

EMPATHY AND EMOTIONAL COMPETENCE AS THE PREDICTORS OF LEADERSHIP EFFECTIVENESS AMONG YOUNG ADULTS

By,

DEEPIKA. P, K

20PAP005

A thesis submitted to the



Avinashilingam Institute for Home Science and Higher Education for Women

(Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD)

Re-accredited with A++ Grade by NAAC. CGPA 3.65/4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

In Partial Fulfillment of the Requirement for the Degree of

MASTER OF SCIENCE

IN

APPLIED PSYCHOLOGY

May 2022

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Signature of the head of the department

Neethya

Signature of the guide

ACKNOWLEDGEMENT

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I would like to thank **God almighty** to have given me countless blessings and strength to persevere and complete this study successfully.

I express my respectful thanks to **Prof. Thyagarajan, S.P, Chancellor**, for providing me with the opportunity to carry out the research in this institution. I record our deep sense of indebtedness to the **Dr. Bharathy Harisankar, Vice Chancellor** and, **Dr. Kowsalya, S, the Registrar** and **Dr. M. Manonmani, Dean (School of Arts and Social Science)** for helping me in the completion of the study.

I am fortunate to express our deep sense of gratitude to respectable **Dr. Gayatri Devi, S, M.A., M.Phil., Ph.D.**, Professor and Head, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for being a catalyst and inspiring us and providing with all possible facilities to carry out the study in a better way. I would like to write down our heartfelt thanks to our mentor **Mrs. Sathya M, M.Sc., M.PHIL., Ph.D.** Assistant Professor, Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, who stood back with me in every nook and corner of the study. I am thankful for her valuable guidance and suggestions. She helped me to understand each concept clearly and helped to discover my best way to work on. I am grateful to our beloved teachers, **Dr. Amudha Devi, N.V., Mrs. Sudha, R, Ms. Sreenithi. A.M., Ms. Vishnu Priya, S.K, and Ms. Ramya, S,** Department of Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for being a constant support system and enriching us.

I am thankful to the enthusiastic participants who participated, without whom the research is incomplete. I thank them for being cooperative and intended in filling the Google forms in a short period of time.

I am glad to express my lovable thanks to family members for being the roots for me to stand tall and strong. I am contented to thank all those who have assisted directly or indirectly in successfully accomplishing the research.

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ABSTRACT

Abstract

The study Empathy and Emotional Competence as predictors of Leadership effectiveness was aimed to explore the correlation between empathy and leadership effectiveness and emotional competence and leadership effectiveness among young adults. The study involved 100 young adults (63 females and 37 males) in the age of 25 -30 (young adults) from two different states. The participants were assessed using Toronto Empathy Scale by Spreng R N, Mc Kinnon, M C Mar and R A Levin (2009), Leadership Skills Questionnaire by Northouse (2011) and Emotional Competence Scale by Bhardwaj and Sharma (1998). Data was assessed using the SPSS (statistical package for Social Sciences). The results indicated a strong correlation between emotional competence and leadership effectiveness. It has also found that the age has a significant effect on level of these three variables at individuals. Study results also indicated no correlation between empathy and leadership effectiveness. Results showed that there is no gender difference in level of the three variables.

Key words: Empathy, Emotional Competence, Leadership Effectiveness, Young Adults

INTRODUCTION

CHAPTER I

INTRODUCTION

Leadership

Leadership is a prominent component of any group irrespective of their size as he/she represents the whole group. What makes a good leader is still a question with countless answers. Empathy is the ability to understand and share others' feelings and many studies has already proved that it is essential trait in order not only to become a good leader but also a good human. Emotional competence is the essential set of social and personal skills to recognize, interpret, and respond constructively to emotions in oneself or others. This term implies an ease around others and determines one's ability to effectively and successfully lead and express.

Definition:

The processes involved in leading others, including organizing, directing, coordinating, and Motivating their efforts toward achieving certain group or organizational goals.

APA Dictionary of Psychology

A process of social influence by which an individual enlists the aid and support of others in the accomplishment of a task or mission

Chemers, 1997

Being a great leader is all about having a genuine willingness and a true commitment to lead others to achieve a common vision and goals through positive influence.

Maxwell

Leadership is the quality of behavior of the individuals whereby they guide people or their activities in organized efforts.

C.I. Bernard

Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations.

Peter Drucker

Leadership is the process of influencing others in a manner that enhances their contribution to the realization of group goals.

The Social Psychology of Leadership

Key traits of effective leadership

❖ Effective communication

Good communication skills are very helpful while identifying and connecting people which is an essential part of leadership. An effective communicator exercise transparency and shared decision making when appropriates, conveys feedback directly, and regularly acknowledges the success of others.

❖ Trust worthy

In order for a leader to gain followership by any group of people, small or large, the people first want to be sure that the individual is worthy of their trust. Followers must be sure that their leader is a person of integrity and authentic character. Trustworthiness is strongly tied to values and ethics. Members are drawn to leaders who take a strong stand on the important principals.

❖ Decisive

A strong leader exercise good judgment, appreciates informed input, and welcomes differing opinions. The best leaders, however, have to remain decisive.

❖ Independent thinker

One most important quality of a leader is that they must a good thinker. They must recognize

and apply common sense solutions. Good thinkers solve problems and never lack for ideas to build their teams or organization.

❖ Positive

The most effective leaders remain positive and inspiring. People also expect their leader to be energized and passionate about the future. They need to inspire their followers with enthusiasm and a strong belief in where the organization is heading.

❖ Humility

Effective leaders understand that no achievement can be done alone, but requires the help of others. It is critical for leaders to adopt a servant leadership mindset. This includes a willingness to listen and respond appropriately to feedback and to admit a mistake as appropriate. Humble leaders lack pride and pretense, instead are interested in diverse views and ideas.

❖ Conflict Resolution

There can be a lot of conflicts in every group and in every organization. It is not the conflict that is important here, but the way the team and leader handle it. An effective leader manages and resolves conflicts to produce positive outcomes. The leader understands and effectively applies the art of diplomacy in the work place

❖ Visionary

Another trait of effective leadership is the ability to look ahead with the sense of direction and plan strategically for the long term. They engage their team in a forward looking manner to sell the vision in order to inspire and motivate them.

❖ Team builder

It is critical for a leader to invest in and empower team members in order to reach full potential.

Just because the leader assemble a talented group of individuals together does not mean it will automatically be a good team. Great team buildings begin with building unity; which starts with the leader. Effective team building includes celebrating wins together or encouraging them when efforts fail. An effective leader embraces the value and importance of building cohesiveness and unified teams.

❖ Personable

Building genuine relationships with followers is a key to being successful leader. A leader must remain approachable, accessible, understanding of their employee's needs and committed to building strong relationship.

❖ Appreciative

Showing appreciation to team and staff is foundational to long term success. Appreciation makes team members feel valued. The team members need to be noticed, recognized and appreciated for their efforts. Being a leader who regularly appreciates the staffs also develops optimism, humility and being personable.

❖ Adaptable

A leader displays adaptability by being comfortable with change and growth. Best leaders should have the willingness to try new things and willing to fail in order to grow.

❖ Encouraging the heart

In order to ensure that everyone on the team is rowing in the same direction, it is critical to regularly encourage and engage in team's hearts and minds. Express pride in the accomplishments, make a point of regularity thanking for their hard work and achievement and celebrate important wins.

Styles of leadership:

A leadership style is the behavior pattern that a leader adopts to provide direction, set goals, implement plans and motivate people. There are 12 types of leadership styles can be found.

- **Bureaucratic leadership style**

Leaders that adopt the bureaucratic leadership style are all about rules. They set strict procedures which they follow precisely, and expect their team to do the same. For more routine-oriented jobs, this leadership style could be a good fit. A bureaucratic leadership style works best in organizations such as military, public and governmental entities where regulations and standards are of great importance and each person has a clear and specialized role and scope of work. The bureaucratic style of leadership is strictly centered on a structure and depends largely on a framework to support its function.

- **Transactional leadership style**

Transactional leadership is a managerial style that promotes compliance and attaining goals through supervision, organization and a system of rewards and punishments. It's a results-oriented approach to management where the leader motivates employees externally (usually money), rewards them for behaving in an expected manner or reprimands them for any deviation.

- **The authoritarian leadership style**

The authoritarian leadership is a leadership style characterized by individual control over all decisions and little input from group members. Taking an authoritarian approach to solving problems can be a good solution in situations where making quick decisions is required or when the leader is the most knowledgeable person in the group.

- **The authoritative leadership style**

Authoritative leaders tend to approach leadership like a mentor guiding a mentee. Instead of telling their team to follow instructions and do as they say, much like the authoritarian leader,

authoritative leaders invites employees to join them and accomplish the mission together. Authoritative leaders have a firm understanding of the challenges to overcome and the goals to reach. They have a clear vision for achieving success. Authoritative leaders provide employees with inspiration and motivation. The leader welcomes feedback and maintains enthusiasm. At its heart, authoritative leadership depends on a thoroughly developed sense of emotional intelligence.

- **The visionary leadership style**

The visionary style of leadership was initially described by Daniel Goleman in his 1995 seminal book, *Emotional Intelligence*. A visionary leader is someone who uncovers the hidden trends in the market or industry in which they operate. They have a clear vision of what the future of the company looks like and the needs of its customers. Visionary leaders work on the product today so it will meet the needs of its customers tomorrow. They often bring about change in the world or an industry and value innovation and creativity.

