CZU: 37.091.12:159.923 **https://doi.org/10.59295/sum5(185)2025_25**

THE EVOLUTION OF THE CONCEPT OF PEDAGOGICAL CHARISMA

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The article explores the concept of pedagogical charisma as examined by researchers from various geographical contexts and discusses the role of this professional competence in contemporary education. The historical analysis of pedagogical charisma indicates a shift in its theoretical interpretation, from being regarded as a personality trait to being recognized as a professional competence within organizational contexts. The article identifies the defining features of pedagogical charisma: fluency, self-assurance, authenticity, empathy, and passion. It considers their influence on the interpersonal dynamics between teachers and students, and highlights the relevance of developing an emotional culture that contributes to a constructive and engaging learning environment. The author proposes an original definition of pedagogical charisma, understood not merely as a system of personal traits, but as a set of professional competencies activated through assertive communication, with a profound impact on students by fostering motivation for learning and supporting teachers' career advancement through ongoing professional development.

Keywords: *charisma, pedagogical charisma, professional competence, educational leadership, emotional culture.*

EVOLUȚIA CONCEPTULUI DE CARISMA PEDAGOGICĂ

Conținutul articolului explorează conceptul de carismă pedagogică în viziunea cercetătorilor din variate arii geografice și prezintă descrierea rolului acestei competențe profesionale în educația contemporană. Studiul parcursului istoric al carismei pedagogice arată că această competență a evoluat la nivel de semnificație teoretică de la o trăsătură de personalitate la o competență importantă în domeniul organizațional. Articolul descrie caracteristicile principiale ale carismei pedagogice: fluența, încrederea în sine, autenticitatea, empatia și pasiunea, argumentând impactul acestora asupra raporturilor interpersonale profesor-elev în mediul educațional, descriere importanța dezvoltării culturii emoționale care contribuie la crearea atmosferei pozitive de învățare motivantă. Articolul conține o definiție originală a carismei pedagogice prin care se înțelege nu doar un sistem de trăsături personale ale profesorului, ci și anumite competențe profesionale angajate într-un proces de comunicare asertivă, cu profund impact asupra elevilor, stimulând motivația pentru învățare și susținând ascensiunea profesională a cadrelor didactice prin dezvoltare continuă.

Cuvinte-cheie: *carismă, carismă pedagogică, competență profesională, leadership educațional, cultură emoțională.*

Introduction

Despite the widespread use of the term ‚charisma' and the increasing scholarly attention it has received [31, p. 124], a major challenge persists in identifying the factors that contribute to the development of personal charisma. In pedagogical contexts, charisma is conceptualized as an integrative trait of the teacher's personality, expressed through charismatic qualities that inspire trust and motivate others to follow their guidance.

From this perspective, "contemporary society establishes new norms for social communication, with pedagogical charisma emerging as an essential component in cultural advancement" [13, p. 32]. Pedagogical charisma has a direct impact on the educational process and the harmonious development of students. Charismatic teachers encourage and motivate learners, supporting academic achievement, personal development, and a learning environment that promotes engagement and creativity. Nonetheless, the personality traits associated with professional success in teaching remain underexplored [4, 23], underscoring the need for further research aimed at identifying and cultivating attributes that improve instructional effectiveness and strengthen the teacher-student relationship.

In light of recent research in psychology and education, the concept of charisma has evolved considerably beyond its theological and political origins, taking on new relevance within social and organizational settings. Charisma has emerged as a defining element in the study of personal influence and leadership,

encapsulating not only distinctive individual characteristics but also communicative competencies and a capacity to generate meaningful social impact. This development calls for closer examination of both the features that define charisma and its role in guiding and shaping contemporary communities.

The third edition of the Orthographic, Orthoepic, and Morphological Dictionary of the Romanian Language (2021), published under the Romanian Academy's authority, standardizes the spelling *carismă* (En. charisma) (with „c," omitting „h") and specifies its feminine grammatical form, including the definite genitive-dative *carismei* [10]. This marks a departure from earlier editions: for instance, the 2005 edition (DOOM2) preserved the spelling *charismă* (with „ch"), though a pronunciation note clarified that „*ch*" is articulated as „*c*" [11]. The 2021 revision formalized this change by eliminating „*h"* from the orthography.

