

CHAPTER 7 CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter focuses on step 9 of the empirical investigation, as described in chapter 1 (point 1.8). First, the conclusions of this research will be formulated in terms of the literature and the results of the empirical research. The shortcomings will then be discussed in the context of the conclusions of this research. Finally, recommendations in terms of Industrial and Organisational Psychology practices pertaining to leader development and further research will be discussed.

7.1 CONCLUSIONS

Conclusions will be drawn about the literature review and the empirical investigation in accordance with the aims of the research, as described in chapter 1.

7.1.1 Conclusions regarding the literature review

The general aim of this research was 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. The general aim was achieved by addressing and achieving the specific aims of the research. Conclusions will be drawn about each of these specific aims regarding the relationship between personality preferences, self-esteem and emotional competence with specific reference to the contextual framework of the research and literature reviewed.

7.1.1.1 *The first aim*

The first aim, namely to conceptualise the constructs personality preferences, self-esteem and emotional competence from a theoretical perspective, was achieved in chapters 2 (personality preferences), 3 (self-esteem), and 4 (emotional competence), respectively.

(a) *Conclusions about the construct personality preferences*

Personality preferences as defined by Jung's (1921, 1959, 1971, 1990) Psychological Types and the Myers-Briggs Indicator theory of Personality Types

(Myers, 1987) provide for a theoretical understanding of individual differences in emotional response behaviour. More specifically, the following can be concluded:

- Individuals have preferred modes of emotional expression and interrelating with their external environment. People have opposite ways of using psychological energy, opposite ways of gathering information, opposite ways of coming to conclusions, opposite styles of relating to the outside world and opposite ways of self-regulation and self-evaluation.
- People have a natural, probably inborn, preference for a pair of opposite mental functions and attitudes. Overuse of one's dominant (preferred) mental function and attitudes leads to the neglect of nonpreferred functions and attitudes, resulting in one-sided development and rigidity in response behaviour.
- The psyche is self-regulating, moving people in the direction of wholeness, completion and individuation through the unconscious triggering of the inferior function. Role behaviour that requires the use of the nonpreferred functions, particularly the inferior function, may lead to emotional dissonance and the unconscious eruption of the inferior function. In addition, a work climate that stresses conformity to particular role behaviour and that rejects non-conformity thwarts the process of personality development. People experience emotional dissonance in the expression of inauthentic behaviour (the forced use of non-preferred functions and attitudes), resulting in feelings of inferiority, incompetence, and negative self-esteem.
- An understanding of personality preferences can aid people's personality development. Personality Type theory provides a structured self-regulation and development framework. People can learn to consciously develop and use their non-preferred functions and attitudes in service of their preferred functions and attitudes, leading to experiences of deep authenticity and positive self-esteem.
- Knowledge and understanding of one's personality preferences will enhance individual self-awareness, which in turn will enable individuals to develop a strong inner sense of the authentic self. This will help them to become more creative, flexible and receptive to adaptive and self-regulation behaviour.

(b) *Conclusions about the construct self-esteem*

Considerably less attention appears to have been paid to the self-esteem relationship among adults, particularly in an organisational context. Much of the research on changing the self-esteem of adults has been conducted in clinical and educational settings. Based on the literature review, the following conclusions about the construct self-esteem can be made:

- The construct self-esteem should be studied from a multi-dimensional perspective, including the affective, cognitive, and social/interpersonal aspects of efficacious functioning in the socio-cultural domain in which it manifests itself.
- Self-esteem is described as a socially situated experience which does not merely consist of constant or variable psychological states. The socially constructed emotions that give rise to high or low self-esteem arise at predictable times and places under the influence of role requirements embedded in a Western societal culture, with its particular notions about status relationships, success or failure in the attainment of socially prescribed goals, and the actual or imagined evaluative judgments of others.
- Self-esteem depends on the situation and its role behaviour demands. People manage self-esteem in the same way they manage their emotions. Within limits, people can lower or elevate self-esteem in response to role behaviour requirements, presenting a self with appropriate manifestations.
- Authentic self-expression (such as 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.
- Emotional dissonance occurs when the expected role behaviour demands 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 negative self-esteem.
- Positive self-esteem is related to surface authenticity, which is concerned with a sense of self-efficacious behaviour and positive evaluations and feelings about oneself in a given social encounter or situation. Surface authenticity occurs when a situation allows the experience of deep authenticity (being

oneself). Surface inauthenticity (negative or low self-esteem) occurs when people engage in behaviour that does not allow authentic self-expression, leading to emotional dissonance and even distress.

- Low self-esteem individuals will tend to underestimate themselves in terms of self-evaluations, while high self-esteem individuals may tend to overestimate themselves. People with low self-esteem are motivated to protect their sense of self-esteem and will therefore behave in a cautious, noncommittal fashion in their self-descriptions. They tend to lack a firm, elaborate self-concept (due to experiences of deep inauthenticity) and find it difficult to present themselves in either a strongly positive or negative fashion. Encountering a new or demanding situation, their first concern apparently is to prevent disaster, and so they act in ways designed to protect themselves from the dangers of failure, social rejection, and often humiliation (surface acting).
- People who are high in self-esteem approach evaluative situations with a high degree of confidence (due to experiences of deep authenticity, leading to deep acting), viewing the situations as an opportunity to do well and to further enhance the self. They may therefore tend to present themselves in an unrealistically positive manner.

(c) *Conclusions about the construct emotional competence*

Emotional competence is an understanding of one's own and others' emotions, the tendency to display emotion in a situationally and culturally appropriate manner, and the ability to inhibit or modulate experienced and expressed emotion and emotionally derived behaviour as needed to achieve goals in a socially acceptable manner. More specific conclusions about the construct emotional competence are the following:

- Emotional competence is the component unit of the response repertoire of emotional intelligence that constitutes the response capability of a person.
- Emotional competencies are the observed emotional intelligence variables and abilities, the reference dimensions with which the skills underlying emotional intelligence may be described more parsimoniously. In organisational contexts, emotional competence is reflected in understanding the emotional culture and climate associated with one's work role and organisation; accurately appraising one's emotions and being able and willing

to regulate them and their expression (surface and deep acting), for personal and organisational goals; and accurately appraising the emotions of others.

- The emotional intelligence structure (the source traits, abilities, attributes, and values) of individuals remains essentially the same, while the surface traits (emotional competencies – the operative skills, knowledge, needs) may change with time or with a given situation. Emotional intelligence abilities can be used to predict the level on a particular emotional competency that a person can attain if given the opportunity to learn the competency. Emotional competence is developable and can be learned.
- Individuals with the same emotional intelligence structure, that is, the same abilities, attributes and values, can still differ in their behaviour and therefore in their behavioural outcomes as a function of differing personality style preferences and self-esteem (experiences of deep and surface authenticity or inauthenticity lead to surface or deep acting).
- Modeling emotional competence has the potential to influence people's motivation to demonstrate competent behaviour in their work by widening their vision of the discretionary behaviour available within their role and triggering emotions that buoy feelings of competence which are self-esteem enhancing.
- Modeling emotional competence has the potential to transform the quality of connections between people in organisations by changing the relational knowledge, beliefs, and routines that people use in their work, as well as triggering emotions that sustain resourcefulness between people.
- Modeling emotional competence has the potential to transform the organisation as a whole through changing people's participation and felt connection to the organisation's mission and goals.

