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Nonverbal Behaviours of Charismatic Leadership

A Case Study of the NCouragers Denmark, Nestlé

By Anders Hansen & Mathias Bruhn

Supervisor: Minna Paunova

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Abstract

Established through the literature of management and economics, it has been proven that leadership significantly influences teams, organisations and even countries. Within the research field of leadership, charismatic leadership is acknowledged to benefit both the organisation and the employees. This has been found in terms of economic value, intrinsic motivation, and wellbeing. In order to ensure charismatic leadership, the individual should, amongst other things, be able to demonstrate specific nonverbal behaviours within the three core elements of charisma: *Presence*, *Power* and *Warmth*.

The purpose of this thesis is to investigate how charismatic leadership occurs in a group without a formal hierarchy based on nonverbal behaviours. This is investigated through observations and interpretations of the nonverbal behaviours within the case study of an informal group in the organisation of Nestlé Denmark.

The theoretical framework of the thesis was used to analyse the empirical data which were collected through an exploratory interview, observations, video recordings and semi-structured interviews. The analysis found that a lack of *Presence* behaviours from other group members felt as frustrating and as if the individual in question was wasting time. In contrast, specific nonverbal behaviours linked to *Presence* were established to have positive effects. Behaviours of *Power* were investigated to be significantly harder to interpret by the group members. The demonstration of *Power* behaviours even made other group members feel empowered as a result of being near the individual in question and was to a higher degree observed subconsciously. According to the findings, behaviours of *Warmth* had the effects of making the group members feel comfortable and energetic while sensing acknowledgement and empathy from the individual, demonstrating the specific behaviours of *Warmth*.

Throughout the thesis, 18 specific nonverbal behaviours were found; three of *Warmth*, eight of *Power* and ten of *Presence*. Three of these specific behaviours were linked to both *Power* and *Presence*. The nonverbal behaviours found, had both positive and negative effects on the group members.

Based on the results, it can be concluded that through nonverbal charismatic behaviours, charismatic leadership can be established. The demonstration of these specific nonverbal behaviours by an individual will affect the group members and make the individual in question seem more or less charismatic. Our findings even suggested that a combination of the charismatic nonverbal behaviours within the informal group enables an individual to establish an even more solid foundation of charismatic leadership.

Resumé

Indenfor forskning af erhvervsøkonomi og ledelse, er det bevist, hvordan ledelse har en betydelig indflydelse på teams, organisationer og hvordan lande bliver styret. Indenfor forskningsfeltet, er karismatisk ledelse anerkendt som en ledelsestype, der gavner både organisationer og deres ansatte. Dette er konstateret i forhold til økonomisk afkast såvel som indre motivation og velvære for medarbejdere. For at sikre karismatisk ledelse, skal individet blandt andet være i stand til at udøve specifikke nonverbale adfærd inden for de tre kerneelementer som udgør karisma: *Presence*, *Power* og *Warmth*.

Kandidatafhandlingens formål er at undersøge, hvordan karismatisk ledelse opstår baseret på nonverbal adfærd i en arbejdsgruppe uden et formelt hierarki. Dette er undersøgt gennem observationer og fortolkninger af nonverbal adfærd i et casestudie af en uformel arbejdsgruppe i organisationen Nestlé Danmark. Afhandlingens teoretiske ståsted bliver anvendt til at analysere de empiriske data, som er indsamlet gennem udforskende interviews, observationer, videooptagelser og semi-strukturerede interviews.

Afhandlingens analyse fandt blandt andet frem til, at et gruppemedlems mangel på *Presence* adfærd skaber en følelse af frustration hos de andre medlemmer, og derigennem en oplevelse af det afholdte møde som værende spild af tid. Modsætningsvist har specifikke nonverbale adfærd indenfor *Presence* en positiv effekt på gruppemedlemmerne generelt. *Power* adfærd er undersøgt til at være betydeligt sværere for gruppemedlemmerne at opfatte. Dog får anvendelsen af *Power* adfærd individet til at føle

sig forsikret og i kontrol, som et resultat af at være nær en person der udøver *Power* adfærd. Denne adfærd blev i højere grad observeret underbevidst af gruppemedlemmerne. Ifølge afhandlingens resultater, skaber udøvelsen af *Warmth* adfærd en følelse af at være komfortabel med og energisk efter at deltage aktivt i arbejdsgruppen. Ydermere, oplever gruppemedlemmer at de føler sig anerkendt, som følge af de specifikke nonverbale *Warmth* adfærd, udøvet af et individ som derigennem fremstår mere empatisk og forstående.

Gennem afhandlingen er der fundet frem til 18 specifikke nonverbale adfærd: tre indenfor *Warmth*, otte indenfor *Power* og ti indenfor *Presence*. Tre af disse er koblet til både *Power* og *Presence*. Alle 18 adfærdstyper er undersøgt til at have både positive og negative påvirkninger på gruppemedlemmerne.

Som følge af resultaterne kan det konkluderes, at gennem anvendelse af specifikke nonverbale adfærd, kan karismatisk ledelse etableres. Ved anvendelse af de nonverbale adfærd vil det udøvende individ fremstå mere eller mindre karismatisk, og påvirke de deltagende gruppemedlemmer herefter. Resultaterne tyder endvidere på, at ved en kombination af de 18 specifikke nonverbale adfærd kan en leder opnå en endnu større grad af ovennævnte effekter, samt et endnu stærkere grundlag for karismatisk ledelse af en uformel gruppe.

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1 Introduction

Throughout human history, there have always been leaders, and through such, different degrees and understandings of leadership (Grint, 2010). Even though leadership goes back to humans as animals leading a pack, the much-discussed topic has never found a single answer to what great leadership is. Keith Grint (2010) describes this well by his statement:

“(...) despite almost three thousand years of ponderings, and over a century of 'academic' research into leadership, we appear to be no nearer a consensus as to its underlying meaning, let alone whether it can be taught or its effects measured and predicted.” (Grint, 2010: 18).

According to Grint (2010), leadership is such a vast subject, and even though it is as old as it is, we are still not clear on which effects occur and if these can be predicted or measured. Another quote by Hunt (1991) states the situation of studying leadership quite well: *“Once I was active in the leadership field. Then I left it for ten years. When I returned, it was as if I had been gone for only ten minutes.”* (Hunt, 1991: 1). This clearly illustrates that even if we never stopped studying leadership, we could not be sure to find all the answers.

Therefore, what can be derived about leadership and the vastness of the subject is that: *“The more you know, the more you realize you don't know.”*, which is a known quote by Aristotle. This is also seen by the experience of Grint (2010), who presents an insightful graph which depicts the predicament of understanding leadership:

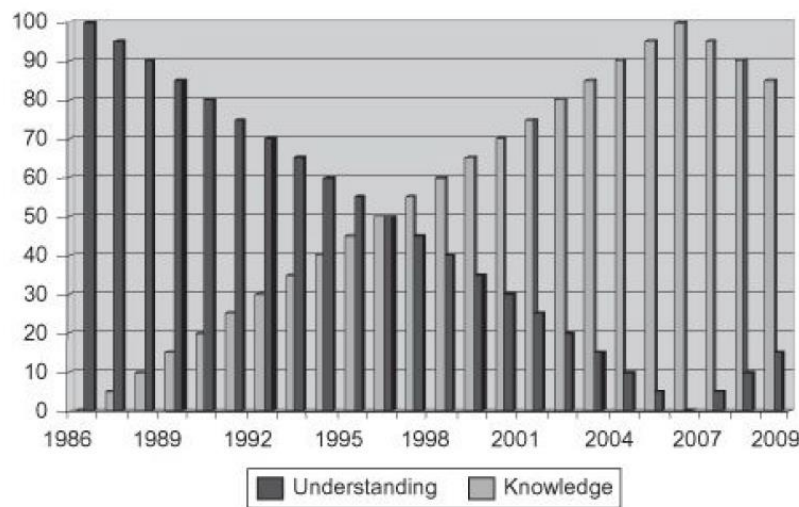


Figure 1: Understanding VS. Knowledge of Leadership. Source: Grint (2010)

As a renowned leadership scholar, it could be expected that Keith Grint would grasp leadership to some extent, but that is not necessarily his view on the understanding of the topic (Grint, 2010). Besides the statement above by Grint (2010), Figure 1 shows his interpretation of his knowledge and understanding of leadership as a topic. Over the years, Keith Grint has clearly increased his knowledge about leadership, but the interesting factor is that his understanding of the subject has decreased. It is a quite clear and interesting visual representation of Aristotle's quote above.

No matter the part of leadership which is looked upon, the collected notion of the importance of leadership is clear: “*The management and economics literatures have established that leadership matters a great deal, whether at the country, organisation, or team level of analysis.*” (Antonakis et al., 2011: 374). We are in a better position when we have a greater understanding of leadership since it matters a great deal no matter the size of the organisation in question. Though, vital as it is, leadership is such a vast topic that it can be hard to determine where to start. A way to start would be, to have a closer look at what leadership studies have focused on through time.

One of the original focuses of leadership was to understand the leader him-/herself and the leader's impact on small groups' behaviours (Storey, 2004). Leadership was viewed as personal traits and behaviours solely exercised by the leader and led to an understanding of “The Great Man” (Storey, 2004). The concept was to understand leaders through a trait approach focusing on leaders as displaying outstanding abilities and having extraordinary personalities (Storey, 2004). Leadership has always been focused on the leader him-/herself and the behaviour which followed such a person. But which behaviours should be investigated when focusing on the leadership of human beings?

1.1 Charismatic Behaviour & -Leadership

When looking into the behaviours of human beings, an ability generally seen as positive to achieve would be the personal magnetism that both Grint (2010) and Cabane (2012) so profoundly describes. Grint (2010) describes personal magnetism as a force driving followers to a leader, where such a leader would be seen as someone with charismatic abilities and behaviours (Grint, 2010). The same understanding of personal magnetism and charismatic behaviour has been used almost one-to-one by author and scholar Olivia Fox Cabane (2012) in her book *The Charisma Myth - How Anyone Can Master the Art and Science of Personal Magnetism*.

Cabane (2012) has built her theories around the subject of charismatic behaviours and how such lead to stronger and more constructive interactions between human beings. These theories add value to the studies of leadership, as leadership and behaviours go hand in hand (Storey, 2004). The components of such behaviours can be hard to concretize, but Cabane (2012) has through a meta-analysis of research up until now limited the understanding to three core elements of charisma: **Power**, **Presence** and **Warmth** (Cabane, 2012). When a person fathoms one of these core elements, one is demonstrating charismatic behaviour. That said, one element, like, e.g. *Presence* alone, will still have an impact on others, though when an element of, e.g. *Warmth* is added, the performing individual is more likely to be interpreted as a charismatic leader.

Charismatic leadership is a concept of an extraordinary leader to whom followers are drawn in such a way that it is not necessarily logical (Conger & Kanungo, 1987). Grint (2010) would further describe the charismatic leader as “(...) *someone extraordinary, with a quality or authority that influences or inspires large numbers of people.*” (Grint, 2010: 102). The charismatic leader is someone who can move individuals or a group of people, either formal or informal. Furthermore, a charismatic leader is a person who draws individuals towards themselves, sometimes without the individuals around them being able to understand why that is (Shamir, 1999). As previously mentioned, Cabane (2012) describes this concept as personal magnetism. Therefore, what is especially interesting when looking into charismatic behaviours, is the effect of such personal magnetism and what such charismatic leadership creates:

“Followers of charismatic leaders show devotion and loyalty toward the cause that the leader represents (Bass, 1985) and willingly place their destiny in their leader’s hands (Weber, 1968). Such leaders reduce follower uncertainty or feelings of threat (Hogg, 2001). Simply put, charismatic leaders are highly influential leaders.” (Antonakis et al., 2011: 375).

Additionally, the relationship which the charismatic leader establishes with the followers may even lead to a common goal and purpose (Antonakis et al., 2011). It is therefore seen as critical to know more about how these charismatic behaviours are defined and which direct effects they have on individuals.

1.2 Problem Statement

With the background of leadership and the topic of charisma being clearer, it is relevant for us to study the concept of charismatic leadership further, as we have identified a deficiency in the research of specific behaviours constituting charismatic leadership.

Therefore, this thesis will investigate such behaviours by combining existing academic research with the research and frameworks developed by renowned practitioners. As a result of this, a clearer view of which exact behaviours constitute charismatic leadership will be provided to enrich the research area of charismatic leadership.

More specifically, this thesis is exclusively focused on nonverbal behaviours due to a limited amount of resources and time. This is not seen as a constraint as nonverbal behaviours are the most important element of any given communication aspect, especially when looking into charismatic leadership (Cabane, 2012; Phillips, 2019; Antonakis et al., 2011). One quote which illustrates this in detail is the following one by Cabane (2012: 12): “(...) *nonverbal communication is hardwired into our brains, much deeper than the more recent language-processing abilities. This is why nonverbal communication has a far greater impact [on charisma].*”.

Moreover, for the study of such nonverbal behaviours to be as relevant as possible, the study is conducted in a group which has no defined leader and where no group members are hierarchically higher positioned than others. This allows us to investigate the nonverbal behaviours in a group setting where all members should be equally positioned to act naturally.

Hence, our research question is as follows:

- **How do nonverbal behaviours influence charismatic leadership within an informal group without a formal hierarchy?**

This will be analysed based on data collected in the organisation of Nestlé Denmark further focused on the informal group known as NCouragers Denmark. The analysis will be based on the nonverbal behaviours observed through monthly group meetings combined with interpretations of these behaviours by the group members.

In order to answer the research question and to test the use and application of the chosen theories, two elaborative questions have been developed:

- **Which nonverbal behaviours are observed within the informal group of NCouragers Denmark?**
- **How are the nonverbal behaviours interpreted by the group members of NCouragers Denmark?**

1.3 Structure of Thesis

The thesis is structured in a traditional manner that seeks to answer the research question by containing seven chapters which will be illustrated and described below.

1. Introduction
2. Theoretical Framework
3. Case Description
4. Research Design & -Methods
5. Analysis
6. Discussion
7. Conclusion

The *first chapter* includes an introduction of leadership as a topic, charismatic behaviours and -leadership as well as the chosen research question and the scope of our thesis.

The *second chapter* consists of the theoretical framework where relevant theories used throughout the thesis are presented, and key concepts are explained.

Subsequently, the *third chapter* contains a case description presenting both Nestlé as a company and the group called ‘NCouragers’ who is the interest of this study.

In the *fourth chapter*, the research design and -methods which have been used to obtain the collected data will be presented. This includes a description of our data collection and -quality.

The analysis is conducted in the *fifth chapter*. It is divided into four sections, where the first three of them are concerned with the observed and interpreted nonverbal behaviours of the NCouragers linked to the three respective core elements of charisma: *Power*, *Presence* and *Warmth*. The fourth and final part of the analysis is focused on the collected findings in the previous sections, which are combined to explain how charismatic leadership occurs within an informal group.

The *sixth chapter* is the discussion where results, delimitations and opportunities for future research will be addressed.

Finally, the conclusion of our thesis is presented in the *seventh chapter*, where our main findings will be summarized and eventually provide an answer to our presented research question.

2 Theoretical Framework

The following chapter presents the main theoretical framework of the thesis. First, a review of the existing literature within the research area of charismatic leadership will be introduced. Secondly, the two main theories used in the thesis by Antonakis et al. (2011) and Cabane (2012) will be presented in combination with an introduction of the practical framework developed by Phillips (2019). Together, the collected theoretical framework will ensure a profound understanding of charismatic leadership.

2.1 Theoretical Background

Weber first proposed the concept of charisma as a gift “(...) *of the body and spirit not accessible to everybody (...)*” (Weber, 1968: 19). He elaborated this by further explaining that the basis for charismatic leadership should be a perception by his or her followers that their leader was extraordinary (Conger, 1999).

Furthermore, Weber described charisma as a force for change and transformation in organisations derived by the leader as a charismatic person who exercised power through followers believing in and looking up to him or her (Weber, 1968). This was especially seen as feasible in times of crisis or in environments of change (Weber, 1968). The key assumption is that in times of stressful change, individuals were longing for a leader who offered attractive solutions and visions of the future. Also, a charismatic leader was better able to promote and have a transformational vision accepted during times of uncertainty where the status quo no longer functioned effectively (Bryman, 1992). However, other researchers have suggested that a crisis is favourable, but not necessary for charismatic leadership to work effectively (House et al., 1991; Shamir & Howell, 1999). Thus, Weber primarily focused on the charismatic leader as a person who was extraordinary and important for organisations in times of crisis.

This view was extended by some of the more modern literature by Conger & Kanungo (1994) who also primarily focused on the charismatic leader, like Weber, but based on the idea that charismatic leadership was an attribution based on followers' perceptions of the leader's behaviour (Conger & Kanungo, 1994). The suggestion described by Conger & Kanungo (1994) was that the leadership behaviour displayed by an individual made them (in the eyes of the followers) not only a task - or social leader but also a charismatic or non-charismatic leader (Conger & Kanungo, 1994). According to Conger & Kanungo (1994), the leader's observed behaviour could be interpreted by his or her followers as expressions of charismatic qualities which was seen as part of the leader's inner disposition or personal style of interacting with followers.

When looking at the above theory by Conger & Kanungo (1994), the change as apparent within how charismatic leadership is both defined and assessed. Whereas Weber (1968) primarily focused on the charismatic leader as a person, more recent literature has also been interested in the follower aspect. What could be interesting to further understand is how this development has meant to the field of charismatic leadership, to what degree Weber's (1968) is still relevant today.

Meindl (1993) further illustrated this in his article called "*Reinventing Leadership: A Radical, Social Psychological Approach*". He questioned the dominant focus on the personality and characteristics of leaders by Weber. As such, he argued that too much research was focused on understanding the leader himself or herself as opposed to how leadership was constructed socially (Meindl, 1993). Furthermore, he described this leader-centred focus as "romance of leadership" (Meindl et al., 1985) and wanted a more radical and social perspective in order to understand leadership as an emergent approach (Meindl, 1993). According to Meindl (1993), there was a need to focus on the follower-centred aspect of leadership through studies, as leadership could not be seen as an intrinsic phenomena, but rather as something which was created as a social construction (Meindl, 1993).

As a consequence of Meindl's (1993) critique of leadership theories being too "leader centric", and almost solely focused on the impact of leader traits and behaviours, writers such as e.g., Graen &

Uhl-Bien, (1995), Hollander (1993), Jermier (1993), Klein & House (1995) and Yukl & Van Fleet (1992) agreed that leadership was a relationship which was jointly produced by leaders and followers.

One of the modern charismatic leadership theories which focus jointly on both the leader and the followers is the article "*The Role of Followers in the Charismatic Leadership Process: Relationships and Their Consequences*" produced by Howell & Shamir (2005). Both Howell & Shamir also believe that "(...) *the leader-centric perspective of charismatic leadership relies too heavily on the influence of leader characteristics and behaviours in producing followers' motivation, attitudes, and behaviours*" (Howell & Shamir, 2005: 96).

Based on the above opinion, they try to correct the heroic image of charismatic leadership by showing that the role of followers in leadership processes is broader than previously stated in past literature theories (Howell & Shamir, 2005). They do this by highlighting that both followers and leaders are involved in a charismatic relationship, where the nature of this specific relationship depends on the overall self-concept of the followers (Howell & Shamir, 2005). Thus, Howell and Shamir (2005) showed that it is not needed to dismiss the leader in order to make more room for the followers in the explanation of charismatic leadership. The emphasis on the followers shines a light on the active role that the followers possess in determining the harmful and beneficial consequences of charismatic leadership (Howell & Shamir, 2005).

As seen above, the research area of charismatic leadership has developed a lot since Weber first proposed the concept of charisma as a gift. There has been a change in the focus of charismatic leadership theories, which are no longer exclusively concerned about the leader, but also include the role of the followers. This change of focus links well to our investigation, and analysis as it focuses on the nonverbal behaviours, which constitute charismatic leadership based on the followers' interpretations.

2.2 Charismatic Leadership & Communication Techniques

There are separate understandings regarding the making of charismatic leaders, which are divided into two main groups: “leaders are born” and “leaders are created” (Antonakis et al., 2011). Furthermore, according to Antonakis et al. (2011), it is generally known that leadership is essential to all types of organisations. Also, “(...) *when measuring specific components of leadership, charismatic leadership demonstrates strong effects on leader outcomes, as meta-analyses have repeatedly established.*” (Antonakis et al., 2011: 374), while it was therefore essential for Antonakis et al. (2011) to investigate if individuals could be taught how to be leaders and which effects charisma had on the followers of such leaders (Antonakis et al., 2011).

Therefore, to investigate this, Antonakis et al. (2011) created two studies where participants were trained in the skills of Charismatic Leadership Tactics (CLT's); 1) a field experiment of a group of managers and 2) a laboratory experiment with a group of MBA students. These CLT's taught and studied by Antonakis et al. (2011) consisted of twelve core strategies combined as nine verbal and three nonverbal communication strategies, helping the leader as a public speaker:

Verbal Strategies

- *Metaphors*, which simplifies the message and invokes meaning
- *Stories* and *anecdotes*, which make messages understandable and easy to remember
- *Moral conviction* and *sentiments of the collective* that connect the group
- *Set high expectations* for themselves and followers to create a bond
- *Communicate confidence* that they will meet goals to show commitment
- *Contrast* and *lists* as well as *rhetorical questions* to focus the message, give completeness and create anticipation and puzzles to the listeners

Nonverbal Strategies

- *Body gestures*
- *Facial expressions*
- *Animated voice tone*

What was especially interesting in Antonakis et al. (2011)'s article was the effect of charismatic leadership which, according to the literature, “(...) *would (a) create affect-laden relationships with followers, (b) induce trust, (c) be seen as very competent, and (d) be easily able to influence followers.*” (Antonakis et al., 2011: 378).

