Harnessing Charisma for Leadership Training

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This Project is Dedicated to My Family—

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Abstract

Effective leadership develops followers toward objectives that focus a group's energy to engage in its task and accomplish its goals. The following study sought to understand charismatic leadership and its role in creating transformational change. Through a mixed methods case study using surveys and interviews, this researcher sought to explain the essence of charismatic leadership. Within the organization this study investigated, this meant first establishing organizational vision for a family atmosphere and guiding members on the path to achieving that vision, generating motivation and dedication to the task goals. The researcher discovered practical communicative strategies for incorporating charismatic leadership in organizational functioning.

Key words: charisma, leadership, vision, communicative strategies, mixed methods, debate, leader-follower relationships

Harnessing Charisma for Leadership Training

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Introduction

Statement of the Problem

According to a recent Gallup Poll, seventy-one percent of American workers are "not engaged" or are "actively disengaged" in their work (Blacksmith & Harter); they are too emotionally disconnected and unmotivated to be productive. In response to this trend in declining organizational loyalty and job satisfaction, organizations are "realizing the strategic importance of organizational vision as a guide for leading a company in the right direction" (Kohles, Bligh, & Cartson 476). Vision serves as a reference and symbol of the long-term goals for an organization and what it hopes to achieve. Organizational vision tells where the company is going, and allows leaders to set direction for employees of how to get there. With clear direction, the organization can rally together and make goals happen (Robbins). Vision helps keep organizational leaders and employees on the right track as they contribute to the progress of the organization.

In contrast, however, workers without vision are not engaged. Their lack of motivation and productivity contributes to negative business performance (Blacksmith & Harter). Increasing the overall motivation of workers would directly affect the success of organizations, and spur significant job growth in the United States by promoting success within companies. Gallup researchers found that the best way to increase employee motivation – and thus business productivity and success – was to install effective leaders in the company.

Good leadership is about developing dreams, visions, goals, and objectives that help focus a group's energy to engage in its task and accomplish its mission. The essence of leadership is the conception and articulation of the group's vision. Leadership is a function

and a role within a system (Harris & Sherblom 272). The task of leadership is to initiate a future that is distinct from the past, to bring about behavioral change (Block 40). Within an organization, this means establishing organizational goals, or the organizational vision, getting employees to subscribe to it, and guiding everyone on the path to achieving that vision, generating motivation and dedication to the goals.

The most successful leader, exerting effective and long-lasting power, would prompt "enthusiastic commitment by followers, as opposed to indifferent compliance or reluctant obedience" (Yukl, "Managerial" 253). A good leader within an organization not only needs to get employees on board with organizational policies and procedures, but also needs to get them to believe in company vision. "Asking followers to transcend their own self-interests for the good of the group, organization or society; to consider their long-term needs to develop themselves, rather than their needs of the moment; and to become more aware of what is really important" has been referred to in business research as transformational leadership (Hackman & Johnson 49). In communication and power research, this ability is called charisma.

Charisma, as defined by the Merriam-Webster dictionary, is a "personal magic of leadership arousing special popular loyalty or enthusiasm." Though this layman's definition of charisma is basic, it captures the essence of what power and communication scholars have called a construct determining the magnitude of a leader's impact (Verčič & Verčič 13).

While original studies of charisma held it to be an abstract and "indefinable personal quality based on the emotional aspects of both the leaders and the followers" (McLaurin & Al Amri 15), present research has brought the concept down to earth (Levine, Muenchen &

Brooks 577), and lists charisma as a set of leader behaviors that contributes to followers'

perception of power. The use of charisma to exert influence has been repeatedly proven

more effective than any other type of power use (Levine, Muenchen & Brooks 576).

Charismatic leaders are more successful overall in their careers than leaders who display

other types of power and leader behaviors (Shamir et al. 579; Levine 2). The accessibility of

this construct of charisma and the research leading up to the present make charisma a ripe

topic of study in the realm of communication and power research.

Need for study

While business leadership researchers have often overlooked the significance of

interpersonal communication between supervisors and employees, communication

scholars have largely neglected the importance of practical ways to apply charismatic

leadership theory. Thus, all around, the literature on this topic begs investigation to link the

lacking parts of both in a comprehensive, inductive study.

The researcher held as a goal the need to contribute to leadership and power

studies overall. This study's purpose was to provide practical application to the field of

power research. The goal was to discover some functional charismatic leadership and

charisma-focused power communication practices that could be realistically put into play

within organizations, by looking at a case study leadership team.

Communication skills are considered by most researchers and leadership experts to

be the most important competencies of any person in power (Conrad & Newberry 4;

DeVries et al. 367; Harris & Sherblom 267; Fragoulis 85). Past research indicates that the

communication competence of managers is the greatest predictor of employee job

satisfaction (Bochner &Kelly 280; Madlock 2). Persuasion is key to effective leadership

communication (Campbell, White & Johnson 172). As such, the goal and benefit of power and leadership research is to discover those communication behaviors that are most successful in promoting achievement in a task group. This study adopted the communication perspective on charismatic leadership, asserting that leadership competence is the product of communication competence and that leading is a symbolic activity, requiring the effective use of symbols to inspire commitment and motivation in employees (Hackman & Johnson 50).

Few studies have attempted to operationalize the communication styles leaders use in their daily transactions with subordinates (De Vries, Bakker-Pieper & Oostenveld 368). The present body of literature on charismatic leadership has taken the concept from an untouchable, God-given gift to an approach to management that can radically change behavior in individuals and organizations. Therefore, this study sought to define tangible ways to apply its findings about which communication strategies specifically improve a leader's effectiveness through successful use of charismatic power. Based on review of the literature, which pointed to power as a perception which leads to influence and charisma as a set of behaviors and characteristics certain leaders exhibit, this study conceived of charisma as something that can be taught and learned, and tried to identify ways to develop charisma.

Significance and Purpose

While organizational leaders can mandate compliance, they cannot mandate motivation nor force endorsement of organizational vision. But can leaders actively create motivation for organizational vision through the way they communicate power over

constituents? This study hoped to discover how leaders can use charisma to effectively communicate to constituents.

The study of human charisma engineering – using charisma as a tool to create change – is overwhelmingly important because of what is happening in society at this moment. Research on charisma can contribute to the development of programs in charisma literacy, which would equip people from all walks of life to exert influence over society toward a transformation for the better.

> This may be a brick in the wall of defense for our democratic society at the times of reality television (daily searching for charisma in otherwise ordinary people) and social media (where all participants try to attract followers). This is in line with the initial formulation of the concept of charisma and making it democratically available to everyone. (Verčič & Verčič 18)

The research methodology in this study asked which communicative strategies of leaders were most effective in steering constituents on the path toward achievement of organizational vision. This study employed a mixed methods approach, combining surveys of constituents and interviews with leaders. The study uses both a quantitative and qualitative approach to understand and develop charismatic power through leader communicative behaviors.

The extant literature explores ways to identify charismatic leaders. It is easier, researchers say, to identify charisma than to define it (Verčič & Verčič 13). The research problem for this study intended to go one step further. This study focused on how to become one of those leaders who will be identified as charismatic and to discover a list of

specific behaviors and communicative qualities with the goal of generating and teaching charismatic power.

The purpose of this phenomenological and behavioral mixed methods study was to discover communicative strategies of charismatic leaders of supervisors within a mid-Atlantic institution. In this research study, charisma is understood as an important part or factor which grew out of ideas about transformational leadership, with the goal being to transcend rank or role and create change in an organization. This study sought to link the deficiencies in two branches of research: the business world's focus on vision as the key to company success, and communication studies' emphasis on power as central to effective leader-follower relationships. This study sought to tie the experiences of constituents, in interacting with their charismatic leaders, and those leaders' experiences becoming and being charismatic leaders. The study's findings add to the field of organizational communication by revealing reasons and ways organizations can emphasize charismatic leadership on an interpersonal level within their leader-follower interactions.

I. Review of the Literature

Introduction

"It is better to be feared, than loved, if you cannot be both," sixteenth century

political philosopher Niccolo Machiavelli wrote in *The Prince*. Since the beginning of

civilization, mankind has been trying to figure out the best way to be in charge. With

today's job market more fluid and capricious than ever before, how to be in charge is a hot

topic of study (Parkin 1). Companies spend billions of dollars each year on leadership

training programs. Academics spend years researching leadership communication. And

governments sacrifice lives and resources to generate support and compliance among

leaders and citizens (Stohl and Reid 2). A major concern of all these areas of interest, in

asserting influence over people and groups of people, is the study of power.

Defining the Terms

Power: A Perception

It has long been recognized by social psychologists and leadership experts that, in

order to be successful at getting others to act, an agent must successfully exert influence

over others (Aguinis, Simonsen & Pierce 455). The acquisition and maintenance of power is

one of the most socially motivating processes that occurs in organizations (Hinkin &

Schriesheim 561). However, researchers have argued about the definition of power for

decades. Some of the definitions include power as control over resources, as a personality

trait, as the ability to change the behavior of an influencee, as authority, or as the ability to

get things done within task groups (Tedeschi et al. 750). Richmond and McCroskey define

power, throughout their series of studies on teacher power use in the classroom, as an

individual's *capacity* to influence another person to do something he/she would not have

done had he/she not been influenced (125). Along the same lines, Busch and Wilson assert that power is a relationship, not a possession of either an individual or a group, since no person holds power unless they can actually enact change upon the behavior of another person (3).

Power is separate from, though related to, the concepts of dominance, status, leadership, and management. Cogdell and Eagleton argue that leadership and management are inseparable, incorporating power and administration into the same definition as well (54). While power has a broader definition than leadership and management, the study of power is different in its focus on perception, unlike the assigned or earned roles of leaders or managers within organizations (Yukl, "Managerial" 252). A leader has power, but a person with power is not always a recognized leader.

Some researchers argue that power is a concrete and measureable thing. However, because its definition includes influence and ability to prompt action or change, distinguishing actual power from perceived power is nearly impossible (Mast & Scczesny 416). The abstract concept of power as "capacity to influence" is difficult to define and even harder to measure. When a person is identified as having power, it is because their capacity for influence has been specifically noted and perceived by others.

Consequentially, this long-researched train of thought leads to the understanding of power as both real and perceived, since a relationship can be established through perceptions as well as through policies which give the agent direct capacity to enact change in the influencee's life. The research points, however, to the fact that an influencee must know that the agent holds positional, legitimate, or coercive power in order for that power to be used to preemptively control the influencee's behavior (Raven & French 83; Mast &

Scczesny 416). While we understand power to be both real and perceived, the problem of measurement led this study to discuss and look at charismatic power specifically as a perception that one person can transformationally influence the behavior, thoughts, or attitudes of another person.

> The version of charismatic theory proposed by Conger and Kanungo is based on the assumption that charisma is an attributional phenomenon followers attribute charismatic qualities to a leader based on their observations of the leader's behavior and outcomes associated with it. " (Yukl, "Managerial" 271)

Because of this definition of charisma as attributable, and the value that Conger and Kanungo and other researchers (Yukl, Rosenberg & Hirshberg, Bass), this study examined charismatic leadership as a perceivable phenomenon, and based its evaluations of charismatic behavior on the perceptions of followers.

Power Bases: How to Influence

Power's role as a perception is evident in the division of types of power by Raven and French in 1958 – which serves as the foundation for hundreds of later studies on power, leadership, and authority. Raven and French created a taxonomy for power use that is the most influential and frequently used in power research (Hinkin & Schriesheim 561). Their five sources, or bases, of power describe an agent's overall ability to influence an individual (Raven & French 83):

1. Reward power is based on an individual's perception that the agent can provide him or her with desired tangible or intangible objects or resources.

2. Coercive power is based on the individual's perceptions that the agent can punish the individual.

3. Legitimate power is based on the individual's perceptions that the agent has the right, based on status or position, to influence the individual, who is obligated to comply.

4. Referent power is based on the individual's identification with or desire to be associated with the agent.

5. Expert power is based on the individual's perceptions that the agent can provide special knowledge. (Raven and French 83)

Research abounds on each of these power bases, further defining and exploring their use as related to effectiveness of a leader and impact of power base use. The power bases can be divided into two categories: prosocial (reward, expert, and referent) or antisocial (coercive and legitimate) (Goodboy & Bolkan 110).

Often in power research, a sixth power base is included. According to some researchers, the sixth power base is information or connection power, defined as the ability of the agent to get outside help, resources, or information that will benefit the influencee (García & Santa-Bárbara 297). In other literature, the sixth power base is credibility (Bochner & Kelly 280), because it is essential to the agent's ability to influence the target (Aguinis & Henle 539; Aguinis, Simonsen & Pierce 457).

Because a person can appeal to more than one power base at a time when exerting influence over others, none of the power bases are mutually exclusive. Researchers following up on French and Raven's original studies discovered that the overlap between power bases in actual practice of power made all the power bases inter-relatable and sharing in context.

Transformational Leadership

Leadership and power researchers noticed suddenly in the 1980s that transformation and revitalization of organizations were important for study (Yukl, "Managerial" 269). These goals were especially relevant "at a time when many companies in the United States acknowledged the need to make major changes in the way things are done in order to survive" as foreign competition made the economic landscape more cutthroat (Yukl, "Managerial" 269). Managers began to search for new ways of leading so that they could convince employees "to adopt drastically new ways of doing things" (McLaurin & Al Amri 16).

Beginning in the 1980s, focus on leadership research shifted from "supervision as a means to create improvements in the performance of stable work units" (McLaurin & Al Amri 16) to generating change that would make organizations successful and competitive internationally. This concept of creating change in organizations was broadly defined as transformational leadership, encompassing both charismatic and visionary leadership.

> Transformational leadership refers to the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission, objectives, and strategies. The concept describes a leadership process that is recognized primarily by outcomes such as major changes in the culture and strategies of an organization or social system. Transformational leadership involves influence by a leader on subordinates, but the effect of the influence is to empower subordinates to participate in the process of transforming the organization. (Yukl, "Managerial" 269)

A good way to understand transformational leadership is to contrast it with its antonym, transactional leadership (McLaurin & Al Amri 17). Tied ideologically to French and Raven's power bases, transactional leadership is the method by which an individual exerts influence by controlling organizational resources or delivering threats; actions receive consequences or rewards (Howell & Higgins 325). On the opposite end, transformational leadership generates organizational change by influencing follower's values, making tasks important to followers, and inspiring followers to be better and pursue the lofty goals that the leader sets up as important (Yukl, "Managerial" 271).

James McGregor Burns presented the first theory of transformational leadership in 1978, focusing on the interactional exchange between leaders and followers (Burns 165). As leaders seek to influence followers' values and therefore increase their motivation to enact organizational change, the leaders and followers affect each other through resistance and responsiveness. Continuing Burns' research and expanding on his theory, Bernard M. Bass created a more detailed theory of transformational leadership (Yukl, "Managerial" 272). Bass deemphasized the interactional aspect of Burns' theory and instead focused on how leaders specifically affect the values of their followers and stimulate change. Bass delineated transformational leadership as a broad collection of behaviors that aimed to create organizational change, and he identified charisma as being one of those behaviors (Bass 79).

Charismatic Power

Another proposed power base, stemming from transformational leadership studies and singularly accompanied by a proliferation of corresponding literature in leadership and motivation research, is charismatic power (Shamir et al. 579). Charisma, when it is

classified within the realm of power bases, is categorized as a prosocial power base, since its use does not reflect negatively on the agent (Goodboy & Bolkan 110). However, charisma's transcendence and overwhelming endurance when compared to the other power bases have earned charisma its own segment in the realm of communication research (Conger & Kanungo).

The word charisma is derived from the Greek word, *charismata*, meaning "the gift of grace," or "gifts presented by the gods" (Brooks & Levine 579). The Greek word is used in Paul's letter to the Romans (chapter 12) and in his first letter to the Corinthians (chapter 12) in reference to the Holy Spirit. Prophecy, ruling, teaching, ministry, wisdom, and healing are among the "charismatic gifts" described in Paul's letters. It is out of this spiritual definition that sociologist Max Weber first formed his definition of charisma as a quality outside of normative characteristics that could bring about social change (Conger & Kanungo, "Toward a Theory" 638).

Stemming from its linguistic and biblical origins, researchers believed charismatic power derived its legitimacy "not from traditions, rules, positions, or laws but rather from faith." Charisma sets the leader apart from other people, endowing him/her with supernatural powers "which are not accessible to the ordinary person but are regarded as of divine origin" (Conger & Kanungo, "Charismatic Leadership" 440). Conger and Kanungo, the pioneers of communication theory's look at charisma in the 1980s, said that "followers perceive the charismatic leader as one who possesses superhuman qualities and [followers] accept unconditionally the leader's mission and directives for action" (637). Max Weber said charisma is very often thought of as resting on "magical powers" (*Economy* 68; "Prophet" 175).