7.1.1.2 The second aim

The second aim, namely to conceptualise the relationship between personality preferences, self-esteem and emotional competence in terms of explanatory theoretical models of these three constructs and to propose an integrated model which describes the theoretical relationship between the three constructs, has been achieved in the theoretical integration following chapter 4. The following specific conclusions are made:

(a) *Conclusions about the theoretical relationship between personality preferences and self-esteem*

Personality preferences and self-esteem can be linked with individuals' self-perceptions and experiences of authenticity during social interactions in the workplace. Authentic self-expression (deep authenticity or true type experiences) enables individuals to immerse themselves in a valued and esteemed self-conception. Emotional dissonance occurs when the expected role behaviour demands the use of less preferred and least developed functions and attitudes. Emotional dissonance is positively related to emotional exhaustion, job dissatisfaction, work alienation, depressed mood, and low self-esteem. Positive self-esteem or 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 by the social group. Individuals experiencing low or no emotional dissonance between being their authentic selves (expressing their true personality preferences) and being allowed to be their authentic selves tend to have a positive self-esteem. Individuals who are not allowed to express their authentic selves or who are frowned on for doing so tend to feel rejected, leading to negative self-esteem and even distress (and consequently experiences of the unconscious eruption of the inferior function).

(b) *Conclusions about the theoretical relationship between personality preferences and emotional competence*

People differ in the demonstration of emotional competence to the degree that they have learned to consciously apply and use all four of their mental functions (dominant and non-preferred functions). Furthermore, people with a particular preference for the use of 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 to develop emotional competence; on the other hand, the development of emotional competence will aid personality development through enabling the differentiation and balancing of the use of all four of the mental functions and attitudes, thus allowing for authentic self-expression and acting.

(d) *Conclusions about the theoretical relationship between self-esteem and emotional competence*

Self-esteem influences individuals' cognitive and affective responses 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 be willing to model emotional competence. They may also be more inclined to present themselves in an unrealistically positive manner than are low self-esteem individuals, resulting in an overestimation in their self-evaluation of their emotional competence. People with low self-esteem may lack a firm, elaborate self-concept, experiencing negative feelings about themselves, or emotional dissonance, and find it difficult to present themselves in either a strongly positive or negative fashion. They may tend to underestimate their emotional competence in self-evaluations of their competency.

(e) *Conclusions about the theoretical relationship between personality preferences, self-esteem and emotional competence*

Emotional competence in the context of the workplace is relational. Organisations are social systems and people's level of self-esteem will comprise much of their experience of their interactions with others in the organisation. The embeddedness of people's self-esteem in interpersonal interactions and relationships means that the emotional tone and impact of these interactions are vital to an understanding of people's willingness to demonstrate and model emotional competence in social encounters.

The necessity to model emotional competence in work settings challenges the self-perceived authenticity of individuals. However, when individuals identify with the emotional competence behaviours they tend to construe the conscious use of all four mental functions and attitudes as supporting – rather than challenging – their authenticity. Deep authenticity (true type expression) fosters surface authenticity (positive self-esteem), and deep inauthenticity (the eruption of the inferior function in the challenged 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.

Furthermore, particular personality preferences, such as the extraverted types, may tend to acquire higher levels of confidence than the more introverted types in demonstrating the required emotional competence behaviour due to their particular nature and temperament. Their high confidence in their judgments and beliefs about themselves may lead to high levels of self-esteem, which in turn may influence self-ratings in 360° assessments.

7.1.1.3 *The third aim*

The third aim, namely 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 has been achieved in the theoretical integration that follows chapter 4. In particular, the following conclusions are made:

The MBTI, CFSEI-AD and 360° Emotional Competency Profiler can be used to inform the development of leaders, that is, the results obtained from the three instruments will help to increase leader self-awareness. Leaders will be able to learn that acting on their personality preferences leads to predictable patterns in behaviour, values, and motivations. They can also learn how organisational socialisation factors influence their self-esteem (as a socially constructed emotion and measure of their psychological well-being) by encouraging or thwarting the use of their true preferences.

Knowledge and understanding of the relationship between personality preferences and self-esteem will in turn help leaders to understand their comfort or discomfort in modeling emotional competence as a leader behavioural requirement. Leaders can also be helped to understand the discrepancy between the self-evaluation ratings of their emotional competence versus the assessment ratings of others about their emotional competence. Low ratings of emotional competence (perceived lack of the particular emotional competence behaviour) can be seen as neglect of less-preferred functions while more preferred ones were being developed. The stage can be set for looking at the individual's problems (low self-esteem and low emotional competence) from the perspective of gaining more effective command over both preferred and nonpreferred functions and attitudes. Knowledge and understanding of the composite profile derived from the assessment results of the MBTI, CFSEI-AD and 360° Emotional Competency Profiler can give individuals a sense of worth and dignity

about their qualities. Individuals will be freed to recognise their own natural bent and to trust their own potential for growth and excellence.

The development of emotional competence in leaders involves planning, guidance, counseling, coaching and training activities that begin with structured self-assessment of one's personality preferences, self-awareness of one's esteem needs and experiences of emotional dissonance in terms of being required to model behaviour related to the use of one's non-preferred functions and attitudes, and one's self-evaluation of one's current demonstration of emotional competence.

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 and attitudes); their levels of self-esteem; and their current level of emotional competence. Personality type development, self-esteem enhancement and emotional competence contribute to leader effectiveness, performance, productivity, job satisfaction and healthy interpersonal relations in the workplace. Possessing underlying emotional intelligence abilities does not guarantee the competencies will be demonstrated; however, the organisational socialisation practices and the stimulation derived from training and practice in one's leader role behaviour requirements, feedback obtained through 360° assessment practices, and social interaction with subordinates and peers, encourage personality type development, which in turn fosters willingness to model emotional competence through enhanced self-esteem.

7.1.2 Conclusions regarding the empirical study

The study was designed to answer two major research questions and eight supportive research questions, which were re-stated as eight research hypotheses. The premise tested throughout this study was that personality preferences and self-esteem are related to emotional competence. Overall, the hypotheses were supported at the probability level ($p < 0,05$). The empirical findings supported null hypotheses Ho1, Ho3, and Ho6 and failed to support null hypotheses Ho2, Ho4, Ho5, Ho7 and Ho8. Findings for each of the research aims and the hypotheses that deserve discussion will be presented as conclusions.

7.1.2.1 *The first aim*

The first empirical research aim was 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 a typical South African organisational setting.

