

CHARISMATIC LEADERSHIP PERCEPTIONS OF RESIDENT ADVISORS
AT THE UNIVERSITY OF WISCONSIN-STOUT BASED ON
THE AMOUNT OF PRIOR TRAINING AND/OR
PREVIOUS EXPERIENCES

By

Sarah A. Kling

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
With a Major in

Home Economics

Approved: 6 Semester Credits

Thesis Advisor

Thesis Committee Members:

The Graduate College
University of Wisconsin-Stout
August, 2001

**The Graduate College
University of Wisconsin-Stout**
Menomonie, WI 54751

ABSTRACT

Kling	Sarah	A.
(Writer)(Last Name)	(First)	(Initial)

Charismatic Leadership Perceptions of Resident Advisors at the
University of Wisconsin-Stout Based on the Amount of Prior Training and
Previous Experience

(Title)

Home Economics	Dr. Donald Stephenson	5/2001	44
(Graduate Major)	(Research Advisor)	(Month/Year)	(No. of Pages.)

APA-American Psychological Association
(Name of Style Manual Used in this Study)

The purpose of this study was to determine the level of correlation between the perception of charisma within leaders as measured by a charismatic leadership questionnaire and the amount of experience and training leaders have had as measured by a leadership training and experience questionnaire for leaders (Resident Advisors) at UW-Stout.

The subjects for this study were thirty Resident Advisors and five residents from all thirty of the Resident Advisor's floor, from the University of Wisconsin-Stout. There were approximately 30 residents per floor, and five of them were randomly selected. The Resident Advisors were given a questionnaire regarding the amount of training and experience they had on leadership. The residents were given a

questionnaire so they could rate the charismatic leadership of their RA. The two sets of scores were correlated using Pearson r . The null hypothesis was that there was no statistically significant correlation between level of perceived leader charisma and the amount of prior training for leaders at UW-Stout. Also that there was no statistically significant correlation between level of perceived leader charisma and the amount of leadership experience they have. Both null hypotheses were accepted at .05.

The research hypothesis for this study was that there would be a low correlation between followers' perceptions of charismatic leaders and both the amount of prior training and previous leadership experience that leaders reported. The hypothesis was correct, since the review of literature indicated that leadership training might be related to charismatic qualities. Previous research also showed that leadership experience might stimulate charismatic qualities. Retrospectively, the previous charismatic leadership research was primarily conducted with older groups of specifically groomed charismatic leaders. Overall, the research hypothesis was confirmed by the results of this study.

While no statistical significance was found, further investigation should be done with an older population who has been through intentional long-term leadership training, or perhaps a longitudinal study should be conducted with this same group of leaders over an extended period of time.

ACKNOWLEDGEMENTS

I would like to thank Dr. Donald Stephenson for all the time, hard work, and words of encouragement he has given to me and the work on this paper. Thanks for making a difference in my life as my thesis advisor. I would also like to thank Dr. Anne Ramage, Dr. Karen Zimmerman, and Dr. Diane Klemme for their support and agreement to serve on my thesis committee.

I would further like to thank the UW-Stout Housing and Residence Life Department for allowing their Resident Advisors and residents to participate in the study and research. I would also like to thank everyone in the Department who showed support and gave many words of encouragement and understanding as I worked through this year to finish my degree.

Lastly, I would like to thank my fiancé, Lynn, and my family for believing in me, even when things for tough they provided me with many words of encouragement and inspiration. Thanks for helping to make my dreams come true.

Table of Contents

Abstract.....	ii-iii
Acknowledgements.....	iv
List of Tables.....	v
CHAPTER I: INTRODUCTION	
Introduction.....	1-5
Statement of Problem.....	5
Methodology.....	5-6
CHAPTER II: REVIEW OF LITERATURE	
Charismatic Leadership.....	7
Experience.....	13
Training.....	20
Conclusion.....	24
CHAPTER III: Methodology	
Subjects.....	26
Instrumentation.....	27
Administration of Data Collected.....	28
Data Analysis.....	29
CHAPTER IV: Findings	
Results.....	30
Discussion.....	33
Recommendations.....	35
Bibliography.....	37
Appendices	
Appendix A: Follower Survey.....	39
Appendix B: Leaders Survey.....	41
Appendix C: Raw Data.....	44

List of Tables

Table 1: Means and standard deviations of training	31
Table 2: Means and standard deviations of experience	32
Table 3: Means and standard deviations of charisma	33

Chapter I

Introduction

Do you know what Adolf Hitler, Lee Iacocca president of the Chrysler Corporation, Martin Luther King Jr., Mary Kay Ash of Mary Kay Cosmetics, Ross Perrot of Electronic Data Systems, Fred Smith of Federal Express, Ronald Reagan, and John F. Kennedy have in common? Yes, these people either were or presently are leaders of large corporations or political arenas, but more importantly they have been noted to be "charismatic leaders" in their place and time. According to Conger and Kanungo (1987) what appears to set charismatic leaders apart is their strategic vision and their ability to motivate employees to achieve ambitious goals. They also are often associated with radical transformations of large bureaucratic organizations or the creation of successful entrepreneurial ventures.

As we know, the term leadership gets tossed around loosely amongst the business sector, political arenas, educational sectors (public and private primary and secondary schools), and various other organizations. Charismatic leadership is a component of the overall leadership concept. Charismatic leadership can be defined in many ways. In theology, charisma means endowment with the gift of divine grace. According to Webster's Dictionary (2000) charisma means a personal magic of leadership arousing special popular loyalty or enthusiasm for a public figure i.e. a political leader. It also means a

special magnetic charm or appeal. A charismatic leader is one who has "profound and unusual effects on followers" (Yukl, 1994, p. 318).

Charismatic leaders are often described as visionaries who have a strong desire for power; leaders have been called impression managers who have a keen ability to motivate and set an example for others to follow.

Idealized influence (or charisma) is a characteristic of leaders who display conviction, emphasize trust, take stands on difficult issues, and present their most important values. They emphasize the importance of purpose, commitment, and the ethical consequences of decisions. Such leaders are admired as role models generating pride, loyalty, confidence, and alignment around a shared purpose (Yukl, 1994).

In every culture, place, and organization we encounter charismatic leaders or people who demonstrate charismatic-like behaviors and characteristics. This group of leaders displays extraordinary confidence and giftedness in the areas of strategic vision, commitment to and passion for making things better, communication skills, and environmental sensitivity. According to Conger and Kanungo (1998) it would appear that charismatic leaders are unique in this ability to build emotional attachment and enthusiasm among their followers for themselves and their missions.

Studies tend to show an array of research in the organizational and business sectors conducted on charismatic leadership, but not a great deal in the area of education. Since we know that there are leaders

in almost all walks of life, this study will focus on higher education. More specifically this study will examine the level of prior training and /or leadership experience of charismatic leaders on college campuses. This study will also examine if the experiences while growing up have an affect on charismatic leaders. Lastly the study will examine whether the training that charismatic leaders had, has had any affect on them.