At the heart of the study of charisma is the difference between managing people,

and leading them. One of the first appearances of a scholarly distinction between

management and leadership was in Zaleznik and Kets de Vries 1975 book, *Power and the*

Corporate Mind. At this stage, the types of organizational leadership were still described in

mystical, magical terms. The "maximum man" was the equivalent of a charismatic leader,

and the "minimum man" was the equivalent of a positional authority.

> [The maximum man] may be recognized practically on sight because of the
>
> glow of confidence his inner light gives him . . . His presence inspires both
>
> dread and fascination; he evokes mystical reactions . . . The minimum man is
>
> concerned with the opinion of his peers . . . He does not, therefore, lead public
>
> opinion, but follows it. (237-241)

Further development of the distinction between the functional and the inspirational

created a divide in the research on organizational power. Scholars clearly laid out the

difference between leadership and management, with descriptive differences including

outcome, behavior, communication habits, and long-term impact (Conger & Kanungo,

Charismatic Leadership 9). Max Weber was the first to apply the term "charismatic" to

leaders in the secular world (Conger & Kanungo, *Charismatic Leadership* 12; Weber, "C.

1916" 36). Weber said that charismatic leadership arises in times of distress, requires

success of the leader in order to be maintained, will be institutionalized over time, and is

exercised through powers of mind and speech, heroism, and magical abilities (Weber

Economy 358).

As research on charisma progressed, it lost some of its divine mystique, and

organizational researchers sought to understand its application to the workplace. While

there has been some debate over the differences between transformational leadership and charismatic leadership, this study recognized charisma as the interpersonal quality that prompts people to follow transformational leaders, and seeks to discover charisma's origins and strategies as part of the larger goal to lead transformationally in an organization (McLaurin & Al Amri 16).

Even as recently as 2008, however, researchers have continued to contradictorily state:

> Studying different views and definitions, it is safe to conclude that charisma is an indefinable personal quality that is based on the emotional aspects of both the leaders and the followers. In order to understand charisma and its effect on the followers, followers' reactions and perceptions must be examined (McLaurin & Al Amri 15).

McLaurin and Al Amri posit that charisma is indefinable and impossible to harness. They go on to write entire studies describing the characteristics of a charismatic leader: self-confidence, strong faith in vision, out of ordinary behavior, change seeking, role modeling, image building, articulation of goals, arousing follower's motives, and dynamism, among other behaviors.

If the behaviors of a leader-type can be laid out in hundreds of studies and analyses, then this study reasons that those charismatic behaviors can be clearly defined and described. When the behaviors are plainly portrayed as a process and set of conduct for creating charismatic power, then "ordinary people" can learn and be taught to become charismatic leaders. Merging the two concepts of charismatic power and transformational leadership provides the missing link between follower perceptions of a leader and

production of change (Conger & Kanungo). In other words, research that combines how

followers perceive charismatic leaders with how those charismatic leaders behave can fill

in the blanks for how charisma can be manufactured. This merge can point out the

behaviors of leaders perceived as charismatic with the goal of harnessing charisma as a set

of skills to be taught and learned.

Conger and Kanungo also supported a changed perspective on the two formulations

of leadership phenomena:

> The charismatic theories and research have measured leadership from
>
> the standpoint of *perceived leader behavior* whereas the transformational
>
> theories to date have concerned themselves primarily with *follower*
>
> *outcomes.*
>
> On the other hand, the earlier formulations of charismatic leadership
>
> emerging from the fields of sociology and political science were primarily
>
> concerned with what leader behaviors and contexts induced follower
>
> responses. ("Charismatic Leadership" 441-442)

In essence, charismatic and transformational leadership are complementary and study the

same phenomenon from different vantage points. Bringing the two together, creating a

connection between perceptions of leaders and follower compliance, and discovering the

behaviors that cause one to flow out of the other contributes to the development of these

complementary theories and provides practical power-development strategies for

organizational leaders.

Charismatic leaders motivate, transform, and gain power over followers by fostering

emotional attachment, relating charisma to referent power. However, charisma is

distinguished from referent power because in addition to generating a desire to be identified with the agent, charismatic agents create collective conscious, encourage commitment and intrinsic motivation, and foster trust and confidence in the leader (Shamir et al. 577).

Power based in charisma is vastly different from coercive or reward power because it staunchly opposes effecting change through objective or material incentives or threats, but seeks instead to "give meaningfulness to work by infusing work and organizations with moral purpose and commitment" (Shamir et al. 578). In other words, charisma works by providing vision. The charismatic theories on leadership add a sixth power base to the original five, with charismatic power altering behavior of constituents through perceptions of moral and intellectual stimulation rather than perception of objective situations (Levine 2).

For example, while a traditional leader-supervisor might motivate employees by setting specific work goals or clearly tying reward to performance, a charismatic supervisor would establish a "dream" in his employees and link goals to past and present values in the framework of a mission, establishing identification and roles within the vision for employees (Shamir et al. 585). Charismatic power-users communicate at higher levels of abstraction and use inclusive words like "we" rather than "I" or "you" more often than users of other power types (Fiol et al. 450; Bochner & Kelly), and they achieve social change through these communication behaviors. Charismatic power-users also consistently use particularly expressive communication – using, for example, description, enthusiasm, sincerity, good eye contact, and humor – to motivate followers (Levine, Muenchen & Brooks 586; Yukl, "An Evaluation" 285).

Researchers have argued that charismatic power and transformational leadership can only be used when the task at hand can be tied to moral values (Shamir et al. 589). Critics of theories on charismatic leadership and power point out that the idea of charisma is too abstract to study, and must be thoroughly defined with the definition agreed upon by researchers before it can be properly measured (Yukl, "An Evaluation" 285). However, the theories and many studies about charisma list a number of ways to define, build, and create charismatic power with a group – opening up the doors for more research on the topic. In much of this charisma research, there is an overemphasis on positive morally-motivating behaviors toward the followership. Researchers do not often acknowledge that even negative or Machiavellian tools of manipulation and deception could be considered charismatic uses of power (Christie, Geis, & Larrick 350).

> Some examples of these manipulative behaviors are the following: misinterpreting events or inciting incidents to create the appearance of a crisis; exaggerating the leader's positive achievements and taking unwarranted credit for achievements; creating the appearance of miracles; using staged events with music and symbols to arouse emotions and build enthusiasm; covering up mistakes and failures; blaming others for the leader's mistakes; limiting member access to information about operations and performance; limiting the scope of subordinate work roles; limiting communication of criticism or dissent; indoctrinating new members; using deference rituals and status symbols; and creating barriers to isolate members from contacts with outsiders. (Yukl, "An Evaluation" 285)

Since many researchers have disagreed about how charisma can be used within an organization to enact change, and since new concepts of use of charismatic power – such as negative application – have arisen in the past few years, the fruit of further study on the topic was ripe for the picking at the time of this study.

One clear example of the positive application of charismatic power to a broad leadership base is within the Starbucks Corporation. In his book on the leadership principles that guide Starbucks, former Starbucks International president Howard Behar lays out moral principles that help Starbucks and its supervisors on every level achieve charismatic power over employees (Behar 161). Behar instructed supervisors to emphasize principles including "Do it because it's right, not because it's right for your resume," and "Create lives, workplaces, and a world that we can be proud of" (Behar xix). Despite the seemingly trivial role of coffee in changing the world, Behar and Starbucks CEO Howard Schultz worked together to create, through charismatic communication strategies, a company vision that every employee could stand behind morally, motivating employees and influencing their behaviors to contribute to the success of the company (Behar 155; Maccoby & Scudder 48).

Previous Studies on Charismatic Power

Research about power has reflected the many facets of power usage. Studies focus on one of two directions, with perception of power as either an independent or a dependent variable. The perception of power has been linked in research to leadership effectiveness, employee productivity (Dahling, Whitaker, & Levy 219), marital influence (Witteman & Fitzpatrick 130), and job satisfaction (Campbell et al. 171; Czech & Forward 431).

In a study demonstrating practical application of referent power, Theodorson identified the relationship between popularity roles and leadership roles in small groups. In groups that were tightly knit, those who contributed most to the task at hand were perceived to have the most power (legitimate, because of their contributions), *and* were liked the best (referent power). In more loosely formulated groups, the person emerging as highest contributor and leader (being entitled to legitimate power) was not always liked the best (failing to achieve referent power) (Theodorson 67).

Among those studying power usage as an independent variable, Richmond and colleagues studied perceived power bases and their effect on employee satisfaction. They found that employee perception of supervisors' use of referent and expert power increased employee job satisfaction, while communication of coercive power and legitimate power decreased job satisfaction (Richmond, McCroskey, Davis & Koontz 37). Stohl and Reid demonstrated the practical application of power studies in their investigation of power-communication-based leadership in failed states, focusing on Hamid Karzai's rise to the Presidency of Afghanistan (Stohl & Reid 2).

Among those researchers investigating power base usage as a dependent variable, nonverbal behaviors in the workplace have been a focus (Kay & Christophel; Mast & Sczesny; Mast & Hall; Aguinis & Henle; Aguinis, Simonsen & Pierce). Theorists have also researched the effect of gender on power usage and recognition in the workplace (Mast & Sczesny; Schwarzwald et al.; Aguinis & Henle; Mast & Hall).

There have also been studies specifically on the use of charismatic power, though not nearly as many as studies on power bases and the effects thereof. Rosenberg and Hirschberg conducted the only major study to directly examine specific communication

behaviors that led to an increased perception of charisma (640). "These properties included a faster speaking rate, speech that occurred higher in the pitch range, and varied with respect to pitch and amplitude – all aspects of speech commonly associated with a more engaged and lively style of speech and all predicting higher ratings of charisma" (653). The study, while identifying specific behaviors, identified a deficiency in its own research as well as existing studies on charisma: determinations of charisma are always performed within a larger context than simply speech, text, or task. The speaker's personal characteristics will very likely influence followers' judgments of charisma. "More empirical work is necessary to control for these factors, to help us understand the role that context features play in perceptions of charisma" (654).

Several researchers have rhetorically examined leaders of large populations – such as Hitler and Mussolini – in order to define charisma and further the studies on it (Eatwell 144). These studies, while contributing in some way to the theory of charismatic leadership, are not practically applicable to organizational leadership, since it would not be practical for every organizational department to have a dictator take over and incite the masses of cubicle workers toward idealistic governmental changes. Instead, practical examinations of everyday charismatic leaders on an interpersonal level serve a much greater purpose, accessible and usable by the general public – particularly in organizational communication studies. Additionally, the literature clearly indicates a difference between the charisma of public persons and the charisma of a leader in a small group on an interpersonal level. This study focused exclusively on the latter.

In 2011, Verčič and Verčič sought to create a new inventory for charisma – specifically for generic charisma, which they interpreted as being different from the

charisma associated with famous people, because generic charisma is available to anyone. Verčič and Verčič's study found that charismatic people have six dimensions which grant them charismatic power. Charismatic people are communicative, attract admiration and inspire others, are honest and reliable, are attractive, are calm and visionary, and are powerful and dominant. These items are behaviors, probably stimulated partially by traits, and perceivable by followers (Yukl, "Managerial" 271). This study broke new ground in charismatic leadership theory, because they supported the notion that "all people can be considered as potentially charismatic" (17). They called for greater study and further testing with the goal that their instrument, combined with further research, could be used as a training and assessment tool for charisma development within organizations. Verčič and Verčič hoped that charisma development could play a part in a larger organizational communication competence-building initiative.

While power involves having influence over people, communication skills allow charismatic influence to flow. Effective communication arouses enthusiasm, creates change, creates group synergy, builds team bonds, expresses encouragement, provides motivation, persuades, and builds optimism (Conrad & Newberry 11). These same communication skills are applicable in a wide variety of contexts involving interpersonal relationships and generating purpose.

Conclusions and Summary of the Literature

With such a proliferation of literature, both academic and popular, on power and leadership, there was much research in the broader field to draw on as this study worked to contribute something unique to the arena of charismatic power studies. Company leaders can broadcast company vision and mission statements via the intranet, company

email, social media, and meeting agendas. However, based on review of past studies on

leader communication, leaders must foster motivation toward and belief in organizational

vision on an interpersonal level, using charismatic leadership and charismatic power in

their communicative strategies, in order for vision to permeate the actions of all

constituents. Organizations would greatly benefit from identifying key communication

behaviors and strategies employed by charismatic leaders, with the purpose of stimulating

vision in constituents in order to increase organizational success.

 The major drive for the study of charisma comes from a newer opinion on the

subject of leadership:

> As our political, social and work environments change, more, if not all of us,
>
> are in a position to lead in one of these spheres at least some time (maybe as
>
> volunteers in non-governmental and non-profit organizations, as work-team
>
> or project-group leaders, organizing local support for a favorite political
>
> candidate) – thus making the notion of a leader as an exceptional and gifted-
>
> by-nature individual a myth, as aristocracy empowered by the grace of god is
>
> seen in the majority of republican democracies. Some personality traits may
>
> be endowed by nature, but leaders are nurtured. (Verčič & Verčič 17)

 From Verčič and Verčič's 2011 conclusions about charisma's accessibility to all

people, and their new proposed outlook on bringing up leaders, this study hoped to take

the next step by discovering the behaviors that need to be learned by leaders in order to

nurture charismatic power.

 Conger and Kanungo summed up the holes in the literature, the need for a discovery

study for charisma-building, and the necessary method of inquiry:

Charismatic leadership is an attribution based on followers' perceptions of

their leader's behavior. The leader's observed behavior is interpreted by

followers as expressions of charisma in the same sense as a leader's behaviors

reflect that individual's participative, people, and task orientations. … As such,

individuals choose to follow such leaders in management settings not only

because of formal authority but out of perceptions of extraordinariness. Thus

any measurement of charismatic leadership must be based on follower's

perceptions of the specific behavioral attributes of the leader that engender

such outcomes. ("Charismatic Leadership" 442)

It is those "specific behavioral attributes" of the charismatic leader that needed elucidation

at this point in the history of power and communication research.

To begin the following study of charismatic power communication, the researcher

first laid out a concrete definition of charismatic power and what its effects are, based on

past research. Upon a complete description of the transformative mixed method study, the

results are presented and discussed as the researcher wanted to discover new implications

about how leaders can behave and communicate in ways that transcend position and

personality and motivate their constituents to achieve success in their organizations.

II. Methodology

Research Design

      This prescriptive study hoped to illuminate communicative strategies of charismatic leaders, through examination of the experiences of (a) individuals who interact with charismatic leaders and (b) individuals who are charismatic leaders. The study's findings hoped to contribute to the realm of research in power and organizational communication by revealing reasons and ways organizations can emphasize charismatic leadership on an interpersonal level within their leader-constituent interactions. While previous researchers, especially Conger and Kanungo, sought to identify charismatic leaders by their behavior, this study's ultimate goal is to take steps toward teaching and training leaders to have charisma and behavior charismatically.

      This study paired a quantitative, literature-based inventory of charismatic behaviors of leaders with qualitative interviews of those leaders. It is necessary to identify charismatic leaders by the perceptions of their followers, according to Conger and Kanungo's theoretical bases.

      After reviewing the literature and finding holes in the extant research, the researcher generated research questions for the focus of this study:

      RQ1: How do leaders' ideas about charisma correlate with how much charisma the leaders' constituents perceive in the leaders, according to an established charisma-measuring instrument?

      RQ2: What strategies do leaders, identified as charismatic by their constituents, use to communicate with constituents?

      RQ3: What do leaders know and believe about charisma?

This mixed methods study relied on theory as its avenue, hoping to find practical strategies to apply the theory (Creswell 183). This study hoped to both test and verify both charismatic and transformational leadership theories, as well as contribute evidence in support of existing thoughts about power and communication. Charismatic leadership theory guided the study and served as the theoretical lens or perspective, with transformative design to give primacy to value-based, action-oriented results.

Theory may guide a research study in several ways (Creswell 70). For example, in qualitative research, grounded theory may help researchers come to conclusions about patterns in participant views. In a mixed methods study, theory can be applied deductively, in quantitative theory-testing and verification, or inductively as in an emerging qualitative theory or pattern. Theory in research is used as a perspective to guide the study. Green and Caracelli in 1997 identified the use of a transformative design as a distinct form of mixed methods research (Creswell 66).

This study follows transformative design because its focus is on charismatic leadership – the object of which is social change and empowerment (Mertens 472). Recognizing the diversity of participants, and hoping to empower everyday communicators by making charisma attainable and teachable, this study is transformative and emancipator (Creswell 67).

The study's goal was action-based solutions. The data collection hoped to open up opportunities, through applying strategies for learning and teaching charisma, to participate in social change. The results aimed to be empowering, as people are often told that leadership, particularly charismatic leadership, is in-born and cannot be attained or

taught; but this study hoped to provide support for the proposition that charisma is attainable for anyone.

This study took place in two parts to compose a transformative mixed methods strategy of inquiry. On one end, a survey of followers about their leaders was conducted. On the other end, an interview with the leader about his/her beliefs about charisma and his/her communicative behaviors was completed. The method of analysis, though not the method of collection, was sequential, incorporating first quantitative and then qualitative data. This research design is ideal in situations where the researcher uses a theoretical lens as an overarching perspective within a mixed methods design (Creswell 15).

