

This research focuses on the relationship between the personality preferences, self-esteem and emotional competence of leaders. The aim of this chapter is to provide a background to and motivation for this research that flow into the formulation of the problem statement and research questions. From the aforementioned, the aims of the research are then stated. The paradigm perspectives, which guide the research, are discussed and the research design and research method with its different steps, giving structure to the research process, are formulated. Finally, the manner in which the chapters will be presented is introduced. The chapter concludes with a chapter summary.

1.1 BACKGROUND AND MOTIVATION FOR THE RESEARCH

The focus of this research is individual behaviour in a change management context, particularly the emotional competencies required by leaders to function effectively in a dynamic, changing organisational environment.

Global and national changes are impacting South African business environments and consequently leadership practices. The role and function of leaders have changed considerably, largely because the organisational, economic and technological context in which they operate has changed beyond recognition. Organisations have been delayed; new work organisation concepts have been developed; the variety of communication channels that managers have to cope with has increased; social interaction in multicultural work environments and team-based organisation of work are becoming focal issues in the workplace; and globalisation has created a more competitive environment where businesses have had to become leaner, more flexible and adaptable (Nolon & Croson, 1995; Weiss, 2002).

The requirements of effective leadership in a post transformational world are receiving an increasing interest (Higgs & Rowland, 2002). Researchers are looking for a way to understand what it takes to be a leader in contemporary complex and fast changing organisations. Many researchers predict that the gradual flattening of organisational structures from strict hierarchical to less layered or so-called flatter structures will have definite effects on the functions and performance of leaders (Bloisi, Cook, & Hunsaker, 2003; Cascio, 2003; Greenhaus, Callanan, & Godshalk, 2000; Kanter, 1989; Kinicki & Kreitner, 2003; Landy & Conte, 2004; Lange, Fourie, &

Van Vuuren, 2003; Theron & Roodt, 2001; Weiss, 2002). Weiss (2002) states that in the evolving information-based workplace, traditional methods and styles of leadership must change to be successful and sustain competitiveness. Leadership styles must be flexible and adaptable to the situation at hand.

Shamir (1999) and Schrujjer and Vansina (1999) describe the changing workplace conditions as being characterised by transience and remoteness of members and rapid environmental change with a weakening of regulation of behaviour through rules, procedures, and policies as a consequence. The boundaryless, flattened, flexible, project-based and team-based organisations that employ temporary, externalised and remote workers, whose tasks are more intellectual and less routine, cannot be controlled and coordinated by structure or direct supervision. In boundaryless, lateral, and flexible organisations, there are no permanent hierarchical structures, and leaders cannot rely on formal authority. Legitimate power has to be replaced by expert power and referent power, which stem from the leader's personal characteristics and behaviours (Kinicki & Kreitner, 2003; Shamir, 1999; Weiss, 2002).

Shamir (1999) refers to the new role of leaders as that of identity-based leadership. The identity-based leadership role implies that the role of leaders in a post transformational world will be that of a convener, coordinator, and facilitator. It further implies the capacity of leaders themselves to serve as a symbol of the collective identity. According to Shamir (1999), this capacity depends on the leaders' biography, values, personal behaviours and the way they present themselves to members of the group and outsiders. Furthermore, McCauley, Russ, and Van Velsor (1998) argue that relationships will be of central concern in the new millennium workplace, with the focus on the interrelationships of individuals. These interrelationships extend beyond the concept of the traditional interpersonal and teambuilding roles of the leader. Relationships will become the ground of personal qualities and emotionally intelligent behaviour.

George (2000), House (1995), and Trice and Beyer (1993) also argue that organisations may be increasingly dependent upon culture as a mechanism of influence as work will become less routine due to ongoing technological advances. The development and expression of culture and organisational identity is likely to increase in importance for effective leadership. The management of organisational culture is in a sense the management of emotions (Van Maanen & Kunda, 1989). Cultures are infused with emotions and allegiance to and identification with cultures

stem from people's emotional needs rather than from a more rational or instrumental perspective. Cultures provide organisational members with socially acceptable ways to express their emotions (Trice & Beyer, 1993). This necessitates leaders that are able to instill in followers a collective sense of an organisation's important norms and values. In order to identify these norms and values, leaders must be attuned to their followers' feelings and express and embrace norms and values in a way that will appeal to and generate strong feelings. Norms and values must be infused with feelings and emotions that support them and leaders can be instrumental in this process for their own motivation and sensemaking, for the motivation and sensemaking of their followers, and to build and maintain a meaningful collective identity for the organisation (George, 2000).

According to Gergen (1994) and Weick (1995), these new ideas about leadership suggest that leadership is less and less about enhancing generalisable abilities of individuals. These new ideas focus on the individual as a unique being, his/her innate capacity to confidently express his/her personal truth about himself/herself; his/her sense of self-worth, and sense of self-efficacy. They also include the leaders' thoughts, beliefs, attitudes and values and how these enhance or inhibit him/her in interrelating with others. The focus of leader development then becomes the enhancement of attributes such as independence, self-reliance, positive self-esteem, self-trust, self-efficacy, and the capacity to exercise initiative to enhance the capacity for interrelating in specific socio-cultural contexts (Branden, 1995, 1997; McCauley et al., 1998).

In addition, many researchers are increasingly emphasising the importance of a leader's emotional intelligence and emotional competence in improving organisational effectiveness in the new workplace (Cooper, 1997; Goleman, 1995; Hesselbein, Goldsmith, & Beckhard, 1996; Higgs & Rowland, 2002; Morris & Feldman, 1997; Peters, 2003; Sosik & Megerian, 1999; Wolmarans, 2002). Emotional intelligence represents a set of dispositional attributes (such as self-awareness, emotional management, self-motivation, empathy, and relationship management) for monitoring one's own and others' feelings, beliefs, and internal states in order to provide useful information to guide one's and others' thinking and actions (Day, 2000; Goleman, 1995, 1997; Salovey & Mayer, 1990; Wong & Law, 2002). Cockerill (1989), Cooper and Sawaf (2000), Dearborn (2002), Dulewicz (1994), Goleman (1995,1998), Higgs and Rowland (2002), and Ryback (1997), highlight that effective leadership skills in the new millennium workplace have been

described as depending, in part, on the understanding of emotions and the developable abilities associated with emotional intelligence.

According to Dulewicz and Higgs (2000), the preponderance of theory and evidence supports the view that emotional intelligence is aligned with the concept of competence. A competence framework holds that a person who has higher emotional intelligence has certain competencies that another person might not have. In this regard then, emotional competence refers to the workplace application of emotional intelligence abilities (Goleman, 1995, 1998; Saarni, 1999). Emotional competence is the demonstration of self-efficacious behaviour in emotion-eliciting social transactions. It is the capacity and skill to respond emotionally (with feeling), yet simultaneously and strategically apply knowledge about emotions and express emotions in relationships with others. Individuals with well-developed emotional competence can both negotiate their way through interpersonal exchanges and regulate their emotional experiences in a variable and challenging socio-cultural environment. Emotional competence implies a sense of psychological well-being (a positive inner state of being) and an ability to skillfully, creatively and confidently adapt in an uncertain, unstructured, and changing socio-cultural environment (Goleman, 1995, 1998; Saarni, 1999; Wolmarans, 2001; Worline, Wrzesniewski & Rafaeli, 2002). Emotional competence also implies that people use their cognitive and affective intelligence to monitor their socio-cultural environment and engage in competent behaviour in organisations to make a difference in collective outcomes (Creed & Scully, 2001; Worline et al., 2002). Emotional competence is developable and can be learned to improve workplace performance (Goleman, 1998).

In accordance with this explanation of emotional intelligence, it appears that people must have a disposition to act emotionally competently, which means that individuals will differ in the way, in which they regulate their emotions, cognitions, and actions to enhance their agency in their work roles (Creed & Scully, 2001; Worline et al., 2002). However, the question is, how and why do people differ in the demonstration of emotional competent behaviour in the workplace?

According to the cognitive social learning paradigm, and in particular the cognitive-affective theories of Mischel (1999), Rotter (1982) and Worline et al. (2002), behaviour is shaped by personal dispositions plus a person's specific cognitive and affective processes, which may include perceptions of and feelings about themselves in a particular situation that is meaningful to them. Behaviour is a product of both the

situation and stable personality traits. However, personal qualities (such as people's beliefs about what they can do, their plans and strategies for enacting behaviours, their expectancies for success, their self-concept, their positive and negative feelings about themselves, their needs based on their personality preferences, and their self-regulating strategies) will override situational variables. Apparent inconsistencies in a person's behaviour are potentially predictable behaviours that reflect stable patterns of variation within a person.