There are 12 major conclusions from the empirical study. Conclusions 1 and 2 discuss significant relations found between personality preferences and self-esteem. Conclusions 3 and 4 discuss significant relations found between personality preferences and emotional competence, and conclusions 5 through 12 discuss significant relations found between self-esteem and emotional competence. Conclusion 10 discusses significant relations found between personality preferences, self-esteem and emotional competence.

Conclusion 1: The MBTI scale E is significantly related to CFSEI-AD Social self-esteem and Total self-esteem, whilst the MBTI scale N is significantly related to all four of the CFSEI-AD self-esteem scales

The stronger one's preference towards the MBTI attitude Extraversion (E), the higher one's Social self-esteem and Total self-esteem. The stronger one's preference towards the MBTI attitude Intuition (N), the higher one's Social, General, Personal and Total self-esteem. It appears that the Extraverted personality preference is closely related to having a sense of belonging and feeling accepted by the group. The Intuitive personality preference associates more closely with feelings of self-worth, self-acceptance, sense of psychological well-being, sense of belonging and feeling accepted by the group. Subjects with the dominant conscious attitude of being adaptable, sociable and seeking new experiences appear to be more confident and tend to have a higher self-esteem than those who are more cautious and introspective by nature.

Figure 6.45 illustrates these relationships.

Conclusion 2: MBTI personality preferences ET, ES, EN, EJ, EP are significantly related to CFSEI-AD Social self-esteem

Five of the twelve bi-polar groupings of the MBTI scales that were relevant to this research (ET, ES, EN, EJ, EP) are related to Social self-esteem. It appears that the Extraverted personality preference is closely related to having a sense of belonging and feeling accepted by the group.

Figure 6.45 shows these relationships.

Conclusion 3: The MBTI personality preferences ET and EN are significantly related to Total self-esteem

Two of the twelve bi-polar groupings of the four MBTI attitudes that were relevant to this research (ET, EN) are related to Total self-esteem. The stronger one's preference towards the MBTI dimension Extraversion (E), Intuition (N) and Thinking (T), the higher one's Total self-esteem. Subjects with the dominant conscious attitude of being adaptable, sociable and seeking new experiences appear to be more confident and tend to have a higher self-esteem than those who are more cautious and introspective by nature.

In general, the findings confirm the research findings reported by Myers, et al. (1998) that ETs tend to be high on dominance, sociability, self-acceptance, well-being, socialisation, self-control and achievement, whereas ENs tend to be high on sociability, social presence, self-acceptance and tolerance.

Figure 6.45 shows these relationships.

Conclusion 4: MBTI personality preferences EJ, ET, EF, EN, IS, ET, IT are significantly related to 360°ECP sub-scales Self-motivation, Interpersonal Relations, Emotional Literacy, Change Resilience

The Extraversion personality preferences (EJ, ET, EF, EN) appear to be the most closely linked to emotional competence Self (Self-motivation, Interpersonal relations), whilst the Sensing personality preference (IS) appear to be most closely linked to the emotional competencies Emotional literacy Other and Change resilience Other. The Thinking personality preference (IT) appears to be most closely linked to the emotional competencies Emotional literacy Other, Interpersonal relations Other and Change resilience Other.

The examination of the MBTI personality preferences offered some insight into the significance of the attitudes of energy (E and I) in terms of emotional competence as measured by the ECP. The stronger one's preference toward Extraversion (E) and Intuition (I), the greater one's ability to demonstrate emotionally competent behaviour (in particular, demonstrating self-motivation and healthy interpersonal relations). The stronger one's preference toward Introversion (I), the greater the probability that one will be perceived as having the ability to demonstrate emotionally competent behaviour (in particular, demonstrating emotional literacy, change resilience and healthy interpersonal relations).

The Extraverted personality type's preference for the energetic, sociable and confident seeking of new experiences appears to lead to a higher sense of Social self-esteem (sense of self-efficacious functioning in comparison to others). This in turn may increase the subjects' ability to demonstrate more self-motivated and change resilient behaviour than the Introverted personality preferences.

Figures 6.45 and 6.46 show these relationships.

Conclusion 5: MBTI personality preferences EP, EN, IT, IJ are significantly related to the 360° ECP Total Emotional Competence scale

The Total Emotional Competence Self scale is related to the MBTI personality preferences EN, while the Total Emotional Competence Other scale is related to the MBTI personality preferences IT and IJ. The stronger one's preference toward Extraversion (E), and Intuition (N), the greater one's ability to be active, energetic, sociable, adaptable and innovative regarding change and therefore the greater one's openness to demonstrate emotionally competent behaviour in general.

Figures 6.45 and 6.46 show these relationships.

Conclusion 6: CFSEI-AD Total self-esteem is significantly related to 360° ECP subscales Self-esteem/self-regard, Self-management, Self-motivation, Change Resilience, and Interpersonal Relations

It appears that the higher one's total self-esteem, the greater one's ability to do a realistic and objective assessment of one's own worth as an equal human being with unique talents, honoring one's values, skills and shortcomings; the ability to manage

one's stress and well-being; the ability to stay motivated in terms of achieving one's goals; the ability to adjust to changes and to deal with and interpret the emotions of others.

Figures 6.45 shows these relationships.

Conclusion 7: CFSEI-AD Personal self-esteem sub-scale is significantly related to 360° ECP sub-scales Self-esteem/self-regard, Self-motivation, Change Resilience and Interpersonal Relations, while the CFSEI-AD Social self-esteem sub-scale is significantly related to the 360° ECP sub-scale Self-esteem/self-regard

The stronger one's self-acceptance and sense of belonging, the greater one's ability to do a realistic and objective assessment of one's own worth as an equal human being with unique talents, honoring one's values, skills and shortcomings.

Figure 6.45 shows these relationships.

Conclusion 8: CFSEI-AD General, Personal and Total self-esteem are significantly related to the 360° ECP Total Emotional Competence sub-scale

The stronger one's self-acceptance, sense of belonging, sense of well-being and physical self-regard, the greater one's ability to demonstrate emotionally competent behaviour. Emotional affectivity, as represented by General and Personal self-esteem, will have an impact on one's demonstration of emotional competence.

Figure 6.45 shows these relationships.

Conclusion 9: CFSEI-AD Total self-esteem is significantly related to the 360° ECP Total Emotional Competence sub-scale

Total self-esteem can partially predict the ability of an individual to demonstrate overall emotionally competent behaviour. The findings imply that emotional competence is closely related to the affective component of self-awareness, one's sense of psychological well-being. It appears that the understanding and regulation of emotions in the self-evaluative process may facilitate positive affect, which in turn is related to self-esteem. The effect of self-esteem in developing the ability to

demonstrate emotionally competent behaviour therefore needs to be considered in leader development efforts.

Figure 6.45 shows these relationships.

