Emphatic Leadership in a Working Environment

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Abstract

An empathic leadership style research study focuses on empathetic leadership theory on how, if possible, it can enhance business performance through active learning behaviors and emotional quotient (EQ) by focusing on compassionate attitudes. Empathic Leadership can also focus on the people's performance model and include the active learning theory framework based on the active learner model. This active learning modeling can be measured with quantitative analysis to understand the emotional aspect of the learning behavior on why empathic cognitions influence a person's performance abilities through understanding the emotional quotient (EQ) approaches by applying trait-based measures to define the measurement of the emotional intelligence regarding workers emotional ties with empathic leadership traits to help address performance and show support, which helps build trust. In addition, the research studied employees' companionate attitudes to determine what can probably be used to self-regulated emotions to empower leaders to help reduce the span of responsibilities to individualize attention to the employees' concerns.

Keywords: Empathic Leadership, Trait Activation Theory, and Compassionate Styles

INTRODUCTION

Empathy can be seen as showing compassionate concern for someone feeling or well-being regarding the circumstances in that a person might see colleagues and friends within the community setting or even coworkers and employees at the workplace (Smith, 2022). However, a compassionate attitude should be the mindest when applying empathy to people's everyday circumstances, especially through social interactions. For instance, an empathic behavior platform requires engagement and participation of the people in the organization's functions and learning, which validity of the change of ideas and knowledge but concerns that would affect the people's performance. Performance factor comes to play in many organizational and operational forms, often related to what must be done and why action must be performed effectively and efficiently. This can be substantiated within the active learning theory framework by Dr. Barsade on *"Companionate Love"* at the workplace on emotional quotient (EQ) regarding how leadership should view emotion skillfully (Hosanagar, 2022).

The active learning theory also can be viewed as learning a subject or task within any environment that requires us to conduct actions that lead to exploring the possibility of the activity that teaches people what they can do when given a task to complete an activity. The learning activity drives the mind to actively seek out the knowledge that has been known because of the exposure to it. That said, active learning can be seen as a way to expand one understanding of a subject or activities that the person is interested in but aware of it. In the learning environment or workplace, the same active learning mindset can be found in the organizational process. It exposes people to activities to gain knowledge of the subject matter that will enhance their understanding of processes to accomplish operational tasks (Vanhorn et al., 2019). Thus, the *general Problem* focused on: *How can active learning be used to understand the emotional aspect of the learning behavior and if empathic cognitions influence a person's performance abilities through understanding the Emotional Quotient (EQ) approach?*

Emotional Quotient (EQ) has been explained as affecting people learning behavior within the working environment, the processes used to complete functional activities, and what technology is best used to enhance active learning within an organization. Unfortunately, many businesses have inadvertently focused on promoting intelligent quotient (IQ over emotional quotient (EQ) in the workplace. Historically, most workplaces measure performance with objective sales volume, production numbers, profit, and cost-saving. These parameters are important for commercial growth. However, in

recent decades, businesses have realized that the emotional quotient (EQ) is equally significant for individual and commercial success (Moss 2018).

A recent study conducted by the research "*The Best Team: AI and You.*" has not soft aspects of the business but the core of the business behavior that can better understand emotional signals, such as facial expression and body language, to address different situations which may encourage or generate positive outcomes in the business processes (Jame R. Hagerty, 2022). Most businesses operate within an organizational design consisting of processes, technology, and people, and the latter deals with people's preferences and passions for the work. Therefore, based on trait-based measures, active learning occurs within the emotional quotient that will affect the active learning environment within the workplace within Dr. Barsade on *"Companionate Love"* study (Hosanagar, 2022).