Critics of the mixed methods approach will be satisfied to know that this study sought to be interpretive, "honoring understanding people in their own terms, engaging stakeholders in dialogue, and encouraging a democratic role for participants" with the goal of practical solutions for supervisors, for the benefit of their employees and organizations (Sweetman, Badiee & Creswell 442). The reason for choosing a mixed methods approach was to incorporate the theory of charismatic leadership while remaining open-minded to what contemporary constituents and their leaders had to say about charisma, encompassing both qualitatively-obtained content and quantitatively-based pre-definitions into new contributions to the body of power communication research.

The mixed methods approach was also perfect for this study because the researcher approached the problem from a pragmatic worldview, with a main focus on application, or what works, and solutions to problems. The early ideas about this study were rooted in a question, "*What* is it that some people have that makes others want to follow them, that other people don't, and *how* can one attain it?" The researcher intended to use this study as

the means to answering this question, and whatever means would work to get to that end were those that would be used (Creswell 11). Pragmatists agree that research is always based in a specific context, and as the context of organizational leadership is widely applicable, this is the context of this study into charisma.

Phenomenological inquiry is that strategy in which the researcher discovers the essence of human experiences about a phenomenon as described by participants (Creswell 13). Through questioning a small number of subjects in singular engagement, the researcher hoped to develop patterns and relationships of meaning about charisma. The researcher set aside her own experiences during these interviews, asking open-ended questions of the supervisors to get them to describe where they thought charisma comes from and what it is.

Phenomenological inquiry was an appropriate strategy because this study hoped to discover how to develop charisma. Researchers and leadership experts have often said that charisma is an un-study-able phenomenon, that it is God's gift, and that it cannot be defined (Zaleznik and Kets de Vries; Weber, *Economy* 68; "Prophet" 175). It is an endowment that some people just possess – the ability to get others to follow them without question. Therefore, this study aimed to bring charisma down to earth, taking away its mystique, harnessing it for pragmatic use, and making charisma a graspable and doable behavioral pattern. To do this, the researcher had to learn from the people that others identify as having charisma. Interviews were used with the goal to reveal charismatic leaders' experiences in how they obtained charisma and what they do personally to broadcast charisma and have influence over others.

Justification of Convenience Sampling

This study relied on convenience sampling for participants and research data. In many studies, only a convenience sample is possible, because the investigator must use naturally formed groups or volunteers (Creswell 155). The researcher originally aimed to interview and survey employees at large corporate organizations in the Mid-Atlantic region of the United States. However, several limitations on this research led the researcher to target populations that were immediately and conveniently accessible to the researcher for generating responses and data. These limitations included limited amount of time allotted to master's level research completion, tight deadlines for thesis defense, other obligations including teaching and travel during the data collection and participant recruitment period, and limited monetary and compensatory resources for participants.

The researcher initially contacted dozens of companies, local, national, and family-owned, to no avail. The companies that responded gave no permission for research to be conducted within their organization, usually "due to the proprietary nature of the business." Convenience sampling is appropriate for this study, however, because of its nature as a project contributing in a small but important way to the body of research about power and charisma (Meltzer, Naab, and Daschmann). While "backyard" research can often lead to compromises including biased or incomplete information, the researcher is confident that this study maintains validity and accuracy at the level it aimed to examine. The study meets the validity requirements described by Creswell's guide to research design: including member checking, rich and thick description of findings, triangulation of data collection, and presentation of discrepant information in the results chapter (Creswell

192). This research became a case study into one debate team's leadership functioning in order to illuminate broader truths.

Procedure

This methodology was carried out focusing on a competitive collegiate debate team at a Mid-Atlantic educational institution. The team consisted of seven leaders who supervised approximately 24 students at the time of data collection, though the number of students on the team varies throughout the academic season. All seven leaders of the team were interviewed at length regarding their ideas about charisma, their own leadership, and scenarios regarding several instances which are common within leadership teams. All student participants completed the Conger Kanungo Revised Charismatic Leadership Questionnaire.

Instrumentation

The instrument used for the survey portion of the study is the Conger-Kanungo Revised Charismatic Leadership Questionnaire (Conger & Kanungo, "Measuring Charisma"). The questionnaire includes Likert-scale statements regarding leader behavior. Responses to charisma questions were placed on a 6-point Likert scale.

According to Stacks, "A typical Likert-type scale consists of several items, reacted on a 5-point scale – usually 'strongly disagree', 'disagree', 'neither disagree nor agree', 'agree', and 'strongly agree'" (56). The present study followed accordingly, with each response given a numerical value, in the following range: very characteristic (6), characteristic (5), slightly characteristic (4), slightly uncharacteristic (3), uncharacteristic (2), very uncharacteristic (1). Participants were asked to determine the level to which each statement described their leader, selecting one of the six responses.

In order to "operationalize the behavior components through a questionnaire measure of charismatic leadership," Conger and Kanungo drew from previous studies and constructed a scale describing different behaviors of a manager perceived by subordinates to be charismatic ("Charismatic leadership" 443). The CK Scale was developed through six different empirical studies conducted by Conger and Kanungo to test the predictions of the Conger and Kanungo Model of Charismatic Leadership (*Charismatic Leadership* 72). The Conger and Kanungo Scale is one of the two most commonly used instruments for assessing charisma, alongside the Multifactor Leadership Questionnaire.

> The reliabilities for the Conger-Kanungo (C-K) scale varied from 0.88 to 0.91 across samples. For the total sample ($A^\wedge$ = 488), the reliability index was 0.88. The item-total correlations for the 25 items in the C-K scale ranged from 0.25 to 0.66, with an average correlation of 0.44. (Conger & Kanungo, "Charismatic Leadership" 444)

The Conger and Kanungo Charismatic Leadership Survey asks employees to evaluate supervisors' leadership behaviors with the research purpose of determining whether that supervisor exhibits charismatic leadership. The survey was designed in 1992 by Conger and Kanungo in a study that initially presented a 49-item inventory of charismatic behaviors. On the basis of results of a pilot study, the researchers eliminated 24 items and were left with a 25-item questionnaire (*Charismatic Leadership* 82). The items on the survey were divided into three stages. First, the environmental assessment examined a leader's ability to see opportunities and constraints in the environment, in members' needs and abilities, and in challenges to the status quo. In stage two, vision formulation, the items on the inventory captured "a leader's ability to devise an

inspirational vision and to be an effective communicator" (*Charismatic Leadership* 82).

Finally, stage three asked about implementation, how a leader assumes personal risk and

engages in unconventional behavior, revealing extraordinary commitment and uniqueness

as a leader.

After testing their original 25-item inventory, Conger and Kanungo eliminated 5

items, because of redundancy. The new 20-item inventory was used for the data analysis of

this study. Based on the wording of the inventory items, Conger and Kanungo reclassified

the items into five subscales which are indicative of the factors and strengths of a

charismatic leader: strategic vision and articulation (SVA), personal risk (PR),

unconventional behavior (UB), sensitivity to member needs (SMN), and sensitivity to the

environment (SE).

> Confirmatory factor analysis of the 20-item five-factor model yielded a
>
> $\chi^2(160) = 458.06$, $p = .000$. Comparison to an absolute null model with
>
> $\chi^2(190) = 4118.54$, $p = .000$, yielded a Normative Fit Index (NFI) of .89 and a
>
> Non-Normed Fit Index (NNFI) of .91 ... This was considered a very good fit
>
> considering the large sample size of more than 400. The Cronbach's alpha
>
> reliabilities of the individual subscales were .87 (SVA), .77 (SE), .84 (SMN),
>
> .85 (PR), and .74 (UB). (Conger & Kanungo, *Charismatic Leadership* 95)

The interview questions stemmed from the researcher's own inquisitiveness

regarding how the leaders being interviewed would define the leadership behaviors being

discussed. Therefore, the researchers asked leaders directly to define charisma, charisma's

origins, and how to teach and develop charisma. The scenarios came from several items

within the *Encyclopedia of Leadership*.

The first scenario regarding praise, the fourth scenario regarding explaining, the second and third scenarios regarding reprimanding for each a small violation and a larger violation, and the seventh scenario regarding dismissing a follower for repeated failures, stem from Leader-Member Exchange theory. Since this study sought to depict communicative behaviors that could be applied in normal, everyday organizational situations, LMX theory provided some normative interactional situations in which charismatic leaders could exhibit charismatic influence.

> Transactional theories draw on equity theory in social psychology, which argues that interactions between people are governed by the principle that each interactant should give as best as he or she can to match whatever resources are provided by the other interactant—resources can include *praise*, *information*, *help*, support, and *punishment*. (Goethals, Sorenson, & Burns 835, emphasis added)

The fifth scenario, welcoming when meeting a new follower, and the sixth, welcoming when introducing oneself to a new organization, also come from the *Encyclopedia of Leadership*, since greeting new members and taking charge of new organizations are two of the most typical activities of group leaders. New leaders are expected to take charge and learn group goals (Goethals, Sorenson, & Burns 873). Additionally, leaders are expected to explain group norms to new members (Goethals, Sorenson, & Burns 628). By asking leaders how they would carry out these two activities communicatively, the researcher gained insight into which strategies correlated with higher follower perceptions of leader charisma.

The researcher pretested the charismatic leadership questionnaire before distributing to the sample population, to ensure validity and ease of response. The researcher pretested the interview questions with test subjects outside of the target population in order to verify the understandability and ease of soliciting potential responses.

Data Collection Process

The researcher conducted all the research in approximately 10 hours, with the hours split between two days in the same week. First, the program director granted permission for the program to be the focus of the study. Next, the researcher approached each leader within the team to gain their specific approval for the rest of the research process. Each leader was extremely helpful and supportive of the study. At this initial meeting, each supervisor was given a copy of the informed consent document and asked the researcher questions regarding the nature of the study, confidentiality of the interview, and anonymity of the student constituents.

Two days later, the researcher returned to the debate team's office, where the students and leaders worked together and held a weekly team meeting. Before and after this meeting, the researcher distributed all the surveys and conducted all the interviews with the leaders. The leaders assisted in distributing paper copies of surveys to willing student participants.

The students were given a copy of the survey cover letter and informed consent document with each survey. The researcher answered any questions the students had. Then each student filled in a blank at the top of the survey with one of the leader's names and evaluated the charisma of that leader by circling the number corresponding with their

agreement with the statements about that leader from the Revised Charismatic Leadership

Questionnaire by Conger and Kanungo. Students were permitted to fill out more than one

survey, provided each survey was evaluating a different leader. The students completed the

surveys in a very casual lab setting, where some students were working on projects as part

of their role on the debate team, and other students were spending leisure time with their

teammates and team leaders. The researcher continued to distribute surveys to students in

the lab environment until at least three surveys had been returned for each of the seven

leaders, and all willing participants had completed at least one survey.

The leader interviews were conducted privately in each leader's office; or, for the

leaders that did not have private offices, the interviews were conducted privately in a

conference room. The private setting ensured the confidentiality and comfort of the

subjects to speak their mind about the topics in the interview. The questions asked leaders

their role in the organization, and then to define charisma, then talk about its origins, if it

can be taught and how, and their own charisma, so that the researcher might further

determine the leaders' real-life communicative behaviors that could contribute to

charisma. Then, the leaders were asked to role play in several scenarios. The scenarios

included praising a team member, reprimanding a team member over both big and small

offenses, introducing a new team member to the program, introducing oneself as a new

leader to a different program, and dismissing a member from the team due to poor

performance.

Each leader signed and returned the informed consent document, and consented to

being audio recorded during the interview. The audio of each interview was recorded using

a tablet computer device, lying on the desk or table between the researcher and the

interviewee. Immediately after the interviews, the audio was transcribed by the interviewer onto her laptop computer, where it was securely kept and password-protected for the duration of the study and research compilation and where it will be kept for three years before it is destroyed.

While the identities of the students were completely anonymous, the identities of the leaders of the team remain confidential. The leaders are distinguishable by their role on the team, and in the results chapter, by a letter assigned to each. The structure of the program's leadership is important to understanding each leader's statements, role, and results from participation in the interview portion. Leader G served as the team director, while A and E were assistant directors, F and B were assistant coaches, and C and D were student assistant coaches. All leaders, excepting the student assistant coaches, are employed by the institution as full-time staff member employees of the institution. These leaders work as employees, performing coaching duties as the only obligations of their positions, and do not teach classes nor serve as professors for the institution as part of their roles. The student assistant coaches perform their coaching duties while attending graduate-level classes and receive part-time compensation in addition to scholarships covering their tuition for their work. The structure of the organization looks like the figure below.
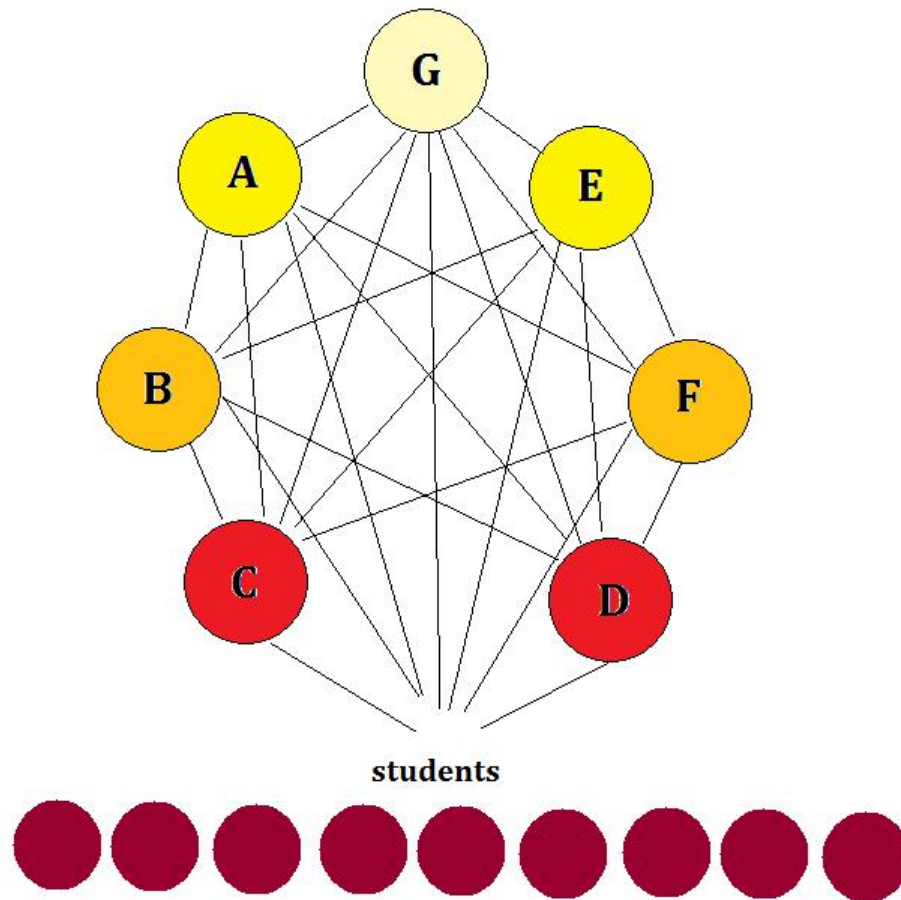
students

While all the leaders interacted directly with student team members regularly, and maintained a level of authority over each student team member, each leader had a place in the leadership team as well, which was not mutually exclusive to one supervisor in particular. The director was over all members, the assistant directors were over all except the director and each other, and on down the line, with the student assistants over all the student team members but not over or equal to the assistant coaches. In other words, no one team member or leader had any single direct supervisor, except for the assistant directors, who were responsible only to the director. All other leadership relationships were interchangeable, with the director interacting as directly with students as with the student assistants and assistant directors. This is important to note because it justifies the

method used in this study of asking student team members to evaluate any or all members of the leadership team. All students have had the opportunity to interact directly with the leadership styles of each of the seven leaders.

The researcher correlated the qualitative data from each leader, including communication behaviors in discussed scenarios and beliefs about charisma, to the charismatic inventory of the leader provided by team member constituents.

Participant Anonymity and Confidentiality

Participants in the quantitative survey portion of the study were anonymous, and their responses were kept confidential from their leaders, their peers, and any eyes other than the researcher's. The survey responses, while anonymous, are linked to the leader whose charisma they describe. Participants in the qualitative interview portion of the study were not anonymous, but their responses and identities are confidential. The results do not classify interview data based on department, program, or institution, so the published results will not tie responses to specific leaders or institutions in any way.

Upon willingness to participate in the study, leaders in the institution(s) were notified that any information they or their followers provided would remain confidential. All electronic files were kept secure by password protection on the researcher's personal computer and mobile file drive. All print files were stored at the researcher's home where only the researcher may access them at any time. After a period of three years, all electronic and print data pertaining to this study will be destroyed.

