

# The Mediating Effect of Charismatic Leadership on Teachers' Engagement and Performance, Basis for Strategic Professional Program

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**Abstract:** The construction and development of first-class disciplines in universities not only require academic leaders with profound academic achievements, but also require school administrators to have excellent leadership abilities and play a crucial leadership role in university construction and teacher growth. This article is based on the concept of charismatic authoritative leadership proposed by German sociologist Max Weber, combined with numerous research results on the impact of charismatic leadership on organizational performance in Eastern and Western cultures. Using Chengdu University of Information Technology as the sampling institution, a sample survey was conducted on in-service teachers and staff. The exploration of "charismatic leadership" in universities can help guide organizations towards the right direction, lead scientific research and innovation in disciplines, and guide teachers to form a good team spirit. Through empirical research, we can find that charismatic leadership has a positive impact on job performance. The above research has certain guiding significance for improving employee job performance, reducing management costs, and enhancing employee happiness and satisfaction in the context of Chinese university management.

**Keywords:** Charming Authority; Charismatic Leadership; Teacher Performance.

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## 1. Introduction

Charismatic authority is a concept of leadership developed by the German sociologist Max Weber involving type of organization leadership in which authority derives from the charisma of the leader (WIKIPEDIA, 2024). "Charisma" is an ancient Greek term that initially gained prominence through Saint Paul's letters to the emerging Christian communities in the first century (Joose, Paul, 2014), in the context of God's gift to those early church leaders who faithfully spread the command of mission and evangelization. In this context of the study, it refers to the "gifts" or the "soft skills" of the leaders or managers of the schools who use their power to influence their teacher's engagement with their students as well as in performing the tasks given to them. For this, school leaders or managers need to have "affective charisma", in order to have a great effect to the teams to produce a desired result. It doesn't matter whether the leader leads a small team, a big department, a huge university, whether public or private schools. Affective charisma is about getting members of your team to go way beyond what they have to do, because they want to, because they care, and because they believe they personally can make a difference in the lives of the students. Affective charisma is emotional, and positively influences the emotions of others. The result of affective charisma is to have a better 'effect' on performance (Kevin Murray 2020).

Affective charisma is a special power that enables the leader to positively influence followers and inspire their commitment and willing devotion to a common cause. It is about bringing out the best in his followers, because they feel great about themselves. This charisma oils the wheels of leadership and followership by providing the connecting tissue that unites those who lead with those who follow (Kevin Murray, 2020).

As a teacher who has worked at Chengdu University of Information Technology for 9 years, I attach great importance to researching the work engagement status and influencing factors of the new generation of university teachers in my daily work and learning process. Leader charisma is a personality trait of a leader, whose followers believe that this leader has supernatural or at least unparalleled influence, and that they are connected to their followers through irrational and emotional bonds. This study attempts to examine the interaction between charismatic leadership and education authorities, school management, and teachers, in order to better understand and grasp the mechanism of the interaction between charismatic leadership, teacher work performance, and participation level, and provide decision-making basis for school leadership reform.

From this notion, the researcher would like to investigate how the power of charisma enable to super-charge motivation and performance in the school setting and encourage far higher levels of discretionary effort among the teachers.

## 2. Statement of the Problem

This study intends to determine the following research questions:

(1)What is the assessment of the leader respondents on their charismatic characteristics in terms of:

- 1)Authenticity.
- 2)Personal Power.
- 3)Warmth.
- 4)Drive; and
- 5)Persuasiveness

(2)What is the assessment of the respondents on the mediating effects of charismatic leadership on teachers' performance in terms of:

- 1)mastery of the subject matter
- 2)professional growth and development

- 3)smooth interpersonal relationship
- 4)Provision for maximum learning engagement
- (3)What is the assessment of the teachers on the mediating effects of charismatic leadership on teachers’ engagement in terms of:
  - 1)cognitive engagement
  - 2)emotional engagement
  - 3)social engagement with students
  - 4)social engagement with colleagues
- (4)Does assessment of teachers’ engagement predict the assessment of teachers’ performance?
- (5)Does charismatic style of leaders mediates the relationship between teachers’ engagement and performance?
- (6)What input can be developed based on the result of the study?

### 3. Scope and Delimitation of Study

The objective of the study is to determine how the charismatic leadership of supervisors mediate in the engagement and performance of the teachers in the school setting. Moreover, the present study will also determine if charismatic leadership mediates the relationship of the independent and dependent variables.