The phenomenon of charismatic leadership has been in debate for several decades now. The big question regarding charismatic leadership has been researched and debated again and again; can charismatic leadership be taught or are the personal experiences people grow-up with, a major factor in the outcome of charismatic leadership? According to Conger and Kanungo (1987), prior to the 1930's it was believed that leadership was a property of individual and that a limited number of people were uniquely endowed with abilities and traits which made it possible for them to become leaders. In the past, leadership abilities and traits were believed to be inherited, rather than acquired. Part of this theory still holds true for some researchers, who argue that context plays a pivotal role and that individuals may have little control over the important contextual variables that foster charisma.

On the flip side of the coin, Komives, Lucas, and McMahon (1998) state that leaders are not born with innate characteristics or skills predisposing them to be leaders. "A person's environment can influence the development of leadership skills and interests" (Conger & Kanungo,

1987). According to Kouzes and Posner (1993), "the more stories we heard of these 'best practices' the clearer it became that leadership was not 'some gift from the gods' (as charisma is defined) but a set of identifiable (and hence learnable) practices, strategies, and behaviors." There is a lot of strong research that shows charismatic leadership can be taught. On the other hand the argument still stands strongly against teaching charismatic qualities. From a developmental perspective, certain developmental and family dynamics that are fostered and experienced have life long effects that can't be taught (Conger and Kanungo, 1987).

A review of literature indicates that leadership training may be related to charismatic qualities. Previous research also shows that leadership experience may stimulate charismatic qualities. Stepping backwards for a second, the previous charismatic leadership research has primarily been conducted with older groups of charismatic leaders who have had intentional training. Therefore, the research hypothesis for this study is that there will be a low correlation between followers' perceptions of charismatic leaders and both the amounts of prior training and previous leadership experience that leaders report. This topic is of considerable importance to the charismatic leadership research and, more importantly, to the student life services professionals who try to understand the developmental processes of college students. This research will help to evaluate the leadership training programs that are

developed for Resident Advisors, Student Senate Leaders, Orientation Leaders, and any other leadership positions on college and university campuses.

Statement of Problem

The purpose of this study is to determine the level of correlation between the perception of charisma within leaders as measured by a charismatic leadership questionnaire and the amount of experience and training leaders have had as measured by a leadership training and experience questionnaire for leaders (Resident Advisor) at UW-Stout.

Null Hypothesis:

1. There is no statistically significant correlation between level of perceived leader charisma and the amount of prior training for leaders at UW-Stout.
2. There is no statistically significant correlation between level of perceived leader charisma and the amount of leadership experience they have.

Definitions of Terms

Charisma

A personal magic of leadership, arousing special popular loyalty or enthusiasm for a public figure.

Charismatic

Having or exhibiting the qualities of charisma.

Resident Advisor

The Resident Advisors are university students whom assist the other students who reside in the residence hall on the UW-Stout campus. They are to assist in the floor community building process; plan, provide, and assist students in implementing programming; and recognize problems, provide help and refer them to the appropriate university personnel (Housing and Residence Life, UW-Stout, Resident Advisor Job Description, 2000).

Chapter II

Review of Literature

In this review of literature, charismatic leadership will be defined and discussed. Also the amount of leadership training and prior experience/s leaders' have had will be reviewed from studies that are related to this topic.

Charismatic leadership

A large segment of the characteristics that make up great leaders and the various leadership theories have been studied extensively. The research results can help us to improve leadership training, provide more leadership experiences, and help professionals better understand how leaders develop throughout a lifetime. This research can help organizations, businesses, and educators to better understand some of the perceptions of followers regarding the characteristics and the levels of charismatic leadership. The purpose of this study is to determine the level of correlation between the perception of charisma levels of leaders, as measured by a charismatic leadership questionnaire, and the amount of experience and/or prior training leaders have had, as measured by a leadership training and experience questionnaire for leaders at UW-Stout. According to Conger and Kanungo (1998) the stages of charismatic leadership are as follows: stage 1, sensitivity to the environmental context, stage 2, the future vision, and stage 3, achieving the vision. These stages are not sequential, but are interrelated throughout.

Stage 1: Sensitivity to the Environmental Context

Thinking of goals and objectives is a must for a leader. To be effective at setting goals and objectives, the leaders must be perceptive to not only their environmental surroundings but also obstacles that could get in the way. There is considerable agreement regarding leaders' sensitivity to their environments and surroundings. "Leaders gain follower commitment to a vision through finding a common denominator between themselves and follower motives" (Avolio & Bass, 1988). Another view of this issue is "visions as shaped largely by external opportunities detected by the leader with little or no influence from follower need" (Locke & Latham, 1990).

The leader must have a wide perspective in order to keep all these factors in mind. Failure to do so would result in leaders being discredited for their mishaps. Leaders then take their plan of action along with their goals and empower organizational members to achieve the mission. "Leaders in an organization need to understand human behavior and motivation if they are to find the fit between the needs and goals of the organization and those of the individual employees" (Dinkmeyer and Eckstein, 1996, pg. 197). In the empowerment process the leader must first be able to evaluate the accurate workload that the members can handle, and then engage the members with encouragement and support, as well as by providing sufficient reward systems.

Charismatic leadership is no exception to these basic requirements of leading others.

Charismatic leaders have a high need for environmental sensitivity to change the status quo. They also try to change the status quo of the environment they are working in. “In our programs of leadership, we make the point that leadership requires a pioneering spirit that leaders are advent ones who actually seek out opportunities to change the way things are” (Kouzes & Posner, 1993, pg. 88). On the flip side, non-charismatic leaders have a low need for environmental sensitivity, and they tend to be content with the way things are maintained and strive to keep it that way. The non-charismatic leaders aren’t receptive to change, they prefer to do things the same way time after time. “What we did find in the assessment stage that was unique to charismatic leaders was their desire to challenge the status quo and to act as reformers or agents of radical reform” (Conger & Kanungo, 1998, pg. 121).

Stage 2: The Future Vision

Charismatic leaders have an idealized vision that is highly related to changing the status quo. They have a shared perspective and idealized vision, which makes him or her likable, and worthy of identification and imitation. “The importance of certain values may seem self-evident. But we have seen that commitment is facilitated when people know that the values are not just their own, individually, but are

shared by others, endorsed and put into practice by their organizations” (Kouzes & Posner, 1993, pg. 147). They have a strong and /or inspirational articulation of future vision and motivation. “To motivate greater involvement and productivity, the leader needs to focus on increasing people’s feelings of worth and belonging” (Dinkmeyer, Eckstein, 1996, p. 152. Non-charismatic leaders have the same goals as the present ones of the organization and feel they are good the way they are. Their shared perspective makes him or her likable. They have weak articulation of goals and motivation to lead. Many researchers agree that the essence of leadership exists in the integration between the leader and the follower(s) (Church, 1998).

Stage 3: Achieving the Vision

This is the final stage; this is the implementation phase of the vision. According to Conger and Kanungo (1998) “the charismatic leader faces three fundamental challenges: (1) ensuring high level of follower commitment and performance; (2) instilling in follower the values, beliefs, and behaviors necessary for the vision’s realization; and (3) devising and executing strategic initiatives that further the vision in the marketplace.” All of these activities are necessary to ensure that the lofty and demanding goals of the vision will be successfully accomplished.