- **The pacesetter leadership style**

Pacesetter is a leadership style where the leader sets high standards for performance and expects their team to exceed them with minimal management. This style of leadership requires a skilled manager who is capable of leading from the front and a team culture that strives for constant improvement. It is suitable when the leader works with a highly skilled team of employees that requires limited management. This style of leadership requires a skilled manager who is capable of leading from the front and a team culture that strives for constant improvement.

- **The democratic leadership style**

Democratic leaders include their team members in their decision-making process. While they are ultimately responsible for making final decisions, they often ask team members what they think and try to take their thoughts and opinions into account. This approach is ideal when a

leader is uncertain about the best direction to take and needs ideas and guidance from able employees.

- **The coaching leadership style**

A coaching leader is someone who can quickly recognize their team members' strengths, weaknesses and motivations to help each individual improve. This type of leader often assists team members in setting smart goals and then provides regular feedback with challenging projects to promote growth. They're skilled in setting clear expectations and creating a positive, motivating environment. These leaders are willing to put up with short-term failure if it furthers long-term learning. The coaching leadership style produces a positive workplace environment and it increases the skill set available to the individual employee.

- **The affiliative leadership style**

The affiliative leader promotes harmony among their followers and helps to solve any conflict. This type of leader will also build teams that make sure that their followers feel connected to each other. Above anything else, these leaders are honest to a fault. Their employer and their direct reports become a direct reflection of themselves. They see themselves as a beacon of moral guidance that everyone can follow. The affiliative leader has strong communication skills, clearly describing what needs to be done and what steps are required to achieve success and the leader's primary focus is placed on positive feedback. The wellbeing of the employee becomes a top priority and the leader is committed to producing consistent results that improve the quality of the working environment for everyone.

- **The Laissez-Faire Leadership Style**

Leaders who practice this style are known for giving their team members a lot of freedom. They provide support and resources for team members when it's necessary, but they don't constantly micromanage employees. Laissez-faire leadership provides employees with opportunities to develop as individuals and team members feel valued which leads to increased job

satisfaction and low employee churn rate. But if your employees are not committed to the business, this style may encourage laziness.

- **The transformational leadership style**

Transformational leaders work with the goal of transforming their teams and organizations so that they're constantly improving. They create a vision of the future that they share with their teams so that everyone can work together toward that shared goal and vision. Transformational leaders are also often seen as authentic, self-aware and empathetic.

- **The servant leadership style**

Servant leaders are seen as charismatic and generous and they are working hard to meet the needs of their team. This often leads to high worker satisfaction rates since team members feel heard and cared for in their work. The servant-leader puts people first and is highly employee engaged and motivated. The leader will have good listening skills and a high level of empathy. The servant-first leader strives to help people grow and make a lasting positive impact on society and is emotionally intelligent. This style of leadership may focus more on individuals and less on the actual goals of the organization and it takes time and it doesn't work with every organization.

Theories of Leadership:

- ❖ **The Great Man Theory (1840s):**

This is one of the earliest leadership theories and is based on the assumption that leadership is an inborn phenomenon and that leaders are "born" rather than "made." According to this theory, a person capable of leading has the personality traits of a leader — charm, confidence, intellect, communication skills, and social aptitude — from birth, which set them apart. This theory emphasizes leadership as a quality that you either possess or you don't; it isn't something that you can learn. While the theory sounds pretty discouraging to those wanting to learn the ropes of leadership, you might take heart in the fact that most modern theorists dismiss it and even by

some leaders themselves. It's still an interesting take on leadership and one that highlights the qualities of great leaders, which have more or less remained unchanged over time.

❖ **The Trait Theory of Leadership** (1930s - 1940s):

This theory walks in the footsteps of the Great Man theory in assuming that leaders are born with traits that make them more suitable for the role of a leader than others who lack those natural-born traits. As such, the theory pinpoints certain qualities such as intelligence, accountability, sense of responsibility, and creativity, among others, that lets an individual excel at leadership.

❖ **The Skills Theory of Leadership**(1940s - 1950s)

This theory defines effective leadership with a set of skills rather than personality traits. By measuring a leader's performance by the skills they process, the skills leadership theory allows anyone interested in becoming a leader to learn the skills required to become one. The theory outlines three types of skills most useful for an effective leader. They are conceptual, technical and human skills. Conceptual skills are those that help leaders create solutions to important problems and theories and measure a leader's ability to work with new ideas. They include skills such as: innovation, decision making, critical thinking, abstract and creative thinking and persuasiveness. Technical skills are the specific skills required to perform the day-to-day tasks of a position. Technical skills measure a leader's ability to work with the tools that help them perform their tasks effectively. These skills vary depending on a particular job but often include: computer software skills, writing reports, making project management schedules, creating digital art, handling industrial machinery and so on. Human skills are interpersonal skills that help a leader manage a team. These skills measure a leader's ability to work with others. Though the definition of human skills is broad, these skills often include: effective communication, motivational skills, social judgment, active listening and compassion.

❖ **The Style Theories of Leadership** (1940s - 1950s)

Also known as behavioral theory, the style theory of leadership is one of many leadership theories. It focuses on the actions of effective leaders rather than the individual traits that comprise an effective leader. The theory states that there is no one style of leadership that is effective in each unique situation, but there are usually two distinct behaviors that leaders exhibit to improve their effectiveness. These two behaviors are: task behaviour and relationship behaviour.

These behaviors can help a team achieve its goals and focus on the concrete actions a leader can take to increase their effectiveness. Task-oriented leaders focus more on setting actionable goals and establishing efforts to achieve them. These types of leaders thrive in structured and well-defined work environments that rely on producing results. Some of the strengths of task behaviors include: clarification of daily objectives, defined task outlines, setting deadlines, clear advice and direction, effective delegation, reward systems and achieve desired outcomes. The primary purpose of identifying these two distinct behaviors is to identify how leaders combine these two behaviors to influence others and accomplish their organization's goals. This theory suggests that people can become effective leaders based on learned behavior rather than solely relying on inherited traits.

❖ **The Situational Leadership Theory**

Situational Theory stresses the importance of situational variables and doesn't consider anyone's leadership style to be better than the others. Put forward by US professor, Paul Hersey and leadership guru, Ken Blanchard, the situational theory is a combination of two factors — the leadership style and the maturity levels of the followers. According to this theory, different situations demand different styles of leadership and decision-making. Leaders must act by judging the situation they are facing.

Situational leadership theory is a strategy that designates a leadership style to a given situation based on a number of factors. Situational leaders adapt their leadership styles according to the competency and commitment level of employees. Situational leadership is a flexible style designed to maximize employee potential while meeting corporate deadlines or milestones. Situational leaders strive to: drive results by answering what and how of a project, develop people and appropriate work groups, establish relationships and motivate employees and recognize when to adapt leadership styles over time. This theory identified four leadership styles that can be matched to an employee's ability and commitment.

The four situational leadership styles developed by Blanchard and Hershey are: telling and directing (S1), selling and coaching (S2), participating and supporting (S3) and Delegating

❖ **The Contingency Theory (1960s)**

This theory proposes that no one way or style of leadership may be applicable to all situations. In other words, it recognizes that there might be variables influencing any particular situation, and a leader must choose the right course of action, taking into account those variables. In this regard, leadership researchers White and Hodgson say that, "Effective leadership is about keeping the right balance between needs, context, and behavior." The best leaders have not only the right traits but also the ability to assess the needs of their followers, analyze the situation at hand, and act accordingly.

The contingency theory supposes that a leader's effectiveness is contingent on whether or not their leadership style suits a particular situation. According to this theory an individual can be an effective leader in one circumstance and an ineffective leader in another situation. To maximize one's likelihood of being a productive leader, this theory posits that one should be able to examine each situation and decide if one's leadership style is going to be effective or not. In most cases, this requires a leader to be self-aware, objective and adaptable. The contingency theory of leadership is impacted by a range of specific factors in the average

workplace, including: maturity level of the employee, relationships between coworkers, work pace, management style, typical work schedule, goals and objectives, standards for behavior, company policies, employees work styles and employee's morale.

To understand this theory, we will look at three different models for contingency leadership. The first is Fiedler's model. This model states that three important factors contribute to "situational favorableness". To be productive, leaders must consider these factors. However, this theory also considers leadership styles to be fixed and unchangeable. Therefore, if a leader's style is not a good fit for a particular situation, they will need to be replaced by a different leader.

Second one is the situational leadership model which suggests that the best option for leaders is to adapt their leadership styles to fit their team members and their individual abilities. This model believes that leaders should first consider the variables that affect their workplace and then decide the best tactic for how to proceed. Situational leadership also called the "Hersey-Blanchard model," is primarily concerned with the maturity level of a team's members. The situational leadership model identifies four leadership styles, each of which suits different levels of employee maturity. These styles include: delegating style, participating style, selling style and telling style.

The Path-Goal model is primarily concerned with identifying processes (paths) that will allow each team member to meet their individual objectives (goals). Leaders who implement this model adjust their behaviors and expectations to positively affect their team's productivity. This goal requires the leader to be extremely flexible in their leadership style.

