



UNIVERSITY OF MINNESOTA | EXTENSION

EXTENSION CENTER FOR COMMUNITY VITALITY

# Exploring the Impact of Charismatic Leaders in Communities

## Facilitator's Guide for the 'Story of San Luis' Instructional Case Study

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**FACILITATOR'S GUIDE FOR THE 'STORY OF SAN LUIS' INSTRUCTIONAL CASE STUDY**

**September 2013**

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## INTRODUCTION AND PURPOSE

### Why This Workshop?

Today's communities are grappling with a host of complex issues that demand greater civic engagement than ever before. Meeting these challenges requires effective leaders who develop healthy relationships with their followers and leverage the power of connections, or social capital, in their communities.

So where do charismatic leaders fit in this picture? Are they always effective? And what is the impact of charismatic leadership on a community?

There are no simple, or clear-cut, answers to these questions, but they're worth asking. Exploring the issues surrounding charismatic leadership yields valuable insights, and this workshop, "Exploring the Impact of Charismatic Leaders in Communities," provides a platform for this process of discovery.

This workshop centers on "The Story of San Luis" case study, which is presented via video and print. Although the case study contains lessons applicable to businesses and other organizations, the focus is on communities. We describe two optional formats for presenting the workshop.

### Who Should Take This Workshop?

We recommend conducting this workshop in community settings for adults active in community development—whether paid professionals or volunteers.

We also believe this workshop would work well in college classrooms – with some variation in application of "Part 5: Your Community" of the learners' guide. For younger college students living away from home for the first time – but yet to claim a new "home town" – discussions in this segment might take on a more theoretical flavor.

### Who Should Conduct This Workshop?

Ideal facilitators for this workshop would be college faculty, Extension educators, organizational training and development staff, or others with experience in teaching or training adults. However, teaching experience or a background in education is not required – anyone with experience in facilitating adult groups could conduct this workshop. (See the "Assumptions" section of this guide for options regarding facilitator knowledge of charismatic leadership.)

Whatever their age or level of life experience, participants should come away from this workshop armed with knowledge and insights about charismatic leadership that they can use – now, or in the future – to make their communities better places to live. As a facilitator, you're here to help participants gain that understanding.

## BACKGROUND

As noted, this workshop centers on "The Story of San Luis" case study. Before providing specific instructions on conducting the workshop, we believe facilitators would benefit from some background on instructional case studies.

### What Is an Instructional Case?

There are several forms of case studies, including descriptive cases, mini cases, directed cases, fixed option and instructional cases (Fidel, 1984). In 1981, Matejka and Cosse further categorized instructional cases into three types: fictitious cases, which are wholly imagined; disguised cases, which are based on real events, but names and sometimes locations are changed; and true cases, which portray real people, places, and events. The "Story of San Luis" is a true case.

It's important to understand that all cases, whatever their type, are designed to help learners understand issues and problems sufficiently to come up with possible actions a leader or follower might take to address the situation.

It's also important to understand that a **case does not provide the answers**. Instead, the case study method engages participants in active learning by putting them in the shoes of people facing real-life (or simulated real-life) challenges and dilemmas.

## USING INSTRUCTIONAL CASES FOR LEADERSHIP EDUCATION

Research in educational and learning theory supports the use of case methods to promote deeper understanding of important ideas and concepts, including leadership. Instructional cases foster deeper understanding because they integrate active learning theory, which assists in applying new learning.

Becoming an effective leader requires more than acquiring new information. Students also must learn how to apply new knowledge, and instructional cases promote this learning through exercises that require participants to engage in critical thinking and problem solving (Hoag, Brickley, & Cawley, 2001). Cases that incorporate role playing take the idea of active learning even further.

According to Gregory and Duran (n.d.), facilitators of workshops like this one can alter participants' expectations, perceptions, and decision making processes by following these practices:

- Describe the case in concrete, not abstract, language,
- Ask participants to project themselves into the situation,
- Require participants to describe how they acted and felt in the situation, either as themselves or playing a role,
- Require participants to describe their understanding of the situation,
- Take into account participants' experiences and existing perceptions,
- Challenge participants' perceptions and prejudices, and
- Avoid causing or allowing participants to overreact.

## PREPARATION

### Notes

Before conducting the workshop, you should view the video case and read the entire learners' guide, which includes the narrative case. As a facilitator, you should be well-versed with the content your participants will be viewing and reading.

