types (Myers, 1987; Myers et al., 1998) are of relevance to this research as these theories provide for a theoretical understanding of individual differences in learning and communication styles, conflict management, and interpersonal relating styles. Personality type is measured using four bipolar scales, each dealing with individual preferences (four opposite attitudes, namely Extraversion-Introversion and Judgment-Perception, and four opposite mental functions, namely Sensing-Intuition, Thinking-Feeling,).

A total of sixteen possible type combinations can be derived and the subsequent arrangement of the type combinations within standard type tables facilitates recognition of patterns. The combinations of the two attitudes of energy (Extraversion and Introversion) and the two attitudes toward the outer world, Judging (J) and Perceiving (P) and Extraversion (E) and Introversion (I), with each of the four mental functions, Sensing (S), Intuition (N), Thinking (T) and Feeling (F), are of a particular concern to this research project. According to Myers, et al. (1998), combinations of the four attitudes (E and I with J and P) and Extraversion with Introversion with S, N, T, and F identify particular type dynamics which provide practical and useful insights for researchers and practitioners. Extraverted Judging types (the EJ types, ESTJ, ENTJ, ESFJ, ENFJ) are those whose dominant function is an extraverted judging one (ET or EF). Introverted perceiving types (the IP types, ISTP, INTP, ISFP, INFP) are those whose dominant function is an introverted judging function (IT or IF). The dominant function of EP types (ESTP, ESFP, ENTP, ENFP) is an extraverted perceiving (ES or EN) function, and the IJ types (ISTJ, ISFJ, INTJ, INFJ) have a dominant introverted perceiving function (IS or IN) (Myers, et al., 1998).

Personality Type theory also provides an understanding of how the use of the four mental functions and attitudes can aid people's personality development and growth. Although people can use all four mental functions effectively, people will typically only develop their dominant function, and sometimes the auxiliary function. They will tend to neglect their tertiary and the least preferred functions (also called the inferior function). However, the psyche, which is self-regulating, attempts to move people in the direction of completion and individuation through the unconscious triggering of the inferior function to prevent rigidity and stagnation through overuse of the dominant function. A tremendous charge of emotion accompanies the unconscious use of the inferior function, which is triggered through conditions such as stress, illness, fatigue, negative affective states and life transitions such as midlife. The unconscious expression of the inferior function is viewed as a normal, adaptive way of promoting personality development and restoring the psyche's equilibrium. The experiences expand consciousness and bring valuable insights and new information that aid self-growth (Quenk, 1993a).

People can learn to use all four mental functions consciously by gaining knowledge and understanding of their and others' personality type dynamics. People can engage in positive and adaptive (emotionally competent) behaviour in response to

demanding and stressful situations caused by change and complexity, which require the conscious use of all four mental functions. The conscious development and use of all four mental functions will aid people in recognising their own and other people's typical reactions, and help them to develop adaptive (emotionally intelligent) ways of dealing with their responses (Quenk, 1993a).

Based on Jung's (1921, 1959, 1971, 1990) theory of psychological types and Myers and Briggs' (Myers, 1987) theory of personality type, personality preferences are defined for the purposes of this research as the dominant and conscious attitude or predisposition to either act (having a dominant extraverted attitude) or react (having a dominant introverted attitude) in a characteristic direction when (a) observing one's outer world (which may be directed toward either seeking sensory data or being guided by inspirational hunches), and (b) assigning meaning to each experience (which may entail either the subjective evaluation of experiences in terms of emotions or the objective, logical and reasonable interpretation of people, things and events).

Self-esteem

Self-esteem in the context of this research has been defined as a socially constructed emotion denoting feelings and perceptions about one's multiple self-concepts and self-images which are based on the psychological need for acceptance and belonging within one's group, the desire for efficacious and authentic functioning, competence and achievement in comparison to other members of one's group (Battle, 1992; Baumeister & Leary, 1995; Hewitt, 2002; Maslow, 1970). According to this definition, people need to feel good about themselves (the need for self-esteem) and to believe that others also feel positively about them (need for esteem from others). To develop positive self-esteem, individuals strive for achievement and mastery of their social environment. To attain the esteem and respect of others, they behave in ways that gain them recognition, appreciation, and prestige. When the need for self-esteem has been satisfied, people feel confident, competent, strong, useful and needed in their world. Unfulfilled needs for self-esteem give rise to feelings of inferiority, worry, anxiety, depression, weakness, and helplessness.

People's perception of the social world and their experiences of socio-cultural circumstances engender individual mood responses which involve self-esteem.