Further, from the perspectives of humanistic psychology and social psychology, it appears that self-esteem, as a measure of psychological well-being, will influence people's ability to demonstrate emotionally competent behaviour. Ciarrochi, Chan, and Caputi (2000) and Schutte, Malouff, Simunek, Hollander, and McKenley (2002) report correlations between emotional intelligence and self-esteem as a measure of emotional well-being, with higher emotional intelligence being associated with positive mood and higher self-esteem. The humanistic personality theories of Rogers (1959, 1963) and Maslow (1970) emphasise the need to belong as a strong motivational need which affect people's emotional responses to their social life. Many of the strongest emotions people experience, both positive and negative, are linked to the need to belong (Baumeister & Leary, 1995). The humanistic perspectives of Rogers (1980) and Maslow (1970) emphasise in particular the motivational aspect of self-esteem and positive self-regard. People conform to social expectations in order to receive the approval of others, thereby enhancing self-esteem. They associate with others selectively, choosing those who will provide or confirm a positive self-evaluation. Self-esteem is enhanced when the person is able to make favourable comparisons with other people or with an ideal self, and also when the person acts effectively in his or her physical or social environment (Battle, 1992; Damon, 1995; Gecas & Schwalbe, 1983; Hewitt, 2002; Owens, 1995; Rosenberg, 1979, 1981; Swann, 1996; Wills, 1981).

According to Maslow (1970), people need to feel good about themselves (the need for self-esteem) and to believe that others also feel positively about them and that they are accepted by their group (the need for esteem from others and the need for belongingness). To develop positive self-esteem, individuals strive for achievement and mastery of their socio-cultural environment. To attain the esteem and respect of others, they behave in ways that gain them recognition, appreciation, and prestige. When the needs for self-esteem have been satisfied, people feel confident, competent, strong, useful, and needed in their social world. Unfulfilled needs for self-

esteem give rise to feelings of inferiority, anxiety, worry, depression, weakness and helplessness.

Analytical psychology emphasises balance, harmony and wholeness as the aim of personality development. According to the analytical personality theory of Jung (1921, 1959), people differ in the way they react to the external world. Differentiated mental functions and attitudes focus a person's intentions and direction as they interact with their environment. People have opposite ways of using psychological energy, opposite ways of gathering information, opposite ways of coming to conclusions, and opposite styles of relating to the outside world (Quenk, 1996). All of the opposites reflect the way people use their minds. People have a natural, probably inborn, preference for a pair of opposite mental functions and attitudes. The preferences create uniquely different personality types. Although every individual can and does use all the mental functions, they differ in the amount of time and energy they devote to each of the opposite mental functions and attitudes (Quenk, 1996). Myers (1987) proposes a hierarchy of differentiation or development of individual differences in the use of the mental functions. This hierarchy proposes possibly different levels of capability in using the mental functions and thus different preferences in the modelling of emotional competence. Some individuals may model well-developed emotional competence, while others may model undeveloped emotional competence due to the one-sided development of preferred mental functions and attitudes. Developing leaders' emotional competence may aid personality development by stimulating the use of all four mental functions and attitudes.

Dainty and Anderson (2000), Garrety, Badham, Morigan, Rifkin, and Zanko (2003), Higgs (2001), and Jessup (2002) assert that the Myers-Briggs Personality Type theory (Myers, 1987) should be used by organisations to develop the emotional intelligence of people in the new millennium. They suggest a strong relationship between the personality preferences postulated by Personality Type theory and emotional intelligence. Personality Type theory explains individual differences in learning and communication styles, conflict management, and interpersonal relating styles. It also provides a theoretical understanding of how the use of four mental functions (Sensing, Intuition, Thinking, Feeling) and attitudes (Extraversion-Introversion, Perceiving-Judging) can aid people's personality development and growth. Although people can use all four mental functions effectively, they tend to develop and overuse a dominant mental function according to their personality type

preference. In the process they tend to neglect the other three non-preferred mental functions, which may influence their ability to demonstrate emotionally competent behaviour.

According to Myers (1987), the Western-based cultural world view has formulated standards of personality type or temperament which that environment views as correct and valuable. Individuals who deviate from these environmental norms experience either a delay in or the prevention of “good” type development. Personality type is the innate preference of human behaviour, which dictates how an individual believes and behaves (Keirsey & Bates, 1984). Myers (1987) argues that 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. Damaged types develop feelings of inferiority or negative self-esteem (Pidduck, 1988).

Myers (1987) and Schaefer (1994) refer to damaged or falsified type as the acquirement and use of non-preferred perceptual and evaluative functions due to environmental pressures. Myers (1987) contends that Western-based civilisation tend to socialise men towards the personality preference of thinking, women towards feeling, and both sexes toward extraversion, sensing, and a judging attitude. Traditional profiles are treated with respect and acceptance, and non-traditional profiles (such as intuitive-feelers) are treated with intolerance. The de-valuing of human personality traits damages personality development and adjustment and may lead to low or negative self-esteem which in turn influences people’s emotional competence (Pidduck, 1988).

In conclusion then, Jung’s Psychological Type theory of Jung (1921, 1959), the Myers-Briggs Personality Type theory (which is an extension of Jung’s theory) and the social cognitive learning theories of Mischel (1999) and Worline et al. (2002) seem to be able to provide a possible theory of why people differ in the demonstration of emotionally competent behaviour. The humanistic and social psychology perspectives on the motivational importance of self-esteem in interaction with the social environment may provide additional information on why people differ in their self-evaluations of their emotional competence.

1.2 PROBLEM STATEMENT

Against this background, it is evident that the leadership role of management is changing as the idea of leadership and consequently leadership practices are evolving. The emerging idea of leadership requires the development of capacities such as a strong belief in self, positive self-esteem and emotionally competent behaviour. Self-esteem is positively correlated with emotionally intelligent behaviour and its importance as an aspect of emotional intelligence, is emphasised by various authors (Ciarrochi et al., 2000; Goleman, 1995, 1998; Hewitt, 2002; Schutte et al., 2002; Sosik & Megerian, 1999; Wolmarans & Martins, 2001).

Emotional competencies such as emotional literacy, emotional resilience, self-awareness, self motivation, self management, interpersonal sensitivity, influence, intuitiveness and change resilience, independence, and sensitive relationship forming skills are also emphasised (Branden, 1995, 1997; Dulewicz & Higgs, 2000; Goleman, 1998; Higgs & Rowland, 2002; Palmer & Stough, 2001; Salovey & Mayer, 1990; Wolmarans & Martins, 2001). A competence-based approach to exploring and operationalising the construct emotional intelligence is recommended by Cooper (1997), Goleman (1996), Fineman (2000) and Martinez (1997). Viewing emotional intelligence in a competence context provides a basis for viewing it as a developable trait or ability (Cooper, 1997; Fineman, 2000; Goleman, 1998; Höpfl & Linstead, 1997; Steiner, 1997).

The feasibility of seeing and analysing the relationship between measures of emotional competence and broader-based measures of personality, as in the Myers-Briggs Type Indicator (measuring the relationship between personality preferences and emotional competence) is mentioned by Dainty & Anderson (2000), Dulewicz and Higgs (2000) and Higgs (2001).

A review of the current literature on emotional competence, self-esteem and personality preferences indicates the following research problems:

- (1) Theoretical models do not explain the relationship between personality preferences, self-esteem and emotional competence.
- (2) Industrial and organisational psychologists lack knowledge about the theoretical and empirical relationship between personality preferences, self-esteem, and emotional competence, and particularly about how personality

preferences and self-esteem influence the demonstration of emotional competence in an organisational context.

- (3) The nature of the relationship between personality preferences, self-esteem, and emotional competence and the implication of the relationship for leader development practices are unknown, particularly in the South African context and require investigation.

It seems that research on the relationship dynamics between personality preferences, self-esteem, and emotional competence within an organisational change context will make an important contribution to the discipline of Industrial and Organisational Psychology, particularly with regard to practices regarding leader development within the context of a dynamic, changing organisational environment. Finally, empirical results may be generalised to other industries to facilitate the possible emergence of a new genre of competency development interventions to improve the effectiveness of leaders.

From the above the following research questions are formulated in terms of the literature review and empirical study:

1.2.1 Research questions with regard to the literature review

Research question 1: How are the three constructs personality preferences, self-esteem and emotional competence conceptualised and explained by theoretical models in the literature?

Research question 2: Does a theoretical relationship exist between personality preferences, self-esteem and emotional competence, and how can this relationship be explained in terms of an integrated theoretical model?

