



"The Charismulator" – Charisma simulator

A study of a VR intervention to improve charisma

Reichman University
Baruch Ivcher School of Psychology
The MA program in Organizational Behavior and Development

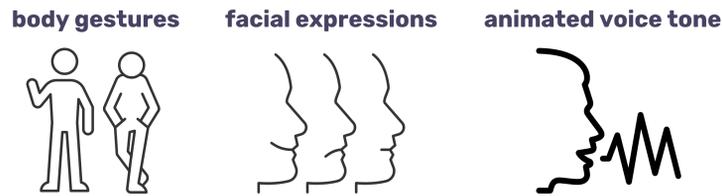
Rotem Shavit
This work was carried out under the supervision of
Prof. Tal Katz-Navon



Introduction

Charisma is considered to be a “you know it when you see it” **trait or ability**. Although many consider it a gift that you are either born with or not, empirical studies have demonstrated that **training to become more charismatic is effective**. (Antonakis, Bastardo, Jacquart, & Shamir, 2016). Antonakis, Fenley, & Liechti (2011) had specifically focused on teaching charisma, and the results of their study suggested that “**charisma can be taught**” (p. 392). However, **the specific intervention in which charisma can be trained is still mostly unknown**.

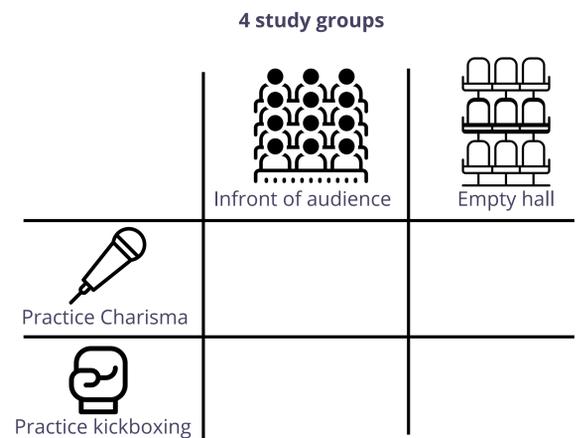
By combining leadership and virtual reality research, **this current study focuses on the non-verbal communication aspect of charisma** and on how to improve charisma **through VR training**. A new VR charisma training was developed **based on Antonakis et al., 2011** three non-verbal charismatic leadership tactics:



Methodology

This study was a **laboratory experiment** using **experimental (charisma)** and **control (kickboxing)** groups, with **pre (Time 1)** and **post-test (Time 2)** of charisma.

It included two samples: **121 Israeli Hebrew speaking attending participants**, who came to practice the VR training (study design below), and **355 online American non-Hebrew speaking participants** who **evaluated the speakers' charisma without understanding the content**.



Results

Results demonstrated that **participants who practiced charisma VR training increased charisma ratings by observers between the first and second measurements** in contrast to the control groups. The difference between training in front of a virtual audience and an empty hall was insignificant.



Analysis

Means and standard deviations (N=121)

Variables	Charisma				Kickboxing			
	Audience		No Audience		Audience		No Audience	
	M T1 (SD)	M T2 (SD)						
Charisma 0-100 (observers)	52.16 (10.84)	61.13 (10.42)	55.38 (13.37)	59.65 (14.37)	57.98 (10.15)	54.91 (13.40)	57.98 (13.07)	56.55 (13.77)
GCI (observers)	3.11 (0.53)	3.47 (0.45)	3.27 (0.55)	3.50 (0.59)	3.38 (0.44)	3.25 (0.56)	3.44 (0.55)	3.38 (0.58)
MLQ (observers)	2.84 (0.50)	3.26 (0.43)	2.99 (0.52)	3.24 (0.61)	3.12 (0.49)	2.99 (0.55)	3.18 (0.52)	3.16 (0.54)
GCI (self-rated)	3.85 (0.42)	4.02 (0.44)	3.73 (0.63)	3.86 (0.67)	3.92 (0.59)	4.01 (0.53)	3.99 (0.47)	4.04 (0.86)

Repeated Measures ANOVA results with Charisma rating index 1-100 by observers, GCI (observers) and MLQ (observers) as dependent variable

Predictor	Sum of square	df	Mean Square	F	P	η^2_p	90% CI [LL, UL]
Time * Charisma (Charisma 0-100 by observers)	1110.694	1	1110.694	19.089	<.001	0.146	[.04, .28]
Time * Charisma (GCI by observers)	2.075	1	2.075	23.659	<.001	0.174	[.06, .31]
Time * Charisma (MLQ by observers)	1.968	1	1.968	16.267	<.001	0.127	[.03, .26]

Conclusion

The results of this laboratory study indicated, once again, that charisma can be taught, and much faster than used to assume in previous studied (Antonakis et al., 2011) and also not depending on the coach/researcher's abilities. It also indicated that improve in charisma can be implemented by only operating and evaluating non-verbal charismatic tactics. The influence of audience presence should be further explored in future research.



To the full research

