



The Researcher's Pedagogical Charisma During the Public Defense of Research Findings

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Abstract: Objectives: This research aims to examine the dimensions of a researcher's pedagogical charisma as manifested during the public defense of research findings. The study focuses on how this competence supports persuasion within the academic community and contributes to generating a sustained, positive impression. **Prior Work:** The discussion builds on existing literature conceptualizing pedagogical charisma as a set of skills enabling researchers to engage, influence, and inspire audiences in academic settings, particularly during public research presentations. **Approach:** The analysis draws on diverse theoretical perspectives on scholarly charisma, including personal characteristics, behavioral patterns, relational dynamics, functional roles, constructivist interpretations, and transdisciplinary frameworks. These perspectives are explored across cognitive, emotional, social, and expressive dimensions. **Results:** Key characteristics identified include authentic enthusiasm, adaptability, communicative expressiveness, empathy, and openness. Core features such as self-confidence, the ability to leave a lasting impact, and sincerity are examined in relation to audience perception. Emotional intelligence is highlighted as enhancing scientific communication and fostering greater audience engagement. **Implications:** The study underscores the importance of pedagogical charisma in research dissemination and academic communication. A charismatic presence facilitates effective information delivery, stimulates curiosity, fosters connections between academia and the public, and strengthens scholarly credibility. Moreover, it encourages critical thinking and meaningful exchange of ideas. **Research Value:** This work advances the conceptual understanding of pedagogical

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charisma and highlights its value as a professional asset, particularly in public research defenses and academic leadership.

Keywords: charismatic researchers; emotional competence; values

1. Introduction

In contemporary scholarly discourse on the complex challenges in higher education, pedagogical charisma has emerged as a significant focus of inquiry, closely tied to the professional accomplishments of academic staff and, more broadly, to the scholarly influence of researchers who present their empirical or theoretical work in academic forums. Although often regarded as an intangible quality, charisma manifests in the ability to evoke both cognitive and emotional responses from an audience, to leave a lasting intellectual impression, and to sustain engagement throughout scholarly communication. In the context of research dissemination, pedagogical charisma serves as a mediating factor that enhances the effectiveness of academic dialogue by fostering epistemic trust and openness, thereby encouraging deeper engagement with the subject matter and reinforcing the researcher's perceived expertise within the academic community.

2. The Conceptual Framework of Pedagogical Charisma

An inquiry into the term's historical development reveals that the concept of charisma originates from the philosophical idea of "grace," described in antiquity as an extraordinary personal attribute that grants an individual the ability to exert influence over others (Friedman, 1988). This study focuses on how researchers achieve epistemic authority and establish professional prestige within their respective fields of expertise. Sociologist Max Weber adopted the concept, defining a charismatic leader as one who exerts influence through persuasive power and appeals to the emotional sensibilities of an audience. In recent decades, the notion of charisma has been increasingly examined within the context of education, particularly regarding teaching staff who fulfill the dual role of researcher and orator. This led to the emergence of the term "pedagogical charisma," which describes the influence, fascination, and inspiration that teacher-researchers exert over academic audiences (Popescu, 2001). According to S. Marcus (2000), charisma can manifest in various forms, including **rational charisma**, **heroic charisma**, **material charisma**, and **religious charisma**, among others.