You also should ensure the availability of resources and materials before conducting the workshop. See details below.

### Prerequisites

Although it is helpful if participants are familiar with the principles or practice of leadership, it is not required for admission to this workshop in community settings. Colleges, however, might set prerequisites for this workshop.

### Time

This guide outlines two options for conducting the workshop; each format has a different timespan:

Option A: One-session workshop, lasting two hours

Option B: Three-session workshop, with each session lasting from 80-90 minutes

### Materials and Equipment

- Large TV monitor or projection screen and laptop with Internet access to enable group viewing of the video
- White board, flip chart or blackboard visible to the entire group
- Markers or chalk

## ASSUMPTIONS

There are many different types of leadership styles and different types of leaders are found in communities. (This is not a learning objective for the workshop, but students need to know this as part of the context of understanding charismatic leadership).

Facilitators with deep knowledge of, or familiarity with, charismatic leadership, undoubtedly will be able to bring a more advanced perspective to this workshop. However, the workshop options are designed to enable all facilitators to strive for deeper levels of learning for participants.

## TIPS FOR FACILITATING CASE STUDIES

- Remember to allow participants enough time to assimilate (process) information.
- Hold participants accountable: Watch time, challenge answers and ensure they are achieving the learning level sought.
- Give participants enough time to reflect and, if possible, report back their thoughts.

**To learn more** about case studies, including theory, development, and facilitation, see the “Background” and “Using Instructional Cases for Leadership Education” sections of this guide.

## TIPS FOR GUIDING REFLECTION (ASKING QUESTIONS)

Reflection is an important part of learning in case studies. Guiding participants in reflection begins with asking good questions. Following are some “Do’s and Don’ts” (Bens, 2008) for asking questions.

Do	Don't
Ask clear, concise questions covering a single issue.	Ask rambling, ambiguous questions that cover multiple issues.
Ask challenging questions that will stimulate thought.	Ask questions that don't provide an opportunity for thought.
Ask reasonable questions based on what people know.	Ask questions that people can't answer.
Ask honest and relevant questions.	Ask trick questions to catch people.

## ORDER OF STUDY

The instructional learners' guide recommends this order of study for getting the most out of the "Story of San Luis" case study.

1. Watch the video first to gain initial impressions. You may access the video at [www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/](http://www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/)
2. Read “Part 1: Charismatic Leadership,” and answer the discussion questions about the *text*.
3. Read “Part 2: Followership,” and answer the discussion questions about the *text*.
4. Read “Part 3: The Story of San Luis” (narrative case).
5. Watch the video again and consider its contents in light of the narrative case, as well as what you have learned about charismatic leadership and followership in Parts 1 and 2. Then answer the Part 3 discussion questions about the *narrative and the video cases*.
6. Read “Part 4: Community Engagement and Social Capital,” and answer the discussion questions about the *narrative and the video cases*.
7. Review and answer the overall discussion questions in “Part 5: My Community.”

## LEARNING OBJECTIVES

Following are examples of learning objectives for this workshop and case study. Keep these in mind as you conduct the workshop. You will likely add more of your own. We also advise asking questions based on these learning objectives, as well as the questions in the learners' guide, to lead group discussions.

Facilitators with an educational background will recognize that these learning objectives are categorized per the latest Bloom's Taxonomy, a classification of learning objectives (Bloom, 1956). We have also matched the learning objectives to relevant parts of the learners' guide.

### REMEMBER (formerly Knowledge)

For *each part* named, workshop participants will:

#### Introduction and Part 1: Charismatic Leadership

- Name key characteristics of charismatic leaders as described in the past or today.
- List at least two strengths and two weaknesses of charismatic leaders.

#### Part 2: Followership

- Briefly state why effective followership is important to the health of a community.
- Name the four types of followers and briefly describe their characteristics.

#### Part 3: The Story of San Luis

- Name two or three issues facing the community of San Luis and briefly state why leadership is required to address those issues.
- List some characteristics of the five leaders featured in the case study (both video and narrative).

#### Part 4: Community Engagement and Social Capital

- Name the three types of social capital networks and their distinctive characteristics.
- Identify three elements important to each type of social capital network.