In achieving the vision the charismatic leader has to be a role model, to empower and to innovate. “Specifically, charismatic leaders

seek to show that they have a total dedication to the cause they share with followers. Through actions they are seen by followers as involving great personal risk, cost, and energy” (Conger & Kanungo, 1998). We glance back at history during times of great change or turmoil and there are certain leaders that have been deemed as charismatic leaders i.e. John F. Kennedy, Adolf Hitler, and Malcolm X.

Charismatic leaders are experts in using unconventional methods to motivate their subordinates. Leadership implies effectively influencing others to pursue goals they might not otherwise have pursued (Yukl, 1998). They also tend to be very trustworthy in the eyes of their subordinates. Charismatic leaders display personal risk and go to extremes to be passionate about achieving the vision for their organization. Also they are experts in using unconventional means to transcend the status quo. Charismatic leaders tend to demonstrate these qualities in their everyday life. They don’t feed off of the position that they have for power.

In majority of the charismatic leadership literature, very popular presidents and C.E.O.’s of companies and organizations are referred to and/or mentioned in the literature. Many leaders that have led their organizations to benchmarking efforts have been extensively studied. It is important that we study all sectors of our society to see if there are charismatic leaders in other parts. “Charismatic relationships have been reported in such diverse organizations as suburban school systems;

communes; utopian communities; colleges; Alcoholics Anonymous; the National Council on Alcoholism; the Chippewa Indian tribe; a maternity home; a British manufacturing firm; Tanganyikan labor unions; and the royal courts of England, Java, and Morocco” (Trice & Beyer from Bass, 1990, p. 99). According to Katz and Kahn, 1978 from Bass’s Handbook of Leadership, charismatic leaders may be more likely to appear in political and religious movements than in business or industry, but they also appear at various levels in the complex organizations of business executives, educational administrators, military officers, and industrial managers.

As stated earlier Adolf Hitler, Lee Iacocca, former president of Chrysler Corporation, Martin Luther King Jr., Mary Kay Ash of Mary Kay Cosmetics, Ross Perrot of Electronic Data Systems, Fred Smith of Federal Express, and former Presidents, Ronald Reagan, and John F. Kennedy have been cited in leadership literature for their charismatic leadership qualities. Yes, these people either were or presently are leaders of large corporations or political arenas, but more importantly they have been noted to be "charismatic leaders" in their place and time. According to Conger and Kanungo (1987) what appears to set charismatic leaders apart is their strategic vision and their ability to motivate employees to achieve ambitious goals. They also are often associated with radical transformations of large bureaucratic organizations or the creation of successful entrepreneurial ventures.

As we know, the term leadership gets tossed around loosely amongst the business sector, political arenas, educational sectors (public and private primary and secondary schools), and various other organizations. Charismatic leadership is a component of the overall leadership concept. Charismatic leadership can be defined in many ways. In theology, charisma means endowment with the gift of divine grace. According to Webster's Dictionary (2000) charisma means a personal magic of leadership arousing special popular loyalty or enthusiasm for a public figure i.e. a political leader. It also means a special magnetic charm or appeal. A charismatic leader is one who has "profound and unusual effects on followers" (Yukl, 1994, p. 318).

Charismatic leaders are often described as visionaries who have a strong desire for power; leaders have been called impression managers who have a keen ability to motivate and set an example for others to follow. Idealized influence (or charisma) is a characteristic of leaders who display conviction, emphasize trust, take stands on difficult issues, and present their most important values. They emphasize the importance of purpose, commitment, and the ethical consequences of decisions. Such leaders are admired as role models generating pride, loyalty, confidence, and alignment around a shared purpose (Yukl, 1994).

Experience

When seeking an executive position within an organization or applying for a paid position with an employer, one key qualification is

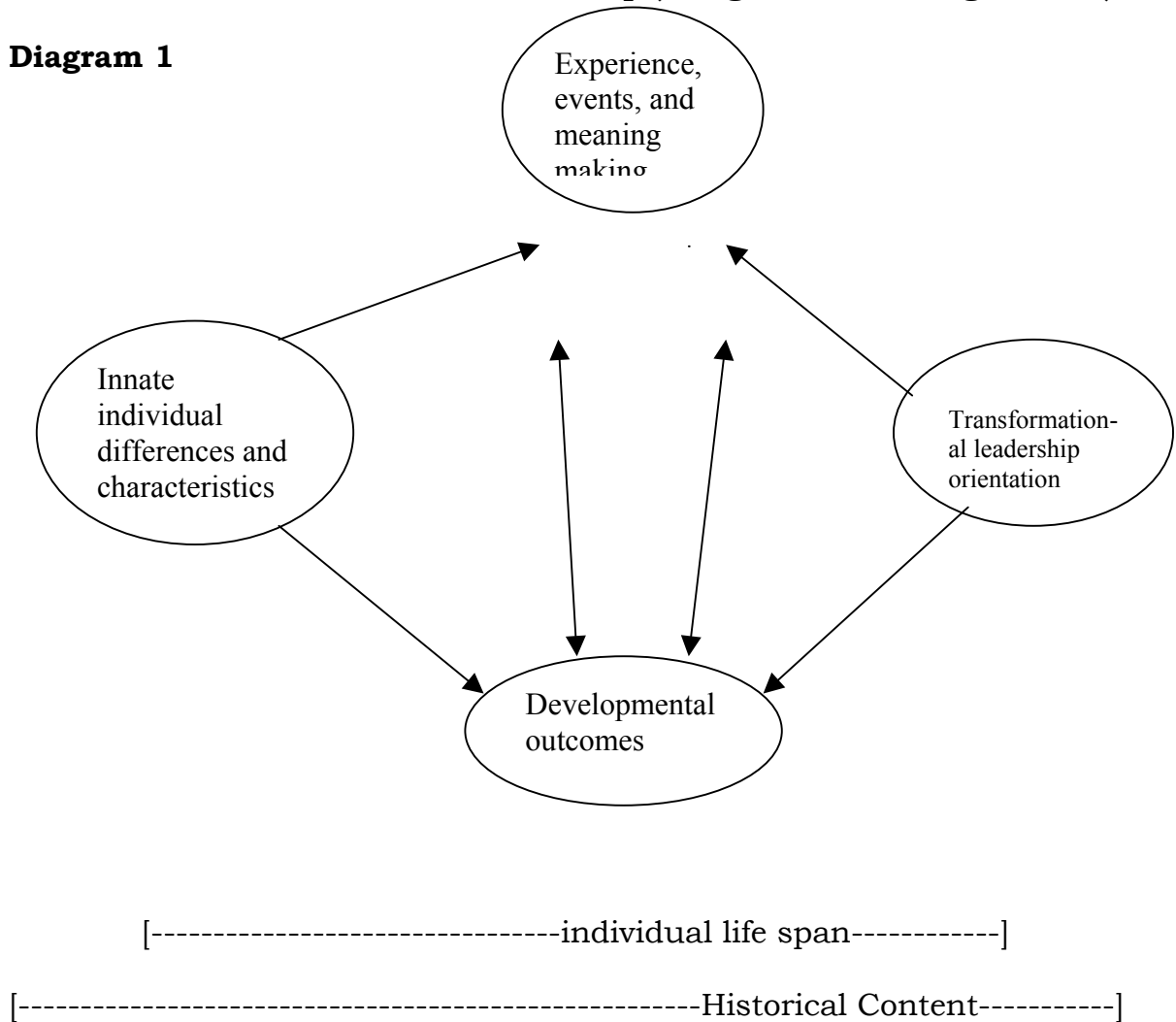
experience. How much experience do you have and does it relate to the position? It has become a standard practice in our culture to base a person's talents or leadership abilities on the amount of experience they have had. If leaders have had previous experience was this experience helpful or were they born with the charisma to be a great leader no matter how many experiences they've had?