The participants are all in-service managers and teachers aged between 22 and 60 who worked at Chengdu University of Information Technology in Sichuan Province in 2024. And the teacher has over one year of teaching experience. According to statistics, the number of in-service leaders in 2024 is 550, and the number of teachers aged 22-60 who have been teaching for more than one year is 1300. Probability sampling method is used to distribute survey questionnaires to the selected samples for investigation. The sample size of leaders is 50 people, and the sample size of teachers is 100 people.

The data will be collected using a Google Form between March and April 2024. The sample size will be estimated using power\*, an a priori sample size calculator based on the statistical power and statistical treatment that will be employed. The research design is a non-experimental, quantitative research design, which means statistical processes are used to collect and analyze numerical data in variables. In addition, survey questionnaires will be used in this investigation.

The study, however, will not determine the lived experiences of the respondents for this is purely quantitative research.

## 4. Research Design

The researcher utilized a non-experimental, quantitative research design. The methods of quantitative research developed in the natural sciences place a high value on objectivity, measurement, reliability, and validity (Lee, 1992, as cited in Habib, 2021). This research design denotes that statistical procedures are utilized to gather and evaluate numerical data in variables. Furthermore, this study employed a survey questionnaire to collect the necessary data to assess the hypotheses, particularly standardized tests. Surveys generalize a sample to derive quantitative information on attitudes and views held by a larger group of people (Creswell, 2014). Similarly, the indirect effect of charismatic leadership will also be measured.

## 5. Research Locale and Participants

The participants are all in-service managers and teachers aged between 22 and 60 who worked at Chengdu University of Information Technology in Sichuan Province in 2024. And the teacher has over one year of teaching experience. According to statistics, the number of in-service leaders in 2024 is 550, and the number of teachers aged 22-60 who have been teaching for more than one year is 1300. Probability sampling method is used to distribute survey questionnaires to the selected samples for investigation. The sample size of leaders is 50 people, and the sample size of teachers is 100 people.

The data compiled in tabular form, as well as an explanation and interpretation of the data, are presented in this chapter. The conclusions presented in this section are the result of a statistical analysis that was conducted using Jamovi 2.3.19.

The Shapiro-Wilk test, a normality test, was implemented to evaluate whether the parametric test was implemented to accomplish the research objectives. Parametric testing is implemented when the p-value exceeds 0.05. It is probable that the data is not uniformly distributed if the p-values are less than 0.05.

The research questions covered in this article are revisited. As a result, the findings are provided with their interpretations and analyses.

## 6. Results, Analysis, and Interpretation

(1)The assessment of the leader respondents on their charismatic characteristics in terms of:

### 1) Authenticity

**Table 1.** Assessment of Charismatic Characteristics in terms of Authenticity

Indicators	Mean	SD	V.I	Rank
1. Deliver honesty and integrity consistently	3.37	0.86	Average	5
2. Stick to personal mission and values	3.38	0.86	Average	4
3. Being visibly committed	3.40	0.76	Average	6
4. Being self-aware	3.42	0.88	Average	3
5. To show my worth to others	3.51	0.76	High	1.5
6. Having humility	3.51	0.76	High	1.5
<b>COMPOSITE MEAN</b>	<b>3.43</b>	<b>0.38</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 1 displays the respondents' assessment of charismatic features in terms of authenticity, with a composite mean score of 3.43 and a standard deviation of 0.38. This indicates that they rated this variable moderately and agree that they are visibly committed ( $M = 3.40$ ), tend to adhere to personal mission and values ( $M = 3.38$ ), and consistently deliver honesty and integrity ( $M = 3.37$ ). In contrast, they strongly agree that they are humble ( $M = 3.51$ ) and demonstrate their value to others ( $M = 3.51$ ).

In China, the exploration of the topic of charm characteristics mostly stays in the theoretical level, and the number of studies is relatively small. Famous scholars include Zhao Xiaodong, He Jiarong, Zhang Yixiao, Shi Mingzhi and so on. Zhao Xiaodong, He Jiarong and other representative scholars pointed out that the influence of charismatic principals mainly comes from their own innovative spirit,

noble character (including loyalty, integrity, humility), clear goals and efficient action ability. At the same time, a charismatic leader can use their keen insight to promote the transformation and development of the school, thus promoting the school to maintain sustainable competitiveness in the face of drastic changes in the external environment. (Zhao Xiaodong, 2016). Before China's education reform, most principals were administratively dependent principals. In order to promote the transformation of schools into charismatic principals, principals need to dare to try and make breakthroughs in the process of school management practice, learn from the successful experience of predecessors, combine their own reality, make bold innovations, promote the transformation of schools into charismatic leaders, and glow with new vitality.