### UNDERSTAND (formerly Comprehension)

For *each part* named, workshop participants will:

#### Introduction and Part 1: Charismatic Leadership

- Consider possible impacts of charismatic leadership styles on community vitality and state why these effects might occur.
- Discuss when charismatic leadership would foster community engagement and development of social capital and when it would be a barrier.

## **Part 2: Followership**

- Consider impacts of charismatic leadership styles on followership and state why these effects might occur.
- Explain when charismatic leadership fosters effective followership and when it does not.

## **Part 3: The Story of San Luis**

- Explain the relationship dynamics between Father Pat and other leaders in San Luis.
- Discuss the relationship dynamics that support community engagement in San Luis and the dynamics that inhibit it.

## **Part 4: Community Engagement and Social Capital**

- Understand and explain the specific effects of charismatic leadership on community engagement and social capital.

### ***APPLY (formerly Application)***

For *each part* named, workshop participants will:

### **Introduction and Part 1: Charismatic Leadership**

- Predict the effects of personalized charismatic leadership on a community's overall health.
- Predict the effects of socialized charismatic leadership on a community's overall health.

### **Part 2: Followership**

- Predict the effects of a personalized charismatic leader on followers.
- Predict the effects of a socialized charismatic leader on followers.

### **Part 3: The Story of San Luis**

- Break down the impact of Father Pat's leadership on the three types of social capital networks in the community.
- Provide recommendations to San Luis community leaders for regaining momentum in tourism development following Father Pat's departure. .

### **Part 4: Community Engagement and Social Capital**

- Clarify why understanding the impact of charismatic leaders on community engagement and social capital is important to developing a healthy community.
- Thinking about the case study, predict the effects on community engagement and social capital in San Luis if recommendations made in Part 3 were implemented.

## ***ANALYZE (formerly Analysis)***

Considering *all parts* of the workshop, participants will:

- Debate whether a charismatic leader is an asset or a deficit in a community. Specify how types of charismatic leadership affect community development.
- Compare and contrast socialized and personalized charismatic leaders' ability to foster community engagement and build social capital in communities.

## ***EVALUATE (formerly Synthesis)***

Considering *all parts* of the workshop, participants will:

- Judge the value of charismatic leadership to a community - differentiating the two types of charismatic leaders (socialized and personalized).
- Offer an opinion on the value of Father Pat's leadership to San Luis.

## ***CREATE (formerly Evaluation)***

Considering *all parts* of the workshop, participants will:

- Develop a strategy for addressing the effects of Father Pat's leadership in San Luis. Consider the effects of his leadership on followership, community engagement, and social capital. Note both positive effects and areas for improvement.
- Use the concepts you learned from this case to assess whether charismatic leadership is present in your community and, if so, assess its effects on overall quality of leadership, followership, and creation of social capital.

## WORKSHOP OPTIONS

We recognize that multiple learning environments exist where this case study might be used to deepen learning about charismatic leadership and followership, and their connections to community engagement and social capital.

Here are two workshop options you might consider. Follow instructions in the “Preparation” section to set up workshops.

### OPTION A: One-session workshop Total time: Two hours

Time	Segments	Resources, Materials & Learning Levels
Pre-work	<p><b>Before the session</b></p> <p>Remind participants to read the entire learners’ guide (Parts 1, 2, 3 and 4) before the workshop.</p> <p>Encourage participants to watch the video before the workshop (not required, but advisable for their own benefit). Access the video at <a href="http://www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/">www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/</a></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Exploring the Impact of Charismatic Leaders in Communities: Learners’ Guide for the ‘Story of San Luis’ Case Study</i> (print)</li> <li>• <i>Charismatic Leadership Instructional Case Study</i> (video)</li> </ul>
35 minutes	<p><b>Introduction and Overview</b></p> <p>Brief participants on the use of case studies in leadership education. For information, refer to the following sections in <i>this</i> guide: “Background” and “Using Instructional Cases for Leadership Education.”</p> <p>State the purpose and provide an overview of the workshop, including information from the learners’ guide and this guide.</p> <p>View the Charismatic Leadership Instructional Case Video; access the video at <a href="http://www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/">www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/</a></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Learners’ guide</li> <li>• Video case</li> </ul> <p><b>Highest learning level sought:</b> Remember</p>
About 45 minutes	<p><b>Small Group Activity: Analyzing the Case</b></p> <p>Divide the class into four small groups; assign one of the first four parts of the case study (as outlined in the learners’ guide) to each subgroup:</p> <p>Part 1: Charismatic Leadership Part 2: Followership</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Learners’ guide</li> <li>• Video case</li> </ul> <p><b>Materials &amp; Equipment:</b> See list earlier in this guide.</p>