Conclusion 10: The CFSEI-AD Personal self-esteem scale relates significantly to the 360° ECP Emotional Competence scales, while the CFSEI-AD Social self-esteem scale relates significantly to the MBTI personality preferences

The MBTI personality preferences relate more to subjects' self-views and feelings of belonging and self-efficacious functioning in relation to others, while the ECP scales relate more to subjects' feelings of self-worth and sense of psychological well-being.

It appears that one's personality preferences could have an influence on one's sense of belonging and acceptance by the group (whether one fits in or not), whilst one's feelings and self-views about oneself have an influence on one's ability to demonstrate emotionally competent behaviour.

Conclusion 11: The CFSEI-AD is a better predictor of emotional competence than the MBTI personality preferences

It appears that the MBTI personality preferences are not predictors of behaviour, but rather a development tool for creating an awareness of subjects' dominant style set. As such the MBTI personality preferences facilitate an understanding of why others behave the way they do in the workplace. These findings are confirmed by Higgs (2001) and McCarthy and Garavan (1999).

By contrast, the CFSEI-AD appears to be able to predict subjects' ability to demonstrate emotionally competent behaviour. Overall it could be concluded that the cognitive-affective evaluative component of the self-concept (namely self-esteem) plays a role in the prediction of emotionally competent behaviour. The cognitive-affective evaluative component of the self-concept (or self-esteem) is concerned with internalised social judgments and ideas about how worthwhile a trait or personal quality is. These judgments influence the motivation and ability of subjects to demonstrate the desired behaviour.

Conclusion 12: Subjects with a very high self-esteem view themselves more positively in terms of their emotional competence than how others perceive them

The findings confirm the effect of self-esteem on the self-evaluations of self-raters in multi-rater assessments such as the 360° Emotional Competency Profiler, namely subjects with very high self-esteem will tend to over-inflate their self-evaluations due to over-confidence in their beliefs and judgments about themselves.

Knowledge of the relationship between individuals' personality preferences and their self-esteem may help to add a broader perspective on the interpretation of individuals' self-ratings, particularly with regard to 360 degree emotional competence assessments. Furthermore, the information may be used to help subjects' develop greater self-awareness through repeated 360° feedback mechanisms. Goleman (1998) suggests that individuals who are self-aware have a deep understanding of their emotions, strengths, weaknesses and drives.

Tables 6.26 and 6.27 report these findings.

7.1.2.2 The second aim

The second empirical research aim was 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. This aim will be addressed in point 7.3.2 below.

7.1.3 Conclusions regarding the central hypothesis

The following conclusion is made regarding the central hypothesis:

Individuals with a particular personality preference and higher level of self-esteem will demonstrate a different level of emotional competence than individuals with other types of personality preferences and lower self-esteem. The literature survey provided supporting evidence for the stated hypothesis. The empirical study provided statistically significant evidence to support the central hypothesis regarding the relationship between personality preferences and emotional competence. Statistically significant evidence was provided to support the central hypothesis

regarding the relationship between personality preferences and self-esteem, and self-esteem and emotional competence.

Although the results obtained from the empirical study did not offer comprehensive significant support for the results obtained from the literature survey, the findings do suggest a probable relationship between the dominant ESTJ (ET, EJ) and ISTJ (IS, IN) personality preferences and emotional competence. This in turn suggests the possibility of designing a composite leader profile for development purposes for these two types of personality preferences in a typical Western technically orientated organisational environment. Furthermore, the significant relationships between personality preferences and self-esteem, and self-esteem and emotional competence suggest the possibility of designing development and feedback tools for multi-rater assessments in leader development initiatives. Appendices A and B provide examples of the feedback reports that were designed for this purpose to enable the researcher to give feedback and guidance to the subjects who participated in this research.

7.1.4 Conclusions about contributions to the field of Industrial and Organisational Psychology

The findings of the literature survey and the empirical results contributed in the following manner to the field of Industrial and Organisational Psychology:

The literature review shed new light on the factors underlying the problem of developing and demonstrating emotionally competent behaviour. Expanded knowledge about the role of personality factors such as personality preferences and self-esteem in influencing the demonstration of emotionally competent behaviour have been contributed by this research.

Due to the empirical limitations, the usefulness of this study is restricted to the elimination of personality preferences being used as predictors of emotional competence and to the consideration of the effect of self-esteem on the demonstration of emotionally competent behaviour by the EP and EN personality preferences in particular, and the Extraversion, Sensing and Intuition scales of the MBTI.

However, the study findings helped develop a better understanding of the Myers-Briggs personality preferences and CFSEI-AD self-esteem constructs in understanding individual differences in the demonstration and development of emotional competence. The research assisted in raising awareness about 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 to that particular type in order to promote personality development and positive self-esteem.

Another positive outcome is 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 of individuals with an introverted personality preference orientation (particularly in the context of multi-rater performance assessments). The importance of guidance and coaching in leader development and multi-rater feedback practices has been emphasised and fully realised.

The relationships found may prove to be useful for future researchers in exploring the possibility of reducing or preventing the effect of very high or very low 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 White male dominant organisational contexts and as related to the typical ESTJ and ISTJ personality types.

This research study breaks new ground because, to date, there had been no existing study on the relationship between the particular MBTI personality preferences that were the focus of this research, the CFSEI-AD self-esteem and the 360° ECP emotional competence constructs. There are also not many existing studies on the relationship between personality preferences and emotional intelligence. Research on self-esteem in organisational contexts is also rare. The study also contributed new perspectives on and interpretations of the constructs personality preferences, self-esteem and emotional competence.

Novel and fresh was 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

develop new forms of emotional management, self-identities, positive levels of self-esteem and emotional competent behaviour, through personality type development and self-esteem enhancement. It is an approach that may help people construct new mental models of and attitudes to their responses to themselves and others by furnishing them with a broader range of developmental possibilities and behavioural styles.

The findings may assist in developing a comprehensive composite personality profile of personality preferences (particularly the ESTJ and ISTJ profiles that are dominant in typical firms in the South African manufacturing industry), self-esteem and emotional competence. Based on such a profile, strategies may be found to assist the particular manifested profile with 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.

Annexures A and B provide examples of such profiles, feedback and development tools. These profiles and feedback and development tools (an individual feedback and development report and a company feedback report) were designed for feedback purposes to the subjects who participated in this research.

7.2 LIMITATIONS OF THE RESEARCH

The limitations of the literature study and the empirical investigation are outlined below.

7.2.1 Limitations of the literature review

The literature review was limited to the Analytical Psychology of Jung (1921, 1959) with regard to the study of personality preferences and the humanistic perspectives of Maslow (1970) and Rogers (1959) with regard to the construct self-esteem. The literature review on emotional competence was limited to the cognitive social learning theories of Mischel (1995) and Worline, et al. (2000) and contemporary literature on the constructs emotional intelligence and emotional competence.

The theory on personality preferences is complex and characterised by a large variety of concepts for describing personality and its functioning. The theory

postulates dichotomies and has unusual psychometric properties. Studies using the MBTI do not always confirm the validity of the underlying theory or operationalisation of the associated constructs.

