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Investigation of the Relationship Between Empathy Tendency Skills and Transformational Leadership Characteristics of the Managers in the Jewelry Sector

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Abstract

Empathy is the ability to understand others' feelings and thoughts, and to adapt our attitudes and behaviors to this understanding. Transformational leadership is one of today's modern and humane leadership understandings. Jewelry sector is a sector where competition is intense. The human resource in this sector does not grow up in a short time. The managerial leadership qualities and the level of empathy skills of executives at these firms are important in understanding the problems at workplace, in solving problems and in establishing good communication with employees. To investigate the empathic tendencies of the managers in the jewelry sector, the empathic tendency and the transformational leadership scale of 103 persons selected by the sampling of the executives of the exporting companies were applied in this research. As a result of this research, a positive relationship was found between managerial leadership qualities of jewelry sector managers and empathic tendency skills.

Keywords: *jewelry sector, managers, empathy, transformational leadership*

1. INTRODUCTION

Empathic skill is a desirable feature to be found in managers in businesses. It is possible for enterprises to survive in a competitive environment by being active in economic, political and cultural fields. Being active in these areas obliges managers in the enterprises to develop coherent and consistent relationships with internal stakeholders (employees). Ensuring compliance with their employees also enables managers to communicate with them. In this way, they can learn the problems of their employees or motivate them and follow a strategy accordingly.

Managers who have an empathy sense can establish specific and developmental goals to reach their employees by creating this communication. Thanks to the strong relationship they have established with them, they can all act together in line with this goal, so that the productivity of the business rises and the success of the business grows visibly.

2. CONCEPTUAL FRAMEWORK

In this paper, the concept of empathy, the importance of empathy in managers, the concept of transformational leadership and jewelry sector are discussed.





2.1. The Concept of Empathy

The concept of empathy was used by Theodor Lipps for the first time (Montag et al. 2008). As a term, empathy, means, being aware of the thoughts and feelings of others and their possible implications in an objective way and feel and live the emotions and thoughts of the communicator whom he communicates with (Budak, 2009).

On the basis of empathy, "people, in their minds and emotions, can live the joy and sorrow of others just like their own joys and sorrows." In this context, empathy plays an important role in the formation of social relations areas and the protection of the fields (Gulseren, 2001).

Empathy is a necessary element in enabling people to communicate and maintain good communication in relationships with each other and in many areas of life. Hoffman argues that empathy emerges in the sense of others' own identities and defines empathy as "the ability to feel an emotion as someone else lives" In another definition, Hoffman notes that empathy has three aspects: emotional, cognitive and motivational (Woolfolk, 1993).

Kohler, while making the definition of empathy, focuses on the idea of feeling what other people lives in a sincere way. Mead, on the other hand, expressed empathy as "trying to understand how the other person sees the world, by entering his role" (Davis, 1994).

Freud, who has very important studies on psychoanalysis, states the following about empathy: empathy is a significant part of our understanding of other people as a possible process, and empathy is a clear identification of some points between the subject and the object (Ozbay and Canpolat, 2003).

2.1.1. The concepts related with empathy

2.1.1.1. Empathy and sincerity

The concepts of empathy and sincerity lie within a glance. Empathic thinking is the people's ability of analyzing the inner world of the other people and living this analysis inside themselves. Sincerity, while at the same time, is trying to perceive the world of their lives. Sincerity and empathy are not mutually exclusive, even complementing concept (Akkoyun, 1982).

Sincerity expresses transparency and openness. Sincerity is only one of the preconditions of empathy. There are three important steps for sincerity (Bass, 1997):

1. Trying to understand the other people by listening them with sincerity;
2. Trying to perceive the other people with sincerity;
3. Ability to sacrifice personal benefits for other people's interests.

2.1.1.2. Empathy and sympathy

Sympathy is feeling the same as other people's emotions (Dokmen, 2006). Davis (1996) described the sympathy as sharing the others' emotional states by showing them compassion.

