

MEASURING SOCIAL COMPETENCE, TASK COMPETENCE AND SELF-  
PROTECTION IN AN ORGANISATIONAL CONTEXT

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## DECLARATION

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## ABSTRACT

In Chapter 1, I describe social competence, task competence and self-protection in an organisational context. In Chapter 2, I review key self theories and relate them to the self-competence construct. In Chapter 3, I review the research on self-competence to show that there is a need for a construct of social competence and self-protection. I discuss the limitations of three self-competence theories: Bandura's (1977) self-efficacy theory, Williams and Lillibridge's (1992) self-competence theory and Tafarodi & Swann's (1995) self-competence/self-liking theory. In Chapter 4, I present my self-competence model. I raise the research questions and specify my hypotheses. In Chapter 5, I describe the construction of Social and Task Competence Scale. I present evidence of the reliability and factor structure of the Social and Task Competence Scale. I concluded that scale revisions were needed. In Chapter 6, I present evidence of the reliability, factor structure and predictive validity of the revised Social and Task Competence Scale and Self-Protection Scale. I describe the results of an experiment that investigated the interaction of task setting, social competence, task competence and self-protection. I concluded that the measures predicted performance. In Chapter 7, I investigate the factor structure and reliability of the revised Social and Task Competence Scale and revised Self-Protection Scale. I provide evidence of the convergent and discriminant validity of these measures with reliable measures of self-competence, self-esteem, self-monitoring, personality and social desirability. In Chapter 8, I investigate the factor structure and reliability of the Social and Task Competence Scale and Self-Protection Scale after final revisions and show that these measures are acceptable for use in scientific research. I present evidence of their convergent validity with a valid and

reliable measure of emotional intelligence, and describe experimental results that supported the hypothesised relationships between perceived task difficulty, social competence, task competence and self-protection and task performance. In Chapter 9, I discuss the implications of my research for self-competence theory, self-regulation and self-esteem and the prediction of social and task performance in organisations.