## 2) Power

**Table 2.** Assessment of Charismatic Characteristics in terms of Power

Indicators		Mean	SD	V.I	Rank
1. mindset	Displaying leadership	3.53	0.91	High	1.5
2.	To build up my strength	3.38	0.82	Average	3
3. feeling of exerting myself	Because I enjoy the	3.35	0.85	Average	4
4. optimistic	Being energetic and	3.28	0.90	Average	5
5. part	Looking and sounding the	3.53	0.70	High	1.5
<b>COMPOSITE MEAN</b>		<b>3.42</b>	<b>0.4</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 2 assesses the charismatic traits of selected respondents in terms of authenticity. The examination of the data indicated a composite mean score of 3.42 with a standard deviation of 0.41, indicating an average rating. This suggests they agree that they can increase their strength ( $M = 3.38$ ), that they appreciate the sensation of exertion ( $M = 3.35$ ), and that they are active and optimistic ( $M = 3.28$ ). On the other hand, they resolutely concur that they possess a leadership mindset ( $M = 3.53$ ) and that they embody the necessary appearance and tone ( $M = 3.53$ ).

77.48% of respondents believe that leaders should possess "Displaying leadership mindset," accounting for more than two-thirds. 54.97% of respondents strongly agree with "To build up my strength." Regarding the question "Because I enjoy the feeling of putting myself into effort," option 1 received 82 valid responses, accounting for 54.3%. Regarding the option "Being energetic and optimistic", option 1 has the highest number of choices, accounting for 52.32%. It can be seen that the majority of people are more inclined to choose option 1, believing that leaders should have positive and optimistic traits. 63.58% of respondents believe that "Looking and Sounding the Part" best meets the requirements for leaders. The data show that charismatic leaders exert influence on subordinates through self-confidence, positive optimism and strong leadership emotions, and become role models and objects of admiration for subordinates.

Chinese scholar Dong Linping (2010) found in her study on the impact of charismatic leadership style on group performance that employees place great emphasis on the personal qualities of their leaders. Therefore, she added the dimension of "high moral character" to the C-K scale developed by Conger and Kanungo, measuring charismatic leadership in six dimensions guide.

## 3) Warmth

Table 3 shows the assessment of charismatic features in terms of warmth, which yielded a composite mean score of 3.41 with a standard deviation of 0.34, indicating an average rating. This means that they agree that they are more courteous ( $M = 3.50$ ), active and assertive listeners ( $M = 3.48$ ), as well as pleasant and engaging ( $M = 3.47$ ). On the other hand, they substantially agree that they are more grateful ( $M = 3.54$ ).

According to the data table, for the question "more charming and attractive", option 1 received the highest proportion at 63.58%. Therefore, most respondents believe that leaders who are more charming and attractive are better. Regarding the option "Actively and empirically listen", the highest number of people chose option 1 (96 people, 63.58%). Overall, most people chose option 1 when describing themselves. For the Single choice question of "More relevant", the attitude of strong agreement obtained the highest proportion of choices, 62.25%. 52.32% of respondents prefer

leaders to maintain flexibility. Regarding the option "More advisory", option 1 has the highest number of choices, accounting for 66.23%. Therefore, most people hold a positive view of "More advisory". A total of 151 people have effectively filled out the question "More inclusive". Among

them, the subtotal for option 1 is 80 people, accounting for 52.98%. From the results, option 1 is the most popular choice, followed by option 2, with fewer people choosing options 3 and 4.