	<p>Part 3: The Story of San Luis Part 4: Community Engagement and Social Capital</p> <p>Allow about 20 minutes for members of each small group to briefly scan the learners' guide to refresh their memories about the contents, and then discuss questions posed at the end of their part - with one exception:              The small group assigned to Part 3 should hold off discussing the Interpretive Questions, since the entire group will address those questions in the next activity, "Synthesizing Key Points."</p> <p><b>Report back:</b> Allow 5-7 minutes for each small group to report back to the large group; allow 20-24 minutes total. Use materials to capture participants' comments.</p> <p><b>Note:</b> Participants should consider contents of both the learners' guide and the video case when conducting this activity.</p>	<p><b>Highest learning level sought:</b> Analyze</p>
15 minutes	<p><b>Group Discussion: Synthesizing Key Points</b></p> <p>Use the Interpretive Questions for Part 3 of the learners' guide to lead discussion of the key points of the case. As time permits, pose additional questions based on learning objectives in this guide.</p> <p><b>Note:</b> Participants should consider contents of both the learners' guide and the video case when conducting this activity.</p>	<p><b>Resource:</b> Learners' guide</p> <p><b>Highest learning level sought:</b> Evaluate</p>
15 minutes	<p><b>Group Discussion: Deepening the Learning</b></p> <p>Refer to "Part 5: Your Community" in the learners' guide to stimulate thinking about the relationship between charismatic leadership, followership, and community engagement.</p> <p>Pose the questions at the end of Part 5 to spark discussion, ending with the Summarizing Question: "What insights from this case study can you apply in your role as a leader or follower in your community?"</p> <p>Facilitators in college settings might ask younger students to consider the communities where they grew up when responding to these questions. As noted earlier, this discussion might take on a more theoretical flavor in college settings.</p> <p>As time permits, pose additional questions based on learning objectives in this guide.</p> <p><b>Note:</b> Participants should consider contents of both the learners' guide and the video case when conducting this activity.</p>	<p><b>Resource:</b> Learners' guide</p> <p><b>Highest learning level sought:</b> Create</p>

<p>10 minutes</p>	<p><b>Closing</b></p> <p>Wrap up by encouraging participants to continue reflecting on what they have learned in this workshop and how they might apply new insights to their own communities - and their own lives as leaders and followers.</p> <p>Call participants' attention to the workshop title, "Exploring the Impact of Charismatic Leaders in Communities," and ask the group:</p> <ul style="list-style-type: none"> <li>• What would you do, or how would you respond, if you encountered a charismatic leader in your community?</li> <li>• How would you leverage the situation for the benefit of the community?</li> </ul> <p>Finally, ask participants to share the biggest insight they gained from the workshop.</p> <p>Allow some time to take final questions from participants.</p> <p>Of course, thank them for attending.</p>	
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**OPTION B: Three-session workshop**  
**Time: From 80-90 minutes each**

Choose this option for deeper exploration of the topic of charismatic leadership and communities.

<b>Session 1:</b> Focus on Part 1 and Part 2 of the learners' guide to become grounded in the characteristics of charismatic leadership, as well as followership.		
<b>Time</b>	<b>Segments</b>	<b>Resources, Materials &amp; Learning Levels</b>
Pre-work	<p><b>Before the session</b></p> <p>Remind participants to read Parts 1 and 2 of the learners' guide before this session.</p> <p>Encourage participants to watch the video before the workshop (not required, but advisable for their own benefit). Access the video at <a href="http://www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/">www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/</a></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Exploring the Impact of Charismatic Leaders in Communities: Learners' Guide for the 'Story of San Luis' Case Study</i> (print)</li> <li>• <i>Charismatic Leadership Instructional Case Study</i> (video)</li> </ul>
35 minutes	<p><b>Introduction and Overview</b></p> <p>Brief participants on the use of case studies in leadership education. For information, refer to the following sections of <i>this</i> guide: "Background" and "Using Instructional Cases Studies for Leadership Education."</p> <p>State the purpose and provide a brief overview of the <i>entire</i> workshop, including points from the "Introduction and Purpose" section of the <i>learners'</i> guide.</p> <p>Outline the topics and goals for <i>this</i> session, using applicable learning objectives as a guide.</p> <p>View the Charismatic Leadership Instructional Case Study video. Access the video at <a href="http://www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/">www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/</a></p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Learners' guide</li> <li>• Video case</li> </ul> <p><b>Highest learning level sought:</b> Remember</p>

