

# HOGAN EMPATHY SCALE (HES)

## Reference:

Hogan, R. (1969). Development of an empathy scale. *Journal of Consulting and Clinical Psychology, 33*, 307–316.

## Description of Measure:

Defines empathy as “the intellectual or imaginative apprehension of another’s condition or state of mind (Hogan, 1969).”

64-item scale composed of 31 items selected from the Minnesota Multiphasic Personality Inventory (MMPI; Hathaway & McKinley, 1943), 25 items selected from the California Psychological Inventory (CPI; Gough, 1964) and 8 items created by Hogan and colleagues.

## Abstracts of Selected Related Articles:

Choplan, B. E., McCain, M. L., Carbonell, J. L., & Hagen, R. L. (1985). Empathy: Review of available measures. *Journal of Personality and Social Psychology, 48*, 635-653.

This article reviews measures of empathy with a focus on the two most recent and widely used measures, the Hogan Empathy Scale and the Questionnaire Measure of Emotional Empathy (QMEE). The development and validity of each scale is discussed as well as the scales' relation to measures of personality and moral conduct and character. Although both the Hogan Empathy Scale and QMEE have adequate validity, they seem to measure different aspects of empathy.

Greif, E. B., & Hogan, R. (1973). The theory and measurement of empathy. *Journal of Counseling Psychology, 20*, 280-284.

This paper reviewed several studies that (a) supported the idea that empathy is an important aspect of interpersonal behavior and moral conduct and (b) provided further evidence for the validity of an empathy scale. In addition, Minres factor analyses were performed to determine the underlying structure of the empathy scale and its relationship to the California Psychological Inventory (CPI) from which it can be scored. The items on the scale were sorted into three factors: tolerant, even-tempered disposition; ascendant, sociable interpersonal style; and humanistic sociopolitical attitudes. With regard to the CPI, the scale was most closely related to the factor labeled interpersonal adequacy. Characteristics of empathic persons and uses of the empathy scale in future research were discussed.

Johnson, J. A., Cheek, J. M., & Smither, R. (1983). The structure of empathy. *Journal of Personality and Social Psychology*, 45, 1299-1312.

Factor analysis of Hogan's Empathy Scale, scored in Likert format, yielded four factors: Social Self-Confidence, Even Temperedness, Sensitivity, and Nonconformity. Correlations with 16 different personality measures and a set of 12 adjective rating scales confirmed the factors' unique psychological meanings. Empathy subscales, created from items loading primarily on one factor, accounted for roughly equal amounts of variance in Hogan's original Q-set empathy criterion, although the Sensitivity and Nonconformity factors appeared to be slightly more important. Implications discussed include ways to improve the scoring of the Empathy Scale for future research and several broader measurement issues: the costs and benefits of using sophisticated statistics, the importance of manifest item content, and the importance of scale homogeneity.

### Scale:

#### A. Items in the CPI:

4(T), 8(T), 25 (F), 52(T), 67(F), 79(F), 81(F), 84(T), 86(T), 97-(T), 98(F), 100(T), 127(T), 186(F), 191(T),194(F), 198(T), 239(T), 247(F), 255(F), 271(F), 275(T), 287(T), 359(T), 361(F), 363(F), 364(F), 403(T), 421(F), 442(F), 463(F).

#### B. Items in the MMPI:

15(F), 26(F),57(T), 73(F), 78(T), 79(F), 100(T), 129(F),170(F), 204(T), 231(T), 244(F), 248(T), 254(T), 327(F), 336(F), 355(T), 372(T), 399(T), 404(F), 407(T), 410(T), 417(F), 463(F), 478(F).

#### C. Additional 8 Items:

- As a rule I have little difficulty in "putting myself into other people's shoes." (T)
- I have seen some things so sad that I almost felt like crying. (T)
- Disobedience to the government is never justified. (F)
- It is the duty of a citizen to support his country, right or wrong. (F)
- I am usually rather short-tempered with people who come around and bother me with foolish questions. (F)
- I have a pretty clear idea of what I would try to impart to my students if I were a teacher. (T)
- I enjoy the company of strong-willed people. (T)
- I frequently undertake more than I can accomplish. (T)