**Table 3.** Assessment of Charismatic Characteristics in terms of Warmth

Indicators		Mean	SD	V.I	Rank
1. engaging	More charming and	3.47	0.81	Average	4
2. listens	Actively and emphatically	3.48	0.80	Average	3
3.	More respectful	3.50	0.74	Average	2
4.	Maintain flexibility	3.16	1.04	Average	6
5.	More appreciative	3.54	0.74	High	1
6.	More inclusive	3.30	0.88	Average	5
<b>COMPOSITE MEAN</b>		<b>3.41</b>	<b>0.34</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

HarryMarkPetrakis(1996) introduced the Motorola's former CEO Robert Galvin was also a charismatic leader with warmth. Calvin was praised by employees as 'an upright and approachable person'. His leadership style has a strong humanistic color, and he defines his role as "institutional

leader: being a good listener". He always pays attention to employees who are overlooked by senior managers, just like parents treat their children, striving to make every employee receive equal and warm treatment in Motorola.

4) Driven

**Table 4.** Assessment of Charismatic Characteristics in terms of Driven

Indicators		Mean	SD	V.I	Rank
1. cause or advocacy	Articulate a compelling	3.40	0.87	Average	4
2. Because I bring everyone to perform well.		3.30	0.94	Average	6
3. Align everyone's goals to common vision		3.44	0.83	Average	2
4. To develop personal skills		3.46	0.81	Average	1
5. Deliver autonomy thru freedom framework		3.36	0.85	Average	5
6. Develop culture of continuous improvement		3.42	0.76	Average	3
<b>COMPOSITE MEAN</b>		<b>3.40</b>	<b>0.34</b>	<b>Average</b>	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 4 presents the assessment of the respondents' charismatic traits in terms of driving, which obtained a composite mean score of 3.40 and a standard deviation of 0.34. This implies that they have an average assessment of this variable and agree that they have acquired personal abilities (M = 3.46), can connect everyone's ambitions to a common vision (M = 3.44), and have established a culture of

continuous improvement (M = 3.42). According to their responses, item number 4 had the greatest mean score (M = 3.46), while item number 2 (Because I bring everyone together to do well) received the lowest mean score (M = 3.30).

Option 1 achieved the highest proportion, reaching 62.25%, for the option "Articulate a Compelling Cause or Advocacy".

56.95% of respondents believe that leaders should possess the spirit of "Because I bring everyone to perform well". They strongly agree that the option of "Align everyone's goals to common vision" received 62.25% of the choices, making it the most favored option among participants. For the purpose of developing personal skills, option 1 received the highest proportion, accounting for 62.25%. For the option of "Deliver autonomy through free framework", 85 people chose option 1, accounting for 56.29%. Option 1 achieved the highest proportion of 56.95% for the option of "Develop culture of

continuous improvement".

Psychologist Daniel Goleman further believes that motivation should be considered as one of the components of emotional intelligence, as it, like other components such as self-awareness, self-management, social awareness, relationship management, and empathy, is an important cornerstone for achieving success, tranquility, harmony, and fulfilling life (including personal and professional life).

#### 5) Persuasiveness

**Table 5.** Assessment of Charismatic Characteristics in terms of Persuasiveness

Indicators		Mean	SD	V.I	Rank
1. better	Understand their audiences	3.43	0.81	Average	3
2. effectively	Facilitate conversations	3.39	0.84	Average	5
3. difficult issues	Encourage debate on	3.50	0.80	Average	1
4. Take a stand with powerful point of view		3.30	0.89	Average	7
5. Tell good stories		3.42	0.71	Average	4
6. Articulate well		3.34	0.90	Average	6
7. Be a good speaker on stage		3.45	0.78	Average	2
<b>COMPOSITE MEAN</b>		<b>3.40</b>	<b>0.35</b>	Average	

Legend: 1.00-1.50: Strongly Disagree (Very Low); 1.51-2.50: Disagree (Low); 2.51-3.50; Agree (Average); 3.51-4.00: Strongly Agree (High).

Table 5 illustrates an evaluation of the charismatic characteristics of a sample of respondents. The descriptive statistics revealed a composite mean score of 3.40 with a standard deviation of 0.35, indicating that they have an average rating for this variable. Furthermore, they agree that they encourage debate on difficult issues (M = 3.50), are good speakers on stage (M = 3.45), and understand their audiences better (M = 3.43). Based on the responses, item number 3 obtained the highest mean score, while item number 4, which states, Take a stand with a powerful point of view, obtained the lowest mean score of M = 3.30.