Charisma is a personality trait considered unusual, in which an individual is endowed with exceptional or at least distinctive powers and qualities (Merolla, Ramos & Zechmeister, 2007). A charismatic person exudes confidence and often emerges as an outstanding orator, coming to the forefront during periods of social, economic, or political crisis and earning the full trust of their supporters. As Weber (2000) observed, charisma is associated with exceptional individuals who perceive themselves as superior and possess abilities not accessible to everyone. Such individuals can influence and energize large groups (Lindholm, 2013). While some aspects of charisma may be innate, it can also be cultivated through training, continuous self-education, and purposeful practice. The refinement of communication skills, empathy, and leadership abilities constitutes the foundation for the development of charisma, thereby framing it as a dynamic competency rather than an innate, fixed attribute (Ziglar, 2010). In this context, Maxwell (2011, p. 36) defines charisma as “the ability to inspire emotions in others, attachment or affection, charm, and personal influence.” Charisma is thus a decisive factor in leadership, enabling individuals to achieve their objectives and sustain influence over time. Austin C. Archer (1994) emphasizes the role of personal empathy and high emotional intelligence in defining *pedagogical charisma*, portraying the charismatic individual as one who inspires and mobilizes others through a deep understanding of their needs. Consequently, the core scientific content of pedagogical charisma encompasses emotional competencies situated within the broader framework of emotional culture, including *emotional regulation*, *empathy*, *self-control*, and attuned responses to the emotions of others (Cojocaru-Borozean, 2010).

S. Newman (2005) identifies three essential elements that define an educator’s pedagogical charisma: **their** knowledge, instructional methods, and personal virtue. Similarly, S. Smiles (2009) emphasizes that a educator’s character is central to their charisma, arguing that it must be grounded in honesty, sincerity, passion, vocation, and dedication. Expanding on this, F. Wang (2012) characterizes pedagogical charisma as a multifaceted combination of personality traits, including knowledge, skills, temperament, and moral values, alongside nonverbal expressions such as posture, attire, and body language (Wu, Hsieh & Can, 2015).

In the specialized literature, pedagogical charisma is conceptualized as a multifaceted competence that integrates inherent personality traits with advanced communicative abilities. Effective educators are expected to develop both professional expertise and personal qualities, with pedagogical charisma recognized as a significant factor that supports **educators** in fulfilling their complex and meaningful roles within the educational sphere (Wu, Hsieh & Can, 2015). This

construct is broadly regarded as a fundamental aspect of pedagogical talent and a defining feature of the professional culture of educators. Charismatic teachers distinguish themselves through exemplary professional skills and refined socio-emotional competencies, which allow them to engage and inspire their audiences, fostering sustained, deep attention (Marcus, 2019). Table 1 presents a synthesis of scholarly perspectives on pedagogical charisma, highlighting its constituent elements and the characteristics that reflect its theoretical and practical importance.

Table 1. Scholarly Perspectives on the Pedagogical Charisma of the Researcher

Approach	Description	Main Characteristics	Advantages	Limitations
1. Personal Traits	Charisma as a natural gift, an exceptional quality	Personal magnetism, intelligence, passion, informal authority	Elicits respect and engagement	Difficult to develop or reproduce
2. Behavioral	Charisma as the result of learnable behaviors	Expressiveness, empathy, an engaging instructional style	Can be developed through practice	Does not guarantee authenticity
3. Relational	Charisma constructed through interaction with the audience	Depends on audience perception and context	Flexible; accounts for variations in impact	Unstable, hard to standardize
4. Functional	Charisma as an educational and communication tool	Motivates, facilitates learning and scientific dialogue	Valuable in pedagogy and outreach	Emphasizes efficiency over depth
5. Constructivist	Charisma as a professional identity under construction	Authenticity, coherence, critical reflection	Integrates personal development	Necessitates time and reflective engagement
6. Transdisciplinary	Integrates elements from all other approaches	Competence, passion, empathy, communication, commitment	Comprehensive and balanced perspective	Complex and challenging to implement

As a scientific synthesis of the approaches presented in Table 1, we advocate the perspective of S. Cristea, who highlighted several pedagogical competencies of particular importance for the affirmation of pedagogical culture: *political competence* (involving the reception and assumption of responsibilities through the establishment of macrostructural objectives), *psychological competence*, *scientific competence*, and *social competence*, which concerns adaptation to the fundamental demands of education (Cristea, 2019). From the standpoint of analyzing the pedagogical charisma of the researcher as both a professional and socio-affective competence, particular attention should be given to psychological, scientific, and social competencies, as these underscore the core values of the researcher's pedagogical charisma.