The various definitions of self-esteem provided by the literature did not provide a single definition of self-esteem and there is little agreement on the dimensional aspects of self-esteem. Considerably less attention appears to have been paid to the self-esteem relationship among adults, particularly in an organisational context. The extent to which self-esteem can be raised, and the overall malleability or changeability of self-esteem, particularly with regard to adults, are still unresolved issues. Much of the research on changing adult self-esteem has been conducted in clinical or educational settings.

The construct emotional competence builds on definitions provided by the literature on emotional intelligence. No clear definition exists, nor has consensus been reached on the breadth of the concept and what it should include. Furthermore, because of the recency of the concepts emotional intelligence and emotional competence, research is currently in the midst of empirical and theoretical debate about the dimensions and competencies comprising both of these constructs. As presently postulated, little remains of emotional intelligence and emotional competence that is unique and psychometrically sound. Also, questionnaire measures are too closely related to established personality traits.

7.2.2 Limitations of the empirical investigation

The findings of this study may be limited in the ability to generalise and to design practical recommendations due to a number of factors which include both the quantity and the characteristics of the sample, as well as the psychometric properties of the MBTI. The study may be limited by the relatively small size of the sample. A larger sample, particularly the inclusion of populations with higher proportions of different personality preferences, a more balanced gender and race distribution than in the current study and the use of different personality measuring instruments, may produce a broader distribution of scores, which in turn could produce different results for the questions dealing with the relationship between personality preferences and emotional competence.

7.3 RECOMMENDATIONS

Against the background of the aforementioned conclusions and limitations, recommendations for Industrial and Organisational Psychology and further research in the field have been outlined below.

7.3.1 Recommendations for industrial and organisational psychologists working in the field of leader development

The recommendations outlined below are aimed at providing industrial and organisational psychologists with practical guidelines on using the MBTI, CFSEI-AD and 360° Emotional Competency Profiler instruments in the broad variety of settings in which they are appropriate.

7.3.1.1 *Application as a development framework*

The theory underlying personality preferences, self-esteem and emotional competence outlines a model of lifelong individual development, which identifies likely paths for development and which could be useful in coaching individual leaders in developing greater self-awareness. The development framework also demonstrates the value added by diversity within the organisation and offers a perspective and data for analyzing organisational leader styles.

(a) *Proactive training*

The organisation can benefit by training leaders to use proactive emotionally competent behaviours through the conscious use and development of all four mental functions and attitudes. Effectively using proactive emotionally competent behaviours in a manner that encourages authentic self-expression could influence leaders' level of self-esteem and sense of self-efficacy, which in turn reduces stress and anxiety and increases their motivation and long-term effectiveness.

Retesting is an excellent method of scientifically examining changes that occur in one's emotional competence over time. Testing is especially important before and after organisational changes in the workplace and following training and remedial programmes designed to increase one's emotional competence and leader effectiveness.

(b) *Interpreting the results*

The powerful potentials of the results obtained from the three instruments result when the industrial and organisational psychologist administers the instruments appropriately, interprets results correctly, leads respondents through a process of verifying their personality type, self-esteem and emotional competence profile, and adds the depth inherent in the dynamics underlying the theories that form the foundation of personality preferences, self-esteem and emotional competence.

Responses to individual items on the CFSEI-AD and 360° Emotional Competency Profiler can reveal a great deal of information about a respondent. When subscale scores are low, the items that comprise the subscales should be examined to gain a greater appreciation of what those particular scores mean and to help identify particular aspects of a problem. Knowledge of specific responses to certain items can serve as a basis for discussion during the feedback session, a way of prompting additional information from the respondent, a rationale for further inquiry regarding the respondent's emotional health, and a guide for intervention recommendations.

Low scores on all the subscales may be the result of very serious deficiencies in the respondent's emotional well-being, very negative self-evaluation or a deliberately negative self-portrayal. It is recommended that the industrial and organisational psychologist should closely examine the content of those items with the lowest scores to understand the specific nature of the respondent's problematic areas. Very high scores on both the CFSEI-AD and 360° ECP scales may indicate over-confidence and lack of self-awareness. Repeated 360 degree feedback mechanisms may help leaders develop insight into their emotions, strengths, development areas and drives.

With regard to the MBTI, the first step is to discover the respondent's true or best-fit preferences. The theory behind the MBTI assumes that preferences are inborn and can become distorted and confused by family and other environmental pressures. Therefore, each stage of interpreting the MBTI results is essentially a testing of the reported or hypothesised type against the respondent's experiences of his/her behaviour. Knowledge of typical expressions of the least developed inferior function can also aid interpretation and identification of best-fit type. The industrial and organisational psychologist is advised to exercise caution and carefully check with the respondent for evidence of type distortion.

COMMENT

For the purpose of this research, a diagnostic framework was designed to identify the nature and depth of developmental interventions required for the subjects who participated in this research. Figure 7.1 provides an overview of a selected group of the sample chosen from one of the companies. According to the diagnostic framework, industrial and organisational psychologists can identify with greater ease the nature and level of development interventions required. In addition, the information obtained by an analysis of the diagnostic framework, facilitates more objective decision-making about the type of development interventions required by the leaders concerned. Figure 7.2 gives an overview of a composite organisational leader report that was drawn up to explain to leaders the relationship dynamics between the dominant personality preference, self-esteem and emotional competence profiles.

Appendix A, an example of an organisational feedback report that was drawn up for a selected group of subjects from the chosen sample in one of the companies that participated in the research, provides a description of the application and use of the diagnostic framework. All three companies received similar feedback reports and individual feedback reports and group guidance sessions were provided for all the subjects who participated in this research project.

(c) Giving feedback for development purposes

Feedback on personality preferences, self-esteem and emotional competence should be related to existing personal development goals, performance goals and clear expectations. Feedback should be specific and tied to observable behavioural patterns as measured by the MBTI, CFSEI-AD and 360° Emotional Competency Profiler. Feedback should be focused on positive behavioural patterns and areas for growth and development. Merely returning the results to the respondents does not constitute proper feedback. The format of feedback sessions can vary considerably, depending on the environment in which the three instruments are used. Feedback sessions in the organisational setting may, for example, be substantially different from feedback given in the clinical sector. Reports and feedback sessions can be either individual and/or group in nature and can be conveyed in a formal or informal manner, depending on the usage. Regardless of what form the report and feedback takes, they are ethical and mandatory elements (along with obtaining