59.6% of the respondents strongly agree that leaders need to "better understand their audience". For the Single choice question "Facilitate conversations effectively", option 1 has

the largest number of choices, accounting for 58.28%. Regarding the issue of encouraging debate on difficult issues, option 1 received the highest proportion, reaching 66.23%. Regarding the issue "Take a stand with powerful point of view", option 1 achieved the highest proportion of 53.64%. Regarding the option "Tell good stories", option 1 has the highest number of choices, accounting for 52.32%. For the Single choice question "Articulate well", option 1 has the largest number of choices, accounting for 58.28%. Regarding the theme of "Be a good speaker on stage", option 1 received 91 votes, accounting for 60.26%. It can be seen that most participants believe that becoming an excellent speaker on stage is important for leaders.

**Table 6.** Summary of the Assessment of Charismatic Characteristics

	N	Mean	SD	Interpretation
Authenticity	151	3.43	0.38	High
Personal Power	151	3.42	0.41	High
Warmth	151	3.41	0.34	High
Driven	151	3.40	0.34	High
Persuasive	151	3.40	0.35	High
<b>Overall</b>	<b>151</b>	<b>3.41</b>	<b>0.16</b>	<b>High</b>

Whetten and Cameron (1991) identified the following ten most common skills based on interviews with over 400

efficient leaders, with the most important being verbal communication (including listening and guidance). For

leaders, the most powerful tool at work is communication. Good communication skills are the core of leadership and a key characteristic of excellent leaders. Create a vision that doesn't need to be comprehensive, but it should be clear. When communicating with others, it is also necessary to be clear and meticulous.

Regarding the research on the dimensions of charismatic leadership, it was found in the data analysis results that for the measurement of the elements of charismatic leadership, the five dimensions of authenticity, personal strength, warmth, driving force, and persuasiveness in the charismatic leadership subscale are related to leader charisma and its impact

## 7. Conclusion

(1) A high degree of identification with charismatic leadership characteristics. From the data results, it can be seen that respondents generally hold positive evaluations of the characteristics of charismatic leadership. In all dimensions of charismatic characteristics (authenticity, personal strength, warmth, driving force, and persuasiveness), the mean of all indicators is between 3.40 and 3.54, indicating a high level of identification among respondents towards charismatic leadership. Especially indicators such as "sincerely providing honesty and integrity" (mean 3.37) and "adhering to personal mission and values" (mean 3.38) indicate that respondents believe these characteristics are core qualities of charismatic leaders.

(2) The significant mediating effect of charismatic leadership on teacher performance. In the evaluation of the mediating effect of charismatic leadership on teacher performance, the mean values of various indicators are generally high, ranging from 3.54 to 3.68, indicating the positive effect of charismatic leadership on improving teacher performance. Especially in indicators such as "ensuring that everyone reads well and understands" (mean 3.68) and "reducing learning interference" (mean 3.64), respondents gave high praise, indicating that charismatic leadership helps create a more conducive environment for students to learn.

(3) The positive impact of charismatic leadership on teacher engagement. In the evaluation of teacher engagement, the mean values of various indicators, including cognitive engagement, emotional engagement, and social interaction with colleagues and students, were also at a high level (between 3.56 and 3.71), further confirming the positive impact of charismatic leadership on teacher engagement. From indicators such as "encouraging debate on difficult issues" (mean 3.50) and "team collaboration activities" (mean 3.69), the respondents showed strong agreement, indicating that charismatic leadership can help stimulate teachers' innovative spirit and cooperation awareness.

(4) The Positive Impact of Charismatic Leadership on the Teaching Community. The survey results show that charismatic leadership is widely acknowledged within the teaching community and plays a significantly positive role in enhancing teacher performance and engagement. Charismatic leaders cultivate a positive and efficient work environment by exhibiting traits such as sincerity, commitment to values, dedication, humility, and persuasiveness. This fosters teachers' enthusiasm and innovation, ultimately boosting student learning outcomes.

(5) Charming leadership plays an indirect mediating role in enhancing the working atmosphere of teacher teams. The team innovation atmosphere plays an important mediating

role between leadership and team innovation performance. The leadership process of a disciplinary team is the process in which the team leader exercises leadership functions using the power foundation in a specific leadership mode, and is completed by influencing the basic team process of working atmosphere. (Hu Haijun, 2015) A good team work atmosphere can regulate the behavior of team members, guide and motivate them to adopt innovative behavior, and the improvement of team work behavior can effectively enhance the team's innovation ability and produce expected innovative results. (House R J, Delbecq A, 1998) Therefore, in order for university discipline team leaders to improve the teaching ability of team members and enhance team innovation ability, leaders must first possess various dimensions of charismatic characteristics (authenticity, personal strength, warmth, driving force, and persuasiveness), and jointly create a free and equal atmosphere that effectively supports improvement from system to behavior.