Battle's (1992) model of self-esteem is of particular relevance to this research as it allows for a multi-dimensional analysis of self-esteem in an organisational context. The measurement of self-esteem in the context of multi-rater assessment of emotional competence is of particular importance to this research. The use of multi-rater assessments (360° assessments) is recommended in the context of flattening organisational structures where individual responsibility is toward team members, and where there is limited contact between leaders and their subordinates (Theron & Roodt, 2001). Yammarino and Atwater (1997) indicate that the feedback received from a 360° assessment increases the accuracy of self-perceptions and is an aid in personal development. On the other hand, discrepancies between manager, self, and peer ratings may also be contributed to and explained by levels of self-esteem and personality preferences or interpersonal orientations (Yammarino & Atwater, 1997). Fahr and Dobbins (1989) discovered for example that leniency bias in self-ratings was related to self-esteem.

Emotional competence

Emotional intelligence is intertwined with emotional competence (Goleman, 1995, 1998). It is developable and can be learned (Goleman, 1995, 1998; Saarni, 1997). Emotional competence refers to the workplace application of emotional intelligence abilities. Within the framework of the mixed model approaches to emotional intelligence, emotional competence has been defined as the demonstration or practical application of the learned abilities and knowledge-building attitudes related to the cognitive, affective, conative and social aspects of emotional intelligence in active interaction with one's environment. Emotional competence can be a resource through which organisational relationships are created, interpreted and altered. It is useful to apply the construct emotional competence in organisational contexts as it implies that people have the ability to be aware of their behaviour as part of the social process of adjustment, and to be aware of themselves as acting agents within the context of other acting agents within a particular socio-cultural context. People use their cognitive and emotional intelligence to monitor the social world and engage in competent behaviour in organisations to make a difference in collective outcomes (Creed & Scully, 2001; Saarni, 1997; Worline, et al., 2002). The model of emotional competence proposed by Wolmarans and Martins (2001) is of relevance to this research as it is applicable to the South African organisational context and allows for a 360 degree assessment of an individual's emotional competence.

Hypothetical relationship between personality preferences and self-esteem

Personality type is the innate preference of human behaviour which dictates how an individual believes and behaves (Keirsey & Bates, 1984). According to Myers and Myers (1980), an environment that encourages and nurtures individual native capacities or preferences supports healthy type development. Conversely, a climate that stresses conformity and rejects non-conformity thwarts the process of personality development. This thwarting process results in lack of trust in one's own personality type. The emotional result is a feeling of inferiority and the loss of satisfaction with oneself. According to Pidduck (1988), damaged types develop feelings of inferiority or negative self-esteem.

Damaged or falsified type is the acquirement and use of non-preferred perceptual and evaluative functions due to environmental pressures. Myers and Myers (1980) contend that Western-based civilisation tends to socialise men towards the personality preference Thinking, women towards Feeling, and both sexes toward Extraversion, Sensing, and a Judging attitude. Furthermore, the traditional leadership style tends to be the Extraversion, Sensing, Thinking, and Judging personality preferences. Traditional profiles are treated with respect and acceptance, and non-traditional profiles (such as Intuitive Feeling types) are treated with intolerance.

Myers, et al. (1998) write that knowledge about one's personality type gives one a sense of worth and dignity concerning one's own qualities. Finding out about personality preferences one's own and other people's is a releasing experience. It frees one to recognise one's own natural bent and to trust one's own potential for growth and excellence. Individuals realise there is no obligation or need to be like others, however admirable others may be in their respective ways. According to Myers, et al. (1998), individuals often become more hopeful when they see a road toward effectiveness and satisfaction that they can travel by discovering and following their own intrinsically valuable preferences. Problems and liabilities are seen as a result of neglect of less preferred functions while more-preferred ones were being developed. Individuals can learn to look at their problems (which include negative self-perceptions and feelings about one's acceptance and competency in comparison to others) from the perspective of gaining more effective command over both preferred and non-preferred functions and attitudes. For example, the Intuitive type can see that the dream about the future is valuable but that present realities

may have been overlooked and need more attention. The Sensing type may see that the skills of dealing with present realities are valuable but that including Intuition will open up additional practical options.

Personality preferences and self-esteem can be linked with individuals' self-perceptions and experiences of authenticity during social interactions in the workplace. Ashforth and Tomiuk (2000:184) define authenticity as the extent to which individuals behave according to what they consider to be their true or genuine self – who they are as an individual. This definition is similar to Myers and Myers' (1980) description of true type development. Feelings of authenticity may arise from an innate, authentic experience of self in expressing the preferred dominant function and attitudes. One may experience oneself as less authentic when having to apply the non-preferred functions and attitudes. According to Myers, et al. (1998), individuals are least effective and most vulnerable in the areas of their third and fourth functions, especially the inferior (fourth) function. In terms of type dynamics, individuals may experience the eruption of the inferior function when they are forced to operate using the least experienced, most undeveloped, most unconscious, and largely ineffectual parts of their personality. Unusual stress distorts the true type preferences. However, individuals can learn to develop skills in using consciously less preferred functions in the service of their dominant and auxiliary functions.