Finally the Decision making model also called "the Vroom-Yetton contingency model," this particular theory believes decision making is a crucial element of leadership and determines the relationship between the leader and their team members. Building and maintaining this relationship directly affects the leader's success.

❖ **Transactional Leadership Theory (1970s)**

Transactional Theories, also referred to as Management theories or exchange leadership theories, revolve around the role of supervision, organization, and teamwork. These leadership theories consider rewards and punishments as the basis for leadership actions. The transactional model is likely to succeed in a crisis or in projects that require linear and specific processes. This model is also useful for big corporations.

Here, the exchange between leader and follower takes place to achieve routine performance goals. These exchanges involve four dimensions: Contingent Rewards, Active Management by Exception, Passive Management by Exception and Laissez-faire. In contingent rewards transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance. In active management by exception transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes. In passive management by exception Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance. In laissez-faire the leader provides an environment where the subordinates get many opportunities to make decisions.

❖ **Transformational Leadership Theory (1970s)**

The Transformational Leadership theory, also known as Relationship theories, focuses on the relationship between the leaders and followers. This theory talks about the kind of leader who is inspirational and charismatic, encouraging their followers to transform and become better at a task. Transformational leaders typically motivated by their ability to show their followers the significance of the task and the higher good involved in performing it. These leaders are not only focused on the team's performance but also give individual team members the required push to reach his or her potential.

❖ **Leader-Member Exchange Theory (1970s)**

According to the theory, leaders form different kinds of relationships with various groups of subordinates. One group, referred to as the in-group, is favored by the leader. Members of in-group receive considerably more attention from the leader and have more access to the organizational resources. By contrast, other subordinates fall into the out-group. These individuals are disfavored by the leader. As such, they receive fewer valued resources from their leaders. Leaders distinguish between the in-group and out-group members on the basis of the perceived similarity with respect to personal characteristics, such as age, gender, or personality. A follower may also be granted an in-group status if the leader believes that person to be especially competent at performing his or her job. The relationship between leaders and followers follows three stages: role taking, role making and form of a relation based on the actions of the employee.

❖ **Servant Leadership Theory (1970s - 1980s)**

Servant-leadership, first proposed by Robert K. Greenleaf in 1970, is a theoretical framework that advocates a leader's primary motivation and role as service to others. This theory of leadership argues that the most effective leaders are servants of their people. Servant leaders get results for their organization through whole-hearted attention to their followers and followers' needs. Unlike many approaches to leadership, which offer suggestions on how top-level leaders can influence and motivate those further down the hierarchy, servant leadership puts its emphasis on collaboration, trust, empathy, and ethics. The leader should be a servant first, leading from a desire to better serve others and not to attain more power.

Empathy

Definition:

Empathy is often defined as understanding another person's experience by imagining oneself in that other person's situation: One understands the other

person's experience as if it were being experienced by the self, but without the self actually experiencing it.

Hodges and Myres - Encyclopedia of Social Psychology

Understanding a person from his or her frame of reference rather than one's own, or vicariously experiencing that person's feelings, perceptions, and thoughts.

APA Dictionary of Psychology

The state of empathy, or being empathic, is to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one were the person.

Carl Rogers

Empathy is awareness of others' feelings, needs and concerns.

Daniel Goleman in Working with Emotional Intelligence

Empathy is intuitive, but is also something you can work on intellectually.

Tim Minchin

I call him religious who understands the suffering of others.

Mahatma Gandhi

Types of empathy:

Empathy is an enormous concept. Renowned psychologists Daniel Goleman and Paul Ekman have identified three components of empathy: Cognitive, Emotional and Compassionate: Cognitive, emotional and compassionate.

Cognitive: It simply knows how the other person feels and what they might be thinking. If one imagine themselves in their friend's shoes and know that this person is likely to be feeling sad, as well as anxious. However, having only cognitive empathy keeps you at a distance from this

person. To truly connect with a person, it is essential to share their feelings. This is where emotional empathy comes in.

Emotional: When one feel physically along with the other person, as though their emotions were contagious, then it is emotional component of empathy. This type of empathy can also extend to physical sensations, which is why we cringe when someone else stubs their toe. The situation itself need not be identical, as each individual is different. What's important is that the emotions resulting from the situation are the same.

Compassionate: With this kind of empathy one can not only understand a person's predicament and feel with them, but are spontaneously moved to help, if needed. It is the balance between the cognitive and emotional empathy that enables us to act without being overcome with feeling or jumping straight in to the problem solving strategy.

Theories of Empathy:

Hoffman's Theory of Moral Development: This theory was developed by Martin L Hoffman. Hoffman focuses on empathic distress in his writing. His theory includes five mechanisms to explain how an observer becomes distressed when observing a target's distress. The five mechanisms are (a) mimicry, (b) classical conditioning, (c) direct association, (d) mediated association, and (e) role-taking.

Empathy through mimicry involves a two-stage process. First, the observer automatically imitates the target's emotional facial, postural, or vocal expressions. Second, afferent feedback from the imitated expression causes the associated emotional state in the observer. Classical conditioning of emotions begins with situations that make us feel emotional even if we have never experienced them before.

With direct association, when the observer sees the target's emotional expression or situation, it reminds the observer of her own past emotional experiences. Then the observer feels the emotions that she felt during the original experiences. With mediated association,

observers learn about targets' emotional experiences through words. Then observers imagine the targets' emotional expressions and mimic them, remember their own past experiences and feel the emotions from the memories, or both. Mediated association is similar to mimicry or direct association but the observer does not perceive the target's experience directly. Role-taking occurs when observers either imagine themselves in the target's situation or imagine how the target feels. As with mediated association, observers might mimic imagined emotional expressions or might feel emotions by using their own emotional memories to imagine the target's situation.

Mirror Neurons and the Perception-Action Model: The discovery of mirror neurons in the 1990s was a major driving force that moved contemporary empathy research into the domain of neuroscience. Mirror neurons discharge during both the firsthand performance and the secondhand observation of goal-oriented action. These neurons were first discovered in the F5 region of the pre-motor cortex in macaque monkeys. For example, mirror neurons discharged both when a monkey grasped food and also when it watched an experimenter grasp food. This was an important breakthrough because it suggested a mechanism by which two seemingly different systems, the perceptual system and the motor system, could be linked. Some researchers have argued that mirror neurons help organisms understand and imitate others' actions.

Similar to the mirror neuron account is Preston and de Waal's (2002) perception-action model of empathy. Like mirror neurons, perception-action models were originally developed to explain how perceptual information turns into motor action. According to the common-coding account (Prinz, 1997), perception and action share some underlying representation or process so that perceptual information automatically prepares action without the need for any intervening cognitive process. Preston and de Waal applied the same idea to empathy and proposed that "attended perception of the [target's] state automatically activates the [observer's]

representations of the state, situation, and [target], and... activation of these representations automatically primes or generates the associated autonomic and somatic responses, unless inhibited". These emotional representations might involve mirror neurons, but mirror neurons are not required.

Empathy, Sympathy, and Compassion:

There is an important distinction between empathy, sympathy, and compassion. Both compassion and sympathy are about feeling for someone: seeing their distress and realizing that they are suffering. Compassion has taken on an element of action that is lacking in sympathy, but the root of the words is the same. Empathy, by contrast, is about experiencing those feelings for yourself, as if you were that person, through the power of imagination.

Emotional competence

Emotional competence is the functional capacity wherein a human can reach their goals after an emotion-eliciting encounter.

Carolyn Saarni

Types of emotional competencies:

To Goleman, emotional competencies can be broken down into two categories: the personal and the social, both of which manifest them in how we communicate. In the personal category, a person requires self-awareness and self-management; in the social, social awareness and relationship management. Working with Goleman's model, David Caruso and Peter Salovey helpfully break these down further into seven competencies.

Emotional self-awareness: the ability to identify one's own feelings and understand their potential impact on thoughts, decisions, and behaviour e.g. I am aware that I am struggling with anxiety and that it may influence my ability to concentrate or make rational decisions in my job today.

Emotional expression: the ability to cultivate greater understanding of yourself amongst your colleagues, contributing to trust and a sense of authenticity e.g. I shared my emotions about my anxiety appropriately and honestly with my colleagues.

Emotional awareness of others: the ability to identify and understand how others may be feeling, and an awareness of the appropriate way of engaging, responding, motivating, and more generally connecting with them e.g. I understood that Tim was angry about a recent decision, and approached him to have a conversation about ways to manage the negative consequences of the decision for him.

Emotional reasoning: the ability to incorporate emotional awareness (self and other) in the process of decision making, as a means of achieving greater buy-in from others on the decisions made e.g. I incorporated my need to make changes, and Tim's anxiety about them into policy by instituting a twice monthly check-in addressing any problems that could arise, and stressing that these changes were on a trial basis.

Emotional self-management: the ability to turn self-awareness into strategies for managing job satisfaction and performance e.g. I acknowledge my unhappiness with recent management decisions which present significant challenges to my work, but have chosen to participate in a dialogue with the company about them .

Emotional management of others: the ability to interact with others in such a way as to acknowledge and take into account their feelings, in contributing to a positive workplace environment e.g. I asked for feedback – anonymous if necessary – on the new management plan and held a town hall to discuss them.

Emotional self-control: the ability to deal effectively with highly emotional situations, such as conflict, as well as to think and act rationally in stressful situations e.g. I took a five minute time out to cool down and gather my emotions before continuing a contentious discussion of my annual performance.