According to Wispe (1990), the difference of sympathy and empathy can be stated as follows: In empathy, one's self is a tool to understand the other, and losing identity is not the issue. However, sympathy is about sharing more than understanding and there is emotional involvement. But both of them are about understanding the people. Empathy is important in the position where people aim to construct more just and compassionate social structures (Gerdes, 2011). Sympathy may be attributed as self-central empathy and empathy may be defined as the





object-centered version of sympathy (Olinick, 1984). While sympathy is sharing, common feeling, motivation and utility with the other person, empathy is to hear the other's feelings in the right way and to live these feelings as if they are feeling.

2.1.1.3. Intuitive diagnosis

Intuitive diagnosis is determination of needs and motivations of an individual and ability to analyze and formulate. In intuitive diagnosis, there is observation of an experience and interpretation of this experiment area. While subjective approach is in forefront in intuitive diagnosis, in empathy it is a behavior which should be avoided. Because of this aspect of empathy, these two concepts are exactly opposite of each other (Akkoyun, 1982; Gulseren, 2001).

2.1.1.4. Empathy and identification

Identification is the act of an individual being like another individual and behaving in a similar way. The individual places the self of another individual instead of his own personality (Walumba *et al.*, 2011). While two people share the same identity in identification, in empathy, they have two separate entities together. Identification is an intellectual mechanism which works simultaneously and unconsciously and also redesigning of an individual self by another person (Akkoyun, 1982).

In this context, identification is not empathy, but the desire to be like someone else to create a strong emotional connection with the other person. In addition, there are significant differences between these two processes, which are based on density, depth and sustainability (Yilmaz, 2003).

Identification is important when someone does not recognize their identity and seeks a solution to exist in the world (Sezer and Damar, 2005).

2.2. The Importance of Empathy in Managers

Empathic skill is a desirable feature to be found in managers in businesses. It is possible for enterprises to survive in a competitive environment by being active in economic, political and cultural fields. Being active in these areas obliges managers in the enterprises to develop harmonious and consistent relationships with employees (Goleman, 2013).

Ensuring compliance with their employees also enables managers to communicate with them. In this way, they can learn the problems of their employees or motivating them and follow a strategy accordingly (Clarke, 2013).

Managers who have empathy feelings can establish specific and developmental targets to reach their employees by creating this communication. The behaviors that managers show as empathic skills affect the motivation of employees and their attitude to work positively (Kellett *et al.* 2002).

2.3. The Concept of Transformational Leadership

Political scientist Burns (1978), in his book "Leadership" made two different approaches as the types of political leadership; One is "Interactive" (Transactional) and the other is "Transformative" (Transformational) Leadership (Uyguc *et al.*, 2000: 587). Burns' definition of leadership is not only including rewards and punishment, but also about business related leadership who inspires employees and aims to actualize more of their anticipations, and creates "Transformational Leadership" which motivates them by linking them.





Burns defines Transformational Leadership to be a superior leadership style, and that the transformation leader is at the top of Maslow's hierarchy of needs, the leader also raises their followers Maslow's higher hierarchy of needs and perhaps there may be a need to carry Maslow's style of expression higher than it is now (Covey, 2007). He, as a summation, stated that transformational leadership could increase the level of Maslow's hierarchy (Givens, 2008).

According to Burns, transformational leader;

- Expands and improves the interests of the followers,
- By interacting the group's goals and objectives with the goals and objectives of the people, attracts the attention of followers.
- Allows followers to consider the group's wellness above their individual interests

2.3.1. Sub-dimensions and key features of transformational leader

2.3.1.1. Idealized influence (charisma)

Idealized influence, which is expressed in the literature in the same way as the meaning of charisma, is one of the important elements of the transformational leaderships (Berber, 2002: 2).

In the idealized influence, it is necessary for the chosen leader to have a skill related to talent, achievement and integrity in order to lead transformation. This dimension includes the process of influencing the audience by awakening the strong emotions that have found their identity with the leader.

2.3.1.2. Inspiration motivation

Dillard also defines transformational leader. According to him, transformational leader behaves as the source of inspiration that motivates peoples' desires of power, who explains these desires' meaning and who has ability of increase awareness (Celep, 2004).

2.3.1.3. Intellectual stimulation

The dimensions of intellectual stimulation are also defined as the stage in which the leaders in the feature can influence the occupants in such way whether they are more aware of organizational problems, feel and see, and establish new perspectives on the solutions of problems (Barling *et al.*, 2000).