Authentic self-expression (true type experiences) enables individuals to immerse themselves in a valued and esteemed self-conception, thereby deriving intrinsic positive feelings from being themselves and reinforcing the worth of the self-conception (Ashforth & Tomiuk, 2000). Emotional dissonance occurs when the behaviour expected demand the use of less preferred and least developed functions and attitudes. One regards oneself as behaving inauthentically, leading to one not feeling oneself - one may even feel inefficient, incompetent, which may lead to experiences of distress and consequently unconscious inferior function eruptions which are damaging to one's self-esteem (Myers, et al., 1998). Emotional dissonance experiences are positively associated with emotional exhaustion, job dissatisfaction, work alienation, depressed mood, and low self-esteem (Ashforth & Tomiuk, 2000). Ashforth and Tomiuk (2000:194) differentiate between two levels of authenticity, namely surface authenticity and deep authenticity. Surface authenticity is concerned with a sense of self-efficacious behaviour and positive evaluations and feelings about oneself in a given social encounter or situation (thus self-esteem). Deep authenticity

is concerned with one's self-identity (one's true type) and occurs when the use and display of one's true personality type preferences is consistent with the behaviour expected by the social group or organisation, or the behavioural role one has internalised as being accepted by oneself and the group. Congruence (no emotional dissonance) exists when one is true to the work/social role behaviour and true to one's personality type (oneself). Surface authenticity occurs when a situation allows the expression of one's natural type, leading to a sense of efficacy and positive feelings about oneself as being accepted (no emotional dissonance exists).

Against this background, one may postulate that individuals experiencing low or no emotional dissonance between being their authentic selves (expressing their true types) and being allowed to be their authentic selves, will tend to have a positive self-esteem. Individuals who are not allowed to or who are frowned upon for expressing their authentic selves may tend to feel rejected, leading to negative self-esteem and even distress.

Based on the theoretical analysis of the characteristics of the eight dominant functions (chapter 2) and the characteristics of the sub-scales general, social, and personal self-esteem of Battle's (1992) model of self-esteem (chapter 3), a hypothetical relationship between personality preferences and self-esteem can be postulated. Table 4.4 gives an overview of a content analysis of the hypothetical expected relationships. The hypothetical relationship can be summarised as follows:

- Extraverts may tend to experience higher self-esteem than Introverts, particularly with regard to the general, social and total dimensions of self-esteem as measured by the CFSEI-AD.
- Perceiving types may tend to experience higher self-esteem than Judging types.
- IF, IT, and IS types may tend to experience lower self-esteem than EF, ET, and ES types on all three of the sub-scales (general, social and personal).
- The Introverted types may experience higher personal self-esteem than the Extraverted types.

Table 4.4 Expected relationships between the personality preferences, self-esteem elements and emotional competence elements

PERSONALITY PREFERENCES BASED ON COMBINATIONS OF ATTITUDES	PERSONALITY PREFERENCES BASED ON DOMINANT ATTITUDE & FUNCTION	TYPES	CFSEI-AD SELF-ESTEEM SCALES	ECP EMOTIONAL COMPETENCY SCALES
<p style="text-align: center;">IJ</p> Introspective Persevering Hard to convince/change	<i>Introverted Perceiving-Sensing</i> IS Thoughtful realists Quiet testing of facts/ideas	ISTJ ISFJ	Personal	Emotional literacy Self-esteem/self-regard
	<i>Introverted Perceiving-Intuition</i> IN Thoughtful innovator Introspective and scholarly	INTJ INFJ	Personal	Emotional literacy Self-esteem/self-regard
<p style="text-align: center;">IP</p> Introspective Adaptability can be overridden by important inner judgments (resistance to change)	<i>Introverted Judging-Thinking</i> IT Reflective reasoner Quiet and contemplative	ISTP INTP	Personal	Emotional literacy Self-esteem/self-regard
	<i>Introverted Judging-Feeling</i> IF Reflective harmoniser Quiet and caring	ISFP INFP	Personal	Emotional literacy Self-esteem/self-regard
<p style="text-align: center;">EP</p> Active Energetic Sociable Seek new experiences adaptable	<i>Extraverted Perceiving-Sensing</i> ES Action-oriented realist practical, realistic doer	ESTP ESFP	General (+) Social (+) Total (+)	Self-motivation Self-management Interpersonal Relations Change Resilience Total
	<i>Extraverted Perceiving-Intuition</i> EN Action-oriented innovator Change agent	ENTP ENFP	General (+) Social (+) Total (+)	Self-motivation Self-management Interpersonal Relations Change Resilience Total
<p style="text-align: center;">EJ</p> Decisive Take action Confident Hard to convince	<i>Extraverted Judging-Thinking</i> ET Action-oriented thinker Active and energetic	ESTJ ENTJ	General (+) Social (+) Total (+)	Self-motivation Self-management Interpersonal Relations Change Resilience Total
	<i>Extraverted Judging-Feeling</i> EF Action-oriented cooperator Sociable/friendly/sympathetic	ESFJ ENFJ	General (+) Social (+) Total (+)	Emotional literacy Interpersonal Relations Self-management

Hypothetical relationship between personality preferences and emotional competence

Against the aforementioned background and based on the literature review on personality preferences and emotional competence, it can be hypothesised that people differ in the demonstration of emotionally competent behaviour to the degree that they have learned to consciously apply and use all four of their mental functions. Furthermore, people with a particular preference for using a particular dominant mental function and preferred attitude may only be able to demonstrate a competency in some but not all of the behaviours related to emotional competence. Knowledge of one's personality preferences will assist one in developing emotional competence, whilst on the other hand, the development of emotional competence will aid personality development by enabling the differentiation and balancing of the use of the mental functions and attitudes, thus allowing for authentic self-expression and improved positive self-esteem (Garrety, et al., 2003).