Characteristics of emotionally competent individuals:

- ✚ They embrace change
- ✚ They have a strong sense of self awareness
- ✚ They show empathy towards others
- ✚ They pursue progress rather than perfection
- ✚ They have balanced life
- ✚ They are curious and eager to learn
- ✚ They are grateful for what they have
- ✚ They will be able to express them assertively
- ✚ They are receptive to feedback

The need for the study

Leaders are said to be the back bone of an organization. The most important factor of an institution is an efficient leader who can handle any challenges with limited resources and will power. If the leader is strong enough institutions will grow even they are in a lot of adverse situations. And if the leaders are not powerful enough even with plenty of resources and skilled employees the group or organization will suffer. Recently a number of studies have investigated to know the relation between whether empathy and emotional competence of the leaders has a role in their leadership effectiveness at certain times. A lot of researchers have provided evidence for a significant positive correlation between empathy, emotional competence and leadership effectiveness. So it's important to know what are the characteristics and habits of an effective leaderships. Many theories and studies have contributed to propose what is the special qualities of an efficient leader. Many factors are mentioned by experts such personality traits, environmental influence, leadership styles, emotions of the leaders and so on. This study focuses on if empathy and emotional competence of a person are correlated with their leadership effectiveness. As personal problems can interfere with the leadership effectiveness

and facing of challenges in the organization, it is important to know whether the ability to control own negative emotions such as anger and sadness are influencing in completing the duties as a leader.

REVIEW OF LITERATURE

CHAPTER II

REVIEW OF LITERATURE

The review of literature pertaining to the study “Empathy and Emotional Competence as the Predictors of Leadership Effectiveness among Young Adults” is categorized under the following categories:

- ❖ Emotional competence and Leadership Effectiveness
- ❖ Empathy and Leadership Effectiveness

Empathy and Leadership Effectiveness

The Dark and the Bright Side of Empowering Leadership: the Role of Empathy in Times of Uncertainty (2021) was aimed to explore the relationship between empowering leadership and work role performance. In this exploration, it was tested whether uncertainty is a mediator and whether empathy moderates the relationship between empowering leadership and uncertainty. The results indicated that when empowering leaders displayed empathy towards their team members, they diminished the followers’ sense of uncertainty and, subsequently, they produced a higher level of individual task proficiency, adaptivity, and pro-activity. The research results were published in the Tallinn.

Cognitive Empathy and Leadership Performance of Middle Level Educational Managers in a State University (2020) aimed at evaluating the relationship between cognitive empathy and leadership performance of the middle level educational managers in a Philippine State University. The results demonstrated that there is a moderately positive relationship is manifested between the two variables. The research findings were published in the Indian Journal of Science and Technology.

The impact of method, motivation, and empathy on diversity training effectiveness (2015) mainly focused on the method, motivation and individual differences variables as they impact the effectiveness of a diversity training programs in a field setting. The results showed that empathy will moderate the mediating role of internal motivation to respond without prejudices, such that the indirect effect will exist for those who are low in empathy, but not for those are high in empathy. The findings were published in the Journal of Business and Psychology.

The Relationship between Domains of Empathy and Leadership Skills among Gifted and Talented Students (2014) examines domains of empathy which are important in leadership development among gifted and talented students in Malaysia. The results indicate that value for service orientation is low among these students. Implication towards counseling services in developing leadership skills among gifted and talented students is also discussed. The research findings were published in the Procedia - Social and Behavioral Sciences.

The Impact of Empathy on Leadership Effectiveness among Business Leaders in the United States and Malaysia (2013) concentrated on the impact of empathy on leadership effectiveness by testing four hypotheses to determine the relationships between empathy, leadership effectiveness, and leaders' backgrounds. The study results indicated that there is a positive correlation between empathy and leadership effectiveness. The research findings were published in International Journal of Economics Business and Management Studies.

Interactive empathy and leader effectiveness: An evaluation of how sensing emotion and responding with empathy influence corporate leader effectiveness (2013) was used to explore the data that was collected from the leader's followers, peers, and supervisors and from self-report personality evaluations. The results of this study show that leaders that are willing to engage their followers with empathic displays are seen as better leaders from their supervisors and have more engaged employees. The study findings were published in the Virginia Commonwealth University ProQuest Dissertations Publishing.

The study on the topic *Empathy in Leadership: Appropriate or Misplaced? An Empirical Study on a Topic that is asking for Attention* (2011) focuses on the empathy in leadership. The students were handed sheets on which they could list the qualities they considered essential for leaders' effectiveness. It had been found by the researchers that empathy is least important quality that required for leadership effectiveness. The findings were published in the *Journal of Business Ethics* in 2011.

Leader empathy, ethical leadership, and relations-oriented behaviors as antecedents of leader-member exchange quality (2010) examines the relationships among these variables to find how all three variables are jointly related to leader-member exchange quality. The results indicated that that a leader's relations-oriented behavior fully mediated the relationship between leader empathy on LMX and partially mediated the relationship between ethical leadership and LMX. The research findings were published in the *Journal of Managerial Psychology*.

Valuing empathy and emotional intelligence in health leadership: a study of empathy, leadership behaviour and outcome effectiveness (2005) concentrates on the relationship between health managers' self-assessed empathy, their leadership behaviours as rated by their staff, and staff's personal ratings on a range of work satisfaction and related outcome measures. The study found that there is a significant positive correlation between empathy and leadership styles. The research findings were published in *Sage Journals*.

The topic *Empathy and complex task performance: two routes to leadership* (2002) checks two distinct behavioral routes that can influence perception of an individual as a leader in a small group. The results indicated that empathy as well as task performance are equally contributing elements in the leadership effectiveness. The research results were published in *The Leadership Quarterly*.

Emotional Competence and leadership Effectiveness

An Investigation of Relationship between School Principals' Emotional Competence and Their Performance as Leaders (2021) focus to examine the relationship between principals self-perceived social and emotional competencies and their leadership performances assessed by super visors and subordinates. The results indicated that there is a relationship exists between emotional and social competencies and leadership effectiveness. The research findings were published in the Widener University ProQuest Dissertations Publishing.

Leadership proficiency and emotional competence of women school administrators (2020) was focused especially on women. The results show that there is no significant relationship between the leadership proficiency and the emotional competence of the women school administrators. The results suggest that the women administrators are compassionate, democratic and accommodating in their approach in treating problems and conflicts in the organization.

The topic Emotional Competencies and Leadership Practices among Managers in Fraternite Matin Group Abidjan, Cote D'ivoire (2019) aims to examine the relationships between emotional competencies and leadership practices among Fraternite Matin Group executives. The results suggest that performance in leadership practice is significantly influenced by the ability of the executive to manage their own feelings and ability to recognize and understand the feelings of others. The findings were published in the Asian Journal of Management Sciences and Education.

Relationship between the Leadership Effectiveness and Emotional Competence of Managers in the Public Sector (2017) focused on the leadership effectiveness of managers in the public service which was crucial for quality service delivery and research focuses how emotional competence of a public official are influencing their leadership effectiveness. The results indicated that public-sector managers specific to the sample are not emotionally competent and lack transformational leadership skills. Transformational leadership skills and emotional

competence include numerous soft skills such as interpersonal skills, empathy, relationship-building, conflict management, and assertiveness skills. The study results were published in the *International Journal of Public Administration*.

Understanding the relationship between school leader's social and emotional competence and their transformational leadership: the importance of self-other agreement (2015) mainly focused on leadership styles and emotional competence. The results of this study demonstrate the importance of assessing self–other agreement in investigating the relationship of social and emotional competence to transformational leadership in leaders. The study results indicated that there is a strong correlation between emotional competence and transformational leadership style.

The topic Differences between managers and employees in socio-emotional competencies (2014) focused to determine the differences between employees and managers in bonding styles, emotional intelligence, humour styles, personality traits and life satisfaction, as well as to consider the implication of these connections on the quality of business management. The results showed that managers topped in the three dimensions of emotional intelligence than employees. The study findings were published in the *Serbian Journal of Management*.

Emotional Competencies and Primary School Leadership Behavior in Malaysia (2012) aims to understand the concept of emotional needs among primary schools leaders in Malaysia. Research results showed that there were four emotional competencies significantly correlated with transformational leadership, yet self-awareness and relationship management was the important key of emotional competencies in elevating the level of transformational leadership among primary school teachers in Malaysia. The research findings were published in the *International Business Education Journal*.

The relationship between emotional competence and leadership performance in corporate managers (2008) focused on corporate managers. The study results indicate that two sub factors

of emotional competence have no unique contribution to the prediction of performance. The research findings were published in the State University of New Jersey, Graduate School of Applied and Professional Psychology ProQuest Dissertations Publishing Rutgers.

The Effective leadership among academic deans: An exploration of the relationship between emotional competence and leadership effectiveness (2003) examined the relation between emotional competence and leadership effectiveness against the backdrop of the organizational uniqueness of institutions of higher education. The study findings indicate that there is a positive correlation between emotional competency and the five leadership practices. The study results were included in the University of Missouri - Columbia ProQuest Dissertations Publishing.

Emotional Competence and Leadership Excellence at Johnson & Johnson: The Emotional Intelligence and Leadership Study were done by Kathleen Cavallo and Dottie Brienza (2001). The study included 358 managers across the Johnson & Johnson Company. Results showed that the highest performing managers have significantly more “emotional competence” than other managers.