In this stage of transformational leadership concept, leaders, encourage employees to be creative and innovative. Transformational leaders create a positive atmosphere with creative thoughts and intuitions. Thus, the leaders encourage their subordinates to imagine the new and diverse forms of groups (Bass, 1997).

2.3.1.4. Individual support

Transformer leader carries individualized interests. Individualized interests' aim is specifying the needs and advantages of others. The Transformational Leader is using this knowledge and behaving like a spiritual leader to help them improve their followers and their colleagues' potentials to higher levels and take responsibility for their own development (Bass, 1997).



2.4. Jewelry Sector

Turkish jewelry sector has a very long history. Historically, the civilizations in Anatolia in the precious jewelry sector, Hittites, Urartians, Phrygians, Ions, Lydians, Romans, Byzantines, Seljuks and Ottomans have a decisive role in developing their own jewelry models for religious and aesthetic purposes (Oktem, 2005: 207).

Jewelry exports in Turkey have increased significantly in recent years. With this increase, Turkey's ranking in the industry has increased and Turkey has become one of the leading countries in this respect. "In Turkey, the jewelry sector holds about 400 tons of gold and 200 tons of silver each year to transform jewelry. However, not all of this capacitance is used. Turkey is among the top 5 countries in world gold jewelry production."(İMMİB, <http://www.immib.org.tr>).

Currently, there are more than 50 large companies employing between 200 and 1500 qualified employees. One of the largest Turkish manufacturing industries, the precious metal and jewelry sector provides employment opportunities for approximately 250,000 people (<http://www.ekonomi.gov.tr/portal>).

3. THE METHODOLOGY

3.1. The Purpose of the research

The aim of this research is to investigate the relationship between transformational leadership qualities of jewelry managers and their empathic tendency skills.

3.2. Population and Sample

The population of this study is the exporter companies' managers in jewelry sector. The sample consisted of 103 people who were selected by convenience sampling method among these managers.

3.3. Collection of Data

The scale used in the research was applied to the managers in the jewelry sector by using e-mails. The empathic tendency scale was used to collect data in the study.

Emphatic Tendency Scale (ETS): Emphatic Tendency Scale (ETS) developed by Dokmen (1988) aims to measure the empathy potentials of people in their everyday lives. Approximately half of the items of the Emphatic Tendency Scale, consisting of 20 items, prepared as a Likert type scale, are written negatively to prevent the tendency of the individuals to say yes. Individuals were asked to mark one of the numbers from 1 to 5 next to each item and to indicate to what degree they were participating according to the opinion in that item. The numbers that individuals mark after reading the articles form the scores for that item. Negative written materials are scored in backwards, I agree completely is given 1 point and 'I do not agree at all' is given 5 points. Higher score means higher empathic tendency (Dokmen, 1988:177-178).

Emphatic Tendency Scale (ETS) developed by Dokmen (1988) is applied two times with three weeks apart and the correlation obtained from two scores is found 82. Also, this test and "The subscale of Understanding Emotions" of Edwards Personal Choices Inventory are applied to a group of 24 individuals and correlation is found 68 this time (Dokmen, 1988).





Transformational Leadership Scale: Twenty-nine “participation in behavior” ratings regarding six dimension of transformational leadership is evaluated with the data collection tool used in research. The dimensions of transformational leadership and question numbers in data collection tool are given as follows:

- Providing Vision and Inspiration (1-7)
- Constructing Behavioral Models (8-12)
- Devoting Self to Group’s Interests (13-17)
- Providing Individual Support (18-22)
- Intellectual Stimulation (23-25)
- High Performance Expectation (26-29)

5-Point Likert Scale is used in the items of the data collection tool. Scale starts with “I totally disagree” and goes, “I disagree”, “I neither agree nor disagree”, “I agree” and “I totally agree”, respectively. This ranking makes the scale increasing from negative to positive.

The purpose of reliability analysis is to measure the randomness of the data. If the answers to the questionnaire are randomly distributed, it is decided that the survey results are reliable. Reliability analysis is used to test the reliability, coincidence and consistency of the selected sample. Whether the result is reliable is decided according to Cronbach's Alpha (α) value (Kalayci, 2009: 405).