30 minutes	<p><b>Small Group Activity: Analyzing the Case</b></p> <p>Divide the class into two groups; assign discussion of “Part 1: Charismatic Leadership” in the learners’ guide to one group and discussion of “Part 2: Followership” to the other.</p> <p>Give each group about 15 minutes to briefly scan the learners’ guide to refresh their memories on the contents of their particular part, and then discuss the Objective and Reflective questions at the end of their part.</p> <p><b>Report back:</b> Allow 5-7 minutes for each small group to report highlights of their conversations to the large group.</p> <p>As time permits, pose additional questions based on learning objectives in this guide.</p> <p>Use materials to capture participants’ comments.</p> <p><b>Note:</b> Participants should consider both the contents of the learners’ guide and the video when conducting this activity.</p>	<p><b>Resources:</b> Learners’ guide</p> <p><b>Materials:</b> See list earlier in this guide.</p> <p><b>Highest learning level sought:</b> Analyze</p>
15 minutes	<p><b>Large Group Discussion: Clarifying Key Points</b></p> <p>Use the Interpretive Questions for Parts 1 and 2 (of the learners’ guide) to lead a discussion with the entire group about charismatic leadership and followership.</p> <p>As time permits, pose additional questions based on learning objectives in this guide.</p> <p>Use materials to record participants’ comments.</p> <p><b>Note:</b> Participants should consider both the contents of the learners’ guide and the video when conducting this activity</p>	<p><b>Resources:</b> Learners’ guide</p> <p><b>Materials:</b> See list earlier in this guide.</p> <p><b>Highest learning level sought:</b> Evaluate</p>
5 minutes	<p><b>Closing</b></p> <p>Provide a brief preview of the next session, “The Story of San Luis.” Ask participants to read Part 3 of the learners’ guide before the next session, and invite them to start thinking about the questions posed in the boxed text at the start of that part.</p>	

<b>Session 2:</b> Focus on “Part 3: The Story of San Luis” in the learners’ guide and watch the video to hear San Luis residents’ actual words.		
<b>Time</b>	<b>Segments</b>	<b>Resources, Materials &amp; Learning Levels</b>
10 minutes	<p><b>Review and Overview</b></p> <p>Briefly review the topic and conversations from Session 1. Respond to any questions participants may have.</p> <p>Outline topic and goals for <i>this</i> session, using applicable learning objectives as a guide.</p>	
25 minutes	<p><b>Watch video case</b></p> <ul style="list-style-type: none"> <li>• Give participants about 5 minutes to review the written narrative of the San Luis case (Part 3 in learners’ guide).</li> <li>• View the <i>Charismatic Leadership Instructional Case Study</i> video. Access the video at <a href="http://www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/">www.extension.umn.edu/community/leadership/charismatic-leaders/case-study/</a></li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Exploring the Impact of Charismatic Leaders in Communities: Instructional Learners’ Guide for the ‘Story of San Luis’ Case Study</i> (print)</li> <li>• <i>Charismatic Leadership Instructional Case study</i> (video)</li> </ul>
15 minutes	<p><b>Small Group Activity: Learning from San Luis</b></p> <p>Divide the class into small groups. Give them time to discuss the Objective and Reflective questions at the end of Part 3 of the learners’ guide.</p> <p><b>Report back, if time:</b> Allow about 5 minutes for each small group to report highlights of their conversations with the full group.</p> <p>Use materials to capture participants’ comments.</p> <p><b>Note:</b> Participants should consider both the contents of the learners’ guide and the video when conducting this activity.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Learners’ guide</li> <li>• Video</li> </ul> <p><b>Materials:</b> See list earlier in this guide.</p> <p><b>Highest learning level sought:</b> Evaluate</p>

