

2014 Great Ideas Share and Teach Forum
ILA Leadership Education MIG

Name	Email Address	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation
Ada Cencki	tunacen@gmail.com	Motivation	Different motivation theories and applications	4 envelopes and theories	Write the names of 4 theories on the envelopes. Create 4 student groups. Give each team an envelope. The teams will work on the given motivation theory on the envelope for 3 minutes. They work on "How can you motivate people to buy more lottery tickets using the given motivation theory on the envelope?" (I got this question from OBTS email group). The students work on the theory for 3 minutes. Write their ideas on the card and then put the card in the envelope. At the end of 3 minutes, they pass the envelope to another team. For four theories this is done three times. In the fourth time, they do not write anything but evaluate the ideas in the envelope. Their ideas will be evaluated by quantity and quality. They distribute 100 points over for 3 teams' ideas in the envelope. They explain the ideas they like from the cards. Give cards back to owners of the cards. Points are written on them. Then, we determine the winner. This can be applied to different theories.
Arthur Schwartz	aschwartz@widener.edu	Stereotypes-implicit theories of leadership	Smash negative stereotypes of leaders	3 X 5 card	Invite students to write down one negative stereotype of leaders that they wish they didn't have- have them throw it away
Ashley Wheeler	awheeler@progressrail.com	Servant leadership		1 balloon for each participant	Each person is told they have 2 minutes to play. All are told the ones without a popped balloon are the winners at the end of 2 minutes. The ones who have "unpopped balloons" are "winners". We discuss the fact that all could have won. As a rule, we are scripted to compete rather than collaborate.
Ashley Wheeler	awheeler@progressrail.com	Influence/Persuasion	To demonstrate effective elements of positive influence through participants "fleshing out" those elements themselves	White board, chart stand, scrap paper & paper to collect signatures	Participants in our week-long workshop are asked to pick a topic they feel passionate about (personal, professional, social) and a list is given of suggestions. They have 10 minutes to come up with a "petition" to present for 90 seconds and they try to get as many signatures for support of their "petition" as they can once all have presented for their 90 seconds. The rules are: - You may not sign your own - You may only sign a total of 3 - You get only 90 seconds to present. Once all have presented we allow time to collect signatures. Once signatures have been completed, we then talk about who they felt compelled to "vote for" and why. I take notes as they present and we work together to list examples of an effective use of influence techniques.
Brian Davenport	bdavenport@usm.maine.edu	Followership	Think about experience of following	Blind folds (sleeping mask at dollar store)	In partners go on 5 minute trust walk, each person does 5 minutes. Safety is paramount. Can't touch one another.

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Brian Davenport	bdavenport@usm.maine.edu	Ethics	Exploring gray aspects of ethics. Exploring concept vs. applied ethics.	Paper labeled "strongly agree" and "strongly disagree"	Put each sign at opposite ends of room. Read series of statements "taking something without paying is wrong" "using someone else's Netflix is okay" After each statement, move to indicate degree of agreement/ disagreement. Closer to sign indicates a stronger feeling. After students move, ask why they are where they are.
Brian Emerson	BrianEmersonPHD@gmail.com	Paradoxical tensions of leadership	Show strengths/ downsides of different leadership styles/ demonstrate self-awareness/ management/ show unintended outcomes of style	None- room for space	* Create human spectrum of styles * Engage each in discussion * Examples and candor: Diplomacy/ Confidence: Humility/ Big picture: Detail
Chuck Rose	chuck@chuckrose.ca	Presence or mindfulness	Have the participant experience mindfulness	None	Have the participant's close their eyes and just listen to the sounds of the room for 20 seconds. Then have them spend 20 seconds feeling all the sensations that their body is feeling. Then 20 more doing both. Debrief- How did they feel?
Corey Seemiller	crs@email.arizona.edu	Trait Theory reconceptualized	To challenge the notion of the original Trait Theory, yet embrace that we still find value in Trait Theory	5 rocks of different sizes, shapes, and colors	Line up the 5 rocks next to each other and assign each rock a number from 1-5. Then ask students to write down the numbers 1-5 on a piece of paper. Have students describe for each rock (for example rock 1) what it would be best used for. Students will come up with ideas like a hammer, paperweight, and pebble in a fishbowl. Then, ask them which is the best rock. They will probably ask " the best rock for what?" Then, explain that what they assessed in making their determinations about these rocks were the traits of the rocks and that all of the rocks are great rocks but just have different assets/ strengths. Tie this to Trait Theory explaining that each person has a valuable set of traits (their assets or strengths) and that there is not one set of ideal assets/strengths in leadership; the context matters and how the assets/strengths are used is critical.
Corey Seemiller	crs@email.arizona.edu	Followership	To understand the value of the first follower being the second leader	Computer with internet, projector, speakers, and screen	Show the YouTube video at https://www.youtube.com/watch?v=GA8z7f7a2Pk . After showing the video, ask the students to recount what happened. Then, ask them how this relates to followership. Make sure to point out that the first follower is often the second leader who confers leadership onto the leader. Without the first follower, a leader is just a guy dancing by himself.

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Dan Jenkins	djenkins@usm.maine.edu	Five Bases of Social Power: Coercive, Reward, Referent, Legitimate, and Expert	Describe and create awareness of individual differences with respect to influence levels of French & Karen's Five Bases of Social Power	Reading About Five Bases	After a discussion on examples of each of the Five Bases, have students rank, in order of personal influence, French & Karen's Five Bases of Social Power. Then, facilitate a discussion on individual ranking differences and the effects this has on leader-follower relationships, implications, etc.
Dan Jenkins	djenkins@usm.maine.edu	SLII	Teach components of SLII	8 chairs and scenario, e.g., service project with volunteer and coordinator	Email Dan for more information
Dan Noel	dan.noel@wright.edu	Empowering others/ empowerment	Teach emerging leaders how to create opportunities to give those with little input a "voice"	Polling/ clickers or smartphones (polleverywhere.com)	Present questions on empowerment or delegation; have students respond individually or in teams. Discuss how 'introverts' might feel empowered by anonymous polling.
Dave Rosch	dmrosch@illinois.edu	Tuckman's group development stage theory	Help students understand how these stages "look" in different contexts	None	In groups of 4-10, students create a short 2-3 minute skit based on an assigned stage in the model. This allows students the opportunity to see the diversity of behaviors that can show up within that stage. Added bonus: add another 2-3 minute "set" that shows how leaders can help the group progress to the next stage.
Deb Werner	dwerner@ahpnet.com	Perception	The way you see things changes depending on where you are looking at it from environment	None	Put finger in air, turn clockwise 12, 3, 6, 9 while continuing to rotate, bring down to chest height- look at finger again- which way is it going? Debrief
Emma Watton	e.watton@lancaster.ac.uk	Leadership in practice	To understand more about how leadership is enacted in real life situations to enable students to transfer theory into practice.	DVD- either a film or documentary about an hour in length	Do brief explanations to students and then play DVD either in full or stop at key points so students can discuss what leadership styles or behaviors are being observed.
Gloria Oikelome	goikelome@lincoln.edu	Gender leadership styles- differences in how they lead	Visualize leadership techniques- styles	Pipe cleaners	Using pipe cleaners- illustrate leadership style- describe them- so up and down, linear, sporadic, spontaneous.
Greg Bowden	abowden@calbaptist.edu	Leadership across cultural/diversity	Develop perspective of their plan for personal approach	Andrew Moldusky- Global Diversity- How to adopt you behavior across cultures without losing yourself in the process.	Use self assessment to reflect on their ability/willingness to adapt.

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Iris Johnson	iris.johnson@lsus.edu	Variable and Relationship Identification	To recognize possible independent, dependent, mediating, and moderating variables in article titles	List of references for the course	After 4 weeks of a 16-week leadership theory course the APA style reference titles of articles that have been read and discussed are passed out to think-pair-share groups to identify variables and relationships. We use the notions of "finding patterns" and using metacognition.
Jeff Miller	jeffmiller79@gmail.com	Twitter			Use of Twitter- each student required to get Twitter account and use a number for that specific class. For Blackboard I also create a widget that captures the number for that class. Extends the learning beyond the syllabus and class experience.
Jeff Miller	jeffmiller79@gmail.com	Use of Mind Maps to promote conceptual learning			Require a Mind Map be created for each paper written- and shared with the class to see/learn how others process the info.
Jeff Miller	jeffmiller79@gmail.com	Delicious Bookmarks			Delicious Bookmarks to curate key worded items. In many cases using them in place of textbooks.... Sometimes.
Jeff Miller	jeffmiller79@gmail.com	Facilitation			In an online setting a simple practice of sending a weekly email with encouragement, reminders, and upcoming deadlines.
Jim Street	streetjl@appstate.edu	Creating a class credo (can be done with any group)	Allows students to discuss desired norms for the class or group	Board/ flip chart and markers	Ask class- What do you want this class to be like? Describe the interactions in an ideal class. When this class is over, what do we hope we can say about this class? Once the credo is created, brainstorm how we can stay mindful.
Jim Street	streetjl@appstate.edu	What will compel you to lead?	On the first day of class, introduce yourself and then say nothing else.	None	Students will feel the awkwardness, then begin filling the void. After 30-45 minutes, stop and debrief. Think beyond the class and ask what will compel you to lead.
Linda Klonsky	Lklonsky@Thechicagoschool.edu	Post-Modern Epistemology- or change or leadership development	Experience and recognize different ways/knowing (implications for leadership)	Nothing	"Going to a meeting" Sit on floor in circle- using one hand only, with the group create agenda and meeting in <u>silence</u> - 5 minutes
Linda Klonsky	Lklonsky@Thechicagoschool.edu	Any topic	Exercise team leadership	Syllabus	Students are told to take leadership of the dialogue and activities of the day- What problems to focus on? Which concepts? What role do they play? What is the dialogue and delivery? Peer assessment over contributors to the plan.

