

Capacity of Charismatic Leadership Assessment Through Eisner Model and Accreditation

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Abstract

Charismatic leadership is a leadership style in which a leader gains followers and influences through personal charm, charisma, and trust. Leaders who are to be born in Malaysia need charisma to endure, and it is not enough with knowledge alone. Charismatic leadership programs require specific assessment for improvement purposes. Unfortunately, discussions about the capacity and potential of assessment models for charismatic leadership programs are very limited, especially involving expert-based approaches. Therefore, this concept paper aims to discuss the capacity for assessing charismatic leadership programs based on two models in expert-based assessment: Eisner's Educational Connoisseurship and Criticism Perspective and Accreditation Group Model. The Connoisseurship Model lists four steps including aspects of (a) analysis/explanation, (b) interpretation, (c) evaluation, and (d) identifying themes. For the Accreditation Model, there are five steps: (a) preparation of reports by the institution, (b) site visits by expert panels, (c) preparation of reports by expert panels, (d) review by the accrediting body, and (e) accreditation. The implications of this concept paper are to develop the usability of expert-based assessment models in the context of charismatic leadership in the local context. However, the limitations of this discussion include touching on the complexity differences of programs, recognition requirements, and target groups. Further research proposed from this concept could be to provide more systematic and explicit procedures for assessing charismatic leadership programs in Malaysia.

Keywords: Program Assessment, Expert-Oriented Assessment Approach, Charismatic Leadership, Connoisseurship Model, Accreditation Model

Introduction

Assessment is one of the processes to identify the strengths and weaknesses of something. In other words, assessment is the process of collecting and using information to make decisions to determine whether a program has successfully achieved its goals and objectives. Rossi et al (1999) stated that assessment is a systematic social research procedure used to investigate the effectiveness of a program. Shufflebeam and Coryn (2014), on the other hand, define assessment as a study designed and conducted to help respondents provide merit and value to an object. Program assessment essentially refers to the analysis, whether qualitative

or empirical, of curriculum achievements (Norizzathy and Mohd Effendi, 2022). It is the process of evaluating the effectiveness of a part or the entirety of a program that impacts the teaching methods, curriculum content, and achievement objectives of an institution. To achieve this objective, program assessment needs to be implemented systematically, involving compliance with procedures based on clear standards.

The focus of this writing will discuss assessment based on the expert-oriented approach. Fitzpatrick et al (2016) explain that expert-oriented assessment is a type of formal, public assessment that is the oldest and relies on professional expertise to assess the quality of institutions, programs, products, or activities. Expert-oriented assessment emphasizes knowledge, group assessment, according to skills and expertise in the field. The implementation of assessment is done using standardized criteria and specific procedures.

Charismatic leadership is a leadership style in which a leader influences and inspires others through personal charm, charisma, and a strong vision. The charisma of this leader can attract many followers because they are inspired by the personality, ideas, and values represented by the leader. Charismatic leaders tend to motivate their followers in ways that make them feel emotionally connected and committed to the vision and goals. Charismatic leadership programs have the potential and capacity to be evaluated through two models in expert-oriented assessment: *Eisner's Educational Connoisseurship and Criticism Perspective* and the *Accreditation Group*.

Eisner's Educational Connoisseurship and Criticism Perspective

The educational approach of Connoisseurship was introduced by Professor Elliot Wayne Eisner in 1960. Born on March 10, 1933, Professor Elliot Wayne Eisner was a professor of art and education at the Stanford Graduate School of Education and was one of the leading academic figures in the United States. He was active in several fields including art education, curriculum reform, qualitative research, and was the recipient of the Brock International Prize in Education in 2004 and the University of Louisville Grawemeyer Award in 2005 for his work in education. His specific contribution to education policy-making was to better understand the potential of art in the development of young people's education.

The presence of aesthetic theory in educational assessment is an alternative or complement to conventional assessment, resulting in a quality and meaningful educational assessment. Aesthetic theory introduces understanding and reflective design in the assessment of educational programs, encompassing various forms of artistic assessment (Eisner, 1979). The aspects emphasized in Eisner's Model are appreciation and exposure. Appreciation indicates a close and deep understanding of the art of teaching, while exposure allows for alternative ways for teachers to act and think.