Charisma, originally conceptualized by Saint Paul in the 1st century as a divine endowment enabling believers to perform extraordinary acts (e.g., prophecy, preaching, and miracles) for communal benefit, derives linguistically from the Greek kharisma—a term denoting a favor freely given, always linked to beauty in ancient texts. 13th-century scholastic theologians preserved Paul's definition but aligned it with theological grace. In the early 20th century, Max Weber reinterpreted charisma as a secular trait of personal magnetism, enabling individuals to assume leadership roles across political, economic, and religious domains. Following its secularization in Weberian and post-Weberian sociology, charisma became a central concept in contemporary social sciences, sparking a complex and ongoing debate to this day, while simultaneously suffering some distortion of its original meaning [1].

For Weber, charisma denotes "a certain quality of an individual personality, by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are not accessible to the ordinary person, but are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader." Its legitimacy depends on recognition derived from perceived divine revelation, reverence for the leader's exceptionalism, and the trust granted by followers. Though the concept may seem extreme, a core feature of charisma lies in followers' voluntary commitment, motivated by duty born of enthusiasm, sacrifice, or desperation [19].

Subsequent sociologists diverged from Weber's analysis in two core dimensions. First, they contested the notion that charismatic leadership inherently requires an extraordinary personality. Second, they reconceptualized charisma not as an innate trait but as an emergent phenomenon shaped by a confluence of factors, including abilities, behaviors, and societal perceptions. Expanding on this latter view, some scholars increasingly defined charisma through observable leader behaviors. Weber himself had acknowledged that charisma is ascribed to certain political and religious figures based on demonstrated competencies and qualities, later categorized as charismatic skills. For some theorists, charismatic ability reflects a person's adeptness at navigating the norms and expectations of their specific arena, a skill particularly advantageous in political contexts [22].

Outcomes and Analytical Discussion

The term *charisma* has undergone considerable semantic development in the modern era. By the nineteenth century, sociological reinterpretations had introduced a more individualistic dimension, presenting it as the ability to exercise seduction, influence, or fascination in order to guide or manipulate others. This shift emphasized personal magnetism and behavioral influence, framing charisma as an expression of individual agency and the capacity to leave a lasting impression on others [ibid.].

The Explanatory Dictionary of the Romanian Language (DEX) [9] defines charisma (Rom. carismă) as: (1) influence over the masses derived from prestige or personal charm, and (2) a set of exceptional spiritual gifts conferred by the Holy Spirit upon individuals or communities. Over time, the concept of charisma has undergone substantial transformation, moving from early interpretations that regarded it as an innate and fixed attribute to more recent views that approach it as a socially constructed phenomenon and an acquirable skill. This reconceptualization has been shaped by interdisciplinary research across social psychology, leadership studies, and education, each offering distinct insights into its dynamics and practical relevance. In this context, the table below summarizes prominent scholarly contributions to the study of charisma, organized according to theoretical orientation and disciplinary perspective.

Table 1. Definitions of Charisma According to Various Authors

Author(s)	Year	Definition of Charisma
Robert J. House	1976	Revisits the concept of charismatic leadership, emphasizing the difficulty of identifying individuals with innate charisma suited for leadership roles.
H. H. Friedman	1988	Personal charisma is linked to emotional expressiveness, extroversion, and physical attractiveness.
Austin C. Archer	1994	Charisma refers to teacher behaviors and learners' interpretations of those behaviors, characterized by personal empathy, enthusiasm, and intellectual competence.
J. A. Conger, R. N. Kanungo	1996	Charisma results from a dynamic interaction between leaders and followers, shaped by leader behaviors and follower perceptions.
Richardson, Thayer	1996	A three-stage process: passionate/expressive communication (via nonverbal language), creating an inspirational bond with others, and engaging followers emotionally.
Potoski	2000	Charisma can be cultivated and developed through targeted training and learning.
M. Zlate	2004	A social relationship involving mutual influence between leaders and groups; followers' attraction stems from group perception, not the leader's authentic traits.
C. Roșca	2004	A quality granted by others through interaction.
A. Leigh	2010	An extraordinary ability to influence people and inspire devotion. Charismatic effects involve using personal traits to leave lasting emotional, physical, and intellectual impressions.
Z. Ziglar	2010	Cultivating charisma demands ongoing self-directed learning and the deliberate development of communicative, empathetic, and leadership competencies.
S. Marcus	2009	An indispensable component of pedagogical talent and emotional culture.
M. Cojocaru-Borozan	2010	Strong emotional culture underpins authentic charisma; charismatic individuals express, control, and perceive others' emotions, responding appropriately.
Y.-C. Wu, L.-F. Hsieh, J.-J.-L. Can	2012	Teacher charisma comprises personality traits (knowledge, skills, temperament) and behavioral elements (posture, attire, body language).
О. Кабейн	2015	Pedagogical charisma reflects exceptional communication skills and behavior marked by high emotional quotient (EQ), through which teachers inspire and captivate students.
L. Cuznețov	2016	Pedagogical charisma includes traits like kindness, integrity, empathy, creativity, self-confidence, personal charm, and responsibility.
R.-A. Resmeriță	2017	Pedagogical charisma influences teaching methods and strategies, enhancing student engagement and motivation.
G. R. Walter	2018	Pedagogical charisma mobilizes students through positive language and increased emotional energy.
C. Roșca	2018	The concept of charisma has been reinterpreted as a perception formed through social interaction, rather than as an inherent trait of the leader.