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Lynn Shollen	lynn.shollen@cnu.edu	Social exchange theory/ idiosyncrasy credits	To learn social exchange theory/ idiosyncrasy credits	Stickers	As a large group first, review premises of social exchange theory and idiosyncrasy credits (IC's). Ask 5 students to stand in group in front of the room. Put stickers on each student's shoulder (various numbers) to represent IC's. Tell the class the group is an a Capella group (or group of your choice). Students in the class propose ideas for how group members may gain or lose IC's as grounded in Social Exchange Theory. I add or subtract stickers from group members accordingly, or more stickers from one member to another- based on what class proposes.
Matthew Sowcik	Matthew.sowcik@wilkes.edu	Path Goal Theory	To teach theory in a fun way	None	Use rock-paper-scissors as a model to demonstrate directive-supportive-participative-achievement oriented style 1. Break students into groups of 3 2. Assign each group with a leadership style 3. Ask one member of each group to nominate a leader of the group and provide them with the following instructions 4. a. Directive- leader decides what the team will throw b. Participative- The team decides what to throw c. Supportive- The team needs to throw this pattern- r-p-s-s-p d. Achievement Oriented- The following information * Rookies throw rock most often * People won't throw the same thing 3 times * When in doubt throw paper
Maycon Hanold	hanoldm@seattleu.edu	Leadership and management	To explore understanding of and differences between leadership and management	Flip chart paper, different colored pens	Students read prior to class various articles on what is leadership and what is management- In class they get into groups of 3-4. Then the task is to visually represent leadership, management and their relationships- they may use words as well. About 30 minutes to produce the visual and each group explains their visual representation in about 10' to the larger group.
Melinda Miller	melinda.miller@usafa.edu	Developing Leaders of Character	To be able to focus on leadership attributes that resonate with learners; also to foster ownership of gaps between optimal and actual in their organization.	wordle.net; Survey questions	In advance of the lesson, email survey questions to learners (e.g. top qualities they value in leaders; qualities that they've experienced in ineffective leaders). Compile answers into wordle.net to produce a visual word cloud , with largest font indicating most frequently occurring words. This can be a great conversation starter/ relevance indicator to get learners started on your lesson.
Michelle Morrison	michellemorrison@creighton.edu	To enhance "Leadership identity/self-actualization"	To show the connection between knowing oneself and effective leadership	Worksheet/PowerPoint	Introduce the theory of locus of control and its relationship to effective leadership and self-reflection. Introduce worksheet and give them ample time to fill it out. Think/pair/share when the sheet is completed and then present the completed worksheet to the class. Reflection question: "Why? How would you exercise more control?" Worksheet: Internal locus of control External locus of control- Put an X to reflect where you are in relationship to the type of control in influencing your decisions.

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Mike Cortrite	Michael.Cortrite@csun.edu	Servant leadership	To understand servant leadership	Copy of the movie " It's a Wonderful Life"	Watch the movie and find examples of servant leadership in it. See worksheet attached to email.
Mindy McNutt	mindy.mcnutt@wright.edu	Any	To provide an outlet for students to address a series of questions in a non-f-to-f environment so introverted students have a voice	Any video (I use a short 10-15 minute YouTube video on a topic) or reading material of your choice	I assign groups of students to try and evenly distribute males and females across the groups. I put no more than 6 students per group. We have a learning management system through which discussions take place, but this could also take place through email. Rules for effective dialogue are outlined and I have a rubric for grading. Once students view the videos (or read the article) they post their responses to a series of question prompts. After a specified time (usually 4 days), group members respond to their group mates addressing areas of congruence and divergence among their opinions.
Mindy McNutt	mindy.mcnutt@wright.edu	Knowing self/ knowing others- intro activity	To reflect one's identification with and understanding of being a leader	A pre-purchased set of photos or art works for self reflection	Photo or art cards (5 X 7 size) are spread out on a table. Students select the one that they feel best represents them as a leader. This will take about 15 minutes as they mill about looking at all the photos/artworks. After everyone has returned to their seats they begin sharing with the whole group why they selected that particular card and why it represents them as a leader.
Nancy Wallis	Wallisconsulting@sbcglobal.net	Global aspects of leadership	Apply theory, principals and models to actual leaders	Expected leadership course curriculum	Term project: Apply many (not all) leadership theories to a leadership situation, e.g. Mandela, American Airlines- could be a person, company, event, cartoon family etc. Deliverable is a 45 minute presentation and paper.
Natalie Coers	ncoers@ufl.edu	Theory Overview	Creatively express some leadership theories in basic form	A variety of candy or toys	Lay out the candy or toys in front/around a room. Having previously discussed an overview of theories, assign one to each group and have the group select a piece of candy/toy and demonstrate how it connects (20 mins). At end of class have each group share the connection.
Natalie Coers	ncoers@ufl.edu	Team work and challenging assumption	Create discussion regarding assumptions and barriers to teamwork	Tanagram puzzles for number of groups you have	Before class, mix up the pieces of the tanagram puzzle and place 7 pieces in an envelope for each group. Instruct the larger group that their challenge is to complete the 7 piece tanagram puzzle.
Natalie Coers	ncoers@ufl.edu	Communication	Strategic thinking regarding communication with time pressures	Tennis ball	Provide instructions and keep time through activity. Have the group form a circle. Goal is for everyone in circle to handle/touch the ball once, but the people on either side of you cannot consecutively touch the ball (it must skip a person). Challenge to complete quicker each time. - 2 seconds with 12 people is pretty good.
Paige Haber-Curran	ph31@txstate.edu	Group dynamics "	To get group to examine their own dynamics	White board & lots of markers	Put up on the white board: What are the dynamics that are playing out in the group?" Then, allow 30 minutes for the group to have a "silent discussion" about the topic. Then spend 20 minutes debriefing.

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Peter Maribei	pmaribei@sandiego.edu	Collaboration	To teach students the concept of collaboration	Flip chart and pens; cheat sheet, record sheet, cards	Divide the students into 4 groups and give each a card marked X and another marked Y. There are ten rounds. For the first five rounds the groups are not to discuss with each other. Everyone with a representative goes to the moderator and they discuss what card they will show. If all groups show Y they all gain 1000. If some show X and others Y the Y loose.... Sorry I can't remember the details but the experience is called " Win as much as you can" by W. Gellerman
Ryan Findley	rfindley@africanleadershipacademy.org	Compassion, empathy, and care	Provide visceral experience with empathy and determine the extent to which you must share an experience with someone to have empathy for them	Cardboard, tarps, tape	Surprise students by telling them that they have 15 minutes to pack because they are becoming refugees. Treat them as refugees for 18-24 hours; simulating the experience of displaced peoples. Add government, UN, and journalist roles to better understand the fullness of the issue.
Scott Allen	Sallen@jcu.edu	LMX	Film	Film: King of Kong	Great for LMX- in and out groups
Scott Allen	Sallen@jcu.edu	Women and leadership/ Adaptive leadership		Film: Pray the Devil Back to Hell	Good movie!
Scott Allen	Sallen@jcu.edu	Vision/ alignment as a group		None	Ask the group to all "point north" and close their eyes. After everyone is doing so, ask people to open their eyes while still pointing north. Everyone will be pointing in different directions. Relate to community a vision and the need for all to know "north".
Shana Hormann	shormann@antioch.edu	Power sculptures	To demonstrate types of power in a system	5-6 people and space for a small circle	* Identified leader * Connector/ Left hand * Under the radar/ Lost child * Enabler/ Right hand gatekeeper * Truth teller/ Scapegoat * Cheerleader/ Mascot - Start with on leader and keep adding. At the end, have each share from their position. (I have this written up)
Shana Hormann	shormann@antioch.edu	Roles in groups	Demonstrate ascribed roles	5-6 people and 5-6 chairs in the circle. (They don't know their roles, they know each other)	1. Expert- ask me 2. Needs help- support me 3. I'm trouble - ignore me 4. I'm resourceful- ask me for help 5. I'm friendly 6. I'm an unknown (I have this written up)
Ted Thomas	tedathomas@gmail.com	Vision	Teach importance of a vision for an organization and how to create one.	Movie: 12 O'clock High	Watch parts of the movie and stop as we go through it to discuss vision of the different leaders. It also covers many other leadership topics.
Ted Thomas	tedathomas@gmail.com	Adaptive leadership	Explore leadership thinking and decision making of military leaders in combat	Battleground	Have the students take on the persona of a military leader and have them brief out what the leader did and why as the group walks through the battlefield.