A study conducted by Higgs (2001) on the relationship between the MBTI personality preferences and emotional intelligence indicates that the dominant mental function of Intuition (N), and the associated personality types, is significantly related to higher levels of emotional intelligence. A strong negative relationship with the mental function Sensing (S) was found. Furthermore, in this analysis, both the mental function of Intuition (N) and the attitude Extraversion (E) was identified as developable along with emotional intelligence elements. Dulewicz and Higgs (2000) demonstrated, in a study of senior and middle level managers, positive relationships between the mental functions Feeling (F) and Thinking (T) and the emotional intelligence element of self-awareness (being in touch with one's feelings and emotions, making realistic appraisals). They also demonstrated negative relationships between the attitude Introversion (I) and the emotional intelligence elements of both motivation (to achieve results) and influence, and between the mental function Feeling (F) and the emotional intelligence decisiveness (or intuitiveness). A study conducted by Berthon, Pitt, and Money (1994) found that the Perceiving (P) types had more significant impact on manager perceptions than the Judging (J) types. Studies conducted by Furnham and Stringfield (1993) found negative correlations between Introversion (I) and Feeling (F) and good managerial practice. Nutt (1996) concluded that the mental function combination SF correlated with an action-oriented decision style; ST correlated with being action averse; NF

correlated with a charismatic style; and NT with a speculative style. The NF and NT correlations were nearly identical.

Higgs (2001), Dulewicz and Higgs (2000) and Higgs and Dulewicz (1999) contend that the MBTI will be helpful as an element in developing people's emotional intelligence. Individuals can focus on developing behaviours relating to their less dominant functions. In line with studies conducted by Higgs (2001), Dulewicz and Higgs (2000) and Higgs and Dulewicz (1999), hypothetical relationships between the MBTI personality preferences and the emotional competence elements of the Wolmarans and Martins' (2001) model of emotional competency will be postulated based on a content analysis of the emotional competency elements and the MBTI personality type preferences.

The postulated relationships entail identifying the aspects of the construct within each emotional competency element which bear a relationship to the constructs embodied in the MBTI scales. For example, the emotional competency element of change resilience implies a flexibility and openness to new ideas and people, advocating the imperative for change and innovation, coping with ambiguity, thriving on chaos, without forcing closure. This would seem to imply a positive relationship with the personality preference Perception (P) and Intuition (N), (and, due to the bipolar nature of the MBTI scales) a negative relationship to Judging (J) and Sensing (S). The expected relationships will focus on the following personality preferences: E-I; S-N; T-F; J-P; ET-IT; EN-IN; ES-IS; EF-IF; EP-IP; EJ-IJ. Using this approach will benefit individuals by assisting them in identifying their predominant function and how it relates to the emotional competency elements. The development of weaker function preferences can be highlighted in this way to motivate them to develop these to attain more rounded behaviour (Myers, et al., 1998). Higgs (2001) also contends that the dominant mental function associated with differing types offers a more practical basis for analysis. In practice it is also extremely difficult to obtain a sufficiently large sample to conduct non-parametric statistical analyses, based on the sixteen types.

The various expected relationships are summarised in table 4.4. The content analysis indicates the following expected hypothetical relationships:

- The Perceiving and Extraversion attitude preferences will strongly associate with overall emotional competency (and negatively with Judging and Introversion).
- The preference for the dominant mental function Thinking will associate with the self-esteem/self-regard (when combined with Introversion: IT), self-management (when combined with Introversion: IT), self-motivation (when combined with Extraversion: ET) and interpersonal relations (when combined with Extroversion: ET) emotional competency elements.
- The preference for the dominant mental function Feeling will associate with the emotional literacy (IF, EJ), self-management (when combined with Introversion: IF) and interpersonal relations (when combined with Extraversion: EF) emotional competency elements.
- The preference for the dominant mental function Intuition will associate with the self-motivation (when combined with Extraversion: EN), change resilience (when combined with Extraversion: EN) and integration of head/heart (EN, IN) emotional competency elements.
- The mental function Sensing as a personality preference will associate negatively with the emotional competency elements and the mental function Intuition will associate strongly with emotional competency.
- The mental function Thinking as a personality preference will associate positively with the emotional competency elements and the mental function Feeling will associate less strongly with emotional competency.
- The Introversion attitude will associate negatively overall with the emotional competencies, whilst the Extraversion attitude will associate positively overall with the emotional competencies.
- The Perceiving attitude will associate positively overall with the emotional competencies, whilst the Judging attitude will associate negatively overall with the emotional competencies.