The debate lingers on, there is no clear-cut answer to whether or not charismatic leadership is trained or developed through life long experiences. Researchers have been studying this phenomenon for a few decades. All the experience doesn't matter. How so you ask? If a person is born with charisma (good looks, easy to talk to, persuasive, knows a vision and can follow it), are the life experiences that a person has helpful? According to two different leadership models they both include experiences that leaders have had.

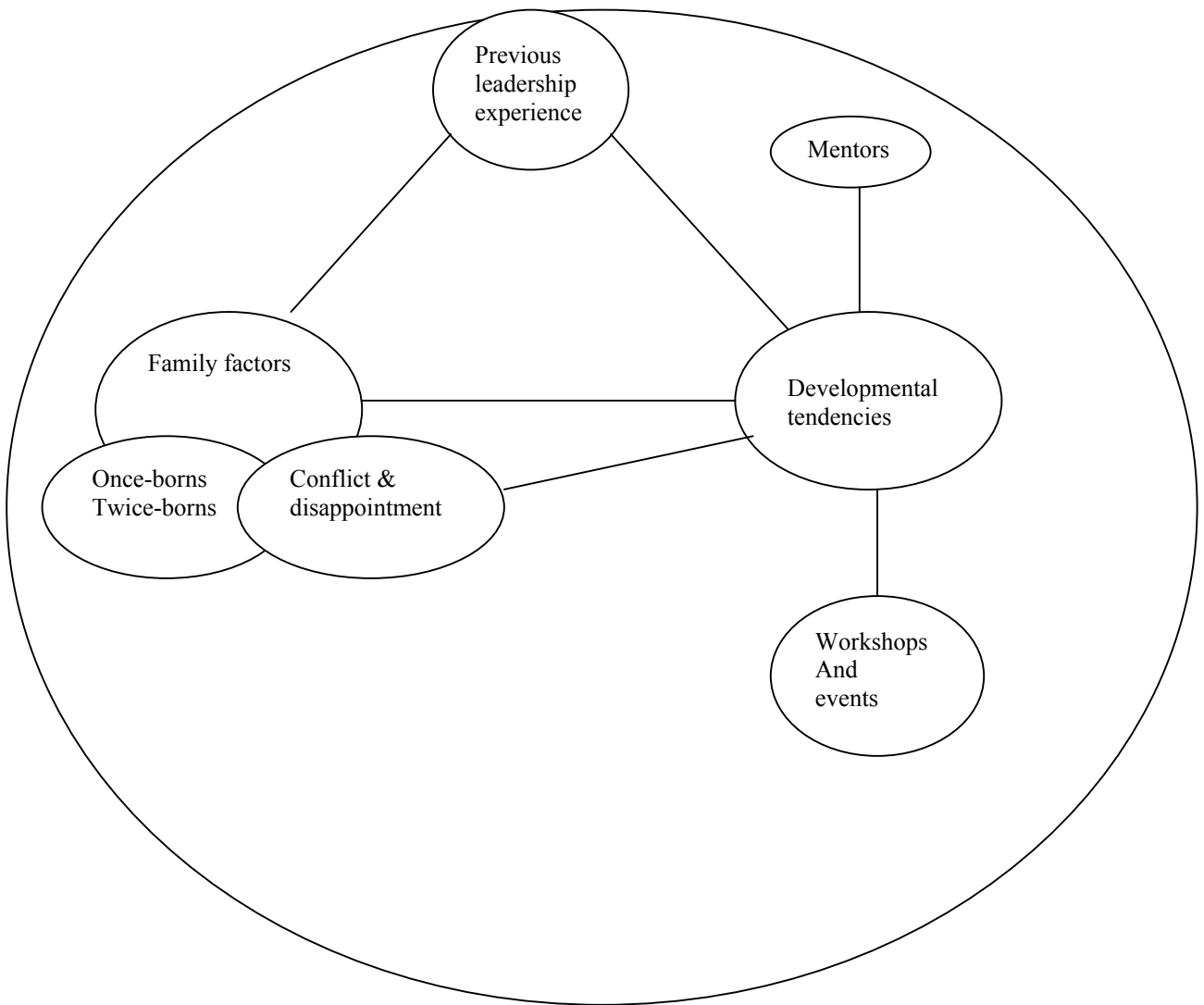
The unique and different experiences that each person has had has helped to form their own view of leadership and themselves as a leader. "Leadership potential was found correlated with items such as: age at beginning first steady job, volunteer work, learning to swim and ride a bike, rural or urban background; early experience as a supervisor; shooting a gun, hiking, camping, repairing cars, and engaging in athletics while in high school; and previous organizational and work experience as a leader" (Owens & Schoenfeldt, taken from Bass, 1990, p. 93).

How Transformational Leaders Develop (Conger and Kanungo, 1987)

Diagram 1



Model of Life Span Events That Contribute to Leadership. (Conger & Kanungo, 1987) Diagram 2



According to Bass, (1998), the hypothesized biodata precursory description of future charismatic-inspirational leaders according to their 786 followers was as follows:

- Both father and mother succeeded in being good parents, but “I’ll do better.”
- Upbringing was strict but fair.
- Mother was not employed.
- They did not confide in mother.
- Family never moved from one house to another.

School-age experiences included the following precursors of charismatic-inspirational leadership on the MLQ:

- Almost always a leader of the gang or ‘clique’.
- Usually picked near first for team games.
- Participated in student government, fraternity, and social groups in high school.
- One of the most active and popular students in high school.
- Preferred teachers that were more challenging than other teachers.

Early adulthood precursors of charisma-inspirational leadership included:

- Most bothered by other people's lack of initiative.
- Was quite confident in most activities.
- Dissatisfied with self once in a while.
- Most important was making the most of abilities.
- Most influencing career was accomplishing an ideal at work.
- Engaged in religious activity 1 to 3 hours a week.
- Read adventure stories, biographies, and historical novels.
- In past 5 years, held offices in clubs and committees.
- Held 3 to 5 elected positions in past 3 to 5 years.
- Most influencing career was accomplishing an ideal in the workplace.

