

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

Name	Email Address	Leadership Topic	Objective	Needed Materials	Activity Directions
Geri Girardin	<a href="mailto:geri1@cox.net">geri1@cox.net</a>	Teams & Diversity	Help students to move to a place of greater understanding	Notebook	<ul style="list-style-type: none"> <li>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.</li> </ul>
Tom Matthews	<a href="mailto:matthews@geneseo.edu">matthews@geneseo.edu</a>	Negotiation Skills	Introduction to negotiation	A wrapped small box	<ul style="list-style-type: none"> <li>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</li> </ul>
Brian Dennis	<a href="mailto:bdennis@cmc.edu">bdennis@cmc.edu</a>	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"> <li>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.</li> </ul>
Gabrielle Wood	<a href="mailto:gabrielle.wood@cnu.edu">gabrielle.wood@cnu.edu</a>	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"> <li>"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 &amp; the lessons learned.</li> </ul>
Yael Hellman	<a href="mailto:yhellman@pacbell.net">yhellman@pacbell.net</a>	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"> <li>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.</li> <li>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.</li> <li>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.</li> <li>A twist- have three different volunteers and the same picture. The first volunteer does 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 2<sup>nd</sup> set of instructions. Then the 3<sup>rd</sup>. Discuss differences.</li> </ul>
Robert McManns	<a href="mailto:robert.mcmanus@marietta.edu">robert.mcmanus@marietta.edu</a>	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	\$20 of basic food stuff- peanut butter, crackers, ramen noodles, etc.	<ul style="list-style-type: none"> <li>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</li> </ul>

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			these types of leadership styles		
Julie Chase	<a href="mailto:julie.chase@unc.edu">julie.chase@unc.edu</a>	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"> <li>Synchronized Community- Google it for complete instructions</li> </ul>
Julie Chase	<a href="mailto:julie.chase@unc.edu">julie.chase@unc.edu</a>	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"> <li>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</li> </ul>
Paige Haber	<a href="mailto:phaber@sandiego.edu">phaber@sandiego.edu</a>	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"> <li>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)</li> <li>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 2<sup>nd</sup> book.</li> <li>Facilitate how their perspectives changed throughout the activity and how their perspectives changed. What can the story say about Systems Thinking?</li> </ul>
Cary Kemp	<a href="mailto:cary.kemp@opm.gov">cary.kemp@opm.gov</a>	Influence/ Power	Bases of power	A friend or colleague- someone your students don't know	<ul style="list-style-type: none"> <li>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 &amp; ask the students why they are following the instructions of a perfect stranger;</li> <li>If anyone questions the colleague, he or she should say "I need you to do as you're told"</li> </ul>
Carolyn Roper	<a href="mailto:roper@pnc.edu">roper@pnc.edu</a>	Who are leaders? How do they differ?	Demonstrate that group ideas enhance and expand individual ones; identify leader behaviors; categorize kinds of leader behaviors		<ul style="list-style-type: none"> <li>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.</li> </ul>
Carolyn Roper	<a href="mailto:roper@pnc.edu">roper@pnc.edu</a>	Teamwork: Resolving conflict within and between teams	Use conflict to encourage team cooperation in two different venues		<ul style="list-style-type: none"> <li>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.</li> </ul>
Tom Matthews	<a href="mailto:matthews@geneseo.edu">matthews@geneseo.edu</a>	Leadership Concepts	Introduce students to	Quotes from a	<ul style="list-style-type: none"> <li>Post the quotes around the room at eye level with post-it notes covering the name of the</li> </ul>