The empathic leadership approach consists of a compassionate attitude. It can be the best approach to apply by first asking questions about what seems to be the employee's emotional state that can cause stress. Next, please remember that the same companionate attitude can probably be used to self-regulated emotions to make sure they are not over-perceiving ones that can empower leaders to help reduce the span of responsibilities to individualize attention to the employees' concerns. Another example can be a sociability framework that shows a compassionate approach to why and how to communicate and pays attention to understanding people's well-being. Lastly, a compassionate approach can also apply a strategic self that will utilize emotions that consider the usage of the checking on the employees, which can be done, through emails, by text, and better yet, a face-to-face meeting, which matters because it happens and allows the employees and leadership to discuss the specifications of the work concerns and challenges (Buckingham, 2022). The above examples exemplify the empathic leadership traits to help address performance and show support, which helps build trust. Therefore, the empathic leadership style can be seen as compassionate because the organization genuinely cares about people's concerns. It shows how it can keep the employees upfront and centered on making them feel like real human beings in the work performance processes, and what happens at work outside of it matters. This research study focuses on empathetic leadership theory on how, if possible, it can enhance business performance through active learning behaviors and emotional quotient (EQ) by focusing on compassionate attitudes. That can show a caring behavior of understanding one's concerns on engagement and participation between leadership and employees based on compassionate attitudes, in which the researcher's literature review provided an overview of this study's existing scholarly knowledge and understanding.

LITERATURE REVIEW

Empathic leadership can be defined as an emotionally supportive leadership style that recognizes well-being concerns and provides understandable behavior of circumstances that others are going through based on the leaders' simulations and reflective experiences. Empathic leaders can connect emotionally and psychologically with others by demonstrating a personal interest in their welfare. Understanding the person's needs or concerns, the empathic leader can provide supportive language and emotional measures that offer valuable feedback to followers to boost their confidence. This interactionist model recognition can help determine what might cause paranoia activates/deactivate individual personality traits in workplace behavior (Bani-Melhem et al., 2021).

Positive examples of empathic leadership recognize the tension in the workplace based on trait activation and job performance. However, they can also use empathic vocabulary to deal with the trait activation process in situations that create pressure. For example, empathic leadership can use emotional measures to allow meaning-making language in a motivating manner. These leadership motivational communication tools can help persuade a person to behave positively with trait-expressive work behaviors regarding job performance. Furthermore, this symbolic frame relies on motivating language focused on distributing constructive feedback to a person, which can help resolve confusion and provide supportive direction while acknowledging hopeful outcomes in job performance (Holmes, 2019). The symbolic frame can be seen as empathy action, which shows motivational elements of compassion traits underlined in a compassionate leadership style.

Also, compassionate leadership traits must be taken into consideration with serving leadership in which the leader takes the account the needs of the followers and demonstrates compassionate behavior in dealing with the follower situational conditions, which help to show concern for their well-being and not only job performance but how followers are accomplishing operational tasks psychological safety format because studies have found that organizations can benefit from moving to compassionate and caring as an established empathy format (Guinot et al., 2020). This empathy format can help understand and describe addressing people's situations or circumstances in a caring manner within the emotional intelligence format.

Emotional intelligence can be described as understanding an individual emotional state of mind from a positive perspective by addressing people's emotional elements concerning self-esteem, achievement, and psychological well-being. Those emotional intelligence elements are often different between Gender. For example, a study found that females have higher emotional intelligence than males, but high emotional intelligence was a better predictor of achievement for men. In addition, emotional measures have suggested that women are better than men at some forms of empathy, and men do better than women when managing distressing emotions. Fortunately, whenever studies talk about such gender differences in behavior in job performance, Gender does not have any moderating effect on leadership. Instead, there is a positive relationship between emotional intelligence and

affects emotional intelligence competencies essential to becoming an influential leader (Dey & Tripathy, 2015).

This active learning framework can also involve the learning process associated with the leadership style. This leadership trait focuses on the engagement format that allows the authentic leader to ask the followers specific real-world problems and consider real-life experiences. It also allows the authentic leader to connect with followers by focusing on their real-world experience and connections between what they know and how they reflect in their lives. Finally, it might encourage them to analyze further the concerns or challenges to help them navigate difficult problems and situations (Vanhorn et al., 2019). The below research method discussed how the active learning modeling application.