Ethical Considerations

The researcher took measures to assure the ethical nature of this study. The researcher obtained, prior to performing any research on participant subjects, permission

from Liberty University and the Institutional Review Board (IRB). Instructions and consent

forms were used in all phases of the study, including a cover letter for the survey for each

participant and detailed pre-interview description for each leader. The cover letter also

detailed the potential benefits of the study to the institution(s) involved. The researcher

assured and maintained confidentiality of all participants in the study through password

protected access to electronic completed surveys and keeping the interview contents and

findings confidential as well.

Summary

In summary, this study hoped to discover the communicative strategies of leaders

who are viewed by followers as having charisma. A two-part transformative mixed

methods study of surveys and interviews was used. Analysis of data received sought to

produce concrete ways to teach and develop charisma in organizational supervisors. The

following chapter will explain the results and findings of the study.

<center>III. Results</center>

Introduction

As noted in the literature review, Verčič and Verčič's study broke new ground in

charismatic leadership theory, because they supported the notion that "all people can be

considered as potentially charismatic" (17). The main themes of this study's findings are

along the same lines. Leaders are neither born nor made, but a combination of both.

Results

The results of this study are presented in three parts: review of the survey results, in

light of Conger and Kanungo's five factors of charisma, as correlated with the leaders'

interview responses (RQ1); charismatic leadership communication strategies drawn from

the scenario portion of the interview (RQ2); and conclusions drawn from applying the

literature and findings to what the leaders had to say about charisma and leadership itself

(RQ3).

First this chapter presents the results of the *survey* portion, in which student

members of the debate team evaluated the charisma of the leaders of their team. These

results are divided up by questionnaire segments and charisma scores for each charismatic

factor. Conger and Kanungo's Revised Charismatic Leadership Questionnaire classified all

the items on the questionnaire into five subscales indicating the factors of a charismatic

leader: strategic vision and articulation (SVA), personal risk (PR), unconventional behavior

(UB), sensitivity to member needs (SMN), and sensitivity to the environment (SE). The

factors here are delineated according to the order Conger and Kanungo proposed, based on

the reliability scales Conger and Kanungo found. "The Cronbach's alpha reliabilities of the

individual subscales were .87 (SVA), .77 (SE), .84 (SMN), .85 (PR), and .74 (UB)" (Conger &

Kanungo *Charismatic Leadership* 95). The researcher correlates the quantitative data with

the qualitative, looking for explanations for each within the other. Second, this chapter

presents the results of the interview portion of the study, in which the leaders of the debate

team discussed their *communicative strategies* in a number of scenarios. Finally, this

chapter presents discussion and answers regarding how the leaders think about charisma

and *where it comes from*.

Survey

The data collection produced twenty-five completed Conger and Kanungo Revised

Charismatic Leadership Questionnaires from the student members of the debate team. One

survey was returned with all '6's sloppily circled, and was thrown out and excluded from

the data analysis because of its inconsistent nature and apparently hurried and thoughtless

completion. The other twenty-four valid surveys had varied, consistent responses, and

were considered valid and used as part of this research data analysis. The survey results

were examined as a whole and then by each of the five factors of charismatic leadership,

according to Conger and Kanungo (*Charismatic Leadership* 94).

Overall, the leaders were ranked according to their average scores assigned by the

students who evaluated them. Since all of the items in the Conger and Kanungo Revised

Charismatic Leadership Questionnaire contribute positively to the perception of charisma

in leaders, these scores (on a 0 to 6 scale) can be interpreted as rough estimates of each

leader's overall charisma as perceived by the followers.

Average Charismatic Item Score

Leader	Score
A	5.117
D	4.838
C	4.817
F	4.333
E	3.963
B	3.883
G	3.725
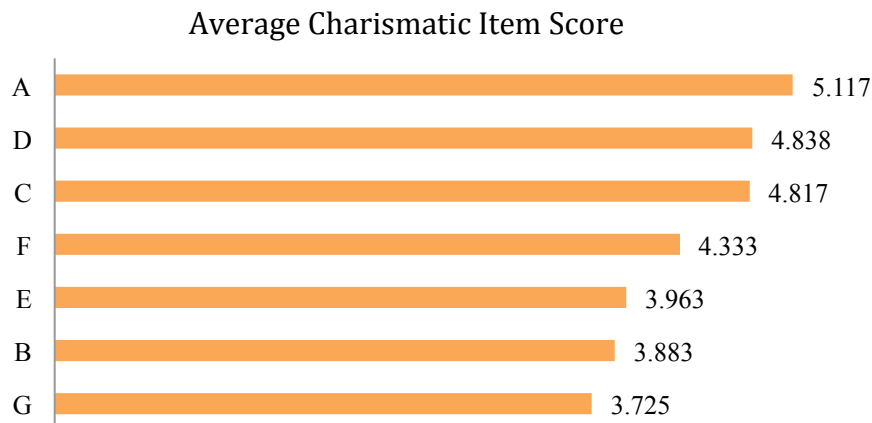
Leader A, one of the assistant directors, was perceived by student team members to portray charismatic leader behavior most often, while G, the director of the program, was perceived to portray it the least often, according to student responses on the Conger and Kanungo Revised Charismatic Leadership Questionnaire. These results, presented here according to each factor of charismatic leadership theory, contribute to an answer for RQ1: How does what leaders know and believe about charisma correlate with how much charisma the leaders' constituents perceive in the leaders, according to an established charisma-measuring instrument?

Strategic Vision and Articulation (SVA)

Strategic vision and articulation of that vision are key to charismatic leadership. "To be perceived as a leader, an individual must offer a set of task-oriented goals that followers willingly accept. Visions are simply goals that are more forward-looking and idealistic" (Conger & Kanungo, *Charismatic Leadership* 155). Student team members in this study ranked the SVA of their leaders according to seven items on the survey. The researcher categorized the interview responses relating to this factor into two themes: *community* and *goal-setting*.

Strategic Vision and Articulation (SVA)	
3	Entrepreneurial; seizes new opportunities in order to achieve goals
7	Provides inspiring strategic and organizational goals
10	Inspirational; able to motivate by articulating effectively the importance of what organizational members are doing
11	Consistently generates new ideas for the future of the organization
12	Exciting public speaker
17	Has vision; often brings up ideas about possibilities for the future
18	Readily recognizes new environmental opportunities (favorable physical and social conditions) that may facilitate achievement of organizational objectives

Since the questionnaire allows participants to assign up to six points per item, and there are seven items under SVA, the results can be understood on a scale of 0 to 42, with 42 being the highest indication of charismatic leader behavior perceived by followers.

Strategic Vision and Articulation Average Totals

A	33.333
D	33.000
C	31.000
F	30.667
G	28.000
E	25.667
B	22.333
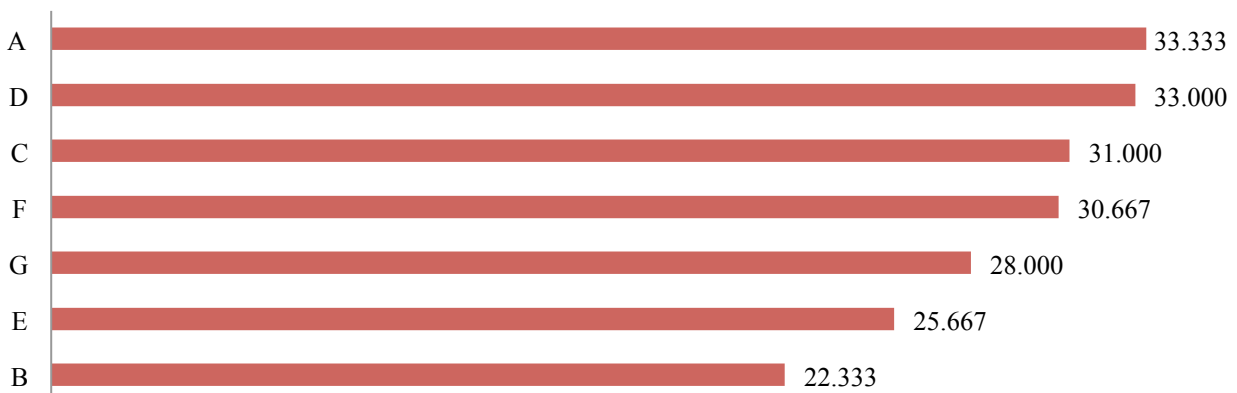
As in the overall results, Leader A topped out the charismatic chart with 33.333 points for strategic vision, followed by leaders D and C. Unlike the overall totals, however, the director, leader G, moved up the list to correlate with more exhibition of charismatic behavior than either E or B.

In the interviews, each leader demonstrated some understanding of how to instill vision in team members with several themes emerging. The leaders collectively emphasized the importance of *community* and team *goal-setting*.

<div align="center">*Community*</div>

Leader D was second on the chart for instilling in students clear and purposeful vision for being on the debate team. The interviews with leaders proved indicative of the reasons why the students ranked certain leaders so highly. The leaders described the experience of being a member of the debate team as a "family program," and emphasized how the team members depend on each other (E). One of the student assistant coaches stated:

> I like the idea of creating a family — that we are dependent on each other, that we interact with each other and we hold each other accountable for things that take place… It's not just about winning. It's about creating the atmosphere that's conducive to having a family. We're welcoming you into this and hoping that you continue that same model of a family. (D)

Other leaders' comments include, "We're all in this together" (A) and, "I think we can make each other better" (G).

This narrative of family met the necessary requirements for an effective vision by Conger and Kanungo (*Charismatic Leadership* 153) of providing direction to ensure

organizational adaptation and member empowerment and cohesiveness. It puts community above material success, creating vision for followers to motivate them toward first the goal of community and then toward the goal of success in the team's activities.

Goal-setting

For a leader to be charismatic, however, he must articulate his goals in a likeable and compelling manner that causes followers to align their goals with his as the leader becomes idealized because of other likeable qualities (*Charismatic Leadership* 157-158). Each of the leaders discussed the importance of putting devotion to the team's activities high on priorities lists for student members. Leader A, an assistant director, talked a lot about helping students keep in mind where they were trying to go as part of being on the team. The most important thing, Leader A said, "is that you put effort before [starting a task] into doing well, and also [during completion of the task], just giving your best effort, and just consistently improving." And after best effort by a student was given, Leader A demonstrated a consistent focus on the bigger picture into the delivery of praise to the student: "Now let's get ready for the next [task]. Because you try to keep them moving."

The other leaders also demonstrated a similar understanding of the importance of goal-setting to charismatic leadership and follower motivation. Leader B said that teaching someone to be a good leader would involve "developing attractive personal qualities such as teaching someone how to have drive, teaching them to have a clear vision for their goals, and then how to communicate those in effective, clear, and exciting ways" (B). Leader G pointed out that charismatic leadership "has to do with the ability to create a level of enthusiasm for the goal that you're pursuing as a team in a team context" (G).

Another important part of goal-setting was leading toward strategic vision by

example:

> I think charisma is kind of a tangible talent that someone has, an ability they
>
> would have to energize or persuade people around them to act in certain
>
> ways. I think it would mean that I possess the ability to encourage them to
>
> act in certain ways, to make certain arguments, to follow my lead, to follow
>
> my example. (D)

Sensitivity to the Environment (SE)

Environmental monitoring is vital to good leadership. Effective organizational

leaders must be capable of making realistic assessments of the environment in order to

effectively time the deployment of resources and personnel (Conger & Kanungo

Charismatic Leadership 122). Since no task group nor relationship exists in a vacuum, being

conscious of the environmental, cultural, and social contexts of every leadership situation

helps contribute to charismatic leadership. The items in the Conger and Kanungo Revised

Charismatic Leadership Questionnaire pinpoint the behaviors that indicate a keen

sensitivity to the environment in a leader.

Sensitivity to the Environment (SE)	
8	Readily recognizes constraints in the organization's social and cultural environment (cultural norms, lack of grassroots support, etc.)
6	Readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc.) that may stand in the way of achieving organizational

	objectives
15	Recognizes the abilities and skills of other members in the organization
19	Recognizes the limitations of other members in the organization

With six points possible to be assigned by participants to leaders A thru G in this category for each item, the maximum total possible for environmental sensitivity is 24 points.

Sensitivy to the Environment Totals

Leader	Total
A	20.333
D	19.750
F	18.000
C	18.000
G	17.500
B	17.333
E	16.667

Again consistent with the overall totals, A and D topped the chart with exhibiting the most environmental sensitivity, according to the evaluations by the students. Leader E, however, bottomed out in this category, apparently not as sensitive to the environment as the other leaders, as the interview with this leader also demonstrated. In the interviews, several leaders exhibited environmental sensitivity by verbally acknowledging the environment in which their followers would complete tasks.

In giving praise, Leader A demonstrated exceptional sensitivity to context. In the scenario discussion where the leader was asked hypothetically give praise to a student, the

leader generated very specific details including the reasons why the student's achievement was notable, including environmental and cultural obstacles as well as noting good use of available resources by the student. Noticing these things seems, especially in the case of Leader A, to correlate with being perceived by followers as charismatic. Leader B did the same in constructing praise, "I pattern my responses based on different levels if doing well," and in constructing a reprimand, "It depends on the person and context."

Leaders A, B, and C all spoke at length of the importance of the debate team's goals within competition against other institutions' teams. These leaders felt compelled to explain to the researcher, as well as to hypothetical new team members, the context of the team's activities and their impact on any questions posed about the team's leadership. When asked what the team is like overall, most of the leaders gave a general overview of the team's activities and the nature of the members' tasks. And in explaining how charisma was important to them, every leader answered according to how charisma might impact their specific role on the team: "I'm not totally sure that in [this activity] charisma is one of the most important traits that a coach can have . . . Whereas, in [this activity], charisma is a very important perception for [the students to achieve in others]" (A).

Sensitivity to Member Needs (SMN)

Being aware of what people need and feel allows the leader to assess realistically the talents, strengths, and resources that followers possess and, in turn, where to best deploy them and where critical gaps exist (Conger & Kangungo *Charismatic Leadership* 134). Additionally, Bochner and Kelly found that the leading element in effective communication is Empathy, tying closely to this sensitivity factor of Conger and Kanungo's charisma studies. The advantages to this member sensitivity also include affinity with

followers, as being people-oriented generates an inclination to jump on board with the vision in constituents. Being sensitive to others also allows the leader to generate change in the organization more smoothly and with more credibility. "Credibility is essential for garnering follower commitment to the leader's goals and to the high performance standards that will be necessary to achieve the organization's vision" (Conger & Kanungo *Charismatic Leadership* 133).

The Conger and Kanungo Revised Charismatic Leadership Questionnaire asked followers to evaluate leader behaviors that generate belief in the leader's concern for the needs of members. The researcher found two situational themes among the interview responses that indicated each leader's sensitivity to member needs: *delivering bad news* and *identifying strengths.*

Sensitivity to Member Needs (SMN)	
1	Influences others by developing mutual liking and respect
4	Shows sensitivity for the needs and feelings of the other members in the organization
13	Often expresses personal concern for the needs and feelings of other members of organization

With six points possible to be assigned by participants to leaders A thru G in this category for each item, the maximum total possible for environmental sensitivity is 18 points.

Sensitivity to Member Needs Total

B	16
C	14.333
A	14.333
D	14.25
E	13.667
G	11.75
F	8
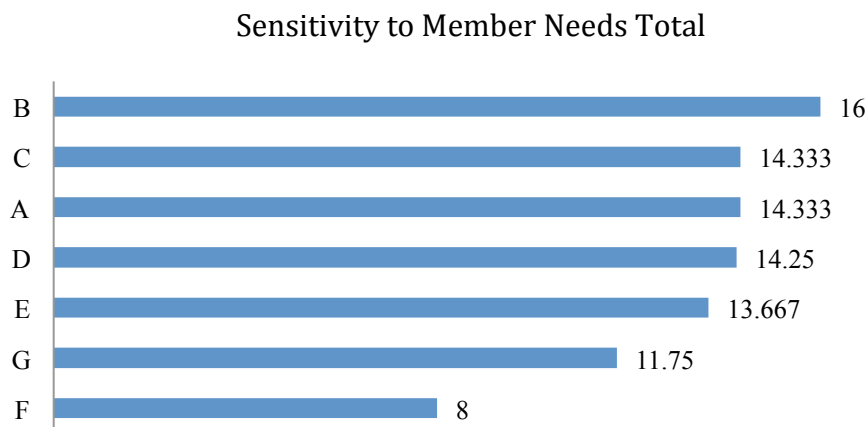
Despite higher scores in environmental sensitivity and strategic vision, leaders A

and D were not the most sensitive to member needs, according to the evaluation by their

student members. Instead, Leader B was ranked as extremely sensitive to member needs,

followed closely by C, A, and D. Leader F appeared to be the least sensitive to member

needs.