Hypothetical relationship between self-esteem and emotional competence

In terms of the relationship between self-esteem and emotional competence, the measurement of self-esteem is crucial in determining variables in self-other ratings obtained by multi-rater assessments of emotional competence. Self-esteem will influence cognitive and affective responses of individuals, which may inhibit the demonstration of emotional competence. High self-esteem people are usually

motivated to enhance their sense of self-esteem and will therefore behave in a more emotionally competent manner. They may also tend to present themselves in an unrealistically positive manner than low self-esteem individuals, resulting in an overestimation in their self-evaluation of their emotional competence (Roth, Snyder, & Pace, 1986; Sosick & Megerian, 1999; Tice, 1993).

People with low self-esteem may lack a firm, elaborate self-concept, experience negative feelings about themselves, and find it difficult to present themselves in either a strongly positive or negative fashion. They may behave in a cautious, noncommittal fashion in their self-descriptions, which may result in an underestimation of their self-evaluation of their emotional competence (Sosick & Megerian, 1999; Roth, et al., 1986; Tice, 1993). More specifically, the following theoretical relationship is postulated: Firstly, individuals with high self-esteem will demonstrate higher levels of emotional competence and their self-evaluations of their emotional competence will be in agreement with the evaluations of others of their emotional competence. Secondly, low esteem individuals will underestimate themselves in terms of their self-evaluations, while high self-esteem individuals may tend to overestimate themselves. Table 4.5 gives an overview of the expected relationship between the emotional competence and self-esteem sub-scale elements. Individuals will demonstrate emotional competence through either surface or deep acting. Surface acting involves stimulating emotionally competent behaviour that does not actually feel natural to one's preferred type. Deep acting involves active self-regulation by inducing, suppressing, or shaping one's actual feelings of self-esteem so that one's demonstrated emotional competence behaviour is consistent with one's experience of emotions about oneself in the specific encounter.

Surface acting (low emotional competence) is associated with surface inauthenticity (low self-esteem) because the individual is engaging in behaviour that does not feel true to one's type (and thus oneself), causing emotional dissonance. Deep acting (high emotional competence) is associated with surface authenticity (high self-esteem) because the individual summons emotions such that the demonstrated behaviour does conform to the experience of authenticity (no emotional dissonance) due to the use of preferred functions and attitudes in the demonstration of emotional competence.

Conversely, surface acting (low emotional competence) and deep acting (high emotional competence) may each be associated with either deep authenticity (true type expression) or deep inauthenticity (expression of non-preferred functions and attitudes). If one's type identifies with the emotional competence behaviour (deep authenticity), then surface and deep acting can each be used to uphold the emotional competence behaviour when one's self-esteem is low (surface inauthenticity). However, even if one does not identify with the emotional competence behaviour (deep inauthenticity), surface and deep acting can still be used to conform in order to develop the conscious use of non-preferred functions and attitudes and thereby meet one's performance obligations.

Table 4.5 Expected relationships between emotional competence and self-esteem sub-scale elements (based on content analyses)

EMOTIONAL COMPETENCE	SELF-ESTEEM			
	General	Social	Personal	Total
Emotional literacy	+	-	+	+
Self-esteem/self-regard	+	+	+	+
Self-management	+	+	-	+
Self-motivation	+	+	+	+
Change resilience	+	-	+	+
Interpersonal relations	+	+	-	+
Integration of head/heart	-	-	-	-
TOTAL	+	+	+	+

Linking self-esteem (surface authenticity) and personality preferences (deep authenticity) with self-evaluations of emotional competence (surface and deep acting)

Figure 4.11 links the concepts of surface and deep authenticity into a flowchart (based on Ashforth & Tomiuk, 2000). The flowchart depicts three questions that individuals implicitly ask themselves. This process may probably be more intuitive, holistic and automatic. Thus, the flowchart should be viewed as a heuristic for exposition purposes. The three questions are numbered, as are the potential choices.

Given that an encounter demanded emotional competence, the first question is: “Do I identify with the behaviour?” As noted, identification is associated with deep authenticity, arrow 1A (expression of true type behaviour), whereas a lack of identification is associated with deep inauthenticity, arrow 1B (use of non-preferred functions and attitudes). Regardless of one’s level of behaviour identification, emotions relating to self-esteem are inevitably experienced. This leads to the second question: “Does my demonstrated behaviour in this situation reflect the expected emotional competence?” If the demonstrated behaviour does reflect the expected emotional competence, then one is conforming to behavioural expectations (2A); if the behaviour does not reflect the expected emotional competence, then one is not conforming (2B).