Though, important to realize is that only when a leader is accepted by the group, can such a leader be charismatic, and “(...) *leaders who by force of their personal abilities are capable of having profound and extraordinary effects on followers.*” (House, 1977: 189). At the same time, it was found that a charismatic leader made followers show devotion and loyalty beyond expected, and that was for the cause in which the leader represented. This is all while the charismatic leader “(...) *reduce follower uncertainty or feelings of threat (...) Simply put, charismatic leaders are highly influential leaders.*” (Antonakis et al., 2011: 375). In the end, what Antonakis et al. (2011) found, was that the charismatic leader is a very influential and important individual to his or her followers.



Figure 2: Example of Representative Improvement in Nonverbal Behaviour.

Source: Antonakis et al. (2011)

According to Antonakis et al. (2011) “*The results of our studies suggest that charisma can be taught. [and] (...) The change in charisma we induced increased leader prototypicality, leader emergence, as well as other outcomes.*” (Antonakis et al., 2011: 388-389).

Based on the study of both verbal- and nonverbal communication by Antonakis et al. (2011), we know that charismatic leadership can be taught. Still, there were a few limitations to the studies: “*It is not clear whether we have identified the best markers of charisma: Future researchers should gather more complete data on these and other markers to see which ones better predict charismatic outcomes.*” (Antonakis et al., 2011: 391). Based on these limitations we find it interesting to look further into which specific behaviours constitute charismatic leadership.

To identify these specific behaviours, we use the research and framework developed by David JP Phillips (2019) who is a renowned public speaking coach and teacher. Phillips and his team are experts at analysing the neurological reactions of an audience as a consequence of the behaviours demonstrated by the trained public speaker. Throughout the past nine years, Phillips has analysed more than 3500 international speakers, 1500 Swedish speakers and constructed a clear model of 110 communication and public speaking techniques needed to excel at performing in front of an audience (Phillips, 2019).

As Phillips (2019) describes it, the ability of public speaking is not something you are born with, but something you train throughout your life: *“It’s called presentation skills (...) It is not, has never been, and shall never be called the talents. You’re not born with a particular gene that makes you brilliant on stage. [It is] Something you acquire through life.”* (Phillips, 2019: 11). Therefore, we are interested in such skills, since it, according to Antonakis et al. (2011) is essential to be a great communicator, in order to demonstrate charismatic leadership.

The 110 techniques of communication and public speaking (Phillips, 2019) consist of the following main categories: *Nervousness (6), Voice (26), Body Language (43), Facial Expressions (9), Language (18)* and *Ultimate Level (8)*. The categories are all backed up by articles and research, which can be found as part of the virtual tool. We decided not to include a review of all sources used by Phillips, due to the purpose of it being a practical framework rather than an experimental academic tool (Phillips, 2020).

Besides considering the sheer numbers of the categories, Phillips (2019) also explains the importance of gesticulation and body language when speaking to others: *“(...) what’s interesting with this is that, if you imagine the time we’ve spent on this planet as our race, how much of that time have we spent using gestures and nonverbal communication in order to communicate what we’re saying? Is that*

more than verbal? Absolutely.” (Phillips, 2019: 5). Figure 3 presents the 110 techniques of communication and public speaking developed by Phillips (2019) which have been put into the six major categories of *Nervousness*, *Voice*, *Body language*, *Facial expressions*, *Language* and *Ultimate level*.


WELCOME TO YOUR INDIVIDUAL COACHING PAGE

DASHBOARD
DEVELOPMENT TABLE





Nervousness		Voice			Body language				Facial expressions		Language		Ultimate level
1  Swaying	7  Register	16  Volume decline	25  Filler sounds	33  Confident posture	42  Struggling shoulders	51  Pointing	60  Progression	69  Step forward / Step back	76  Neutral	85  Adapted	94  Hexacolon	103  Loves presenting	
2  Squirming	8  Slow pace	17  Volume increase	26  Prosody	34  Neutral position	43  Intensity variation	52  Volume/Size	61  Empowering head angle	70  Bent knees	77  Matching	86  Flow	95  Tricolon	104  Roleplaying	
3  Irrational movement	9  Fast pace	18  Volume decrease	27  Melody	35  Amplifying posture	44  Functional	53  Regulators	62  Unfunctional head angle	71  Amplification	78  Dramatising	87  Strong rhetorics	96  Repetition	105  Total intensity transition	
4  Patting/ Stroking	10  Base pace	19  Unfunctional pauses	28  Articulation	36  Ticks	45  Smooth	54  Rhythm of speech	63  Standard head angle	72  General eye contact	79  Mouth	88  Filler words	97  Anaphora	106  Acts out the obvious	
5  Flight stance	11  Timbre	20  Relaxation pause	29  Voice climax	37  Feet	46  Distinct	55  Signs	64  Amplifying head movement	73  Sweeping	80  Eyebrows	89  Negations	98  Epiphora	107  Present and authentic	
6  Unbalanced feet	12  Emphasis	21  Thought pause	30  Dramatising	38  Hip	47  Adapted size	56  Movement	65  Owns the stage	74  Focus	81  Forehead	90  Repetitive words	99  Alliteration	108  Synchronicity	
	13  Playful emphasis	22  Effect pause	31  Language change	39  Angle	48  Standard pace	57  Drawings	66  Horizontal movement	75  Functional	82  Eyes	91  Absolute words	100  Correctio	109  Contrast	
	14  Base volume	23  Cord vibration	32  Sound effects	40  Relaxed movement	49  Adapted pace	58  Emotional expressions	67  Vertical movement		83  Self laugh	92  Strategic	101  Climax	110  Visualisation	
	15  Varied volume	24  Elongated voice		41  Dramatising	50  Full out	59  Sounds	68  Power Areas of the stage/room		84  Straight face	93  Valued	102  Anadiplosis		

Figure 3: The 110 Techniques of Communication & Public Speaking. Source: Phillips (2019)

Based on the above emphasis that nonverbal communication is of higher importance than verbal communication according to Phillips (2019), and how a trained speaker should master these in order to demonstrate charismatic leadership according to Antonakis et al. (2011), our focus is as already mentioned centred on these nonverbal behaviours. The study of charismatic leadership throughout this thesis will, therefore, more specifically focuses on the following categories of nonverbal behaviours: *Nervousness*: 1-6, *Body Language* 33-75 and *Facial Expressions* 76-84. The selection of these categories was due to them being relevant to the nonverbal communication.

Moreover, we have simplified these into the following six categories: *Fidgeting*, *Posture*, *Gesticulation*, *Head Movement*, *Eye Contact* and *Facial Expression*. This categorization is made to ensure a simplified process of coding each group member's nonverbal behaviours throughout our studies of the NCouragers. Since we have now investigated the specific behaviours of the public speaker, it would be interesting to further understand how these can be understood based on charisma and the core elements of such.

2.3 Charismatic Behaviours

According to Cabane (2012), charisma is the result of specific behaviours and not a magical quality of personality. The degree to which someone is seen as charismatic can change, but to appear charismatic, a person should either possess *Power*, *Presence* or *Warmth* or preferably more of them at the same time. Through even small changes in body language and nonverbal behaviours, individuals pick up on even slight changes in demeanour (Cabane, 2012).

Power “(...) means being perceived as able to affect the world around us, (...) We look for clues of power in someone's appearance, in others' reaction to this person, and, most of all, in the person's body language.” (Cabane, 2012: 18). To be powerful is to be able to move a mountain yourself or have others to move it for you. It is a way to stand out as the strong leader with a physical presence in the group. It is a person who makes others feel like he or she can move a mountain if the person with *Power* wishes to. A clear example of a *Power* individual is the classic alpha male or female who give orders to their tribe or group and has no contestants for authority (Cabane, 2012).

Warmth, on the other hand, is the desire to move the mountain for others. It is the feeling of empathy and goodwill towards the recipient: “*Warmth* (...), is goodwill toward others. *Warmth* tells us whether or not people will want to use whatever power they have in our favour. Being seen as warm means being perceived as (...): benevolent, altruistic, caring, or willing to impact our world in a positive way.” (Cabane, 2012: 18). As with *Power*, *Warmth* is mainly “felt” and observed through the sender's

behaviours and body language: “*Warmth is assessed almost entirely through body language and behaviour; it’s evaluated more directly than power.*” (Cabane, 2012: 18). Therefore, individuals experiencing *Warmth* behaviours will potentially feel it even more strongly, even though they cannot explain why they react in such a way. If the individual demonstrating *Power* is someone who can move mountains, the individual demonstrating *Warmth* will make others feel like he or she would move the mountain for them, if it made them feel better.

Friendly body language can lead others to assume good intentions, and confident posture leads others to assume that one has something to be confident about. While *Power* and *Warmth* can be categorized as outer parts to charisma, when you interact, individuals subconsciously accept whatever an individual projects through their nonverbal behaviour (Cabane, 2012).

Last, but not least, the third element of charisma is *Presence*. *Presence* is the ability to stay in the moment, be attentive towards the individuals around us, and even oneself: “*Being present means simply having a moment-to-moment awareness of what’s happening. It means paying attention to what’s going on rather than being caught up in your own thoughts.*” (Cabane, 2012: 14). *Presence* can boost the behaviours of both *Power* and *Warmth* while needed for both to have a lasting effect (Cabane, 2012). Whether a person stands out as a powerful authority or a warm, empathetic person, if the same person is on his or her way somewhere else, or thinking of something else, no one will be able to believe the person as being authentic: “*When we’re not fully present in an interaction, people will see it. Our body language sends a clear message that other people read and react to, at least on a subconscious level.*” (Cabane, 2012: 14).

Below, Figure 4 represents the three core elements of charisma and how they make an individual stand out as more charismatic, depending on how much of the three elements the individual demonstrates. If an individual demonstrates a behaviour within the element of *Power* alone, he or she might seem charismatic and dominant, but if the same person adds a behaviour within the element of, e.g. *Presence*, the charismatic magnetism thickens as illustrated in the figure below. If the same individual

even further demonstrates a behaviour within the element of *Warmth*, all three components of charisma are combined, and according to Cabane (2012), the charisma of the person will be significantly stronger (Cabane, 2012).

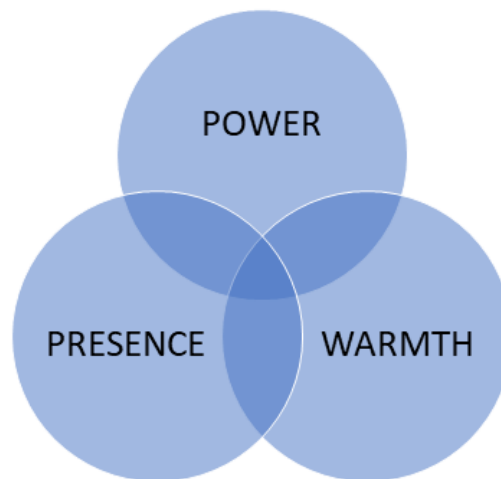


Figure 4: The Three Core Elements of Charisma. Source: Own production

Two of Cabane's (2012) core elements of charisma, *Power* and *Warmth*, can be compared to the research conducted by Fiske et al. (2007). When looking into the studies of Fiske et al. (2007), there are two main components when social beings (people) meet each other for the first time. These two components are warmth or competence which help human beings to determine whether another human being is either a friend or foe (Fiske et al., 2007). In such situations, warmth is weighed higher than competency, and more important for social actions and interactions (Fiske et al., 2007). Competency is assessed more extremely in such a way as to describe a cold, cynical, but intellectual being.

The combination of both components is, according to Fiske et al. (2007) how leaders are made. According to their studies, individuals do not assess others because of antipathy, but instead, this assessment is based on individuals' biological instincts and understanding of other human beings. An example of this is that individuals tend to believe that privileged people (e.g. rich, social standing) are

more competent by nature (Fiske et al., 2007). Other examples of such assessment can be found in Figure 5 below describing the universal dimensions of social recognition:

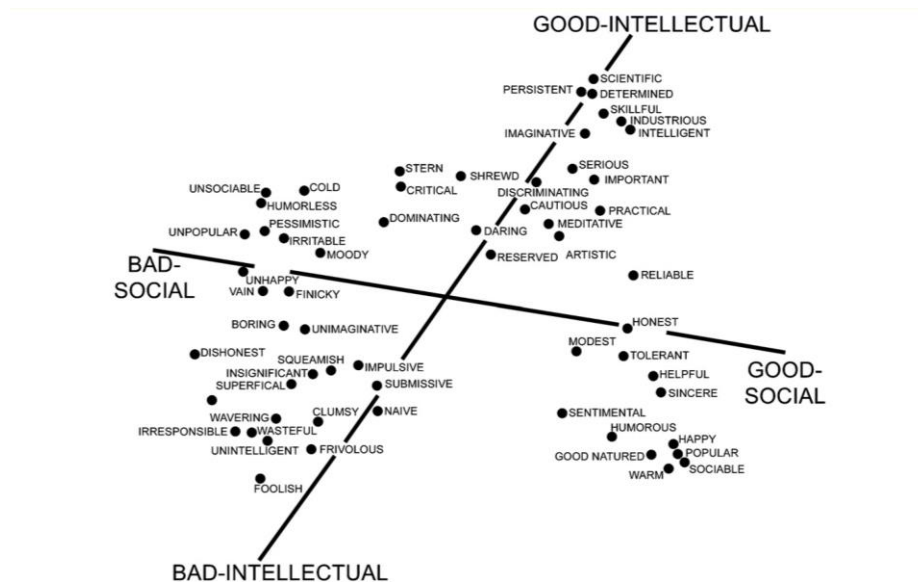


Figure 5: Universal Dimensions of Social Cognition: Warmth and Competence.

Source: Fiske et al. (2007)

According to Cabane (2012), you do not have to be extrovert or attractive to be charismatic. Also, you do not have to change your personality. What is important to notice is, that charismatic behaviour is a learnable skill taught through practice: “Like any other ability (from painting to playing the piano), you can increase it with practice and patience.” (Cabane, 2012: 14). An example of such is also further described below: “Increasing your ability to be present not only improves your body language, listening skills, and mental focus, it could even enhance your ability to enjoy life.” (Cabane, 2012: 17-18). Thus, being charismatic does not depend on how much time you have, but on how fully present you are in each conversation.

As an example of being partial charismatic, a person projecting *Power* without *Warmth* would likely appear as arrogant or cold. An individual projecting *Warmth* without *Power* would likely appear as subservient or desperate. When an individual combines all three behaviours, the person becomes a natural leader with a stronger personal magnetism known as *charisma* (Cabane, 2012).

An example of projecting *Power* is by taking up the most space in the room (Cabane, 2012). If an individual acts like a gorilla defending its territory, the individual will stand out as more powerful and strong: “*All of these behaviours (...), are ways of claiming space*” (Cabane, 2012: 158). This can be done by taking up more space, using bigger gestures, or simply strengthening the back and lifting the chin.

To project *Warmth*, the most important thing an individual can do is to smile: “*There’s only one thing you need to do in order to project more warmth in your voice: smile*” (Cabane, 2012: 141). Smiling affects us in such a profound way, that just by the sound of someone talking on the phone, participants of a study could identify sixteen different kinds of smiles (Cabane, 2012).

To project *Presence*, an example would be to secure eye contact, nodding while listening to show attention and adding clarifying questions without interrupting the speaker. A way to work with *Presence* by Cabane’s (2012) own words, would be to “*(...) make a shy colleague or subordinate feel comfortable and open up, (...) [seek to] punctuate your interaction with both nonverbal (nodding) and verbal (uh-huh) reassurance.*” (Cabane, 2012: 163). When someone experiences another individual turning eye contact away too quickly without reason, it creates an experience of separation distress and removes *Presence* (Cabane, 2012). An example of combining *Warmth* and *Presence* would be to use mirroring - an imitation of another individual’s body language, which activates deep instincts of trust, liking and rapport (Cabane, 2012).

What Cabane (2012) describes, again and again, is that no matter an individual’s appearance, title, or even through others’ deference, a body language of insecurity will always kill charisma. A way to

increase self-confidence is by using *Powerful* body language, in which the body's cortisol levels fall, and testosterone levels rise (Cabane, 2012). Another way to increase self-confidence is to avoid eagerly nodding and the use of excessive verbal reassurance. Also, the omission of fidgeting and signs of restlessness can increase one's self-confidence (Cabane, 2012).

As seen above, Cabane (2012) describes how charismatic behaviours can be divided into three core elements of charisma: *Power*, *Presence* & *Warmth*. Furthermore, Cabane (2012) stresses that the nonverbal behaviours are the most important component of charisma (Cabane, 2012). Therefore, it would be advantageously to investigate individuals' use of nonverbal behaviours based on the practical framework developed by Phillips (2019).

By analysing individuals' use of the above-mentioned categories of nonverbal behaviours (Phillips, 2019) while determining their ability to use all three core elements of charisma (Cabane, 2012), we are able to identify how charismatic leadership occurs in a group. This theoretical framework will enable us to answer our presented research question. A categorization of such behaviours and added value of the three core charisma elements can be seen in Figure 6 below:

Average	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting							0	0
Posture							0	0
Gesticulation							0	0
Head movement							0	0
Eye contact							0	0
Facial expression							0	0
Total	0	0	0	0	0	0	0	0

Figure 6: Valued Categorization of Nonverbal Behaviours. Source: Own production

The model shown in Figure 6, will be further described as part of the analysis in Chapter 5.

2.4 Explanation of Key Concepts

The following section consists of various definitions of key elements needed to be commonly understood in order to read this thesis.

2.4.1 Charismatic Leadership

Charismatic leadership is a common term which will be used frequently throughout the thesis. The term refers to leadership demonstrated by a leader who is highly influential based on the followers' devotion and loyalty towards the cause that the leader represents (Antonakis et al., 2011). This strong influence is caused by the personal abilities of the charismatic leader, which have profound and extraordinary effects on the followers (Grint, 2010).

2.4.2 Charismatic Core Elements

Charismatic Core Elements is broken down into *Power*, *Presence* and *Warmth*.

Power is defined as being able to affect the world around you. Specific behaviours of *Power* can be found in an individual's appearance, in others' reaction to this person, and, most of all, in the person's body language. The natural state of *Power* is an alpha male/female, which dominates the group through strength, physical presence, amount of space taken up in a room and picture of authority (Cabane, 2012).

Presence means simply being moment-to-moment aware of what is happening. It means paying attention to what is going on rather than being caught up in one's own thoughts. When exhibiting *Presence*, those around the leader feel listened to, respected, and valued as if there is nothing more important at that moment than the one being listened to by the leader (Cabane, 2012).

Warmth is simply described as goodwill toward others. *Warmth* shows individuals whether a leader wishes to use whatever *Power* he or she has in favour of the followers. Specific behaviours of *Warmth* include being altruistic, caring or willing to impact the followers in a positive way. It is assessed almost entirely through body language and is evaluated more directly than *Power* (Cabane, 2012).

2.4.3 Follower

A *follower* is an individual in a subordinate role. In our specific study, a follower is a group member who has less influence compared to the other group members, and who does not try to lead the group (Howell & Shamir, 2005). Though, the role of the follower is yet fundamental in defining the leader of the group, as a group member is not necessarily accepted as a leader unless the followers interpret the individual as being such (Howell & Shamir, 2005).

2.4.4 Informal Group

An *informal group* is a group where none of the group members have been chosen by the organisation to lead the rest of the group. Though, we assume that there must always be someone who is giving the group direction and purpose, also when no formal role is given.

2.4.5 Nonverbal Behaviours

Nonverbal behaviours are the communication transmission of information through actions such as facial expressions, eye contact, posture, gestures, and gesticulation. These types of behaviours can, according to multiple channels and scholars convey more information and meaning than verbal communication tools alone (McCornack & Ortiz, 2017). In this thesis, the nonverbal behaviours have been simplified into the following six categories developed by the authors: *Fidgeting*, *Posture*, *Gesticulation*, *Head Movement*, *Eye Contact* and *Facial Expression*. These categories have been derived from the three main categories of Phillips' communication techniques; *Nervousness: 1-6*, *Body Language 33-75* and *Facial Expressions 76-84*.

3 Case Description

In the following chapter, we will describe Nestlé as a company and further introduce the specific group in which this study focuses on. Finally, we will present why this case is relevant to our study and how it will enable us to collect data, which will be used in answering our research question.

3.1 Presentation of Nestlé

Nestlé was established in 1866 by Henri Nestlé and is today the largest food company in the world measured by revenues and other metrics (Nestlé, 2019). Nestlé's products include baby food, medical food, bottled water, breakfast cereals, coffee and tea, confectionery, dairy products, ice cream, frozen food, pet foods, and snacks. Some of the most popular brands are Nescafé, Nespresso, Nesquik, After Eight, Purina Petfood, NAN, Cheerios and Kit Kat. Furthermore, Nestlé operates in 190 countries, including Denmark, Norway, Sweden, and Finland, also known as Nestlé Nordic. Nestlé Nordic has offices in Copenhagen, Oslo, Helsingborg, Stockholm, and Espoo as well as factories in Rønnede (DK), Helsingborg (SE), Turku (FI) and Juuka (FI):

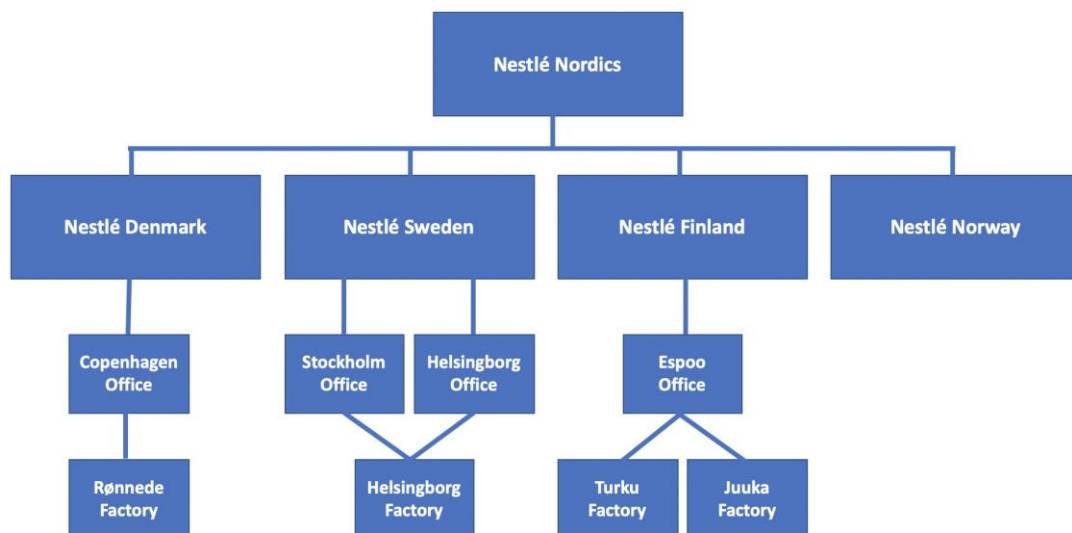


Figure 7: Nestlé Nordics Organisational Structure. Source: Own production

3.2 Presentation of the NCouragers

This study more specifically focuses on the group in Nestlé Nordic known as the NCouragers. NCouragers is a Nordic Employee Health Program which was established four years ago and today has around 55 volunteers among all nine Nordic locations and an extensive Nordic budget to build and strengthen the program. NCouragers has an important role in maintaining and developing the workplace, where every colleague should feel happy, healthy and in balance.