Sub-question 2.1: What is the theoretical relationship between personality preferences and self-esteem?

Sub-question 2.2: What is the theoretical relationship between personality preferences and emotional competence?

Sub-question 2.3: What is the theoretical relationship between self-esteem and emotional competence?

Sub-question 2.4: Can the relationship between personality preferences, self-esteem and emotional competence be explained by means of an integrated theoretical model?

Research question 3: What are the implications of the theoretical relationship between personality preferences, self-esteem, and emotional competence for Industrial and Organisational Psychology practices regarding leader development?

1.2.2 Research questions with regard to the empirical study

Research question 1: What is the nature of the relationship between personality preferences, self-esteem and emotional competence in a sample of respondents employed in typical South African organisational settings and what are the implications of the relationship dynamics for Industrial and Organisational Psychology practices regarding leader development?

Sub question 1.1: Which of the four scales of the MBTI (E-I, S-N, T-F, and J-P) are related to total self-esteem and the three sub-components (general, social and personal self-esteem) as measured by the CFSEI-AD respectively?

Sub question 1.2: Which of the MBTI dominant attitudes and function profiles (EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) show a relationship with total self-esteem and the three sub-components (general, social and personal self-esteem) as measured by the CFSEI-AD respectively?

Sub question 1.3: Which of the four scales of the MBTI (E-I, S-N, T-F, and J-P) are related to Self and Other total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) as measured by the 360° Emotional Competency Profiler, respectively?

Sub question 1.4: Which of the MBTI dominant attitudes and function profiles (EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) show a relationship with the Self and Other total emotional competence and the seven sub-elements of emotional competence (in terms of current behaviour) as measured by the 360° Emotional Competency Profiler?

Sub question 1.5: Which elements of the self-esteem scales (general, social, personal, total), as measured by the CFSEI-AD, are related to Self and Other total emotional competence and the seven sub-elements (in terms of current behaviour) as measured by the 360° Emotional Competency Profiler, respectively?

Sub question 1.6: Can the MBTI personality preferences (EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) predict total emotional competence (current behaviour) as measured by the 360° Emotional Competency Profiler?

Sub question 1.7: Can total self-esteem (as measured by the CFSEI-AD) predict total emotional competence (current behaviour) as measured by the 360° Emotional Competency Profiler?

Sub question 1.8: Is there a difference between the Self and Other total emotional competence (current behaviour) ratings for subjects with a high total self-esteem (as measured by the CFSEI-AD)?

Research question 2: What recommendations can be formulated for Industrial and Organisational Psychology practices regarding leader development and possible future research based on the findings of the research?

1.3 AIMS OF THE RESEARCH

From the above research questions, the following aims are formulated:

1.3.1 General aim of the research

The general aim of this research is to investigate, analyse and evaluate whether a relationship exists between personality preferences, self-esteem and emotional competence, and to determine whether the variables personality preferences and self-esteem can predict emotional competence.

1.3.2 Specific aims of the research

The following specific aims are formulated for the literature review and the empirical study:

1.3.2.1 Literature review

In terms of the literature review the specific aims are:

Research aim 1: To conceptualise the constructs personality preferences, self-esteem and emotional competence from a theoretical perspective.

Research aim 2: To conceptualise the relationship between personality preferences, self-esteem and emotional competence in terms of explanatory theoretical models of

these three constructs and propose an integrated model which describes the theoretical relationship between the three constructs.

Sub-aim 2.1: To conceptualise the relationship between personality preferences and self-esteem from a theoretical perspective.

Sub-aim 2.2: To conceptualise the relationship between personality preferences and emotional competence from a theoretical perspective.

Sub-aim 2.3: To conceptualise the relationship between self-esteem and emotional competence from a theoretical perspective.

Sub-aim 2.4: To propose an integrated model which describes the theoretical relationship between personality preferences, self-esteem and emotional competence.

Research aim 3 To conceptualise the implications of the theoretical relationship dynamics between personality preferences, self-esteem and emotional competence for Industrial and Organisational Psychology practices regarding leader development.

1.3.2.2 *Empirical study*

In terms of the empirical study, the specific aims are:

Research aim 1: To do an empirical investigation into the relationship dynamics between personality preferences, self-esteem and emotional competence as manifested in a sample of respondents employed in typical South African organisational settings.

Sub-aim 1.1: To determine which of the four scales of the MBTI (E-I, S-N, T-F, and J-P) are related to total self-esteem and the three sub-components (general, social and personal self-esteem) as measured by the CFSEI-AD.

Sub-aim 1.2: To determine which of the MBTI dominant attitudes and function profiles (EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) show a relationship with total self-esteem and the three sub-components (general, social and personal self-esteem) as measured by the CFSEI-AD.

Sub-aim 1.3: To determine which of the four scales of the MBTI (E-I, S-N, T-F, and J-P) are related to Self and Other total emotional competence (in terms of current behaviour) and the seven sub-elements (in terms of current behaviour) as measured by the 360° Emotional Competency Profiler.

Sub-aim 1.4: To determine which of the MBTI dominant attitudes and function profiles (EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) show a relationship with the Self

and Other total emotional competence and the seven sub-elements of emotional competence (in terms of current behaviour) as measured by the 360° Emotional Competency Profiler.

Sub-aim 1.5: To determine which elements of the self-esteem scales (general, social, personal, total), as measured by the CFSEI-AD, are related to Self and Other total emotional competence and the seven sub-elements (in terms of current behaviour) as measured by the 360° Emotional Competency Profiler.

Sub-aim 1.6: To determine whether the MBTI personality preferences (EF-IF, ET-IT, ES-IS, EN-IN, EJ-IJ, EP-IP) can predict total emotional competence (current behaviour) as measured by the 360° Emotional Competency Profiler.

Sub-aim 1.7: To determine whether total self-esteem (as measured by the CFSEI-AD) can predict total emotional competence (current behaviour) as measured by the 360° Emotional Competency Profiler.

Sub-aim 1.8: To determine whether there is a difference between the Self and Other total emotional competence (current behaviour) ratings for subjects with a high total self-esteem (as measured by the CFSEI-AD).

Research aim 2: To formulate recommendations for the discipline of Industrial and Organisational Psychology, particularly with regard to leader development, and further research based on the findings in the research.

1.4 STATEMENT OF SIGNIFICANCE

The factors underlying the problem of developing and demonstrating emotionally competent behaviour appear to be varied and complex. Many factors hinder or help the development and demonstration of emotionally competent behaviour in leaders. The role of personality factors such as personality preferences and self-esteem in influencing the demonstration of emotionally competent behaviour is complex and not yet well researched.

This research is a starting point in looking for a relationship between personality preferences (as defined by the Personality Type theory of Jung, 1921, 1959; and Myers, 1987), self-esteem (as defined by Battle, 1992; Hewitt, 2002; and Maslow, 1970) and emotional competence (as defined by Wolmarans, 2002). This study may prove useful due to the relationships found and those not found between the two independent variables (personality preferences and self-esteem respectively) and the dependent variable (emotional competence).

If no relationships are found, then the usefulness of this study is restricted to the elimination of personality variables being used as predictors of emotional competence, and energy can be transferred to other research studies and avenues that could yield significant proof for solving the problem of inability to demonstrate emotionally competent behaviour. Furthermore, if readers of this study develop a better understanding of the Myers-Briggs personality preferences and the construct self-esteem in understanding individual differences in the demonstration and development of emotional competence, then that outcome is significant enough to justify the pursuit of this study. This justification is founded on the expert findings that increased awareness modifies attitudes, values, beliefs, and treatment of others in a more positive manner (Keirsey & Bates, 1984; McCarthy & Garavan, 1999). In other words, increased sensitivity to personality differences and the role of negative or positive self-esteem in the demonstration of emotional competence may change how one person perceives and treats another person. Positive outcomes from the research could include raising awareness of the fact that individuals in the workplace have different personality preferences, and that each individual needs to be treated in a manner that is appropriate for that particular type in order to promote personality development and positive self-esteem. Another positive outcome may be the realisation of how the need to belong to and be accepted by one's socio-cultural group may influence one's self-views and feelings about one's worth, which in turn may hinder self-evaluations of competent behaviour (particularly in the context of multi-rater performance assessments). The importance of guidance and coaching in leader development practices may be emphasised and fully realised.

Where relationships are found, the findings may prove useful for future researchers in exploring the possibility of reducing or preventing the effect of low or very high self-esteem in multi-rater performance assessments and leader development. Furthermore, the research results may contribute to a body of knowledge and empirical findings on emotional competence that are generalisable to South African organisational contexts.