The leaders collectively displayed their concern for students' needs in two key areas

as delineated by the researcher: how they *delivered bad news* and how they *identified* and

catered to the *strengths* of individual members. Perhaps because of the scenarios selected

for the interview, only these two situational themes were found. With different scenarios,

interviewees may have presented different situational themes.

Delivering Bad News

When asked how they would dismiss a member from the team or reprimand a

member for poor performance, the leaders all portrayed a dampening of the bad news by

showing consideration for the needs of the member. A favorite among managers letting

employees go, each leader presented some sort of "It's not you, it's us" message:

We've reached a point where this isn't the best fit for you anymore. You

know, it's time for you to move onto other areas, other stages of your life. (G)

Over the past year you've demonstrated that your priorities are different,

and while not bad… we think it would be better if you pursue other activities.

(B)

We wish you success in any future endeavors you have. (D)

Leader D also saw it as important to let the delinquent member know that their

interpersonal needs could still be met by the team without them being a part of the team:

"This does not mean at all, though, that you are dead to us in any sort of way. We started

and we implement a family program here. So if you see us in the hall you don't have to run

the other way. We can talk" (D).

In scolding or solving conflict among team members, the leaders demonstrated that

it was a priority to understand the viewpoints of individual members. Leader F noted, "I

guess I would talk to [the student] directly, and just see where his or her priorities are."

Leader G made it a point to emphasize to new members an open door policy among the

leadership team: "Sometimes there are going to be conflicts . . . you can always come talk to

me about any conflicts or problems you're having on the team," as did Leader D when

emphasizing, "If you have any problems, you should be able to come to any of us and talk to

us."

Interestingly, the leader ranked highest in sensitivity to member needs was the only

leader who demonstrated impatience about the hypothetical scenario of having to explain a

task over and over to a member who did not understand. "If only this weren't so familiar,"

Leader B said, continuing, "We've explained it numerous times; figure out a way to

remember this time." Other leaders assumed a communication problem on their own part and said that they would try to meet the member on the member's level to help him/her come into comprehension.

Identifying Strengths

All of the leaders talked about getting to know their followers as being an important part of being able to lead effectively. In being introduced as a new leader to a program, Leader F said, "I guess I would try to see how they do things, and how I best fit in to the needs they have." Leader B said that being charismatic and effective as a leader would mean that the student members "felt that interacting with me was a safe and comfortable experience." Ranking highly on the sensitivity to member needs scale, Leader A demonstrated a keen ability and concern for catering to the needs and personality of student members. In order to raise up leaders, Leader A said,

> First, you need to kind of like identify what kind of personality they have, and
> then kind of like use an approach that fits into that and doesn't fight against
> it. Someone can be quieter, and yet demonstrate charisma, or grow charisma.
> But probably your techniques for that are probably going to be different that
> for someone who is more gregarious.

Leader G also emphasized the idea that leading and motivating student members needed to be crafted according to the individual needs of the members.

> The principle is learning that there's no universal mode of persuasion. You're
> not going to motivate your entire team based on one style of motivation,
> based on one leadership style. So part of being a leader is figuring out what
> individual students need and then adapting what you're doing to the needs of

those individual students, so you're motivating them where they are and

you're giving them what they need to be motivated and to pursue the goal

that we're pursuing. (G)

Leader F pinned good leadership entirely on being socially aware: "be aware of how

you're interacting with other people in case you're doing something annoying or damaging

to your interactions with other people I guess." Leader C indicated a belief that good

leadership is indicated by follower emotions: "I don't think it's a conscious choice, it's a way

of carrying yourself that exudes confidence and makes people feel confident in you."

Leader G summed up how to cater leadership roles and assign tasks according to

what individual members need:

We have some [members] on our team who respond very well to a

passionate, energetic motivational speech. We have other [members] who

don't want to hear that; that's not what motivates them. What they need is

somebody who will get in the trenches with them and work on the specifics

of the thing they're working on.

Personal Risk (PR)

Charismatic leaders must act as role models for the purpose of generating support

for their organization's goals. "The first objective of role modeling—demonstrating the

leader's commitment—is essential to creating a foundation of trustworthiness" (Conger &

Kanungo *Charismatic Leadership* 190). The best way to demonstrate a leader's commitment

to the organizational vision is for that leader to take personal risks for the sake of the

vision. Through behaviors involving personal cost, risk, and energy, leaders generate

follower commitment to the leader and the mission (Conger & Kanungo *Charismatic*

Leadership 190). Thus the items on the Conger and Kanungo Revised Charismatic

Leadership Questionnaire ask followers to cite behavior of leaders that does just this.

Personal Risk (PR)	
9	Takes high personal risks for the sake of the organization
16	Often incurs high personal costs for the good of the organization
20	In pursuing organizational objectives, engages in activities involving considerable personal risk

With three items offering a total of six points each, the maximum score for personal

risk was 18 points to be assigned by student members to leaders A thru G.

Personal Risk Totals

Leader A topped out this scale of personal risk, with students perceiving this leader

as exhibiting the behavior involving personal risk or costs the most often. Leader G, the

team director, was indicated as exhibiting the least amount of risk. The researcher would

offer the explanation that perhaps in the role as the director, Leader G has the least

opportunity for risking time or energy since risk and cost are perceived as justified and

expected when they come from the top leader in the team.

The interviews revealed that several leaders demonstrated personal risk by exhibiting humility and willingness to serve—particularly Leader A. When asked whether students would see Leader A as charismatic, Leader A replied:

> I mean, I wouldn't think it's a bad thing, but I would almost kind of hope that my students view me as, prioritizing other things, like works hard, is a good teacher, those sorts of things. I would probably be flattered if someone told me I have charisma, since I'm not optimistic that I have much. I think it would probably make me feel good, that I'm doing something right.

Demonstration of charisma and self-deprecating communication may correlate with student member's perceptions of willingness to personally invest risk, energy, or cost toward the goals of the organization. Leader D also demonstrated humility in the hypothetical situation of transferring as a new leader to a different program, saying that the current student members "understand some of the dynamics that I probably don't since you've been here already, and with your help I think that we will be able to [make this program successful]."

Leader A spoke at length of the importance of working with meek or timid student members to hone members' skills and bring younger members to the level of the more advanced team members. Even in delivering reprimands for unfinished tasks or explaining difficult assignments, Leader A offered personal investment in students, using statements such as, "I can help you, alright?" and "think of it maybe this way, alright?", using a slow speaking pace and a vocal tone indicating patience and hope for understanding and improvement. The researcher would speculate that it is these mannerisms, patience,

investment, and belief in the student, which would would cause members to rank Leader A so highly on the personal risk inventory.

Other than Leader A, Leaders G and D also indicated personal risk in their interview responses. The open door policy of management discussed by both these leaders indicates a level of personal risk as the time of the leaders is committed to helping students work through problems, and nothing is prioritized above that goal.

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Unconventional Behavior (UB)

</div>

While managers are often seen within organizations to be the maintainers of the status quo, charismatic leaders must act as change agents, noticing deficiencies in an organization's normal routine and creating transformation within the organization for the better (Conger & Kanungo *Charismatic Leadership* 133). Conger and Kanungo note that this tendency for unconventional behavior, however, is not necessarily indicative of good, positive transformational leadership, but may just correlate with the inclination charismatic leaders have toward a high degree of visibility and attention (*Charismatic Leadership* 133). On this note, the Conger and Kanungo Revised Charismatic Leadership Questionnaire asked student members to rank their leaders based on breaking the status quo.

Unconventional Behavior (UB)	
2	Engages in unconventional behavior in order to achieve organizational goals
5	Uses nontraditional means to achieve organizational goals
14	Often exhibits very unique behavior that surprises other members of the organization

With three items offering a total of six points each, the maximum score for unconventional behavior was 18 points to be assigned by student members to leaders A thru G.

Unconventional Behavior Totals

Leader	Score
C	15
F	12.333
A	12.333
D	11.75
E	10.667
B	7.667
G	5.500
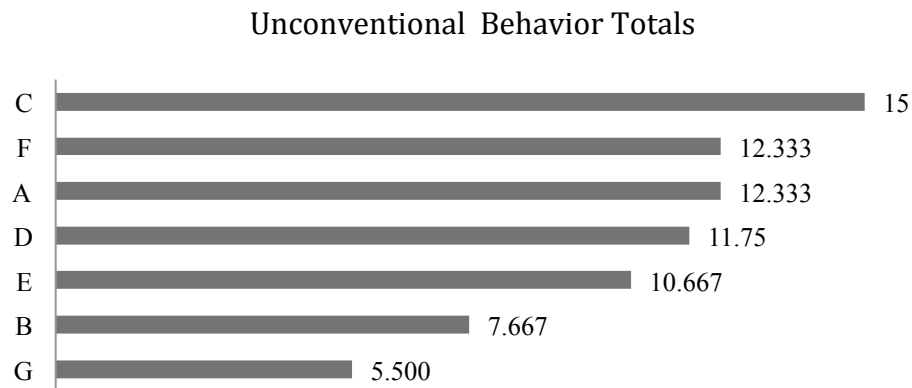
Keeping in mind Conger and Kanungo's note that unconventional behavior does not mean effective leadership, but that it often correlates with charismatic actions, the results of the survey can be explained somewhat through the interviews. It is the unconventional behavior factor of charismatic leadership that exhibited the least correlation between the survey results and the interview data.

During all the interviews, only several statements might be directly interpreted as indicative of unconventional behavior. First, Leader C, who topped the chart on unconventional behavior, talked about how as a child, the leader's father had provided an inscribed copy of Niccolo Machiavelli's *The Prince* as a model for general behavior. The standard person might view this parenting strategy as unconventional and, subsequently, producing interpersonal behaviors and mannerisms that would defy the status quo. Leader C also indicated that the definition of charisma was unconventionality as it indicated something special or extraordinary about a person, making followers "have a natural inclination to follow" the leader.

Also considered unconventional might be the repeated references to the 'family program' toward which the debate team was set up to exist. Both Leaders G and D spoke of this atmosphere, which is unusual for the energy intentionally created in a professional academic program. Few academic programs would profess to purposefully create an environment in which students and leaders spend excessive amounts of time together and create lasting and deep emotional and interpersonal bonds indicative of family ties.

> One of the things that hopefully you'll find about our team is that we spend a lot of time together, and we are basically a family. Part of what it means to be a family is we learn together, we grow together. Part of what it means to be a family is we spend a lot of time together. (G)

> I'll be around, and I'm the crazy uncle that everybody likes, probably, that tells all the jokes, that has fun with all the kids; but, at the same time, I will dish out punishment if necessary. (D)

The unconventional behavior of the leaders and of the overall atmosphere on the team helps steer both members and leaders toward transformational leadership.

Summary

In each of the behavioral charismatic factors—vision and articulation, environmental sensitivity, sensitivity to member needs, personal risk, and unconventional behavior—the leaders were ranked by their student members. The researcher then correlated these rankings with the leaders' responses in the interviews, answering RQ1: "How does what leaders know and believe about charisma correlate with how much charisma the leaders' constituents perceive in the leaders, according to an established charisma-measuring instrument?" Having seen how the leaders used the charismatic

behavioral factors to influence student members, the researcher next discusses specific

communicative strategies employed by the leaders in a variety of scenarios.

Communicative Strategies

In an effort to answer RQ2: "What strategies do leaders identified as charismatic by

their constituents use to communicate with constituents?", the researcher asked

supervisors to role-play as if they were speaking to a hypothetical student member named

Jesse. In each of the scenarios, the leader was delivering a necessary message to the student

based on the students' behavior or based on a situational context, speaking from the

leader's actual position as director, assistant director, or coach. The scenarios came from

several items within the *Encyclopedia of Leadership*.

The scenarios regarding praise, explaining, reprimanding for each a small violation

and a larger violation, and dismissing a follower, are drawn from Leader-Member Exchange

theory. "Each interactant should give as best as he or she can to match whatever resources

are provided by the other interactant—resources can include *praise*, *information*, *help*,

support, and *punishment*" (Goethals, Sorenson, & Burns 835, emphasis added). Since

Goethals, Sorenson, and Burns considered these situations to be normative action patterns

in which leaders participate, the researcher presented these scenarios to the leaders who

were interviewed.

The scenarios, welcoming when meeting a new follower and welcoming when

introducing oneself to a new organization, also come from the *Encyclopedia of Leadership*;

these are also considered typical activities of group leaders (Goethals, Sorenson, & Burns

628, 873). The researcher asked leaders in the interviews how they would communicate

with followers in these situations in order to discover which communicative strategies that

could lead to higher follower perceptions of leader charisma.

Praising

First, the leaders were asked how they would deliver praise to a student for a job

well done. When asking for clarification, as many leaders did during the interviews for

several of the scenarios, an example was provided. These included: the student completed

an assignment exceptionally well, won at a competition in which the debate team

competed, or behaved exceptionally on an interpersonal level. In order of highest overall

charisma, the leaders' hypothetical responses are presented.

> Jesse, you know, I just got to tell you, that fourth round where you beat
>
> [another institution's team], that was just a really good job. I'm really proud
>
> of the way that you, you know, you followed the strategy, you executed, you
>
> flowed . . . really well, you extended the . . . arguments, you communicated
>
> with your partner, and you know, it's just really great that you're showing
>
> progress. I'm really, you know, it's just a really good sign. (A)

Leader A was ranked the highest in overall charisma, and certainly gave the most

exhaustive praise example. Leader A cited specific details about what the student member

had done well, how it made the leader feel ("I'm really proud"), and what the success

means to the student's future ("a really good sign"). Leader A encouraged teamwork

("communicated with your partner"), used a jovial and friendly tone ("you know," "I just

got to tell you"), and addressed the student directly and by name.

Leader D had a different approach, saying that rather than address the student

directly, "I don't think that I would ever directly praise you as an individual because that'd

be weird." Instead, Leader D said that if others were standing around, the indirect praise

might sound like this:

> Oh my goodness, I just saw Jesse give the most impressive performance I've
>
> ever seen. But it wasn't that good though, because, you know, Jesse, he's just
>
> doing *okay*. But, Jesse destroyed this other team ... His ability to take every
>
> single part of [what the other team did] and destroy it ... all of it -- just
>
> dynamic. I mean, he almost did as good as I did when I was [in his position].

Perhaps due to the unconventionality of the sarcastic comments (you know, Jesse,

he just doing *okay*" after winning), students ranked Leader D highly on the overall

charismatic scale. In the interview, Leader D delivered the praise while smiling warmly and

broadly, and spoke in a very joking, jovial tone. Like Leader A, Leader D said, "I would

explain all the parts about what they did that was good . . . Obviously I would be excited

because they won." Emotional investment in the performance of the student member also

stands out as noticeable in this praise. Similarly to Leader A, Leader D noted specific details

about why what the student did was positive, and demonstrated an emotional response to

that action ("obviously I would be excited").

Leaders C, F, E, and B all had brief praise styles that were collectively similar. Rather

than note specific details about what the students did that was praiseworthy, or go on and

on about their success and the response it elicited in the leader, they stuck to fewer words:

> Great job, Jesse, I'm proud of you, with enthusiasm, and give a high five.
>
> (C)
>
> Good job, not much more than that. (F)

Jesse, good job. For something smaller, you'd say, good job, here's what

you did well on this piece of [work]. (E)

Way to go, I'm proud of how you all did. (B)

Leader B noted that different achievements deserved different levels of praise. It is

interesting to note that the scenario presented was very vague—"praise Jesse for a job well

done." The level of achievement, whether it was out-performing all the other student

members or just completing a task correctly, was assumed by the leader being interviewed.

Perhaps Leaders A and D gave very enthusiastic praise with detail and emotional emphasis

because they assumed the best of their students, that the achievement was very great,

while other leaders guessed that students were just meeting expectations: "I pattern my

responses based on different levels if doing well. If someone meets expectations, it is

worthy of praise, but not as worthy as if they had gone above and beyond what I had

expected of them" (B).

Leader G gave praise statements similar to those of A and D, but was ranked lowest

on overall charisma. "Hey, you did a great job this weekend, you were a big help to the

team. I thought the way you provided leadership this weekend was a great example to our

younger debaters, keep up the good work" (G). There are two noted differences between

the praise Leader G gave from that given by A and D. Leader G did not address the

hypothetical student, Jesse by name, and did not express any emotional investment in the

performance of the student. Additionally, it could be that as the director of the program,

Leader G is more distant from the students, working with them directly, but not as often as

the other leaders of the team. While the praise of Leader G was similar to that of Leaders A

and D, perhaps student members do not get to experience this direct praise as often as they do from the other leaders.

Reprimanding

Second, the leaders were asked to deliver a reprimand for a small offense, and then for a larger offense, by a student member of the team. Most of the leaders asked for an example of such offenses. The smaller offense example was being late to a meeting. The larger offense example given was failing to complete a regularly assigned task, like conducting research to contribute to team objectives. Again, in order of overall charismatic leadership rankings given by the student members according to the Conger and Kanungo Revised Charismatic Leadership Questionnaire, the leaders' responses are presented.