An important facet in the ongoing conceptual development of pedagogical charisma is the recognition that charisma should not be regarded solely as a mystical or innate attribute, but rather as a competence that can be cultivated through sustained self-education, thereby optimizing communicative feedback. *Pedagogical charisma* is underpinned by a constellation of specific behaviors, values, attitudes, and personality traits that collectively construct the researcher's professional image. This image may be deliberately shaped, enhanced, and refined through systematic and coherent professional development. Within educational contexts, pedagogical charisma is manifested through an intellectual presence that commands attention and engenders audience trust. In this regard, A. Leigh (2018) characterizes pedagogical charisma as the extraordinary capacity to influence individuals and elicit their devotion, emphasizing the strategic deployment of personal traits to generate a lasting impression that exerts profound emotional, physical, and intellectual effects, ultimately shaping the formation of attitudes. Leigh further delineates fundamental attributes of pedagogical charisma, including *fluency*, *self-confidence*, *presence*, *authenticity*, *courage*, *passion*, and *bearing*, qualities that have been consistently emphasized within contemporary pedagogical research. Consequently, pedagogical charisma is conceptualized as the ability to leverage personal traits to produce a meaningful and lasting impact, thereby guiding the emotional responses of the audience (ibid.).

3. Defining Traits within the Scholarly Framework of the Researcher's Pedagogical Charisma

Contemporary international research offers valuable insights into the conceptualization and assessment of charisma. A. C. Archer (1994) suggests that the

charismatic dimension of educators can be assessed by observing their communicative behaviors and analyzing audience perceptions of the researcher's pedagogical performance. Archer's empirical investigations identify several core components underpinning pedagogical charisma: *personal empathy, instructional intensity or enthusiasm, intellectual capacity, and professionalism*. The first two components, empathy and enthusiasm, are directly observable and reflect the emotional foundation of educational engagement, whereas intellectual competencies, despite their fundamental importance, are less immediately apparent within the educational setting. Archer (1994) further warns against conflating pedagogical charisma with professional competence. Complementing this perspective, T. Ribot (1988) underscores that the attributes of pedagogical charisma arise from diverse modes of affective logic, encompassing passionate, unconscious, imaginative, justificatory, and mixed reasoning (Ribot, 1988). Figure 1 visually depicts the interconnectedness of the constituent elements of pedagogical charisma within the broader context of positive human personality dynamics.

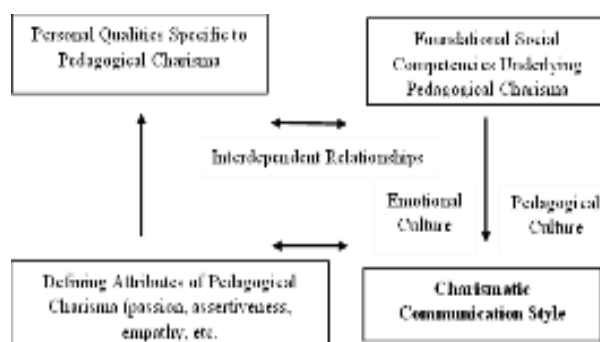


Figure 1. Main Dimensions of the Researcher's Pedagogical Charisma

The analysis of the dimensions constituting the researcher's pedagogical charisma indicates that it is characterized by a constellation of individual psychological and behavioral traits, organized hierarchically at the intrapersonal level. Within the researcher's personality framework, three broad categories of attributes can be distinguished: **affective traits**, which include the ability to express emotional experiences, regulate emotional responses, and maintain emotional stability; **cognitive traits**, encompassing interpersonal cognitive style, social perception, and self-concept; and **relational traits**, related to empathy, extraversion, and prosocial behavior. This study will primarily focus on the **affective** and **relational** dimensions.