This research study is breaking new ground because, as of this date, there is no existing study on the relationship between personality preferences, self-esteem and emotional competence. Studies on the relationship between personality preferences and emotional intelligence are rare, as is research on self-esteem in organisational contexts.

Novel and fresh is the focus on discovering personality variables such as personality preferences and self-esteem that may be related to elements of emotional competence (which is also just an emerging construct) in order to assist industrial and organisational psychologists in facilitating people's capability to adopt new forms of emotional management, self-identities, positive levels of self-esteem and emotionally competent behaviour, through personality type development and self-esteem enhancement. It is an approach that may help people sort out and reconfigure their responses to themselves and others by furnishing them with a broader range of developmental possibilities and behavioural styles. If a comprehensive, composite personality profile of personality preferences, self-esteem and emotional competence can be put together, strategies may be found to assist the particular manifested profile in personality development or individuation, which strengthens positive self-esteem and the demonstration of emotional competence. In turn, this may promote leader effectiveness through the fostering of greater job satisfaction, productivity and cooperative relationships within the workplace.

Also new are the use and correlation of the 360° Emotional Competency Profiler (Wolmarans & Martins, 2001) and the Culture-free Self-esteem Inventories for Adults (Battle, 1992) with the Myers-Briggs Type Indicator (Myers, 1987) in an organisational context.

While much of the information derived from this study may prove to be useful in promoting leader and organisational effectiveness, there still remains unknown information needed to explain the role of cognitive-affective personality variables such as personality preferences and self-esteem that interact with the situation to shape individual behaviour. The human personality in all its fascinating varieties offers infinite future research possibilities, and personality preferences and self-esteem are but two variables that may help explain the uniqueness of individual cognitive-affective responses that influence emotional competence. The constructs and relationships that will be revealed may prove to be additional steps on the path to informed leader development practices for a future generation and should be seen as only the beginning of a fruitful stream of research.

1.5 THE RESEARCH MODEL

The research model of Mouton and Marais (1994:21) serves as a framework in this research. It aims to incorporate the five dimensions of social science research, namely the sociological, ontological, teleological, epistemological and methodological dimensions, and to systematise them within the framework of the research process. The five dimensions are aspects of one and the same process, namely research.

The assumption of this model is that the model represents a social process. According to Mouton and Marais (1994), social sciences research is a collaborative human activity in which social reality is studied objectively with the aim of gaining a valid understanding of it. The model is described as a systems theoretical model with three subsystems which interrelate with each other and with the research domain of the specific discipline – in this case Industrial Psychology. The subsystems represent the intellectual climate, the market of intellectual resources, and the research process itself.

1.6 PARADIGM PERSPECTIVE OF THE RESEARCH

For the purpose of this research the term paradigm is used in its meta-theoretical or philosophical sense to denote an implicit or explicit view of reality (Morgan, 1980). The paradigm perspective refers to the intellectual climate or variety of meta-theoretical values or beliefs and assumptions underlying the theories and models that form the definitive context of this research. Their origin is mainly philosophical and is neither testable nor meant to be tested (Mouton & Marais, 1994).

1.6.1 The intellectual climate

Thematically, there are four paradigm perspectives applicable in this research. The literature review on personality preferences will be presented from the paradigm of analytical psychology. The literature review on the construct self-esteem will be presented from the paradigm of humanistic psychology and mainstream research perspectives of social psychology, and the construct emotional competence will be presented from the cognitive social learning paradigm. The empirical research will be presented from the functionalist paradigm.

1.6.1.1 *Literature review*

The literature review will be presented from the following paradigmatic perspectives:

(a) *The analytical paradigm (Psychodynamics)*

The basic assumptions of the analytical paradigm are the following (Feist & Feist, 2002):

- Humans are complex beings with many opposing poles. No one is completely introverted or totally extraverted; all male or all female; solely a thinking, feeling, sensing, or intuitive person; and no one proceeds invariably in the direction of either progression or regression.
- People are motivated partly by conscious thoughts, partly by images from their personal unconscious, and partly by latent memory traces inherited from their ancestral past. Their motivation comes both from causal and teleological factors.
- All people have some limited capacity to determine their lives. Through their will and with great courage, they can explore the hidden recesses of their psyche. People can recognise their shadow as their own, become partially conscious of their feminine or masculine side, and cultivate more than a single mental function.
- The purpose of personality development is individuation or self-realisation, the goal of bringing the opposing forces into balance.

(b) *The humanistic paradigm*

The basic assumptions of the humanistic paradigm are the following (Quitmann, 1985):

- People are responsible beings with the freedom of will to choose between various options.
- People are involved in a dynamic and ongoing growth process, in which they try to realise their potential and to be truly themselves.
- Individuals should be studied as an integrated whole.
- Individuals should be seen as dignified beings.

- The nature of humans is positive; individuals participate actively in determining their own behaviour; and
- Human existence is intentional. This forms the basis of human identity.

(c) *The cognitive social learning paradigm*

The basic assumptions of the cognitive social learning paradigm are the following (Mischel, 1999):

- Humans have the capacity to exercise control over the nature and quality of their lives. People are forward-looking, purposive, unified, cognitive, affective, and social animals who are capable of evaluating present experiences and anticipating future events on the basis of the goals they have chosen for themselves.
- People are the producers as well as the products of social systems. They shape their social and cultural environments through their individual efforts, by proxy, and by their collective efforts.
- Personality is molded by an interaction of behaviour, personal factors (especially cognition), and the environment. People have the capacity to think, anticipate, plan, and evaluate their actions. Although the environment may help shape behaviour, cognitive and behaviour factors interact with environmental forces to produce human performance.
- People have the capacity for reflective self-consciousness; not only can they think but they can think about thinking.
- Cognitive factors, such as expectancies, subjective perceptions, values, goals, and personal standards, play important roles in shaping personality.
- Behaviour stems from relatively stable personal dispositions and cognitive-affective processes interacting with a particular situation.
- 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. A person's behaviour will change from situation to situation but in meaningful manner.
- Cognitive-affective units include people's encoding strategies, or their way of construing and categorising information; their competencies and self-regulatory plans; their expectancies and beliefs about the perceived

consequences of their actions; their goals and values; and their affective responses.

1.6.1.2 *Empirical research*

The empirical research will be presented from the functionalist paradigm. According to Morgan (1980:608), the following are the important assumptions of the functionalist paradigm:

- The functionalistic perspective is primarily regulative and pragmatic in its basic orientation.
- It is concerned with understanding society in a way which generates useful empirical knowledge.
- Society has a concrete, real existence, and a systemic character oriented to produce an ordered and regulated state of affairs.
- It encourages an approach to social theory that focuses upon understanding the role of human beings in society; and
- Behaviour is always seen as being contextually bound in a real world of concrete and tangible social relationships.

According to the classic functionalist William James (Jordaan & Jordaan, 1989:17), the basic proposition of functionalism “was that people have consciousness which fulfils certain functions aimed at enabling them to adapt to their environment”. Consciousness establishes the relationship between the functions that are performed by an individual and behaviour. According to the functionalists, adaptive behaviour is promoted through the learning process (acquisition of knowledge and skills) (Jordaan & Jordaan, 1989:19).

Thematically the empirical study will be on the variables personality preferences, self-esteem, and emotional competence.

1.6.2 The market of intellectual resources

The market of intellectual resources refers to the collection of beliefs which has a direct bearing upon the epistemic states of scientific statements. There are two major types that can be differentiated, namely theoretical beliefs about the nature and

structure of phenomena, and methodological beliefs concerning the nature and structure of the research process. For the purpose of this research the theoretical models; conceptual descriptions about personality preferences, self-esteem, and emotional competence; central hypothesis; and theoretical and methodological assumptions are presented.

1.6.2.1 Metatheoretical statements

The metatheoretical assumptions represent an important category of assumptions underlying the theories, models and paradigms of this research. The metatheoretical values and beliefs have become part of the intellectual climate of a particular discipline in the social sciences (Mouton & Marais, 1994:21). Metatheoretical statements are presented on the following:

(a) Industrial and Organisational Psychology

This research project is undertaken in the context of Industrial and Organisational Psychology, which is conceptually described as the application of psychological principles, theory, and research to the work setting. It includes a study of the factors that influence work behaviour such as socio-cultural influences, employment-related legislation, personality, gender, race/ethnicity, and life span development. With reference to this research, personality preferences, self-esteem and emotional competence as determinants of leader effectiveness are researched.