For the smaller offense, Leader A delivered the reprimand in a low tone, with words spoken quickly: "Jesse, you're late. You know that meeting starts at 5. You know that it's important, because we have a set amount of time each week to discuss things. So next week, try to be on time." Leader A consistently spoke to the student directly, using his name and indicating precisely what the member did wrong ("you're late") and why it was detrimental ("we have a set amount of time"). Leader A also provided a future direction for the student to work toward improvement ("next week, try to be on time").

For the larger offense, Leader A delivered a more detailed reprimand, but still included the same elements as for the smaller offense.

> Jesse, you didn't turn in your assignment on time, alright. And that's just not acceptable, alright? Because everybody else has turned in their assignment on time, we all share evidence, we're all in this together. Alright? And we can't just have people piggybacking off the work of others without putting in

their fair share as well. Alright? So you need to start improving your work . . .

I can help you, alright? But just saying that it was too hard to get done, and

then complaining about it afterwards, is just not a valid excuse. It has to get

better. (A)

First, the leader addresses the member by name and cites the precise wrongdoing.

The leader notes explicitly that the action was incorrect ("that's just not acceptable"), and

explains why it is detrimental on both a community level ("we're all in this together") and

an ethical level ("piggybacking off the work of others"). These two explanations are key to

two factors of charismatic leadership, both sensitivity to member needs and vision

articulation. Leader A already demonstrated establishment of the vision for the team as a

close-knit, hard-working community. Citing how the behavior is negative because it works

against that pre-established vision is key to charismatic leadership behavior. Finally,

Leader A presents a plan for improvement of the behavior ("you need to start improving,"

"it has to get better"), and offers personal help and investment in getting the student on the

right track ("I can help you"). Again, the personal investment indicates a level of personal

risk and sensitivity to member needs that is explanatory for why the student members

ranked Leader A so highly in charismatic leadership behavior overall.

Leader D had a similar style of reprimand. The less serious offense was noted in a

light-hearted tone, which almost sounded like joking: "Jesse, you're late again, seriously?

What is [your excuse] this time?" The leader addresses the member by name, notes the

negative behavior briefly, and calls for an explanation. Perhaps because Leader D did such a

great job of articulating vision through other communicative behaviors, a reprimand can be

delivered with emphasis on vision implied. For example, Leader D knows that the student

is aware of standards on the team because of the work they do, and noting the lateness is also noting the lack of commitment to the work and standards implied by the lateness.

For a more serious offense, Leader D delivered the reprimand with a much more serious tone. The pace of delivery was quick, and volume was elevated.

> So, Jesse this is like, the third time that you've not turned in your evidence assignment on time. What's going on? Is it too hard for you to do? Is there something else you want to do? Do you not want to work on it? I don't understand why you cannot complete this. You're obviously very intelligent, you're on the team, you're able to perform at a very high level. I just need to know what's happening? (D)

Again, the leader addresses the student by name and cites the offense. Along the same lines as with the smaller offense, the leader asks for an explanation of the behavior. The almost sarcastic, mostly rhetorical questions ("Is there something else you want to do?") imply that there can be no excuse for why the member has not made completing the assignment a priority. Unlike Leader A, however, Leader D does not present a plan for improvement with either reprimand.

Leader C, ranking a very close third in overall charismatic behavior as noted by the student members of the team, delivered very brief reprimands, as did Leaders F and B.

> Being late is unacceptable, don't make a habit of it. (C)

> We have minimum expectations of being on the team. One of these, is meeting certain objectives, and you not doing it means you're not pulling your weight on the team, which lets down other people (C)

Leader C's reprimands provide a small peek at future improvement, and also hint at an appeal to the community vision established in the team ("lets down other people"). However, they do not address the student by name, nor always cite the specific offense.

The timidity of Leader F's reprimands is evident, but does show concern for member needs, as the goal is not to hurt students' self-esteem, but to preserve the leader-follower relationship ("not belabor the point," "shame them or ridicule them").

> I guess I would just say, don't do it again. But not belabor the point or increase my volume I guess. (F)
>
> I guess I would talk to Jesse directly about it, and just see where his or her priorities are. But that is the degree of the confrontation. I wouldn't necessarily try to shame or ridicule them. But I would see how serious they are to change my expectations in the future. I guess there would be a decline in my expectations. (F)

Leader F does address the student by name for a more serious offense, and as a result of the offense, notes that leader expectations will change, indicating environmental sensitivity in being able to accurately judge the abilities of the student member.

Addressing the student member by name and providing direction for future improvement, Leader E also appeals to the community vision. "Look Jesse, you're late, let's try to be on time from here on out . . . The team's depending on you, Jesse, make sure you get your evidence in so that everybody has time to review your evidence." Both the direct reference to the team's interdependency and the use of the collective phrasing "let's" instead of the more singular "you" indicate Leader E's adherence to the community vision and emphasis on the importance of the work being done by the team.

Similarly, Leader B referenced the team's interdependency, and like Leader A, noted personal investment as well, but used this fact as a reason for why the student should follow suit. This appeal indicates an understanding of the role-modeling aspect of charismatic leadership. "You know, you need to be here on time. I and others commit to being here. It needs to be a priority for you to be on time to meetings." For the larger offense, demonstrating environmental sensitivity, Leader B said, "It depends on the person and context." To Jesse, Leader B explained:

> You have a responsibility to this team and an obligation to complete these
> assignments, to finish your assignments on time. The team is funding you to
> [complete these tasks], and in all likelihood [giving you scholarships to do
> so]. And the rest of your team depends on you, so you are not only letting
> them down but not fulfilling the minimum requirements of being a part of the
> team.

Leader B does not address the student by name nor the specific offense explicitly. However, this leader does provide explanation for why the action was considered an offense, materially and communally.

An important part of how all the leaders delivered reprimands that correlated with higher charismatic leadership behavior scores according to student members was brevity. Unlike these other responses, Leader G, the director of the team, was a bit wordier.

> Depending on the context, if we're talking like [long-term member], I would
> say like this, 'You know, hey, one of the things you've got to understand as a
> leader on our team is that other people are going to take their cues from you
> as to what it means to be a [part of the team]. So when you show up late,

you're sending a message to them that what we're doing isn't as important as

the other things you're doing. I've got to have you be on time so you can set

the right kind of example for the rest of the team.'

The important things to note about this leader's reprimand is that, with no prompting

whatsoever, Leader G assumed that in the scenario, Jesse was a leader of the team. Perhaps

this arises out of Leader G's higher position of authority, as a leader of the leaders.

However, it is also important to note that the tone and word choice is very conversational

("you know, hey") and very explanatory. This leader's reprimand provides direction for the

future ("I've got to have you be on time") and cites reason why lateness is detrimental to

the team's goals of community and excellence. Additionally, Leader G demonstrates a clear

understanding of the importance of role-modeling in good leadership by explaining how

what a leader does impacts follower behavior ("take cues from you"). Finally, this leader

asks the lower leader to demonstrate the charismatic behavioral factor of personal

investment and sensitivity to member needs ("you're sending a message to them").

In the case of a more serious offense, Leader G said talk of consequences would

enter the conversation.

You know, hey, you've got to understand that as a senior member of the team

everybody's looking at you to figure out how to reach the top levels, and

when they see you not doing work and not turning in an evidence

assignment, not only does it send the wrong signal to them about what they

have to do to become better, but it's a morale killer and it's hard for us to go

to other members and say, 'hey get your work done, get your assignments

done, do this right,' if you're not doing the same thing . . . if this continues,

here's what's going to happen.

Again, discussion of example-setting and message-sending is evident. Also, the appeal

comes up that leadership on the team will suffer as a result of leader misbehavior. While

this understanding was not evident enough to student members to rank the director highly

on charismatic leader behavior, it indicates a comprehension of what it means to be a

leader and to develop leaders that none of the other interviewees touched on.

Explaining

In the interview portion of the study, the leaders were also asked how they would

communicate with a student when explaining a difficult task, for the fifth time. Most of the

leaders cited a need for context for the situation, but all provided an answer or statement

of their approach to a situation in which a student member did not understand how to

complete a task due to comprehension difficulty not due to unwillingness to complete the

task.

Leader A spoke slowly, with patience, leaning in to the interviewer, and making eye

contact. "Okay Jesse, think of it maybe this way, alright? That maybe, [explaining a

particular task] and if you just think of it that way, it will make more sense." The researcher

found it interesting and worthy of note that Leader A, throughout the interview portion,

proved to be the most imaginative, coming up with specific details for each of the vague

scenarios presented. In the explanation example, Leader A elaborately explained one of the

lines of thought and analysis used in the team's activities to achieve task objectives.

Throughout the explanation, Leader A looked the interviewer in the eye, addressed the

hypothetical student member Jesse by name, and asked repeatedly, "Okay?" to check

comprehension as the explanation progressed.

Leader D had a different approach. This leader's explanation was delivered slowly as

well, but with more gravity and less friendliness, without addressing the student by name,

and perhaps with a little less patience.

> So we talked about this several times already. I just want to make sure you're
>
> understanding the instruction I've given you. Is it possible that I can explain
>
> it differently to make it easier for you to understand, or is it just that you
>
> don't understand the concept to begin with? (D)

As with the other scenarios, Leader D first stated what the problem was, and then asked for

feedback from the follower. This makes the explanation process an exchange rather than a

monologue.

Leader C was the only one who refused to provide an explanation. "I don't know if I

would do that, like honestly. If I had to explain something like five times, I would probably

give up." While ranked third in charismatic leadership behavior, this response was

inconsistent with the charismatic factors of being sensitive to member needs and investing

personal risk in organizational objectives.

Along the same lines of thinking as Leader C, Leader F seemed to show

disappointment in the idea that a student would not understand a task after four times of it

being explained.

> So I can't imagine the fifth time that I would try as hard as the first or second
>
> time. Um . . . I would probably just cut my losses. Not give up, but definitely
>
> not be as invested as the first or second time. I guess it just depends on

where the lack of understanding is coming from. If the effort is genuine, and

there is literally just something . . . it is probably just the communication, I

guess. I guess it would depend. I definitely wouldn't go in as positively as the

first or second time.

Leader E very simply stated, "I would make a demonstration of how to do the task

and ask if they had any questions." This response indicates patience, as the leader would

have already done the explanation four times previously, but is not indicative of

charismatic or transformational leadership, since it promises no difference in approach.

Leader C had an impatient and uncharacteristic response of a charismatic leader:

"We've talked about this before. We've explained it numerous times; figure out a way to

remember this time." However, this leader did say that they would explain again, patiently.

Leader G, decided to pin the misunderstanding on the leader's own poor

communication or inability to meet the student where they were at, indicating concern for

meeting member needs.

> My thought in this situation would be alright, I've explained it to them four
>
> times, they're still not getting it, this is a me problem, not a them problem.
>
> I've got to come up with a new way of explaining it. Because if I've explained
>
> it four times and they don't understand what I'm trying to say, then clearly,
>
> you know, after the first time I would assume maybe they didn't hear me the
>
> way I thought they heard me, maybe I'm going to try, maybe I wasn't as clear
>
> as I needed to be and maybe I'll try it again. At this point, rather than re-
>
> explaining it to them, I would try to find a new way of explaining.

Welcoming

To determine the communicative strategies of leaders incorporating new members, the researcher asked interviewees to role-play welcoming Jesse, a hypothetical student, onto the existing team. The leaders were also asked to introduce themselves as new leaders to a hypothetical new team, addressing specifically one student named Jesse. While most of the leaders said they would introduce themselves by name, and then explain the functions of the team and what its material goals were, Leaders A, D and G had more visionary responses.

All the leaders gave some insight into how team members spend their time, what their tasks are, how much work new members could expect to have to do, what skills were needed, and gave a little history about the success of the team, saying, "You just need to know that stuff going in" (A). Leaders C and E provided a general overview of the team activities, describing the work of the team as "an academic activity that's pretty rigorous" (E). They described the specific expectations, "meetings twice a week, keeping up with evidence assignments," and noted the academic fulfillment the team activities would offer "because it relates to how well you do in class." Leader E specifically noted, "You get to meet a lot of people in the community." Leaders E, A, and B all cited the number of years they had spent involved with the team, supporting their leader credibility, and made statements about "looking forward to working with" their new members in both welcoming situations—as an existing program welcoming a new student, or as a new leader to an existing program's student member.

Leader A gave some hint at the leader's vision for the team in the first meeting scenario. Addressing the student by name, Leader A told the hypothetical new student,

> There isn't any set amount of time that you have to spend. I more just want
>
> you to set your expectations, but I can tell you that my expectations are that I
>
> don't expect my [students] to consistently [achieve success], but what I do
>
> expect is that you put effort before [completing a task] into doing well, and
>
> also [while completing the task], just giving your best effort, and just
>
> consistently improving. That's what is really important.

Similarly, Leader G also gave a look at the leader's vision for the team, almost exclusively from explanation of team expectations or task objectives. In welcoming a new member to the existing debate team, Leader G stated:

> Hi Jesse, I'm [name], I'm the director here. I'm real excited to have you. We've
>
> been looking forward to having you become part of our team. You know one
>
> of the things that hopefully you'll find about our team is that we spend a lot
>
> of time together, and we are basically are a family. Part of what it means to be
>
> a family is we learn together, we grow together; part of what it means to be a
>
> family is we spend a lot of time together and sometimes there are going to be
>
> conflicts that arise as part of that. One of the things I want you to understand
>
> is that you can always come talk to me about any conflicts or problems you're
>
> having on the team. My door is always open to talk to you.

Leader G addressed the student by name, and indicated the most important part of being on the team, according to this leader: being a family. The leader also demonstrated an emotional response to the student's arrival ("I'm real excited"). In introducing the leader to a new program, Leader G said,

> Hi I'm [name]. I'm really honored to be part of this program. I want to reassure you that I'm not here to turn you all, turn this program into what I think it ought to be. There's a long tradition here. I want to be part of that, and I want to learn how you all do things. And I'm not coming into change things, I'm coming in to be part of what we're doing and I think we can make each other better.

This welcome demonstrates keen sensitivity to member needs, and demonstrated a loose vision to "make each other better" without being imposing or domineering over the student.

Leader D also introduced what they saw as the most important aspect of the existing team in the welcoming statement to a new member. In a tone of sincerity and joviality, progressing at the end of the statement to a tone of gravity, Leader D seemed to assume that the leader's role was to welcome a new leader to the team, not just a new student, as is evident by the conclusion of the statement.

> Jesse, here [on this team], we take high pride in being able to [perform diversely], but maintain an ethic when we enter competition. It's not just about winning. It's about creating the atmosphere that's conducive to having a family. I'll be around, and I'm the crazy uncle that everybody likes, probably, that tells all the jokes, that has fun with all the kids, but at the same time I will dish out punishment if necessary. We're welcoming you into this and hoping that you continue that same model of a family. If you have any problems, you should be able to come to any of us and talk to us. You should be willing to talk to the students in a way that is appropriate, and make sure

that you maintain a certain amount of authority over them, and not become

their friend.

The vision of family is so important to Leader D, that this leader felt the need to emphasize

it on the first meeting with a new student. Additionally, Leader D seemed to assume that

the welcome was being given to a leader of the team, instructing the leader to get along

with the student members without becoming too intimate with them. Similarly, in

introducing the new leadership of Leader D, the leader said,

Jesse I'm so glad that you decided to stay through this change of

management, and I understand that there might be some initial concerns you

have. The way that I kind of would like to lead this and the way that I'm going

to lead it, is that I like the idea of creating a family, that we are dependent on

each other, that we interact with each other and we hold each other

accountable for things that take place. I don't know how it was done in the

past, and I'm open to listening to those suggestions and implementing some

of them with the way that I want things to happen here, but it is still going to

be my plan, and I want you to be part of that plan. I need you to be part of

that plan, because you understand some of the dynamics that I probably

don't since you've been here already, and with your help I think that we will

be able to turn this program around and make it successful, but I need you to

help me with that process. (D)

Interestingly, the student members ranked Leader D very high on the overall charismatic

behavior scale, but this leader demonstrated powerful and even domineering leader

communication in this welcoming statement. Despite this, the statement simultaneously

communicated vision for the team, implying that the leader came with a set of expectations and goals that the team would now also adopt.

It is not necessary that leaders introduce their vision and demonstrate all the charismatic factors right off the starting line in order for their members to come to see them as charismatic. This is evident by the survey results corresponding with the leaders' welcoming communication strategies. However, it would seem important that a leader establish the common way of thinking and behaving at the earliest opportunity.

Dismissing

The final scenario the leaders were asked to role-play; and the last question of each interview, asked leaders to formulate a statement dismissing a student member from the team. The reason for dismissal was given in each interview as "failure to meet work objectives." When a leader asked for clarification of this reason, the researcher replied, "repeated failure to complete required tasks." All of the leaders were hesitant to provide an answer for this scenario, citing sometimes that "That's usually [someone else]'s job," (E) or "That's always a tough one" (D). This emotional block in response to this scenario, easily recognizable from the facial expressions and change in demeanor from all interviewees when this question was posed, implies how all the leaders subscribe in some way to the director's implementation of the vision of family. In the context of a family atmosphere, the loss of a family member would be a taboo, uncomfortable, and even a painful experience.