Pedagogical charisma reflects the researcher's proactive attitude and positive orientation, encompassing behavioral cues and traits that, **drawing on Carnegie's (2018) ideas**, resemble those of charismatic leaders who actively create diverse opportunities. The personal, communicative, activity-related, and behavioral characteristics of educators collectively shape their professional image, characterized by *visual appeal, engaging verbal expression, attractive nonverbal conduct (including manners, etiquette, and use of pauses)*, and *personal charm*. Notably, recent research increasingly emphasizes the importance of researchers engaging in positive communicative interactions that **effectively influence others on an emotional level** (Walter, 2018).

Regarding the dimensions of a researcher's charisma, the specialized literature frequently refers to *expressive and assertive styles*, both associated with a charismatic style of professional communication. Within this framework, charisma is conceptualized as a psychosocial phenomenon, involving a distinct communicative approach shaped by the audience's perception and validated within the socio-professional environment. In this context, strengthening the teacher–researcher's charismatic capacity presupposes a robust intrinsic motivation directed toward persuasion through scientific argumentation, with the aim of fostering both intra- and interpersonal harmony in intellectual and emotional presence. Such harmony constitutes an essential prerequisite for authentic resonance with oneself and with the audience, thereby enabling the coherent achievement of educational objectives through the establishment of an effective communicative network with students.

The values of the charismatic researcher derive from understanding and interpreting their specific profile and are manifested through the emotional competencies that define pedagogical charisma (for example, the behavioral indicators reflecting the charismatic conduct of a doctoral candidate during an outstanding thesis defense). From this perspective, we propose an examination of the personality traits and behavioral values associated with the charismatic researcher (Table 2).

Table 2. Professional Values of the Charismatic versus Non-Charismatic Researcher

Professional Values of the Charismatic Researcher	Professional Values of the Non-Charismatic Researcher
• Communicative adaptability	• Low social competence
• Confident visual presence and sustained eye contact	• Limited expressiveness
• Captivating and dynamic vocal tone	• Low self-confidence
• Expressive facial animation	• Limited initiative
• Emotional expressiveness	• Socially inhibited
• Personal attractiveness	• Reserved demeanor
• Demonstrated interest and enthusiasm	• Unapproachable

The values associated with the charismatic researcher reflect a pronounced orientation toward effective interpersonal communication and socio-affective expressiveness. *Communicative adaptability, confident visual presence with sustained eye contact, captivating and dynamic vocal tone, and expressive facial animation* signify an active, persuasive, and open presence that facilitates interaction with the audience and enhances receptivity. *Emotional expressiveness and demonstrated interest and enthusiasm* reflect authentic engagement and empathy, essential qualities for fostering effective and inspiring professional relationships. *Personal attractiveness, conceived as personal magnetism*, completes this profile by reinforcing the researcher's capacity to inspire admiration, foster deep engagement, and cultivate trust when presenting research findings within the academic environment.

A charismatic individual is distinguished by advanced emotional communication competencies, including the capacity to express emotions, demonstrate empathy, and adeptly navigate complex interpersonal dynamics. Sahoo (2015) posits that a charismatic personality is characterized by enthusiastic observation, which facilitates the recognition of latent potential in others. This emotional sensitivity enables individuals to identify talents and resources, thereby guiding others toward effective actions. Central to this process is the ability to perceive and interpret others' behaviors, comprehending their priorities, sources of support, challenges, and responses to change. According to Northouse (2009), this process constitutes social judgment, involving a nuanced understanding of others' needs, goals, and contextual circumstances.

A frequently emphasized aspect in the literature on charisma is relational focus coupled with a spirit of leadership. Z. Ziglar, a renowned motivational speaker,

famously stated, “You can have everything in life you want if you help enough other people get what they want.” In the academic context, this principle highlights that a charismatic researcher’s success is closely linked to their ability to positively influence the growth and development of others. Core values of such individuals include generosity in sharing knowledge, mentoring emerging scholars or students, fostering collaboration, and promoting teamwork. They derive genuine satisfaction from the achievements of those they mentor and invest considerable time and effort in their development, thereby cultivating a scholarly community founded on mutual respect and shared inspiration (Ziglar, 2019).