RESEARCH METHOD

Empathy involvement as a leadership concept requires emotional intelligence. Therefore, leadership must recognize that providing emotional responses is at the heart of the empathetic leadership style regarding the Emotional Competencies Inventory (ECI) model by Daniel Goleman and the Emotional-Social Intelligence (ESI) model by Reuven Bar-On. Both view how emotional intelligence can be linked to a social intelligence situation. Then, Goleman's model describes how emotional competencies can enable people to demonstrate their emotional intelligence in managing themselves and working effectively with others, building on self-awareness traits (McKeown & Bates, 2013).

However, the shared leadership approach can be defined as an interactive influence process within individuals formed in a group with an objective that allows them to lead each other to achieve the group or organizational goals they established (Bligh et al. 2006). Furthermore, shared leadership has at least three principles that must be considered in the functional approach: encouragement of transparency, providing a safe work environment, and establishing a supportive autonomy condition (Sanfilippo, 2021). Lastly, a psychodynamic trait also focuses on awareness, whereby the leadership comes to understand how they react to the follower's actions and observe why the follower reacts as they do to certain actions of the leader in a situation. However, this leadership style allows the leaders to understand their actions and what they produce, allowing them to learn how to control and manage their actions in responding to the follower's situation (Northouse, 2021). Therefore, the empathic leadership approach mentioned will be examined to analyze previous studies on Goleman's model further and compare the relationship between empathic leadership to determine compassionate outcomes. In addition, a lack of research on previous studies within an interactive influence process based on a psychodynamic trait has clarified and compared the specific active learning influences on the empathic leadership style. Therefore, the research empathic leadership study will examine multiple active learning modeling and interactive influence process to investigate the variations in compassionate outcomes and the relationship to the

empathetic leadership approach using the quantitative methodology described in the data analysis.

DATA ANALYSIS

Quantitative research allowed the researchers to acquire substantive theories within a theory of knowledge based on epistemology that relies on a theory of 'being' or 'reality' using hypotheses and statistical models within certain populations and samples (Zyphur & Pierides, 2019). The study also used a survey research approach to use the questionnaire method to capture and collect data based on communication among the individuals on the general and specific problem (e.g., compassionate traits in the empathic leadership style). The descriptive approach will be used in this research study to focus on the problem analytical statistics in which any applicable statistical research tools using IBM SPSS Statistics Version 29 software to understand the problem within the descriptive statistics, such as the mean, mode, and median to measure all of the central tendencies of the data collection and the standard deviation (SD) to describe the data analytics from an inquiry technique (Brandes et al., 2022). But, then, a Likert scale rather than a *"yes" or "no"* model was used as a suitable analytical method to distribute the questionnaire using a wide range of practical research questions involving close-ended questions of people's matters of interest in nonparametric methods(Mircioiu & Atkinson 2017).

A survey approach can combine hypotheses, research questions, and societal problems to contribute knowledge that will help people understand the nature of a problem to intervene, allowing them to control their environment more effectively and use the population to deal with significant problems. This basic research method tries to understand and explain some phenomena' basic nature (Kuusio et al., 2021). Still, the researcher focused on stratified random sampling where the number of the groups from the data collection sample reflects a relative number of the population as a whole which can be particularly closer to the population mean (Malhorta, 2019).

A survey through Survey Monkey stratified random sampling of 182 focuses on selecting information-rich stratified sampling (SS) to sample discrete samples from each continuous predictive distribution strategy that will capture and describe the central themes that cut across variations sampling (Hu et al., 2016). Next, a heterogeneity strategy was used to focus on common patterns that emerge from various particular interests and values that capture the core experience and central, shared dimensions of a real setting or phenomenon, which mostly relies on heterogeneity sampling focuses on a small sample of great diversity that allows the data collection and analysis of high-quality, detailed descriptions of each respondent for documenting uniqueness and analyzing the sharing of the patterns that cut across data collection to determine the significance of having emerged out of heterogeneity (Malhorta, 2019), in which was used in configuring the survey research questions.

The survey research questions were configured within the Likert scale as closed-ended: *1: How much does active*

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learning affect leadership styles? 2: What kind of shared compassionate values can influence the process of your leadership style? 3: How has emotional empathy been shown in the working environment? 4: What, if anything, have empathic concerns influenced factors at work? 5: How do your compassionate traits apply to a leadership style? 6: How effectively do your self-awareness traits build trustful leaders? The last one was 7: How influential is your leadership style on emotional situations? Those closed questions matched the study research and used hypothesis analysis procedures.