The purpose of the NCouragers is to create an office space where every employee feels part of a community, feels in balance, is not stressed and is acting and eating healthy (Altinget, 2019). Some of the initiatives that the NCouragers is administering include events and activities such as: Health competitions, walk & talk meetings, elastic band trainings, whole grain breakfast, mindfulness sessions and Friday bars.

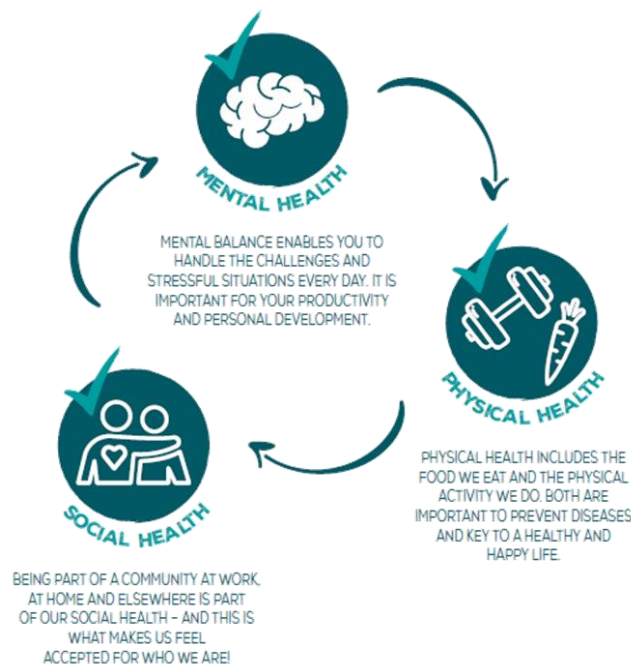


Figure 8: The Purpose of the NCouragers. Source: Nestlé

The NCouragers consists of regular employees interested in improving both the mental and physical health of their colleagues and therefore volunteer to become a part of the programme. Every Nestlé employee has the opportunity to become a part of the NCouragers, and the only requirement is that the interested employee is willing to make an effort. Recruitment is done at each of the nine locations locally and takes place through a dialogue between the interested employee and one of the NCouragers group members.

The NCouragers is as previously mentioned present at each of the Nordic locations, and our study focuses on the group of NCouragers which are based at the Copenhagen office, also known as NCouragers Denmark. The group described above consists of ten members. All members are between 25 and 35 years old, which clearly illustrates that it is the younger employees of Nestlé who drive this initiative. Of those ten employees, two of them are men, and the rest are women.

All members are supposed to meet once a month to discuss both current and upcoming activities, and these meetings are facilitated by Zoe, who is the NCouragers Denmark Lead. Although Zoe is the official lead of the group, her role solely consists of organizing and coordinating the meetings while keeping track of the activities that the group is doing. Zoe's role is solely administrative and does not include leading the group even though the title can be misleading.



Figure 9: NCouragers Logo. Source: Nestlé

The reason why we find it interesting and relevant to investigate the NCouragers is due to the structure of the group. Since the purpose of this study is to investigate how leadership is given and taken based

on charisma, we find it essential to focus on a group that has no designated leader. The fact that the NCouragers has no designated leader, besides Zoe who is the organiser of the group, and that no members are placed higher in the hierarchy than others, makes this group relevant for us to investigate, as all members should have equal opportunities of taking leadership.

Also, this group consists of members who have volunteered to be part of the programme and therefore naturally should have a high amount of interest in the work NCouragers do as a group. This should also enable each group member with an equal opportunity to show leadership, as their interest in the programme is seen as an advantage for them to participate and be active during the meetings. Thereby we would have an opportunity to closely investigate how charismatic leadership occurs within an informal group of individuals, as stated in our research question.

4 Research Design & -Methods

The following chapter includes our methodological considerations in chronological order. Firstly, the research philosophy of the thesis will be introduced. Secondly, the applied research methods will be presented, and it will further be described how these can supplement each other. Finally, we will describe and argue how we have ensured the quality criteria of this thesis by looking at the two concepts: validity and reliability. The above will be assessed in order to evaluate whether the collected data will be sufficient for an analysis attempting to answer our presented research questions.

4.1 Research Philosophy

When investigating practice-oriented issues, it is always essential to be aware of the research philosophy chosen. This amongst other things has an influence on which questions are relevant to ask, how the data collection is naturally conducted and how the quality of the study is assessed (Darmer et al., 2010). The research philosophy in this thesis lies within the paradigm of social constructivism. This is based on the purpose of the investigation, which tries to uncover how the processes within organisations influence and are influenced by the individuals within it.

In the positivistic paradigm, one strives to have the investigated phenomena *explained*, e.g. to investigate what leadership essentially is. In opposition to this, the focus within the paradigm of social constructivism is to acquire an *understanding* of the effect these phenomena have, e.g. how leadership influence others or how leadership is interpreted uniquely by the researcher as an existence (Darmer et al., 2010).

Specifically, within our investigation, we are not interested in what charismatic leadership is defined as, but instead, we are focused on the conditions in which charismatic leadership occurs and which influence it has on others. In other words, we analyse how charismatic leadership appears to us as

researchers and how it can be described and concretized. Specifically, we wish to know which components create charismatic leadership.

Furthermore, in the paradigm of social constructivism, what is constructed throughout the analysis are realities seen in the eyes of the involved participants explained by the researchers (Darmer et al., 2010). These realities are analysed, interpreted, and conveyed by the researchers. Even though the researchers interpret the realities, not all interpretations are equally as good. Interpretations of such realities should still be both systematic and consistent regarding the collected data, the chosen theories and the context in which the data occurs (Darmer et al., 2010). In addition to this, the uniqueness and complexity of our collected data limit the opportunity to make broad generalizations.

Based on the above, an interpretation of a statement or an observation are immediately sufficient to function as results, as the specific meaning is created within the interpretation process. A more truthful meaning is not necessarily acquired as a consequence of further interviews and observations.

4.2 Case Study

As our investigation only focuses on employees working at Nestlé Nordic, more specifically the NCouragers working at the Copenhagen Office, we have chosen to use the case study as a research method. According to Yin (2009), a case study is described in the following way:

”A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident.” (Yin, 2009: 94).

By using a case study as a research method, we are able to investigate our topic in a very detailed way compared to larger investigations focused on 'averaging' multiple research participants (McLeod, 2019). In addition to this, an in-depth case study can help us identify the aspects of human behaviour,

in this specific case the charismatic behaviours of the NCouragers, which would be impractical to study in other ways (McLeod, 2019). Finally, both Nestlé and we as researchers are able to gain knowledge by using the case study as a research method and therefore it can be argued that this approach contributes to a mutual learning process (Flyvbjerg, 2010).

On the contrary, this case study only deals with one group of employees, and we cannot be sure that the conclusions of the thesis will apply anywhere else. Also, a case study can be biased due to the researchers' subjective feelings which potentially could influence the data (McLeod, 2019). Further weaknesses of the case study as a research method will be discussed more detailed in Section 6.2.

4.3 Qualitative Research Method

The qualitative research method has been used in this investigation as it “(...) *involves an interpretive, naturalistic approach to its subject matter.*” (Denzin & Lincoln, 1994: 2). We, as researchers, can study phenomena in their natural settings and try to make sense of the meanings which people bring to them.

Due to close researcher involvement in our case study, we as researchers are able to gain an insider's view of the field, which allow us to find issues that are often missed. Furthermore, the qualitative research method can play a crucial role in suggesting possible relationships, causes, effects and dynamic processes (Darmer et al., 2010).

Based on the above, we find evidence that the qualitative research method is the best suitable approach for us to investigate how charismatic leadership occurs within informal groups, where non-verbal behaviours are in focus. As our data consist of both interviews and observations, these will be reviewed separately in the following sections.

4.4 Data Collection

In order to answer our research question, we have collected data at the Nestlé Copenhagen Office from February 19th 2020 until March 31st 2020. Within this period of time, we participated in the monthly NCouragers meetings to observe the participants and their behaviours. Also, during that period, we facilitated eight separate interviews of these participants with an average duration of approximately 45 minutes.

Group member identities are known by the authors but have been anonymized due to ethical reasons. The purpose of such actions is to ensure that each group member feels protected and through such, can provide more truthful answers during interviews. Instead of calling the group members 'employee X' and 'employee Y', we have chosen to humanize them by giving them fictional names (Kvale & Brinkmann, 2009). This can help the reader to better understand both context and interaction group members in between.

A factor that should be mentioned is that one of the authors of this thesis, Anders, is employed as a part-time employee at Nestlé. Therefore, it has been important to be aware of potential biases in order to act as objectively as possible.

One potential bias could be that Anders used his knowledge about the NCouragers group members to either confirm or reject certain behaviours, which is also illustrated cf. the 'confirmation bias' where one can tend to: *"(...) search for, interpret, focus on and remember information in a way that confirms one's preconceptions (...)"* (Oswald & Grosjean, 2004: 79). On the contrary, Anders' employment at Nestlé can also be seen as advantageous, as he knows the professional language and subjects which the group members of NCouragers are talking about. This knowledge can lead to a more valid interpretation of the group members' behaviours, as our knowledge about the discussed subject can give us a better understanding of why the group members behave as they do.

4.4.1 The Initial Exploratory Interview

The first meeting with Nestlé was in the form of an exploratory interview with the Nordic NCouragers Lead, Julia Neergaard Laursen. Julia is the driving force behind the NCouragers programme within the Nordic region as of why she does not participate in the local monthly meetings at the separate Nordic locations. Instead, she follows each group of NCouragers through a dialogue with the respective NCouragers Group Leads.

The purpose of the interview was to learn more about the NCouragers as a group and to clearly understand the structure in which the group operated. Furthermore, if the group sounded relevant for us to investigate, we naturally wished to make an agreement with Julia about us writing the thesis in collaboration with Nestlé. Prior to the meeting, we had already established what we wished to investigate. We also decided to provide Julia with as limited amount of information as possible about our area of research. We chose this approach in order to minimize the chance of her compromising the investigation when in contact with other NCouragers after our first meeting with her.

The initial exploratory interview as a methodological approach was ideal for us to use in the starting phase of the investigation, as it provided us with an insight into the NCouragers group. Through an explorative and open questioning, we were able to gain knowledge about the phenomena that we wished to investigate (Kvale & Brinkmann, 2009: 126). During the interview, Julia was told that we were going to investigate the broader perspective of 'Group Dynamics', for how long our studies would unfold and in what measures the study would take place. Julia responded positively to our proposal, and she agreed to have us investigate the NCouragers.

4.4.2 Observational Research

In addition to the interviews, both the one described above and those of which will be described below, we have used observations as a research method to collect data. Our observations can generally be characterized as open. All members of NCouragers Denmark were informed about them being observed during their monthly meetings in advance. This open approach was used to make sure that the participants were not surprised about having to be observed. Potentially, this element of surprise could result in an affected behaviour where the participants would act differently compared to their natural and usual behaviours (Andersen, 2014). Also, we have had a structured and strategic approach to define which behaviours to look for in advance, to ensure that the data collection would be as efficient as possible.

Practically, we were located with distance to the group members in the meeting room - see Figure 10. During the meeting, none of the authors were interacting with the group members, as both were sitting quietly in two separate corners with a piece of paper taking notes. Besides us being observers of the meeting, two cameras were set up in the opposite corners of where our position. The purpose was to collect as much data as possible which then subsequently could be re-watched and processed. All group members were asked about this in advance, and they all accepted being recorded. Furthermore, we emphasized to the group members, that they should just try to pretend that we were not there and behave as they were used to, as it would strengthen our observations and make them more valid (Andersen, 2014).

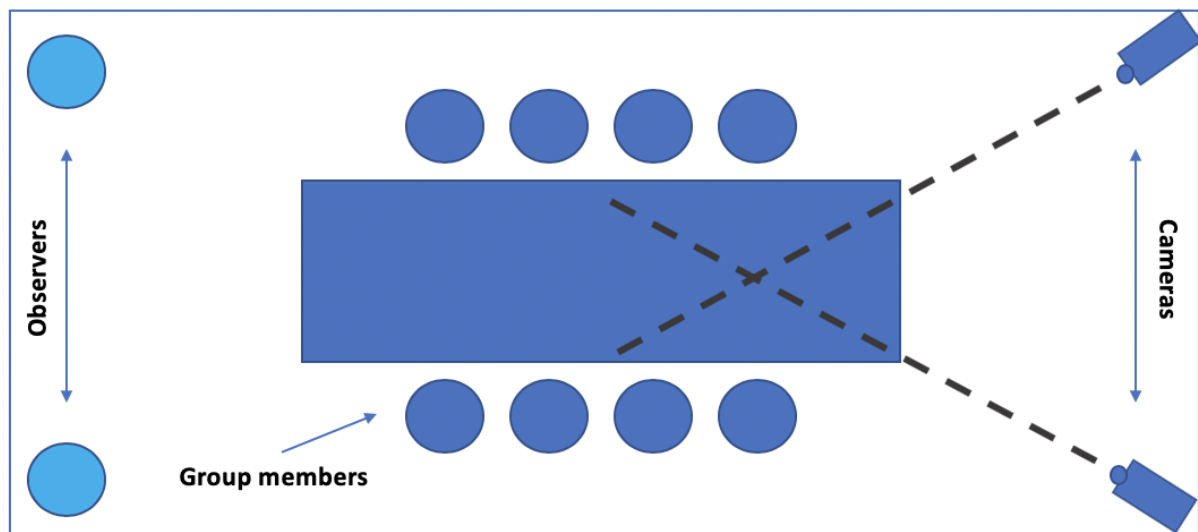


Figure 10: Meeting Room Setup. Source: Own production

All observations were conducted at the monthly NCourager Denmark meetings, where the group members were discussing both current and upcoming activities. The purpose of the observations was to identify the nonverbal behaviours of each group member when interacting with the rest of the group in their natural and comfortable environment.

Using observations as a research method has allowed us to study the behaviours of each group member. The data which we collected through the observations were used as a point of reference when creating the interview guide. Also, we used some of the recorded video footage from the first observation to question the group members during the interviews, which will be described in the section below.

4.4.3 Semi-Structured Interviews

Besides using observations as a research method, we have conducted eight interviews with the group members of NCouragers Denmark in the period from March 2nd 2020 to March 19th 2020. We chose to use interviews as a research method to collect data, as we: "*Through dialogue with the respondent*

are able to get an insight in the perception of reality and thoughts that the respondent has towards the studied phenomenon” (Nygaard, 2013: 110).

During the interviews, we used the semi-structured interview technique, which is characterized by the use of an interview guide - see Appendix 1. Significant for the semi-structured interview technique is that the interview guide is not exhaustive - it should be used as a guideline rather than an unchangeable script. One benefit of using this specific interview technique is that it creates direction, but at the same time makes it possible to ask elaborate and supplementary questions (Kvale & Brinkmann, 2009).

As interviewers, we both had a focus on listening actively to the answers of the respondents, and to follow up with questions in order to explore interesting areas more thoroughly, which was relevant for our investigation (Kvale & Brinkmann, 2009). Furthermore, this interview technique contributes to the respondent feeling safe, as the interview functions more like a conversation, as opposed to the structured interview where the respondent potentially could feel more like a data source (Holstein & Gubrium, 2004). This feeling of security can potentially lead to the respondent contributing with more inputs, which could result in more truthful data and important elaboration (Andersen, 2014).

As a part of the interviews, we decided to show each respondent two video samples from the NCourager meeting observations. Each video sample had a duration of less than two minutes, and the respondents were able to view the situation and setting from two different angles in order for them to have the full details of the meeting available. An illustration of such can be seen below in Figure 11. Each respondent was asked to focus on the nonverbal behaviours of all group members, including themselves, and was empowered to do so by muting videos. We took into consideration that some group members potentially would focus on themselves and have a hidden agenda in trying to force another opinion based on their demonstrated behaviours. After showing the videos, respondents were asked openly to what they noticed, which was followed by a continued dialogue about the relevant areas of the study.



Figure 11: Video Samples. Source: Own production

As a consequence of the outbreak of the COVID-19, we had to interview three respondents through the telecommunications platform, Skype. We have tried in our best possible way to mitigate the challenges of having an interview online, as the lack of physical presence naturally harms the flow of the interview (Darmer et al., 2010). To ensure such, we have had our video cameras turned on, for us to be as present as possible and to strengthen our appearance, which may have significance for the willingness to answer by the respondents (Darmer et al., 2010).

4.5 Data Processing

Throughout the data processing, we have had multiple considerations in terms of transforming the spoken language in the interviews into written data. It is known that a given amount of information is lost when choosing to transcribe, and in order to answer our presented research question, we have sought to minimize such loss. This especially includes the respondents' body language and pitch of voice, which are almost impossible to transfer to written data (Brinkmann & Tanggaard, 2010). Nevertheless, we made an effort into transcribing as direct and straightforwardly as possible. At the same time, we have cf. Brinkmann & Tanggaard (2010) conducted the transcriptions as shortly as possible after the interviews were held, for us to clearly recall what was said. Also, the attached transcriptions show how some respondents occasionally did not understand a question, where we as interviewers had to help the respondents by elaborating or using examples for them to continue – see Appendix 2.

All transcriptions are a part of our analysis, and they are used as descriptions in which we can interpret and derive meaning to answer our research question. All eight semi-structured interviews have been attached and can be found in Appendix 2.

Other than considering how to transform the spoken language into written data, we have also discussed different methods of transforming our observations into valuable data that could be used in the analysis. Here we decided to code the nonverbal behaviours of each NCourager group member separately by using the recorded video samples. In that way, by using an observational coding strategy and not interfering with each other, we have actively sought to avoid causing each other biases in terms of the observed behaviours and the associated meaning to those. The coding strategy included that we noted each type of nonverbal behaviour for each group member with specific timepoints to our best extent.

The nonverbal behaviours identified, were based on the public speaking techniques presented by Phillips (2019). More specifically, the nonverbal behaviours were all identified within the following categories created by the authors: *Fidgeting*, *Posture*, *Gesticulation*, *Head Movement*, *Eye Contact* and *Facial Expression*. These six categories have been derived from three of the main categories of Phillips (2019) 110 public speaking skills: *Nervousness: 1-6*, *Body Language 33-75* and *Facial Expressions 76-84*.

Following the identification of the nonverbal behaviours, we have sought to thoroughly attach a value of either *Power*, *Presence* or *Warmth* to each of the observed behaviours based on the theory presented by Cabane (2012). By doing so, we are able to get an understanding of which core behaviours each group member primarily possesses and use this knowledge as the foundation for the analysis. An example of the observational coding strategy can be seen below:

David JP Phillips		Own category	Note - Anders	Note - Mathias
			16:20 cleans screen on scomputer, not present Not a lot of fidgeting - very calm (holding coffee cup most of the time) 25:15 fidget with hands in her eyes 27:10 fidget with hands on her mouth 41:10 fidgeting with hands drying on her legs	19:05 touching hair after statement, less power 22:05 statement and then scratching hair, less power 24:45 touching hair at statement, less power 27:50 touching hair again, less power
Body language	36	Ticks	Fidgeting	
Body language	33	Confident posture	Posture	11:50 leans back, hands in front crossed over body, little power but attentive - not open
Body language	34	Neutral posture	Posture	13:40 Leaning forward to coffee and staying open - presence
Body language	35	Amplifying posture	Posture	14:45 working on computer not attentive - less presence
Body language	37	Feet	Posture	18:50 open posture, power presence
Body language	38	Hip	Posture	26:20 nice posture, neutral almost straight back - present not power
Body language	39	Angle	Posture	35:00 stayed in same neutral posture for long time, not changing seating every time
				41:20 changing posture sitting on hands, less power
				42:00 taking out phone to find date, less presence
				General same posture through most of the time
				49:00 changing posture, leaning in, opening laptop to check date - less presence though leading initiative
				50:45 forward less open posture since PC taken out, less presence
				52:20 change back to neutral posture
				53:00 leans forward sits on hands, attentive presence less power
Body language	70	Bent knees	Posture	
Body language	40	Relaxed movement	Gesticulation	13:55 speaking without gesticulation
Body language	41	Dramatising	Gesticulation	14:20 speaking without hands and not attentive to others talk - less presence
Body language	42	Shrugging shoulders	Gesticulation	16:40 speaking, no gesticulation
Body language	44	Functional	Gesticulation	17:50 talking with pointing and drawing out - presence, warmth
Body language	45	Smooth	Gesticulation	21:45 pointing gesture while speaking, less warmth, but smile - warmth
Body language	46	Distinct	Gesticulation	22:45 pointing gesture, power
Body language	47	Adapted size	Gesticulation	24:30 functional, movement and gesture
Body language	51	Pointing	Gesticulation	25:50 first talking without gesture and then with gesture - presence, less power
Body language	52	Volume/Size	Gesticulation	27:10 pointing and showing numbers
Body language	55	Signs	Gesticulation	29:35 talking no gestures
Body language	56	Movement	Gesticulation	30:05 using hands when talking, pointing and showing
Body language	57	Drawings	Gesticulation	30:40 using hands while talking and approval - presence
				33:20 using gesticulation neutral while speaking
				33:40 talking no gesture
				40:05 talking with showing and pointing, power
				43:35 pointing with phine while talking
				42:55 walking, no gesticulation, clapping back - presence
				45:55 lots of talking without gesticulation, less power
				46:40 claps hands, warmth and power
				49:49 hiding face with hands, less power
				52:30 talking with gestures
Body language	58	Emotional expressions	Posture + Gesticulation	
Body language	61	Empowering head angle	Head movement	11:10 head nodding with approval, presence
Body language	62	Unfunctional head angle	Head movement	12:25 Not much moving, looking with eyes attentive - nodding presence
				13:20 leaning head to side. no smile but nodding and warmth

Figure 12. Example of Our Observational Coding Strategy. Source: Own production

All coding documents are part of the data used in the analysis, and each respective document is used to identify specific behaviours whom each group member performs. Each coding document has been attached and can be found in Appendix 4-9.