The industrial and organisational psychologist recognises the interdependence of individuals, organisations, and society, and the impact of factors such as increasing government influences, growing consumer awareness, skill shortage, and the changing nature of the workforce. The industrial and organisational psychologist facilitates responses to issues and problems involving people at work by serving as an advisor and catalyst for business, industry, labour, public, academic, community, and health organisations. The industrial and organisational psychologist is a scientist who derives principles of individual, group, and organisational behaviour through research; a consultant and staff psychologist who develops scientific knowledge and applies it to the solution of problems at work; and a teacher who trains in the research and application of Industrial and Organisational Psychology (Landy & Conte, 2004:6, 7).

The relevant sub-fields of Industrial and Organisational Psychology included in this research are Growth Psychology, Personnel Psychology and Psychometrics.

(b) Growth Psychology

Growth Psychology is the umbrella concept for all theories and concepts referring to growth and psychological development. Growth Psychology is concerned not with the sick side of human nature (psychological illness) but with the healthy side (psychological well-being). The purpose of psychological growth is not to study a person with neuroses and psychoses, but to study the vast human potential for actualising and fulfilling one's capabilities and of finding deeper meaning in life. In short Growth Psychology attempts to expand, enlarge, and enrich knowledge about the human personality (Schultz, 1977:1).

Thematically this research focuses on the individual's growth capability and the mediating effect of the relationship dynamics between the constructs personality preferences, self-esteem and emotional competence on the growth potential of the human being.

In this context, Strümpfer (1990:265) suggests that Growth Psychology relates to one's using whatever potential is available as a catalyst for growth and well-being. Maslow (1970), who is included among the growth psychologists, based his theory of self-actualising psychology on the healthy, creative individual, stressing people's desire to achieve to their highest potential which is transpersonal states of being and the expression of meta-values such as wholeness, completeness and self-sufficiency. According to Maslow (1970), the individual's striving for growth culminates in supreme development and the use of all of his/her capabilities and qualities. He refers to self-actualisation and transpersonal states of being as growth motivation and its attainment means increased mental health.

(c) Social Psychology

Social Psychology is an area within Psychology that focuses on the influence of people on one another. Social Psychology attempts to make significant contributions in the areas of measuring, understanding, and changing attitudes; communication patterns; the ways in which group activities can satisfy individual needs; and group decision-making processes (Robbins,1998:20).

(d) *Personnel Psychology*

Within the field of Industrial and Organisational Psychology, the study of Personnel Psychology pays attention to the measurement of personality characteristics of individuals. The study of personality focuses on the individual person's characteristics and the similarities and differences between people (Meyer, Moore & Viljoen, 1994).

Although the study of personality can be undertaken from different paradigm perspectives, this research will focus on Analytical Psychology, Humanistic Psychology, Social Psychology and Cognitive Social Learning paradigms. The Analytical Psychology paradigm includes Jung's Psychological Type theory of Jung (1921, 1959) and the Myers-Briggs Personality Type theory of Myers (1987).

The Humanistic paradigm includes the theories of Rogers (1959; 1963) and Maslow (1970) on self-esteem. Social Psychology includes classical and contemporary research on the construct self. The Cognitive Social Learning paradigm includes the cognitive-affective theories of Mischel (1999) and Worline et al. (2002).

Personnel Psychology focuses on the psychological elements of the employee (Plug, Meyer, Louw & Gouws, 1986). The correlation between people's psychological elements (personality preferences and self-esteem) and specific behavioural responses (emotional competence) are examined in this research.

(e) *Psychometrics*

This branch of Psychology relates to the principles and practices of psychological measurement such as the development and standardisation of psychological tests and related statistical procedures (Plug et al., 1986:295). Psychometrics puts researchers in a position to measure behaviour in various forms, offering different explanations for inter- and intrapersonal functioning. In this research, questionnaires are used to measure individuals' personality preferences, self-esteem and emotional competence.

1.6.2.2 *Theoretical models*

The theoretical beliefs which are described here are testable statements about the what (prescriptive) and why (interpretative) of human behaviour and social phenomena. These include all statements which form part of hypotheses, typologies, models, theories and conceptual descriptions (Mouton & Marais, 1994:21).

In this research the theoretical models will be based on the following:

The literature review on personality preferences will be presented from the Analytical Psychology perspective more specifically the Psychological Type theory of Jung (1921, 1959) and the Personality Type theory of Myers (1987).

The literature review on self-esteem will be presented from the Humanistic paradigm and the perspectives of Social Psychology. The specific theories that will be reviewed are Rogers' (1959; 1963) and Maslow's (1970) conceptualisation of self-esteem, classical and contemporary viewpoints of self-esteem and related constructs such as self and social identity. The self-esteem model of James Battle (1992) will apply to this research. The underlying strength of this model is its applicability to the work setting.

The literature review on emotional competence will be presented from the paradigmatic perspective of the Cognitive Social Learning theories, more specifically the cognitive-affective personality system of Mischel (1990, 1999) and the dynamic self-regulation system of Worline et al. (2002). The emotional competence model of Wolmarans and Martins (2001) will apply to this research. The underlying strength of this model is its relatedness to the South African organisational context.

1.6.2.3 *Conceptual descriptions*

The following conceptual descriptions serve as points of departure for discussions in this research:

(a) *Emotional intelligence*

Based on the various definitions of emotional intelligence provided in the literature, emotional intelligence will be defined for the purpose of this research as a particular

set of learned abilities and knowledge-building attitudes which enable individuals to tap into their feelings and emotions as a source of energy to foster self-understanding, personal effectiveness in interpersonal relations and the ability to achieve personal goals in a socially and culturally appropriate manner (BarOn, 1997; Cooper & Sawaf, 2000; Eisenberg, Cumberland, & Spinrad, 1998; Fox & Spector, 2000; Gardner, 1993; George, 2000; Goleman, 1998; Martinez, 1997; Martinez-Pons, 2000; Mayer & Salovey, 1990; Orbach, 1999; Saarni, 1997; Salovey & Mayer, 1997; Thorndike, 1920; Wolmarans, 2002).

The term “emotions” in the concept emotional intelligence is used broadly to refer to affect, which includes both moods and emotions (George, 2000).

(b) *Emotional competence*

Emotional competence refers to the workplace application of emotional intelligence abilities. It is developable and can be learned (Goleman, 1995, 1998; Saarni, 1997). For the purpose of this research, emotional competence will be defined as the demonstration of self-efficacious behaviour in emotion-eliciting social transactions. It is the capacity and skill to respond emotionally (with feeling), yet simultaneously and strategically apply knowledge about emotions and express emotions in relationships with others. Individuals with well-developed emotional competence can both negotiate their way through interpersonal exchanges and regulate their emotional experiences in a variable and challenging socio-cultural environment. Emotional competence implies a sense of psychological well-being (a positive inner state of being) and an ability to skillfully, creatively and confidently adapt in an uncertain, unstructured, and changing socio-cultural environment (Goleman, 1995, 1998; Saarni, 1999; Wolmarans, 2002; Worline et al., 2002).

(c) *Leader*

The term leader will be used in this research to refer to individuals who are responsible for guiding the design, implementation, and monitoring of the organisation’s moral environment. Leaders are also stewards of people and resources; they develop vision, set agendas, innovate, work from a long-term view, and inspire people (Weiss, 2002). According to Day (2001), the essence of leadership is social exchange, or the building of networked relationships among

individuals that enhance cooperation and resource exchange in creating organisational value.

(d) *Leader development*

Leader development concentrates on developing, maintaining, or enhancing individual leader attributes such as knowledge, skills, and abilities (Day, 2001). The concept leader development is defined for the purposes of this research as follows:

Leader development is the process of educating, training and developing individual managers through planned learning events, which are based on individual and organisational needs. It entails a life-long, continuous learning process across the life span and career of the individual. The learning process is aimed firstly at increasing individual self-awareness and equipping the individual with the necessary knowledge, values, life and emotional competence to unlock his or her unique potential in managing his or her personal transformation, and secondly at equipping the individual with the relevant business knowledge and skills to enable the individual to fulfill his or her leadership roles in a capable, efficient and effective manner (Bass & Avolio, 1994; Day, 2001; Hay, 1995; Landy & Conte, 2004; Nadler, 1989; Weiss, 2002; Wolmarans, 2002).

The end-result of all development efforts is an empowered individual who values his/her intrinsic worth and who has the confidence in his/her ability and who has the will to pursue and further the collective goals of the organisation, while retaining his/her individual value and uniqueness. For the purpose of this research, the emphasis of leader development will be the influence of individual differences, as defined by personality preferences and self-esteem, on the development of emotional competence.