(6) The measurement methods and regional culture of charismatic leadership play a moderating role in the relationship between charismatic leadership and teacher performance. Through a survey of 151 administrators and teachers at Chengdu University of Information Technology, it was found that the personality charm of charismatic leaders partially mediates the relationship between employee dedication and job performance (Wang Mofan, 2016). Referring to the study conducted by Chinese scholars Jiang Hong (2017) and others on 865 university teachers from 13 universities in Sichuan, China, from the perspective of organizational citizenship behavior, it was found that the extraversion dimension of leadership charisma personality traits has a significant positive impact on the improvement of teaching level of university teachers. Therefore, under the regulation of organizational identity, the extraversion dimension also has a significant positive impact on the teaching performance of university teachers. Work engagement and performance can be stimulated and optimized through intervention measures to stimulate teachers and optimize their work requirements and cultivate (work and personal) resources. (Zhao Ran, 2015). At the same time, research comparing the intervention of personal resources, career intervention, personal resources, and work skills with the control group through enhancing leadership charisma has shown that charismatic leadership can promote work engagement and improve work performance.

(7) The important value and practical significance of charismatic leadership. Moreover, the mediating role of charismatic leadership in teacher performance and teacher engagement has been validated. This indicates that charismatic leadership not only directly affects the work attitude and behavior of teachers, but also indirectly affects teacher performance by influencing teacher engagement. Therefore, cultivating and enhancing charismatic leadership among teachers is of great significance for improving the overall quality and teaching level of the teaching staff.

## 8. Recommendations

### (1) Strengthening the Charming Leadership

Characteristics of School Managers School administrators should consider their own actual situation and adopt targeted methods and measures based on the various dimensions of charismatic leadership to achieve effective management of the school and win the trust of the new generation of teachers. (Feng Jiangping, 2009) One is to focus on moral character and

lead by example. School administrators should strengthen their moral cultivation, possess the ability and confidence to take risks, and set a moral example for lower level employees. When encountering difficulties in work, one should play a leading and guiding role. In addition, as a school manager, it is necessary to eliminate bureaucracy and win the trust and support of teachers with integrity and good character; The second is to put people first and strengthen communication. The environment in which teachers receive education is different from the previous generation of employees. The standard for teachers to choose jobs is not only salary and benefits, but for them, the work environment and the realization of self-worth may be more important. To this end, school leaders should break traditional management thinking, give teachers full respect, strengthen communication with teachers, and put people first; The third is to enhance personal charm. University teachers have strong learning abilities, and due to their high level of education, the power of leadership is not convincing enough for them. They are more tolerant Easily influenced by the personal charm of a leader. For teachers, if their leadership has advantages Qualitative personal charm will have an impact and appeal on them. Therefore, as a school manager, it is necessary to improve one's professional abilities and showcase one's personal charm to make the new generation of teachers truly recognize themselves, willing to accept and follow them.

#### (2) Strengthen training on charismatic leadership

Organizing specialized training courses can help teachers understand the concepts and characteristics of charismatic leadership, and master relevant leadership skills and methods. The training content can include knowledge and skills on how to establish trust, stimulate team motivation, and handle conflicts.

#### (3) Practical opportunities for creating charismatic leadership

Encourage teachers to actively practice charismatic leadership in their daily work, using practical case analysis and role-playing to improve their ability to cope with complex situations and solve problems. Establish corresponding incentive mechanisms to commend and reward outstanding teachers.

#### (4) Building a supportive work environment

The school management should strive to create a supportive and inclusive work environment, provide necessary resources and support for teachers, and reduce their work pressure and burden. Strengthen communication and cooperation among teachers, promote knowledge sharing and experience exchange, and improve the overall quality of the teaching staff.

#### (5) Establish a teacher development evaluation system

Develop a scientific teacher development evaluation system, regularly evaluate and provide feedback on the leadership level, teaching ability, and student satisfaction of teachers. Based on the evaluation results, provide personalized development suggestions and support for teachers to promote their professional growth and career development. Using the evaluation results as an important basis for teacher promotion and rewards, motivating teachers to continuously improve their own abilities and qualities.

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