4.6 Data Quality

Within the field of qualitative research, reliability and validity are concepts used to evaluate the quality of research at hand (Andersen, 2014). In this case, the terms indicate whether our methodology allows us to answer our research question through an analysis of the collected data.

4.6.1 Validity

Validity illustrates “(...) the extent to which the results measure what they are supposed to measure (...)” (Kvale & Brinkmann, 2009: 272). In our study, the concept validity is used to describe to which extent our observations and interviews are appropriate to help us in answering our research question.

All conducted interviews have followed the structure of the interview guide, which has been based on relevant theories within the subject field. Therefore, we argue that the collected data are adequate to achieve an exhaustive analysis.

As previously mentioned, we have considered a potential bias, as Anders is employed at Nestlé. Therefore, it has been important for us to focus on potential biases in order to be as objective as possible. The thesis is at risk of confirmation biases; however, we have considered such and sought to debias the results by ensuring Mathias' participation in all of the conducted observations and interviews (Oswald & Grosjean, 2004).

Especially two sources of error have occurred during the data collection through interviews. The first being the use of the word 'dominance' when describing a behaviour was often interpreted negatively by the respondents. Another approach could have been to replace the word and use 'power' instead, which potentially could be interpreted as more neutral. The second source of error was that the videos shown to the three respondents via Skype were frequently lagging. We countered that by letting the respondents describe what they observed to their best extent and afterwards further adding and explaining elements that they might have missed.

Based on the above precautions taken, and that studying people and societies holds not only one truth like in natural science (Egholm, 2014), we would argue that the chosen research methods are valid to such a degree, that we can provide an answer to the presented research question.

4.6.2 Reliability

Reliability focuses on “(...) *the extent to which the results can be reproduced when the research is repeated under the same conditions* (...)” (Kvale & Brinkmann, 2009: 271).

As our focus has been to investigate and create meaning of the nonverbal behaviours that each NCourager group member had in their natural setting, we argue that our investigation is unique due to the individuals and the context in which the data have been collected. Our findings would therefore not be easy to recreate using the same research methods and -design, but thus not saying that the results could not contribute as a scientific input in another context and/or organisation. Furthermore, Flyvbjerg (2010) argues that one is not able to synthesize or generalize a case study, which is the research method that we have used. On the other hand, good case studies should be read like stories in their entirety (Flyvbjerg 2010: 485).

Based on the above, we argue that our findings are not easily recreated, but that they can still be seen as a contribution to the academic field of charismatic leadership research.

4.7 Implications of Methodology

Following the presented methodology, we would argue that the chosen research methods used to collect empirical data would allow us to gain sufficient knowledge to further analyse our research question. Even though we argue for the chosen methods to be sufficient, we are still aware of the delimitations these might have, which will be further discussed in Section 6.2. Through the following analysis in Chapter 5, we expect to enlighten the literature of charismatic leadership and fill in the deficiency of academic research in question.

5 Analysis

The following chapter consists of an analysis based on the theoretical framework presented in Chapter 2. The analysis contains a combination of the observed and coded nonverbal behaviours of the NCourager Denmark group members based on the video material and the individual interpretations of these behaviours by the group members themselves.

The analysis is divided into four sections. The three core elements of charisma; *Presence*, *Power* and *Warmth*, will each have their own section consisting of three parts:

- 1. Effects of The Core Element**
- 2. Specific Behaviours & Effects of the Core Element**
- 3. Behaviours & Their Effects Summarized**

Within the first three sections, *Presence* is chosen as the first one, since *Presence* is the fundamental part of being charismatic, and in the absence of *Presence* both *Power* and *Warmth* will be interpreted by observers as less authentic (Cabane, 2012).

The fourth and final part of the analysis is focused on the results of the previous sections, which are combined to explain how charismatic leadership is established within an informal group. Furthermore, this section also includes a discussion of the behaviours presented in the previous three sections and the possibilities of combining these into stronger communication tools.

Throughout the analysis, coded behaviours based on video material will be presented. These coded behaviours have been evaluated, and an average value has been created as a way to compare group members with each other. The average values have been calculated based on the observed nonverbal behaviours of six group members during a monthly group meeting which are used as a baseline throughout the analysis. Throughout the analysis we will refer to the accumulated observations within

the coded grids as “total”. These accumulations are the total amount of values given within the respective core elements of charisma, as well as for the separate categories - see Figure 13 below.

The coded behaviours are all based on the 110 categories presented by Phillips (2019), combined with the three core elements of charisma presented by Cabane (2012). Moreover, the six categories shown below in Figure 13 are a simplification of the theoretical framework of nonverbal behaviours, where specific behaviours will be analysed based on such perspective. One category is, e.g. *Posture* which can be observed within all three core elements of charisma - see Figure 13.

Average	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0,0	12,5	0,0	12,5	0,0	0,0	0	25
Posture	4,5	3,2	4,8	8,2	1,3	0,7	11	12
Gesticulation	2,7	0,8	12,3	5,5	2,3	0,3	17	7
Head movement	6,3	1,5	0,8	0,5	1,3	0,0	9	2
Eye contact	4,8	6,0	0,3	0,0	2,2	0,8	7	7
Facial expression	6,7	1,3	3,3	0,3	11,0	0,8	21	3
Total	25	25	22	27	18	3	65	55

Figure 13: Collected Coding (Average Values). Source: Own production

Both plus (+) and minus (-) of each core element can have both a positive and negative effect on other group members. As an example, *Fidgeting* was according to Phillips (2019) both a trait of *nervousness*, but also a *body language* trait called "ticks". Within our analysis, *Fidgeting* is both given the value of *Power* (-) and *Presence* (-) due to the negative effect presented by Cabane (2012). Moreover, (+) and (-) values can therefore not be added together/subtracted from each other since they are independent values of charismatic behaviour.

Presented values of the coding are not derived based on certain personalities, in which a member of the NCouragers agree, **Victoria**: “*I have a hard time to explain them, but I find it very limiting to say extroverts are dominant and taking a lot of space and you can be extrovert and very warm and empathetic anyway. Luckily, that is what we have in that group, that is why it works, and I don't think it*

*disturbs the group dynamic, at least.”. This, though, does not have a negative effect on group dynamics, but is according to reflections and statements just part of the communication of the group, **Victoria**: “We have different personalities, Molly is flamboyant and everywhere but when Zoe speaks we listen to her as well, when I speak the group listen as well.”, where for example NCourager Victoria sees herself as a more introvert, but not less of a respected and listened to member, **Victoria**: “(...) [introverted part] is a perfect match, as we are able to do something that match our personalities and don’t make any conflicts.”.*

Throughout the analysis, we will refer to the individual grids of the coded group members. Therefore, these can be found below, as a reference for the reader, rather than presenting the same information multiple times throughout the analysis:

Michael	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0	20	0	20	0	0	0	40
Posture	5	7	2	7	1	1	8	15
Gesticulation	1	2	6	5	0	0	7	7
Head movement	4	2	0	3	0	0	4	5
Eye contact	4	12	0	0	2	2	6	14
Facial expression	7	4	5	0	10	2	22	6
Total	21	47	13	35	13	5	47	87

Kelly	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0	8	0	8	0	0	0	16
Posture	8	6	2	3	0	0	10	9
Gesticulation	4	2	15	7	3	0	22	9
Head movement	11	1	2	0	2	0	15	1
Eye contact	7	7	1	0	3	1	11	8
Facial expression	8	2	4	1	16	1	28	4
Total	38	26	24	19	24	2	86	47

Molly	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0	18	0	18	0	0	0	36
Posture	3	3	4	13	1	0	8	16
Gesticulation	1	1	12	6	2	0	15	7
Head movement	2	2	2	0	0	0	4	2
Eye contact	6	12	0	0	3	0	9	12
Facial expression	3	2	6	1	12	0	21	3
Total	15	38	24	38	18	0	57	76

Amy	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0	15	0	15	0	0	0	30
Posture	4	2	6	17	2	2	12	21
Gesticulation	7	0	11	9	2	1	20	10
Head movement	9	2	0	0	3	0	12	2
Eye contact	8	2	1	0	1	0	10	2
Facial expression	19	0	2	0	11	1	32	1
Total	47	21	20	41	19	4	86	66

Nicholas	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0	11	0	11	0	0	0	22
Posture	5	1	13	5	2	0	20	6
Gesticulation	2	0	9	4	4	1	15	5
Head movement	6	1	0	0	2	0	8	1
Eye contact	2	3	0	0	0	2	2	5
Facial expression	3	0	1	0	9	0	13	0
Total	18	16	23	20	17	3	58	39

Zoe	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0	3	0	3	0	0	0	6
Posture	2	0	2	4	2	1	6	5
Gesticulation	1	0	21	2	3	0	25	2
Head movement	6	1	1	0	1	0	8	1
Eye contact	2	0	0	0	4	0	6	0
Facial expression	0	0	2	0	8	1	10	1
Total	11	4	26	9	18	2	55	15

Figure 14: Individual Coding Grids. Source: Own production

5.1 Presence

This section is an analysis of the charismatic behaviours linked to *Presence*. Both the observed and interpreted behaviours will be analysed, including which effect these behaviours have on the NCourager group members.

5.1.1 Presence & Effects of The Core Element

As part of the analysis, observed behaviours have been coded for and the average values of the six NCourager group members are presented, with a focus on *Presence* below in Figure 15. According to Cabane (2012), *Presence* is essential to charisma and therefore the charismatic leader, which is illustrated in the following quote: “*When you’re perceived as disingenuous, it’s virtually impossible to generate trust, rapport, or loyalty. And it’s impossible to be charismatic.*” (Cabane, 2012: 12). Furthermore, *Presence* ensures a person to stand out in an authentic way and is core for both *Power* and *Warmth* behaviours to be genuine (Cabane, 2012).

Average	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0,0	12,5	0,0	12,5	0,0	0,0	0	25
Posture	4,5	3,2	4,8	8,2	1,3	0,7	11	12
Gesticulation	2,7	0,8	12,3	5,5	2,3	0,3	17	7
Head movement	6,3	1,5	0,8	0,5	1,3	0,0	9	2
Eye contact	4,8	6,0	0,3	0,0	2,2	0,8	7	7
Facial expression	6,7	1,3	3,3	0,3	11,0	0,8	21	3
Total	25	25	22	27	18	3	65	55

Figure 15: Collected Coding (*Presence*). Source: Own production

Throughout the interviews, the respondents confirm the theoretical representation of Cabane (2012), **Victoria**: “*If they are not present, it’s kind of a waste of time I think*”. Such is further established when NCourager, Lisa, is asked about the feeling, when someone is not present and attentive, **Lisa**: “*Super frustrating. Yes, so again taking that back to not The NCouragers, but my own team, when we have a meeting, this has been discussed with them as well.*”. Furthermore, such missing behaviour has an effect of the time spent at meetings, according to **Lisa**: “*(...) it drags out the meeting and*

people did not get half of it and then you have to ask elaborate questions because they did not get where the speaker is at, so they are not actually paying attention.”.

An example of a person who illustrates *Presence* is Michael, according to **Amy**: *“So, for instance having Michael in, is also because he is down to earth, like: “Yes we will do that.” And he is like more calm, and he is really attending a lot.”.* What is interesting to find, when looking into the coded data of the video material, is that Michael is a clear example of one who is below average in *Presence* (+) and significantly higher than average in *Presence* (-) compared to the rest of the group. An opposite example of this is the one, who finds Michael attentive. Amy herself is coded above average in *Presence* (+) and below average in *Presence* (-), compared to the group. This coding of behaviours matches the statement of NCourager, **Zoe**: *“Amy, is very much present but she is also a very important member of the team and is doing many things, so she also has a big word”.*

Such interpretations and notions could be an example of coding being based on the videos where Michael might have acted one way due to his interest of the topic, amount of sleep that night or when the last coffee break had been before the meeting. The more general exemplification by Amy, though, would probably be based on the overall expectations and understanding of Michael and the respondent's behaviour in general.

Another general example of a person who demonstrates *Presence* is according to both Lisa and Molly, the NCourager, Zoe, **Lisa**: *“Zoe is often doing the presentations or at least presenting her desktop, so I think she is also there when she is there.”* and **Molly**: *“Well Zoe for sure, and again are driven from the fact that she is lead and she started as a lead.”.*

Though, when interpreting Zoe's coded behaviour, she is far below average in *Presence* overall, both (+) and (-) compared to the rest of the group. This is especially interesting, as Zoe relatively has a close to three times higher value of *Presence* (+) than *Presence* (-), even though she is still below

average in both compared to the rest of the group. While Zoe has close to three times as many points in *Presence* (+) than *Presence* (-), the average NCourager's relative *Presence* (+) and (-) is 1:1.

This coded behaviour could be an example of the difference between comparing NCouragers' own (+) and (-) values versus comparing, e.g. the (+) values of two NCouragers. A relative value comparison of for example, Zoe's *Presence* (+) and *Presence* (-), could make sense, seen in the light of the NCouragers' statements regarding Zoe in general. In opposition, a comparison between Zoe and Nicholas at the video recorded meeting has no immediate relevance to the understanding of the individuals themselves their general behaviour.

5.1.2 Specific Behaviours & Effects of Presence

When looking into the actual behaviours of *Presence* based on the combination of Phillips (2019) and Cabane (2012), certain specific and less specific behaviours came to attention. These behaviours all lie within the six previously mentioned categories, which can also be seen in the grids.

Leaning Forward

The first behaviour which will be analysed is the act of *Leaning Forward*, which both Cabane (2012) and Phillips (2019) describe as a signal of *Presence*. This means that a person *Leaning Forward* will gain *Presence*, as his or her mental state is represented in the behaviour:

"The second consequence is that our body language expresses our mental state, whether we like it or not. Our Facial Expressions, voice, posture, and all the other components of body language reflect our mental and emotional condition every second. Because we do not control this flow consciously, whatever is in our head will show up in our body language." (Cabane, 2012: 17).

According to Nicholas, it is clear in the video samples shown to him during the interview, how Zoe, Amy and Michael are all clearly listening and paying attention (acting present), **Nicholas**: “(...) *Zoe, Amy and Michael are sitting and listening. You can see that the stand Amy has is a kind of leaning forward and listening-stand, so I would say.*”. Especially the act of *Leaning Forward* by Amy is noted by Nicholas in the statement. Furthermore, both the behaviour itself and the effect of such is explained by NCourager **Lisa**: “(...) [they seem] *a lot more engaging. (...) they are also leaning more in towards each other. Then in the first video where everyone was sitting a bit more back.*”.

During the interviews of the group members, different ways of explaining their observations of behaviours in the videos were presented. One example is Zoe, who focuses on the behaviour of *Leaning Forward* while stating, **Zoe**: “*Yes, exactly, but I actually think that people are listening and also thinking. You can see that many of them are sitting like this [Leaning Forward] and so. And that is also nice to see.*” She even finishes the statement, with the fact, that *Leaning Forward* is “nice to see”, as an appreciation of the group members’ behaviour.

Another NCourager, Nicholas, focuses on his own behaviour in the videos, **Nicholas**: “*I focus on myself because of my arm movements and the way I sit. I sit leaned forward as I was explaining something to Molly, and in this sample, I did that. So that is why I see myself as the one in focus in this clip.*”. Evidently, he finds the behaviour of *Leaning Forward* as something that would grab the attention of observers. Though it can also be argued that he potentially focuses on himself due to his own interest in this, which in such a specific case no longer would make his observation as valid as what could be hoped for. What makes the above statement further interesting though, is how the same NCourager also observes the group and its actions as a whole, in order to ensure a more objective interpretation of his own actions, **Nicholas**: “*I can see people smiling, and they were engaged, close, they were leaning forward on the table and showed interest.*”. Here it can be seen, that based on the behaviour of Nicholas *Leaning Forward*, the rest of the group engages with interest in the conversation, which clearly illustrates the positive effect of *Leaning Forward*.

Fidgeting With Badge, Arms & Hands | Touching Face & Ear

Another behaviour observed and coded for is the category called, Ticks, by Phillips (2019), renamed as *fidgeting*, and according to Phillips something that has a negative effect on the listener (Phillips, 2019). Further, Cabane (2012) exemplifies this with the following quote:

“This kind of high-status, high-confidence body language is characterized by how few movements are made. Composed people exhibit a level of stillness, which is sometimes described as poise. They avoid extraneous, superfluous gestures such as fidgeting with their clothes, their hair, or their faces, incessantly nodding their heads, or saying — “um” before sentences” (Cabane, 2012: 103).

Fidgeting is according to Cabane (2012) a major sign of signalling that one is not present and is focused elsewhere, which is why behaviours of *fidgeting* have been given the value of *Presence* (-).

One behaviour of *fidgeting* is, e.g. to play with one's name tag. Lisa observes and states that Michael is often *fidgeting*, **Lisa**: *“Michael is doing things with his tag and is looking out the windows, and is starting using his computer at the end.”*. The described behaviours in this quote are related to how present Lisa felt that Michael seemed in the video sequence shown. The above behaviour demonstrated by Michael is not seen as positive at a professional meeting, and even Michael notices his own *fidgeting*, **Michael**: *“But when I look at myself, it looks like I am somewhat, I would say bored. Because when I (...) see myself in a situation like this, it seems like I have already been either introduced to the subject or have already discussed it with Nicholas outside the meeting.”*.

Examples of *fidgeting* such as touching one's arm or playing with a badge are according to Michael himself a behaviour of boredom. This has a negative effect on the rest of the group members, as the one who is *fidgeting* is not showing interest towards the others. Michael even explains further about the same type of behaviour, **Michael**: *“Maybe I was just not interested in that subject, but it seems like I am just totally distracted, looking out of the window all the time.”*.

An interesting finding when investigating *fidgeting* is that it is clearly Michael, who has the highest amount of observed “*fidgeting*”-behaviours, which links well to the above statements by Lisa and Michael himself. Secondly, came Molly, though not in terms of *fidgeting* with her badge, but instead through *touching her own hair and face*. This behaviour of touching one's face is not only performed by Molly, but also by Michael, Kelly and Amy. One group member even spotted this specific behaviour when watching the video samples shown, **Lisa**: “*They have different ways. I would say we have Amy doing her thumb thing with her face covered. We have Molly, also doing face stuff and sitting like that.*”.

Overall, the behaviours of *fidgeting* are often observed throughout the video material by both the authors and respondents. This may be due to the clear visibility that these *fidgeting* behaviours have compared to more hidden behaviours of, e.g. eye contact. Furthermore, it is clearly explained above that the behaviours of *fidgeting* have negative effects on the recipients.

Nodding | Lifting Eyebrows

Two behaviours which have further been observed and coded for are the use of *Nodding* and *Lifting Eyebrows* (Phillips, 2019). Both behaviours contribute to the positive experience of *Presence*, and specifically, the behaviour of *Nodding* is described below:

“*When you want to increase your poise, there are three major issues to look out for. The first is excessive or rapid nodding. Nodding once for emphasis or to express agreement is fine and can be an effective communication method, but nodding three or four times in rapid succession is not. This is what one of my clients has come to call —the bobble head*” (Cabane, 2012: 103).

Compared to other coded behaviours of *Presence*, these two behaviours are apparently taken for granted by the group members while they observe the video sequences shown. None of the NCouragers comment on the behaviours, even though there in both videos are plenty of clear examples of

such. Even though these behaviours are not consciously noticed by the NCouragers, the group members still value the effect of a present listener as positive, **Amy**: “*I think it is nice. Not because they take the leadership, but it is nice to know that other people are dedicated as well (...) So, I think it is nice when I see other people being present, also kind of in their minds, but also actually taking some responsibility (...).*”. The opposite effect of not being present and attentive is further described by another NCourager, **Lisa**: “*Super frustrating. Yes, so again taking that back to not only The NCouragers but also in my own team (...) this has been discussed with them as well.*”. We see how Lisa is frustrated by either the missing of *Presence* (+) or the amount of *Presence* (-). Either way, according to the group member, whenever we are missing other group members attention, also outside of The NCouragers, the effect is frustration. Therefore, the use of *Presence* (+) behaviours will definitely be a positive addition to communication and interaction in general.

Looking Away | Unfocused Attention | Talking With Others

According to the studies of Cabane (2012), *Looking Away*, *Unfocused Attention* and *Talking With Others* during a conversation, will establish a feeling of inconsideration towards the rest of the group, which is given the value of *Presence* (-).