METHODS

CHAPTER III

METHODS

The method pertaining to the study Empathy and Emotional Competence as the predictors of Leadership effectiveness among young adults was carried out as in the following steps:

- Objectives
- Hypotheses
- Area
- Sample
- Inclusion Criteria
- Exclusion Criteria
- Tools
- Procedure
- Analysis of Data

PRIMARY OBJECTIVES

- ❖ To identify if there is any significant relation between empathy and leadership effectiveness of a person
- ❖ To find out if there is a significant connection between emotional competence and leadership effectiveness

SECONDARY OBJECTIVES

- ❖ To find out the gender differences in levels of empathy, emotional competence and leadership effectiveness
- ❖ To find out if there is any age wise differences in empathy, emotional competence and leadership effectiveness.

HYPOTHESES

- ❖ There will be a significant relation between empathy and leadership effectiveness among young adults
- ❖ There will be a significant relation between emotional competence and leadership effectiveness among young adults
- ❖ There will be a gender difference in levels of empathy, emotional competence and leadership effectiveness among young adults
- ❖ There will be an age difference in levels of empathy, emotional competence and leadership effectiveness among young adults

RESEARCH DESIGN

The research design used in this study is non-experimental research design and no intervention was included.

AREA

The sample was collected from different towns in the states of Kerala, Tamil Nadu and Karnataka. These areas were chosen for the following reasons:

- The accessibility to cities here
- Availability of volunteering participants here.

SAMPLE

The sample size included 100 participants, whose ages ranged from 25 to 30. Among them 63 were females and 37 were males. The majority of the participants were aged 25 and the minimum number of participants was aged 29. 51% of the participants hold post-graduation and only one participant had plus two education which was the lowest among the participants. Other education qualifications include UG, ITI, PhD and MPhil. 43% of the participants were from rural areas, 30% of them were from suburban areas and 27% were from urban areas. All had agreed to attend the study by volunteer participation. The questionnaire was converted to online survey forms and

distributed to the participants through Social Medias and email. All participants were from two states of Kerala and Tamil Nadu. Participants were selected according the below criteria.

INCLUSION CRITERIA

- Participant should be aged between 25 and 30
- Young adults who are willing to participate in the study
- Both males and females are included

EXCLUSION CRITERIA

- Aged less than 25 and more than 30
- Young adults who are not willing to participate in the study
- Participants from other gender than males and females

TOOLS

As part of the study three variables of participants were measured which are empathy, emotional competence and leadership skills. Following tools were used in the data collection.

Demographic Profile

The demographic profile designed by the researcher collected the information regarding name, age, sex, education, and living place for research purpose.

Consent Form

The consent form to know whether the participation is voluntary was designed by the researcher. It is also included in the Google form.

Toronto Empathy Questionnaire

The Toronto Empathy Questionnaire (TEQ-Spreng R N, Mc Kinnon, M C Mar, R A Levin & B 2009) represents empathy as a primarily emotional process. In three studies, the TEQ demonstrated strong convergent validity, correlating positively with behavioral measures of social decoding, self-report measures of empathy, and negatively with a measure of Autism symptomatology. Moreover, it exhibited good internal consistency and high test-retest

reliability. The TEQ is a brief, reliable, and valid instrument for the assessment of empathy. It contains 16 statements. Males' general score for this measure ranges from 43.46 to 44.45, while females tend to score within the range of 44.62 to 48.93. Gender differences, as measured by this questionnaire are reported as being moderate.

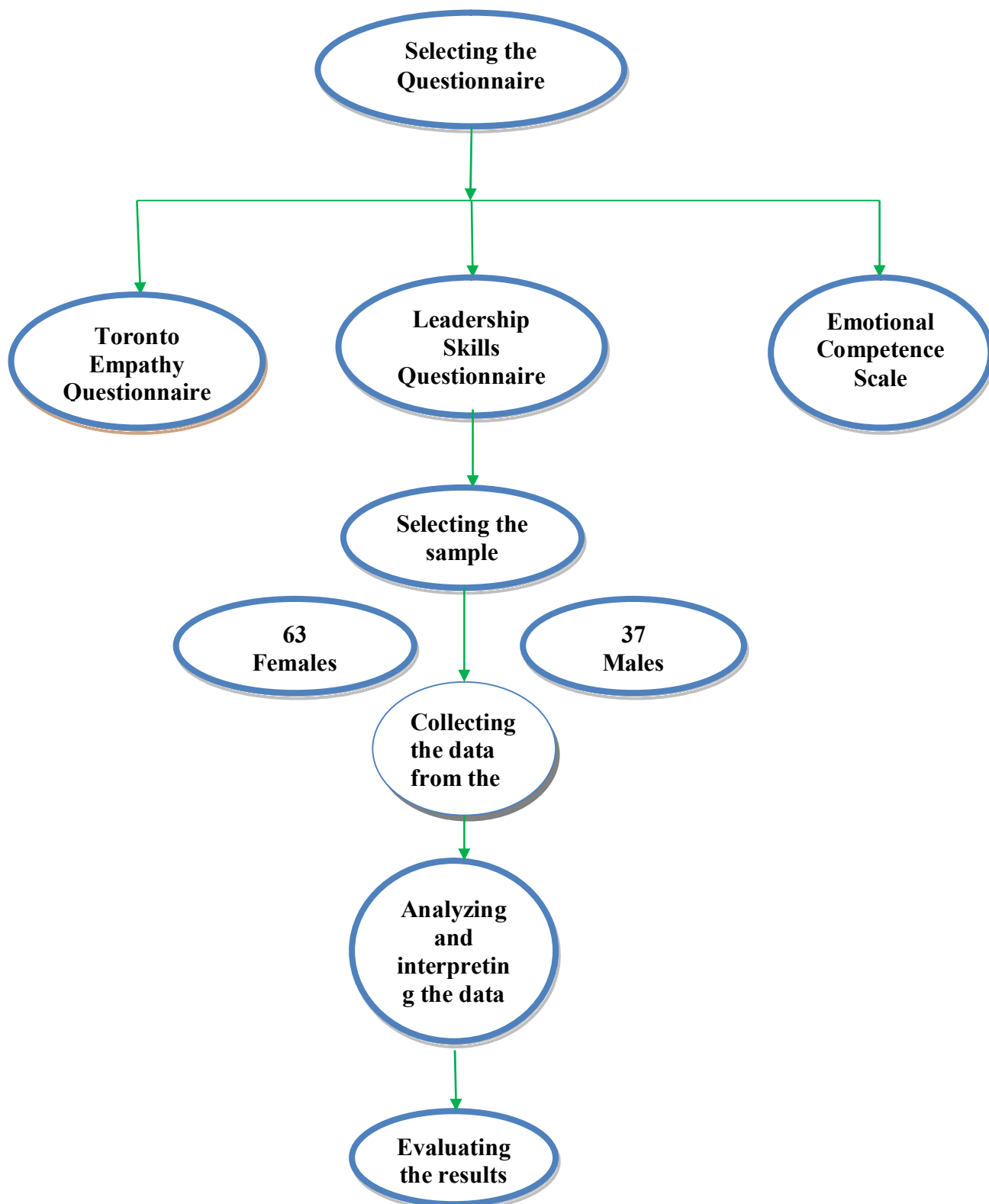
Leadership Skills Questionnaire

Leadership Skills Questionnaire (Peter G Northouse - Introduction to Leadership: Concepts and Practice - 2011) designed to measure three broad types of leadership skills: administrative, interpersonal, and conceptual. By comparing your scores, you can determine where you have leadership strengths and where you have leadership weaknesses. It contains 18 statements, where 6 statements are divided to each one of the three skills. Northouse describes the skills approach in leadership and how it can be used by leaders to reduce the focus on personality characteristics but rather use their skills and abilities to grow as leaders. Northouse describes technical skills as adequate knowledge on any specific type of work combined with proficiency of the same which means the ability to analyze and employ the best tools and techniques required to make sure the work remains successful. Interpersonal skills refer to the good communication skills and building solid relationships with fellow colleagues and my subordinates. Conceptual skills are the most essential when it comes to running an organization because this is the skill that enables a manager to think in terms of the whole organization.

The Emotional Competence Scale (EC- Scale)

This scale is developed by Sharma and Bhardwaj (1998). The scale has 30 items to measure five emotional competencies where each competency was measured by six items selected for the purpose. The reliability of total emotional competence was 0.76 that was determined by split-half method. The validity of this scale has been determined with factor A and C of 16-personality factor questionnaire and found to be 0.64 and 0.69 respectively.

FLOW CHART



PROCEDURE

The three questionnaires and demographic profile were formed in to a Google form and spread among the appropriate candidates through emails and social Medias for the study. The form was sent to 500 people and 106 responses were received. Among them 100 were chosen and considered for the study. Participants were instructed to read the statements carefully and select the option that suits them the most. After receiving the completed form scores were calculated for each questionnaire and was applied the tests for finding the correlation between variables. Using the results and interpretations summary was formed.

INSTITUTIONAL HUMAN ETHICS COMMITTEE

The project entitled Empathy and Emotional Competence as the Predictors of Leadership Effectiveness among young adults was submitted to institutional human ethics committee and the approval number is AUW/IHEC/A.PSY-21-22/XPD-04.