<p>25 minutes</p>	<p><b>Large Group Discussion: Clarifying Key Points</b></p> <p>Use the Interpretive Questions in Part 3 (of the learners’ guide) to lead a discussion with the entire group about the video and narrative case. Identify questions and insights the group had about charismatic leadership and followership.</p> <p>As time permits, pose additional questions based on learning objectives in this guide.</p> <p>Use materials to capture participants’ comments.</p> <p><b>Note:</b> Participants should consider both the contents of the learners’ guide and the video when conducting this activity.</p>	<p><b>Resource:</b> Learners’ guide (see full title above)</p> <p><b>Materials:</b> See list earlier in this guide.</p> <p><b>Highest learning level sought:</b> Evaluate</p>
<p>5 minutes</p>	<p><b>Closing</b></p> <p>Provide a brief preview of the next session, “Community Engagement and Social Capital.”</p> <p>Ask participants to read Part 4 of the learners’ guide before the next session, and invite them to start thinking about the issues highlighted in the boxed text at the beginning of that part.</p>	

**Session 3:** Focus on “Part 4: Community Engagement and Social Capital” and “Part 5: Your Community” of the learners’ guide to help participants “connect the dots” and apply their newfound knowledge and insight to their own communities.

Time	Segments	Resources, Materials & Learning Levels
10 minutes	<p><b>Review and Overview</b></p> <ul style="list-style-type: none"> <li>• Briefly review the topics and conversations from Sessions 1 and 2.</li> <li>• Respond to any questions participants may have.</li> <li>• Outline topics and goals for this session, using applicable learning objectives as a guide.</li> </ul>	
15 minutes	<p><b>Introduction to Community Engagement and Social Capital</b></p> <p>Give participants about 5 minutes to scan Part 4 of the learners’ guide to refresh their memories of the content, and then reflect (individually) on the questions at the end of the part.</p> <p><b>Note:</b> Participants should consider both the contents of the learners’ guide and the video when conducting this activity.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Exploring the Impact of Charismatic Leaders in Communities: Instructional Learners’ Guide for the ‘Story of San Luis’ Case Study</i> (print)</li> <li>• <i>Charismatic Leadership Instructional Case Study</i> (video)</li> </ul>
20 minutes	<p><b>Group Discussion: Clarifying Key Points</b></p> <p>Use the Interpretive questions for Part 4 (of the learners’ guide) to lead a discussion with the entire group about community engagement and social capital—as they relate to charismatic leadership and followership.</p> <p>As time permits, pose additional questions based on learning objectives in this guide.</p> <p>Use materials to record participants’ comments.</p> <p><b>Note:</b> Participants should consider both the contents of the learners’ guide and the video when conducting this activity.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Learners’ guide</li> <li>• Video</li> </ul> <p><b>Materials:</b> See list earlier in this guide.</p> <p><b>Highest learning level sought:</b> Evaluate</p>

25 minutes	<p><b>Group Discussion: Deepening the Learning</b></p> <p>Use “Part 5: Your Community” of the learners’ guide to stimulate participants’ thinking about applying their newfound knowledge and insights to their own communities.</p> <p>As noted, college instructors might ask young students away from home for the first time to think about their hometowns for this exercise. This discussion might take on a more theoretical flavor in college settings.</p> <p>Lead a discussion using questions from Part 5 of the learners’ guide. As time permits, pose additional questions based on learning objectives in this guide.</p> <p>Note: Participants should consider both the contents of the learners’ guide and the video when conducting this activity.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Learners’ guide</li> <li>• Video</li> </ul> <p><b>Materials:</b> See list earlier in this guide.</p> <p><b>Highest learning level sought:</b> Apply</p>
10 minutes	<p><b>Closing</b></p> <p>Wrap up by encouraging participants to continue reflecting on what they have learned in this workshop and how they might apply new insights to their own communities and their own lives as leaders and followers.</p> <p>Call participants’ attention to the workshop title, “Exploring the Impact of Charismatic Leaders in Communities,” and ask these questions:</p> <ul style="list-style-type: none"> <li>• What would you do, or how would you respond, if you encountered a charismatic leader in your community?</li> <li>• How would you leverage the situation for the benefit of the community?</li> </ul> <p>Finally, ask participants to share the main insight they gained from the workshop.</p> <p>Allow some time to take final questions from the participants.</p> <p>And, of course, thank them for attending.</p>	<p><b>Highest learning level sought:</b> Apply</p>

## CONCLUSION

That completes this facilitator’s guide. Good luck with the course! Please direct any questions about the content or instruction of the course to University of Minnesota Extension Center for Community Vitality at 612-624-2811.

## REFERENCES

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