(e) *Personality*

Personality refers to the human psyche as defined by Jung (1959, 1971). The psyche is seen as a complex network of systems interacting with each other. Psychic energy flows continually from one system to another, in a constant striving for harmony. Personality development is viewed as a dynamic process, which takes place throughout life as the primary development task of a person's individuation or self-actualisation.

(f) *Personality preferences*

Personality preferences are defined as patterns in the way people prefer to perceive and make judgments (Jung, 1971, 1990). Apart from a dominant attitude, each person uses consciously, and in a specific way, the mental functions of perception and judgment (or decision-making) when observing his/her world and assigning meaning to the experience.

A mental function is described as a particular form of psychic activity that remains the same in principle under varying conditions (Jung, 1971). By combining an individual's dominant attitude and function, his/her basic personality type may be determined. Personality types differ in interests, values, needs and cognitive-affective responses (Jung, 1971).

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 (in the case of a dominant extraverted attitude) or react (in the case of 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).

(g) *Self-esteem*

Self-esteem, in the context of this research, is 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 social 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).

COMMENT

Whilst on the topic of theoretical models and theory, it is important to note Rotter's views. According to Rotter (1990:489-493), the sound theoretical basis of constructs and concepts is extremely important because this leads to an exactness of definition. Rotter (1990) states that the heuristic value of a construct or concept is based on the precision of its definition. Rotter (1990) suggests that when defining a construct or concept it should be done in language that is careful and precise. He maintains that the value of a construct or concept is enhanced if it is imbedded in a broader theory of behaviour. What concerns Rotter (1990) is that many psychologists are inadequately trained in theory not the memorising of some principles or hypothesis, but in understanding the characteristics of good theory and bad theory, principles of theory construction, and the use of theory to tackle applied problems. Researchers need to fully understand the constructs and concepts they are dealing with. If psychology is to advance in its understanding of human behaviour it needs to build on past research and, according to him, researchers should avoid using new terms for old concepts, thereby ignoring the research theory originally accumulated.

Thus Rotter (1990) warns that unless psychologists concentrate on the development and use of proper theory (not fads), genuine progress in psychology will suffer. In this regard E.R. Guthrie, in his 1946 presidential address to the American Psychological Association (Rotter, 1990:493), stated: "Unless psychologists maintain interest in general theory the fields of psychology will increasingly become independent collections of undigested facts".

The value of the above has directed the researcher into ensuring that the constructs and concepts, in this research, are well founded and that the research is based on sound theory.

1.6.2.4 *Central hypothesis*

The central hypothesis of the research can be formulated as follows:

Individuals with a particular personality preference will demonstrate a different level of self-esteem and emotional competence than individuals with other personality type

preferences. Individuals with a high self-esteem will demonstrate a higher level of emotional competence than individuals with a low self-esteem.

1.6.2.5 *Theoretical assumptions*

Based on the literature review, the following theoretical assumptions are addressed in this research:

- There is a need for basic research that seeks to isolate personality type preferences attributed to self-esteem on the one hand, and emotional competence on the other hand.
- Personality type development, self-esteem development and the development of emotional competence are a process, not an end product.
- Environmental, biographical and psychological factors such as socio-cultural background, race/ethnicity, gender, lifespan development, personality and self-esteem will influence the development and demonstration of emotional competence.
- Poor personality type development is a major underlying reason for low self-esteem and low emotional competence.
- High self-esteem is a major underlying reason for over-estimation in self-evaluation of 360° assessments of emotional competence.
- The construct self-esteem is multi-dimensional and can be modified by external factors.
- Knowing an individual's personality preferences, particularly the dominant and non-preferred functions, will increase understanding of his/her global personality profile.
- Personality preferences reveal themselves in a bipolar mode along a continuum.
- Identification of an individual's emotional competence sub-scale characteristics will aid in determining his/her general emotional competence.
- Identifying the relationship between an individual's personality preferences, self-esteem, and emotional competence, will aid in an understanding of individual differences in the demonstration and development of emotional competence.

1.6.2.6 *Methodological assumptions*

Methodological assumptions are beliefs concerning the nature of social science and scientific research. Methodological beliefs are more than methodological preferences, assumptions, and presuppositions about what ought to constitute good research. There is a direct link between methodological beliefs and the epistemic status of research findings (Mouton & Marais, 1994:23). The following main epistemological assumptions are the methodological assumptions that affect the nature and structure of the research domain and these relate to methodological choices, assumptions and suppositions that make for good research:

(a) *Sociological dimension*

The sociological dimension conforms to the requirements of the sociological research ethic that makes use of the research community for its sources of theory development. Within the bounds of the sociological dimension research is experimental, analytical and exact, since the issues that are being studied are subject to quantitative research and analysis (Mouton & Marais, 1994:11). This research focuses on the quantitative analysis of variables and concepts as described in chapters 5 and 6.

(b) *The ontological dimension*

The ontological dimension of research encompasses that which is investigated in reality. It relates to the study of human activities and institutions whose behaviour can be measured. This research measures properties of the constructs personality preferences, self-esteem and emotional competence. The research looks at the individual as a leader and it researches the emotional aspects of his (her) behaviour.

(c) *The teleological dimension*

This dimension suggests that the research should be systematic by nature and goal directed. It is important therefore to state the problem being investigated and relate it to the research goals. The research goals are explicit in this research, namely to measure the relationship between personality preferences, self-esteem and emotional competence. Furthermore in practical terms the teleological dimension

looks to furthering the field of Industrial and Organisational Psychology by providing it with knowledge that can enable a person to function optimally in an organisation.

(d) *The epistemological dimension*

According to Mouton and Marais (1994:14) this dimension relates to the quest for truth. A primary aim of research in the social sciences is therefore to generate valid findings which approximate reality as closely as possible. This research attempts to achieve this truth through a good research design and the achievement of reliable and valid results.

(e) *The methodological dimension*

Methodological assumptions are beliefs concerning the nature of social science and scientific research. Methodological beliefs are more than the methodological preferences, assumptions and presuppositions about what ought to constitute sound research (Mouton and Marais, 1994:17). An optimal research design, incorporating relevant methods, will be used to test the theoretical hypothesis.

Research methodologies can be classified as qualitative and/or quantitative. In this research both methods will be used. Qualitative (exploratory and descriptive) research will be presented in the form of a literature review on personality preferences, self-esteem and emotional competence. Quantitative or explanatory research will be presented in the empirical study.

According to Kerlinger (1986), simple random sampling is the basis for much of the thinking and procedures of modern research and as such will also be the procedure followed for this research.

In terms of person roles, the following is relevant:

- The role of the first person is that of “student in psychology”, psychoanalyst and researcher of human behaviour through the study of relevant literature on the topic, combined with the empirical study.
- The role of the second person is that of a human being, student, respondent and worker, and serves as the unit of study. In this research, the unit of study will be the sample of managers selected to participate in this study.

For the purposes of the empirical research the following statistical concepts are relevant:

Validity; reliability; Cronbach alpha coefficients; Pearson product-moment correlation coefficients; point bi-serial correlation coefficients; levels of significance; regression analysis; and analysis of variance.

1.7 RESEARCH DESIGN

According to Mouton and Marais (1994:5-17), the aim of research design is to plan and structure a given research project in such a manner that the eventual external and internal validity of the research findings is maximised.

The research design will be discussed through reference to the types of research conducted, followed by a discussion on validity and reliability.

1.7.1 Exploratory research

According to Mouton and Marais (1994:42), exploratory research aims at gathering information from a relatively unknown field. The key issues are to gain new insights, establish central concepts and constructs, and then to establish research priorities. This research is exploratory in that it compares various theoretical perspectives on personality preferences, self-esteem and emotional competence.

1.7.2 Descriptive research

Descriptive research aims at investigating certain domains in depth (Mouton & Marais, 1994:43-44). Its purpose is to classify systematically the relationships between variables in the research domain. The overriding aim is to describe issues as accurately as possible.

Descriptive research refers to the in-depth description of the individual, situation, group, organisation, culture, subculture, interactions or social objects (Mouton & Marais, 1994:43-44). In the literature review descriptive research is applicable with reference to the conceptualisation of the constructs personality preferences, self-esteem and emotional competence.