In contrast to the core values defining the profile of a charismatic researcher, the professional values of a non-charismatic researcher often reveal deficiencies in expressive and interpersonal dimensions of professional conduct. Indicators such as *deficient social competence, limited expressiveness, low self-confidence, lack of initiative, socially inhibited behavior, reserved demeanor, and unapproachable attitude* suggest a limited presence, one that lacks impact and the capacity to establish genuine connections with the audience. These traits may reflect passivity and avoidance of active engagement in academic dialogue, negatively influencing the audience’s perception during the presentation of research findings. Collectively, they contribute to rigidity and social withdrawal, conditions incompatible with the roles of educational leadership or inspiring research.

4. The Manifestation of Pedagogical Charisma in the Educational Context

Contemporary studies identify both intrinsic and extrinsic attributes that collectively constitute the charismatic presence of a researcher. *Intrinsic attributes* include core personal and professional qualities such as teaching and communication methods, character, and professional knowledge. *Extrinsic attributes* pertain to presentation style, encompassing physical appearance and attire, nonverbal communication (gestures, posture), and paraverbal features such as vocal tone and speech rhythm. Effective charismatic researchers demonstrate the ability to adapt their instructional style and comportment dynamically in response to audience characteristics, leveraging emotional self-regulation and stage presence to maintain engagement (Sorecean & Borozan, 2021). Empirical and theoretical literature further elucidates the main personality constructs integral to pedagogical charisma. Wang (2012) posits that its essence includes a constellation of traits such as robust disciplinary knowledge, pedagogical proficiency, emotional stability, ethical maturity

(manifested through strong moral values), appropriate professional conduct, and expressive, authentic body language. These intrinsic and extrinsic factors operate synergistically to attract and motivate audiences, thereby fostering sustained attentiveness and receptivity. Scholars explicitly emphasize the importance of character and value systems within this construct. Smiles (2009) argues that character constitutes the foundational element underpinning research charisma, highlighting *honesty, sincerity, and commitment to the scholarly mission* as cardinal values. Consequently, charismatic researchers distinguish themselves through integrity and passion in disseminating their findings. Without intellectual honesty and professional devotion, pedagogical charisma risks losing its transformative educational impact.

Similarly, Newman (2005) identifies the triad of pedagogical charisma as comprising profound knowledge, effective teaching methods, and moral virtue. Tskhay et al. (2018) conceptualize charisma as comprising two primary dimensions: *social influence*, defined as the ability to guide and inspire others, and *social warmth*, characterized by the capacity to make others feel comfortable and valued. Accordingly, a charismatic researcher is perceived as an influential leader who effectively communicates their vision and findings with both persuasiveness and an empathetic, approachable demeanor, thereby fostering a positive collaborative environment. Simple gestures, such as a smile and a friendly attitude, enhance the agreeableness dimension and can significantly improve audience receptivity (ibid.). Scholars examining pedagogical charisma emphasize that charismatic researchers demonstrate **advanced competence in influencing their audience**, leveraging their scientific discourse to enhance their professional reputation and expand opportunities for recognition within the academic community (Pease, 2017).

In this context, *it is imperative to explore the relationship between charisma and the emotional culture of the researcher*, understood as an inherent dimension of pedagogical professionalism. *Emotional culture is embedded within the broader professional culture of educators*, which is structured around four fundamental components: *philosophical, general, psychopedagogical, and disciplinary*. The psychopedagogical component directly facilitates the development of socio-affective competencies, within which charisma emerges as an integrative capacity encompassing *tact, empathy, expressiveness, and pedagogical adaptability*. Darwin (1872) posited that emotions serve an essential communicative function, conveyed through facial expressions and body language; this function holds significance both in educational environments and in the public dissemination of research. Emotions

are not merely physiological responses; they serve as a driving force in human interaction, profoundly shaping both the quality of communication and the learning process. Social theories emphasize the role of emotions as motivational drivers that shape rational thought and human behavior. Charismatic researchers skillfully harmonize reason and affectivity, thereby fostering intellectual motivation and emotional engagement within their audiences (Izard, 2007; Cosmovici, 2008).