One NCourager was in particularly frustrated by the above-mentioned behaviour of *colleagues talking* during the meeting, which showed an *Unfocused Attention* towards the topic of discussion, **Amy**: “*It is difficult, but yes, we always have someone noisier than others. Now we had a lot of Molly and Kelly, and we had a lot of fun. (...) But sometimes (...), I think maybe too much fun going on, because we don't really manage to get the actions done because everything is just one big joke and I don't want to spend one hour in the meeting just to sit and crack jokes. (...) I feel like we are wasting each other's time, and also because we have many meetings so, I think they were not so concentrated maybe.*”.

This type of behaviour even seems to happen multiple times, and furthermore, Amy also notices the same group members being distant due to them checking their phones and notes, **Amy**: *“Where the girls for sure have started doing something else. I am a hundred percent sure. And it is not related to this. They are not checking out DHL or something. They have not been checking the event or whatever they might have been in charge of. I am quite sure.”*

Amy ends up being quite frustrated by the actions and lack of *Presence* by the other two NCouragers, who have not been paying attention to the discussions throughout the meetings, **Amy**: *“But I would say maybe the girls here. They can take up a lot of space (...) They discuss about irrelevant stuff (...) They are like: “Now I start working, but what are you saying?”*

Actually, one of the above mentioned NCouragers, Molly, is a clear example of a person demonstrating *Unfocused Attention* - both in regard to statements like those above, but also in terms of the coded behaviour illustrated in the grid. **Amy** further stresses this: *“Yes, because also up through the years and prior to this, comparing to how much she [Molly] has been chipping in, she takes up unnecessarily much space actually. (...) But she is being one of the persons, that are not that present, and also back in time.”* According to Figure 14, Molly has more than twice as many coded behaviours of *Presence* (-) compared to *Presence* (+), while both *Presence* (-) is above average and *Presence* (+) is below average compared to the rest of the group, signalling very distant and inattentive behaviour. When further investigating the negatives effects of the lack *Presence*, we asked **Zoe**: *“Did you notice anything specific?”* to which she answered while not wanting to offend anyone, **Zoe**: *“Maybe just sometimes they are looking away or something”*.

Looking further into the behaviours of *Looking Away*, *Unfocused Attention* and *Talking With Others*, Michael who is the group member with the highest amount of *Presence* (-) is singled out by NCourager Molly while watching the video material, **Molly**: *“He [Michael] looks away, he does not really make eye connection. And I am paying a bit more attention. But I am as disconnected as he is.”* She

sees both the behaviour of *Looking Away* and is also observant of her own behaviour of *Unfocused Attention* which matches with Molly's coded behaviour of values in *Presence* (-).

Setting Molly aside, Michael is spotted being inattentive by more than one NCourager throughout the interviews, discussions and video material, **Amy**: "*Maybe Michael looked a little bit bored. (...) His access card is not really interesting. Maybe a little bit of un-concentration over here (...)*". Another example which illustrates the same behaviour is found in the following description by **Lisa**: "*Michael is doing things with his tag and is looking out the windows, and starting using his computer at the end.*". Evidently, computers are a source that often leads to unfocused behaviour, which will be analysed further below.

Looking at PC

As seen above, computers at the NCourager meetings are a distracting factor that results in the effect of *Presence* (-). This type of *Presence* (-) behaviour occurs multiple times, which have been noted and coded for by the authors but is also observed for and interpreted by the group members. In general, the *use of computers* is noticed often by the group members, **Nicholas**: "*(...) In this clip, I noticed that everyone has their laptop open, except for Amy and me*". A more specific example of the same behaviour is described with a negative tone in the interview by **Amy**: "*And Molly, it goes for her as well, she often does that, checking her computer, and Kelly as well*". Furthermore, the noticing of such behaviour is stated by **Zoe**: "*For an example, you can see that for now, Michael is looking at his screen*".

Even though the execution of this specific behaviour generally results in the effect of *Presence* (-), there is a difference in how the group members observe the *use of computers*, **Amy**: "*Yes it seems like Michael is still looking at people and he is a part of the conversation where it seems like the girls [Molly and Kelly] are more like, trying to nod at the right times, in order for people not to be suspicious or thinking "they are doing something else", and flipping out of the discussion.*". Whereas Amy

interprets Michael to still being present despite having his computer screen open, she also describes other group members trying to seem present, even though they truly are focused on something else, which is interpreted as unauthentic by Amy and signals *Presence* (-). This example is important to note, as it clearly illustrates the difference between actual *Presence* and someone trying to fake it.

The behaviour of certain group members using their computers and signalling inattention have strong effects on the rest of the NCouragers who observe this as frustrating, **Amy**: *“That [Looking at PC] is provoking me a lot when people are doing that actually. I could really freak. You could see that. I think it is disrespectful, that is the bottom line”*. This reaction is further expanded by Lisa who describes the group’s existing awareness of the issue, **Lisa**: *“People are participating in meetings, but then they are sitting there writing emails or being chatting with other people on the side. (...) I know it is a big topic within our team (...)”*. It is interesting to notice, that even though the group is already aware of the issue, certain members still demonstrate this behaviour which causes frustration to others.

Although, it is explicitly stated by most members, that the use of computers has a negative effect on them at meetings, one NCourager believes otherwise when asked about the use of computers during meetings, **Victoria**: *“I think you can. Again, it depends on the type of meeting and the part of the meeting.”*. Besides this statement which stands alone and does not correspond with the statements of other members, the overall reaction to the behaviour of using computers at meetings is quite clear, **Nicholas**: *“(...) a laptop can, when it is there, create a disturbance or create an opportunity for you as a meeting participant, to look into your screen rather than listen to those around you (...)”*. Here the effect of such behaviour is described by **Nicholas**, who further elaborates on this in the following quote: *“The presence and attentiveness decrease, I believe, if you have your laptop when it is not necessary (...)”*.

Besides the clear statements by NCourager Nicholas, on the negative effects of *Looking at PC* which is given the value of *Presence* (-), he also noticed and described the positive impact of having *Eye Contact With the Speaker* which is given the value of *Presence* (+) and will be further analysed below.

Eye Contact With the Speaker

According to Cabane (2012) eye contact is one of the main factors needed in being charismatic: "*You simply cannot be charismatic without it [eye contact]. In fact, eye contact is one of the main ways charismatic masters make you feel that you are the most important person in the room*" (Cabane, 2012: 99), which is further confirmed in the statement by Michael describing one of the main effects eye contact causes, **Michael**: "*I think for me it [eye contact] is motivating.*". Based on this, *Eye Contact With the Speaker* is naturally coded for as given the value of *Presence* (+).

Based on the video material shown throughout the interviews and the interpretation of the behaviours shown within them, some group members found that especially Amy, Nicholas, Michael and Zoe frequently demonstrate the behaviour of *eye contact*, **Amy**: "*You can also see Zoe; she is fully concentrated on what we are discussing.*". Amy continues to describe the behaviours of Zoe, but also Nicholas' ability to stay present and keeping his attention towards the speaker, **Amy**: "*Yes, then I would maybe say Nicholas or Zoe, due to the fact that they are always very present and very concentrated when we have the meetings, and very focused on what is on the agenda and listening (...)*". When comparing the statements by Amy, with the coded behaviours done by the authors, both Nicholas and Zoe are actually below the average number of coded *Presence* (+) behaviours compared to the rest of the group - see Figure 14. This could be due to the situational coding and recording of the meeting, where Zoe and Nicholas did not demonstrate a high number of *Presence* (+) behaviours compared to the general impression of them during meetings.

In opposition to both Zoe & Nicholas, the NCourager Amy herself is actually coded for as using a significantly higher amount of behaviours linked to *Presence* (+) compared to the average of the

group. More specifically, Amy also has notably more positive coded behaviours of *Eye Contact With the Speaker* compared to the average of the group.

When further discussing *Eye Contact With the Speaker* and *Presence* during interviews, one NCourager states, **Nicholas**: "*Michael for an example, despite having his laptop open, and I think he has that in the most meetings, he is still very attentive and I experience him as a warm type of person. (...) Amy is also very attentive, and she speaks her mind, she has a lot to say and sometimes says the same thing many times.*". Here it is illustrated that the positive coded behaviours of Amy regarding *Eye Contact With the Speaker* are not only observed by the authors but also in the eyes of the group members themselves. Michael further supports the view of Nicholas in stating that Amy is very attentive and good at keeping *eye contact*, **Michael**: "*But I would say that Amy is always very active (...) She is very good at participating (...)*".

In summary, it is clearly seen that the behaviour of *Eye Contact With the Speaker* is a transparent and noticeable behaviour which has a significant effect on the group members.

5.1.3 Presence Behaviours & Their Effects Summarized

The results found in the above analysis of *Presence* have been collected in Figure 16 below. The figure consists of categories relevant to the core element, *Presence* and the respective specific behaviours with their positive (+) or negative (-) effects. The outcome reveals a better understanding of direct nonverbal behaviours one can directly use, and through execution of such behaviours, which effect can be expected. This understanding is relevant for the topic of interest and the following sections of *Power* and *Warmth*, respectively, which will seek to further expand the understanding of nonverbal charismatic behaviours and their effects.

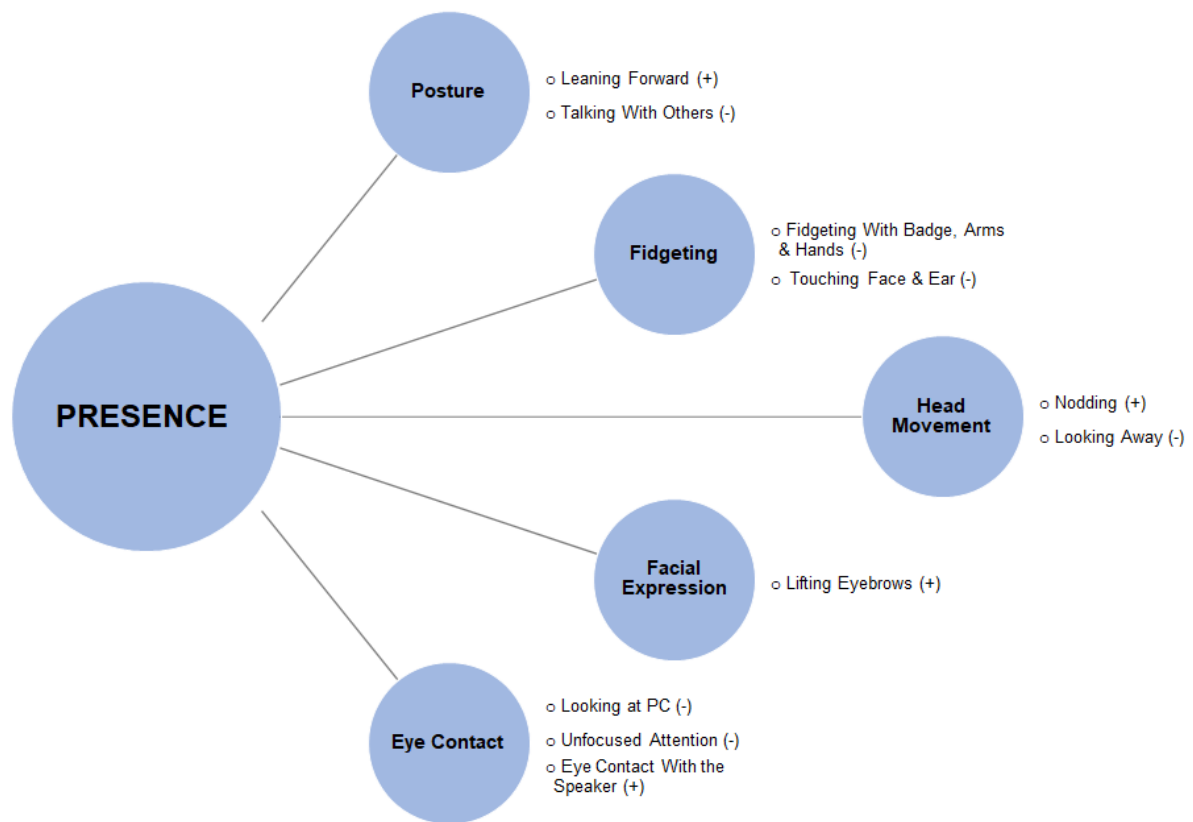


Figure 16: Collected Findings of Presence. Source: Own production

5.2 Power

This section seeks to analyse the charismatic behaviours linked to *Power*. As structured in the section above, both the observed and interpreted behaviours will be analysed and further focused on the effects which these have on the NCourager group members.

5.2.1 Power & Effects of The Core Element

As a part of the analysis, observed behaviours of all group members have been coded for, and the average values of the six NCourager group members, are presented with a focus on *Power* below in Figure 17. According to Cabane (2012), *Power* is mainly shown through body language and is needed to control and direct groups of individuals. This connects well with the studies of Antonakis et al. (2011) and Phillips (2019) in which we in this section will investigate the specific nonverbal behaviours of *Power* and the effect of these.

Average	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0,0	12,5	0,0	12,5	0,0	0,0	0	25
Posture	4,5	3,2	4,8	8,2	1,3	0,7	11	12
Gesticulation	2,7	0,8	12,3	5,5	2,3	0,3	17	7
Head movement	6,3	1,5	0,8	0,5	1,3	0,0	9	2
Eye contact	4,8	6,0	0,3	0,0	2,2	0,8	7	7
Facial expression	6,7	1,3	3,3	0,3	11,0	0,8	21	3
Total	25	25	22	27	18	3	65	55

Figure 17: Collected Coding (*Power*) Source: Own production

The core element of charisma, *Power*, is distinctively different from *Presence*, but is equally as important as the other two core elements, as they all separately culminate in charismatic leadership. In certain ways, *Power* is not as directly observed as *Presence*, but on the contrary, it is even more "felt" (Cabane, 2012). *Power* is the behaviours of an alpha male or female and therefore instinctually followed by the recipients, which our coded behaviours reflect as well. During the interviews, it is clearly seen that the behaviours of *Power* are not noticed as often as the behaviours of, e.g. *Presence*, even though there are almost the same amount of coded *Power* behaviours as there are *Presence* behaviours.

During the interviews of the NCourager group members, the respondents, in general, interpreted the word dominance and *Power* as negative. Potentially, this may have affected the collected responses. Though we tried to mitigate this by eliminating the negative narrative, and instead seeking a more neutral opinion on the term *Power*, **Victoria**: "*Dominant would be someone who was not listening,*

intruder and trying to impose his or her way all the time. But, otherwise, someone giving a direction and open for listening, is not dominance but it is leading.”.

According to the overall theoretical description of *Power*, it links to an interpretation of what is described in the last part of the statement above by Victoria (Cabane, 2012). According to Cabane (2012), behaviours of *Power* are someone taking the lead through dominance, but not necessarily in a negative way. Though, when asked about *Power*, multiple respondents answered to who they thought were the leaders of the group, **Nicholas**: *“I would say that it is Molly (...) that shows signs of leadership mainly (...)”*, **Michael**: *“But I think that I would say either Amy or (...) Zoe takes up the most space”* and **Kelly**: *“(...) Molly, who is also a good force for the group (...)”*.

The effect of *Power* is not necessarily negative, and as mentioned based on the theories within charismatic leadership, an individual demonstrating behaviours of *Power* can actually empower the rest of the group members, **Kelly**: *“It makes me feel empowered. The energy that these girls bring is just super fun and super encouraging.”*.

Furthermore, it is interesting to notice how multiple group members demonstrating behaviours of *Presence* simultaneously, does not have a negative effect. However, when focusing on the demonstration of *Power* behaviours, the alpha versus beta behaviour becomes a part of the equation (Cabane, 2012). **Amy**: *“I like everybody in the group, but we are very different, and some might have more hostile opinions and ways of doing things, and I know it's once in a while we have some clashes because of some negotiations, it doesn't always work out like okay, you know we try to see the bigger picture.”*. Here it is illustrated how clashes between two natural alphas using *Power* behaviours, sometimes can end up in a confrontation. Though, such confrontations can be avoided by having a clear communication according to **Lisa**: *“I would say, I am not too affected by it, but I think, for instance, when it comes to Molly (...) we have a very open and honest communication about, “Well, now we need to calm down a bit”.”*.

During the interviews, the NCourager Lisa was observed as a person with many *Power* behaviours. Unfortunately, Lisa was not participating in the group meetings, and therefore no coded behaviours of Lisa have been conducted. Even though we have no concrete observed behaviours of Lisa available, our impression of her during the interview as a person demonstrating behaviours of *Power* matches her following statement, **Lisa**: *"I don't think it [Power] is something that affects me that much, but I could imagine it could affect some of the people that are maybe not as outspoken"*.

An example of the opposite when looking at *Power* behaviours is the outcome of individuals trying to find a compromise or simply backing down as a result of confrontations, illustrated in the quote by **Amy**: *"Yes, she (Molly) was very dominant, because actually, I think we were quite good at trying to meet her"*. This outcome is the most natural one to happen as a consequence of confrontations since group members often prefer to solve differences without further disagreements. This interpretation of Molly being dominant is also noted by the NCourager, **Michael**: *"(...) if there is another group member, there sometimes is like this, it would be maybe Molly."*

When taking a closer look at the above statements about Molly, it is interesting to notice that she is not coded for as a group member with particularly high amounts of demonstrated behaviours of *Power*. While Molly has a value of *Power* (+) behaviours slightly above the group average, she, on the contrary also has a value of *Power* (-) behaviours 40% higher than the group average. According to these data, this would overall mean that Molly should not be interpreted as a dominant person, with a high *Power* (+), within the group, but clearly, the statements of the other group members suggest otherwise. This is yet again another example of how varying interpretations can be, depending on when and how the interpretations take place, e.g. performed momentarily or during a longer period of time. This could also be an example of how *Power* is interpreted subconsciously and thereby not even us, as researchers, are able to grasp the full extent of the communication and situation.

Another group member, who is coded for as having a high value of *Power* (+) behaviours, is Zoe. The behaviours of Zoe are explicitly described by Molly, when asked which group member is seen

as the most dominant, **Molly**: “(...) *she [Zoe] is the one that sets the agenda, that invites for the meeting, that prepares the presentation, and maybe even pre-discuss with us, to know what kind of things we need to take into the meeting. You can see, she is also the only one taking notes. (...) she is actually the only one that is actively listening because she is the one to take actions (...)*”. The behaviours of organizing and being dedicated are according to Molly interpreted as signals of *Power*. This interpretation matches our observed and coded behaviours of Zoe since the group member is the only one who has almost three times as many behaviours of *Power* (+) than to *Power* (-) - see Figure 14.

5.2.2 Specific Behaviours & Effects of Power

This section will focus on the specific behaviours of *Power* demonstrated by the group members, including which effects these behaviours have on the recipients.

Leaning Backward

According to the reviewed literature, theories agree that a larger posture signals a dominant individual who is able to stand his or her ground and control a given situation (Cabane, 2012; Antonakis et al., 2011; Fiske et al., 2007; Cuddy et al., 2017). Such individual will by *Leaning Backward* naturally seem bigger and thereby more *powerful*, which is why the behaviour is given the value of *Power* (+).

An example of this is the controlled behaviour of *leaning back* during a discussion - not to get away from the other participants while being defensive, but to await the action of other group members comfortably. During the video samples shown, the NCourager Lisa observes how certain group members were leaning back, awaiting the others' initiatives. They were all very locked, in a closed *leaned back* position, awaiting the outcome of others, until someone in the room added a funny comment and the energy changed, **Lisa**: “*So, they are also leaning more in towards each other than in the first [part of the] video where everyone was sitting a bit more leaned back.*”. Here it is illustrated, how the group members were discussing a serious topic and demonstrated the *Power* behaviour of *leaning*

back until a funny comment suddenly changed the situation and behaviours of both *Presence* and *Warmth* started to occur.

It is interesting to observe what a slight change of posture can do, to an overall understanding of communication. During the section above describing behaviours of *Presence* - see Section 5.1.2, we found how *Leaning Forward* changed the view on the attention of a person. Furthermore, we found that the behaviour of *Leaning Forward* signalled engagement and interest, which stands in contrast to the behaviour of *Leaning Backward* being a way to gain *Power* by signalling comfortableness and dominance.

Crossing Arms

Another observed *Power* behaviour is the behaviour of *Crossing Arms*. This behaviour is fairly interesting, not only due to how clear it is to observe, but also due to the various interpretations, this behaviour can have. One interpretation of this behaviour is that it closes off the individual's body signalling that the individual is trying to protect him- or herself from a "threatening" demeanour. An example of a behaviour used to protect oneself is, e.g. a child hiding behind a father's leg when feeling shy or insecure, according to de Lichtenberg (2013). Another interpretation of the behaviour of *Crossing Arms* is that the posture is taken to signal disagreement and dominance, e.g. during interrogations when a suspect takes the stance of *Crossing Arms* to frustrate the interrogator (Parvez, 2015). The behaviour of *Crossing Arms* has based on the interpretation of Parvez (2015) been given the value of *Power* (+).

Even though the behaviour of Crossing Arms has been coded for several times during the observed video material, none of the NCouragers mentions this specific behaviour during the interviews. Though, as mentioned in the above section, the group members multiple times noticed the behaviour of *Leaning Backward* which can be closely compared to the behaviour of *Crossing Arms* as they both have the same effect of signalling dominance and the added value of *Power* (+).

Challenging Face | Lifting Eyebrows

Specific behaviours within the category of *Facial Expressions* are both the use of *Lifting Eyebrows* and the expression of a *Challenging Face* which both are signalling *Power*. An example of a *Challenging Face* could be an individual firmly awaiting the reaction of another group member. The individual is thereby challenging the position and statement. *Challenging Face* matches the behaviour of Phillips (2019) called Neutral (76) and Straight Face (84). Although this is a substantial part of the nonverbal behaviours being investigated, none of the NCouragers notice these behaviours consciously when observing the video material shown to them. Only the behaviour of *Smiling* is observed to some extent, which will be analysed in the section further down focused on the core element of charisma; *Warmth*.

According to both Phillips (2019), Cabane (2012) and Antonakis et al. (2011), nonverbal behaviours are observed and interpreted mainly subconsciously. Since we found no NCouragers commenting on the use of *Facial Expressions*, one explanation could be, that the expressions are taken for granted by them. This means, that even though the NCouragers do not visually observe the above-mentioned behaviours of *Lifting Eyebrows* and a *Challenging Face*, these behaviours would still have an impact on the group members.