This leads to the third question: “Does my demonstrated behaviour in this situation reflect my experience of positive self-esteem?” Following the 2A fork, if the demonstrated behaviour also reflects one’s actual experience of positive self-esteem, then surface authenticity is attained (3A). Conversely, if the demonstrated behaviour does not reflect one’s experience of positive self-esteem, then surface inauthenticity is the outcome (3B).

Cue: Demonstration of emotional competence behaviour in 360° assessment

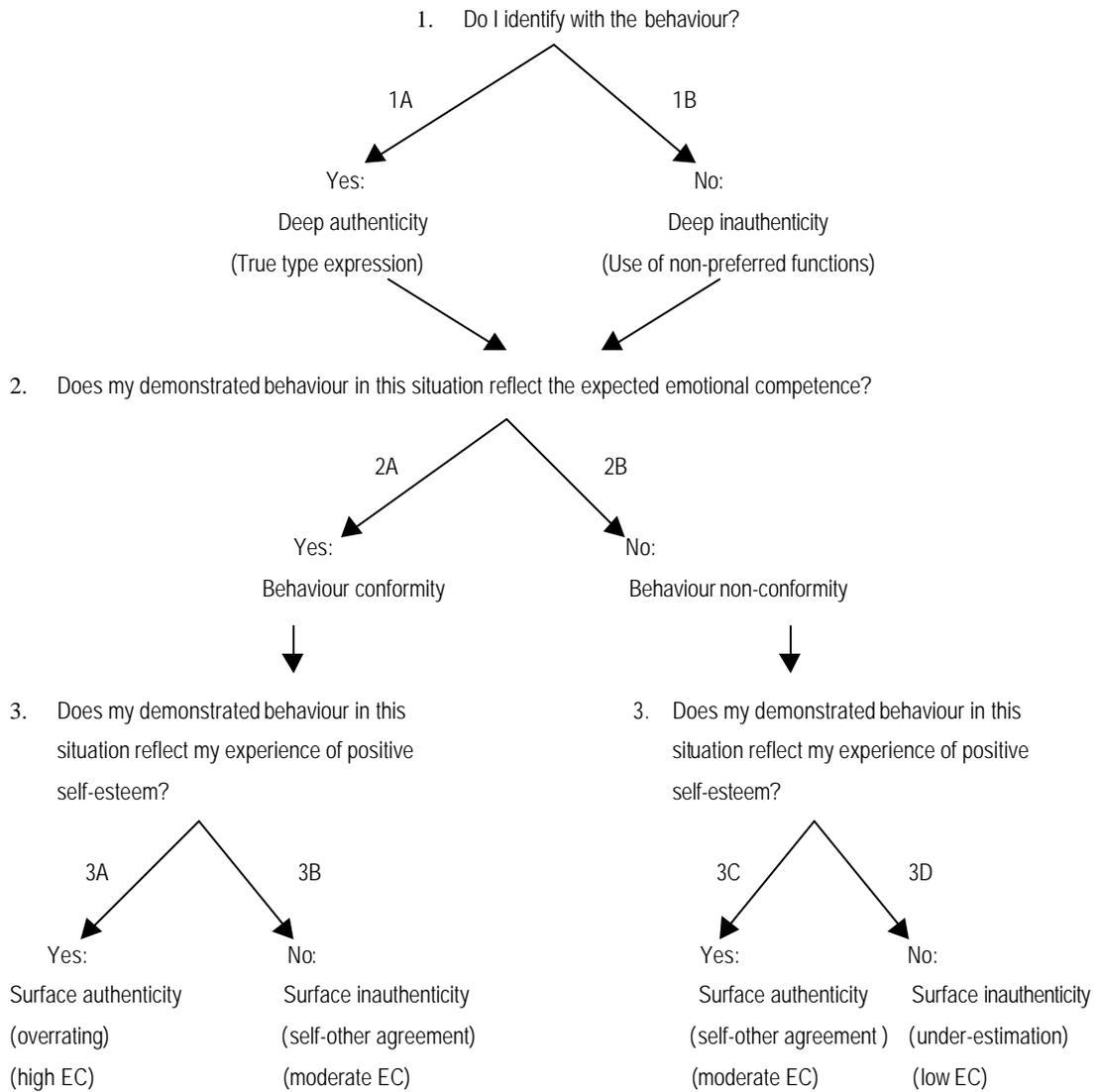


Figure 4.11 Linking self-esteem (surface authenticity) and personality preferences (deep authenticity) with self-evaluations of emotional competence in 360° assessments (based on Ashforth & Tomiuk, 2000:196)

Hypothetical causal relation between self-esteem (surface authenticity) and personality preferences (deep authenticity) and emotional competence (surface and deep acting)

Surface and deep authenticity are conceptually independent, but likely to be weakly to moderately correlated in practice. Deep authenticity (true type expression) fosters surface authenticity (positive self-esteem). Surface inauthenticity (low self-esteem) in the service of emotional competence may actually foster deep authenticity (the expression of true type in the conscious development of non-preferred functions and attitudes). Surface inauthenticity (experiences of low self-esteem) is often aversive, and individuals may come to identify somewhat with the emotional competence behaviour as a means of “getting into” the demonstration of emotional competence and actually experience positive self-esteem by engaging in the conscious expression of non-preferred functions and attitudes, thereby reducing the emotional dissonance. However, it is also likely that individuals will continue to feel at least somewhat ambivalent about the use of non-preferred functions and attitudes in the expression of emotional competence, fluctuating between moments of identification.