Within the specialized literature, the assertion that emotions substantially influence academic behavior and performance has been substantiated by K. Izard (2007), who posits that emotions are integral to the activation of motivation and the regulation of cognitive processes. Correspondingly, Cosmovici (2008) emphasizes the inseparable relationship between affective development, motivational formation, and the progressive maturation of personality. Historically, emotions in educational contexts have been predominantly viewed as sources of disruption and maladjustment. Contemporary research, however, repositions emotions as important determinants in socio-professional integration and the cultivation of emotional competencies, notably emphasizing the capacity to regulate and articulate emotions in a judicious and socially appropriate manner (Pâslaru, 2003; McDougall, 2017).

From a psychological perspective, the key charismatic traits of a researcher's personality often include *extraversion*, *emotional expressiveness*, *self-confidence*, and *emotional regulation*. Friedman et al. (1988) associated researchers' personal charisma with various nonverbal behaviors, including increased emotional expressiveness and marked sociability and extraversion.

Recent studies reveal a significant shift highlighting the important role of positive emotions and empathy in building trust. For example, Wasylyshyn and Masterpasqua (2018) emphasize that social emotions such as *empathy* and *compassion* are essential indicators of authentic and effective leadership. The relevance of these findings to educational settings is evident: a charismatic researcher who conveys positive emotions and engages the audience with empathy and openness can foster trust and enhance motivation among listeners.

Zhou, Ma, Cheng and Xia (2014) demonstrate that leaders who express positive emotions exert a direct influence on the emotional states of those around them, thereby enhancing productivity and innovation. When applied to the educational context, a researcher who conveys enthusiasm and passion for their subject can positively affect the audience, stimulating both interest and creativity. Furthermore, researchers who cultivate an environment of trust and openness are perceived as

authentic leaders, which enhances the effectiveness of the educational process and fosters constructive dialogue between the researcher and the audience.

What defines a charismatic researcher extends beyond oratorical skills or stage presence to encompass authentic engagement with their subject matter. Carnegie (2019) contends that “*pedagogical charisma arises from the sincerity and passion to share knowledge with others,*” a quality evident in the researcher’s capacity to deeply resonate with their audience. This genuine passion, coupled with a leadership demeanor, elevates the discourse from mere transmission of information to a genuine educational experience for all participants.

The pedagogical charisma of a researcher influences audience perceptions of their work. This charisma manifests through both direct and indirect mechanisms, contributing significantly to the enhancement of academic reputation. Marcus (2019) emphasizes that active engagement is fostered through the careful structuring of discourse and the selection of compelling content. Support from the audience is cultivated by exhibiting behaviors that project confidence and intellectual authority. Additionally, skillful use of persuasive techniques in presenting a research project improves the quality of the presentation and creates a climate that supports scientific collaboration.

In this context, the pedagogical charisma of the researcher enhances interpersonal relationships and is regarded as a factor that influences and facilitates collaborative learning within educational settings. As the researcher interacts with the audience, mutual respect and empathy become essential elements in cultivating an open and constructive learning environment. According to Wu et al. (2015), “*pedagogical charisma is closely related to teaching performance and, by implication, to success in promoting continuous learning.*” Consequently, the charismatic researcher becomes a role model, exemplifying both expertise and engaging interpersonal skills, which support the professional and personal growth of the audience.

When examining the pedagogical charisma of the researcher, it is important to emphasize its defining qualities: *a confident presence grounded in genuine enthusiasm for the research topic, and the capacity to establish meaningful connections with the audience through respect and responsiveness to feedback.* At the same time, humility and authenticity are essential; excessive theatricality or arrogance can undermine the formation of a positive perception and image of the researcher. As Raelin (2006) notes, a truly charismatic educator demonstrates tolerance, openness, candor, patience, and compassion in their professional conduct,

traits that facilitate the reception of constructive feedback. These qualities position the charismatic researcher as an eloquent speaker, an empathetic mentor, assertive, consistent, and morally grounded (Raelin, 2006).