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			new ways of thinking about leadership	wide variety of famous people	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	<a href="mailto:mlbaran@stritch.edu">mlbaran@stritch.edu</a>	Achieving Styles (ie, how one achieves goals)	Understand The Connective Edge Behavior Model	The Connective Edge Behavior Model	<ul style="list-style-type: none"> <li>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 <a href="http://www.achievingstyles.com/leadership/books.asp">http://www.achievingstyles.com/leadership/books.asp</a></li> </ul>
Mette L. Baran	<a href="mailto:mlbaran@stritch.edu">mlbaran@stritch.edu</a>	Getting to know their personal leadership style (PLS)	Write their PLS in one sentence		<ul style="list-style-type: none"> <li>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.</li> </ul>
Tamara L. Burk	<a href="mailto:tburk@columbiasc.edu">tburk@columbiasc.edu</a>	Leadership in Action (Capstone Course; Leadership Minor)			<ul style="list-style-type: none"> <li>"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.</li> </ul>
Daniel Ostick	<a href="mailto:dostick@umd.edu">dostick@umd.edu</a>	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"> <li>Broken Squares (or Broken Circles) (activity can be found at <a href="http://www.stanford.edu/class/ed284/csb/Broken/BC&amp;Stext.doc">http://www.stanford.edu/class/ed284/csb/Broken/BC&amp;Stext.doc</a>). groups put together squares from pieces, but can't accomplish the group task without collaborating, although this means that some have to give up pieces they THINK they need to make their own squares.</li> </ul>
Daniel Ostick	<a href="mailto:dostick@umd.edu">dostick@umd.edu</a>	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"> <li>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.</li> </ul>
Dan Tillapaugh	<a href="mailto:dtillapaugh@ucsd.edu">dtillapaugh@ucsd.edu</a>	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"> <li>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.</li> </ul>
Joe Dulla	<a href="mailto:jmdulla@lasd.org">jmdulla@lasd.org</a>	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"> <li>* What is loyalty</li> <li>* What values were important to the cadets? The admiral? The Navy?</li> <li>* How did acceptance and compliance contribute to the scandal?</li> <li>* At what level could the scandal have been prevented?</li> <li>* Who was responsible for the cheating scandal?</li> </ul>

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Brian Fitch	<a href="mailto:bdfitch@lasd.org">bdfitch@lasd.org</a>	Impact of Value Systems	To demonstrate the impact of values on ethics, decision-making, and leadership	Flipchart or whiteboard	<p>* What level of misconduct are you willing to tolerate?</p> <p>Describe in non-specific terms an ethical dilemma involving five parties, as follows:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p style="text-align: center;">           B                      C            ~~~~~            ~~~~~ (river)            ~~~~~            A    X    D         </p>
Robin Orr	<a href="mailto:raorr@illinois.edu">raorr@illinois.edu</a>	Listening	Develop listening skills, get good feedback, positive reinforcement for listening	chairs + people	<p>Have people pair up and sit with knees touching</p> <p>Designate one side to listen and one side to speak</p> <p>Outline to everyone the actions of active listening</p> <p>Have speakers talk about a topic for 1 minute – listeners listen</p> <p>Debrief – what is it like to have someone just listen to you?, etc</p> <p>Switch</p> <p>If you have a long line of pairs – have them move so they get to listen to more people</p> <p>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</p> <p>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"> <li>Ask each person to bring as issue/activity found in their community (with digital pictures, if appropriate)</li> <li>Teach them how to post it on a blog</li> <li>Everyone has the chance to see their issues posted immediately</li> </ul>
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"> <li>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.</li> <li>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</li> </ul>

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					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"> <li>• Paper Bag Valuables:</li> <li>• Day 1--Provide paper Lunch Bags</li> <li>• Ask Students to bring the bags back to class on day 2 with objects</li> <li>• Objects should symbolize personal values (1 object is enough)</li> <li>• Day 2—Have students place bags on table</li> <li>• Instructor should participate (include their bag/object)</li> <li>• All students also take a bag (not their own)</li> <li>• Instructions:</li> <li>• Make up a story related to the object that identifies why that object might represent someone’s personal values.</li> <li>• Tell the story to the class (instructor starts)</li> <li>• Guess who you think the bag belongs to</li> <li>• Have the actual owner of the bag identify themselves and tell the real story.</li> <li>• That person will then tell the story they have created for the bag they drew, etc.</li> </ul>
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"> <li>• Early during semester, ask students what they look for in a leader. <u>Honesty</u> and <u>integrity</u> are always on their lists.</li> <li>• 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.</li> <li>• 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</li> </ul>
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"> <li>• 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></li> <li>• We may have a great product or program, but if we serve it poorly (i.e. bad attitude, nor prepared, rude, arrogant, etc.) no one will want to take advantage of what we are serving. “<u>How</u> you serve is as important as <u>what</u> you serve.”</li> </ul>