Even leaders who were very brief in all their other role-playing scenario statements were wordier in their responses for this question. The responses are presented in order of most charismatic to least charismatic behavior in the overall score assigned by the student members in the Revised Charismatic Leadership Questionnaire.

Jesse I'm sorry to tell you this, but I think I'm going to have to let you go from

the program, and the reason for that is that you are just not turning in

assignments on time. We've give you consistent warnings about it, we've told

you what the consequences would be, this is, I think the last time, this is just

a bridge too far. And it's not that we don't like you, it's not about us not liking

you or some personality clash, it's that to be on [this] team there's a minimal

amount of work to be done, and right now we don't think you're ready or

prepared to meet that effort. (A)

Leader A started right in by revealing the purpose of the communicative action ("let

you go"). The leader addresses the student directly and by name. The leader stuttered

during the delivery of the statement, which the leader had not done in any of the previous

scenarios. The leader cited the specific reason for the dismissal ("not turning in

assignments") and then reassured the student that the conflict was not personal ("not that

we don't like you").

Let me start by saying that I've enjoyed your time here on the team

thoroughly. And you are, you have, you've contributed a lot to the team. But

the direction we're moving in I don't think is right for you. We're moving in a

direction that's going to be extremely high intensity work, and that doesn't

seem to be the path you're headed on. We've given you numerous

opportunities to kind of show us that you wanted to be a part of this team,

um, so, we regretfully are going to have to decline your scholarship for next

semester, and go ahead and let you go. This does not mean at all, though, that

you are dead to us in any sort of way. We started and we implement a family

program here. So if you see us in the hall you don't have to run the other way.

We can talk. It's just that the skill sets that you have are not appropriate for

the direction we want to move the team in. We wish you success in any

future endeavors you have. (D)

Leader D was hesitant to get right to the point, and presented the bad news using

the sandwich method ("I've enjoyed...let you go...wish you success"). The leader does not

address the student by name, whereas this leader did so consistently in every other

scenario. Leader D does not cite a specific failure, but instead vaguely references an all-

around lack of success and effort. In concluding, the leader cites the vision of the team

("family program") and encourages the delinquent member interpersonally ("we can talk").

Jesse, you've made a habit of not fulfilling the responsibilities we laid out

for you in the beginning, this is unacceptable behavior, and we're going to

have to let you go. (C)

I guess I would just call them in and say that despite good intentions or

the best or whatever, that the goal of the organization and the goal slash the

effort displayed by Jesse are just incompatible, and that it's better just to part

ways. (F)

Leaders C and F address the student by name, then proceed to explain the actions

from the beginning of the student's time on the team that have led to this point. The leaders

specifically state why this behavior has not met standards, and then delivers the purpose of

the statement as the final words ("have to let you go", "part ways").

I'd say, hmm, that's tricky, because I haven't really had to do that. That's

usually [the director's] job. I would say, Jesse, things have not been working

out too well; I don't think that our goals are on the same track. I think that

something may be better off for you other than participating on the team

anymore. (E)

Leader E started to deliver the dismissal statement with a firm tone of voice, but the

statement faded toward the end to muttering—perhaps an indication of the emotional

difficulty of the situation. The leader also framed the dismissal, as several other leaders did,

as beneficial for the student rather than a negative action ("better off for you").

Leader B emphasized during the interview, and prior to delivering the hypothetical

dismissal statement, that "if [students] get canned it's for behavioral stuff" and not failure

to complete work. This is indicative of the nature of this academic team's leadership

atmosphere, since working toward a goal is so integral a part of being on the team that its

leader could not fathom that a student would be dismissed for not doing work. However,

the leader gained composure and was able to deliver the dismissal.

> Look as a team we have to make decisions that we think foster the
>
> competitive success of the team, and part of that is developing a culture of
>
> strong work ethic and strong competitiveness, where everyone on the team
>
> not only wants to contribute but also has complete faith that their teammates
>
> are working for them, fighting for them, and have the same goals in mind.
>
> Over the past year you've demonstrated that your priorities are different,
>
> and while not bad, you haven't demonstrated the competitive drive and
>
> responsibility that is indicative of the type of person we need on the team to
>
> develop that culture; and, for these reasons, we think it would be better if
>
> you pursue other activities. (B)

Leader B put strong emphasis on the work ethic of the team, which was the vision for the team established by the director, along with the family vision. Again, this leader like the others indicated that this change in group membership will be beneficial to the student rather than detrimental.

Leader G delivered the dismissal also emphasizing the family vision, and using the sandwich method ("we appreciate...isn't the best fit...it's not an end"). Leader G also cited the specific reasons for the dismissal at the end of the statement.

> We appreciate the time you've spent with our program and the sacrifices you've made, but it's become clear based on whatever that we've reached a point where this isn't the best fit for you anymore. You know, it's time for you to move onto other areas, other stages of your college life and we're sorry to see you go; and it's not an end to the relationships with a lot of the people you have on the team, but we're going to have to part ways based on whatever. (G)

Where does it come from?

Research Question 1 asked, "What do leaders know and believe about charisma?" In their discussion of what charisma is and how a leader gets it, the interviewees demonstrated a layman's understanding of the practical obtainment and application of charismatic leadership.

Some of the statements made by the leaders indicated a belief that a leader must be born with charismatic leadership traits, agreeing with many researchers on the origin of this type of leadership. "I don't know that a person gets charisma in my mind. I think in some senses it is just a byproduct of other traits," said Leader B.

Other statements indicated a belief that charisma is nothing mystical or magical, but rather a set of behaviors contributing to the way followers perceive the leader.

> I think people can sometimes learn techniques; and I think those are usually more conversational techniques like body language, speaking style, to put people at ease that maybe makes them seem more charismatic. I wouldn't say people are born with charisma, but I would say they would have to acquire it through a large number of different avenues. There's not just one thing you could do or one way to learn to be charismatic. I think some people are more predisposed to it. I don't think introverted people are generally considered to be charismatic. I think you have to be something of a people person and have some interpersonal skills. (F)

Leader F said that people are born with charisma, or the tendency to be naturally social. "Being socially aware and knowing how to interact with people" comes mostly naturally, "with instinct and feeling, but I suppose you could learn it like any other skill if you deliberate on what it means."

Another leader stated:

> I think it takes different qualities, whether or not you want, some people want to be at the forefront of team meetings, some people want to sit back, but those that want to be at the front are typically more charismatic, whether or not they are naturally that way or whether they want to be more involved in the program. (E)

Other responses from the leaders fit with the theme of the research that charismatic leaders are neither born nor made but rather a combination of both. Leader G expressed

that "there are parts of charisma that are god-given and innate and then there are parts of
it that are cultivated and developed intentionally."

    Other comments include:

> It's not like a 'check the box you either have it or you don't.' Some people
> have more charisma, some people have less. I think everybody can develop
> that in a way where you maximize what you have been given. But yeah I
> think to a certain degree you're born with certain attributes that tend toward
> charisma and some people are born without those. But that's not a reason
> that you can't develop some level of charisma I think. (G)

> I think you are born with some of it and then you practice leading and
> demonstrating confidence like you learn how to hold yourself you learn the
> way to formulate sentences you pick up things about how people respond to
> certain directions and then implement those as needed. (C)

> I think one can learn to be charismatic, though, and I would say it would
> just be a series of focusing on their ability to interact with people in a positive
> way and to be emotional and vocal with their beliefs or their opinions. I think
> that some people are naturally charismatic. I think others model what they
> see and what they deem as being charismatic. And, I think other people are
> taught to be charismatic. (D)

> I think some people naturally have it, and some people have to work at it,
> whether it's public speaking, whether it's just interacting with a bunch of
> people. I think it is teachable. (E)

With four out of seven leaders explicitly stating that charisma can be taught, the researcher asked the obvious question, and the question that guided this study: How can one teach charisma? According to the results of the interviews with these leaders who were all ranked charismatic to some degree by their constituents, charisma might be taught through observing the example of a charismatic leader.

> The best way to learn is in a mentorship sort of relationship, even if it's not formal, by watching other people who you respect and admire and you can see the payoff for the way that they do things and then modeling that behavior when it's appropriate to model it. (G)

> I would say that it's based off of other models you have in front of you. My mother is extremely charismatic in her approach to leadership . . . I think that you model people who are in your environment and I think you learn charisma from them. (D)

Results Summary

The results of this study were presented in three parts: review of the survey results, in light of Conger and Kanungo's five factors of charisma, as correlated with the leaders' interview responses; charismatic leadership communication strategies drawn from the scenario portion of the interview; and conclusions drawn from applying the literature and findings to what the leaders had to say about charisma and leadership itself.

First, RQ1 was answered: "How do leaders' ideas about charisma correlate with how much charisma the leaders' constituents perceive in the leaders, according to an established charisma-measuring instrument?" The researcher accomplished this by comparing the results of the survey, the Conger and Kanungo Revised Charismatic

Leadership Inventory, given to the student members of the debate team to the leaders'

responses in the interview portion of this study. The researcher thus discovered why

students ranked leaders as charismatic or not in one of five factor categories.

Next, RQ2 was answered: "What strategies do leaders identified as charismatic by

their constituents use to communicate with constituents?" The researcher reviewed

responses by leaders according to scenario prompts in order of how the constituents

ranked their leaders, most charismatic to least charismatic. The communication strategies

in each scenario were described, including nonverbal techniques, references to vision, and

phrasing, and word choice.

Finally, RQ3 was answered: "What do leaders know and believe about charisma?"

The researcher asked the leaders what they thought charisma was, how it was obtained,

and what it meant as part of being a leader. The leaders described their application of

charismatic behaviors and how they believed these behaviors were adopted or learned.

IV. Discussion

Introduction

In the 1980s a flurry of research arose asking how people could better lead organizations. This social response in organizations stemmed from economic challenges worldwide. As economic competition increased, American companies sought ways to motivate employees and thereby stimulate financial success. In today's information age, stressing competition for public attention, via social media and other media, and split-second organizational success or failure, constituents of organizations need vision and effective leadership as much as ever (Verčič & Verčič 18).

This study's mixed methods approach combined the extant literature's historical findings about identifying power strategies and charismatic leaders with the democratic goal of discovering how everyday persons can become charismatic leaders. Using previous researchers' definitions of charisma and instruments for measuring and finding it (Conger & Kanungo, *Charismatic Leadership*), the researcher sought to take charismatic leadership research to the next step with the ambitious objective of creating human charisma engineering programs and teaching and training people to have charisma and employ charismatic communication behaviors and strategies to create change in organizations, and ultimately, society.

Because the study of leadership originates in the study of power, the researcher reviewed in detail where power originates, and emphasized the importance of perception (French and Raven). While the questions surrounding defining leadership as perception-, behavior-, or trait-based are heated and complicated, the researcher drew a conclusion to incorporate the whole debate. Since the goal of any effective leader is to influence

constituent behavior, and the goal of any charismatic leader is to influence constituent values in order to influence behavior, the perceptions of the constituents must be a focus. By combining both qualitative and quantitative approaches, the researcher satisfied both sides of the debate, directly observing and recording leader behavior in proposed scenarios, and evaluating leaders based on the perceptions of constituents.

This study's research questions were answered by combining the survey portion and interview portion of the investigation. The results partially confirmed Conger and Kanungo's five factors of charismatic leadership, and then uncovered communicative situational strategies. Finally, the researcher considered the leaders' layman thoughts about charisma as part of the way to initially approach the creation of a charismatic leadership training program.

RQ1: Five Factors of Leadership

Conger and Kanungo came up with the five factors of leadership based on several repeated and refined studies of charisma (*Charismatic Leadership*). Their findings approached charisma by first seeking to define what charisma is and what it means to be a charismatic leadership and then sought a consistent way to pick out leaders that were charismatic. In this case study of a debate team's leadership, Conger and Kanungo's reliabilities of the five factors correlated well and fit with the data provided by the interviews and surveys of the leaders of the team.

With Strategic Vision and Articulation being the most important and most reliable factor of identifying charismatic leaders, the interviews indicated this in regards to the leaders on the team. Throughout the interviews the vision established by the team's leadership collectively was evident. "Community" was the overwhelming theme to the

team's vision as described by the team leaders. While the debate team is highly

competitive, very professional, argument-focused by nature, and extremely serious in its

approach to member commitment and passion for the activity of debate, the leaders

emphasized community and the theme of "family" throughout their interviews.

Generalizing this principle of strategic vision to organizational and corporate

settings becomes possible by noting this contrast between the cutthroat competitive arena

and the team's emphasis on community support and family values. Strategic vision does

not imply concrete productivity objectives nor a target number of wins on a competitive

team. Instead, it means creating a dream for constituents separate from the work

objectives. It means creating a social environment that appeals to constituents on an

abstract moral and emotional level rather than on a rational or material plane. This study

added to the research about vision by finding a powerful real-life example of what Conger,

Kanungo, Bass, Burns, and others meant by leaders creating vision for constituents in order

to motivate them toward loftier goals and organizational change.

Sensitivity to the Environment and Sensitivity to Member Needs were evident in the

interview portion of the study, though not as emphasized as the debate team leaders'

commitment to the organizational vision. Similarly to the importance of this study's

findings regarding vision, the leaders' interviews provided practical ways charismatic

leaders demonstrate this factor of charisma. While discussion of the findings regarding

environment and member needs are specific to the debate team's setting and composition,

this discussion provides insight into how to be sensitive in other contexts as well.

For the debate leaders, sensitivity to the environment meant recognizing the

difficulty of the tasks that debate students must accomplish and expressing this realization

verbally to the students. Sensitivity to member needs tied directly back to the vision of a

family program, where leaders and members look out for one another and have a sense of

caring and unselfishness because of the vision of community that has been established.

However, in applying these factors to broader corporate or organizational contexts, leaders

must have, as Kelly and Bochner emphasized, Empathy. These findings confirmed the

literature's focus on a leader's ability to transcend himself and see situations through the

eyes of others.

The survey scores for Personal Risk and Unconventional Behavior were the least

correlative with the overall charismatic scores the members assigned their leaders. These

two were also the hardest factors to correlate with qualitative interview data, perhaps

because they are hard to determine from self-reporting and might be more discoverable

through observational research methods. The interviews did reveal, however, several

communicative manifestations that drew a parallel to what the literature had to say about

these factors. Leaders were willing to invest themselves in the success of the organization

and, thus, in the success of members on an individual level. Additionally, use of

unconventional humor or situational framing, especially using the family vision, revealed

through the interviews with leaders was a strategy that correlated with higher charismatic

scores assigned to them by their students. On a broader scope, supervisors in organizations

can inspire motivation and achieve charismatic leadership over their employees by

applying humor, self-sacrifice, unique framing, and unconventionality to their

communicative interactions.

RQ2: Communicative Strategies

The greatest finding of this study, in the eyes of the researcher, was a specific communicative strategic formula for leaders who seek to be charismatic to apply to several common situations. While current resources that are lauded for being both practical and insightful, such as Kouzes and Posner's *The Leadership Challenge*, provide basic suggestions and guidelines for becoming a better leader, this study's goal was to move toward providing specific communicative behavioral strategies for being charismatic and, thus, more effective as a leader and motivator. The responses of leaders during the interviews when posed with several scenarios generated a formula for communicating in these specific instances.

When praising a member, the most charismatic leaders delivered the praise communication in a formulaic manner that can be copied by leaders in any context.

1. Address the member by name, speaking directly to him or her.

2. Explicitly cite the specific behavior that is being praised.

3. Explain and explicitly state why the behavior is good, including:

    a. How it made the leader feel, demonstrate emotional investment

    b. What it means to the success of the organization

    c. How it relates to the organizational vision

    d. What it means for the future of the member and/or organization

4. Use a friendly, conversational tone and delivery, including nonverbal behaviors like conversational pacing and smiling.

The delivery of praise is something any effective leader must do well, and based on the results of this study, leaders perceived as charismatic concoct praise in a consistent, thorough manner following a consistent pattern.

While no communicative pattern was as consistently used among leaders as that for delivering praise, a similar formula did emerge for delivering a reprimand. As these two activities are routine for leaders in almost any context and at any level, this finding can be broadly applied to corporate, educational, familial, or other leadership situations.

1. For smaller offenses, keep the reprimand delivery brief. For bigger offenses, make it more exhaustive.

2. For both small and large offenses:

   a. Address the member by name, and speak directly to him or her.

   b. Cite the specific action being reprimanded.

   c. Explain why the action was negative or wrong, including,

      i. Detriment to member

      ii. Detriment to organization

      iii. Effect on organizational vision

   d. Present options or recommendations for future improvement

Some leaders delivered longer reprimands than others, with the correlation to perception f charisma maxing out near the medium, not too long a reprimand and not too brief a reprimand, either. In applying this principle to the broader context of organizational leadership, leaders must know the proper way to deliver a reprimand in order to be perceived as effective leaders, in order to effectively lead organizations, and in order to be

charismatic to maximize effectiveness in both areas. The formula discovered in this study

for delivering reprimands provided a specific communicative strategy for leaders to follow.