The public presentation of research findings functions both as an evaluation of scientific knowledge and as an exercise in persuasive communication. The way in which the speaker delivers ideas, engages with the audience, and responds to questions can determine how the audience values and engages with the presented content. In this context, managerial and persuasive communication, stage presence, and pedagogical assertiveness converge to shape the image of the charismatic researcher. Figure 2 illustrates the scientific dimensions underlying the researcher's pedagogical charisma.

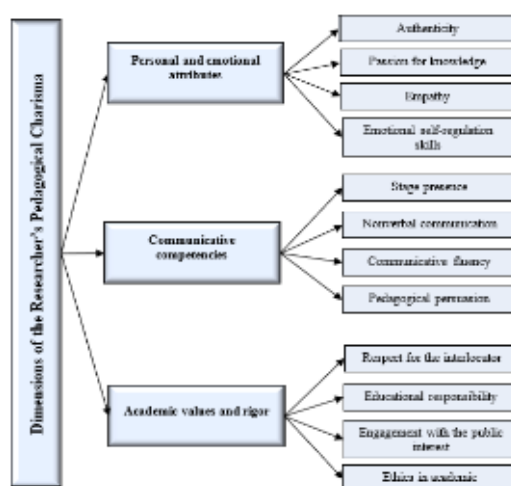


Figure 2. Scientific Dimensions of the Researcher's Pedagogical Charisma

Persuasive communication refers to interpersonal interaction in which one party influences others to think or act in a particular manner (Crăciun, 2008). Unlike purely informative communication, it entails the strategic use of arguments, emotional energy, and interpersonal relationships to convince the audience of a given viewpoint's validity. In presenting research findings, the researcher seeks to persuade the audience of both the scientific significance of the results and their own investigative competence and scholarly integrity. C. Crăciun (2013) underscores that, in such situations, scientific communication should be intentionally oriented toward persuasion, addressing questions such as: "What does the audience (or the committee) wish to hear?" and "What objective reasons might lead them to accept my conclusions?" A persuasive communicator structures the message in line with

the audience's interests and expectations, selecting arguments judiciously and modulating the tone of discourse to sustain attention and secure the listeners' tacit agreement (ibid.).

Communication shaped by the researcher-orator's emotional culture, as emphasized in educational settings, manifests through a charismatic style characterized by a blend of distinctive personality traits and notable communicative skills. These enable the researcher to capture attention and positively influence the audience (Cojocaru-Borozan, 2010). Psychologists have noted that during interactions with charismatic individuals, emotional energy is often conveyed nonverbally, through presence alone, a phenomenon described as communicative resonance (Carnegie, 2019, p. 167). The disposition of a charismatic researcher often exerts a contagious influence, resonating on an emotional level even in the absence of explicit verbal communication, as nonverbal signals and mere presence may be sufficient to evoke a shared emotional response. This influential presence should be harnessed in educational contexts through a teaching style marked by dynamic and expressive content delivery. Instruction ought not only to be accurately conveyed but also experienced, interpreted, and "performed" with emotional involvement and passion, thereby fostering scientific curiosity, encouraging active engagement, and gradually enhancing participation in scientific dialogue. Recent findings in communication psychology highlight the predominance of the visual channel in the reception of information, with 82% of a message processed visually, 11% auditorily, and only 7% through other sensory channels (Marcus, 2019, p. 81). This evidence supports a thoughtful approach to educational communication, where the researcher's visual engagement and nonverbal communication play a major role in sustaining attention and encouraging active involvement in professional discourse. Therefore, the use of expressiveness, natural gestures, expressive facial animation, and sustained eye contact should be regarded not as mere theatrical embellishments but as essential elements of effective communication capable of establishing an authentic bond between researcher and audience. Stage presence represents another important aspect of charisma in the delivery of scientific presentations. Borrowed from the performing arts, the term refers to the aura a speaker projects when addressing an audience. A researcher with strong stage presence conveys assurance, enthusiasm, and composure. Upright posture, consistent eye contact, natural gestures that highlight important points, and vocal variation, including clear intonation, appropriate volume, and emphasis on main ideas, jointly contribute to an engaging stage presence. In educational terms, these features align with what are known as the

extrinsic traits of charisma: *physical appearance, nonverbal communication, and paraverbal signals* (Pease, 2017).