ANALISYS OF DATA

Participants were selected through random sampling method. In order to find the correlation between variables Pearson Correlation Coefficient test and t test were used. SPSS was used to calculate the correlation and arrive in a conclusion.

RESULTS AND

DISCUSSION

CHAPTER IV

RESULTS AND DISCUSSION

The aim of the study “Empathy and Emotional Competence as the Predictors of Leadership Effectiveness among young adults” is to assess the correlation among empathy, emotional competence and leadership effectiveness. The study involves 100 participants (female – 63 and males – 37) from Tamil Nadu and Kerala, chosen by Simple Random Sampling Technique. The participants were assessed using Toronto Empathy Questionnaire, Leadership skills Questionnaire and Emotional Competence Scale. The scoring was done and analysed using Pearson Correlation of Coefficient and independent sample t - test. The results are tabulated and discussed below.

Table 1: Demographic details

| Demographic Detail | | Frequency | Percentage |
|--------------------|---------|-----------|------------|
| Age | 25 – 27 | 74 | 74 |
| | 28 – 30 | 26 | 26 |
| Gender | Female | 63 | 63 |
| | Male | 37 | 37 |

Table 1 demonstrates the details of the sample size participated in the study. Among the sample 74 persons were aged between 25 and 27 and 26 participants aged between 28 and 30. 63 females and 37 males included in the sample size. The other personal information collected was

included the living place and education, but as it was not worthy to include in the study was not considered.

Fig 1: Distribution of gender among participants

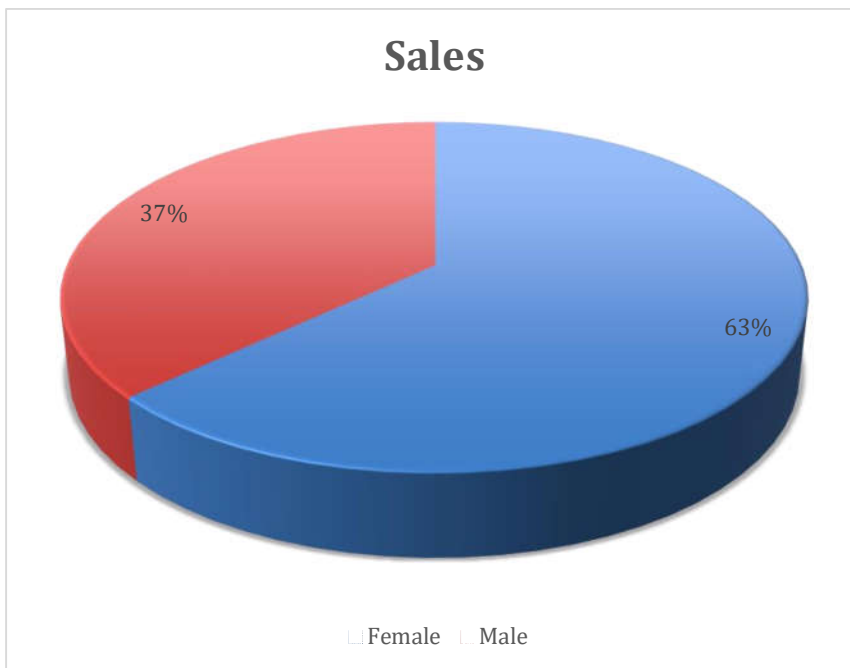


Fig 2: Distribution of age of the participants

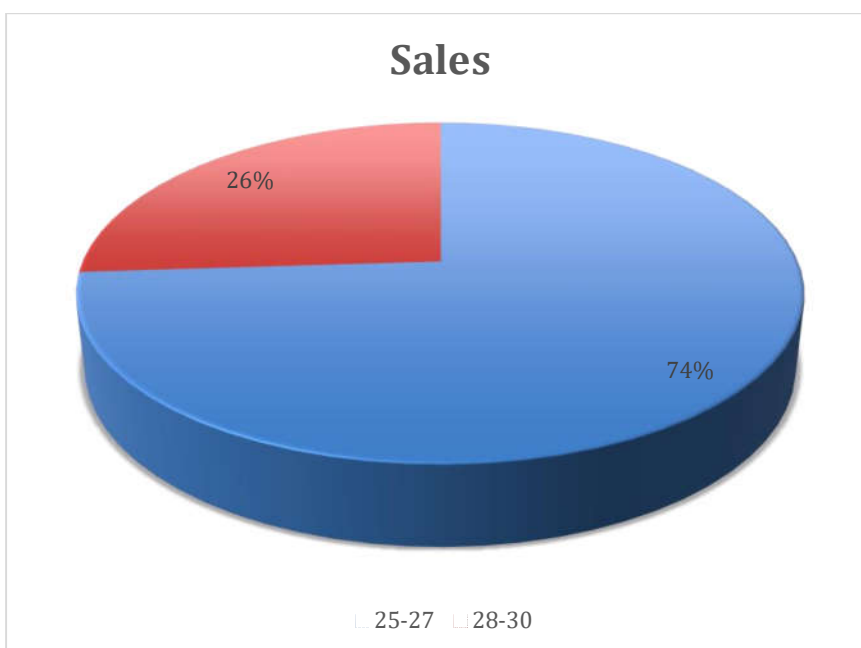


Table 2: Distribution of empathy, emotional competence and leadership effectiveness among the participants

| Variable | Empathy | Emotional Competence | Leadership Effectiveness |
|--------------|------------|----------------------|--------------------------|
| High | 14 | 8 | 70 |
| Moderate | 59 | 91 | 30 |
| Low | 27 | 1 | 0 |
| Total | 100 | 100 | 100 |

Table 2 indicates how the three variables have spread across the sample population. It's been found that most of the participants have moderate level of empathy and emotional competence and high level of leadership effectiveness.

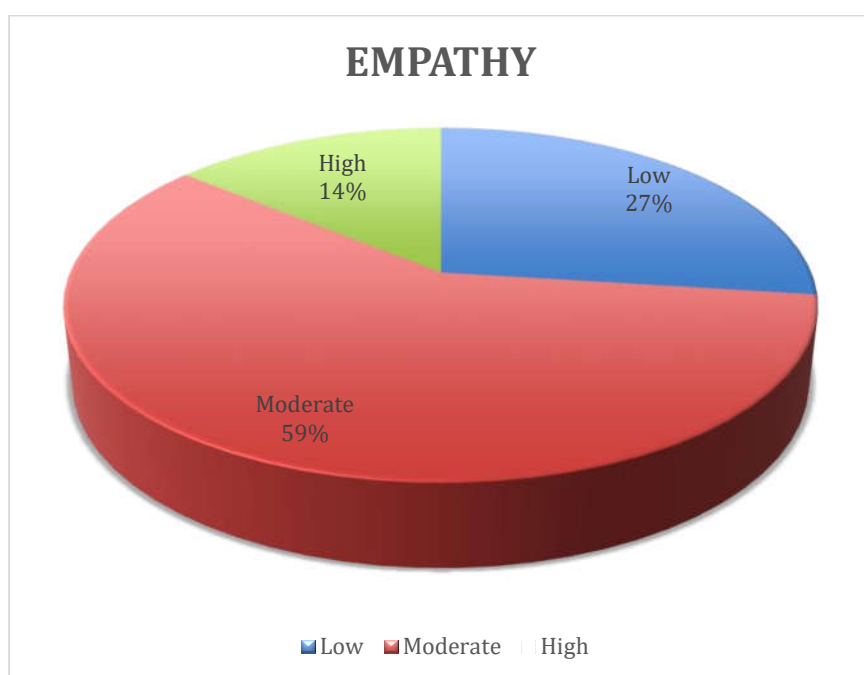
FIGURE 3: Distribution of empathy among the participants

FIGURE 4: Distribution of Emotional Competence among the participants

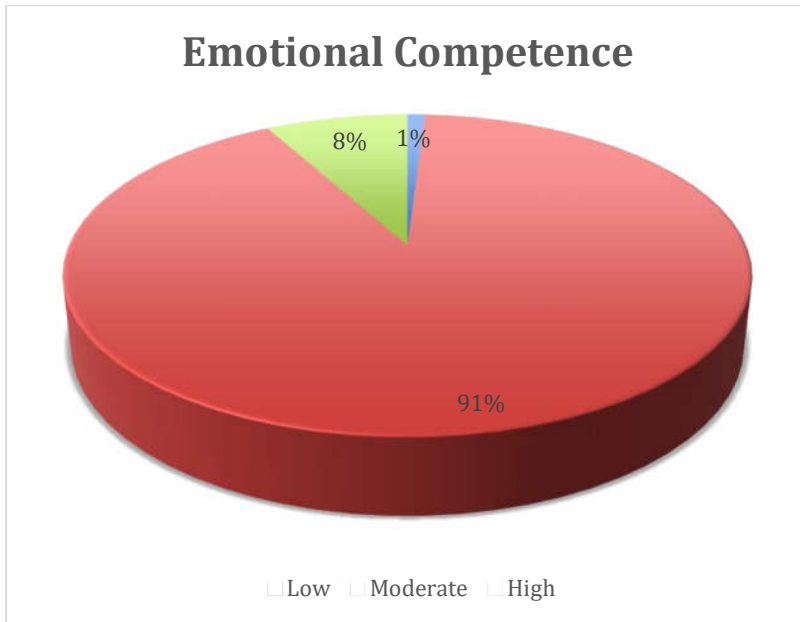


FIGURE 5: Distribution of Leadership Effectiveness among the participants



Table 3: Correlation between empathy and leadership skills.

| | | empathy | Leadership Skills |
|--------------------------|---------------------|--------------------|--------------------------|
| Empathy | Pearson Correlation | 1 | 0.18 ^{NS} |
| | Sig (2-tailed) | | 0.06 ^{NS} |
| | N | 100 | 100 |
| leadership skills | Pearson Correlation | 0.18 ^{NS} | 1 |
| | Sig (2-tailed) | 0.06 ^{NS} | |
| | N | 100 | 100 |

NS – Not significant

The relation between empathy and leadership effectiveness was found using the Pearson Correlation Coefficient test. Table 2 demonstrates the relation between empathy and leadership effectiveness. It has been found that there is no relation between empathy and leadership effectiveness. It could be that the empathy reduces the formality in the relation of leaders and the followers, and eventually it will affect the obeying behaviour, punctuality and performance of the employees. Or it might cause the opposite as leaders' empathy affect the employee's behaviour positive manner and their performance are improved.