DIAGNOSTIC FRAMEWORK FOR LEADER DEVELOPMENT

	Deep Authenticity (Personality Preferences – True type expression/conscious use of four mental functions)	Deep Inauthenticity (Personality Preferences – Non-preferred function expression)
<p>High Self-esteem (24-32) (Surface Authenticity/ self-efficacious behaviour</p>	<p>Focus on <u>Strengthening</u> Emotional Competence EC: 3.50-4.00 (N=1) CFSEI: 30-32 (Very High) (N=3) (No emotional dissonance) Self-efficacious functioning <i>Intervention</i></p> <ul style="list-style-type: none"> • Executive coaching • Mentoring <p><i>Purpose: To</i> <i>Crystallise strengths/ apply strengths in greater capacity</i> <i>Harness the power of emotions for personal success</i></p>	<p>Focus on <u>Developing</u> Emotional Competence EC: 3.00-3.49 (N=10) CFSEI: 20-29 (Intermediate-High) (N=8) (Low emotional dissonance/conscious use of inferior function) <i>Intervention</i></p> <ul style="list-style-type: none"> • Executive coaching • Mentoring & Coaching • Skills training in Emotional Intelligence <p><i>Purpose: To</i> <i>Develop self-awareness and self-management attitudes/create readiness to deal creatively with emotions</i> <i>Implement self-knowledge for enhanced emotional functioning</i></p>
<p>Low self-esteem (1-23) (Surface Inauthenticity/ Potentially poor performance – lack of belief in self)</p>	<p>Focus on <u>Developing</u> Emotional Competence EC: 2.00-2.99 CFSEI: 14-19 (Low) (Low emotional dissonance, but experience of emotional distress) <i>Intervention</i></p> <ul style="list-style-type: none"> • Counseling • Skills training in Emotional Intelligence & Stress Management • Wellness programmes <p><i>Purpose: To</i> <i>Facilitate self-reflection/changing mental model about the self</i> <i>Mature/deepen personality/self-knowledge</i></p>	<p>Focus on <u>Developing</u> Emotional Competence EC: 0.00-1.99 CFSEI: 1-13 (Very Low) (High emotional dissonance/unconscious inferior function experience/experience of intense emotional distress) <i>Intervention</i></p> <ul style="list-style-type: none"> • Counseling • Skills training in Emotional Intelligence & Stress Management/Coping • Wellness programmes <p><i>Purpose: To</i> <i>Examine security, belonging, acceptance needs</i> <i>Develop a sense of identity/self-regard</i></p>

Figure 7.1 Example of a diagnostic framework for leader development

GROUP PROFILE OVERVIEW (N=11)

Harness the power of emotions for workplace productivity!

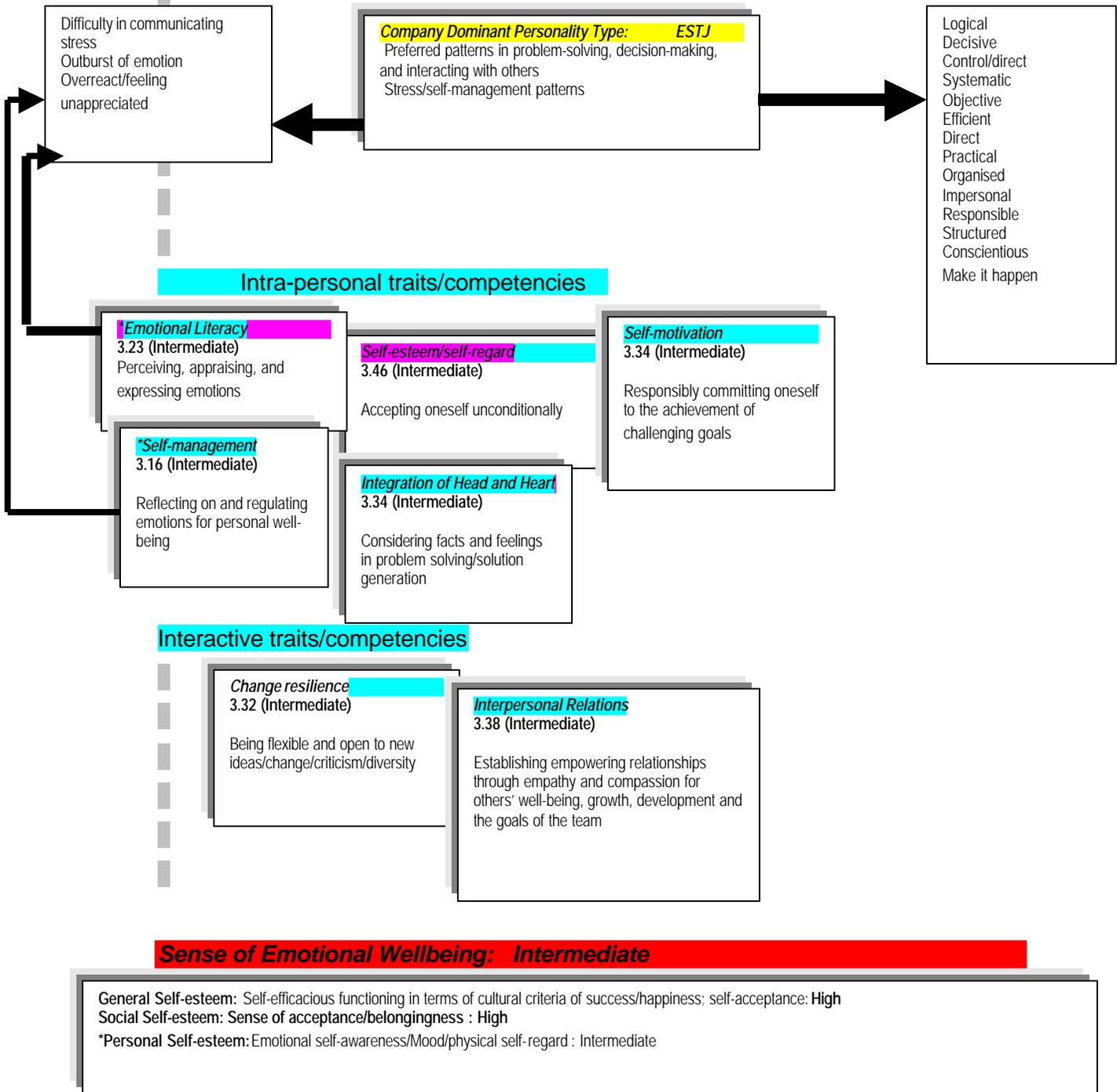


Figure 7.2 Example of a leader profile for feedback purposes

informed consent and debriefing) in the administration and interpretation process, although it is recognised that in some circumstances it will be impossible to arrange for or provide full feedback.

The final report and feedback session should include a discussion about the respondent's overall personality type preferences (dominant and non-preferred functions and attitudes, the dynamics of the inferior function), self-esteem level, and degree of emotional competence (self-evaluation versus evaluation from others), and significantly strong and weak areas. Hypotheses should be made regarding the meaning of individual and clusters of high and low factors (related to the inter-dynamics of personality preferences, self-esteem and emotional competence), and the existence of danger signs should be conveyed, based on affirmative responses to behavioural patterns that influence leader effectiveness. This summary should also include areas that need to be further explored and verified, a prognostic statement, and recommendations regarding the weaker emotional competencies (and how these areas are influenced by the use of preferred and non-preferred functions and attitudes, and self-esteem).