(α) Value	
0,00 \leq α < 0, 40	Not Reliable
0, 40 \leq α < 0, 60	Low Reliability
0, 60 \leq α < 0, 80	Strongly Reliable
0, 80 \leq α \leq 1, 00	High Reliability

Table 1. Reliability analysis test results.

	Cronbach's Alpha	N of Items
Empathy Scale	,733	20
Transformational Leadership Scale	,987	29

The features regarding the Emphatic Tendency Scale and the value of Cronbach’s alpha which is 0,600 demonstrated that the scale used in this questionnaire is strongly reliable. According to this, it is stated that the answers given to the proposition of this scale is consistent and these data can be used. Cronbach alpha value of transformational leadership scale can be attributed as highly reliable.

3.4. The Analysis of Data

The answers given to the personal information form and scale questions are graded in SPSS 22. Socio-economic variables’ frequency and percentage distribution are showed in table. In order to compare the scale and socio-demographic questions, independent sample t test is used for two independent variables and ANOVA is used for more than two independent variables.

In order to determine the reasons of significant difference obtained from ANOVA results, post hoc multiple comparison tests is used. Also, to examine the relationship between the scale questions, correlation analysis is used.



To test the normal distribution of the scale, normality test is applied. In the light of kurtosis and skewness values, which are between -1.5 and + 1.5, it can be said that the distribution is normal (Tabachnick and Fidell, 2013).

According to normality test run in the research, the below table is obtained.

Table 2. Normality test.

	Empathy Scale	Constructing Behavioral Models	Devoting Self To Groups' Interests	Providing Individual Support	Intellectual Stimulation	Expectation Of High Performance
Skewness	0,157	-,604	-,932	-,875	-,924	-,631
Kurtosis	-0,403	-,105	,509	,281	,428	-,181

As seen in the table above, the data in the study show that the coefficients of skewness and kurtosis are between -1.5 and +1.5, indicating a normal distribution of the data. For this reason, parametric tests were used in the research on empathy scale sub-dimensions.

4. FINDINGS

Table 3. The distribution of socio-demographic variables.

Gender		
	Frequency	Percent
Male	51	49,5
Female	52	50,5
Total	103	100,0
Marital Status		
	Frequency	Percent
Married	69	67,0
Single	34	33,0
Total	103	100,0
Education Level		
	Frequency	Percent
Two-Year Degree	2	1,9
Bachelor Degree	69	67,0
Post Graduate Degree	32	31,1
Total	103	100,0
The Seniority Of The Individual In Organization		
	Frequency	Percent
1-5 Years	33	32,0



6–10 Years	25	24,3
11–15 Years	10	9,7
16–20 Years	29	28,2
21 Years or more	6	5,8
Total	103	100,0

As it is seen from the table, 49.5% of the respondents are male, and 50.5 % are female. 67% of the participants were married and 33% were single. 1.9% of the participants have two-year degree, 67% of them have bachelor degree and 31.1% have post-graduate degree. When the seniority of managers are examined; 32% of them have 1-5 years of experience, 24,3% of them gave 6-10 years' experience, 9,7% of them have 11-15 years, 28,2% of them have 16-20 years' experience and 5,8% of them have 21 years of experience.

Table 4. Differentiation in the empirical trends of managers according to gender.

	N	Mean	Std. Deviation	P	t
Male	51	70,4510	7,33025	,325	-1,016
Female	52	72,0192	8,29952		

There was no significant difference in the independent sample t test result for the purpose of investigating the differentiation of Empathic Trends according to the gender variable of the participants in the survey. ($p > 0,05$)

Table 5. The empathic tendencies of managers according to marital status variable.

	N	Mean	Std. Deviation	P	T
Married	69	71,0145	7,26493	,089	-,419
Single	34	71,7059	8,98325		

According to the marital status variable of the survey participants, there was no significant difference in the independent sample t test to investigate the empathic tendency of differentiation ($p > 0, 05$).

Table 6. The differentiation status of the empathic tendencies of managers according to educational level variable.