In the research done by Svetlana Holt and Joan Marques on Empathy in Leadership: Appropriate or Misplaced? An Empirical Study on a Topic that is asking for Attention (2011) they tested focuses on empathy in leadership. It had been found by the researchers that empathy is least important quality that required for leadership effectiveness.

Table 4: Correlation between emotional competence and leadership skills.

| | | emotional competence | Leadership Skills |
|---------------------------------|---------------------|-------------------------|----------------------|
| emotional competence | Pearson Correlation | 1 | .42** |
| | Sig (2-tailed) | | .000 |
| | N | 100 | 100 |
| leadership skills | Pearson Correlation | .40** | 1 |
| | Sig (2-tailed) | .000 | |
| | N | 100 | 100 |

** -Correlation is significant at 0.01 level

The relation between emotional competence and leadership effectiveness has been found as a significant positive relation. Table 3 demonstrates the relation between emotional competence and leadership effectiveness. The higher the emotional competence of a person the higher leadership abilities will also be found in that person. Emotional competencies refers to an important set of personal and social skills for identifying, interpreting, and constructively responding to emotions in oneself and others. As leaders faces many challenges of running an organization it is important that they don't confuse with their personal and professional matters. A person with high emotional competence separate these lives carefully so both don't interfere each other. It may help them in smooth running of their duties as a leader. Another fact is that the leaders with high emotional competence can face challenges more effectively than leaders with lower level of emotional competence, because they can easily handle the negative

situations. Leaders with high emotional competence don't let their emotions affect their work and so their leadership effectiveness will be high.

Kuminka and Eric made their research on An Investigation of Relationship between School Principals' Emotional Competence and Their Performance as Leaders (2021). The results indicated that there is a relationship exists between emotional and social competencies and leadership effectiveness.

Table 5: Mean, Standard Deviation and t values for Gender Differences in Empathy, Emotional Competence of Leadership Skills

| Variables | Gender | N | Mean | Standard Deviation | df | t |
|---------------------------------|---------------|----------|-------------|-------------------------------|-----------|---------------------|
| Empathy | Female | 63 | 43.52 | 6.85 | 98 | -0.24 ^{NS} |
| | Male | 37 | 43.86 | 6.17 | 82.05 | |
| Emotional Competence | Female | 63 | 93.38 | 12.19 | 98 | -2.33 ^{NS} |
| | Male | 37 | 99.68 | 14.30 | 66.26 | |
| Leadership Skills | Female | 63 | 66.16 | 10.96 | 98 | -0.97 ^{NS} |
| | Male | 37 | 68.43 | 11.85 | 70.86 | |

NS – Not significant

The 't' test was done to find out if there is any gender effect in the level of emotional competence – empathy - leadership effectiveness among the participants. The data in the table 4 proves that there is no gender difference in the level of empathy – emotional competence – leadership effectiveness. Gender doesn't create any difference in the level of empathy, emotional competence and leader effectiveness among participants. It can be because of the fact

that gender doesn't create any difference in perception towards other people or the person's ability in their flexibility to fit in. It can also be because of one's ability to understand others talents and situations have no gender specificity.

Table 6: Mean, Standard Deviation and t values for empathy, emotional competence and leadership skills with age

| Variable | Age | N | Mean | Standard Deviation | Df | t |
|---------------------------------|------------|----------|-------------|-------------------------------|-----------|----------|
| Empathy | 25-27 | 74 | 44.08 | 6.47 | 98 | 1.10** |
| | 28-30 | 26 | 42.42 | 6.86 | 41.67 | |
| Emotional Competence | 25-27 | 74 | 95.99 | 13.70 | 98 | 0.34** |
| | 28-30 | 26 | 94.92 | 12.27 | 48.52 | |
| Leadership Skills | 25-27 | 74 | 66.58 | 11.17 | 98 | -0.62** |
| | 28 – 30 | 26 | 68.19 | 11.76 | 98 | |

** - Correlation is significant at 0.01 level

The relationship of empathy, emotional competence and leadership effectiveness towards different age groups was also examined. Table 5 includes the information regarding the t scores of the variables to different age groups. It has been found that there is difference in the three variables for different age groups. As per the results in table 5 it is found that as per the age increases empathy, emotional competence and leadership skills of a person increases. It might be due to higher level of exposure to new challenges as time passes and increasing experiences

in one's life. Along with that relation with new persons and facing new situations or new roles in life can also influence one's level of emotional competence, empathy and leadership skills.

SUMMARY AND
CONCLUSION

CHAPTER V

SUMMARY AND CONCLUSION

The study on empathy, emotional competence and leadership effectiveness was done in order to assess the following objectives:

- ✚ To find out the relation between empathy and leadership effectiveness
- ✚ To find out the relation between emotional competence and leadership effectiveness
- ✚ To find out the gender differences in empathy, emotional competence and leadership effectiveness
- ✚ To find out the age differences in empathy, emotional competence and leadership effectiveness

Empathy, emotional competence and leadership effectiveness as predictors of leadership effectiveness among young adults was a study conducted among young adults aged between 25-30 who resides in Kerala, Tamil Nadu and Karnataka. 100 participants were became part of the study by answering the questionnaires of Toronto Empathy Questionnaire (Spreng R N, Mc Kinnon, M C Mar, R A Levin & B), Emotional Competence Scale (Bhardwaj and Sharma) and Leadership Skill Questionnaire (Northouse) in the Google form. The scoring was calculated and results were interpreted according to the norms given by the authors.

Hypotheses

- ✚ There will be a significant relation between empathy and leadership effectiveness among young adults
- ✚ There will be a significant relation between emotional competence and leadership effectiveness among young adults
- ✚ There will be gender differences in the level of empathy, emotional competence and leadership effectiveness among young adults

- ✚ There will be age differences in the level of empathy, emotional competence and leadership effectiveness among young adults

Conclusions

- ✚ There is a positive relation between emotional competence and leadership effectiveness
- ✚ There is no relation between empathy and leadership effectiveness
- ✚ There is no gender differences in the level of empathy, emotional competence and leadership effectiveness
- ✚ There are age differences in the level of empathy, emotional competence and leadership effectiveness

Limitations

- ✚ Sample size was too small
- ✚ Male population was low compared to female population
- ✚ The study was conducted online, so it can affect the honesty of respondents
- ✚ Effect of any extraneous variables were not considered such as leadership styles or personality traits

Recommendations

- ✚ Sample size should be larger with equal number of male and females
- ✚ If it is possible try to conduct the study in person to person or to a small group with a face to face interactional way
- ✚ Study should try to conduct with minimum level of questions, so it will be more interesting for the participants

Implications

This study has a lot of scope for future investigations on the relationship between empathy and leadership effectiveness and relationship between emotional competence and leadership

effectiveness. Its scope are only increasing as people recognize the importance of good and effective leadership.

- ✚ This study can act as a guide for the upcoming studies on the same topic
- ✚ It can help in training programs for leaders in different organizations
- ✚ Leadership trainers can form new ways of conduct to promote the effectiveness of the leadership
- ✚ This study can be useful for any researcher who likes to explore the areas of leadership effectiveness

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ANNEXURES

ANNEXURE I

SOCIO DEMOGRAPHIC FORM

NAME:

AGE:

GENDER: M/F

EDUCATION:

AREA: Rural/ Semi Urban/ Urban

ANNEXURE II

CONSENT FORM

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please ask the researcher if there is anything that is not clear or if you need more information. The purpose of the study is to find the correlation between empathy and emotional competence to the leadership effectiveness. Please read the statements clearly and respond.