In welcoming, leaders interviewed as part of this study demonstrated a pattern of

communicating with members that can be followed to some extent in a broader context.

Every leader included several key aspects of introducing themselves either to a new

member of their organization or to members of an organization they have just joined as a

leader. Since a leader must often serve as the spokesperson for his or her organization,

welcoming new members is a generalizable communicative situation for which leaders

must be prepared.

1. Introduce oneself by name, making eye contact

2. Mention the leader's credibility, citing experience in the industry or activity, or

   time in current position

3. Describe, in general, the experience of being part of the organization

4. Explicitly state the most basic expectations for organizational members

5. Begin to explain, even if just briefly, the strategic vision that the organization

   shares

For the debate team, leaders in the interview scenarios shared briefly with hypothetical

new members about the family atmosphere of the program. They described the activity of

debate, and told new members what was expected of them, like doing research and

attending meetings. More broadly, leaders in any context can follow the same pattern,

remembering to be brief in their depiction of the organization, keeping the description of

the work and of the team general rather than specific, and referring to their own credibility

right at the very beginning.

The other two communicative scenarios presented to leaders in the interview portion of the study had fewer specific findings than those for praising and reprimanding. In particular, the leader activity of explaining a difficult task was found to be very context-dependent, and this study did not find a specific formula for creating a communicative message of explanation. However, patience, as revealed in the interview scenarios, proved to be a theme among the leaders ranked most charismatic for both explaining and dismissing. In addition, the pattern for dismissing flowed along the same lines as the pattern for reprimanding, addressing the member directly and by name, citing the cause for dismissal, and appealing back to the organizational vision as the values-based cause for dismissal.

By using the debate leaders' scenario responses as examples in a case study of a small, voluntary, competitive team, the same communicative strategies can be generalized to corporate or broader organizational contexts. When leaders consistently communicate effectively in ways that researchers have shown to have positive impact on both followers and followers' perception of the leader, charismatic leadership can be attained. More importantly, organizational transformation can come about when charisma is properly harnessed and used by leaders focused on improving society for the better.

RQ3: Human Charisma Engineering

When Man first ventured out of the Garden of Eden, he identified plants and animals that were edible and good to eat. He named them, and sought them, and consumed them. As civilization developed, Man began to cultivate his own food, planting crops and raising animals to his liking. Cultivation was the next logical step in societal improvement so that humans could have enough to eat and provide for their families. This study is part of the

next step in charisma research. While past researchers have defined and identified charismatic leaders, communication scholars must now teach this behavioral influence, and cultivate it for harvesting leaders who will change the world.

This study asked the laymen leaders in their interviews, "What is charisma" and "How does one go about getting charisma?" in order to discover where human charisma engineering – using charisma as a tool to create change – will have to begin. The answers the leaders provided to these interview questions reflected what many researchers have said about charisma being a gift, unattainable and inaccessible except to those born with the traits making them effective leaders. The time for the archaic definition of charisma has passed, and a new age is dawning for leadership communication studies: the time to teach charismatic leadership communication to the everyday person.

While the leaders interviewed were not equipped to provide revolutionary insight into how to harness and teach charisma, many agreed that the way to get charisma is through observation. Charisma is nothing mystical or magical, but is just a set of behaviors that can be learned and taught like gardening, or husbandry. Just as a farmer learns to plow by taking hold of the tractor wheel and giving it a go, so must the aspiring charismatic leader observe charismatic behavior, and begin practicing it. While this study was small and just a first step up the ladder toward the lofty goal of establishing charisma training programs, it successfully showed that certain behavioral aspects of charisma can be observed, correlated with research about charisma, and formularized for application in a broad range of leadership contexts.

V. Conclusion

Limitations

The main limitations of this study included size of the participant pool, the narrow

focus of the type of organization examined, and convenience sampling bias. With only one

team, a debate team, examined in this study, it is hard to generalize the results. While a

case study can prove valuable in giving insight to broader truths, a study becomes more

significant when its participants are part of the general population to which the researcher

would like the results to apply. With the importance of leadership studies pinned to

international economic impact and corporate operations, this study would have benefitted

from corporate or employee participants.

Additionally, the participants in this study were mostly voluntary members of the

debate team, which is an elective, optional activity unlike employment within a company.

However, this limitation is tempered by the understanding that charisma, as a prosocial

power base, stems from being able to influence constituents without having to threaten or

control resources. Since the members of the debate team can quit the team and leave the

team's leaders behind at any time with very little detriment, their evaluations of the leaders

of their elective activity apply more closely to the ideas of charisma, and make this

particular team appropriate for study of this topic. If these leaders were not charismatic,

team members would not stick around, nor would it allow for smooth functioning of the

team, because there would be no motivation for following organizational influencers.

Another big limitation of this study was the bias of convenience sampling. While the

research knew none of the participants intimately, and took great care to record and

transcribe the interviews of the leaders and record the survey responses of team members,

organizational proximity of the researcher to the participant team may have skewed results of the study to some degree.

Heuristically, the researcher narrowed the study down because of the scale of master's thesis research. A more exhaustive investigation would have provided more intriguing and significant results, such as an observational, longitudinal study of the team over an academic season. However, such extensive study was impossible in the context in which this research was carried out. Therefore, the heuristic results are data stemming from intuitive judgment regarding which parts of the team and of charisma would be most interesting and valuable for study. As evidenced by the understanding that not every part of the literature reviewed was either supported or rejected by the study, this narrowing of the research detracted from the significance of this study.

Though this research design of mixed methodology was crafted for use with a limited number of participants, more participants responding for each leader would have led to more consistent and reliable results in the survey portion of the study. With approximately three constituent respondents per leader, the results depend very heavily on a very limited number of individual's subjective opinions. The opinions of many override the opinions of the few in selective research, and this study did not have much chance to gather the opinions of the many.

Additionally, interviewing the survey participants would have proved valuable. If the researcher could have asked survey participants directly, "What does this leader do specifically that make you feel that he/she displays unconventional behavior/sensitivity to member needs/etc.?" then the researcher could have gained insight into what the followers perceived in the leaders, which research shows is more accurate and important than what

leaders say about their own leadership (McLaurin & Al Amri 15). Unfortunately, in this research context, the survey participants had to remain anonymous due to the nature of the study and the program of which they were a part.

Other limitations stemmed from restrictions on resources. The researcher's time was narrow, as deadlines for research completion impeded on the research process and forced changes to the research plan. Additionally, there were no resources at the researcher's disposal with which to compensate research participants. Compensated research participants could have provided more information, as their time would have been purchased by the researcher for information-gathering for the study.

Recommendations for Future Research

The most important finding of this study was the uncovering of specific formulas for charismatic leaders to deliver praise and reprimands. Giving effective feedback is a key component to being and effective charismatic leader. A valuable future study would narrow down the methodology regarding feedback, asking how leaders can be charismatic when giving feedback. A valuable study would delineate formulas for providing charismatic feedback in multiple scenarios, not just praising and reprimanding.

Future studies in charisma need to continue to build on the aims of this study: to take the abstract and make it practical, and to take the vague and make it clear. Too often the subjects of vigorous academic study are left useless in the realm of inaccessible, academic jargon and are not harnessed for the layman's use. *The Leadership Challenge* is an example of a resource currently available that works to take abstract concepts and recommendations to create strategic, action patterns. However, these recommendations

need to be narrowed down further, giving people the actual tools and formulas for creating charismatic communicative messages both verbally and non-verbally.

As the researcher conducted this study and reported the results, many other opportunities for research surfaced. A study of good communicators, based on more generally applicable research about what good communication is, could be correlated with the behaviors exhibited by those classified as charismatic through observed behavior, through self-reports, and through perceptions of followers. Additionally, it would have been interesting to ask leaders outright to explain how they demonstrate each of the charismatic leadership behavioral factors and, as mentioned in limitations, to ask the student members how the leaders display these. Additionally, observational research, which would require a significant time investment, would reveal more directly how the leaders achieve charismatic and transformational leadership in their organization.

To date, there have been no studies questioning whether the factors and behaviors of charismatic leaders are only American qualities or whether these interpersonal influences are culturally universal. Perhaps in other cultures charisma is perceived differently, or power is more impactful when perceived on the other end of the scale – being antisocial or meek may be seen in some cultures as being truly powerful. Charismatic researchers tend to get so excited about the phenomenon of transformational leadership and this special magical quality of power that they forget to ask whether this phenomenon is universal.

Finally, the hope that this researcher maintained throughout the study is that one day a training program for developing charisma can be established. This study's goal was to point out communicative behaviors of charismatic leaders and practical ways to apply what

all the research on charisma described theoretically. The researcher's goal is to be able to

set up a consulting firm for teaching people to be charismatic leaders, taking them from

"zero to hero" in a set amount of time with a strategic plan. Valuable future studies will

seize hold of the baton where this study left off and would work to create a training

program for charisma. This could be done in much the same fashion as Conger and

Kanungo created their Charismatic Leadership Questionnaire, generating some possible

training activities and subjects, and then eliminating them based on effectiveness tests.

This study would prove revolutionary to the field of leadership research and would open

up opportunities for students of charisma education to lead more effectively in a vast range

of contexts.

Review

 This study sought to understand charismatic leadership and its role in creating

transformational change. Through a look at why the study was needed, an elucidation of

what past research and literature has said about the topic of charisma, an explanation of

the methodology of a study created out of that literature, and conclusions and results from

that study, the researcher has contributed in a small way to a greater understanding of

practical communicative strategies for incorporating charismatic leadership in

organizational functioning.

 Effective leadership develops followers toward objectives that focus a group's

energy to engage in its task and accomplish its goals. Through a mixed methods case study

using surveys and interviews, this researcher sought to explain the essence of charismatic

leadership. The task of good leadership is to initiate a future that is distinct from the past to

bring about behavioral change (Block 40). Within the organization this study investigated,

this meant first establishing organizational vision for a family atmosphere and guiding

members on the path to achieving that vision, generating motivation and dedication to the

task goals.

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Appendix A: Recruitment Letter

Date: March 2, 2013

Dear ___:

As a graduate student in the Communication department at Liberty University, I am conducting research as part of the requirements for a master's degree in Interpersonal and Organizational Communication, and I am writing to invite your program to participate in my study.

If you choose to participate, your program will be asked to participate in the following procedures:

1. First, a survey will be distributed to your students. They will complete the survey, which will take less than five minutes, regarding one of the leaders in your program. Here is a sample link to the survey for you to preview: https://docs.google.com/forms/d/11PxjhpJVSddab_SMUBBwJbq3AIXeUOlmRg5siCLEIqc/viewform

2. The second stage of the research involves interviewing your leaders about their thoughts on leadership. The interview will take less than ten minutes, and will be scheduled for their convenience, in-person or via phone or Skype. Here is a link to the interview guide: https://docs.google.com/document/d/1zRizGI3LwfFy3YelHHD-b4LbZhHanoC21kSlZQQdmm8/edit?usp=sharing

Your students' participation in the survey will be completely anonymous, and no personal, identifying information will be required. Your name and job title will be requested as part of your participation in the interview.

To participate, please forward the link provided to your students and contact me to schedule an interview.

An informed consent document will be given to you at the time of the interview and to your students at the time they complete the survey. The informed consent document contains additional information about my research, and you will need to sign and return it, but your anonymous students participants will not.

Sincerely,

Meagan Roper

Liberty University Graduate Student

Appendix B: Consent Form

"Harnessing Charisma for Leadership Training"

Meagan Roper, Liberty University, Department of Communication Studies

You are invited to be in a research study of charisma in communication from leaders to student members of speech and debate academic teams. You were selected as a possible participant because your program leadership has decided to support this study.

This study is being conducted by Meagan Roper, Liberty University, Department of Communication Studies.

 Background Information:

Charisma, as defined by the Merriam-Webster dictionary, is a "personal magic of leadership arousing special enthusiasm." While some leaders can mandate compliance, they cannot mandate motivation. But how can leaders actively create motivation through the way they interact with constituents? This study hopes to answer this question.

Procedures:

On your academic team, you have a several leaders. Please select one leader, entering his or her name and email address. Then, evaluate him or her on the bases of the statements in the questionnaire. Indicate the extent to which each of the following items is characteristic of this leader in his/her leadership within your program by selecting the appropriate response. The response categories are numbered 6 to 1 to represent the categories in the following way: very characteristic (6), characteristic (5), slightly characteristic (4), slightly uncharacteristic (3), uncharacteristic (2), very uncharacteristic (1).

Risks and Benefits of being in the Study:

The study has minimal risks. The survey will ask questions that require recollection of your relationship with your leader as well as program happenings. Discontinuing the survey at any point during the completion of the questionnaire is permissible. Your responses will be anonymous when completing the survey, and so the survey poses no more risk than you would encounter in everyday life.

The benefits to participation are that you will be asked to self-reflect on leadership communication practices, you will be furthering the creation of charisma development programs and the body of research on charismatic leadership, and helping provide suggestions for changes in business practices to increase leader effectiveness in your organization and others.

Anonymity:

The records of this study will be kept private. No one but the researcher will see your survey responses. In any publication, we will not include any information that will make it possible to identify you or anyone else. Research records will be stored securely and destroyed after three years. Only the researchers will have access to the records.

Voluntary Nature of the Study:

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or your company. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:

The researchers conducting this study are Meagan Roper and Dr. Norman Mintle. You may ask any questions you have at any time. If you have questions later, you are encouraged to contact Meagan Roper at (443) 875-8708, mroper@liberty.edu, or Dr. Norman Mintle, Department of Communication Studies, Liberty University, (434) 592-6237, nmintle@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, VA 24502 or email at irb@liberty.edu.

Your completion of the following survey indicates your agreement with the above statement of informed consent. You may keep this sheet for your records.

Appendix C: Survey

The Conger-Kanungo Revised Charismatic Leadership Questionnaire

In your work environment you have a direct supervisor. Please assess him or her on the bases of the statements in the questionnaire. Indicate the extent to which each of the following items is characteristic of your supervisor by circling the appropriate category next to the item.
The response categories are numbered 6 to 1 to represent the categories in the following way.
Very characteristic (6), characteristic (5), slightly characteristic (4), slightly uncharacteristic (3), uncharacteristic (2), very uncharacteristic (1)

1. Influences others by developing mutual liking and respect
2. Engages in unconventional behavior in order to achieve organizational goals
3. Entrepreneurial; seizes new opportunities in order to achieve goals
4. Shows sensitivity for the needs and feelings of the other members in the organization
5. Uses nontraditional means to achieve organizational goals
6. Readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc.) that may stand in the way of achieving organizational objectives
7. Provides inspiring strategic and organizational goals
8. Readily recognizes constraints in the organization's social and cultural environment (cultural norms, lack of grassroots support, etc.)
9. Takes high personal risks for the sake of the organization
10. Inspirational; able to motivate by articulating effectively the importance of what organizational members are doing
11. Consistently generates new ideas for the future of the organization
12. Exciting public speaker
13. Often expresses personal concern for the needs and feelings of other members of the organization
14. Often exhibits very unique behavior that surprises other members of the organization
15. Recognizes the abilities and skills of other members in the organization
16. Often incurs high personal costs for the good of the organization
17. Has vision; often brings up ideas about possibilities for the future
18. Readily recognizes new environmental opportunities (favorable physical and social conditions) that may facilitate achievement of organizational objectives
19. Recognizes the limitations of other members in the organization
20. In pursuing organizational objectives, engages in activities involving considerable personal risk

Appendix D: Supervisor Interview Protocol

Date/Time of Interview:
Place of Employment:
Interviewer:
Interviewee & Job Title:
- Ice breakers:
    o What is your functional job within this organization?
    o How long have you been in this position?
    o How many employees do you supervise?
- Define charisma.
    o What would it mean to you if your employees said you have charisma?
    o What does charisma mean to you?
    o What is charisma?
- Origin of charisma
    o How do you get charisma?
    o Are you born with charisma?
    o Does someone teach you how to be a charismatic leader?
    o How do you develop charisma?
- Scenarios. Pretend that you have an employee named Jesse. Speak as if you are talking to Jesse in the following situations.
    o Giving Jesse praise for a job well done.
    o Reprimanding Jesse for being late.
    o Reprimanding Jesse for failing to meet work objectives.
    o Explaining to Jesse how to do a difficult task – for the fifth time (because Jesse has not been able to understand the first few times).
    o Meeting a new employee, Jesse, for the first time, and introducing Jesse to working for this organization.
    o Meeting Jesse when you are new to the organization.
    o Firing Jesse, who repeatedly failed to meet work objectives.