	N	Mean	Std. Deviation	F	P
Two-Year Degree	2	62,5000	6,36396	6,154	,003
Bachelor Degree	69	69,8551	7,35102		
Post-Graduate Degree	32	74,7813	7,74902		
Total	103	71,2427	7,83590		



A significant difference was found in the results of the ANOVA test conducted to investigate the differentiation of Empathic Trends according to the educational level of the managers participating in the research (p <0,05). Tamhane test is used from post hoc multiple comparison tests were used to determine the significance of differences between the variables.

Table 7. Post hoc multiple comparison table.

(I) Education Level			Mean Difference (I-J)	Std. Error	Sig.
Tamhane	Two-Year Degree	Bachelor	-7,35507	4,58619	,715
		Post-Graduate	-12,28125	4,70388	,486
	Bachelor Degree	Two-Year	7,35507	4,58619	,715
		Post-Garduate	-4,92618*	1,63084	,011
	Post-Graduate Degree	Two-Year	12,28125	4,70388	,486
		Bachelor	4,92618*	1,63084	,011

A significant difference was found between the empathic tendency scores of bachelor graduates and post-graduate graduates as a result of the Tamhane Test. The empathic tendency points' averages of the graduates of post-graduate schools are higher than those of bachelor graduates.

Table 8. The differentiation status of the managers' emphatic tendency in accordance with the seniority variable

	N	Mean	Std. Deviation	F	p
1-5 Years	33	70,3939	8,10840	1,075	,373
6-10 Years	25	72,6800	7,74446		
11-15 Years	10	74,8000	7,28469		
16-20 Years	29	69,7931	7,14832		
21 Years or more	6	71,0000	10,46900		
Total	103	71,2427	7,83590		

According to the seniority variable of the managers who participated in the survey, no significant difference was found in the result of ANOVA test which is applied to investigate the differentiation status of Empathic Trends (p> 0,05).



Table 9. Differential status of sub-dimensions of transformational leadership in accordance with gender variable.

Gender		N	Mean	Std. Deviation	p	t
Providing Vision and Inspiration	Male	51	3,6499	,95461	,495	,654
	Female	52	3,5330	,85766		
Constructing Behavioral Models	Male	51	3,5373	,98589	,911	1,142
	Female	52	3,3192	,95240		
Devoting Self to Groups' Interests	Male	51	3,5882	,99069	,872	1,094
	Female	52	3,3808	,93411		
Providing Individual Support	Male	51	3,5922	,99435	,767	,946
	Female	52	3,4154	,90041		
Intellectual Inspiration	Male	51	3,5948	1,11617	,162	,498
	Female	52	3,4936	,94163		
Expectation of High Performance	Male	51	3,6422	1,05030	,665	,730
	Female	52	3,5000	,92355		

There is no statistically significant difference detected in the independent sample t test which is made to detect differential status of sub-dimensions of transformational leadership in accordance with gender variable ($p > 0,05$).

Table 10. Differential status of sub-dimensions of transformational leadership in accordance with marital status variable.

Marital Status		N	Mean	Std. Deviation	p	t
Providing Vision and Inspiration	Married	69	3,7081	,90032	,889	1,898
	Single	34	3,3529	,87798		
Constructing Behavioral Models	Married	69	3,5623	,94450	,784	2,044
	Single	34	3,1529	,97863		
Devoting Self to Groups' Interests	Married	69	3,5913	,96066	,855	1,631
	Single	34	3,2647	,94545		
Providing Individual Support	Married	69	3,6058	,94494	,878	1,581
	Single	34	3,2941	,93191		
Intellectual Inspiration	Married	69	3,5990	1,05808	,391	,777
	Single	34	3,4314	,96933		
Expectation of High Performance	Married	69	3,6667	1,00976	,521	1,419
	Single	34	3,3750	,91959		



There is no statistically significant difference detected in the independent sample t test which is made to detect differential status of sub-dimensions of transformational leadership in accordance with marital status variable ($p>0,05$).

Table 11. Differential status of sub-dimensions of transformational leadership in accordance with education level variable.