Mastery of rhetorical techniques and oratory skills constitutes an equally important component of the presentational repertoire of the charismatic researcher. An effectively structured discourse, comprising an engaging introduction that captures attention, a rigorously logical exposition of methodology and findings, and conclusions that resonate with the audience, is fundamentally indispensable. Equally important is the strategic management of the committee-led question-and-answer session that typically follows (Creciun, 2008).

Prominent scholars who have examined the phenomenon of charisma emphasize the central role of passion in defining and sustaining charismatic leaders. Passion is not merely an emotional trait but rather a profound inner wellspring of energy that animates and motivates these individuals to pursue their mission with devotion and emotional intensity. According to Max Weber, a truly charismatic leader is an individual perceived as possessing exceptional qualities that distinguish them from ordinary people, whose authority is rooted in personal magnetism and the deep conviction of followers in their extraordinary mission. Thus, passion serves as the motivational fuel that sustains the leader's effort, determination, and resilience when facing communication challenges (Marcus, 2019).

In this context, passion functions both as an affective state and an active force that is capable of mobilizing willpower, sustaining perseverance, and reframing obstacles as embraced challenges. Charismatic leaders are defined not only by their influence over others but also by their unwavering commitment to their mission, regardless of the arduous or unpredictable nature of their communicative journey. This steadfast conviction, coupled with genuine passion, generates an irresistible momentum that distinguishes the charismatic individual and positions them as a standard-bearer. The path to charismatic recognition is rarely free of obstacles; rather, it is often characterized by challenges perceived by others as insurmountable. It is precisely this passion for scientific communication that endows the charismatic leader with the inner resilience to persist, adapt, and devise solutions while remaining anchored in both the mission's purpose and the profound needs of the community they serve. Ultimately, passion for communicating research findings stands as the hallmark of the charismatic researcher and an essential prerequisite for their transformative influence (Pease, 2017).

5. Conclusion

Pedagogical charisma represents a significant professional competence for researchers, enabling them to communicate research findings effectively and reinforce their credibility as scientists. Within this framework, pedagogical charisma adds substantial value to the academic communication process and contributes to professional development. From this perspective, charisma manifests through a set of communicative behaviors perceived by audiences as influential, agreeable, and memorable. Its defining features include well-developed professional competencies, integrity, and a passion for disseminating new knowledge as fundamental values. Assertive communication skills, empathy, enthusiasm, expressiveness, and the effective use of persuasive techniques collectively shape the image of the charismatic researcher, a profile that can be consciously cultivated through continual practice. In presenting research findings, the researcher's pedagogical charisma is evident through clear and persuasive communication, confident stage presence, strong interpersonal connection, and an inherent epistemic authority. Furthermore, the researcher's charisma extends to formative dimensions by capturing audience interest in the scientific content, thereby promoting deeper understanding and appreciation of the research project. Pedagogical charisma represents a valuable asset for any researcher defending their findings. This professional competence synthesizes core values of scientific communication: *personal charm and academic discipline, psychological culture, and emotional intelligence, all anchored within the fertile domain of pedagogical culture*. Genuine and grounded in thorough preparation, a researcher's pedagogical charisma, complemented by expert knowledge and experience, can become an effective tool for engaging academic audiences and constitutes a hallmark of excellence capable of transforming the defense of research findings into a memorable scholarly event for both the researcher and the evaluators of emerging knowledge.

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