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Terry Morrow Nelson	tmorrow@nova.edu	Strengths	*Students will identify top 5 strengths- self awareness * Students will learn about strengths of others- other awareness * Raise energy in the room	34 strengths handouts and str. Scavenger hunt sheet	Identify str., share strengths with your table and a story of str. In action
Tiffany Von Emmel	tiffany@vonemmel.com	Interpersonal influence	Learn to give/receive feedback, self awareness, connect across diversity, role of emotions	Circle of chairs, journals, group facilitators, journal coach	Format A: 10 weeks, 3 hours/week in group, journal in-between. Format B: 4 days intensive. 12 students in T-group: share thoughts, feelings, in moment interaction.
Tom Matthews	Mathews@geneseo.edu	Leadership concepts	Challenge new students beliefs about the meaning of leadership	One page handout	Ask participants to focus on one person who has had a positive influence on their life and write down as many characteristics (words) to describe the individual. Turn to your neighbor and share who the person is and share the descriptors. After a few minutes, we share some examples- mostly parents, teachers, coaches, and siblings. Ask the question why we start with this in a workshop about leadership. Most frequently they answer that they aspire to those same characteristics. They then turn the paper over and ask the students to draw a picture of leadership, share with their neighbor, and then process. 80% draw hierarchical pictures, and then we talk about some interacting graphics like anchors, hearts, and circles.
Tony Andenoro	Andenoro@ufl.edu	Emotionally enabled thinking (enhanced decision making)	To develop complex adaptive leadership capacity and socially responsible agency	Brains and students	Using the F.A.C.E approach by combining neuroscience and counseling psych to unlock student's potential to change the world.
Tony Andenoro	Andenoro@ufl.edu	Inclusive questioning (any topic)	Remove barriers and get students to think more deeply about adaptive challenges	Brains, students	Through asking two part questions (first removes barriers) (second refocuses learners), innovation is more likely
Tony Middlebrooks	tmiddleb@udel.edu	LMX- in-out group	Understand and be aware of dyadic relationship development	Time with a group of students- usually half a semester	1. Ask who in class feels that they have really been paying attention. 2. Ask that person to come to the front of the room. Ask them: Who in this class are my favorites? These students stand. 3. Then- any other nominations- stand. 4. Discuss- why chosen or not? How feel chosen/not? 5. Explain in context of Uhl-Bien dyadic development
Trisha Teig	tteig@westminstercollege.edu	Conflict management	Address basic level conflict	N/A	This activity incorporates theatrical elements and role play with basic concepts in addressing and managing conflict. Start the class by staging a conflict with the class or colleague in front of class. After a few minutes into conflict, break character and process. Proceed to create case studies and role play best way to handle conflict.

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Vern Ludden	vern.ludden@indwes.edu	Team work, Introduction to Leadership	Challenge assumptions of what we mean by winning and the role of leadership	Paper	Win as Much as You Can

2010 Great Ideas Teach & Learn Forum
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Howri Ishwaran	gickwayou@yahoo.co.in	1. Difference between icon and leader 2. also team work	1. Start thought process- lead kids to think for themselves 2. realize value of teamwork	Chart paper / white board odds + ends for dressing up	1. discussion and visioning exercise: students come up with names of leaders name: A. Lincoln - M. Gandhi – pop star - film star why: inspiring, smart, can influence others spirit or contributions: Discussion then leads to difference between leaders & icons Make the connection: Lincoln- civil war, Gandhi- non violence Yet why are they called leaders? What are the enduring qualities? 2. Ask the group to form themselves into a machine. All of the group members have to participate- followed by debriefing
Tanya Judd Pucella	tj002@marietta.edu	Leadership definitions (teacher leadership specifically)	To help students 'discover' a definition of leadership + they have students identify specific traits, dispositions, etc. of (teacher) leaders	Films that highlights/ leadership theory for teacher leadership I use lean on me, stand + deliver, dangerous minds, dead poets, freedom writers etc.	1) first class session: discuss what (teacher) leadership is (definition) + what some of the skills + dispositions that (teacher) leaders have. Homework- watch a film (given to them in groups) on (teacher) leadership to analyze, finding concrete examples + non examples from the film to show where they have developed their ideas. 2) students use clips (in an informal class presentation) from the films to show the skills + dispositions, as well as to demonstrate where they have begun to fresh out their definitions 3) for teacher leadership specifically, though it applies to all I think..... discuss the idea of the 'hero' leader who often does not exhibit the very skills + dispositions, we have identified. 4) small group follow up- share practitioner + researcher definitions. Have groups discuss these conjunction with the definitions they have begun to develop in groups.
Rick Koster	koster@depresentatiegroep.nl	Collaboration, communication+ feedback	Show who takes the initiative, who follows and how does that make you feel and react	1 piece of paper/2 persons and one pencil	-piece of paper- draw a house with the two of you, without talking, holding one pencil with the two of you. Evaluate: how did it go? Who was leading/following? Who's drawing is this?
Rich Bakken	rbakken@yahoo.com	Problem solving-group	Try to get group consensus for projects	None	Present problem --> let group brainstorm without any specific direction or answer but occasionally steer topic as needed - help group work to discover new voices to present ideas- new voices of leadership, led by peers
James Gaubert	gauberj@clemons.edu	Creative thinking for leaders (workshop) Google: creative thinking activities)	Team-building, 'thinking outside the box', right versus left-brain thinking	Packets of internet based activities (printed)	- some individuals warm-up exercises after explanations of how people approach finding solutions to problems - divide into teams and see how long they can solve and their approach to solving team challenge - case/ reflection

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Jessica Briggs	jessica.briggs@cmc.edu	Personal vision (creation/ brainstorm)	Help students think about select of develop their personal vision - how they will use their leadership fir change or good	Large brown paper, lunch bags, magazines, scissors, glue sticks, stickers, markers etc. blanc note paper, pens	<ol style="list-style-type: none"> 1. Give student individual time to reflect on their values, skills and passions. 2. Teach about qualities of a good vision and discuss examples 3. allow students 45-15 minutes to cut out pictures & words from the magazines to make a collage representing their vision, It does not need to be a finished product by the end of the time, but the stand of them idea at least and cover part the bag with images & words 4) display students 30 minutes to walk around the room looking at the bags and providing feedback and offering questions
Tom Matthews	matthews@geneseo.edu	Leadership concepts	Introductions the concept of leadership		<ol style="list-style-type: none"> 1.Let students write down the characteristics of a significant person that has influenced them in their life, and from another famous person. 2.Students share their lists of characteristics with another person. 3.Ask what this has to do with leadership. 4.Let them draw a picture of leadership. 5.Let them walk around the room, look at each other's pictures. 6.Ask students to go back to one that grabs you and speaks to you. 7.Call on everyone to explain the meaning to them.
Jim Street	streetjl@appstate.edu	The emerging leader way - (a list of shared expectations created by participants)	<ol style="list-style-type: none"> 1) To make implicit group values + norms explicit 2) to teach that the most successful organizations have shared values 3) to teach thee importance of language 	Easel, paper + masker Optional - an object that represent _ embodies the shared expectations	Ask group: to maximize ones experience together, how can we proceed. How should we act towards each other? When we are done, what do we hope to say about how we interacted
Kevin Steinhilber	steinhilberkev@aasd.k12.wi.us	(Your definitions of leadership) leadership versus Management	To have participants define their personal definitions of leadership	Chart paper, makers, take	Ask to create visual representations of their definitions of leadership. Post charts. Conduct a walking tour and dialog about charts. Helps frame leadership vs. management. *Could have each person share their chart with others or the entire group before a gallery walk.
Lori Kane	lori@collectiveself.com	Recognize yourself as al leader	To help individuals recognize themselves as leaders	People, paper pens	<ol style="list-style-type: none"> 1. have people (as individuals) write down as many 'areas of expertise' as possible. 2. circle on 3. break down into groups of 3 to 5 4. give a 3-minute impromptu lecture on the subject to the small group 5. have group member present each other to larger group- here is Ann, our leader on X. Here is Mike, our leader on Y 6. ask the group: what made you a leader in this moment?
Paige Haber	Paige.haber@gmail.com	Discussing about any leadership topic	Engage students in a discussion around reading	Post-its	<p>From any readings have students put a 'significant sentence' (quote) on a post-it. Have students put the post-it on the board under any categories that you want to designate (ex: balcony, dance flour; leadership management)</p> <p>Have a student (or group of students) review the different significant sentences and present them to the class as the key themes that people resonated with. Have students share more about their quote when asked.</p>