According to Bass, charismatic leaders singled out that these ten factors were selected most frequently under intellectual stimulation on his MLQ questionnaire:

- Father had a graduate degree.
- Mother was a college graduate.
- Several bookcases full of books available when growing up.
- Liked school very much.

- Somewhat above average student in high school.
- Read one or more newspapers thoroughly each day.
- Devoted much time to reading all kinds of material, including work-related.
- Bothered most by people who brag.
- Self-actualization most important.
- Liked most listening and/or creating new ideas on the job

Bass also listed factors that charismatic leaders responded more frequently to than non-charismatic leaders in the individualized consideration area of the MLQ:

- Had positive relations on the job with immediate superior, coworkers, subordinates, and clients.
- Had a major motivating force in life was to help others.
- Had a happy rather than an unhappy childhood.
- Was praised as a child as a reward for performance.
- Had a mother who took much interest in their k-12 school.

- Had well-intentioned but an overly possessive father or a highly formal father.
- Varied from uninterested to strongly interested in schooling.
- Wanted others to feel that “I was a nice person.”
- Encouraged others to talk to them about their personal problems.
- Told personal problems by others.

According to Bass (1990), charismatic leadership could be linked to the types of experiences that a leader has while growing up. These are factors that one has no control over, because a majority of these factors happen during childhood.

Training

Leadership training programs take place in almost all sectors to try to improve an organization. The question that is still debated by leadership researchers and found in the leadership literature, is to what extent does all the training we provide for students, employers, and volunteers? Some researchers are quite clear about their answers and others are still easily swayed one way or another, given the right research to back up the argument. There are many different types of leadership

theories and types of leadership, charismatic leadership being one of them.

Our country spends a lot of money for quality high skilled professionals or consultants (e.g. Dale Carnegie and Stephen Covey professional leadership consultants) to come in to various organizations to build or teach leadership skills. Everyday in the newspaper, on TV, or in a magazine or journal of some sort, there is new and evolving information about leadership. It is not rocket science to look at some of the fortune 500 companies during times when our country flourished and realize that it is credited to great leaders. Organizations of all kinds go to extreme lengths and spend a great deal of money to train their employees in how to be better leaders. Do these workshops or training sessions help? According to Komives, Lucas, and McMahon, 1998, leaders are made, not born. Leadership effectiveness begins with self-awareness and self-understanding and grows to an understanding of others (pg. 5).

As stated above there are two sides of the leadership issue, onside being, leaders are developed through training and one being, leaders are created through life experiences. There is no real agreement among leadership scholars or in the leadership literature that leaders are created through life experiences versus made through training, some of the literature agrees with only one of the sides while other resources state that both, experience and training make a leader. “Some

individuals will not describe themselves as leaders based on traditional notions of formal leadership when, in fact, they do make a difference in their organization through their commitment, values, and action toward change. Leaders are not born with innate characteristics or skills predisposing them to be leaders" (Gardner, 1990). A person's environment can influence the development of leadership skills and interests (Hughes, Ginnett, & Curphy, 1993) taken from (Komives, Lucas, & McMahon, 1998, pg 28).

More importantly the charismatic leadership specific literature is very divided. According to Conger and Kanungo (1986), they believe that many of the abilities and behaviors associated with charisma are perceived to be acquired through training and experience rather than through genetic inheritance or solely as a result of contextual forces. In agreement with Conger and Kanungo, some researchers i.e. Bass have already included several of the behavioral components of charisma into training programs (Conger and Kanungo, 1987). Conger and Kanungo (1988) suggested that their definition of charismatic leadership that included the four components of transformational leadership could be developed by learning five competencies. The five competencies include: critical evaluation and problem detection, envisioning, developing the communication skill to conveying a vision, impression management, and how and when to empower followers. According to Bass (1998) training and education in transformational leadership must promote self-

understanding, awareness, and appreciation of the range of potential leadership behaviors used by both effective transformational and transactional leaders. It must go beyond skill training.

Arguing against the creation of leaders, some researchers feel that the early developmental stages and life events in a person's life make up a person's disposition, i.e. Bass's study that is cited earlier. There may be important antecedents of charisma over which we have no control. If this is correct, it may be difficult to alter the impact of early family dynamics and socialization experiences on determining a leader's disposition to become charismatic (Conger & Kanungo, 1987). Roberts and Bradley cited by Conger and Kanungo 1987, argue whether charisma can actually be taught. Instead, they argue that context plays a pivotal role and that individuals may have no control over the important contextual variables that foster charisma.

To be a charismatic leader a person needs to be inspirational. Envisioning is a component of the inspirational process. "Envisioning is the creating of an image of a desired future organizational state that can serve as a guide for interim strategies, decisions, and behavior. It is fundamental to effective executive leadership" (Bass, 1990, p. 214). In Bass's Handbook of Leadership, Mendell and Gerjuoy (1984) accepted the conventional wisdom that visionary leadership cannot be effectively taught. Unless the talent is there already, managers can only be prepared to anticipate possibilities. If this were true, then only recruiting

and selection would ensure an adequate number of capable inspiring leaders with vision. According to Bass, it is possible for managers to develop their ability to envision and to be more inspirational leaders, in general. He goes on to say that “exercises that engage executives in envisioning their organization’s future may help. In such exercises, executives are asked to talk about how they expect to spend their day at some future date, say five years hence or what they expect their organization to look like at some future date. From these visions, they can draw up mission statements and the specifications that must be met by such an organization.”

Summary of Chapter

Charismatic leaders are not your average leader, but active innovators that are trying to change the status quo of an organization. In Conger and Kanungo’s (1994) theory of charismatic leadership, they proposed that charismatic leaders increase their “likable” qualities in the eyes of followers by formulating a set of idealized, future goals that represent an embodiment of a perspective shared by followers and that appear to satisfy their needs. Their plans and ways of achieving desired changes and their out-of-the ordinary acts of heroism involving personal risks or self-sacrificing behaviors must be fresh and new. As professionals in higher education, it is vital that we examine college students’ perceptions of leaders and the effects charismatic leaders have on their followers. Such an examination can help us to better

understand leaders capabilities. Also as professionals trying to build strong leaders for the future, this will help us to develop and implement leadership training programs and experiences designed around these perceptions of college students toward charismatic leadership.

Chapter III Methodology

This chapter is a presentation of the research, the purpose, hypotheses and subjects design used in this study.

Purpose of the Study

The purpose of this study was to determine the level of correlation between the perception of charisma within leaders as measured by a charismatic leadership questionnaire and the amount of experience and training leaders have had as measured by a leadership training and experience questionnaire for leaders (Resident Advisors) at UW-Stout.

Null Hypothesis

1. There is no statistically significant correlation between level of perceived leader charisma and the amount of prior training for leaders at UW-Stout.
2. There is no statistically significant correlation between level of perceived leader charisma and the amount of leadership experience they have.