Historically, charisma has shifted from being viewed as an innate trait attributed to exceptional individuals to a learnable capacity developed through relational dynamics and intentional growth. In the field of education, pedagogical charisma is increasingly conceptualized as a set of relational, communicative, and subject-specific competencies that are foundational to a teacher's professional success.

Scholars such as Zlate (2007) and Roșca (2015) reconceptualize charisma as a group-attributed perception rather than an innate leader quality. Similarly, Moscovici (2011) and Marcus (2019) highlight the fact that the term „charisma” has become widely used, yet often vaguely defined. Potoski (2000) and Ziglar (2010) frame charisma as a cultivable skill, attainable through targeted training, sustained self-improvement, and the deliberate refinement of communicative, empathetic, and leadership competencies emphasizing that the development of charisma is a complex process involving commitment and practice. Thus, charisma is no longer viewed as a fixed attribute, but as a skill that can be enhanced over time [23, 26].

Another dimension of charisma pertains to an individual's emotional competencies. Austin C. Archer (1994) and O. Kabein (2015) emphasize the role of personal empathy and elevated emotional intelligence in defining pedagogical charisma. The charismatic individual is described as someone capable of inspiring and mobilizing others through behaviors that reflect a deep understanding of their emotional needs [23, 28]. Similarly, M. Cojocaru-Borozan (2010) explores the link between charisma and emotional culture, underscoring the significance of both empathy and emotional self-regulation in educational contexts. She argues that a strong emotional culture underpins authentic charisma, as charismatic individuals are not only able to manage their own emotional states but also to respond sensitively and appropriately to the emotions of others [6].

Within educational research, scholars such as Y.-C. Wu (2012) and R.-A. Resmeriță (2024) claim that charismatic teachers engage students and foster intrinsic motivation through dynamic instructional strategies and positive behaviors. L. Cuznețov (2008) identifies core traits of pedagogical charisma such as empathy, integrity, creativity, self-confidence, and responsibility. Conversely, D. Carnegie (2018) ties pedagogical charisma to a constructive demeanor, emphasizing teachers' capacity to inspire learners through purposeful dialogue and relational attunement.

Advanced pedagogical experience reinforces the understanding of charisma (*Fr. charisme*) as a constellation of distinctive personal qualities closely linked to a teacher's style, emerging from the unique configuration of the individual's traits.

The features of pedagogical charisma can be categorized into two dimensions:

- Intrinsic dimension: teaching strategies, the teacher's personality, and subject-matter expertise.
- Extrinsic dimension: posture, nonverbal communication, and paralinguistic elements [3].
- According to A. Pease (2017), teachers can enhance charismatic communication by strategically integrating words such as *consideration, exploration, certainty, affection, achievements, efficiency, simplicity, well-being, protection*, and *you* [18]. Empirical evidence suggests that teachers' deliberate use of these terms heightens instructional efficacy and increases student motivation.

Teaching methods are the ways through which the teacher transmits knowledge and shapes students› skills. These are influenced by the teacher's personal style, originality, choice and use of didactic strategies, as well as the ability to vary classroom activities and encourage diverse learning behaviors. Education specialists have identified various teaching styles, including: directive style (based on authority), practical style (explanation followed by imitation), reciprocal style (mutual evaluation), self-regulation style (autonomy), inclusion style (student involvement in tasks), guided discovery style (teacher-guided exploration), convergent discovery style (reasoning and critical thinking), divergent activity style (creative problem-solving), individualized program style (tailored learning plans), student-initiated style (student-driven learning). The charismatic teacher adapts their style according to the educational subject [21].