Education Level		N	Mean	Std. Deviation	F	P
Providing Vision and Inspiration	Two-Year Degree	2	4,6429	,10102	1,686	,190
	Bachelor Degree	69	3,5238	1,01065		
	Post-Graduate Degree	32	3,6696	,60221		
	Total	103	3,5908	,90440		
Constructing Behavioral Models	Two-Year Degree	2	4,0000	,28284	,647	,526
	Bachelor Degree	69	3,3652	1,04090		
	Post-Graduate Degree	32	3,5250	,82501		
	Total	103	3,4272	,97057		
Devoting Self to Groups' Interests	Two-Year Degree	2	4,3000	,14142	,931	,398
	Bachelor Degree	69	3,4261	1,02263		
	Post-Graduate Degree	32	3,5563	,83895		
	Total	103	3,4835	,96346		
Providing Individual Support	Two-Year Degree	2	4,3000	,14142	,784	,459
	Bachelor Degree	69	3,4638	1,01836		
	Post-Graduate Degree	32	3,5375	,79586		
	Total	103	3,5029	,94759		
Intellectual Inspiration	Two-Year Degree	2	4,1667	,23570	,487	,616
	Bachelor Degree	69	3,4976	1,08408		



	Post-Graduate Degree	32	3,6042	,92917		
	Total	103	3,5437	1,02792		
Expectation of High Performance	Two-Year Degree	2	4,7500	,35355	1,547	,218
	Bachelor Degree	69	3,5217	1,02876		
	Post-Graduate Degree	32	3,6016	,88185		
	Total	103	3,5704	,98607		

There is no statistically significant difference detected in the ANOVA test which is made to detect differential status of sub-dimensions of transformational leadership in accordance with education level variable ($p > 0,05$).

Table 12. Differential status of sub-dimensions of transformational leadership in accordance with seniority variable.

Seniority Variable		N	Mean	Std. Deviation	F	p
Providing Vision and Inspiration	1-5 years	33	3,3030	,97857	2,304	,064
	6-10 years	25	3,6800	,57036		
	11-15 years	10	3,9286	,66069		
	16-20 years	29	3,8276	,98337		
	21years or more	6	3,0952	1,16642		
	Total	103	3,5908	,90440		
Constructing Behavioral Models	1-5 years	33	3,1758	1,08830	2,896	,026
	6-10 years	25	3,5040	,64838		
	11-15 years	10	3,9800	,95429		
	16-20 years	29	3,6207	,91861		
	21years or more	6	2,6333	1,10574		
	Total	103	3,4272	,97057		
Devoting Self to Group's Interests	1-5 years	33	3,1939	1,00931	1,811	,133
	6-10 years	25	3,6560	,72920		
	11-15 years	10	3,8000	1,00222		



	16-20 years	29	3,6483	,97783		
	21years or more	6	3,0333	1,18265		
	Total	103	3,4835	,96346		
Providing Individual Support	1-5 years	33	3,1879	,97075	2,235	,071
	6-10 years	25	3,7280	,65544		
	11-15 years	10	3,7600	,91797		
	16-20 years	29	3,6828	1,00074		
	21years or more	6	3,0000	1,25220		
	Total	103	3,5029	,94759		
Intellectual Stimulation	1-5 years	33	3,2828	1,01421	1,155	,335
	6-10 years	25	3,7867	,76908		
	11-15 years	10	3,6667	1,15470		
	16-20 years	29	3,6552	1,07453		
	21years or more	6	3,2222	1,51535		
	Total	103	3,5437	1,02792		
High Performance Expectation	1-5 years	33	3,4621	,98449	,476	,753
	6-10 years	25	3,5600	,90795		
	11-15 years	10	3,8500	,98036		
	16-20 years	29	3,6638	,96658		
	21years or more	6	3,2917	1,52821		
	Total	103	3,5704	,98607		

The only statistically significant difference detected in the ANOVA test which is made to detect differential status of sub-dimensions of transformational leadership in accordance with seniority variable is providing behavioral models ($p > 0,05$).

In order to understand which variables have statistically significant difference, TUKEY HSD test among post hoc test is applied.



Table 13. Post hoc table.