Eisner (1979) describes the evaluator of programs as an art connoisseur and assesses the process akin to art criticism. In this context, this expert makes educational criticisms of a program, class, or school, interprets, and then evaluates what he sees. Eisner developed and proposed the Connoisseurship Model with the belief that knowledgeable evaluators can determine whether a particular curriculum program has been successful using a combination of skills and experience possessed by the evaluator. Madar and Othman (2022) state that curriculum assessment refers to the process of assessing the level of success or effectiveness of a particular aspect or the entire curriculum in terms of objective validity, relevance and sequence of content, and the level of achievement of educational goals set.

Eisner (1979) states that it is important to know what happens in the classroom. The assessment of the connoisseurship educational approach and criticism introduced

emphasizes qualitative appreciation with artistic elements for data collection. Eisner believes that this approach can help others see what they may never have seen before through processes such as evaluator involvement, which may involve participating in classes, observing classes or other activities, analyzing student work, using video, photos, interviewing teachers and students. The goal is to record what is happening and what may not be happening in the data.

Therefore, the concept presented by Eisner implies that the assessment of this Eisner Model places great importance on the involvement of the expert himself in the charismatic leadership program to be evaluated, to ensure that the subjective assessments made are stronger and more accurate with the evidence obtained throughout the assessment process.

The Purpose of Assessment using Connoisseurship Model

The Connoisseurship Assessment Model is used to examine both new and established curriculum. The objectives and goals of assessment using the Connoisseurship Model include raising awareness of the qualities that shape various processes or objects and understanding their significance. Eisner (1979) states that the purpose of this model is to implicitly assess ongoing assessment activities through the perception and interpretation of meaning that is richly informed by theory, philosophy, and educational history. Yüksel (2010) views the purpose of assessment in this model as creating a natural approach to understanding phenomena in specific contexts. Furthermore, this assessment model introduces the use of various social sciences and practical wisdom born from experience and environment. The use of the Eisner model in assessment can consider alternatives that may have been used to experience the reality and practicality of life or the environment. It is important to recognize what may and may not happen in the everyday world of education.

Process and Example of Studies Applying Connoisseurship Model

There are four clear steps in the Connoisseurship Model, as described in Table 1.

Table 1

Eisner Connoisseurship Model Assessment Process

Step	Description
(i) Analysis/explanation	Evaluator explaining the background and curriculum of the study.
(ii) Interpretation	Evaluator elucidates the reasons for the new curriculum and explains its necessity.
(iii) Evaluation	Evaluator present their understanding of the values of the new curriculum.
(iv) Identifying themes	Various themes are identified within the meaningful curriculum.

A study by Cetin and Gundogdu (2020) that utilizes the Connoisseurship Model and Eisner's Criticism was chosen to be explained to facilitate readers' understanding of the application of this model in assessment. Cetin and Gundogdu (2020) conducted an assessment study of the 7th-grade English curriculum developed in 2013 and reviewed in 2018. The implementation of the study follows the four stages of Eisner's Connoisseurship Model and is summarized as shown in Figure 1.