The NCourager group members with the highest amount of observed and coded behaviours of *Facial Expressions* are Michael, Molly and Amy, with the first two of them generally being interpreted as the more *Powerful* group members, according to the previous statements above.

Hand Gesticulation

According to Cabane *Hand Gesticulation* is seen as a tool to become more confident and *powerful*:

“Harvard and Columbia psychology researchers found that subjects who assumed a strong, confident physical posture and then spoke with a strong voice and imposing hand gestures actually produced a biochemical reaction that made them feel and seem more confident and powerful.”

(Cabane, 2012: 60).

Therefore, behaviours of *Hand Gesticulation* are given the coded value of *Power* (+), while a lack of *Hand Gesticulation* is given the value of *Power* (-). These effects are also elaborated by Riggio & Friedmann (1986), in their article *Impression Formation: The Role of Expressive Behaviour*.

Examples of NCouragers frequently demonstrating the behaviour of *Hand Gesticulation* are Nicholas and Zoe, observed by the group member **Amy**: “(...) when Zoe is talking, she is using a lot of gestures, and it seems like people are really looking at her listening. (...) the same goes on with Nicholas. He is also using his hands, and at least it seems like we are paying attention to those two when talking.”. This use of *Hand Gesticulation* by Nicholas is also noticed and confirmed by **Michael**: “He [Nicholas] was gesturing a lot with his hands, and of course I know Nicholas, and I know that is how he speaks.”. Furthermore, Michael explains how Nicholas' use of *Hand Gesticulation* also grabs the attention of others, **Michael**: “The first person I notice was Nicholas for sure. He was gesturing, and almost everybody in the room looked at him. All the NCouragers looked at him.”.

In addition to Amy and Michael, also Victoria describes Nicholas' way of communicating and use of *Hand Gesticulation*, **Victoria**: “I was focused on Nicholas, because he is talking (...) he was active, more with his hands.”. Although it is generally noticed that Nicholas is gesticulating very often, his number of coded behaviours of such are not higher the average of the group. Potentially, this could be explained by coded behaviour of *Hand Gesticulation* is attached to those group members who are

speaking more often during the meeting and talk at the actual meeting. Thereby, a member who does not contribute as much at the recorded meeting, would not have as many coded *Hand Gesticulation*, *Power* (+) behaviours. Nicholas, e.g. might be below average in the number of coded behaviours of *Hand Gesticulations*, because he did not often contribute to the conversations throughout the whole meeting. This means, that even though his way of communicating by using *Hand Gesticulations* often happens during the video recordings shown at the interviews, the overall number of coded behaviours could naturally still be less than average compared to the rest of the group, due to his lack of active participation in the rest of the meeting.

Another example of someone grabbing the attention of others within the group of NCouragers is Amy. The NCourager changes her posture and also starts to use *Hand Gesticulations* which is noticed by **Lisa**: “*I am not sure who grabs the most attention. I think Amy coming from very closed in here, to doing like this and really spreading her arms.*”. This statement clearly shows how the use of *Hand Gesticulation* has an effect on others, in this case, the NCourager Lisa. Furthermore, during the interview, Lisa showed us what she meant by Amy's gesticulation by illustrating the behaviours herself using both hands and arms, which made the statement of her even more clear.

Based on the observations above, the effect of *Hand Gesticulation* is clearly defined as a behaviour which grabs the attention of others. By using *Hand Gesticulation*, the speaker is able to gain the full attention of others, which makes the speaker being interpreted as more *Powerful*.

Fidgeting With Badge, Arms & Hands | Touching Face & Ear

A previously analysed behaviour within the section of *Presence* was the act of *fidgeting* which was coded for as giving the value of *Presence* (-). According to the theory of Cabane (2012), *fidgeting* also signals a lack of confidence and imposes insecurity, which is why the behaviour is also coded for as given the value of *Power* (-).

Noticeable is that both Michael and Molly have the highest amount of *fidgeting* behaviours with values significantly higher than the average of the group. This is interesting as both group members are mainly viewed as the ones most often demonstrating behaviours of *Power* according to the rest of the group members. Though, these interpretations by the group members are not reflected in the observed data as they are both coded for as using a high amount of *Power* (-) behaviours. A *Power* behaviour which is one of the more apparent opposites of *fidgeting* is the behaviour of *Taking Up More Space* which will be analysed below.

Taking Up More Space

The behaviour of *Taking Up More Space* has been investigated to a great extent by researchers such as Cuddy et al. (2017), Antonakis et al. (2011), de Lichtenberg (2012) and Hediger (1955). This behaviour has been coded for several times throughout the recorded video material but is generally not noticed and commented on by the group members during the interviews.

Based on the recorded video material, two instances were noticed where two group members *took up more space* by putting an arm around or leaning on the chair next to their own. This is according to the theory of Cuddy et al. (2017) a clear *Power* (+) behaviour as humans and animals alike take up more physical space, when they feel dominant or need to dominate a group.

An NCourager who comments on the different personalities and communication forms of the group members is **Victoria**: “(...) *I find it very limiting to say extroverts are dominant and taking a lot of space and you can be extrovert and very warm and empathetic anyway. Luckily, that is what we have in that group (...)*”. Here it is illustrated by Victoria, that because a group member primarily demonstrates behaviours of *Power*, it does not necessarily mean that the same person is not also able to express behaviours of empathy and *Warmth*. This combination of core elements will be investigated further in Section 5.4.1.

5.2.3 Power Behaviours & Their Effects Summarized

The outcome of the above analysis of *Power* have been combined and illustrated below in Figure 18. More specifically, the figure illustrates the categories linked to *Power* and the specific behaviours with their positive (+) or negative (-) effects. The results illustrate an extensive understanding of which nonverbal behaviours one can use in order to appear more charismatic based on the effects that these nonverbal behaviours have. Furthermore, it has been investigated how some behaviours have had various interpretations attached to them and that these interpretations can be very situational. The section below will focus on the last core element of charisma known as *Warmth* which will further deepen the collected understanding of behaviours linked to charismatic leadership.

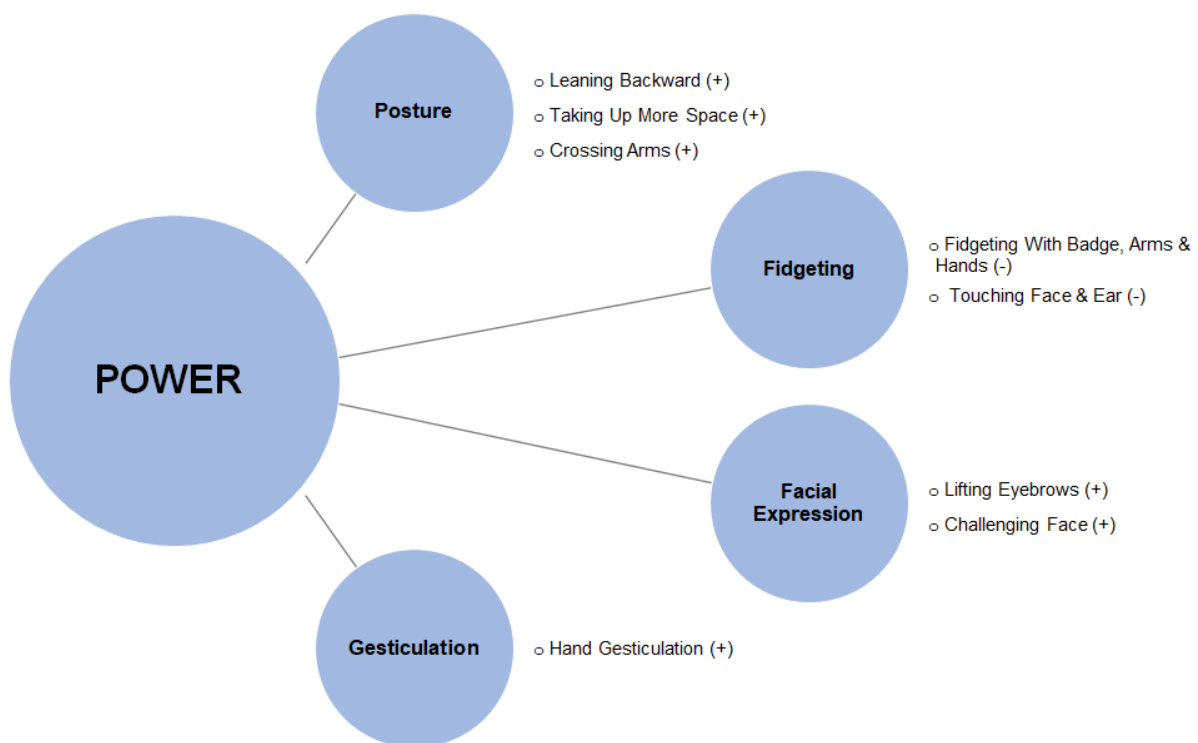


Figure 18: Collected Findings of Power. Source: Own production

5.3 Warmth

This section is an analysis of the charismatic behaviours linked to *Warmth*. Both the observed and interpreted behaviours are focused upon, including which effect these have on the NCourager group members.

5.3.1 Warmth & Effects of The Core Element

As a part of the analysis, observed nonverbal behaviours have been coded for, and can be found below in Figure 19. Below, the average values of the six NCourager group members are presented, with a focus on *Warmth*. According to Cabane (2012), *Warmth* is described as: “(...) goodwill towards others. *Warmth* tells us whether or not people will want to use whatever power they have in our favour.” (Cabane, 2012: 15). Furthermore, Cabane (2012) describes *Warmth* as an element which is “(...) assessed almost entirely through body language and behaviour; it’s evaluated more directly than power.” (Cabane, 2012: 15). Based on how *Warmth* is assessed, we expected the NCouragers to be able to observe more *Warmth* behaviours, than they did with *Power* behaviours.

Average	Presence (+)	Presence (-)	Power (+)	Power (-)	Warmth (+)	Warmth (-)	Total (+)	Total (-)
Fidgeting	0,0	12,5	0,0	12,5	0,0	0,0	0	25
Posture	4,5	3,2	4,8	8,2	1,3	0,7	11	12
Gesticulation	2,7	0,8	12,3	5,5	2,3	0,3	17	7
Head movement	6,3	1,5	0,8	0,5	1,3	0,0	9	2
Eye contact	4,8	6,0	0,3	0,0	2,2	0,8	7	7
Facial expression	6,7	1,3	3,3	0,3	11,0	0,8	21	3
Total	25	25	22	27	18	3	65	55

Figure 19. Collected Coding (*Warmth*). Source: Own production

The general feeling and level of *Warmth* in the group is described by both Lisa and Molly, **Lisa**: “Yes, I will say overall there is a lot of empathy in the group (...)”, and **Molly**: “I think in general the team is quite warm and empathetic (...)”.

Shown above it is illustrated that the NCouragers are warm and empathetic towards each other, even though the group members have a hard time explaining why and how. Even though the specific behaviours are not easily explained, the effects of *Warmth* are well understood and stated by most NCouragers including **Amy**: “(...) *it did encourage me to push a little bit more. I really want to support her [Zoe] because I think it is awesome what she does, and how much she also takes on her shoulders in responsibility (...)*”. The statement above shows how the behaviour of taking responsibility has a significant impact on Amy as a fellow group member. Furthermore, the effect even creates motivation and certainty for other members of the group according to **Michael**: “*I think [it] actually motivates you, in a certain way to engage more and do more because you know that there is no risk of taking on more responsibility (...)*”.

Furthermore, Nicholas states that the effect of *Warmth* is also making him comfortable and engaged in the group. The effect of *Warmth* even further makes the group members happier and more energetic, according to **Nicholas**: “*It makes me feel comfortable in the group and welcome, and also it makes the group dynamic fun and energizing*”. This description of *Warmth* causing the group members to become happier and more energetic is described more detailed by **Kelly**: “*It makes me happy. I feel energized, I also feel the passion that the other persons are feeling in this group. So, it is contagious in that way, in a good way, that you also feel like you want to contribute and get this “yay-factor” like “Yay!”*”.

According to Michael, an NCourager who is clearly interpreted as a Warm is Zoe, **Michael**: “(...) *Zoe is in a certain way, acting empathetic and warm when she is managing our tasks or assigning us different responsibilities. She is constantly thinking of: “What is on your plate. What kind of job do you have to do, besides being in The NCouragers?” (...)* She is actually trying to make it so, that everybody can participate and be a part of The NCouragers, and help making it a better place”. This view is supported by Amy who elaborates on the *Warmth* of Zoe, **Amy**: “*I think Zoe actually, she really looks after everybody, she's very bold, and she's very flexible, very understanding.*”. If we take a closer look at the coded behaviours, it can be seen that Zoe has the same value of *Warmth* (+) as

the average of the group, and has a value below average in regards to *Warmth* (-). This is surprising, as Zoe is often stated as the person interpreted as the *warmest* within the group by various group members.

Besides Zoe, other NCouragers are mentioned as showing behaviours of *Warmth* in the statement of **Lisa**: "*I would say, Kelly. She is always super happy (...) I think she is one of the people that really bring joy and engagement to the group. (...) I would say, Molly. She can be super tough, but again also really embracing. (...)*". If we compare the statement describing both Kelly and Molly with their coded behaviours of *Warmth*, both of them have lower values of *Warmth* (-) behaviours compared to the average of the rest of the group, which matches the experience of Lisa. Moreover, Kelly has a value of *Warmth* (+) behaviours which is higher than the average of the group while Molly has the same value of *Warmth* (+) as the average of the group.

According to Cabane (2012), *Warmth* is primarily expressed through *Facial Expressions* such as smiles and "warm eyes". This matches the practical tool of Phillips (2019), who focuses nine of his 110 communication techniques on the category of *Facial Expressions*, which have also been used in the coding process. Another indicator of *Warmth* which will be investigated further below is the change in *the posture* of specifically *Turning Towards Others*.

Based on the observed and coded data, both Kelly and Molly have higher values of *Warmth* (+) behaviours in the category of *Facial Expressions* compared to the rest of the group. Although multiple group members state that Zoe is interpreted as *Warm* as well, she has a value of *Warmth* (+) behaviours in the category of *Facial Expression* which below the group average. Though, in opposition to Kelly and Molly, she has a value which is above average in the *Warmth* (+) behaviours linked to the category of *body posture*.

5.3.2 Specific Behaviours & Effects of Warmth

When looking into the actual behaviours of *Warmth* based on the combined theories of Cabane (2012) and Phillips (2019), certain specific behaviours came to attention during the observation. These behaviours all lie within the six previously mentioned categories illustrated in Figure 19.

Smiling

Smiling is the most obvious and strongest behaviour of *Warmth*, according to Cabane (2012). Moreover, when *Smiling* an individual projects him- or herself as welcoming and positive, according to de Lichtenberg (2009).

During the interviews, the group members generally noticed the behaviour of *Smiling* quite easily when observing the video material shown to them. This is exemplified in the following statement by **Lisa**: “*I would say that Zoe smiled a bit when she started talking and uses her hand to explain.*”. The last part of the above statement is an additional example of a behaviour linked to the category of *Hand Gesticulation*, which is used for coding *Power* behaviours. Though, further examples of *Smiling* are described by **Nicholas**: “*I can see people smiling, and they were engaged, close, they were forward leaning on the table and show interest.*”. *Leaning Forward* is also coded for as a behaviour linking to *Presence* in an earlier section above. When such a change in *posture* happens at the same time as the behaviour of *Smiling*, it could be interesting to look further into the combination of these. A separate section taking a closer look at this can be found further below.

The many examples of NCouragers noticing the behaviour of *Smiling* also have an effect on themselves which is illustrated in the following statement by **Lisa**: “*A lot more energy, a lot more engaging. Everyone is speaking. It is not just a one-one situation going on like we had in the other clip. So, everyone they are smiling, they are using their body language, they have open positions instead of*

sitting like hidden like they were doing before.”. Here it is seen how the behaviour of *Smiling* causes the group members to feel energetic and engaged.

Laughing

An even more extreme version of *Smiling* is the behaviour of *Laughing* as a reaction to humour exemplified by **Michael**: *“People start laughing, and you also see people who are very leaned back in their chairs, start kind of moving in towards the table again and starts to participate again.”*. This behaviour even had the effect of connecting and engaging the group members.

Furthermore, the behaviour of *Laughing* was easily observed and described by the NCouragers again and again, **Michael**: *“(…) there are some people laughing and smiling. And that is kind of what where the group maybe started getting a little bit better. (...) Then the participants are also more likely to go along on that way.”*. Even further, Michael described the behaviour of *Laughing* into more detail in the following statement, **Michael**: *“(…) we start to make a little bit fun of the situation or whatever we are talking about, because the group kind of loosen up (...) from what I can see, there is like a positive vibe. Everyone is engaged and listening, interested and laughs.”*. Molly had the same experience as Michael and described the situation where the behaviour of *Laughing* occurred even further, **Molly**: *“We laugh. Yes, we laugh, and you can see that we start like doing some interaction”*.

According to the statements above, it is illustrated how the behaviour of *Laughing* results in the effects of energizing and engaging the other group members. These effects are the same as the behaviour of *Smiling* which is only natural, as the two behaviours are heavily linked to each other.

When taking a closer look at the coded data, close to 2/3 of the *Warmth* (+) behaviours have been derived from the category of *Facial Expression* - see Figure 19. Even more so, of all the behaviours linked to *Facial Expression*, there are seven times as many positive coded behaviours compared to negative when looking at the average values. This clearly illustrates how the group tends to focus on

the positive behaviours of others when paying attention to the *Facial Expressions*. This is interesting as the literature describes how humans tend to react faster to negatives expressions compared to the positive (de Lichtenberg, 2013).

Turning Towards Others

The change in one's posture of *Turning Towards Others* is seen as a *Warmth* behaviour which is not noticed by the group members during the interviews. Though, it is a behaviour which has been coded for several times during the observations and has had a positive value of *Warmth* (+) added to it. The interpretation is based on Cabane's (2012) descriptions of the inclusion of people, as being a *Warm* behaviour. When an individual is turning his or her body towards the rest of the group to include others in the conversation, it is seen as a behaviour of empathy and inclusion (Cabane, 2012), and thereby given the value of *Warmth* (+).

When watching the video material shown during interviews, **Molly** states: “(...) *And the two that was the furthest away from the meeting was Michael and me, but we laugh and engage more*”. Here it is seen, that even though Michael and Molly were sitting the furthest away in the room, they were still included in the conversation due to Zoe turning her body towards the rest of the group. Based on the observations and coded data, it is noticed that in general, when Zoe speaks and talks to the rest of the group, she is naturally turning her body towards them. This is also one of the main reasons why Zoe has a value of *Warmth* (+) behaviours linked to posture higher than the average of the rest of the group.

Furthermore, open postures and the behaviour of *Turning Towards Others* result in the group members wishing to engage more during the meeting, as stated by **Lisa**: “*A lot more energy, a lot more engaging (...) they have open postures instead of sitting hidden like they were doing before.*”. This further illustrates that the behaviour of changing one's posture in being *turned towards others* is interpreted as a *Warmth* (+) behaviour by the NCouragers.

5.3.3 Warmth Behaviours & Their Effects Summarized

The results found in the above analysis focused on *Warmth* have all been collected and illustrated below in Figure 20. The figure consists of the two relevant categories linked to *Warmth* and the specific behaviours with both their positive (+) and negative (-) effects. The outcome of the analysis contributes to a more clear understanding of which direct nonverbal behaviours one can use to demonstrate *Warmth* and which effects can be expected as a result of these.

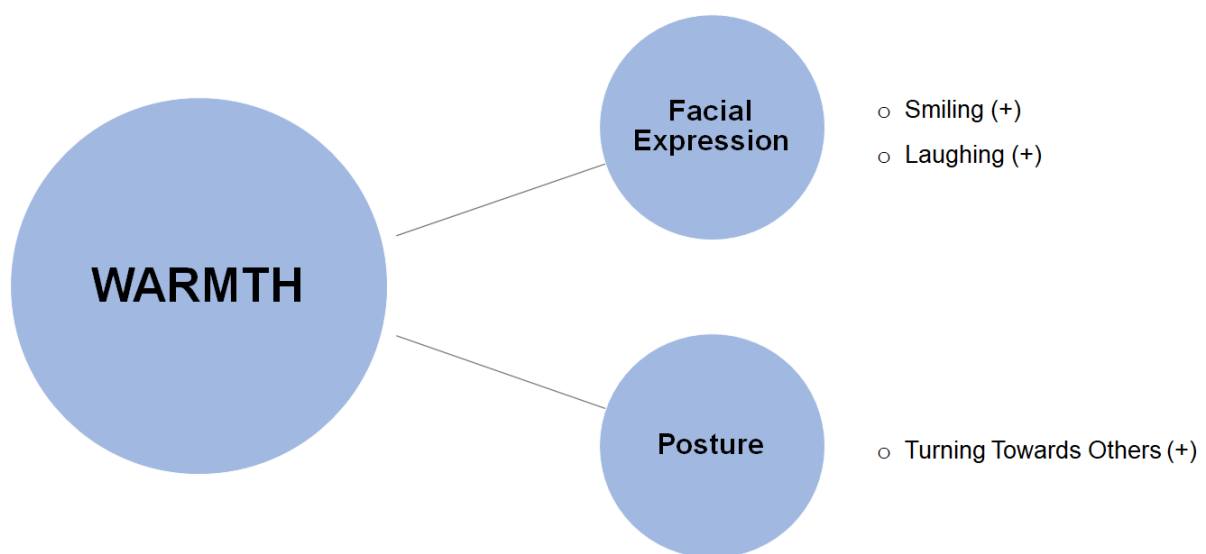


Figure 20: Collected Findings of Warmth. Source: Own production

5.4 Overall: Presence, Power & Warmth

The following section is dedicated to taking a closer look into the three core elements of charisma; *Presence*, *Power* and *Warmth*. Our attention will be focused on the collected findings and how these contribute to our understanding of charismatic leadership. Moreover, the combinations of behaviours will be looked into and what can be expected of these.