In 2016, Sammons and colleagues [apud 20, pp. 10–11] identified defining elements of relationships built by charismatic (inspirational) teachers, including:

- *High expectations*: inspirational teachers provide constructive feedback and individualized support, encouraging students to trust their abilities to achieve strong outcomes even amid challenging tasks. They resist student withdrawal, instead offering targeted guidance to deepen understanding and overcome obstacles.
- *Creating a safe environment*: inspirational teachers cultivate an environment where students feel secure making mistakes and contributing to tasks aligned with their competencies.
- *Use of humor:* inspirational teachers use humor tactfully when needed to create a positive climate, support classroom management, and promote student engagement and enthusiasm.

- *Treating students as individuals*: inspirational teachers consistently refer to students as individuals, learn their names, and show awareness of their lives and interests beyond the classroom.
- *Awareness of individual targets/needs*: inspirational teachers provide extra support to students in need and additional opportunities for students with better skills.
- *Sense of authority*: inspirational teachers assert authority when necessary.
- *Enthusiasm and mutual liking*: inspirational teachers and students share enthusiasm and derive satisfaction from collaborative efforts.

In his work, A. Leigh (2010) highlights that there are seven essential behaviors of pedagogical charisma: *fluency*, which enables the teacher to convey ideas in a clear and engaging manner; *self-confidence*, which inspires a sense of security and respect among students; as well as *presence* and *authenticity*, the latter being essential for building relationships grounded in sincerity and empathy; *courage*, necessary for addressing challenges in the educational environment with determination and responsibility; *passion*, an essential element that fuels the teacher's desire to inspire and motivate students; and finally, *demeanour*, which refers not only to outward appearance but also to the way the teacher expresses their personality and values in front of the class. In this context, pedagogical charisma is defined as "the ability to harness one's personal qualities to generate a strong and memorable impact on others, influencing them on a psycho-emotional, physical, and intellectual level, including their thoughts, attitudes, and behavior" [16].

Figure 1 presents a framework of pedagogical charisma synthesized from scholarly literature, structured into five primary dimensions: *personal skills – innate and developed qualities that define a charismatic leader; personal traits* – actions and competencies that influence communication and interaction; *emotional components* – expressiveness and emotional energy that facilitate connection with others*; personal development* – processes through which an individual continuously enhances their charisma; *power of influence* – the way a teacher influences students and the academic community.