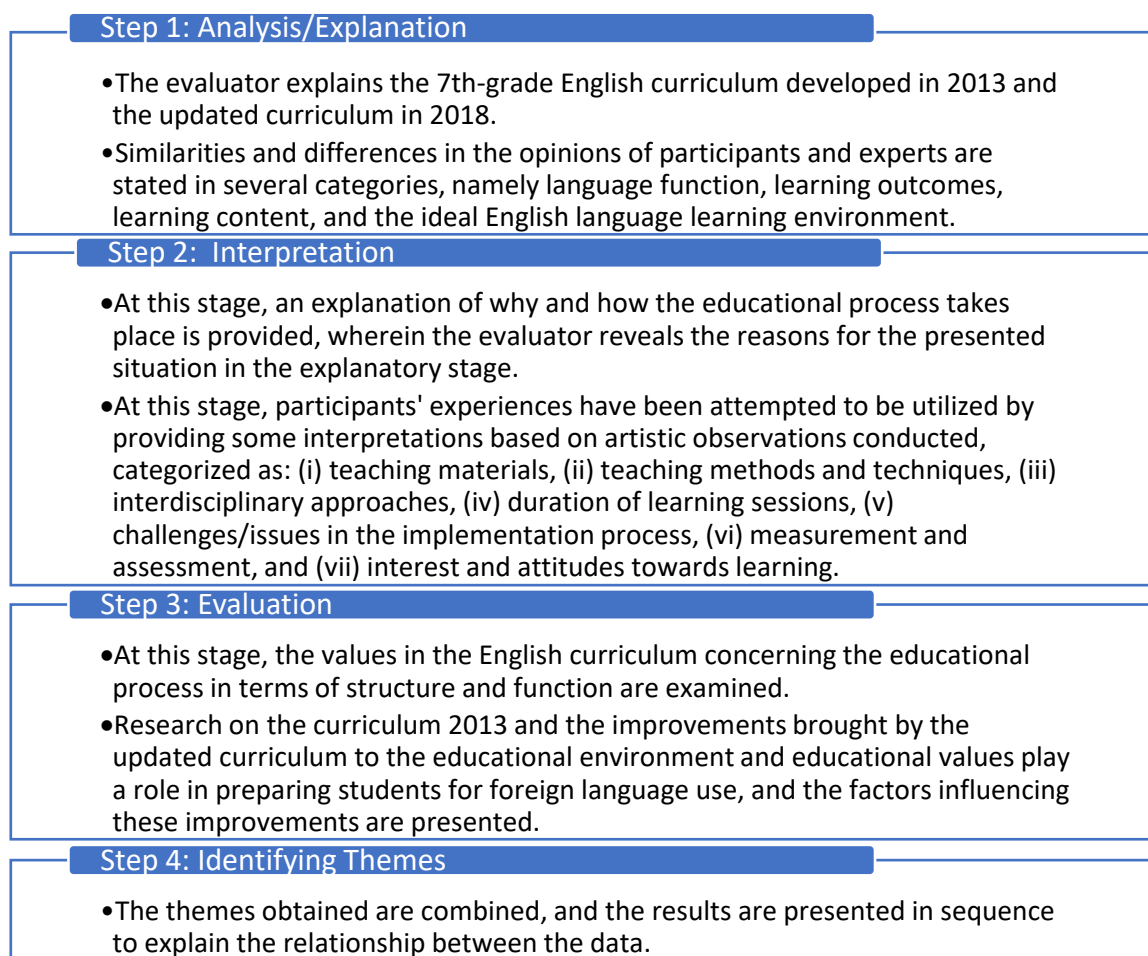


Figure 1. Assessment Study of 7th-grade English Curriculum Based on Connoisseurship Model (Cetin dan Gundogdu, 2020)

Strengths and Weaknesses of Connoisseurship Model

The strength of this model is that it is the best assessment method to explain the effectiveness of the curriculum compared to quantitative methods for smaller schools or programs. Additionally, it can accommodate the individual priorities and differences of students, not favoring only academically talented students but also considering those talented in the arts. Another strength of this model is the recommendations made at the assessment stage, as it can: (i) assist teachers in using effective teaching strategies for students, (ii) help parents prepare their children for educational needs, and (iii) provide information to curriculum planners about changes occurring during curriculum review. However, the implementation of this model is not suitable for larger schools or programs. It is a challenging process to use such an approach because it can be very burdensome and overwhelming for teachers already burdened with high enrollment. Another weakness of implementing this model is that the assessment relies directly and openly only on professional expertise as the primary assessment strategy. Because teachers do not receive direct benefits during the assessment, it can cause discomfort for teachers regarding the presence of a group of people in school, as they feel it disrupts the ongoing learning process.

Accreditation Group

Accreditation is a private and voluntary process undertaken by an institution to have met certain criteria or standards (Gardner and Palmer, 1982). Fitzpatrick et al (2011) state Accreditation Group Assessment as the process by which an organization grants approval to any institution. Najib (2016) emphasizes that the process is carried out by an organization, meaning that Accreditation Group Assessment is a process that leads to the recognition of an institution by an organization or body. This definition is further refined as the process of giving certification or certification through specific procedures by an authoritative body (Hayati and Bani Hidayat, 2017).