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Ivana Mzozková	Ivana.mrozkova@upol.cz	Introduction of LSP/Followership concept, LSP communication, trust	-	Classroom, students, space	<ul style="list-style-type: none"> LSP Train- Intro; Act,; Debriefing summary Activity :People divide into teams of 5+=Trains Train=Cars, at the end-engine cars cannot see, no one can talk Task: Go from point A to point B. Other trains create obstacles no one talks during the activity, only during the preparatory phase: Trains have 5 min to prepare for the task
Chris George	CGeorge@harpercollege.edu	Values Clarification/Shared Values	For students to identify their top five values that are most important to them. Next, a share values activity to help students share and identify common values.	Values Clarification Activity-Many out there however I use one created by the Student Leadership Challenge-Wiley. Shared Values Activity-Many out there but I used but I used one from Leadership Challenge Practices book	<ul style="list-style-type: none"> First, students identify their top 5 values and I only give them 5 minutes for the entire activity. Next, if it is a class or club/organization a shared values activity follows. Students write each of their top 5 values on a post-it note. Then one-by-one students go to either a flip chart or blackboard and post their values and state why these values are important. The students all do this and then either the teacher or facilitator categorizes the values and determines the top 5 shared values of the class or group.
Tara Edberg	Tara-edberg@uiowa.edu	Global Leadership	Gain better understanding of differences in the understanding and practice of leadership.	Giant post-it notes, markers, GLOBE textbook	<ul style="list-style-type: none"> I have my students read a chapter from the brown globe text (Javidan) in 3 different groups before class(This past year I used India, Mexico and China). Then I show the "Did you know 3.0" video and talk about the importance of Global understanding. I break class into their 3 groups and have them write about their culture on the post-its. They include history, cultural competence dimensions, what was significant, what surprised them and then relate it to class theory.(SCM,RLM,SLC, etc)They represent and look for similarities and differences and I talk about the US so they have a point of reference. We conclude with some other info about gaining Global knowledge.
Thomas N. Meriwether	meriwethern@vmi.edu	Leadership scorecard: The basics for writing a leadership development action plan.	Purpose is to provide self reported assessment feedback to the student regarding leadership style, followership style, communication style, emotional intelligence, emotional stability, self-esteem and optimism	Various self assessments	<ul style="list-style-type: none"> Periodic self assessment leading to the writing of a leadership development action plan based on strengths/ weaknesses identified through the assessments as well as life experiences.
Jamie Thompson	Jamie.thompson@trinity.edu	Identify strengths and talents-through art	Become more self-aware	Paint, paint brushes, canvas or watercolor paper	<ul style="list-style-type: none"> After completing a "strengths" exercise, participants share strengths in a small group (3 min). Group members listen, but don't respond/talk. Each person paints a picture of what they heard (3 min). Rotate until everyone in the group has shared their strengths. Members "gift" their paintings to each other. (you can also do this with a values exploration activity)
Louise Menner	LOUISE.MENNER@MENNEN-TC.COM	Creativity	Use creativity to connect with others.	Nothing	<ul style="list-style-type: none"> 1) In a small group ask everyone to think of someone they don't like. Afterward have them describe the things they dislike behavior that irritates. 2) Ask them to think of the same person but now in a different

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					<p>setting. For example as a joy her/mother doing sports, n a church activity etc. Ask them how they think of that person now. Usually they can understand the persons behavior and dislike is diminished.</p>
Brent Ceoertzan	bgoertze@fhsu.edu	Ethics and Leadership	Understand and Explain Moral Theory	N/A	<ul style="list-style-type: none"> Assignment: Develop/ Write a play (Dialogue with 3 characters discussing amoral issue) One character is the voice of a utilitarian perspective. One takes the voice of a duty/deontological perspective and the other takes the voice of a virtue/ character perspective.
Shari Hoffman	Sharon.hoffman@selu.edu	Facilitating a focus group	Students will be able to plan, implement & synthesize results from facilitating a focus group.	N/A	<ul style="list-style-type: none"> Model leading a focus group-topic-they are ½ way through masters program. Focus is their experiences so far in program-synthesize their responses and distribute the results to faculty. Finally, they lead a focus group demonstration
Dan Jenkins	Djenkin2@mail.usf.edu	Leading critically: Applied critical thinking in leadership decision modeling	To help students apply the objectives of thinking and reading critically to make decisions about leadership and leadership actions.	Short article or resource on critical thinking, case studies	<ul style="list-style-type: none"> Students write about and define critical thinking, reading and learning. The class time is used to analyze case studies (student examples can also be used) by applying critical thinking skills to make decisions (if case calls for one) or analyze critically the decision the leader in the case made. Discussion follows each groups presentation of their analysis.
Todd Wells	toddwells@usf.edu	Communication, trust, vision	Students work together to solve the puzzle.	10 pieces of the lizard dilemma.	<ul style="list-style-type: none"> Each student receives a piece of the puzzle, they have to work together to solve the dilemma-because a non verbal activity-must reach 100% consensus.-Students dive in and work to just understand their piece and not the whole-The leader with a card-has to stand up-process what it's like to have to stand up-issues in communication
Rose Cole	Rose.Cole@mail.wvu.edu	Team development, overcoming differences, bonding a large(ish) group together	Helping students see themselves and their peers as leaders who can work together	Tinker toys (enough for each person to build something)	<ul style="list-style-type: none"> Have everyone sit in a circle. Give each participant a pile (random) of tinker toys. As leaders tell them to build something. Once they have built something explain what it represents to them and have them think about how it does. Have them explain it to a partner-then they have to combine theirs with their partners and explain how they “merged themselves”. Then keep combining with groups until there is one large structure. Have the group decide what it signifies. Ideally, keep it a display for the life cycle of the team group they can add mementos etc. to it.
Allison Dunn	adunn@vt.edu	Peer leader as host to group of younger students.	Help undergraduate students new to the concept of peer leading learning their role as “host” or “guide” to their peers not as teacher or authority figure.	Dinner party supplies	<ul style="list-style-type: none"> Have the students divide into small groups of “hosts” and take turns hosting the dinner party.Have a group (or the teacher) with more leadership experience observe the interactions for debriefing. Make connections to role as host then guest and tie back to roles as leader and follower.

**2008 and 2009 Great Ideas Teach & Learn Forum
ILA Leadership Education MIG**

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Geri Girardin	geri1@cox.net	Teams & Diversity	Help students to move to a place of greater understanding	Notebook	<ul style="list-style-type: none"> Students are tasked with attending / participating in a group experience that they would not normally- then write a reflection paper; Perhaps a religious, cultural, or similar group.
Tom Matthews	matthews@geneseo.edu	Negotiation Skills	Introduction to negotiation	A wrapped small box	<ul style="list-style-type: none"> Depending on size of group I ask for 6 to 8 volunteers to demonstrate negotiation. I then take the volunteer in two separate groups outside and give them a separate set of instructions. One group has to sell the box and the other group has to buy the box but the sellers have to get more than a set amount and the buyers have to purchase it for less than a set amount. They are given time to prepare and then come back to the room and sit across from each other and must make a deal within 10 minutes. The rules prohibit a deal but neither side knows what the limits are for the other group. I use this in conjunction with Getting to Yes (Roger Fisher) concepts of negotiation. Contact Tom and he will send the instruction sheets for the 2 groups
Brian Dennis	bdennis@cmc.edu	Decision-making in a business environment	Make quick decisions and learn how to prioritize ideas and determine who responds to surprises with leadership skills.	5 students, 60 Minute assignment	<ul style="list-style-type: none"> Provide students with an assignment which they will complete as a group and submit in 60 minutes. At the 30 minute mark, indicate that a change has occurred and the submissions are due in 5 minutes.
Gabrielle Wood	gabrielle.wood@cnu.edu	Integrity or values	To demonstrate how to assess one's own integrity in a systematic way	Paper, pen, recording protocol, willpower	<ul style="list-style-type: none"> "Integrity Challenge" (1) Choose a value you hold highly; (2) Monitor your thoughts, feelings, and behaviors associated with the value for 3 days; (3) Record your results, (4) Reflect on the degree of consistency, the challenges & the lessons learned.
Yael Hellman	yhellman@pacbell.net	Effective communication	Impact of verbal & non-verbal communication and ability to ask questions in the communication process	Pre drawn cards, note paper, pens	<ul style="list-style-type: none"> Select a volunteer and give them a card or sheet of paper with a drawing on it. The volunteer cannot show it to the rest of the class and must describe the picture to the class. The members of the class cannot ask questions and must draw the picture. The volunteer cannot use non-verbal cues to describe the picture being drawn. Next have a volunteer describe the drawing (or another) using both verbal and non-verbal cues- the class once again must draw the picture but cannot ask questions. Last, have a volunteer describe the drawing (or another) using verbal and nonverbal cues. The class members must draw the picture and CAN ask questions. A twist- have three different volunteers and the same picture. The first volunteer does