Presence was the first core element of charisma analysed. Within the analysis we investigated not only the direct behaviours of the NCouragers but also which effects these behaviours had in regards to the values of *Presence* (+) and *Presence* (-). Furthermore, we had a look at both the theoretical and practical effects of *Presence* behaviours. We found that NCouragers who experienced a lack of *Presence* felt like, meetings were a waste of time. Moreover, what was found throughout the analysis were specific and practical behaviours of *Presence* which either had a positive effect *Presence* (+) or negative effect *Presence* (-). These behaviours and effects will be summarized below and can be found in Figure 21.

The change in *Posture* and *Leaning Forward* were found as positive effects given the value of *Presence* (+). Both the behaviours of *Fidgeting With Badge, Arms & Hands* and *Touching Face & Ear* were observed and coded for in the category of *Fidgeting* given the negative value of *Presence* (-). Furthermore, *Nodding* was analysed as a behaviour in the category of *Head Movement* with a positive *Presence* (+) effect due to the recognition and acknowledgement signalled towards the speaker. *Lifting Eyebrows* had a similar positive *Presence* (+) effect of recognition while coded as part of the category *Facial Expressions*.

Looking Away was a behaviour coded as a part of the category *Head Movement* and had a similar negative *Presence* (-) effect as the behaviour of *Unfocused Attention* which was coded as part of both the categories of *Eye Contact* and *Posture*. Also within the category of *Posture* and with a negative *Presence* (-) effect was the behaviour of *Talking With Others* while also the behaviour of *Looking at*

PC also had a negative *Presence* (-) coded for in the category of *Eye Contact*. Lastly, in contrast to *Looking at PC* was the behaviour of *Eye Contact With the Speaker*, still within the category of *Eye Contact* but with a positive effect given the value of *Presence* (+). These summarized findings of *Presence* behaviours are further illustrated graphically below:

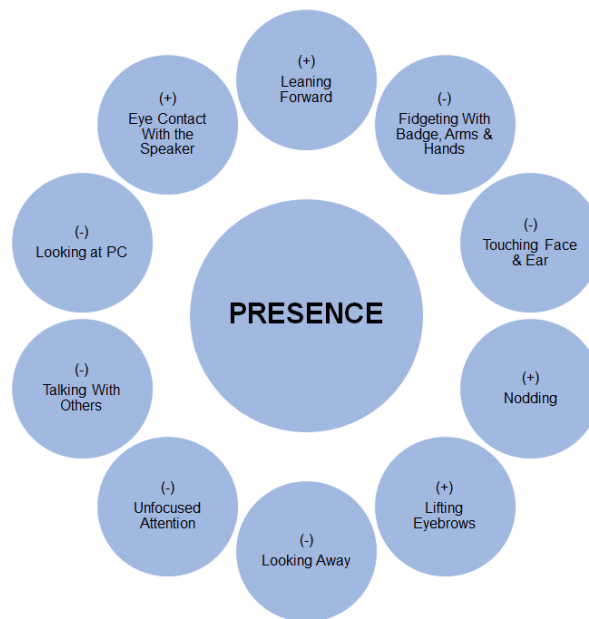


Figure 21: Summarized Findings of Presence. Source: Own production

Power was the second core element of charisma which was analysed. The effects of *Power* were less easily interpreted by the NCouragers, and the behaviours had both positive and negative effects on the group members. When asked about *Power*, the NCourager group members answered in different directions, but all with a focus on the contribution a strong leader could have. Furthermore, some members even felt empowered as a result of being near a *Powerful* individual in the group.

During the investigation of specific behaviours of *Power* and the positive and negative effects given the values of *Power* (+) and *Power* (-), our findings showed that some behaviours were easily noticed while other behaviours were not commented on at all by the group members during the interviews.

Though the various behaviours of *Power* were all still coded for, even though some of them were also considered as more or less subconscious interpreted by the NCouragers, which corresponds well with the relevant theories (Cabane, 2012; Antonakis et al., 2011; Phillips, 2019; de Lichtenberg, 2013). These specific behaviours will be summarized below and can be found in Figure 22.

The behaviour of *Leaning Backward* was seen as a change in *Posture*, which was found to have a positive *Power* (+) effect. Two behaviours of *Facial Expression*, which were observed and coded for were both the *Challenging Face* and *Lifting Eyebrows* where both were found as positive effects given the values of *Power* (+). Two other behaviours, which were also found related to *Presence*, were the two behaviours in the category of *Fidgeting*: *Fidgeting With Badge, Arms & Hands* and *Touching Face & Ear*. Both of these *Power* behaviours were found to have a negative effect, given the value of *Power* (-). Last but not least, were the two behaviours of *Taking Up More Space* and *Crossing Arms* within the category of *Posture*, which were both found as having positive effects given the value of *Power* (+). An illustration of the behaviours linked to *Power* can be seen below:

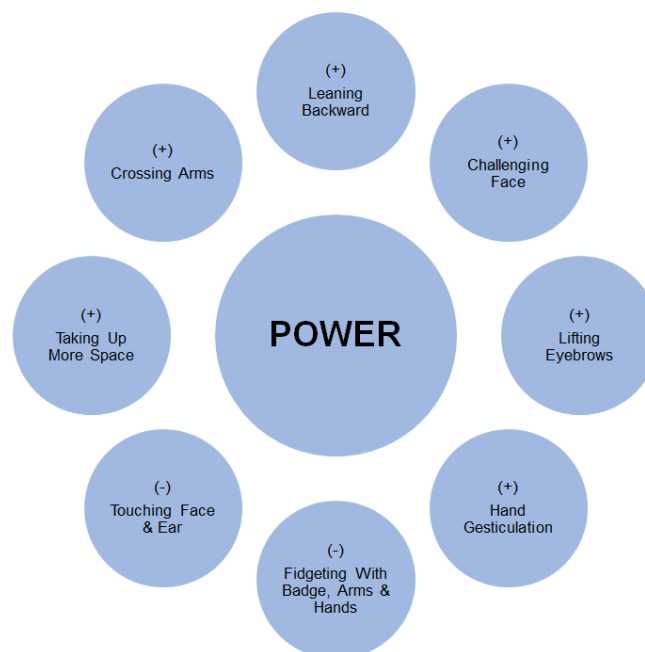


Figure 22: Summarized Findings of Power. Source: Own production

Warmth was the last core element of charisma analysed. *Warmth* was the least spotted element in regards to the various behaviours directly linked to it. Though, it was the element which most NCouragers were able to describe the effects of clearly. The positive effects of the *Warmth* (+) behaviours were the comfortableness and energy that the group members received when other group members demonstrated *Warm* behaviours. Even more so, the group members felt that they were seen and acknowledged by the person who exhibited empathy and *Warmth*.

According to the relevant theories used, many behaviours of *Facial Expression* were related to *Warmth* (Cabane, 2012; de Lichtenberg, 2013). Though, one behaviour which stood out having a significant effect on others was the behaviour of *Smiling*. This behaviour was interpreted as positive and was given the value of *Warmth* (+). The more extreme version of *Smiling* was the behaviour of *Laughing*, which was naturally also seen as positive and given the value of *Warmth* (+). Lastly, the group members noticed clear examples of the behaviour *Turning Towards Others* by change of *Posture*. This was interpreted as signalling inclusiveness and empathy by the group members, naturally given the value of *Warmth* (+). A graphical illustration of the *Warmth* behaviours can be found below:

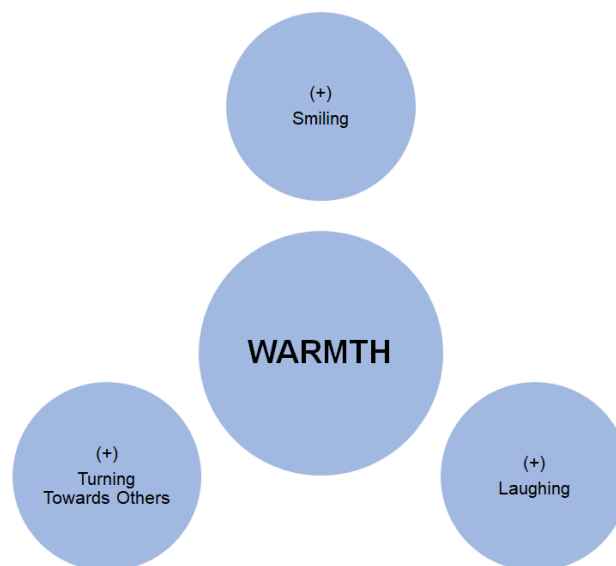


Figure 23: Summarized Findings of Warmth. Source: Own production

What was interesting to find in the analysis was that not all behaviour effects were as easily noticed as others. *Warmth* was the one elements, which the group had the best understanding and description of, while *Presence* was almost solely described as how it felt when somebody was actually not attentive or present. Only to a certain degree, were the group members able to describe the effects of the *Power* behaviours. This could be due to different reasons, but the most likely of them being, that the NCourager group members interpreted *Power* as a less positive trait, also described by the NCouragers themselves during the interviews. Potentially, this could lead to them not wanting to say too many negative things about their colleagues even though they all were informed about the anonymization of their names in the thesis. It is interesting though, to think of the reason as *Power* behaviours being less positive than e.g. *Warmth*.

When considering both the positive and negative reactions to communication styles these reactions might be influenced by the cultural differences and expectations of colleagues during a professional setting. An example of cultural differences and ways of expressing oneself is illustrated in the statement by NCourager Lisa describing her fellow colleague Molly, **Lisa**: “*I would say Molly. She can be super tough, but again also really embracing. She has this Latin American feel, so she is super open, but she is also very direct. And she has a Latin temper (...)*”. The Latin American “feel” and “temper” are exemplified as dominant and expressive behaviours by Lisa which might be contrastive to what the other NCouragers are used to. This type of direct and emotional communication might not be as common in the Nordic countries as compared to the Latin American countries. Following the observations, one group member who was noticed as being neutral in all statements was the Swedish participant, Kelly. At the same time, Sweden is known to be quite neutral and overall bland while trying not to offend others.

Molly’s behaviour is even further described by **Lisa**: “*(...) coming back to her [Molly] being Latin (...) she has a way of being very dominant. I think she also knows that, and some of us know how to tackle that, but I think she can be overwhelming (...)*”. Even though this specific group member is

significantly more dominant compared to the rest of the group, it is interesting to see how the differences are clearly known and expressed by other group members.

This leads to a hypothetical discussion on which behaviours and core elements of charisma that would be valued higher in different regions of the world. As an example, according to our data, it could be expected that behaviours of *Power* would be of higher importance in the region of Latin America. This is seen in comparison to the more subtle and feminine communication of the Scandinavian countries, which might assess behaviours of *Warmth* and *Presence* as more valuable. The above discussion on cultural differences, is definitely interesting regarding how the core elements of charisma and their linked behaviours are valued, though this might not be the only reason to why some behaviours are noticed more or less in the group.

Another reason that the behaviours of specifically *Power* were less noticed by the group members could be due to the behaviours being interpreted more subconsciously than others. Though this argument can be criticized as all core elements of charisma and their behaviours are mainly observed subconsciously, according to Cabane (2012). An illustration showing the collected findings has been constructed to visualize the various nonverbal behaviours linked to the three core elements of charisma and can be found below in Figure 24:

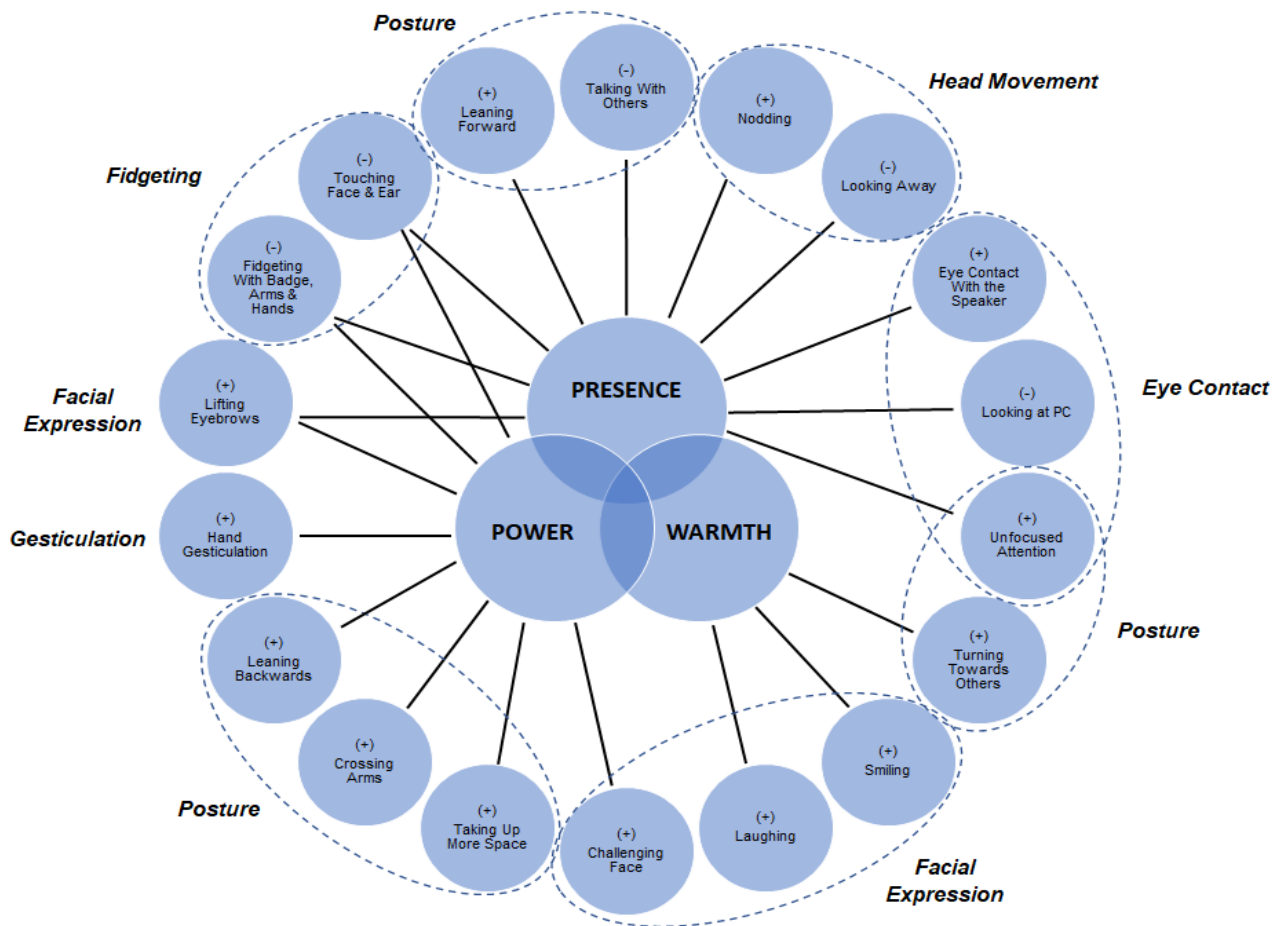


Figure 24: Overview of the Collected Findings. Source: Own production

The figure above illustrates all the different nonverbal behaviours which have been analysed. Each specific behaviour has one or more lines linking to the core elements of charisma which it contributes to. Furthermore, each behaviour has been given either a positive (+) or negative (-) effect and have all been categorised illustrated by the outer circles.

5.4.1 Combinations of Specific Behaviours & Core Elements of Charisma

Throughout the analysis, we have of course been attentive to the fact, that there are many other behaviours that have not been observed and analysed and that these naturally also affect both *Presence*, *Power* and *Warmth* respectively. Arguably, some behaviours could also have other values attached to them.

Though, we have found that the analysed behaviours were some of the most frequent in the group of NCouragers. Based on the literature, we also know that some behaviours presented in Figure 24 could be combined and that the combinations of these could result in combined effects. An individual could, therefore, gain more valuable effects, if he or she was able to combine these core elements of charisma. Based on this, we will therefore briefly look into some of the combinations of these behaviours below.

An example of combined behaviours could, for example, be the behaviours of *Leaning Forward* and *Smiling* mentioned by NCourager **Nicholas**: "*I can see people smiling, and they were engaged, close, they were forward leaning on the table and show interest.*". The behaviours used here, would then, as a combination result in the values of *Presence* (+) and *Warmth* (+). The effects would, therefore, be a person experiencing both empathy and encouragement as a result of the other group members' behaviours. While the effect of *Warmth* would be felt as calming and empathetic, also the effect of *Presence* would make the recipient being heard by experiencing the attentiveness of others.

A thought combination of behaviours during the same situation as above could be the behaviour of *Leaning Forward* signalling *Presence* (+) and the behaviour of a *Challenging Face* signalling *Power* (+). This would create a situation where the speaker would feel heard and experience the same effects as above. Though, this time around with the combination of a *Power* (+) behaviour, the speaker would feel questioned by the *Challenging Face* of the listener signalling coldness and apathy.

Another example of *Power* and *Warmth* would be the behaviours of *Hand Gesticulation* and *Smiling* illustrated in the statement by **Lisa**: “*I would say that Zoe smiled a bit when she started talking and uses her hand to explain.*”. Through the behaviours of *Hand Gesticulation* signalling *Power* (+), and *Smiling* signalling *Warmth* (+), Zoe would affect the group members in making them feel empowered and giving them a sense of direction as a result of the *Hand Gesticulation*. At the same time, she would make the group members feel comfortable and acknowledged as a result of her *Smiling*. This smile could, of course, in other situations, be interpreted as a "cold smile" thereby signalling *Power* (+) (+).

If instead, Zoe had been using *Hand Gesticulation*, *Power* (+) together with a *Challenging Face*, *Power* (+) and maybe even *Taken Up More Space*, *Power* (+), she would end up as a person seeming even dominant with the values of *Power* (+) (+) (+). In theory, she would trifold her dominance and the interpretations of such would not be solely positive according to the way most NCouragers interpreted behaviours of *Power* in general. The combined behaviours of this example clearly illustrate how one can gain even more influence through the use of multiple behaviours within one core element of charisma.

By focusing on the same example as used above Zoe could, e.g. additionally have used the behaviours of *Leaning Forward* and *Eye Contact With the Speaker* which would let Zoe gain an even stronger influence as she thereby would enhance her charisma by adding the core element of *Presence*. Though, the combination of core elements which would have the highest impact would be the combination of both *Presence*, *Power* and *Warmth*, e.g. the use of the behaviours; *Leaning Forward*, *Presence* (+), *Hand Gesticulation*, *Power* (+) and *Smiling*, *Warmth* (+).

Based on the above analysis, it is concluded that certain behaviours all affect the various core elements of charisma; *Presence*, *Power* and *Warmth*. These specific nonverbal behaviours all have an effect on the recipients and will make the sender seem more or less charismatic. When demonstrating these behaviours with positive effects, the other group members will feel acknowledged, empowered

and understood. Furthermore, these group members will feel respected and desire to do more for the person demonstrating the behaviours. Finally, the recipients will also want to take on more responsibility and believe in themselves, while respecting the individual as a charismatic leader. When combining these behaviours, it is also shown that the effects can be added together and that the individual thereby will gain even more influence.

6 Discussion

The following chapter consists of discussions focused on the results and occurred deviations found throughout the conducted research in order to answer the presented research question. Additionally, a reflection of the theoretical and methodological choices will follow. Finally, we will discuss the implications of our findings to both the research field, practice and how further research could contribute our study.

6.1 Discussion of Results

Based on Antonakis et al.'s (2011) understanding of charismatic leadership, the practical communication tool of Phillips (2019) and the three core elements of charisma explained by Cabane (2012), we have been able to present various nonverbal behaviours that an individual advantageously can make use of in order to appear more charismatic. More specifically, the use of these behaviours results in different effects of either *Presence*, *Power* or *Warmth*. Furthermore, these nonverbal behaviours are easy to understand and implement, which make them valuable to the research field being slightly vague in regard to direct behaviours and their effects.

That being said, we cannot conclude with certainty that these specific behaviours and their effects could be expected outside this case study or would work in a formal group with a clearly defined hierarchy. The specific behaviours might work in such a setting. Though, we are critical of how this would work into practice as regular group members would not have an equal amount of opportunities to demonstrate these behaviours, compared to the defined leaders of the group who are naturally expected to do so.

Another factor to be aware of, within the case study, is that we cannot be completely sure that the group members are consciously able to combine their interpretations of the demonstrated behaviours. More specifically, this means that we cannot say with certainty that the group members are able to

define whom the leader of the group is based on demonstrated behaviours as some of these are interpreted subconsciously. That being said, the statements throughout the interviews do suggest that the group members have had a reasonable understanding of the social hierarchy based on the observed nonverbal behaviours, though.

6.2 Delimitations of the Study

When looking into the delimitations of the conducted research, certain subjects are fairly relevant to address.

Firstly, the conducted analysis of the nonverbal behaviours is necessary to discuss. All concrete behaviours found in the analysis have throughout the study been classified with a single category, e.g. *Posture*. It can be argued that some behaviours should have been a part of more categories such as *Unfocused Attention* being categorised within both *Posture* and *Eye Contact* as the only example. When discussing this behaviour even further, it could also be argued that the behaviour should be put into the category of *Facial Expression*. This would be an example of an individual thinking of a different topic, than the one discussed, and thereby demonstrating a neutral *Facial Expression*. However, we have decided to put each behaviour into the single most appropriate category, based on the theories of Cabane (2012) and Phillips (2019).

With a broader scope of research, it would have been interesting to define more detailed categories based on an even broader theoretical foundation. Following, we have a number of suggestions to further research, that could help the study in general. At the end of this chapter, we will furthermore suggest several theories which could address the topic of interest from new angles.