From the stated definitions, it is clear that the characteristics of accreditation group assessment in charismatic leadership programs involve: (i) a specific group or body to conduct assessments, (ii) standard documents serving as guidelines for established standards set by government or non-government agencies, and (iii) a specific purpose to provide recognition for the quality of organizations, programs, or products. Scriven (1984) lists the characteristics of accreditation group assessment such as (i) having standard documents published, (ii) self-study conducted by institutions, (iii) experts comprising an external assessment team, (iv) visits to the location of the organization to be accredited by an expert panel, with observation and interviews as the main assessment methods, (v) visit reports with lists of recommendations provided, (vi) reports evaluated by a prominent panel, and (vii) a final report with accreditation decisions. This also applies in the context of charismatic leadership programs.

Accreditation Assessment Process

The accreditation group assessment process involves five steps outlined by Fitzpatrick et al. (2011). These steps correspond to the assessment characteristics stated by M. Scriven (1984), formulated and presented in Figure 2.

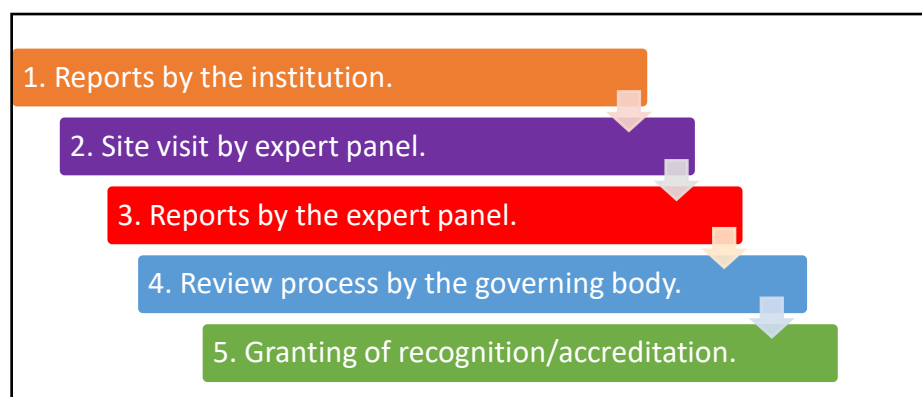


Figure 2. Accreditation Group Assessment Process

The accreditation assessment process will be conducted by a group of expert assessors after an organization/program/product meets the prerequisite assessment criteria for accreditation. Organizations must ensure that the assessment criteria outlined in the standard documents are adhered to and provide the necessary documentation for accreditation purposes. At this stage, self-assessment by the organization takes place (Marjuki et al., 2018).

Site visits are conducted to allow experts to verify and prepare reports related to the findings of the visit. Donahue and Ostenberg (2000) state that expert reports that meet standard criteria and assessments along with expectations will then be reviewed and approved by the governing body. The final process is the granting of recognition to the organization, program, or product that achieves the quality or standard set in the standard criteria, either in the form of certificates, awards, or specific rewards.

Example of Studies Applying Accreditation

Studies utilizing this model have been widely published in Indonesia. An example presented in this writing is a study on Document Management Training for the Accreditation Submission of Raudlatul Athfal Institutions across Pamekasan Subdistrict, Pamekasan District, by Jamiludin et al. in 2022. Jamiludin et al (2022) studies on assessment through accreditation being summarized in Figure 3.