Subjects

The subjects were college students at UW-Stout. There were 30 Resident Advisors that were administered the leader questionnaire regarding the amount of prior training and experience they had. The 30 leaders were randomly selected from a group of 88 leaders. The random selection was conducted by taking a list of leaders by hall and numbering them from 1 to 88; then the "Table of Random Numbers" (Allen Edwards,

1968, pg. 390) was used to select the first 30 subjects. The second fold of subjects was obtained through a listing from the Department of Housing and Resident Life at UW-Stout, of followers that lived on each of the first 30 leaders' floors. From all 30 floors I went through and numbered each floor separately starting at 1, then the "Table of Random Numbers" (Allen Edwards, 1968, pg. 390) was used again to select five followers from the same floors that I obtained the first 30 subjects from.

Of the 30 leader subjects used 17 were male and 13 female. The average age of the subjects was 21 years old. Eight subjects were of sophomore standing, 12 subjects were junior standing, 9 subjects were senior standing, and 1 subject was a Graduate student.

Instrumentation

The instrumentation consisted of two separate questionnaires, one for the leaders and the other for the followers. The first instrument that was given to the leaders consisted of three sections: demographics, leadership questions, and an identifier. The first three questions of the instrument were demographic questions. These questions addressed gender, academic classification, and age. The second section of the survey included two questions regarding the amount of leadership training and experience they had. The last question of the survey consisted of an identifier to tell where they lived so they could be paired up with the second group of followers that were surveyed from their floor.

The second survey, that was administered to five random followers from each of the first thirty floors selected, consisted of definitions, an attitude statement, and an identifier. The definitions were included to clarify for followers what the terms charisma and charismatic meant. The attitude statement was the perception of the leader's charismatic leadership qualities by the follower. The identifier was used to pair up the information given by the five followers with the information given by the leader from that floor.

Administration of Data Collected

Both sets of subjects completed the surveys during February and March 2001. The first set of surveys that was administered to leaders was given to their supervisor (Hall Director) to be distributed and completed during a one-to-one meeting. The survey had an inter campus address so they could either return it through campus mail or through their hall director. The second set of surveys that was administered to followers were hand delivered and collected. Primarily the researcher distributed the survey. The researcher had some assistance from an undergraduate student and some of the researcher colleagues (Hall Directors). It took the leaders approximately 5 minutes to complete the survey and the followers approximately 2 minutes to respond.

Data Analysis

The statistic used to correlate the two sets of data was Karl Pearson's product-moment method. "The coefficient of correlation shows

the degree of relationship or 'going togetherness' of two sets of measures sometimes called variables. Correlation is most frequently computed by using Karl Pearson's product-moment method. Unless otherwise specified 'correlation' means product-moment correlation. Coefficients of correlation range from +1.00 to a -1.00" (Koenker, 1961, pg. 51).

Chapter IV

Results and Discussion

This chapter presents and discusses the findings of a correlational study that was administered in a twofold process. The first fold of the survey was administered to a group of 30 randomly selected resident advisors employed by the University of Wisconsin-Stout, and assessed how much formal training and experience they had in the area of leadership. The second part of the survey was administered to five randomly selected floor followers of each of the 30 resident advisors selected. The survey to the followers assessed their perception of the level of their resident advisor's charismatic leadership skills.

Results

To test the null hypothesis that there was no statistically significant correlation between level of perceived leaders' charisma and the amount of prior training for leaders at UW-Stout, Karl Pearson's product-moment method was used to compute the correlation (Koenker, 1961).

The null hypothesis that there was no statistically significant correlation between level of perceived leaders charisma and the amount of prior training for leaders at UW-Stout was accepted. Since the calculated coefficient was .137, it was not statistically significant at the .05 level with 30 subjects. Shared variance was not computed since the

coefficient was .137, Table 1, and to be statistically significant it would need to be greater than .31.

The mean amount of training was measured at 197.40 hours, as shown in Table 1. The mean is the arithmetic average of a set of scores. The standard deviation for the amount of training was calculated to be 250.23 hours, as shown in table 1. This is the approximate average amount by which each score in this set of scores differs from the mean. The standard deviation is rather high due to out lying scores (Appendix A).

Table 1: Means and standard deviations of training

	N	Mean	Standard Deviation
Training	30	197.400	250.231

To test the second null hypothesis that there was no statistically significant correlation between level of perceived leaders charisma and the amount of leadership experience for leaders at UW-Stout, Karl Pearson's product-moment method was again used to compute the correlation (Koenker, 1961).

The null hypothesis that there, was no statistically significant correlation between level of perceived leaders charisma and the amount of prior training for leaders at UW-Stout was also accepted. It was

accepted since the calculated coefficient of .064, is not statistically significant at the .05 level with 30 subjects. Again no shared variance was computed since the coefficient was .064 and to be statistically significant it would need to be greater than .31.

The mean number of months of experience was calculated to be 46.40, as shown in Table 2. The standard deviation for the amount of training is 34.68, as shown in Table 2. This is the approximate average amount by which each score in this set of scores differs from the mean.

Table 2: Means and standard deviations of experience

	N	Mean	Standard Deviation
Training	30	46.400	34.682

The mean score for the perception of charisma by followers of their resident advisor was 20.167, as shown in table 3. The standard deviation was 3.661, as shown in table 3.

Table 3: Means and standard deviations of charisma

	N	Mean	Standard Deviation
Charisma	30	20.167	3.661

Discussion

The purpose of this study was to determine the level of correlation between the perception of charisma within leaders as measured by a charismatic leadership questionnaire and the amount of experience and training leaders have had as measured by a leadership training and experience questionnaire for leaders (Resident Advisors) at UW-Stout. This study surveyed 30 subjects, of those 30 surveyed, 17 were male and 13 female. The average age of the subjects was 21 years old. Eight subjects were of sophomore standing, 12 subjects were junior standing, 9 subjects were senior standing, and 1 subject was a Graduate student. The previous research conducted in this area represented a population of older leaders. According to Katz and Kahn, (1978) from Bass's Handbook of Leadership, charismatic leaders may be more likely to appear in political and religious movements than in business or industry, but they also appear at various levels in the complex organizations of business executives, educational administrators, military officers, and industrial managers.

Previous research has also been conducted with groups of people who have been through very rigorous and intentional training within their organization. This needs to be taken into consideration. According to Komives et. al., 1998, leaders are made, not born. Leadership effectiveness begins with self-awareness and self-understanding and grows to an understanding of others (pg. 5). The results of this study

could possibly have been different if the subjects had been older and perhaps in a career where they had rigorous, extensive, intentional training.

The results of this study also showed that the experiences leaders had are not positively correlated with charisma. Again we have to take into consideration that a majority of the charismatic leadership research has been conducted with an older group of adults. Perhaps the experiences a leader has might not surface until an older age.

“Leadership potential was found correlated with items such as: age at beginning first steady job, volunteer work, learning to swim and ride a bike, rural or urban background; early experience as a supervisor; shooting a gun, hiking, camping, repairing cars, and engaging in athletics while in high school; and previous organizational and work experience as a leader” (Owens & Schoenfeldt, taken from Bass, p. 93).