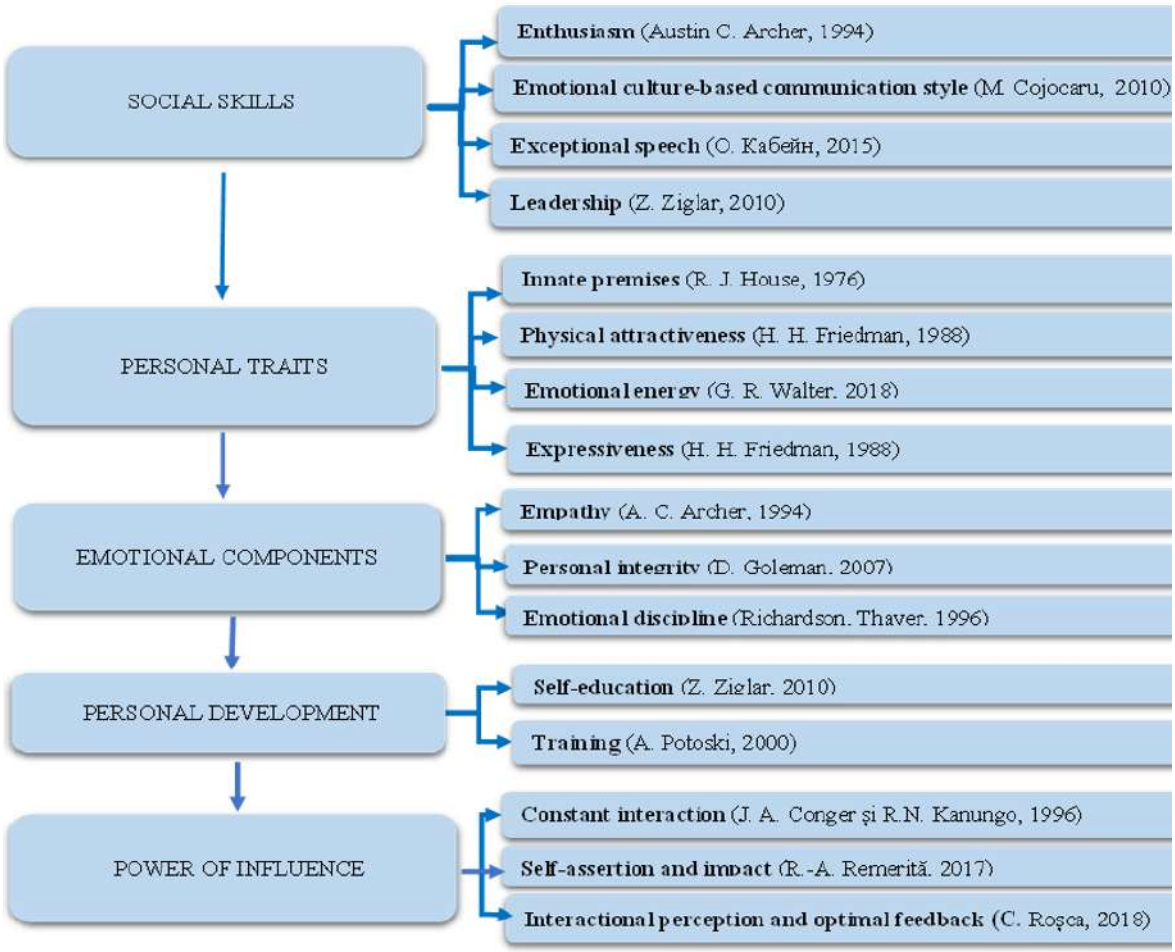


Figure 1. Components of pedagogical charisma

Pedagogical charisma is closely linked to the teacher's active and positive attitude [4, p. 35]. People are drawn to the traits of charismatic leaders because such figures often enjoy greater opportunities and experience reduced stress [28, p. 8]. Teachers' individual, personal, communicative, activity-related, and behavioral qualities shape their professional identity [29, p. 70], which encompasses visual appeal, engaging verbal conduct, pleasant nonverbal behavior (manners, etiquette, pauses), and personal charm. There is growing emphasis on fostering positive interactions marked by a distinct capacity to exert emotional influence [24, p. 3].

The educational domain presents fertile ground for diverse challenges. It is essential to acknowledge that "charisma development is a complex process requiring sustained self-directed learning and training" [26]. This process demands ongoing commitment to refining communication, empathy, and leadership skills, which are essential for becoming a charismatic teacher.

Psychologists have demonstrated that "interactions with charismatic individuals can induce emotional contagion, transmitting mood even through nonverbal silence" [17, p. 26]. This phenomenon is known as *communicative resonance* [4, p.167]. Furthermore, instructional materials must be presented with charisma and dynamism to motivate learners to gradually move beyond their comfort zones and actively engage in identifying and solving challenges within educational settings. Empirical studies in communication psychology reveal that 82% of information is processed visually, 11% auditorily, and 7% through other sensory modalities. Consequently, scholars stress the imperative to "prioritize audience immersion in communicative exchanges" [18, p.81].

Conclusions

Building on the investigative framework of the study, we define pedagogical charisma as a system that integrates the teacher's personal traits (such as empathy, emotional discipline, and expressiveness) with specific professional competencies (including integrity, enthusiasm, and the ability to inspire through assertive communication) that have exceptional impact, embody authentic leadership, and equip teachers with the skills to positively influence learners. This integrated approach fosters passionate engagement, self-affirmation, and career advancement through continuous professional development. Historically, the concept of *charisma* has evolved significantly, transitioning from a theological and religious trait to a social and psychological construct that is central to understanding personal influence and leadership. Within education, pedagogical charisma plays a very important role by enabling teachers to create positive classroom environments, motivate students, and shape their behaviors and attitudes. Charismatic teachers effectively blend leadership competencies with deep emotional connections to learners, thereby contributing to educational success. The development of pedagogical charisma necessitates ongoing self-directed learning in a rapidly evolving world and represents a potent instrument for shaping the future of education.

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Presented: 28.02.2025