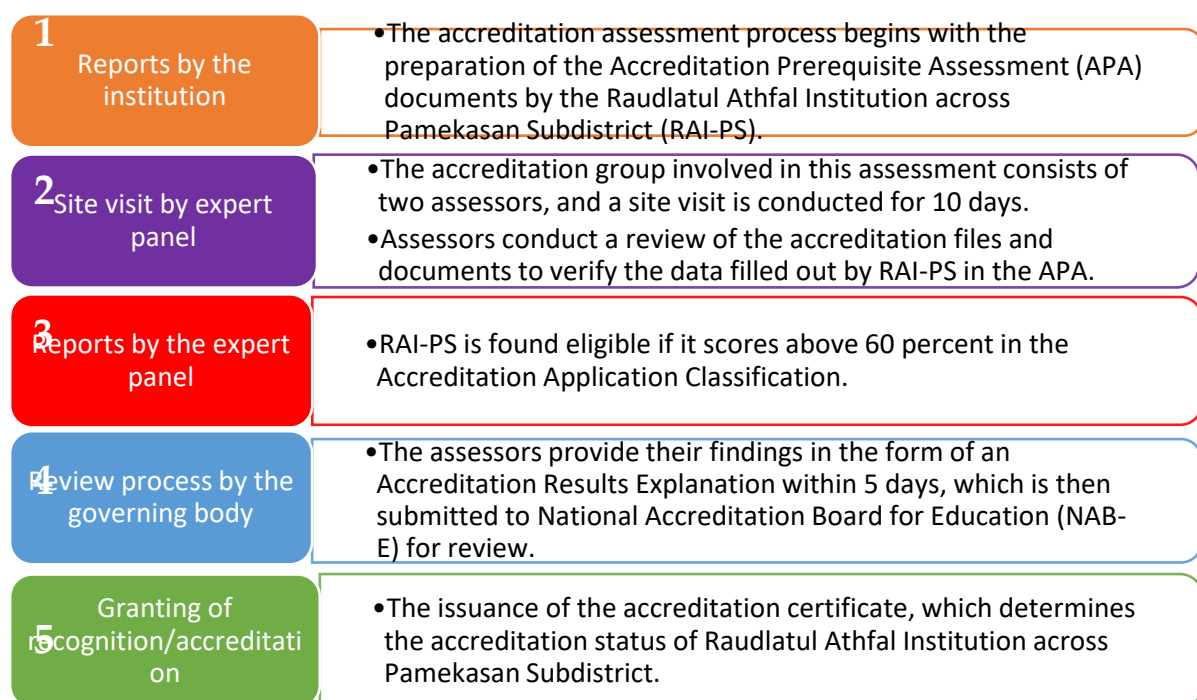


Figure 3. Accreditation on Document Management Training of Raudlatul Athfal Institutions across Pamekasan Subdistrict, Pamekasan District (Jamiludin et al., 2022)

Strengths and Weaknesses of Accreditation Assessment

Accreditation assessment possesses its own strengths. Among these, the assessment conducted aims to ensure that the quality of the organization, program or product complies with established standards. Accreditation assessment is conducted in a balanced manner, utilizing both quantitative and qualitative methods. This approach provides a foundation for accountability and ensures the involvement and fulfillment of the needs of all stakeholders. Assessment conducted by experts and supported by reference to standard documents serving as guidelines for assessors can encourage and facilitate the use of assessment findings or reports because the quality of the program and institution has been recognized. Dicky et al (2022) also emphasize that accreditation can be used as monitoring data to determine the extent to which schools have achieved the established quality. This is what makes

organizations, programs or products always a preferred benchmark by other organizations for improving their own organizations, programs or products.

However, accreditation assessment models, like other assessment models, also have their own weaknesses. Among the identified weaknesses of accreditation assessment is that involvement in collaboration with customers or stakeholders can cause bias and imbalance towards the reports prepared by the panel. Additionally, the assessment conducted may overemphasize intrinsic criteria and may lack emphasis on outcome information.

Differences between Eisner Connoisseurship Model and Accreditation

Both expert approach models have significant differences that can help evaluators make choices about the model to be used in their assessments. The differences between the Connoisseurship and Criticism Eisner Model and the Accreditation Group Model can be seen in terms of the assessment function, the purpose of the assessment, the approach used to conduct the assessment, and the differences that exist among the assessors themselves.

As stated in the characteristics of both models, assessments using the Connoisseurship and Criticism Eisner Model focus on curriculum assessment for the purpose of improving curriculum program implementation, and these assessments can be conducted by individuals appointed as art experts who evaluate or criticize (Eisner, 1979). If we switch to the Accreditation Group Model, its function is to assess the quality of an institution, program, or product for the purpose of granting recognition to the quality of that institution, program, or product (Fitzpatrick et al., 2011). Therefore, assessors for accreditation groups are certified bodies existing within a system. Examples of certified bodies in Malaysia responsible for providing recognition to an institution, program, or product include National Accreditation Board, Malaysian Qualifications Agency (MQA), Standard and Industrial Research Institute of Malaysia (SIRIM), and Jemaah Nazir.

A qualitative artistic approach is fully utilized in the Connoisseurship and Criticism Eisner assessments because Eisner (2003) himself emphasizes that a quantitative scientific approach does not depict the overall assessment, and this method fails to convey many important qualities from various perspectives. In contrast, the Accreditation Group Model assessment uses both quantitative and qualitative approaches. This occurs because the Accreditation Group Model has standard criteria used as measures for scoring (quantitative) and qualitative judgment from knowledgeable and experienced experts.