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					<p>the first set of instructions while the other two volunteers are outside of the classroom. Next have that person come out and send in the second volunteer with the 2nd set of instructions. Then the 3rd. Discuss differences.</p> <ul style="list-style-type: none">
Robert McManns	robert.mcmanus@marietta.edu	Levin's autocratic, democratic and free reign leadership styles	Understand the difference between the 3 basic styles and know how it feels to be a follower under these types of leadership styles	\$20 of basic food stuff- peanut butter, crackers, ramen noodles, etc.	<ul style="list-style-type: none"> Top Chef with the three leaders with the three different styles; Prepare lunch for professor, prof judges the food and processes with the group the different leadership styles
Julie Chase	julie.chase@unc.edu	Group roles & communication	Illustrate the various roles we take on in a group challenge; how we communicate around structural barriers	Masking tape, 12 of each: plastic forks, knives & spoons; Various objects to use as obstacles	<ul style="list-style-type: none"> Synchronized Community- Google it for complete instructions
Julie Chase	julie.chase@unc.edu	Inclusive language/ behavior	Help students recognize and articulate the differences among culturally destructive and culturally proficient language & behavior	Cultural proficiency continuum; Crash (the movie)	<ul style="list-style-type: none"> Students watch the movie "Crash" then identify the behaviors depicted in the movie using the continuum. Students are then asked to re-write the scene from a "culturally proficient" perspective
Paige Haber	phaber@sandiego.edu	Perspective; Systems Thinking NOTE: Can also be tweaked for Visioning or Communication	Help understand different perspectives and how pieces are connected in a larger system	2 Books titled <u>Zoom</u> (I believe there is also a <u>Zoom 2</u> . You need 2 of the same books. Keep one book together and remove the pages from the second book.	<ul style="list-style-type: none"> Mix up the pages and distribute 1 or 2 pages to each person so that every page is given out. Without showing each other their pictures (or looking at others') the students have to get in order (moving around the room) When they are done have them lay them down in order face-up and look at the story. You can then show them the story from the 2nd book. Facilitate how their perspectives changed throughout the activity and how their perspectives changed. What can the story say about Systems Thinking?
Cary Kemp	cary.kemp@opm.gov	Influence/ Power	Bases of power	A friend or colleague- someone your students don't know	<ul style="list-style-type: none"> Have a friend or colleague walk into your class just as it begins (be sure your students don't see you around). Have your colleague tell your students to do different things such as: rearrange the chairs in the room, stand up, sit down, raise their left/ right hand, clap, clap louder, cheer. When you hear this noise come into the room & ask the students why they are following the instructions of a perfect stranger; If anyone questions the colleague, he or she should say "I need you to do as you're told"
Carolyn Roper	roper@pnc.edu	Who are leaders? How do they differ?	Demonstrate that group ideas enhance and expand individual ones;		<ul style="list-style-type: none"> In small groups have each person list 10 leaders. Agree on one list of 10-20 leaders. Describe their behaviors. Try to find categories of their behaviors and place leaders with them. It's ok to place one leader in multiple categories.

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			identify leader behaviors; categorize kinds of leader behaviors		
Carolyn Roper	roper@pnc.edu	Teamwork: Resolving conflict within and between teams	Use conflict to encourage team cooperation in two different venues		<ul style="list-style-type: none"> First give separate teams a conflict to resolve within their team. Then give the same conflict topic to 2 times, assigning different roles in organization in each group and have them resolve the conflict. Finally ask them to reflect on how the two experiences differed.
Tom Matthews	matthews@geneseo.edu	Leadership Concepts	Introduce students to new ways of thinking about leadership	Quotes from a wide variety of famous people	<ul style="list-style-type: none"> Post the quotes around the room at eye level with post-it notes covering the name of the author. Ask everyone to walk around the room and read all the quotes and go back and stand by the one that speaks to them or that they resonate with. Ask the students to then explain why they picked the quote. This works with small groups up to about 50.
Mette L. Baran	mlbaran@stritch.edu	Achieving Styles (ie, how one achieves goals)	Understand The Connective Edge Behavior Model	The Connective Edge Behavior Model	<ul style="list-style-type: none"> Have students define their style(s). Ask how they can change their behavior to learn how to better work with and understand others. Book can be found at http://www.achievingstyles.com/leadership/books.asp
Mette L. Baran	mlbaran@stritch.edu	Getting to know their personal leadership style (PLS)	Write their PLS in one sentence		<ul style="list-style-type: none"> Write their PLS in one sentence. Think about who they would like to have on their personal Board of Directors and describe WHY. They will make the connection that who they pick is really a reflection of their values.
Tamara L. Burk	tburk@columbiasc.edu	Leadership in Action (Capstone Course; Leadership Minor)			<ul style="list-style-type: none"> "The Nike Approach" - on the first day of class, I remind them of all they've learned - personal discoveries, theories, case studies... I then tell them to forget all that and introduce them to the "Just Do It" approach. They are then charged with deciding on an applied project that will produce tangible results, tell them they have the semester to create the outcomes and I get up and go to the corner and do yoga as they start to hammer out the syllabus. I do help the process, but work very hard to let them create their own successes and mistakes.
Daniel Ostick	dostick@umd.edu	Collaboration	To promote team success over individual success (creating win-win situations)	6 paper squares, cut into pieces using template; envelopes for each group (some pieces in each)	<ul style="list-style-type: none"> Broken Squares (or Broken Circles) (activity can be found at http://www.stanford.edu/class/ed284/csb/Broken/BC&Stext.doc). groups put together squares from pieces, but can't accomplish the group task without collaborating, although this means that sum have to give up pieces they THINK they need to make their own squares.
Daniel Ostick	dostick@umd.edu	Creating Win-Win Situations	Demonstrate risk in creating win-win situations. Show importance of trust in leadership. Discuss personal motivators in sharing resources	Candy bars (highly coveted by students)	<ul style="list-style-type: none"> Friend or Foe? Ask 2 students to come to the front of the room. They each write down FRIEND or FOE on a piece of paper. If they both write FRIEND, they both get candy. If they both write FOE, neither gets candy. If one writes FOE and one writes FRIEND, the FOE person gets all the candy. Then, facilitate a conversation about the experience after a few rounds with different students.
Dan Tillapaugh	dtillapaugh@ucsd.edu	Collaboration/ Teamwork	Work together for common purpose; build capacity for support of entire team; discussion of how collaboration happens.	Marble, 2 pens, enough cut pieces of PVC piping (various widths/lengths) for each member of the group.	<ul style="list-style-type: none"> Participants must take a piece of piping and figure out a system to get the marble through the piping and into a pail about 50 feet away (or more or less depending on the number of people). Must create order and must start at beginning if marble drops.

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Joe Dulla	jmdulla@lasd.org	Ethics & Decision Making	Have students evaluate a cheating scandal and apply the lessons to ethical leadership dilemmas they face.	Video of 60 Minutes segment, "A Matter of Honor"	<p>1) Have students watch the video segment; 2) Split students into 4-5 groups, each group gets a list of questions about the video - a different list of questions for each group; 3) Each group comes up with answers to their assigned questions; 4) Each group reports out to the class.</p> <p>Sample Questions:</p> <ul style="list-style-type: none"> * What is loyalty * What values were important to the cadets? The admiral? The Navy? * How did acceptance and compliance contribute to the scandal? * At what level could the scandal have been prevented? * Who was responsible for the cheating scandal? * What level of misconduct are you willing to tolerate?
Brian Fitch	bdfitch@lasd.org	Impact of Value Systems	To demonstrate the impact of values on ethics, decision-making, and leadership	Flipchart or whiteboard	<p>Describe in non-specific terms an ethical dilemma involving five parties, as follows:</p> <ul style="list-style-type: none"> • X and B are very much in love, but separated by a raging river too deep to cross. X asks A (who owns the only boat on the river) for transportation across the river. A agrees, but only if X spends the night. X, not wanting to spend the night approaches D (who is friends with A) and asks D to intervene. D refuses to get involved. X agrees and spends the night with A. The next morning, A takes X across the river where X and B are reunited. When B discovers that X spent the night, B throws X out. X approaches C (on the same side of the river as B) and tells the story. C agrees to let X stay as long as necessary with no questions. <p style="text-align: center;"> B C ~~~~~ ~~~~~ (river) ~~~~~ A X D </p>
Robin Orr	raorr@illinois.edu	Listening	Develop listening skills, get good feedback, positive reinforcement for listening	chairs + people	<p>Have people pair up and sit with knees touching Designate one side to listen and one side to speak Outline to everyone the actions of active listening Have speakers talk about a topic for 1 minute – listeners listen Debrief – what is it like to have someone just listen to you?, etc Switch If you have a long line of pairs – have them move so they get to listen to more people Lots of variations on a theme here – get people to share successes in common programs – get people to listen to others and report out about the best successes they heard, etc.</p> <p>Increases the energy in a room Gets people to listen to some they would never listen to if not physically set up like this.</p>
From 2008 Association of Leadership Educators Convention		Communications or Shared Leadership	To create an understanding on how powerful it is to participate in keeping information current	Computer lab with Internet availability	<ul style="list-style-type: none"> • Ask each person to bring as issue/activity found in their community (with digital pictures, if appropriate) • Teach them how to post it on a blog • Everyone has the chance to see their issues posted immediately

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From 2008 Association of Leadership Educators Convention		Decision-making	Developing a better understanding of the complexities of organizational decisions.	Case studies, resource people (depending on situation/case). Data and material to inform decision related to case study.	<ul style="list-style-type: none"> Organization decision-making. When looking at organizational decisions from the outside—the decision made may appear to have been made with little consideration to the impact of the overall organization/institution. I work with upper level administration to develop two scenarios that are real-to-life problems that the organization has addressed or anticipates addressing in the future. The administration also provides the relevant data/materials that the group need to inform their decision-making process. Divide larger group into two groups (use MBTI to form groups). Each group has a trained facilitator to guide the decision using the nominal group process. Approximately ½ a day is used to study the problem and for discussion. The group is charged with identifying a solution and making a presentation to the other group, and eventually administration.
From 2008 Association of Leadership Educators Convention		Time Management		Blocks – Labels with common tasks expected of CEA's. Small plastic food storage boxes with lids. Baggies.	Blocks of Time – written directions available.
From 2008 Association of Leadership Educators Convention		Values (Personal)	Identify personal values, share with class members, and get to know each other, practice creativity.	Lunch Bags (students supply additional materials)	<ul style="list-style-type: none"> Paper Bag Valuables: Day 1--Provide paper Lunch Bags Ask Students to bring the bags back to class on day 2 with objects Objects should symbolize personal values (1 object is enough) Day 2—Have students place bags on table Instructor should participate (include their bag/object) All students also take a bag (not their own) Instructions: Make up a story related to the object that identifies why that object might represent someone's personal values. Tell the story to the class (instructor starts) Guess who you think the bag belongs to Have the actual owner of the bag identify themselves and tell the real story. That person will then tell the story they have created for the bag they drew, etc.
From 2008 Association of Leadership Educators Convention		Recognizing and Valuing Differences	Visually illustrate people are not defined by "one" thing (i.e. race, gender, styles, preferences).	Puzzle Bear (substitute-puzzle).	
From 2008 Association of Leadership Educators Convention		Ethics	Drive home the importance of ethics.	5-6 Ethical situations that students face.	<ul style="list-style-type: none"> Early during semester, ask students what they look for in a leader. <u>Honesty</u> and <u>integrity</u> are always on their lists. Place students in small groups and have them discuss the ethical situations presented. Many of the groups <u>will</u> behave in an unethical manner-serving their own self-interests first. The point is: (1) How can we expect our leaders to behave with integrity when we don't; (2) How can you be ethical in life's big decisions when you aren't in the small decisions? "Integrity is not a 90% or 98% thing. You either have it or you don't." Peter Scortise