Figure 4.12 gives an overview of how the distinction between surface and deep authenticity relates to the experience of emotional dissonance in the demonstration of emotional competence. Figure 4.12 crosses surface authenticity (positive self-esteem) and surface inauthenticity (negative or low self-esteem) with deep authenticity (expression of true type) and deep inauthenticity (expression of non-preferred functions and attitudes), thereby creating a 2 X 2. In cells 1 (surface authenticity and deep authenticity) and 2 (surface authenticity and deep inauthenticity), emotional dissonance is absent or low because, by definition, one’s self-esteem experience is consistent with one’s conscious use of one’s personality preferences in the demonstration of emotional competence. Emotional competence may be either high (cell 1) or moderate (cell 2). Cell 2 may nonetheless be associated with low satisfaction and feelings of ambivalence because of deep inauthenticity.

In cells 3 (surface inauthenticity and deep inauthenticity) and 4 (surface inauthenticity and deep authenticity), emotional dissonance is experienced because, by definition, one’s experience of demonstrating emotional competence is not consistent with one’s experience of self-esteem. However, emotional dissonance is likely to be

much lower in cell 3 than cell 4. This is so in cell 3 because the individual identifies with the emotional competence behaviour (true type expression/deep authenticity). In cell 4, because the individual does not identify with the emotional competence behaviour (deep authenticity), he or she is less likely to engage in emotional competence behaviour, so that surface inauthenticity (negative self-esteem) is more likely to cause an eruption of inferior function behaviour, due to high emotional dissonance. The intensity of emotional dissonance is likely to vary across encounters, depending on the particulars of the situation.

In closing, the necessity of engaging in emotionally competent behaviour in work settings challenges the self-perceived authenticity of individuals. However, when individuals identify with the emotional competence behaviour they tend to construe the conscious use of all four functions and attitudes as supporting – rather than challenging – their authenticity. Deep authenticity (true type expression) fosters surface authenticity (positive self-esteem), and deep inauthenticity (expression of undeveloped non-preferred functions and attitudes) fosters surface inauthenticity (negative self-esteem) due to the experience of emotional dissonance. Conversely, developing emotional competence may foster positive self-esteem and type development (surface and deep authenticity).

	Deep Authenticity (Personality Preferences – True type expression)	Deep Inauthenticity (Personality Preferences – Non-preferred function expression)
Surface Authenticity (Positive Self-esteem)	Cell 1 High Emotional Competence (No emotional dissonance) Overestimation in self-evaluation	Cell 2 Emotional Competence (Low emotional dissonance/conscious use of inferior function) Self-other agreement in self-evaluation
Surface Inauthenticity (Negative Self-esteem)	Cell 3 Moderate Emotional Competence (Low emotional dissonance) Self-other agreement/underrating in self-evaluation	Cell 4 Low Emotional Competence (High emotional dissonance/unconscious inferior function experience) Under-estimation in self-evaluation

Figure 4.12 The theoretical relationship dynamics between personality preferences, self-esteem and emotional competence in authentic self-expression and experiences of emotional dissonance (based on Ashforth & Tomiuk, 2000:199)

Implications for Industrial and Organisational Psychology practices regarding leader development

The implications for leadership development and Industrial and Organisational Psychology practices in organisational contexts of the three constructs, personality preferences, self-esteem and emotional competence, were discussed in depth in chapters 2, 3 and 4 respectively. Only a brief summary will therefore be provided to highlight the key implications.

A development framework

The literature indicated that the MBTI is widely considered to be a developmental framework, given its theoretical underpinnings (Cook, 1993; Dainty & Anderson, 2000; Garrety, et al., 2003; Higgs, 2001; Maxon, 1986; McCaulley, et al., 1998). Furthermore, the MBTI personality preferences showed a strong relationship to the developmental elements of emotional intelligence (Higgs, 2001; Dulewicz & Higgs, 2000; Higgs & Dulewicz, 1999). The literature review also highlighted that all individuals will have a profile of strengths and development areas in terms of their personality type development (specifically in the conscious use of the four mental functions), their levels of self-esteem, and their emotional intelligence competencies. Personality type development, self-esteem enhancement and emotional competence contribute uniquely to performance, productivity, job satisfaction and healthy interpersonal relations in the workplace. Possessing underlying emotional intelligence capacities does not guarantee the competencies will be demonstrated. However, the organisational socialisation practices and the stimulation derived from the work one does and the social interactions encourage personality type development and the manifestation of emotional competent behaviour. Each organisation will have its own emotional competence and personality type reality, which will, in turn, influence levels of self-esteem. Different jobs and roles may require particular personality preferences and strengths in different emotional competencies, influencing individuals' level of self-esteem.