1.7.3 Explanatory research

Explanatory research goes further than merely indicating that relationships exist between variables (Mouton & Marais, 1994:45). It indicates the direction of the relationships in a causal relationship model. The researcher seeks to explain the direction of relationships. This form of research will be applicable in the empirical study of the relationship between the personality preferences and self-esteem scores of a group of subjects; the empirical study of the relationship between the current behaviour emotional competence scores and personality preferences scores of a group of subjects; and the current behaviour emotional competence scores and self-esteem scores of a group of subjects. The end-goal of the research is to formulate a conclusion on the relationship between the constructs personality preferences, self-esteem and emotionally competent current behaviour.

Thus this research fulfils the requirements of the types of research as outlined above.

1.7.4 Validity

Research design is synonymous with rational decision making during the research process. Irrespective of how structured or unstructured a research project is likely to be, it is the duty of the researcher to ascertain which factors may pose a threat to the validity of the findings. By paying attention to nuisance variables in a critical and systematic manner, it is possible to ensure that the ultimate findings are likely to be more valid (Mouton & Marais, 1994:51-50).

Research needs to be both internally and externally valid. Proper research design will ensure that this will happen. According to Mouton and Marais (1994:51), for research to be internally valid the constructs must be measured in a valid manner, and the data measured must be accurate and reliable. The analysis should be relevant to the type of data collected, and the final solutions must be adequately supported by the data. The researcher follows these principles. For the research to be externally valid, the findings must be applicable to all similar cases. The findings must be valid for similar studies other than the one under review (Mouton & Marais, 1994:50). Validity can be illustrated as follows:

Table 1.1 Internal validity (Mouton & Marais, 1994:51)

Conceptualisation	:	Theoretical validity
Constructs	:	Construct validity
Operationalisation	:	Measurement validity
Data collection	:	Reliability
Analysis/interpretation	:	Inferential validity

1.7.4.1 Validity with regard to the literature review

In this research validity is ensured by making use of literature that relates to the nature, problems and aims of the research. Certain of the constructs, concepts, and dimensions that form part of the concepts personality preferences, self-esteem and emotional competence in this research are to be found in the relevant literature. Therefore, there has not been a subjective choice of constructs, concepts and dimensions. It has also been ensured that the concepts and constructs are ordered in a logical and systematic manner. Every attempt has been made to search for and make use of the most recent literature sources, although a number of the classical and contemporary mainstream research streams have also been referred to, because of their relevance to the conceptualisation of the constructs that are relevant to this research.

1.7.4.2 Validity with regard to the empirical research

In the empirical research, validity will be ensured through the use of appropriate and standardised measuring instruments. The measuring instruments will be critically examined for their criterion-related validity (to ensure accurate prediction of scores on the relevant criterion); content validity; and construct validity (the extent to which the measuring instruments measure the theoretical constructs they purport to measure).

1.7.5 Reliability

Reliability is ensured by structuring the research model in such a way that nuisance variables are limited. The research context is respected at all times. Reliability of the literature review is ensured when other interested academics have access to the literature sources and to the theoretical views in the literature.

Reliability of the empirical research is ensured when a truly representative sample is used. In this research confounding variables will be minimised through the sampling procedure and by including instruments of which the reliability has been proven through previous research.

1.7.6 The unit of research

The unit of research, in this instance, is the individual. Babbie (1979, in Mouton & Marais, 1994:38) makes it clear that where the individual is the unit of analysis, the researcher focuses on the characteristics and the orientations of individual behaviour. This research focuses on the personality preferences scores, self-esteem scores, and the current behaviour emotional competence scores of the individual. The purpose is to determine whether there is a relationship between the personality preferences, self-esteem and emotional competence of the individual.

1.7.7 The variables

This research is interested in measuring the effects of two independent variables on a dependent variable. According to Kerlinger (1986:32), an independent variable is the presumed cause of the dependent variable, the presumed effect. In terms of this research the criterion data of the emotional competence-measuring instrument is the dependent variable, and the criterion data of the personality preferences and self-esteem measuring instruments are the two independent variables.

The constructs personality preferences and self-esteem are non-observable and regarded as latent variables. Kerlinger (1986:37) describes a latent variable as an unobserved "unity" presumed to underlie observed variables. The construct emotional competence is operationally defined in terms of criteria categorised and operationalised according to specific scales described in the emotional competence test. In order to measure the relationship between the independent variables (personality preferences and self-esteem) and the dependent variable (emotional competence), criterion data on the latent variables and the dependent variable will be collected by means of the criteria forms (the measuring instruments) selected for the purpose of this research.

1.7.8 Delimitations

The study is limited to research dealing with personality criteria that may be used to identify individual emotional competence, namely personality types based on Jung's (1921, 1959) theory and modified by Myers and Briggs (Myers, 1987) and self-esteem (Battle, 1992). No attempt is made to explore pathological personality characteristics.

In an attempt to traverse the factors that may influence personality development, self-esteem development and emotional competence development over the lifespan, the influences are limited to psychological, socio-cultural, race/ethnicity, gender and lifespan development components. No attempt is made to manipulate or classify any of the information, findings, or data by family background, or religious background. Also not included in any classification process are factors of disability or illness, physical or psychological.

The term 'personality preferences' is limited to the type combinations of the dominant functions and attitudes (EF-IF, ET-IT, EN-IN, ES-IS, EP-IP, EJ-IJ). The four bipolar scales (E-I, S-N, T-F, and J-P) will also be tested and analysed.

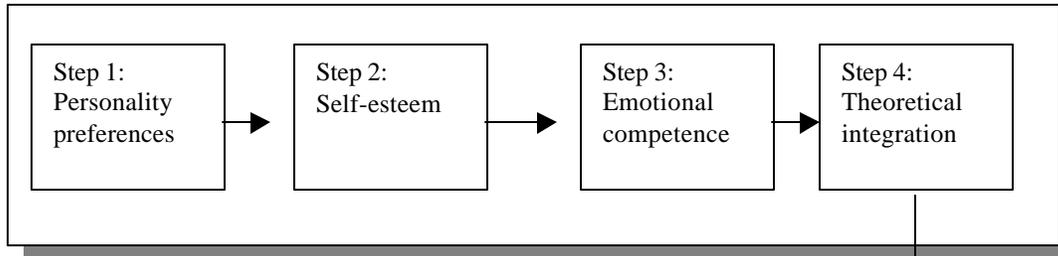
Reliability and validity are limited for both self-report instruments, MBTI and CFSEI-AD. External factors, such as stress and anxiety, may distort type scores and self-esteem scores. No known indices exist to suggest the error.

This research is intended to be a foundation research study limiting its focus to the relationship of personality preferences to self-esteem, personality preferences to emotional competence, and self-esteem to emotional competence. If any relationship is found then that foundation information could be used by future researchers to address other questions, including the question of causality. The chosen research approach is not able to determine cause and effect, but it may suggest that such a relationship does exist.

1.8 RESEARCH METHODOLOGY

This research will be conducted in two phases, each with different steps. Figure 1.1 gives an overview of the different phases.