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					<ul style="list-style-type: none"> <li>Note: Provide antibacterial gel for the server to sanitize their hands prior to touching/serving the cake.</li> </ul>
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 Association of Leadership Educators Convention		Ethics	Help students question real reactions to situations requiring ethical decisions	“What Would You Do?” video clip.	Each clip places actors in public situations; explores human interactions. Ex: Obese woman 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

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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 Convention		Organizational Learning		5 <sup>th</sup> 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.
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	

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				"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 differences 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 <sup>st</sup> 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 find transformational components.	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.
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.

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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"> <li>• Divide larger groups into smaller groups</li> <li>• 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).</li> <li>• Give each group a minutes or two to write down words that they can make from their group's letters.</li> <li>• 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?</li> </ul>
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: <a href="http://www.youtube.com/watch?v=pmmsr7PAhws">www.youtube.com/watch?v=pmmsr7PAhws</a> donkey Shared vision: <a href="http://www.youtube.com/watch?v=CBMQUblzHs%mode=related\$serch">www.youtube.com/watch?v=CBMQUblzHs%mode=related\$serch</a> 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 Educators Convention		Setting Priorities in Strategic Planning	Provide students with the skill to facilitate groups in the process of setting priorities as in strategic planning, development of plans of work, etc.	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?
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	Students read this article: <a href="http://www.fastcompany.com/magazine/23/grassroots.html">http://www.fastcompany.com/magazine/23/grassroots.html</a> 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> .

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				Leadership” by Polly LaBarre in <i>East Company Magazine</i> , Issue 23, 1999.	
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	<a href="mailto:tj002@marietta.edu">tj002@marietta.edu</a>	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	<a href="mailto:ismayilkhayredinov@gmail.com">ismayilkhayredinov@gmail.com</a>	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	<a href="mailto:ssherman@transformationaction.org">ssherman@transformationaction.org</a>	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.
Laura Seplaki	<a href="mailto:lseplaki@rider.edu">lseplaki@rider.edu</a>	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	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.

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				an administrator (i.e. a dean)	
Hester Duursema	<a href="mailto:hesterduursema@hotmail.com">hesterduursema@hotmail.com</a>	Rhetoric	Speech analysis	Speeches by Mandela, Martin L. King	Ask students to analyze the rhetorics and non-verbal behavior used.
Jill Casten	<a href="mailto:jcasten@vt.edu">jcasten@vt.edu</a>	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	<a href="mailto:apatty@gonzaga.edu">apatty@gonzaga.edu</a>	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	<a href="mailto:rwhitne5@depaul.edu">rwhitne5@depaul.edu</a>	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"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>
Paige Haber	<a href="mailto:phaber@sandiego.edu">phaber@sandiego.edu</a>	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"> <li>1. Their name</li> <li>2. Reading title and author</li> <li>3. 3 main points</li> <li>4. 1 interesting thought-provoking sentence from the reading (significant sentences)</li> <li>5. 1 application to their lives or 1 question</li> </ol> <p>Have students use these cards as reference cards for class discussions, collect for credit/points. No need for quizzes!</p>
Angel Acosta	<a href="mailto:angelacosta16@gmail.com">angelacosta16@gmail.com</a>	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. Then, talk about the experiences.
Rose Cole	<a href="mailto:rose.cole@mail.wvu.edu">rose.cole@mail.wvu.edu</a>	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	"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.