In research and organisational settings, the purpose of administering the three instruments is not to identify pathology. Extremely low self-esteem and emotional competence ratings suggest a need for a follow-up and fuller examination. Respondents should be approached confidentially to discuss the low scores, and the respondent should perhaps be referred to a psychological professional. Guidance and counseling should be provided as deemed appropriate by the industrial and organisational psychologist.

Within the context of interpreting the results obtained by the three instruments, a prognostic statement is a prediction of the respondent's future potential to function and deal proactively with role behaviour requirements and workplace demands. This statement should also include a carefully worded prediction of the respondent's potential to deal with pressures and maintain emotional (psychological) well-being in the immediate future. For example, it could be concluded that a particular respondent is expected to have difficulty in efficiently dealing with everyday environmental demands and is possibly headed for depression based on his/her low scores on the total self-esteem, personal self-esteem, total emotional competency, self-management emotional competency, and self-motivation emotional competency scales.

Based on the nature and degree of the weaker scale components, the industrial and organisational psychologist should indicate in the report and feedback session which areas need to be improved and possible methods that could be used to attain improvement. Respondents should be guided in terms of how the development of non-preferred functions and attitudes can assist them in developing the improvement areas indicated by the 360° Emotional Competency Profiler. The influence of the inferior function and self-esteem experiences should also be discussed in the interpretation of the improvement recommendations.

7.3.1.2 Leader development services

The recommended services that can be provided by the industrial and organisational psychologist to foster leader development are guidance, counseling, education, therapy and coaching. The diagnostic framework proposed in Figure 7.1 can be used as a starting point in identifying the type of service required.

(a) Guidance

Guidance helps individuals who are undecided to articulate their emotional competence behavioural repertoire and then translate it into their leadership role. Guidance translates self-views and self-identities into leadership role requirements, and may work best with individuals who possess a positive self-esteem and are clear about their true type preferences.

(b) Counseling

Counseling facilitates self-reflection and cognitive restructuring in individuals who need to mature and deepen their personalities (balanced use of all four mental functions and attitudes). It helps individuals to elaborate their self-concepts by introspection and discussion of their true personality type (subjective authentic selves). The industrial and organisational psychologist who provides the counseling could use self-reflection models to facilitate the individual's conceptualisation of the authentic self (true type). Counseling may work best with individuals who want to learn more about their subjective self-views, develop their personality and enhance their self-esteem or crystallize their emotional competence ability level.

(c) Psychological and developmental education

Psychological and developmental education assists individuals who encounter difficulties in enacting their subjective true type preferences (authentic self) through their emotional competence behaviour. It helps these individuals to develop the emotional literacy, self-esteem, self-motivation, self-management and integration of head/heart attitudes and competencies in particular. It develops their readiness to consciously develop and use their non-preferred functions and attitudes. Individuals are oriented to developmental tasks and the attitudes and competencies that address these tasks. Psychological and developmental education may work best with individuals who want to learn to better manage their motivation and develop their personality (balanced use of the four functions and attitudes), which is self-esteem enhancing.

(d) *Personal therapy*

Personal therapy assists individuals who have low self-esteem and who have trouble developing and modeling the required emotional competencies through the conscious use of the four mental functions and attitudes. It focuses on the drama of recurring behavioural patterns to help individuals examine personal motives, limiting self-views and experiences of distress (emotional dissonance) due to low self-esteem. Problem areas are identified and potential interventions are discussed. Personal therapy may work best with individuals whose low self-esteem, anxiety, and distress thwart their efforts to demonstrate and model emotional competence behaviour.

(e) *Coaching*

Coaching assists individuals who encounter problems adjusting to their leadership role and the role requirement of modeling emotional competence behaviour. It helps individuals to cope with role requirement demands and organisational culture by mentoring, rehearsing, and training. It also helps individuals to resolve conflicts between experiences of deep authenticity and inauthenticity in modeling emotional competence behaviour.

7.3.1.3 *Application in organisational settings*

The overrepresentation of ESTJ and ISTJ types suggest the prevalence of the Thinking and Judging personality preferences in a typical manufacturing organisational environment. The challenge for Industrial and organisational psychologists is to understand and support the natural style and developed skills of the IJ, IS, EJ, and ET leaders while assisting them in seeing the benefits of modifying those skills and that style in developing and demonstrating emotionally competent behaviour.

COMMENT

Appendix A provides an example of a typical organisational report which contains examples of how the information obtained from the measurements of personality preferences, self-esteem and emotional competence can be applied by industrial and organisational psychologists. All three companies from which the samples were chosen received similar reports. The uniqueness of the particular participants in their unique work settings was captured in their respective organisational reports. Due to the predominant ESTJ/ISTJ profile, all three companies' shared common principles regarding their personality preference leadership styles. However, uniqueness was found in terms of the emotional competence strengths and self-esteem levels.

7.3.2 Recommendations for further research

The recommendations are based on the research findings from the empirical study, and they are intended for populations working with individuals in organisational settings, such as industrial and organisational psychologists, human resource practitioners, organisational development practitioners and employee wellness practitioners.

Future research recommendation 1 It is recommended that future researchers review this limited study and other available literature to acquaint themselves with the theory underlying the constructs personality preferences, self-esteem and emotional competence, and the relationship between the three constructs.

This research study revealed that, however limited, there is a tendency to a relationship between self-esteem and the ability to demonstrate emotionally competent behaviour, particularly with regard to the EP and EN personality

preference types. After developing a better understanding of the natural human behaviours inherent in each of the MBTI personality preferences and the relationship to self-esteem (as measured by the CFSEI-AD) and emotional competence (as measured by the 360° Emotional Competency Profiler), industrial and organisational psychologists can begin to apply this understanding to develop interventions that will help leaders to improve their self-esteem and emotional competence.

Future research recommendation 2: It is recommended that future researchers replicate this study by substituting different personality, self-esteem and emotional competence inventories.

By substituting different personality, self-esteem and emotional competence inventories, such as the Bar-On EQi, the Rosenberg Self-esteem Scale and the 16 PF, the relationship between these constructs may further the body of knowledge on the effect of personality variables such as personality preferences and self-esteem on the ability to demonstrate emotionally competent behaviour.

These measurements could also affect all research questions and hypotheses dealing with the relationship between personality, self-esteem and emotional competence.

Future research recommendation 3: It is recommended that future researchers expand this study by broadening the sample.

This study may be limited by the choice of the sample. The sample could be expanded to represent a broader representation of Blacks, Whites, males and females, as well as a balanced representation of the different MBTI personality types to be able to generalise the findings to other populations.

Future research recommendation 4: It is recommended that future researchers conduct longitudinal studies to test the consistency of personality preferences, self-esteem and emotional competence from early, middle and late life adulthood.