The low-level leadership position that Resident Advisors have might explain why there was not a high positive correlation. Resident Advisor job is a definite leadership position, but again it is a very low-level leadership position. Possibly it is the start of a leadership continuum and from there, Resident Advisors might take on stronger leadership roles later in their life.

In summary, this study concludes that the amount of leadership experience a Resident Advisor has does not affect the follower’s perception of charismatic leadership. Also, there is no statistically

significant correlation between the amount of formal leadership training a leader has and how charismatic they are viewed by followers.

Therefore, the research hypothesis presented in the Introduction of this study was confirmed. The literature review leads us to think that the amount of training and experience a person has would make them more charismatic. This literature is informative, but it was conducted using older groups of subjects. This study concludes that neither previous training nor experience have a significant effect on how young leaders are viewed with respect to charisma.

Recommendations for Further Study

As stated earlier in the paper, most of the research on charismatic leadership has been conducted using an older group of subjects. It would be interesting to conduct a longitudinal study with this group of Resident Advisors to see if they take on more charismatic leadership characteristics throughout life.

In doing this research, I created my own instrument to gather the data. It would be interesting to take the same group of Resident Advisors and administer them Bass's MLQ. Using the MLQ could possibly help to determine if some of the characteristics and factors that are individualized while growing-up correlate with the perceptions of charismatic leadership. The questionnaire that was used specifically addressed how much leadership experience a person has had versus what kind of contextual experiences a person has had. This could

provide insight into some things that might be done while raising a child to help them develop leadership qualities.

Bibliography

Avolio, B., & Bass, B.M. (1998). Transformational leadership, charisma, and beyond. In J. Hunt, B. Baliga, H. P. Dachlet, & C.A. Schriesheim (Eds.), *Emerging leadership vistas*. Lexington, MA:D.C. Heath.

Bass, B. M. (1990). Bass and Stogdill's handbook of leadership theory, research, and managerial application. New York, NY: Collier MacMillan Publishers.

Beauchesne, S.M. (1997). *Leadership and cohesion: An analysis of trends in a women's high school lacrosse team*. [on line]. Retrieved from: <http://albie.wcupa.edu/ttreadwell/981lax.htm>

Church, A. H. (1998). From both sides now: Leadership-so close yet so far. *The Industrial-Organizational Psychologist*, 35(5), 57-69.

Conger, J. A., & Kunungo, R.N. (1987). Towards a behavioral theory of charismatic leadership in organizational setting. *Academy of Management Review*,12: 637-47.

Conger, J.A., & Kanungo, R.N. (1998). Charismatic leadership in organizations. Thousand Oak, CA: SAGE Publications, Inc.

Dinkmeyer, D., & Eckstein, D. (1996). Leadership by encouragement. Delray Beach, FL: St. Lucie Press.

Edwards, A. L. (1968). Experimental design in psychological research. New York, NY: Holt, Rinehart, and Winston, Inc.

Housing and Residence Life, UW-Stout, Resident Advisor Job Description. (1999).

Hughes, R. L., Ginnett, R. C., & Curphy, G. J. (1993). Leadership: Enhancing the lessons of experience. Homewood, IL: Richard D. Irwin.

Koenker, R. H. (1961). Simplified statistics. Bloomington, IL: McNight and McKnight Publishing Co.

Komives, S. R., Lucas, N., & McMahon, T.R. (1998). Exploring leadership. San Francisco, CA: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (1993). Credibility. San Francisco, CA:Jossey-Bass.

Locke, E. A., & Latham, G. P. (1990). *Goal setting: A motivational technique that works*. Englewood Cliffs, NJ: Prentice Hall.

Webster's Dictionary [on line]. Retrieved from: <http://www.m-w.com/cgi-bin/dictionary>

Yukl, G.A. (1994). Leadership in organizations (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Appendix A

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **DO NOT PUT YOUR NAME ON THE SURVEY.** This questionnaire is completely confidential. Please answer all of the questions to the best of your ability.

Charisma: the ability to inspire enthusiasm, interest, or affection in others by means of personal charm or influence.

Charismatic: having charisma, possessing great powers of charm or influence.

Please circle your overall response using the following scale.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

1. Generally speaking, my RA demonstrates charismatic leadership skills. SD D U A SA

Hall and Floor you live on: Hall: _____ Floor: _____

Thanks for taking the time to fill this survey out.

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **DO NOT PUT YOUR NAME ON THE SURVEY.** This questionnaire is completely confidential. Please answer all of the questions to the best of your ability.

Charisma: the ability to inspire enthusiasm, interest, or affection in others by means of personal charm or influence.

Charismatic: having charisma, possessing great powers of charm or influence.

Please circle your overall response using the following scale.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

1. Generally speaking, my RA demonstrates charismatic leadership skills. SD D U A SA

Hall and Floor you live on: Hall: _____ Floor: _____

Thanks for taking the time to fill this survey out.

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **DO NOT PUT YOUR NAME ON THE SURVEY.** This questionnaire is completely confidential. Please answer all of the questions to the best of your ability.

Charisma: the ability to inspire enthusiasm, interest, or affection in others by means of personal charm or influence.

Charismatic: having charisma, possessing great powers of charm or influence.

Please circle your overall response using the following scale.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

1. Generally speaking, my RA demonstrates charismatic leadership skills. SD D U A SA

Hall and Floor you live on: Hall: _____ Floor: _____

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **DO NOT PUT YOUR NAME ON THE SURVEY.** This questionnaire is completely confidential. Please answer all of the questions to the best of your ability.

Charisma: the ability to inspire enthusiasm, interest, or affection in others by means of personal charm or influence.

Charismatic: having charisma, possessing great powers of charm or influence.

Please circle your overall response using the following scale.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
SD	D	U	A	SA

1. Generally speaking, my RA demonstrates charismatic leadership skills. SD D U A SA

Hall and Floor you live on: Hall: _____ Floor: _____

Thanks for taking the time to fill this survey out.

Appendix B

I am conducting a survey to explore leadership styles of college students in leadership positions. You've been selected through a random selection . Please fill this survey out and place it in campus mail or return it to your Hall Director. If you have any questions please contact myself at 1086.

Thank You,

Dear RA,

I am conducting a survey to explore leadership styles of college students in leadership positions. You've been selected through a random selection . Please fill this survey out and place it in campus mail or return it to your Hall Director. If you have any questions please contact myself at 1086.

Thank You

Dear RA,

I am conducting a survey to explore leadership styles of college students in leadership positions. You've been selected through a random selection . Please fill this survey out and place it in campus mail or return it to your Hall Director. If you have any questions please contact myself at 1086.

Thank You,

Dear RA,

I am conducting a survey to explore leadership styles of college students in leadership positions. You've been selected through a random selection . Please fill this survey out and place it in campus mail or return it to your Hall Director. If you have any questions please contact myself at 1086.

Thank You

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **Do not put your name on the survey.** The questionnaire is completely confidential. Please answer all of the questions to the best of your ability. Circle your response for #1 & #2, fill-in your response for #3-#6.