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				them available and have enough time: magazines, newspapers, scissors, glue	
Thomas N. Meriwether	<a href="mailto:meriwether@vmi.edu">meriwether@vmi.edu</a>	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	<a href="mailto:carey.walker@us.army.mil">carey.walker@us.army.mil</a>	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	<a href="mailto:joanramon.alabart@urv.cat">joanramon.alabart@urv.cat</a>	Team leader's development for the 4 <sup>th</sup> – 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	<a href="mailto:rogerbent.bent@gmail.com">rogerbent.bent@gmail.com</a>	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	<a href="mailto:jeanine@paroline.net">jeanine@paroline.net</a>	Emotional Intelligence	To help participants/students see their need for EI and how the lack of it impacts others	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.  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	<a href="mailto:louise.mennen@mennen-tc.com">louise.mennen@mennen-tc.com</a>	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			

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		something new			
Clint Sidle	<a href="mailto:ccs7@cornell.edu">ccs7@cornell.edu</a>	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	<a href="mailto:imrozkova@hotmail.com">imrozkova@hotmail.com</a>	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	<a href="mailto:evanswf@jmu.edu">evanswf@jmu.edu</a>	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	<a href="mailto:joster@depresentatiegroep.nl">joster@depresentatiegroep.nl</a>	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	<a href="mailto:mhackman@vccs.edu">mhackman@vccs.edu</a>	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	<a href="mailto:aschnurmancrook@hollins.edu">aschnurmancrook@hollins.edu</a>	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	<a href="mailto:jesussampedro.2@gmail.com">jesussampedro.2@gmail.com</a>	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	<a href="mailto:cartayaf@yahoo.com">cartayaf@yahoo.com</a>	Personal Mission (Personal Leadership)	To discover the inner passion, values, beliefs, strengths, of the person	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. The exercise will establish new bonds between the classmates making the classroom friendlier beside to discover the student mission statement.
Daunt Casoinic	<a href="mailto:adcasoinic@hotmail.com">adcasoinic@hotmail.com</a>	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.

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Br Nathaniel Haslam LC	<a href="mailto:nhaslam@legionaries.org">nhaslam@legionaries.org</a>	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	<a href="mailto:bpribush@franklincollege.edu">bpribush@franklincollege.edu</a>	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.
Laura Osteen	<a href="mailto:osteen@fsu.edu">osteen@fsu.edu</a>	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	<a href="mailto:penny.weeks@okstate.edu">penny.weeks@okstate.edu</a>	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	<a href="mailto:jf.evers@windesheim.nl">jf.evers@windesheim.nl</a>	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	<a href="mailto:jhufnagel@hollins.edu">jhufnagel@hollins.edu</a>	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	<a href="mailto:doug.berg@twu.ca">doug.berg@twu.ca</a>	Importance of leadership / citizenship	Have students evaluate the importance of leadership in relation to followership		Debate: in groups of 4, 2 students prepare to debate and support the statement. Everything 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	<a href="mailto:slafreniere@apu.edu">slafreniere@apu.edu</a>	Leadership Communication	Communication without words	30-piece set of thinker toys for	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,

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				each group of 4 to 6.	assumptions, joy, leader/follow relationship
Kabini Sanga	<a href="mailto:kabini.sanga@vuw.ac.nz">kabini.sanga@vuw.ac.nz</a>	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"> <li>1. Have students read/share/tell stories of leaders/leadership</li> <li>2. Have students create a collage/model/artifact which represents their conceptualization</li> <li>3. Have students write (2 pages) on their conceptualization</li> <li>4. Have students show their models and about to class</li> <li>5. (optional) If grading is necessary, give students full marks for doing the activity</li> </ol>
Trish Bergin	<a href="mailto:trish@berginconsulting.com.au">trish@berginconsulting.com.au</a>	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 <sup>st</sup> job). Note the influences. Interpret how these have impacted on my leadership style.
Gary Lemaster	<a href="mailto:glemaster@apu.edu">glemaster@apu.edu</a>	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	<a href="mailto:melanie.humphreys@wharton.eaton.edu">melanie.humphreys@wharton.eaton.edu</a>	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	<a href="mailto:csawyer@laverne.edu">csawyer@laverne.edu</a>	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	<a href="mailto:willburnp@saic.com">willburnp@saic.com</a>	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	<a href="mailto:willburnp@saic.com">willburnp@saic.com</a>	Feedback and awareness	To keep receiving peer/team feedback offer a 360 assessment	<a href="http://www.rypple.com">www.rypple.com</a>	After formal 360, create feedback through rypple to ask for follow-up and continuous feedback. Like twitter feedback.