A hypothesis testing procedure was used to examine the probability of the static test value equal to or greater than the obtained sample data to determine if the null hypothesis is true by analyzing the p-value or observing the significance level (Evan, 2016). In addition, the respondents' empathic leadership style was tested to determine whether the average Age was equal to 35 within interdependence techniques to research question(s) such as *How much does active learning affect leadership styles?* The null and alternative hypotheses are as follows:

H0: μ = 35
Ha: μ ≠ 35

The study applied Nonparametric Test regarding variables of interest measured on a nominal or ordinal to examine the One-Sample tests utilized based on the Kolmogorov-Smirnov (K-S) one-sample test that examined the K-S test to the mean of the independent variables for a specific One-Sample (Evan, 2016). In addition, the analytical measurements were used to analyze statistical survey data on whether to accept or reject the hypothesis in the findings.

FINDINGS

The statistical analysis was conducted using IBM SPSS for Introductory Statistics from Morgan et al., 2013 textbook on how to use SPSS to interpret the actual research datasets of a project from research questions, data measurement, and the selection of statistics within a hypothesis test. The statistical study also focused on the dependent and independent variables to differences in frequency distribution to a one-sample test for variables of interest associated with nominal or ordinal scale. Next, the nonparametric test was analyzed on independent samples to the Age as interdependence techniques outcome of the sample test within the frequency distribution to determine the hypothesis results of the value of the absolute differences between the test statistic decision to reject the null hypothesis or not on the value. Then, a cross-tabulation was applied to describe two or more variables simultaneously, helping to understand how one variable relates to another, such as Gender. Lastly, a Factor Analysis was conducted to examine a variable interdependence because it can not classify as dependent or interdependent variables to determine the positive and negative effects the Age (interdependence techniques) variable had on the others within the Communality format (Malhorta, 2019). Those findings are as follows.

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-29	47	25.8	25.8	25.8
	30-44	43	23.6	23.6	49.5
	45-60	59	32.4	32.4	81.9
	> 60	33	18.1	18.1	100.0
	Total	182	100.0	100.0	

Table 1 above shows a frequency total of 182 for Age within the percent, valid and cumulative, whereby ages 30-44 have a frequency of 43 and cumulative percentage of 49.5, which equal the hypothesis 35 age group, but it shows 45-60 age with a cumulative 81.9 percentage, which means most of the sample population over 35 age support the *H0: μ = 35*. *Table 2* below on Gender shows the same types of frequency percentages.

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	27.5	27.5	27.5
	Female	132	72.5	72.5	100.0
	Total	182	100.0	100.0	

It also shows that Gender has a total of 182 frequencies which the Males accounted for 27. 5 valid percent and Females with valid percent 72.5, whereby Gender has a higher count of 100.0 cumulative, which means higher participation. Then, One-Sample Test was run on the dependent and independent variables to determine the observed significance level to sustain 0.05 of a two-tailed test in below *Table 3*.

One-Sample Test							
			Test Value = 0				
			Significance			95% Confidence	
			One-Sided p	Two-Sided p	Mean Difference		
	t	df				Lower	Upper
How much does active learning affect leadership styles?	30.513	181	0.000	0.000	1.98901	1.8604	2.1176
What kind of shared compassionate values can influence the process of your leadership style?	33.155	179	0.000	0.000	1.96111	1.8444	2.0778
How has emotional empathy been shown in the working environment?	38.707	181	0.000	0.000	2.29670	2.1796	2.4138
What, if anything, have empathic concerns influenced factors at work?	34.108	181	0.000	0.000	2.36264	2.2260	2.4993
How do your compassionate traits apply to a leadership style?	29.008	181	0.000	0.000	2.08242	1.9408	2.2241
How effectively do your self-awareness traits build trustful leaders?	34.619	181	0.000	0.000	2.13736	2.0155	2.2592
How influential is your leadership style on emotional situations?	31.289	181	0.000	0.000	2.10440	1.9717	2.2371
Age	43.508	181	0.000	0.000	3.42857	3.2731	3.5841
Gender	51.999	181	0.000	0.000	1.72527	1.6598	1.7907
Region	26.670	178	0.000	0.000	5.02235	4.6507	5.3940