PHASE 1: LITERATURE REVIEW



PHASE 2: THE EMPIRICAL STUDY

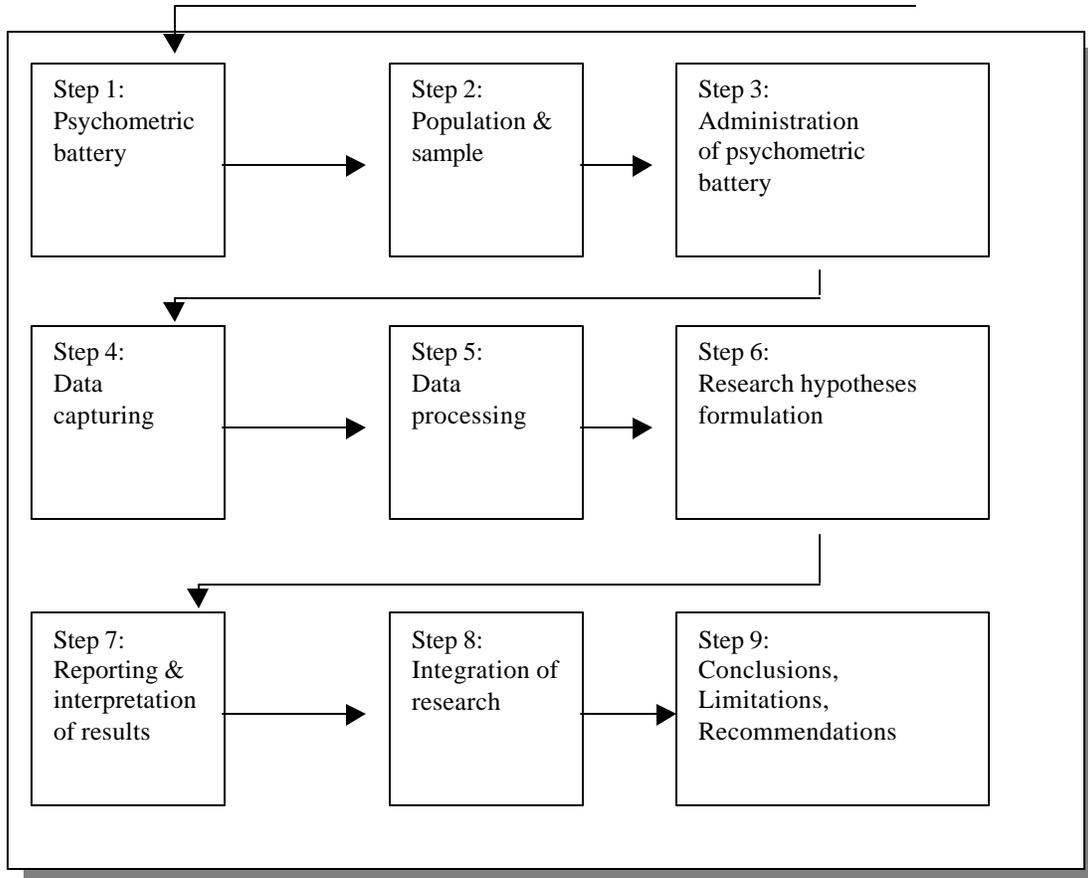


Figure 1.1 Flow diagram of the research method

PHASE 1: LITERATURE REVIEW

The literature review will consist of a review of personality preferences, self-esteem and emotional competence.

Step 1: Personality preferences

A critical evaluation will be made of Psychological Type theory and research relating to the construct personality preferences and other related constructs. Based on these conceptualisations of the construct personality preference, a conceptual model will be put together to illustrate the principles and concepts discussed in the literature. Finally, the implications for Industrial and Organisational Psychology practices pertaining to leader development will be discussed.

Step 2: Self-esteem

A critical evaluation will be made of Humanistic, classical and contemporary Social Psychology theories and research relating to the construct self-esteem and other related constructs. Based on these conceptualisations of the construct self-esteem, a conceptual model will be put together to illustrate the principles and concepts discussed in the literature. Finally, the implications for Industrial and Organisational Psychology practices pertaining to leader development will be discussed.

Step 3: Emotional competence

A critical evaluation will be made firstly of Cognitive Social Learning theories relating to the understanding and conceptualisation of emotional competence. Based on these perspectives, a conceptual model will be put together to illustrate the philosophical principles and concepts relevant to emotional competence. Finally, the implications for Industrial and Organisational Psychology practices pertaining to leader development will be discussed.

Step 4: The integration of the constructs personality preferences, self-esteem and emotional competence

This step relates to the theoretical integration of the constructs personality preferences, self-esteem and emotional competence with the formulation of a

conceptual framework for a theoretical relationship between these three constructs and its implications for Industrial and Organisational Psychology practices pertaining to leader development.

PHASE 2: THE EMPIRICAL STUDY

An empirical study will be conducted within the South African organisational context. The empirical study will involve the following steps:

Step 1: Choosing and motivating the psychometric battery

The measuring instruments, which measure the dependent variable (the construct emotional competence) and the two independent variables (personality preferences and self-esteem), will be selected.

Step 2: Determination and description of the sample

The population will be identified and the sample will be determined.

Step 3: Administration of the psychometric battery

This step will involve the collection of data from the following samples in the following manner:

The data will be collected from individuals in group settings. Individuals will be required to complete a paper-based version of the three measuring instruments. In situations in which a participant cannot attend these sessions, the questionnaires will be mailed to them for completion.

Step 4: Capturing of criterion data

The responses of subjects to each of the items of the three questionnaires will be captured onto an electronic database, which will then be converted to an SPSS data file.

Step 5: Statistical processing of the data

The statistical analyses performed in the present study will revolve around the issue of investigating the internal consistency reliability of the various scales for specifically the 360° Emotional Competency Profiler to enable the researcher to compare Self and Other current behaviour scores.

The statistical procedures relevant to this research include descriptive statistics (frequency tables, means, standard deviations and Cronbach alpha coefficients); common statistics (point bi-serial correlation coefficients and Pearson product-moment correlation coefficients); and inferential statistics (regression analysis (F statistics) and Analysis of Variance (ANOVA)).

Step 6: Formulation of research hypotheses

In order to operationalise the research, empirical hypotheses will be formulated from the central hypothesis to test the following:

- The relationship between measures of the Myers-Briggs Type Indicator, Form G and CFSEI-AD, Culture-free Self-esteem Inventories for Adults.
- The relationship between measures of the 360-degree Emotional Competency Profiler current behaviour and Myers-Briggs Type Indicator, Form G.
- The relationship between measures of the 360-degree Emotional Competency Profiler and CFSEI –AD – Culture-free Self-esteem Inventories for Adults.
- The relationship between measures of the 360-degree Emotional Competency Profiler, Myers-Briggs Type Indicator, Form G and CFSEI-AD – Culture-free Self-esteem Inventories for Adults.
- The difference in mean scores for Self and Other raters on total emotional competence current behaviour (360° Emotional Competency Profiler) and total self-esteem levels (CFSEI-AD).

Step 7: Reporting and interpretation of the results

Results will be reported in tables and figures, which will provide the relevant statistical data. Interpretations will be made which will clarify the results.

Step 8: Integration of the research

The findings relating to the literature review will be integrated with the findings from the empirical research as an integration of the overall findings of the research.

Step 9: Formulation of conclusions, limitations, and recommendations

The final step relates to conclusions based on the results and their integration with the theory. The shortcomings of the research will be discussed, and recommendations will be made in terms of personality preferences, self-esteem and emotional competence as attributes of leader effectiveness and Industrial and Organisational Psychology practices pertaining to leader development.

1.9 CHAPTER DIVISION

The chapters will be presented in the following manner:

Chapter 2: Personality preferences

The aim of this chapter is to conceptualise the construct personality preferences from the perspective of Analytical Psychology, which forms the paradigmatic foundation of the construct personality preferences, namely the Psychological Type theory of Jung (1921, 1959) and the Myers-Briggs Personality Type theory (Myers, 1987). The implications for Industrial and Organisational Psychology practices regarding leader development will be highlighted.

Chapter 3: Self-esteem

The aim of this chapter is to conceptualise the construct self-esteem from the perspective of the personality theories of Humanistic Psychology, which form the paradigmatic foundation of the construct, and contemporary Social Psychology mainstream research. An integrated model of self-esteem will be proposed and the

implications for Industrial and Organisational Psychology practices regarding leader development will be highlighted

Chapter 4: Emotional competence

The aim of this chapter is to conceptualise the construct emotional competence from the perspectives of the Cognitive Social Learning theories, which form the paradigmatic foundation of the construct, and various contemporary models. An integrated model of emotional competence from the perspectives of the Cognitive Social Learning theories will be proposed and the implications for Industrial and Organisational Psychology practices regarding leader development will be highlighted.

Integration of the literature review

The purpose of the theoretical integration of the constructs personality preferences, self-esteem and emotional competence is to formulate a conceptual framework describing the theoretical relationship between these three constructs. The implications for Industrial and Organisational Psychology practices regarding leader development will be highlighted.

Chapter 5: The empirical research

The purpose is to describe the empirical research. Firstly the aims of the empirical research are given, then the steps taken in terms of describing the sample, the questionnaire, data collection, administration and the statistical processing of the data are reviewed. Finally, the research hypotheses are formulated.

Chapter 6: Research results

The purpose of this chapter is to test the research hypotheses. The results of the empirical study are reported by using descriptive, common and inferential statistics.

Chapter 7: Conclusions, limitations and recommendations

This is the final chapter in which the results are integrated and conclusions are reached. The limitations of the study are explained and recommendations are made

for the field of Industrial and Organisational Psychology with regard to leader development and further research. Finally the chapter ends with a few concluding remarks to integrate the research.

1.10 CHAPTER SUMMARY

The background to and motivation for the research, the aim of the study, the research model, paradigm perspectives, the theoretical research, its design, and methodology, the central hypothesis and the research method were all discussed in this chapter. The motivation for this study is based on the fact that no known research has been conducted on the relationship dynamics between personality preferences, self-esteem and emotional competence within the context of leader development. The research sets out to evaluate critically and, based on sound research methodology, investigate the relationship between personality preferences, self-esteem and emotional competence.

Chapter 2 discusses the construct personality preferences from the paradigm perspective of Analytical Psychology.