My participation in this study is voluntary

Yes

ANNEXURE III

TORONTO EMPATHY QUESTIONNAIRE

(Spreng R N, Mc Kinnon, M C Mar, R A Levin & B 2009)

| | Never | Really | Sometimes | Often | Always |
|---------------------------------------------------------------------|-------|--------|-----------|-------|--------|
| 1. When someone else is feeling excited, I tend to get excited too. | | | | | |
| 2. Other people's misfortunes do not disturb me a great deal | | | | | |
| 3. It upsets me to see someone being treated disrespectfully | | | | | |
| 4. I remain unaffected when someone close to me is happy | | | | | |
| 5. I enjoy making other people feel better | | | | | |
| 6. I have tender, concerned feelings for | | | | | |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| people less fortunate than me | | | | | |
| 7. When a friend starts to talk about his/her problems, I try to steer the conversation towards something else | | | | | |
| 8. I can tell when others are sad even when they do not say anything | | | | | |
| 9. I find that I am “in tune” with other people’s moods | | | | | |
| 10. I do not feel sympathy for people who cause their own serious illnesses | | | | | |
| 11. I become irritated when someone cries | | | | | |
| 12. I am not really interested in how other people feel | | | | | |
| 13. I get a strong urge to help when I see someone who is upset | | | | | |
| 14. When I see someone | | | | | |

| | | | | | |
|--------------------------------------------------------------------------------------------|--|--|--|--|--|
| being treated unfairly, I do not feel very much pity for them | | | | | |
| 15. I find it silly for people to cry out of happiness | | | | | |
| 16. When I see someone being taken advantage of, I feel kind of protective towards him/her | | | | | |

ANNEXURE IV

LEADERSHIP QUESTIONNAIRE

(Peter G Northhouse-2011)

| | Not true | Seldom true | Occasionally true | Somewhat true | Very true |
|-----------------------------------------------------------------------------------|----------|-------------|-------------------|---------------|-----------|
| 1. I am effective with the detailed aspects of my work | | | | | |
| 2. I usually know ahead of time how people will respond to a new idea or proposal | | | | | |
| 3. I am effective at problem solving. | | | | | |
| 4. Filling out forms and working with details comes easily for me. | | | | | |
| 5. Understanding the social fabric of the organization is important to me | | | | | |
| 6. When problems arise, I immediately address them. | | | | | |
| 7. Managing people and resources is one of my strengths. | | | | | |

| | | | | | |
|---------------------------------------------------------------------------|--|--|--|--|--|
| 8. I am able to sense the emotional undercurrents in my group | | | | | |
| 9. Seeing the big picture comes easily for me | | | | | |
| 10. In my work, I enjoy responding to people's requests and concerns | | | | | |
| 11. I use my emotional energy to motivate others. | | | | | |
| 12. Making strategic plans for my company appeals to me | | | | | |
| 13. Obtaining and allocating resources is a challenging aspect of my job. | | | | | |
| 14. The key to successful conflict resolution is respecting my opponent | | | | | |
| 15. I enjoy discussing organizational values and philosophy. | | | | | |
| 16. I am effective at obtaining resources to support our programs. | | | | | |
| 17. I work hard to find | | | | | |

| | | | | | |
|------------------------------------------------------------|--|--|--|--|--|
| consensus in conflict situations | | | | | |
| 18. I am flexible about making changes in our organization | | | | | |

ANNEXURE V

EMOTIONAL COMPETENCE SCALE

(Steven B Wolff 2005)

1. Even a slight thing to me ...
 - a) strikes very much
 - b) strikes much
 - c) strikes normal
 - d) Strikes slightly
 - e) strikes very slightly

2. When I am inclined to react upon others, I.....
 - a) Cannot control absolutely
 - b) cannot control
 - c) cannot control normally
 - d) am able to control
 - e) am able to control very much

3. Due to petty incidents I... my deeds in a very balanced manner
 - a) am able to do very slightly
 - b) am able to do slightly
 - c) cannot do normally
 - d) do
 - e) am able to do very much

4. Even after realising the causes of miseries, I..... those from many minds.
 - a) cannot overcome absolutely
 - b) cannot overcome
 - c) cannot overcome normally
 - d) am able to overcome
 - e) I am able to overcome very much
5. The moments of happiness, I open heartedly
 - a) cannot enjoy absolutely
 - b) cannot enjoy
 - c) Cannot enjoy normally
 - d) am able to enjoy
 - e) Am able to enjoy too much
6. The impact on day to day events on me.....
 - a) is too much
 - b) is much
 - c) is normal
 - d) is slight
 - e) is very slight
7. I... my control even on the slight life incidents
 - a) lose very hastily
 - b) lose hastily
 - c) lose normally
 - d) am not able to lose
 - e) am not able to lose absolutely

8. In adverse circumstances, I.....
- a) become nervous at once
 - b) I become nervous
 - c) become nervous normally
 - d) do not become nervous
 - e) do not become nervous absolutely
9. The fear of strange circumstances for me.....
- a) remains too much
 - b) remains much for
 - c) me remains normally
 - d) does not remain
 - e) does not remain absolutely
10. To chat with others, I.....
- a) do not like absolutely
 - b) do not like
 - c) do not like normally
 - d) like
 - e) like very much
11. I am by the critical notions others
- a) affected very much
 - b) affected much
 - c) affected normally
 - d) affected slightly
 - e) affected very slightly

12. I..... whatever may be the form of misery
- a) Weep very much
 - b) weep much
 - c) weep normally
 - d) weep slightly
 - e) weep very slightly
13. There are the persons who remain normal even in most adverse conditions but I in adverse circumstances leaving aside all an essential work
- a) Become disappointed very much
 - b) Become disappointed much
 - c) Become disappointed normally
 - d) Am not disappointed
 - e) Am not disappointed absolutely
14. I..... the aggression towards others aroused by known or unknown others
- a) Cannot keep aside absolutely
 - b) Cannot keep aside
 - c) Cannot keep aside normally
 - d) Can keep aside
 - e) Keep aside very much
15. I..... to participate with zeal on the occasion of happiness like marriage or other functions.
- a) do not like absolutely
 - b) do not like
 - c) do not like normally
 - d) do like much
 - e) do like very much

16. When somebody hurts my feelings, I.....

- a) Become very much sad
- b) Become much sad
- c) Become sad normally
- d) Become sad slightly
- e) Become sad very slightly

17. People..... my emotions through my facial and overt gestures

- a) Realise very easily
- b) Realise easily
- c) Realise normally
- d) Cannot realise easily
- e) Cannot realise absolutely

18. In the condition of indifferent feelings (anxiety, fear, anger etc...) , I.....

- a) Cannot take decision absolutely
- b) Cannot take decision
- c) Cannot take decision normally
- d) take decision accordingly
- e) takes decision easily

19. The impact on misfortunes on me.....

- a) Remains very much
- b) Remain much
- c) Remains normally
- d) Remains for a while
- e) Remains for a period slightly

20. To go in merry taking I.....

- a) Like very slightly
- b) Like slightly
- c) Like normally
- d) Like much
- e) Like very much

21. Usually everybody has a habit to say something but I.....on hearing on their slight remarks

- a) become impatient very much
- b) become impatient
- c) become impatient normally
- d) become impatient slightly
- e) become impatient very slightly

22. All do express their feelings like laughing, weeping, fearing and becoming angry I.....

- a) express either very much or very little
- b) express more or less
- c) express sometimes more or less
- d) do not express more or less
- e) do not express very much or little

23. In the circumstances of opposite feelings, I keep my behaviour.....

- a) balanced very slightly
- b) balanced slightly
- c) balanced normally
- d) much balanced
- e) very much balance

24. Thinking in the way, "O dear, leave it, do not worry or sad I my feelings at bay.

- a) Cannot keep absolutely
- b) Cannot keep
- c) Cannot keep normally
- d) Keep
- e) Keep accordingly

25. In the ways others remain happy, I despite having a wish for being happy

- a) Cannot remain absolutely so
- b) Cannot remain so
- c) Cannot remain normally so
- d) Am able to remain so
- e) Am able to remain by large so

26. Everything that is related to joy and sorrow, I

- a) take it in depth very much
- b) take it in depth much
- c) take it in depth normally
- d) take it in depth slightly
- e) take it in depth very slightly

27. I am afraid of what people would say about me, I normal expression of feelings

- a) refrain very much
- b) much refrain
- c) refrain normally
- d) do not refrain
- e) do not refrain absolutely

28. In the mist of some worries the jobs that I want to perform, I

- a) cannot fulfil absolutely
- b) cannot fulfil
- c) cannot fulfil normally
- d) am able to fulfil
- e) Am able to fulfil very much

29. Leaving aside all superfluous feelings, I must keep myself busy in my jobs, This I

- a) cannot do absolutely
- b) cannot do
- c) cannot do normally
- d) able to do
- e) able to do more easily

30. I never miss an opportunity to be happy, on me

- a) does not apply absolutely
- b) does not apply
- c) does not apply normally
- d) apply
- e) apply very much

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore-641 043, Tamil Nadu, India

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Dr.A.R.SudamaniRamasamy
Dr.G.Victoria Naomi
Dr. Judith Justin
Dr.AnithaSubash

26thFebruaury 2022

To
Ms.Deepika.P.K
Department of Applied Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore - 641 043

Dear Deepika.P.K,

Ref: Your proposal No. IHEC/21-22/A.PSY-04 entitled
"Empathy and Emotional Competence as Predictors of Leadership
Effectiveness among Young Adults" submitted for approval of
IHEC.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/21-22/
A.PSY-04 entitled "Empathy and Emotional Competence as
Predictors of Leadership Effectiveness among Young Adults"
submitted by you. The Approval number for the same is
AUW/IHEC/A.PSY-21-22/XPD-04.

We wish you all the best in your research endeavours.

Regards,

S. Uma Mageshwari
Dr.S.Uma Mageshwari
Member Secretary