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From 2008 Association of Leadership Educators Convention		Service	“How you serve is as important as what you serve	Decorate cake, plates, napkins, fork, apron or towel.	<p>“The Cake Service”</p> <ul style="list-style-type: none"> • Bring in a lovely cake and explain it is to celebrate/recognize the efforts of the group. Pull aside someone to be the server, instructing them to be rude, serve with their hands (not a spatula), not serve certain people, etc. Once the serving is complete, ask the group what they think of the cake. Many will say things such as <i>“I was excited to eat it at first, but then it was served so poorly that I don’t want it any more.”</i> • We may have a great product or program, but if we serve it poorly (i.e. bad attitude, not prepared, rude, arrogant, etc.) no one will want to take advantage of what we are serving. <u>“How you serve is as important as what you serve.”</u> • Note: Provide antibacterial gel for the server to sanitize their hands prior to touching/serving the cake.
From 2008 Association of Leadership Educators Convention		Teamwork	To work together as a team; appreciate others ideas and suggestions; to set goals.	2 sheets, 1 nerf ball	Sheetball—divide group into 2 groups. Each group gets 1 sheet. All members hold an edge of the sheet. Groups need to be at least 1 foot away from each other. Place ball in middle of one sheet. That group needs to get it in the air and over toward the other group. Group 2 needs to catch the ball in their sheet without touching it; then return it to Group 1. The idea is to get the ball back and forth as many times as possible without it falling to the floor. Rules are kept to a minimum as to how they get the ball from one sheet to the other to allow creativity. Groups can set goals if they wish and try to reach them. This can be used with groups as small as 4 people. The best part is that they are one team (2 groups but 1 team working toward a common goal).
From 2008 Association of Leadership Educators Convention		Low-stakes journaling/reflective writing	To become aware of students development of knowledge in regards to class lessons	Journal	Students write specific entries in regard to theories, practices or principles learned, as well as how concepts affect their daily lives. The use of journaling allows students to share what they have learned, or are learning. It also allows them the opportunity to reflect on how the ideas expressed in class are evident in their everyday lives.
From 2008 Association of Leadership Educators Convention		Leadership theories/concepts/ principles	To “pound” in leadership topics covered in class	Over the Hedge video	
From 2008 Association of Leadership Educators Convention		Leadership and Teaming	To work together as a team through the 4 stages of leadership.	Glue, wood, art & crafts stuff, popsicle sticks.	Team-build a “leader ship”. 4 stages: partnership, relationships; companionship, championship. Use materials to build a ship based on any look.
From 2008 Association of Leadership Educators Convention		International perspective in leadership.	Build up international experience as a future leader. Experience leadership in other countries.		Meet leaders from other countries—travel abroad.
From 2008		Ethics	Help students	“What Would You	Each clip places actors in public situations; explores human interactions. Ex: Obese woman

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Association of Leadership Educators Convention			question real reactions to situations requiring ethical decisions	Do?" video clip.	sitting on park bench with men harassing her for her weight. I allow students to see this and write down what they would do and why. Then continue showing the clip and allow them to observe the reactions of others to intervene or ignore the situation. Then I lead a discussion and have the students share their decisions and identify values shaping their ethical decisions.
From 2008 Association of Leadership Educators Convention		Team Learning (Idea from Texas A& M ALED 341 course – Tracy Gatling)	To learn barriers to team development through an interactive hands-on activity and discussions.	Book: The Five Dysfunctions of a Team. Role assignments sheets.	Reading circles
From 2008 Association of Leadership Educators Convention		Stereotypes	Define and identify common stereotypes.	Post its.	15-20 people. Each labels one another, or write down common stereotypes and discuss each. At end of time, place all, post-its in middle and step all over to illustrate that stereotypes “squish” an opportunity to meet/get to know someone from the get go.
From 2008 Association of Leadership Educators Convention		Values	Students will explore their personal values and clarify their importance/relevance to leadership and daily life.	Value cards, play money, core values worksheet.	Students randomly receive written values; go through several rounds of bartering to obtain 3 important values. Discuss process. After barter, students work individually to clarify their core values.
From 2008 Association of Leadership Educators Convention		Personality types		MBTI Profile instrument	Students are given assessment—given their personality type. Break into groups according to profile and asked to solve a corporate problem
From 2008 Association of Leadership Educators Convention		Motivation/Influence	Understand different facets of motivation	Brief article for each student; candy	Broken into 7 groups and asked to read article with instructions aligned to each of 7 different facets of motivation.
From 2008 Association of Leadership Educators Convention		Team Learning		None	Learn to do something.
From 2008 Association of Leadership Educators Convention		Appreciative Inquiry	Positive Approaches to addressing issues	Think Book of Appreciative Inquire—Assorted videos from the AI commons at Case Weston University.	Major challenge is to have student learn to think about their approach as something you do day to day, moment to moment instead of as an <u>event</u> .
From 2008 Association of Leadership Educators		Organizational Learning		5 th Discipline Fieldbook	Students are responsible for leading discussion on each discipline. They also write 5 micro-papers with their definition of the discipline with a couple examples from their own experiences to show they know what they are talking about.

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Convention From 2008 Association of Leadership Educators Convention		Networks (Organizational)	Understanding how networks are similar/different from hierarchies.	Starfish & Spider Book—video from You Tub of one of the authors and resources from the “Connectedness” blog.	
From 2008 Association of Leadership Educators Convention		Org Purpose & Managing Symbols	Understand how people can make assumptions about you based on what they see.	Magazine ads	Look at the ad and identify the org’s purpose, what message the company is trying to send. What do they, the org., value, etc? Do the participants think the company meant to send that message?
From 2008 Association of Leadership Educators Convention		Transfer of Technology	Identify assumptions we make about those with whom we are communicating.	Set of instructions regarding the need to give directions to a hotel in town to a person that has come in to an interview—no verbal or electronic communications once they arrive in town.	Participants write down the directions, then share with group, discuss difference s between routes, assumptions made and how to measure success.
From 2008 Association of Leadership Educators Convention		Team Work (at end of lesson) scavenger hunt	Summarize lessons learned, reflections	Sheet of items to find	Split class into groups. Each group to find items. 1 st group done “wins”. Process how they organized, who lead, strategy, etc.
From 2008 Association of Leadership Educators Convention		Goals (setting and accomplishing	Will send the lesson.		
From 2008 Association of Leadership Educators Convention		Transformational Leadership	Students will develop knowledge and be able to define transformational leadership. Students will be able to analyze music to	Leadership theory notes, selected music, lyrics to selected music. Hand outs.	Students will listen to a selected song and look over lyrics to identify transformational leadership. Small group and class discussion.

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			find transformational components.		
From 2008 Association of Leadership Educators Convention		Transformational Leadership and/or other theories.	To allow students to investigate and locate leaders who were/are transformational (or who are charismatic or other).	Students may use internet, books, or other resources to locate leader info.	Students work in groups and each locate a leader within a certain leadership theory and write a group paper over those leaders, the theory and how the leaders led through that theory.
From 2008 Association of Leadership Educators Convention		Communication & Inclusion	To help students realize the importance of communication and including all group members.	Cards (groups) with letters—including less-used letters, paper, markers.	Human Scrabble <ul style="list-style-type: none"> • Divide larger groups into smaller groups • Give each group member a card with a letter. Ensure that there is someone in the group that has a Q, X, Y, or Z (a less used letter). • Give each group a minutes or two to write down words that they can make from their group's letters. • Process/Reflect--Were all letters included? Did all group members participate? Did a group member get included a lot or not much? How did the X, Q, Y or Z feel? Did they have a role?
From 2008 Association of Leadership Educators Convention		Communication & Leadership	To help students realized the importance of communication.	2-3 rolls of plastic/saran wrap.	Divide group into 2 to 3 smaller groups. Saran wrap groups together. Ask group to move as a group to another destination. Do this a second time without talking. Process—How did activity work while talking? Did not talking make it more difficult? Did a leader emerge? Did you create a plan? How did you feel? Leader? Follower? What did you gain from this activity?
From 2008 Association of Leadership Educators Convention		Vision/Shared Vision	To deepen the understanding of students about vision/shared vision.	Computer / internet access	Vision: www.youtube.com/watch?v=pmmsr7PAhws donkey Shared vision: www.youtube.com/watch?v=CBMQUblzHs%mode=related\$serch donkey & animals
From 2008 Association of Leadership Educators Convention		Team Building & Conflict	Reflect/teach different stages of group development and show how to resolve conflict.	Remember the Titans video, questions/answer sheet	Show video, have students jot down notes during video; reflect and expand after.
From 2008 Association of Leadership Educators Convention		Get Acquainted—for 2 day workshop	Encourage participants (CES Agents) to share	Markers, flip chart paper	Each participant gets a sheet of flip chart paper and divides it into thirds—in one third they <u>draw</u> something they have accomplished and are proud of. Second third draw where they are in their career. In final third draw where they want to be in five years. Hang on wall and 4-5 tell about their page at a time. Before breaks, after breaks, at the start and end of day, etc.
From 2008 Association of Leadership		Setting Priorities in Strategic Planning	Provide students with the skill to facilitate groups in the process	Flip chart paper and pens.	100 votes; multi-voting—ideas are generated by groups and the group uses one of these methods to set priorities. Questions Discussed: What can the university do to improve the experience of freshmen?