Improved decision-making

Industrial and organisational psychologists need to instill in leaders knowledge and appreciation of the importance of work activities and emotionally competent

behaviours and the unique strengths that individual personality preference styles bring to the workplace in the demonstration of the required behaviour. Development of emotional competence may facilitate improved decision making by allowing for the conscious use of the four mental functions, and in turn lead to enhanced levels of self-esteem.

Leaders must be knowledgeable about how to appraise their own and others' feelings and behavioural styles to be able to influence these feelings and behaviour. Leaders need to become emotionally competent by developing the conscious use of all four mental functions so that, given a collective vision, followers become confident about resolving problems and feel optimistic about the efficacy of personal contributions. Emotional competence and personality type development will facilitate enhanced levels of self-esteem, enabling constructive thinking that leads to creative problem solving and high quality relationships. High quality relations between leaders and followers may increase levels of trust and cooperation.

Enhanced self-regulation

Knowledge of emotional competence and personality preferences may help leaders to realise that the generation of multiple points of view and options can be aided by changes in moods, emotions, and the conscious use of mental functions. When leaders are experiencing positive moods and emotions, their cognitive processes and considered alternatives will be different from when they are experiencing negative moods and emotions. For example, when leaders realise, through the conscious use of their four mental functions and emotionally competent behaviour, that a current negative mood is causing them to be overly pessimistic, they may deliberately revisit a proposed course of action in a more positive mood state to gain a richer, more flexible point of view. Knowledge and conscious use of the four mental functions and the emotional competencies may also contribute to a leader's ability to successfully implement changes in the organisation.

Increased objectivity in multi-rater assessment feedback

The development of emotional competence will be greatly enhanced by the use of multi-rater assessments, which allow for more objective assessments. Leaders need to recognise how they are perceived by others and benchmark that information

against how they perceive themselves. Behavioural changes occur after the establishment of a self-directed learning plan, and the granting of permission to a trusted associate to coach the developing leader as he/she experiments with and practices different behaviour. The developing leader changes an approach, responds to or engages differently with others, receives positive feedback related to the changes, and begins to learn how to be more effective. As leaders experience improved relationships due to their changed behaviour, they psychologically record the experience because it feels good. Thus, their emotional intelligence increases. People naturally repeat experiences that they remember as feeling good as they also enhance levels of self-esteem (Dearborn, 2002; McCauley, et al., 1998). As self-esteem is enhanced, new and positive approaches allow people to flex their responses to a situation that was formerly challenging or negative (Dearborn, 2002; Myers & McCauley, 1992). In this individual pursuit of learning to be a more effective leader, people attempt to engage, coach, delegate, and direct in new ways, working to bring out the best in others. A group of leaders committed to this approach builds resonance in the organisation (Dearborn, 2002).

Improving organisational effectiveness

The challenge for industrial and organisational psychologists is to first create an awakening to and acceptance of the critical nature of personality type development and emotional competence as they engage in leadership development, and second, to implement a less traditional training approach that is customised to individual development plans. According to Dearborn (2002) and McCauley, et al. (1998), the creative challenge for industrial and organisational psychologists is to enhance organisational effectiveness with a learning model that allows for self-directed, feedback intensive and challenging developmental assignments that bolster and sustain individuals in their personality development, self-esteem enhancement and emotional competence. Ultimately, self-awareness, self-directed learning, and practices with coaching create the results.

The industrial and organisational psychologist faces the challenge of seeing emotional competence, personality preferences and self-esteem concepts integrated into leader development curriculums and multi-rater assessment tools. Accepting that much of the competence building which impacts on effective leadership taps into one's emotional domains may be the first hurdle as they build learning strategies.

Another challenge is to design and support the individualised partnerships that self-directed learning requires. Success in engaging in practices that will impact on the leader's self-perception, self and social awareness, self and emotional awareness, self and relationship management will ultimately be measured by leaders who are committed to approaching people and situations differently than in the past. Leadership development programs that truly change and improve skills and expand the repertoire of leadership styles will generate a return on the investment in training initiatives within organisations.

Summary

The second and third aims of the research have now been achieved, namely to firstly conceptualise the relationship between personality preferences, self-esteem, and emotional competence by means of an integrated model which explains the theoretical relationship between the three constructs, and secondly, to conceptualise the implications of the theoretical relationship dynamics between personality preferences, self-esteem, and emotional competence for industrial and organisational practices regarding leader development. This concludes the first phase of the research, which entailed a literature review on the constructs personality preferences, self-esteem and emotional competence. Chapter 5 will introduce the second phase of the research, which entails the empirical study. Chapter 5 will address steps one to six of the empirical study as described in chapter 1.