It shows that the p-value 0.000 is smaller than all of the significant variable levels, which means that null cannot be rejected, especially regarding Age equal to 35, because significance was recorded at 3.584. Next, the cross-tabulation was configured within the histogram on Age and Gender to *Question 1* to address the null hypothesis acceptance shown below in *Figure 1*.
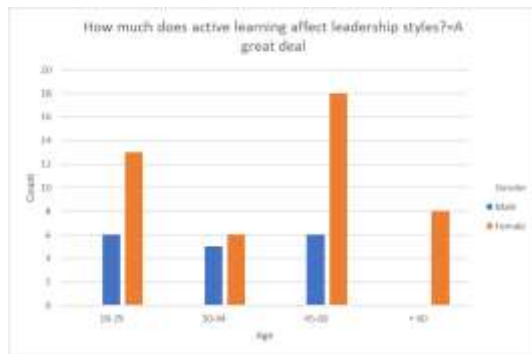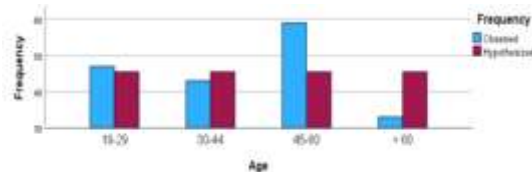
Figure 2 frequency histogram below shows that the observed and hypothesized amount equals or exceeds the 35 age null criteria based on this nonparametric test.

Lastly, a Factor Analysis has been conducted on variables interdependent techniques within the Communality analysis approach to determine the proportion variance for the variable shares based on common factors associated with other variables to describe the small number of common factors plus any unique factors per variable, as shown below in *Table 4.*

Communalities		
	Initial	Extraction
How much does active learning affect leadership styles?	1.000	0.489
What kind of shared compassionate values can influence the process of your leadership style?	1.000	0.592
How has emotional empathy been shown in the working environment?	1.000	0.449
What, if anything, have empathic concerns influenced factors at work?	1.000	0.587
How do your compassionate traits apply to a leadership style?	1.000	0.700
How effectively do your self-awareness traits build trustful leaders?	1.000	0.565
How influential is your leadership style on emotional situations?	1.000	0.572
Region	1.000	0.730
Age	1.000	0.606
Gender	1.000	0.741
Extraction Method: Principal Component Analysis.		

It showed that four variables have communality with the score within the 0.500 variances, such as *What kind of shared*

compassionate values can influence the process of your leadership style? What, if anything, have empathic concerns influenced factors at work? How effectively do your self-awareness traits build trustful leaders? Finally, how influential is your leadership style on emotional situations?

The quantitative findings have captured influential aspects of empathetic leadership traits based on compassionate and emotional concerns about the active learning working environment. These were gap-researched analyses in the prior research by Dr. Barsade on "Companionate Love" (Hosanagar, 2022). In addition, the respondents' findings have suggested that Age significantly impacted how Gender interprets the empathetic leadership style within an active learning working environment, regarding how respondents mostly recognized influential empathic leadership in action when shared compassionate values are shown in emotional situations that lead to empathy throughout the working environment. However, self-awareness traits that build trustful leaders must be further analyzed to examine why low outcomes about the trustful traits.

CONCLUSION

In conclusion, the study that active learning affects leadership styles positively impacts the specific Age within a hypothesis-based quantitative measure. It also explained how Gender leadership styles are influential on emotional situations. Interestingly, the study found common traits in how shared compassionate values and empathic concerns are influential factors in the workplace. However, the researcher recommended future research should be conducted on how empathetic leadership styles might be viewed regarding "*You Need Two Leadership Gears*," as mentioned in an article written by Greer et al., 2023 in Harvard Business Review that describes *"knowing when to take charge and when to get out the way"* to examine how if empathy and compassionate traits are one of the influential leadership factors in the workplace.

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