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.
Constructing Behavioral Models	Tukey HSD	1-5 years	6-10 years	-,32824	,24828	,678
			11-15 years	-,80424	,33801	,130
			16-20 years	-,44493	,23834	,342
			21years or more	,54242	,41558	,689
		6-10 years	1-5 years	,32824	,24828	,678
			11-15 years	-,47600	,35036	,655
			16-20 years	-,11669	,25555	,991
			21years or more	,87067	,42568	,253
		11-15 years	1-5 years	,80424	,33801	,130
			6-10 years	,47600	,35036	,655
			16-20 years	,35931	,34339	,833
			21years or more	1,34667*	,48354	,049
		16-20 years	1-5 years	,44493	,23834	,342
			6-10 years	,11669	,25555	,991
			11-15 years	-,35931	,34339	,833
			21years or more	,98736	,41996	,138
		21 years or more	1-5 years	-,54242	,41558	,689
			6-10 years	-,87067	,42568	,253
			11-15 years	-1,34667*	,48354	,049
			16-20 years	-,98736	,41996	,138

There is statistically difference among who has 11-15 years and 21 years more experience in constructing behavioral models ($p < 0,05$). The scores of who have 11-15 years' experience are higher than those of who have 21years or more experience.



Table 14. Correlation analysis of the relationship of transformational leadership sub-dimensions and empathy scale.

		Providing Vision and Inspiration	Constructing Behavioral Models	Devoting Self to Group's Interest	Providing Individual Sport	Intellectual Stimulation	High Performance Expectation	empt_point_total
Providing Vision and Inspiration	Pearson Correlation	1	,856**	,866**	,885**	,802**	,797**	,855**
	Sig. (2-tailed)		0	0	0	0	0	0
	N	103	103	103	103	103	103	103
Constructing Behavioral Models	Pearson Correlation	,856**	1	,901**	,908**	,815**	,831**	,836**
	Sig. (2-tailed)	0		0	0	0	0	0
	N	103	103	103	103	103	103	103
Devoting Self to Group's Interest	Pearson Correlation	,866**	,901**	1	,965**	,946**	,861**	,827**
	Sig. (2-tailed)	0	0		0	0	0	0
	N	103	103	103	103	103	103	103
Providing Individual Sport	Pearson Correlation	,885**	,908**	,965**	1	,945**	,871**	,828**
	Sig. (2-tailed)	0	0	0		0	0	0
	N	103	103	103	103	103	103	103
Intellectual Stimulation	Pearson Correlation	,802**	,815**	,946**	,945**	1	,876**	,738**
	Sig. (2-tailed)	0	0	0	0		0	0
	N	103	103	103	103	103	103	103
High Performance Expectation	Pearson Correlation	,797**	,831**	,861**	,871**	,876**	1	,708**
	Sig. (2-tailed)	0	0	0	0	0		0
	N	103	103	103	103	103	103	103
empt_point	Pearson Correlation	,855**	,836**	,827**	,828**	,738**	,708**	1
	Sig. (2-tailed)	0	0	0	0	0	0	
	N	103	103	103	103	103	103	103



A positive correlation was found between all sub-dimensions of the transformation leader ($p < 0,05$). A positive correlation was found between the empathy scale score and all the sub-dimensions of the transformation leader ($p < 0,05$). This means that, as the emphatic skills are increasing the managers' features of transformational leadership.

5. CONCLUSION

Empathic skill is a property that must be found in the managers. Empathy is the ability of the executive to understand employees by putting himself in place of them. Transformer Leadership is a form of leadership who is open to transformation. Managers with transformational leadership qualities have the ability to communicate well with employees and motivate employees.

The aim of this research is to investigate the relationship between managerial leadership qualities of jewelry managers and empathic tendency skills. For this purpose, among the managers of the exporting companies in the jewelry sector, 103 people were selected by convenience sampling and evaluated in the SPSS 22 program.

A statistically significant difference was found between the level of managerial education and the empathic tendency skills. The empathic tendency points average of the graduates of post-graduate schools are higher than those of bachelor graduates. A positive correlation was found between all sub-dimensions of the transformation leader. Also, a positive correlation was found between the empathy scale score and all the sub-dimensions of the leader of the transformative leader. Thus, as the empathic skill increases, the manager's transformational leadership characteristics also increase.

The suggestions in the light of these results are shown below:

In order to increase the individual and organizational performance of employees in the jewelry sector, managers need to be able to communicate well with employees, motivate employees, deal with employees' problems and solve problems. In order to bring the business to the future, the managers must be open to transformation and change, which are the main characteristics of the managers' transformational leadership.

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