It is important for researchers to investigate the findings occurring in different life and career stages. Only if the findings are consistent over time, will industrial and organisational psychologists be able to identify means for individuals to reveal psychological information about themselves. Consistent findings, over time, may

assist industrial and organisational psychologists in interpreting the information, and to create a practical, reliable profile to help identify leader development potential.

Future research recommendation 5: It is recommended that future researchers investigate the unique effects of specific emotions and self-views on personality type development.

If further studies show that self-views and specific emotions (such as anger, depression, anxiety) may lead to the eruption of the inferior function, the information could be used to design therapeutic techniques to assist individuals in applying emotional competencies in managing these views and emotions. This in turn may aid personality development.

Future research recommendation 6: It is recommended that future researchers conduct longitudinal research on the effect of development and therapeutic interventions on self-esteem and emotional competence.

Longitudinal studies could broaden an understanding of the relationship dynamics between self-esteem (as a measure of self-awareness and psychological well-being) and self-evaluation measures in 360° assessments. Furthermore, such research could add knowledge about the malleability of adult self-esteem and its effect on emotional competence. Leaders could also be trained in attributional tendencies (the tendency to distort one's interpretation of one's own and others' behaviour, while ignoring psychological and environmental factors that affect one's behaviour). Individuals could be taught to detect and avoid attributional biases. Individuals' attributions for their own behavioural performance have dramatic effects on subsequent motivation, effectiveness, and personal attitudes such as self-esteem. For instance, people tend to give up, develop lower expectations for future success, and experience decreased self-esteem when they attribute low ratings to a lack of ability. However, attributional training can improve both motivation and effectiveness by teaching individuals to attribute their low ratings to a lack of effort rather than to a lack of ability (Kinicki & Kreitner, 2003).

Findings from future studies of this nature could be applied to practical problems in organisational settings such as job burnout, job motivation and organisational productivity. The findings derived from the suggested studies may also contribute to

the general enlightenment of leaders and industrial and organisational psychologists, helping leaders to develop more positive attitudes to personal development.

Future research recommendation 7: It is recommended that future researchers conduct studies on investigating the items of the 360° ECP with a view to improving the internal consistency reliabilities of the measuring instrument

The specific items of the 360° ECP which may be investigated with a view to potentially improving the internal consistency reliabilities of the measuring instrument are item 1 (on the Emotional Literacy scale); item 13 (on the Self-management scale) and item 41 (on the Integration of Head and Heart scale).

Herewith the second and final empirical research aim has been achieved, namely 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.

7.4 INTEGRATION OF THE RESEARCH

The integrated meta-framework presented in this research suggests that personality preferences and self-esteem exert their effects on the demonstration and modeling of emotional competence through the interactions with mental functions and attitudes, confirming the effect of cognition and affect in developing and demonstrating emotional competence. Although the literature review provided evidence of the recognised reciprocal influence of personality, self-esteem, affect and cognition on emotional competence, as to this date, no evidence could be found of organisational studies that have examined the interface between personality preferences, self-esteem and emotional competence, that is, the way deep authenticity (true type) and surface authenticity (high self-esteem) influence the modeling of emotional competence as an aspect of leader effectiveness, and how the development of emotional competence fosters personality development and the enhancement of self-esteem. Furthermore, the empirical study provided limited evidence of the relationship between personality preferences, self-esteem and emotional competence due to the sample limitations.

Four lines of research can be delineated in this research project. The first line of inquiry pertained to the way in which personality type development and authentic

self-expression (true type expression) influences self-esteem (that is, the relationship between personality preferences and self-esteem). The research on the relationship between personality preferences and self-esteem provided a theoretical foundation for future work on how experiences of inferior function eruption may influence basic mood states or measures of psychological well-being. Additional research on the unique effects of specific emotions and self-views on personality type development, is also important for future investigation.

The second line of research pertained to the influence of personality preferences on the demonstration and modeling of emotional competence. The research indicated that particular personality types may potentially associate with particular aspects of emotional competence. Furthermore, training in and development of emotional competence may potentially aid in the conscious, balanced use of the four mental functions and attitudes, and thus promote personality development which is self-esteem strengthening. Additional research could use different personality and emotional intelligence inventories to further investigate the relationship between personality and emotional competence.

The third line of research pertained to the relationship between self-esteem and emotional competence. It was noted that self-esteem influenced individuals' self-evaluations of their emotional competence. Longitudinal research on the effect of development (repeated 360° feedback mechanisms) and therapeutic interventions on self-esteem and emotional competence could broaden the understanding of the relationship dynamics.

Finally, the fourth line of research investigated the ability of personality preferences and self-esteem to predict emotional competence. Self-esteem was found to be a better predictor of behaviour than the MBTI personality preferences. However, additional research on the prediction ability of the CFSEI-AD in particular is recommended.

The limitations of the research highlighted the under-representation of MBTI personality types and balanced representation of Blacks, Whites, males and females. Irrespective of these limitations and the findings obtained, the value of the research may not lie in any immediate tangible product, but rather in its process – its ability to bring together various paradigmatic perspectives (historical and emerging contemporary perspectives) that attempt to further the industrial and organisational

psychologist's knowledge and understanding of the role of cognitive-affective psychological determinants (in particular, personality preferences and self-esteem) in developing effective, emotionally competent leaders.

The research project may have achieved a number of modest, though useful, intermediate objectives, such as legitimising the search for theoretical commonalities and relationships among three diverse constructs (personality preferences, self-esteem and emotional competence); identifying several personality, socio-cultural, and person-environment interaction variables that could serve as a springboard for future inquiry into the relationship between the MBTI personality preferences in particular and emotional competence; and recognising the theory-practice rift regarding the concepts of emotional intelligence and emotional competence, potentially leading to further research and empirical inquiry in organisational settings.

In conclusion, it is trusted that the research has helped set a valuable precedent in Industrial and Organisational Psychology – that is, the coming together of historical and emerging contemporary psychological perspectives to identify and consider an integrated approach to pressing problems of scientific and practical import in the field of leader development. It is hoped that the integrated perspective presented by this research will promote the convergence of paradigmatic approaches whilst retaining the uniqueness of the different perspectives. The advances in knowledge about the psychological processes involved in the demonstration of emotional competence will hopefully enhance the industrial and organisational psychologist's capability and understanding of emotional competence in the workplace. Furthermore, it is trusted that the growing recognition of the shifting organisational priorities regarding leader effectiveness has provided the motivation for applying this knowledge to the workplace in new ways.

The industrial and organisational psychologist's continued positive "emotionality" about the field will, however, critically depend on the extent to which further research yields new knowledge and fosters the development of practical procedures that significantly enhance individual well-being, leader effectiveness and organisational productivity in a business environment characterised by rapid and dynamic change.

7.5 CHAPTER SUMMARY

This chapter has presented the conclusions, limitations and recommendations for the practical workplace application of the findings and further research initiatives that could be contemplated by the industrial and organisational psychologist. Finally, the study was concluded by integrative reflection on the research.