6.2.1 Duration of the Study

Another relevant subject to discuss is the duration of our study. Our results have been based on a cross-sectional study rather than a longitudinal one, where we have looked into the group of NCouragers at a specific moment of time compared to a longer period. The effects of the investigated behaviours would most likely be more observable during a longer period of time, and a longitudinal study of the same group would have enabled us to test if these behaviours found throughout the study were trainable or not. Instead, due to limitations of the study, we focused on demonstrated behaviours and the effects of these at a given moment.

A longitudinal study, such as the one conducted by Antonakis et al. (2011) would have enabled a more general view of the social constellations, the NCouragers in between. Moreover, such a longitudinal study could probably have generated a more complex view of the NCouragers interpretations of each other. As an example, it was observed how some group members, in general, spoke more flattering of some rather than others during the interviews and video samples. This is, of course, to be expected. In contrast, an experiment with a completely new group of individuals without any knowledge of each other could have been seen as a beneficial addition to our study.

6.2.2 Size of the Study

When considering the results, there are more elements which could have been interesting to experiment with. Multiple informal groups of different departments and even organisations would arguably have helped the results to become even more generalizable. Even more so, a larger sample of groups would enable us to increase the number of observations, interviews, video material for coding etc. Specifically, these interviews could have been conducted with a larger focus on the degree of detail, e.g. questions focused more exclusively on the effect of certain behaviours and more questions in general. If such a larger study of multiple groups had been created, it would have been important to ensure a consistent and natural environment for the participants to be observed. This would mean that

the observations would have to be done within the same type of meeting rooms minimizing the level of bias.

Even further, a larger study would demand more resources in the form of time and man-hours. Not only would we be able to conduct even more observations, but we would also obtain more data based on the coding process. These video observations could additionally be coded by other researchers as well, by having the sound turned off and only restricted to only focus on the behaviours, which would make the coded data less biased.

By using this method, we could expect certain context to be lost. With the sound muted, we could not expect the coders to interpret the various behaviours in the same way as we have done in our study. This could potentially end up with completely different results and thereby create a significant margin of error. Moreover, since we have spent a significant amount of time researching and understanding theories describing nonverbal behaviours compared to the trained coders, we would not be able to ensure a consistent coding process. One way to mitigate this would be to train and test the coders before letting them into action.

6.2.3 Bias of the Study

A factor previously mentioned in Section 4.4 is how one of the authors, Anders, is employed as a student worker at Nestlé Denmark and knows multiple participants of the case study. It is important to consider that Anders' knowledge of not only the organisation and group but also the participants in person, would potentially influence the outcome of the conducted coding and analysis. Since we are conducting qualitative research, we do respect that objectivism is not entirely possible. However, we have sought to minimize the degree of subjectivity within the collection and analysis of data.

Through the processing of data, we have tried to minimize this bias by having both Anders and Mathias to code the same videos independently, followed by a comparison of these. Another view of

Anders' employment at Nestlé could be that his understanding of the participants, group and organisation advantageously helped us in the interpretation of the observed behaviours. Though, in order to be as objective as possible, we have sought to ensure that results of both the coding and analysis are as generalizable as possible. This generalization of results is unfortunately seen as very limited following the use of a case study as a research method, and we would, therefore, have to accept that our results are only certain to be seen within the selected group of study.

6.2.4 Cultural Differences of the Study

When looking at the generalizations of our results, it would be relevant to look into the participants' origin as well. The results are understood to be limited to a Scandinavian setting where an informal meeting culture is expected to be experienced. Importantly, we do still respect the variety of cultural differences which can be observed between the group members' different backgrounds and ancestries, e.g. Denmark, Sweden, France and Argentina. One expected difference between the cultures could be the more emotionally expressive communication of, e.g. Latin American countries compared to the subtle and neutral communication of Nordic countries as an example. Additionally, this could have had implications on how the participants evaluated the core elements of charisma, and thereby how the analysis has been conducted. Though, the diversity of the group, to some extent makes the study more generalizable. Another group interesting to study could be one with less cultural differences to limit the number of communicatory varieties.

Considering different origins of the group members, it could be of interest to further investigate what would happen if all group members spoke the same native language. Since everyone is speaking their second language, it could be argued that participants are limited in their communication rather than being able to express themselves fully and natural in their native tongue. If the language during the meetings and interviews were all based on the same native language of the group members, it could have given us a more realistic view of the interpreted behaviours stated by the NCouragers. Though, we do not expect this to be an influential source of error, as the company of Nestlé Denmark uses the

language of English as their primary language. We do still consider how this has had an implication on our data collection in general.

6.2.5 Data Collection of the Study

An element to notice when discussing the methodological approach of our interviews is that even a small change in the setting would affect the collected data and results. For instance, if Mathias had been interviewing the respondents instead of Anders, there might have been a chance of them being more closed off and speaking with a formal tone due to a less friendly relationship with Mathias compared to the one they have with Anders. On the other hand, such professionalism could have established more honesty from the respondents, since they would be speaking to an "outsider" rather than an employee of their organisation.

Another approach which could have been done differently would be to only inform the group members about the two cameras being set-up in the room to observe them during their group meeting and thereafter leave the room. This could have changed the atmosphere of the group and thereby, interactions and behaviours of the group members in between. Though, we did choose to stay in order for us to gather real-life observations from the beginning. Thereby we would achieve a better understanding of the video material and have an easier time processing collected data afterwards. Even though leaving the room could also have helped to make the coding more objective, we could also have ended up with a lot of lost context when viewing the video material.

6.2.6 Charisma Taught as a Study

Considering the weaknesses of the case study, the strengths of researching the same topic in the form of an experimental study could also be considered as an addition to the current study. By conducting experiments, we would most likely have been able to investigate our findings even further by studying if the found behaviours were trainable or not. More specifically, this could be done by training the

participants in the use of these specific behaviours and by teaching them the effects of such behaviours. Following this, we could have conducted a second round of observations to investigate if these behaviours were trainable or not, which would have decided the usefulness of our study.

Antonakis et al. (2011) suggested by their work with the previously mentioned CLT's that charisma could be taught. However, they were not specific on which nonverbal behaviours that could be trained, which is why the experiment mentioned above would be seen as a valuable addition. On the contrary, if we started to train and coach the participants in regards to their nonverbal behaviours, the NCouragers would most likely tend to be more self-consciousness and - aware. This would potentially obstruct the current findings of charismatic nonverbal behaviours overall, even though the training sessions of Antonakis et al. (2011) have shown considerable results.

Taking all the above considerations into perspective, we would have found great value in developing our study even further. Due to limitations of the study, we have only been able to analyse one informal group of NCouragers, whereas a combination of research methods, more varied sample groups and maybe even a setting in different countries, would have provided us with a more diverse picture of which nonverbal behaviours constitute charismatic leadership.

6.3 Implications of COVID-19

During the data collection and writing of this thesis, a very unfortunate event has unfolded worldwide. The pandemic of COVID-19 hit Denmark, causing a "shut down" on March 12th. Fortunately, we had already collected a significant part of the data needed, when companies such as Nestlé Denmark asked most employees without a critical function needed at the office to work from home. Though, we were still forced to conduct three of the eight interviews virtually. This was seen as having a lesser negative impact, as it affected our ability to keep the interviews consistent. More specifically, we were no longer sitting next to the respondents physically and thereby, we lacked the feeling of the atmosphere within the room. Furthermore, we had planned to physically participate in two more

monthly NCourager group meetings, which would have given us a larger amount of data, but unfortunately, this was not possible.

Besides the outbreak of COVID-19 affecting our data collection, it has also influenced our planned workflow. Mainly, this has affected the writing process of the first half of the thesis, as Denmark has slowly been opening ever since and we were once again able to meet up again. Due to this, we have been limited to work less together physically, which is why most of the thesis has been created virtually. The virtual workspace has limited our abilities to communicate and reflect, which is a natural part of any thesis partnership. More specifically, this includes less available access to answers when wishing to discuss which approach or solution to make use of. Even more so, it has been harder to keep an overview and understanding of the overall process and what the other thesis partner has been working on. We have also been forced to plan virtual status meetings and to call each other frequently in terms of questions and details, which during normal circumstances would have just been asked quickly when sitting together.

Another implication of working virtually during the pandemic has been the guidance and supervision meetings with our supervisor, Minna Paunova. Our supervisor has been flexible and helpful in terms of both meetings and guidance when considering the circumstances, though we do consider the limitations followed by not meeting in person. Therefore, we accept that the coordination of this thesis has been more difficult than expected and that the cooperation has been less fluent than what is ideal.

Nevertheless, we have tried to get the best out of the situation by looking at the limitations with an open and positive mind. An example of this is how the workflow has been even more focused while not sitting together due to the lack of interruptions by each other. Regardless of the situation, we have naturally done our best throughout this study to overcome any obstacles and considering the impacts of COVID-19, we are very satisfied with the overall process.

Besides the methodological considerations, and how the circumstance of COVID-19 has impacted our work, one last point of discussion should be taken into account. What comes to mind is the discussion of possible further research which could be seen as a valuable addition to our findings.

6.4 Further Research

Ideally speaking, as researchers, we would have desired to analyse all aspects of charismatic leadership, leader-follower interactions and charismatic behaviours and -communication in general. As this is impossible within the scope of this thesis, our suggestions for further research can be found below. Some of the ideas are directly linked to the chosen subject focused on nonverbal behaviours, while other ideas suggest ways of expanding these findings.

6.4.1 Further Research on the Core Elements of Charisma

One way to further develop our research focused on nonverbal behaviours, and charismatic leadership could be to elaborate on the three core elements of charisma; *Presence*, *Power* and *Warmth*. An example of such would be Li et al. (2003) and their work with reactions in the form of facial expressions as a consequence of experienced stimuli. A significant amount of the investigated behaviours within *Presence* were placed in the category of *Facial Expression*. Therefore, the theory of Li et al. (2003) would be seen as a contribution to the understanding of *Facial Expressions* and *Presence* in general as it provides a more clear understanding of how individuals react to different stimuli. Based on this, the interpretations of the behaviours linked to the category of *Facial Expression* demonstrated by the NCouragers in between would, therefore, be better understood.

When focusing on the category of *Facial Expression* and one the core elements of charisma known as *Warmth* it has been found how both the behaviours of *Smiling* and *Laughing* have significant effects on others - see Section 5.3. Based on the above, it would be interesting to further investigate what real and original smiles fundamentally consist of. This has been studied by Ekman et al. (1990)

presented in their article; *The Duchenne Smile: Emotional Expression and Brain Physiology*, which could be seen as a useful addition to our understanding of such behaviours. If we know what an original smile looks like, we have a higher chance of being able to investigate the smiles of the participants.

Another way to obtain a greater understanding of one of the core elements of charisma known as *Power* would be to take a closer look at research conducted by Carney et al. (2010). In their article, they investigated how nonverbal behaviours affected the neuroendocrine levels in the brain. More specifically, the study showed how an individual could abide in risky situations as if the individual was in control. This was still a fact, even when the individual had no control at all (Carney et al., 2010). Such reactions would be interesting to further investigate, even more in regard to creating the feelings of control within whole groups, potentially through leadership. We would argue how this could be of importance as an addition to our understanding of *Power* and behaviours related to the core element.

6.4.2 The Voice & Rhetoric of Communication

Another interesting perspective on this topic would be to include more communication aspects. An analysis, including the communication aspects of especially the voice and rhetoric, would be seen as a significant addition and improvement of our study.

Starting with the voice, Phillips (2019) has already researched and defined 32 techniques linking to the communication aspect of voice. Moreover, we would find it relevant to look into the research, such as presented by Drahota et al. (2008) describing how listeners can discriminate different types of smiles indicated by the individual's voice. By applying the theory of Drahota et al. (2008) and the emphasis on the importance of voice as a communication aspect, we could directly train individuals in the use of their voice, which would be seen as a useful addition to our current findings.

By considering the inclusion of voice when investigating charismatic behaviours, we could even further as an additional look into the chosen words used. One study investigating this is the research conducted by Shamir et al. (1994) focusing on the rhetoric of charismatic leadership. In their article, it is stated that a charismatic leader is expected to orate well, which emphasizes the various aspects a leader should be able to demonstrate in order to appear charismatic. Therefore, by focusing on the use of rhetoric and the effects of these, we could further enhance our study by including more elements of communication than only nonverbal behaviours.

6.4.3 Economic Value of Charismatic Leadership

Finally, it could be interesting to investigate the economic effects of charismatic leadership within the NCouragers, and in Nestlé Denmark in general. Antonakis et al. (2015) investigated such economic effects of charismatic leadership, and the results were quite interesting. Not only did the results suggest the same positive effects of charismatic behaviours as found in our thesis, but they also suggested how charismatic leadership ensured a change in both the organisational output and costs of teams (Antonakis et al., 2015). Figure 25 presented below illustrates how the use of Charismatic Leadership Tactics change both the output and costs related to the followers (Antonakis et al., 2015).

The model shown to the left indicates that by the use of CLT's, a leader can enhance follower (employee) output by approximately 20% through the intrinsic motivation of the CLT's. The change in output was compared to a control group where no presentation skills or bonuses were added. Interesting to notice is how the CLT's alone result in almost the same positive change of output (17%), as standard speech with bonus payment. In the model shown to the right, it is further established how CLT's can affect the costs within an organisation. This model clearly shows how the use of both bonuses and standard speeches result in approximately 10% additional costs to the studied organisations. Compared to such, the use of CLT's alone lowered employee costs by approximately 15%.

This illustrates how the use of CLT's and nonverbal charismatic behaviours would be of great value to organisations which would otherwise have to base such improvements on bonuses alone. The higher output without an increase in costs also refers back to the high loyalty and devotion showed towards a charismatic leader presented by Antonakis et al. (2011).

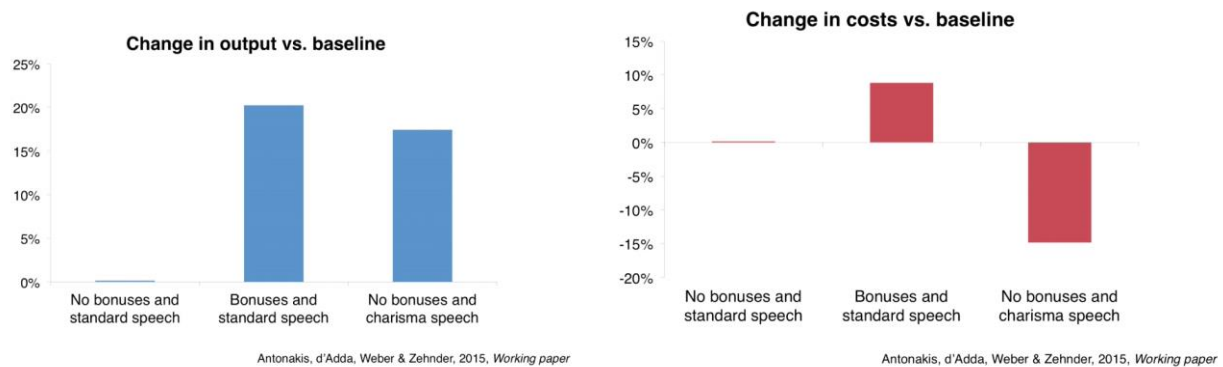


Figure 25: *Economic Value of Charismatic Leadership*. Source: Antonakis et al. (2015)

Overall, the results suggest that the use of Charismatic Leadership Tactics do have significant positive effects on organisations (Antonakis et al., 2015). Based on this, further research is needed to investigate the economic values of demonstrating nonverbal behaviours linking to the three core elements of charisma: *Presence, Power & Warmth*. This would be seen as a relevant topic to investigate as the economic value suggests reasonable arguments for training and coaching of both leaders and managers. Moreover, such economic values would be an argument for ensuring future studies of charismatic leadership, the core elements of charisma and the general work on charismatic behaviours.

In addition to the future studies above, the previously discussed experimental studies within this chapter could have major relevance for a larger scale research project on specific trainable behaviours. This could further be complemented by the addition of the topics mentioned in the discussion, such as the specifics of voice, rhetoric and naturally, the core elements of charisma. Nonetheless, the findings of Antonakis et al. (2015) show that further research within the field of both nonverbal charismatic behaviours and charismatic leadership still has great potential.

7 Conclusion

This thesis sought to investigate the following: How do nonverbal behaviours influence charismatic leadership within an informal group without a formal hierarchy? Moreover, we sought to answer this main research question through the following two sub-questions: 1) Which nonverbal behaviours are observed within the informal group of NCouragers Denmark? 2) How are the nonverbal behaviours interpreted by the group members of NCouragers Denmark?

The theoretical framework of the thesis was used to analyse the collected empirical data in order for us to answer the presented research questions. The data were collected through a case study of Nestlé's informal group, NCouragers Denmark. Furthermore, the collection of data was conducted through the use of carefully considered methods. Such methods included an initial exploratory interview, observations and video recordings of interactions within an NCourager group meeting. All the observed data were coded for analytical usage and were complemented by semi-structured interviews of the group members. The analysis of these data combined with the theoretical framework gave us an understanding of not only the nonverbal charismatic behaviours but also how one might achieve charismatic leadership within an informal group.

According to the presented literature, charismatic leadership has certain effects on followers such as loyalty, empowerment, willingness and a reduction of uncertainty. Moreover, in addition to the positive effects on followers, this type of leadership can impact an organisation's economic costs and output through the effect on such followers. This highly influential type of leadership can specifically be trained through the use of nonverbal communication. During this thesis, we have complemented earlier findings on Charismatic Leadership Tactics (CLT's) by adapting a practitioner's perspective on nonverbal behaviours.

Together with the fact that charismatic leadership can be taught through the use of CLT's, we combined this knowledge with the core elements of charisma to define certain nonverbal behaviours as

charismatic. Based on the existing theoretical framework, we expected that the use of charismatic behaviours would lead to charismatic leadership. This expectation was analysed through the group members' observed and recorded behaviours linking to the three core elements of charisma; *Presence*, *Power* and *Warmth*.

Throughout the analysis of the NCouragers, we were able to identify certain nonverbal behaviours as directly connected to the core element of *Presence*, with both positive (+) and negative (-) effects. NCouragers who experienced a lack of *Presence* from other group members frustratingly felt that there was no reason to be a part of the meeting and that they were wasting their time. In contrast to this, specific nonverbal behaviours linking to *Presence* were found to have a positive effect on others.

These specific behaviours and their established categories which resulted in positive effects (+) of *Presence* were: *Leaning Forward (Posture)*, *Nodding (Head Movement)*, *Lifting Eyebrows (Facial Expressions)* and *Eye Contact With the Speaker (Eye Contact)*. Other behaviours which were found to affect *Presence* negatively (-) were: *Fidgeting With Badge Arms & Hands (Fidgeting)*, *Touching Face & Ear (Fidgeting)*, *Looking Away (Head Movement)*, *Unfocused Attention (Eye Contact and Posture)*, *Talking With Others (Posture)* and *Looking at PC (Eye Contact)*.

The second core element of charisma which was analysed was *Power*. In opposition to the behaviours of *Presence* being visible and easily perceived, the behaviours of *Power* were found to be significantly harder to interpret by the NCouragers. The demonstration of *Power* made other group members feel empowered as a result of being near the individual in question. When investigating both the positive (+) and negative (-) behaviours of *Power*, we found that some were more easily noticed than others. Most of the behaviours within *Power* were interpreted subconsciously by the participants, which corresponds well with the presented literature.

The practical nonverbal behaviours and their related categories which had positive (+) effects of *Power* were: *Leaning Backward (Posture)*, *Challenging Face (Facial Expression)*, *Lifting Eyebrows*

(*Facial Expression*), *Taking Up More Space (Posture)* and *Crossing Arms (Posture)*. Behaviours and their categories leading to negative (-) effects of *Power* were: *Fidgeting With Badge, Arms & Hands (Fidgeting)* and *Touching Face & Ear (Fidgeting)*.

According to our study, the core element of *Warmth* had the effects of making the group members feel comfortable and energetic. When a group member demonstrated positive behaviours of *Warmth*, it was found that the other NCouragers felt acknowledged and a sense of empathy from that individual. The specific behaviours of *Warmth* were mainly observed through *Facial Expressions*, and no negative (-) behaviours of *Warmth* were found. Instead, all the practical behaviours of *Warmth* were recorded as being positive (+): *Smiling (Facial Expression)*, *Laughing (Facial Expression)* and *Turning Towards Others (Posture)*.

As illustrated above, our findings have presented specific nonverbal behaviours and their various effects based on the data collected within the informal group of NCouragers. Furthermore, it has been shown how charismatic core elements can be concretised into specific nonverbal behaviours while we understand the effects of such within our group of study.

Based on our results, we can conclude that through the demonstration of these nonverbal charismatic behaviours, charismatic leadership can be established. The use of these specific nonverbal behaviours demonstrated by an individual will affect the group members and make the individual in question seem more or less charismatic. Our findings have been discussed, and suggestions for further research have been made. One of these discussions included the combination of charismatic behaviours and the effects of these.

Through our understanding of the core elements of charisma, we have found a way for an individual to constitute charismatic leadership within an informal group, based on the use of nonverbal behaviours. We have also discussed whether more behaviours used at the same time would result in more

potent charismatic leadership. During the discussion, we looked into the combinations and effects of the found charismatic behaviours linked to *Presence*, *Power* and *Warmth*.

Our findings even further suggested that a combination of the nonverbal charismatic behaviours within the group of NCouragers had the expected combined effects. An individual could, therefore, gain more valuable effects, if he or she was able to combine the presented behaviours. Therefore, through such use of the above mentioned nonverbal charismatic behaviours, the individual would, in theory, be able to establish an even more solid foundation of charismatic leadership within the informal group.

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9 Appendices

Appendix 1: Interview Guide

Appendix 2: Transcriptions

Appendix 3: Collected Coding

Appendix 4: Observations – Amy

Appendix 5: Observations – Kelly

Appendix 6: Observations – Michael

Appendix 7: Observations – Molly

Appendix 8: Observations – Nicholas

Appendix 9: Observations – Zoe