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Educators Convention			of setting priorities as in strategic planning, development of plans of work, etc.		
From 2008 Association of Leadership Educators Convention		Practices of Effective Leaders	Demonstrate how leadership can be practiced in a real world situation.	Book— <i>The Leadership Challenge</i> and “The Agenda-Grassroots Leadership” by Polly LaBarre in <i>East Company Magazine</i> , Issue 23, 1999.	Students read this article: http://www.fastcompany.com/magazine/23/grassroots.html In class we compare the actions of Captain Abrashoff to the five practices of effective leadership describe by Kouzes & Posner in <i>The Leadership Challenge</i> .
From 2008 Association of Leadership Educators Convention		Mentorship Program	To help build leadership skills in a safe environment by pairing emerging leaders with proven leaders within the institution.	Interest survey, basics of mentoring materials, interested and committed individuals.	Interested emerging leaders complete a survey about why they want a mentor and what they want to receive from the partnership. The results are used to pair with an institutional leader. The mentoring partnership is for a year. A mentoring partnership contract is developed and signed—includes a “no fault” clause if the partnership doesn’t work. The mentoring pair determines when and how frequently to meet. The mentor is the owners of the process and guides the discussions and the relationship. Outcomes—all of the mentoring partnerships were successful. Many continued after the year contract.
Tanya Judd Pucella	tj002@marietta.edu	Leadership Styles of Principles/ Changing Social Culture	To examine the impact of the leadership style of the principal on school culture and teacher leadership	A variety of Hollywood films that focus on education – Lean on Me, Freedom Writers, Dangerous Minds, etc	Each student is assigned a film. They prepare a film critique in which they examine how various characters fit the definition of teacher leadership we have examined and identify various examples of the leadership style(s) of the principal. Students share clips of the film they were assigned to demonstrate their findings. As we examine the leadership styles of principals, we watch selected clips once and then students act out the scene themselves, changing the style utilized by the principal as illustrated in the clip. The group then leads a short discussion about how this change in style would impact the culture of the school and teacher leadership. The definitions of teacher leadership we use are a collection from practitioners from the Teacher Leaders Network (TLN), an online discussion network, as well as a handful from researchers such as Danielson or Katzenburg and Moller. Send archives please!
Ismayil Khayredinov	ismayilkhayredinov@gmail.com	Political Leadership/ Responsibility	Develop generic leadership skills, demonstrate the “game of politics”	Poster-size paper, markers, etc., background research/ position papers	Lobbying campaign: Choose a controversial subject, e.g. immigration. Ask students to imagine they are proposing a bill of legislation/amending it. Divide them into groups (parties) and assign their political stand on an issue/platform. Have groups design their campaigns and then lobby other parties for support on their stand presenting arguments. There are a million variations on how to organize this. One could be done across the whole school, with different classes as parties.
Scott Sherman	ssherman@transformativereaction.org	Definition of Leadership	To have people experience leadership (or lack thereof), before beginning a discussion on it.	none	It’s called “The City of Hope.” You tell students that the City of Hope has high crime, unemployment, pollution, poverty, etc. They are all citizens of this locality, and they have to choose a replacement for the mayor, who just died. And that’s the entire instruction. The students have to exercise leadership in figuring out how to choose a leader. It leads to a great debrief.

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Laura Seplaki	lseplaki@rider.edu	Effective/ Professional Communication via E-mail	To help college student leaders learn how properly and professionally written communication with their constituents/ administrators can help them succeed in their roles	A poorly written email (grammar mistakes, inappropriate demands, poor subject line, use of techno-jargon) that would be sent to club members or an administrator (i.e. a dean)	Have the students individually correct the email, then have them correct it again with another person. Have them re-write the email and talk about how it is more effective.
Hester Duursema	hersterduursema@hotmail.com	Rhetoric	Speech analysis	Speeches by Mandela, Martin L. King	Ask students to analyze the rhetorics and non-verbal behavior used.
Jill Casten	jcasten@vt.edu	Any	Silent reflection – visual – conversation on any topic	Chalkboard – chalk	Write a question or statement on the board to begin a silent conversation – students take turns writing responses – questions – a dialogue for 10-15 minutes. Teachers use this to introduce a topic as an alternative to verbal discussion. Once conversation has stopped the teacher can process based upon what dialogue took place. Examples: What is leadership? What is culture? Service means... Transformational is v. Transformational isn't
Allen Patty	apatty@gonzaga.edu	Communication and Influence	Get to know your people, listen	3x5 cards	Form – using family occupation, recreation, and message students pair, engage, repair, engage, repair, reengage. Then discuss what they learned about each other, as they would their people. They look for connections, similarities, overcome uneasiness about talking to strangers. Once listening to family, occupation (major), and recreation, the message is a positive statement back to the other about the future of their relationship. Students back brief the class on the experience of asking sincere questions, deep listening, and developing trust and connection. Students may share with others and network with them.
Rich Whitney	rwhitne5@depaul.edu	Definition of leadership and application of the self	Talk about when they decided they were leaders and how they fit the definition of leaders	Strips of paper with a leadership definition (social change model) on one side, blank on the other; scotch tape	<ol style="list-style-type: none"> 1. Discuss what leadership is and how we define it. The social change model can be used also. Then talk about how the SCM defines it and give out the strips. 2. Then discuss when the students realized they were leaders. The point or activity or realization. Discuss these points in small or large group format. 3. Then talk about Mobius strip as a one sided shape and who how the definition and their leadership point really flows into each other.
Paige Haber	phaber@sandiego.edu	Any- good to couple with and assigned reading	Get students to read and think critically about a reading and apply it to their lives.	Students buy a pack of note cards at the beginning of the semester	<p>For each reading in the course students should complete a note card with the following information on it:</p> <ol style="list-style-type: none"> 1. Their name 2. Reading title and author 3. 3 main points 4. 1 interesting thought-provoking sentence from the reading (significant sentences) 5. 1 application to their lives or 1 question <p>Have students use these cards as reference cards for class discussions, collect for credit/points. No need for quizzes!</p>
Angel Acosta	angelacosta16@gmail.com	Multicultural awareness	To make students aware of the impact of language		The whisper activity. Pick four words that represent stereotypes in specific cultures (n-word, b-word, or any other), depending on your context levels, and have one end of the class begin to whisper it to each others' ears until every one gets a chance to receive and whisper a word.

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					Then, talk about the experiences.
Rose Cole	rose.cole@mail.wvu.edu	Trait theory, creative thinking	Identifying positive and negative traits of leaders and examining underlying unconscious assumptions about leadership traits	Poster paper of poster board – the bigger the better; drawing instruments, markers crayons, colored pencils, also if you have them available and have enough time: magazines, newspapers, scissors, glue	“Anatomy of a leader” – have students put together the ideal leader. They should think creatively and use their imaginations to think about every part of their creature – everything they put down on paper should have meaning. Then, they present to the class and unpack what traits they value.
Thomas N. Meriwether	meriwethertn@vmi.edu	Leadership Development Personal Action Plan	Identify leadership strengths and weaknesses and develop action plan for development	Leadership self assessments at individual, group, organizational level.	End product is reflective nine page paper with attachments. Goal: self awareness and development. Source; Leadership Assessment Instruments by T. Meriwether Copely Custom Text.
Carey Walker	carey.walker@us.army.mil	Leading in a multi-cultural environment	Understanding the relationship between, personality, culture, and human nature	Concentration camp scene from bridge over river Kwai where Alex Guinness challenges Japanese CDR on the Geneva Convention, and use of an applicable case study (we use the article “Battle for Guantanamo”)	Need to read the book, “Software of the Mind” by Geert Hofstede as background for the subject.
Joan R. Alabart	joanramon.alabart@urv.cat	Team leader’s development for the 4 th – year Ch.E. students	Reflect on one’s behavior and personality when leading a real team	A team formed by 4-6 first year students, learning journal, personal coach	A personal coaching session per week between team leader and personal coach.
Roger Bent	rogerbent.bent@gmail.com	Introduction to leadership (simulation)	Getting students to understand why they choose the leaders they do	Guide, transportation, food, sleeping bags, journals	Hike, military training course, paint balling, discussion journal. The activity will take place over 2 days, it will be a military training course, students will be encouraged to journal their experiences; these will be shared at the end of the exercise over a bon-fire. Degrees of difficulty!!!
Jeanine Parolini	jeanine@paroline.net	Emotional Intelligence	To help participants/students see their need for EI	Assessments and balloons	Teach content on EI theory, teach on leaders lack of EI, tell a story or two, have them discuss in small groups, do a balloon exercise to demonstrate how EI or lack of EI impacts others.