Application of The Assessment Model for Programs in Charismatic Leadership Capacity of Eisner Connoisseurship Model

The Eisner program evaluation model provides a framework for assessing the impact and effectiveness of educational and developmental programs. Although this model was not primarily developed to directly assess charismatic leadership, there is potential to apply some principles of this model in the context of charismatic leadership. Here is the potential application of the Eisner Model in charismatic leadership as outlined in Table 2.

Table 2

Capacity of Eisner Connoisseurship Model in Charismatic Leadership Program

Aspect in Eisner Connoisseurship Model	Application in Charismatic Leadership Program
(a) Emphasis on various aspects including: (i) learning outcomes, (ii) learning processes, and (iii) context of the program.	Similar emphasis can be used to assess various aspects of charismatic leadership, including: (i) overall effects on the public, (ii) individual learning experiences, and (iii) effectiveness of implemented leadership strategies.
(b) The use of various assessment methods including: (i) quantitative measurement, (ii) qualitative measurement, and (iii) approaches involving active participants.	In assessing charismatic leadership, the use of various assessment methods such as surveys, interviews, observations, and document analysis can provide a more comprehensive picture of the impact and effectiveness of leadership.
(c) Emphasizing creativity and innovation in educational programs	The aspects of creativity and innovation in leadership approaches can be assessed to examine the impact and effectiveness of charismatic leadership in creating positive change and inspiring others.
(d) Assessing long-term effects	Focus of assessment not only on short-term outcomes but also on the long-term effects of charismatic leadership such as individual development, organizations, and society as a whole.
(e) Using data for continuous improvement	Data assessment can be used to support self-development and ongoing improvement in the effectiveness of charismatic leadership.

Hence, the assessment principles in Eisner model in emphasizing comprehensive evaluation, diverse assessment methods, emphasizing creativity and innovation, emphasis on long-term outcomes, and using data for continuous improvement can be used as a foundation for developing a more suitable assessment model in the context of charismatic leadership.

Capacity of Accreditation Model

The assessment model of accreditation programs is often used in the context of education and professional training to assess the quality and effectiveness of specific programs. There are potential principles of accreditation model that can be apply in the context of charismatic leadership program, as explain in Table 3.

Table 3
Capacity of Accreditation Model in Charismatic Leadership Program

Aspect in Accreditation Model	Application in Charismatic Leadership Program
(a) Comprehensive assessment, including: (i) objectives, (ii) curriculum structure, (iii) teaching and learning, (iv) supervision, and (v) learning outcomes.	Comprehensive assessment can take into various aspects of leadership, including: (i) personality traits, (ii) communication skills, (iii) ability to inspire, and (iv) leadership's impact on organizations and individuals.
(b) Emphasis on quality standards	Leadership assessment may encompass quality standards in specific contexts, can help establish clear criteria and goals for evaluating the effectiveness of charismatic leadership.
(c) Utilization of different assessment methods including surveys, observations, interviews, and document analysis.	Diverse assessment methods can be used to gain a holistic understanding of the effectiveness of individual charismatic leadership.
(d) Continuous assessment and development, where programs are regularly analyzed to determine effectiveness and undergo continuous improvement.	Continuous assessment can help individuals monitor their progress in charismatic leadership and identify areas for improvement.
(e) Utilization of data for continuous improvement	Assessment information can be used to make evidence-based decisions on how to enhance programs. In addition, data can be used to support self-development and leadership development strategies.

Therefore, aspects in Accreditation Model such comprehensive assessment, quality standards, utilization of different assessment methods, continuous assessment, and the use of data for continuous improvement can be adapted for suitable charismatic leadership development programs.

Conclusion

The expert-oriented assessment approach is suitable if the assessors have professional credibility in the field being evaluated, especially in the context of charismatic leadership. The expertise and experience of experts make them proficient and confident in decision-making. However, the expert-oriented assessment approach tends to be costly, and the assessments conducted may only be based on their assumptions (weak expertise level). Therefore, an

evaluator should consider an assessment approach that is suitable for the process to be conducted and the expected impact of the assessment in the context of charismatic leadership. This concept paper has implications for providing a better understanding of the Eisner Model and Accreditation, especially in the context of charismatic leadership.

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