1. Sex: Male Female
2. Academic Classification: Freshmen Sophomore Junior Senior Graduate
3. Your age: _____ years old
4. I have had _____ months of leadership experience. (All leadership experiences you've had from jobs and/or organizations you've been involved with, combined).
5. I have had _____ hours of leadership training. (Any formal leadership training you've had from jobs and/or organizations you belonged to, combined).
6. Hall and Floor you live on: Hall: _____ Floor: _____
Thank You!

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **Do not put your name on the survey.** The questionnaire is completely confidential. Please answer all of the questions to the best of your ability. Circle your response for #1 & #2, fill-in your response for #3-#6.

1. Sex: Male Female
2. Academic Classification: Freshmen Sophomore Junior Senior Graduate
3. Your age: _____ years old
4. I have had _____ months of leadership experience. (All leadership experiences you've had from jobs and/or organizations you've been involved with, combined).
5. I have had _____ hours of leadership training. (Any formal leadership training you've had from jobs and/or organizations you belonged to, combined).
6. Hall and Floor you live on: Hall: _____ Floor: _____
Thank You!

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **Do not put your name on the survey.** The questionnaire is completely confidential. Please answer all of the questions to the best of your ability. Circle your response for #1 & #2, fill-in your response for #3-#6.

1. Sex: Male Female
2. Academic Classification: Freshmen Sophomore Junior Senior Graduate
3. Your age: _____ years old
4. I have had _____ months of leadership experience. (All leadership experiences you've had from jobs and/or organizations you've been involved with, combined).
5. I have had _____ hours of leadership training. (Any formal leadership training you've had from jobs and/or organizations you belonged to, combined).
6. Hall and Floor you live on: Hall: _____ Floor: _____
Thank You!

Charismatic Leadership Questionnaire

This questionnaire is part of a study designed to explore leadership styles of college students in leadership positions. **Do not put your name on the survey.** The questionnaire is completely confidential. Please answer all of the questions to the best of your ability. Circle your response for #1 & #2, fill-in your response for #3-#6.

1. Sex: Male Female
2. Academic Classification: Freshmen Sophomore Junior Senior Graduate
3. Your age: _____ years old
4. I have had _____ months of leadership experience. (All leadership experiences you've had from jobs and/or organizations you've been involved with, combined).
5. I have had _____ hours of leadership training. (Any formal leadership training you've had from jobs and/or organizations you belonged to, combined).
6. Hall and Floor you live on: Hall: _____ Floor: _____
Thank You!

Appendix C

STAT-STAR Data

Name: khu

Date: 4/19/2001 Time: 10:34

Datafile: NONAME.SS0 Procedure: Pearson Correl

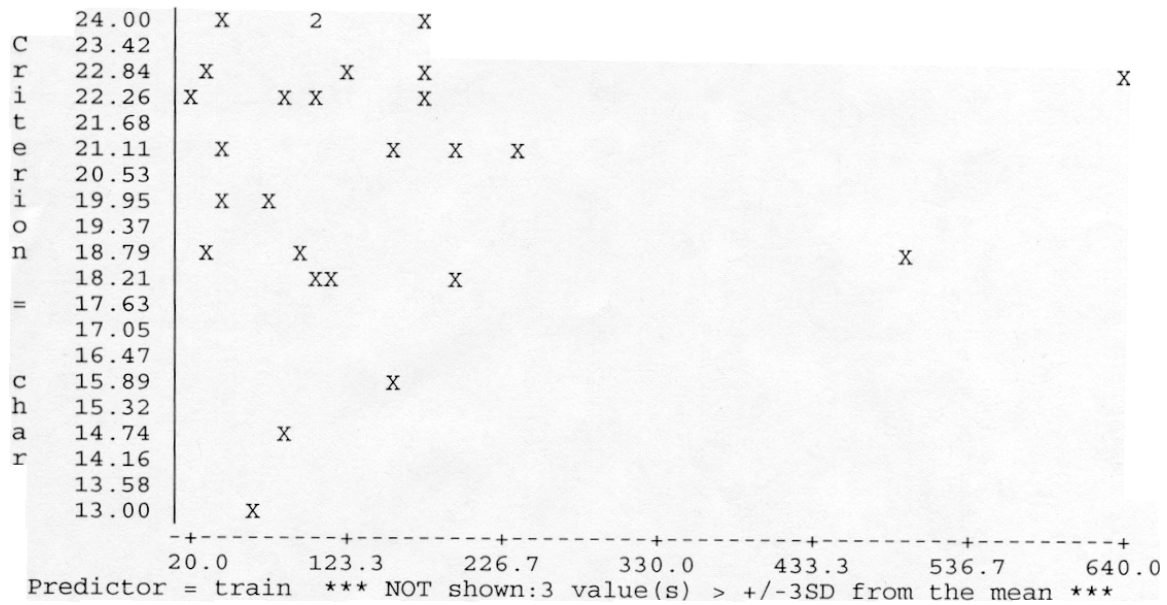
		train	char
Value # 1	170	24	
Value # 2	640	23	
Value # 3	115	18	
Value # 4	240	21	
Value # 5	60	13	
Value # 6	75	20	
Value # 7	40	24	
Value # 8	20	22	
Value # 9	175	23	
Value # 10	80	15	
Value # 11	30	23	
Value # 12	1000	23	
Value # 13	100	7	
Value # 14	36	20	
Value # 15	120	23	
Value # 16	100	18	
Value # 17	200	21	
Value # 18	35	19	
Value # 19	1000	20	
Value # 20	150	21	
Value # 21	150	16	
Value # 22	500	19	
Value # 23	176	22	
Value # 24	200	18	
Value # 25	100	22	
Value # 26	100	24	
Value # 27	80	22	
Value # 28	40	21	
Value # 29	100	24	
Value # 30	90	19	

STAT-STAR Scatterplot

Name: khu

Date: 4/19/2001 Time: 10:36

Datafile: NONAME.SS0 Procedure: Pearson Correl



STAT-STAR Data

Name: khu

Date: 4/19/2001 Time: 10:26

Datafile: NONAME.SS0 Procedure: Pearson Correl

		expr	char
Value #	1	30	24
Value #	2	132	23
Value #	3	60	18
Value #	4	63	21
Value #	5	14	13
Value #	6	36	20
Value #	7	40	24
Value #	8	18	22
Value #	9	36	23
Value #	10	48	15
Value #	11	20	23
Value #	12	156	23
Value #	13	70	7
Value #	14	48	20
Value #	15	14	23
Value #	16	48	18
Value #	17	48	21
Value #	18	60	19
Value #	19	96	20
Value #	20	16	21
Value #	21	16	16
Value #	22	50	19
Value #	23	20	22
Value #	24	30	18
Value #	25	18	22
Value #	26	30	24
Value #	27	13	22
Value #	28	48	21
Value #	29	100	24
Value #	30	14	19

STAT-STAR Scatterplot

Name: khu

Date: 4/19/2001 Time: 10:21

Datafile: NONAME.SS0 Procedure: Pearson Correl