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			and how the lack of it impacts others		Balloon exercise – leaders with a balloon in between them try to walk. If they are not aware of themselves (EI) and others (EI) the balloons will drop/fall.
Louise Mennen	louise.mennen@mennen-tc.com	Theory	Learn that leadership is hard to classify. Learn what style of leadership fits you most.	Slogans from leaders (formal or informal leaders)	Participants go stand by the slogan they like most. Discuss about why in small groups. At the end the names of the leaders are shown with the slogan.
Tony M.		Skills Approach – Learn to do something new			
Clint Sidle	ccs7@cornell.edu	Leadership theory/ personal style based on Medicine Wheel / Mandala, called The Leadership Wheel	Explore self/ other style/ assessment	Easel and newsprint	Explain archetypes – divide group into homogenous archetypes. Ask 1. what like 2. don't like 3. others need to know – rescore.
Ivana Mrozkova	imrozkova@hotmail.com	LSP Communication	How to share a vision	Camera	Go around city/town and take pictures of a billboard, leaflet, which speaks to you/student and explain why, what makes it attractive...
Bill Evans	evanswf@jmu.edu	Service and Leadership	Discovering the connection between service and leadership by doing service and observing leadership	Partnership with Community Service Learning (CSL) Office at JMU	Completing 40-50 hours of service in community – presenting results to class. My Hour Glass Exercise: Today's date, date of birth, projected date of death. Lower part of hour glass: 4 or 5 people/events that impacted you as a leader. Upper part of the hour glass: 4 or 5 ways you intend to you impact others as a leader.
Rich Koster	joster@depresentatiegroep.nl	Knowing yourself – first impression	Get to know your first impression	Sometimes: video	Introduction – give them adjectives as “positive”, “open”, “thinker”, “practical”, “social”, “trustworthy.” Talk about non-verbal cues. Others know you sometimes better than you yourself. Authentic leadership – how do you come across?
Michael Hackman	mhackman@vccs.edu	What is leadership? / Bad leadership	Have students identify 5 “extraordinary” leaders first individually, then in groups.		Once they are generated (most common names are MLK, Jesus, and Hitler) have groups generate common characteristics of leaders they picked. Then prepare a good lesson on what leadership is and is not.
Abrina Schnurman – Crook	aschnurmancrook@hollins.edu	Conflict Management	Common ground, apology/safety. Joining → problem solving		Fish bowling. Deep listening, Improved listening, None. Pairs/ Back to Back eyes closed 3 min talking each – debrief experience of speaker/listener.
Jesus Sampedro	jesussampedro.2@gmail.com	Conflict resolution in leadership	To get people (real life) to think deeply and reconsider their style	Observers	Two groups are set up to discuss over an issue that a third group freely present. Each group has a positive or negative view, usually their feedback to presenters irritates presenters. Discuss reactions.
Marinelda Cartaya	cartayaf@yahoo.com	Personal Mission (Personal Leadership)	To discover the inner passion, values, beliefs, strengths, of	Paper	To write an autobiography describing your entire path and at the end you will come out with your life purpose and mission. Then you will exchange the paper with two classmates. They will make an overview on a resume with your common strengths and weakness.

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			the person		The exercise will establish new bonds between the classmates making the classroom friendlier beside to discover the student mission statement.
Daunt Casoinic	adcasoinic@hotmail.com	Developing (good quality) relationships with leaders and followers	Define the dimensions of exchange relationships between leaders and their subordinates of various backgrounds	Videos, supporting literature, real cases	Lecture and case studies and presentations.
Br Nathaniel Haslam LC	nhaslam@legionaries.org	Teamwork	To teach students how to work as a team both in theory and practice	1. Offsite location (meeting space) 2. Kitchen with food 3. Idea and materials for "Angel for Day" food project	We took students to a private village in Tuscany for 4 days. Leadership and teamwork was taught in theory by planning out "Angel for Day" food/ Amusement Park Day for poor children. Setting goals, program/guide/calendar were all part of it. Practically, we helped them learn the essence of leadership by assigning guys to cook one meal the girls another. Students also had to organize cleaning and washing dishes. The point was that they learn by doing. Other lessons: drinking → offsets group; staying up late → offsets group; being over doing
Bonnie Pribush	bpribush@franklincollege.edu	Collaboration	Communication, group attitudes, keeping sight of common purpose	4 bags of lego's – in each bag enough to build a small car.	Tell class the object is to have a race. Say this 3 times in different ways. One rule – each driver must have a car to roll down a table. After a few minutes pull a person from each group and give the new group a driver – but no other materials. There cannot be a race unless they make a car.
Osteen	osteen@fsu.edu	L.I.D.	Understanding independent journey through LID	Student choice/ small class	Students read model/theory – creating create physical/usual model of your development and experiences within and transitions between the stages. Previous examples include poems, photo scrap books, musical mash-ups... Students present to each other and give/offer feedback on next experiences/transitions necessary to continue development.
Penny Pennington Weeks	penny.weeks@okstate.edu	Leadership theory. Example: individuals make better decisions vs. groups make better decisions	High student involvement, student research literature, evaluation and analysis of current topics being studied in class	Students	Debate (student assignment) – works great F2F or online!
Frank Evers	jf.evers@windesheim.nl	Feedback	In what situation is assertive becoming angry	None	In a group, everyone picks something personal from one other and he wants to get it back → productive / non-productive
Jill Hufnagel	jhufnagel@hollins.edu	Personal, cultural awareness	Help participants understand the lens they bring to their view of others/their relationships/ the world	Various types of paper – colors/ patterns – scissors/glue/ willingness to participate and explore	Participants craft their lens, considering size/ shape/ color and then share with group and explain.
Doug Berg	doug.berg@twu.ca	Importance of	Have students		Debate: in groups of 4, 2 students prepare to debate and support the statement. Everything

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		leadership / citizenship	evaluate the importance of leadership in relation to followership		rises or falls on the basis of leadership. 2 other students argue for the opposite, that the very problem is an emphasis on leadership rather than citizenship (Peter Block). One student speaks for two minutes in support, one student for two minutes opposed. Next student 2 minutes in favor, last student for 2 minutes opposed. Then students interact with each other continuing to debate for a limited amount of time or dialogue together about where they would come out as a group on the issue. Then have a debriefing time together as a class.
Shawna LaFreniere	slafreniere@apu.edu	Leadership Communication	Communication without words	30-piece set of thinker toys for each group of 4 to 6.	Each group has 10-15 minutes to build a spaceship without using rods. After 15 minutes, the process of communication is debriefed. Topics include: frustration, team-building, collaboration, assumptions, joy, leader/follow relationship
Kabini Sanga	kabini.sanga@vuw.ac.nz	Conceptualizations of leadership	To capture students creations of leadership	Stories of leadership (of people they know). Any other materials	<ol style="list-style-type: none"> 1. Have students read/share/tell stories of leaders/leadership 2. Have students create a collage/model/artifact which represents their conceptualization 3. Have students write (2 pages) on their conceptualization 4. Have students show their models and about to class 5. (optional) If grading is necessary, give students full marks for doing the activity
Trish Bergin	trish@berginconsulting.com.au	Self-awareness/ My leadership "origins"	To explore how our early experiences, relationships formed our current leadership practice	A3 paper, colored pencils, pens, stickers (optional)	Being by looking at the biography of a great leader (in the context of the group). Then ask participants to draw a timeline of their life – different colors for different phases (school/ university/ 1 st job). Note the influences. Interpret how these have impacted on my leadership style.
Gary Lemaster	glemaster@apu.edu	General leadership theory and application	Provide a rich context for discussing leadership		Spontaneously we attended a relevant Movie together in the theater. For example, last spring we went to see Star Trek together. Following the class in our subsequent class(es) we debrief the learning from the film
Melanie Humphreys	melanie.humphreys@wharton.eaton.edu	Draw leadership – define leadership	Understanding our own paradigms of leadership	Large pieces of chart paper, markers	Ask students to draw leadership – all come with different concepts, paradigms are not often apparent of vocalized. Powerful opportunity for discussion.
Carol Sawyer	csawyer@laverne.edu	Leadership dynamic	Enhance respect for followers' role	Ira Chaleff's book, <u>The Courageous Follower</u>	Using a variety of children's construction toys (tinker toys, etc) – build a leader or a follower and then describe. Meets Howard Gardner's aesthetic, "hands-on", and "social" learning entry points.
Philip T. Willburn	willburnp@saic.com	Creating leadership vision	Help executives develop and articulate a leadership vision	Camera, interview guide, playback mechanism, attributes of good visions, videos of other leaders doing visions	Interview each participant, ask vision, playback vision in-group, peer debrief, show videos of other leaders, repeat 3 times.
Philip T. Willburn	willburnp@saic.com	Feedback and awareness	To keep receiving peer/team feedback offer a 360 assessment	www.rypple.com	After formal 360, create feedback through rypple to ask for follow-up and continuous feedback. Like twitter feedback.