

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
Thomas Stanley	tstanley@kansasleadershipcenter.org	Work across factions	Help people see differences between factions and diagnose values, loyalties, and potential losses.	Current newspaper	Have each student choose an article and surface the different groups/factions. Have them fill out a faction map. Values- things they care about deeply. Loyalties- people, places, or ways of doing things for which they are loyal. Losses- what they might lose if someone else make progress. Factions- individuals or groups who share values, loyalties, and losses.
Thomas Stanley	tstanley@kansasleadershipcenter.org	Speaking from the Heart	Help develop the skill of speaking from heart.	Piece of paper	Have them write down their top three (difficult to rea
David Hellshon	hells.077@umn.edu	Engagement skill	Activating others	None	A leader is chosen for an activity: A long sentence is revealed on the screen that is obviously in another language. The leader is in charge of getting the class to translate what is on the screen by using the current and new translator on board. Some cheats: No one in the class- except the leader can talk
Jill Arensdorf	jarendorf@fhsu.edu	Motivation Theory	Learn to apply the motivation theories to the students' lives.	None	Go over the theories in class and then give students the opportunity to develop their own model. Then they depict their model using something important/interesting in their lives. Test their model using it on someone else and then tweak their model and reflect.

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Jill Arensdorf	jrarensdorf@fhsu.edu	Conflict Resolution Styles	Identify	Deck of cards	Each card cut in 4 + split the pieces into 5 envelopes. In each envelope also include a resolution style. The goal (in 5 groups) is to get as many complete cards as you can (using the assigned conflict resolution style). Process how different styles accumulated (or didn't) reach the goal.
Marg Yaroslaski	margy@dc3.edu	Resources, resist change	Create some discomfort	None	Pairs-look at each other for 30 seconds, turn back and change 5 things about appearance, turn back around and identify changes, repeat 5 x. 1. Did you share resources or just look away? 2. How quickly did you refer to starting place?
Marg Yaroslaski	margy@dc3.edu	Values	Help people clarify values and pro develop	Small ruler, brown bag, mail labels	1) people use small sheets to list values, discuss. As facilitators choose a couple sheets from people with or without permission. Discuss and tear up, discuss how that felt. 2) Give everyone a paper bag to put values in. Give them tools to allow then to close bag. People may tape, staple, fold or all. 3) Gather all bags, give all participants a sheet of labels, have them write the worst possible insult on the label, provide enough labels for all participants (i.e. same insult 12 x). 4) participants pick up bag and move into accountability groups to discuss. We may or may not store responses. 5) introduce concept of being triggered, how it happens and why it impacts our work <ul style="list-style-type: none"> - Was anyone triggered? - What are possible issues? 6) Teaching ABC's when triggered <ul style="list-style-type: none"> - Acknowledge being triggered - Breathe calmly - Make Conscious choices on how to proceed

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Marg Yaroslaski	margy@dc3.edu	Use of teams, competition	Help increase team building and competitive nature	Legos- 1 model and several sets same as model	Model placed in sets/row. Each team given the task to replicate model exactly as seen, told it is a competition, each team can send one member at a time, no images or pen/paper. Partway through start switching models around, this offers many opportunities for discussion about how teams functions. At the end of the competition, find out how well the team worked together, not who got done the fastest.
Leah F. Gallant	laflynn@mit.edu	Personal values	Address/Begin to build self-awareness on participants' personal values	Personal values cards (can be found online)	Everyone receives a pack of values cards (50 total). Participants asked to choose 10 they hold "dear" or important They narrow to five values, share in pairs why values are important and why they chose those.
Leah F. Gallant	laflynn@mit.edu	Kouzes/Posner- 5 exemplary practices- Intro to LPI (Leadership Practices Inventory)	Introduce students to 5 practices while acknowledging their own experiences.	PPT	Ask students to recall a time they were at their personal best and what practices and behaviors they recall during that time. Great for student trainings, share in small groups. Then report in large group/look for common practices/themes present in student responses to K&P practices.
Linnette Werner	wern0065@wmn.edu	Giving feedback and making data driven decisions.	Students learn to give feedback in ways that ally w/authority and learn to use feedback data	Mid-semester evals to make leadership decisions	Give the required end of semester evaluation as a mid-semester evaluation (usually shorter and more targeted than the end of semester eval). Remind students what the elements of "good feedback" are. Bring the results (compiled and w/o student names) and share with class verbatim.
Linnette Werner	wern0065@wmn.edu	Systems thinking	To understand reinforcing loops.	Random items that people can toss to each	Have students stand in a circle and tell them to toss the ball to someone not next to them until everyone has a turn then have them do it again the same way, but

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Linnette Werner	wern0065@wmn.edu	Systems thinking	To understand reinforcing loops.	other (balls, bean bags, rubber chickens).	faster. Then keep throwing more balls into the circle, the more competent people are the more random items you give them to throw to people. Eventually, the circle will start dropping more items than they catch. Once it falls apart, debrief the stages of reinforcing loops from startup to capacity of failure.
Josh OConnor	joconnor@orl.ucla.edu	Change of Behaviors/Leadership skills	Think outside the box	Bags of balloons, blue tape per group.	Have students count off by 4's, create 4 groups. Each group has 20 minutes. <ul style="list-style-type: none"> - Did they work together? - What were the roles of the groups?
Josh OConnor	joconnor@orl.ucla.edu	Any model/concept/theory	Educating about a topic, concern, or concept	Laptop/projector	Jeopardy, Family Feud, Battleship, Deal or No Deal, Madlibs, Hollywood Squares, Millionaire, 10, 000 pyramid. Download games, break into teams, play, have fun and learn (Google game show templates).
Donnette Noble	dynoble@roosevelt.edu	Negotiation "Bigger or Better"	Learn about the power of persuasion and negotiating for mutual benefit	Paper clips to start	Divide students into groups. Give each group a paper clip and each group leaves the classroom and trades for bigger and better items within a specified time frame and then the class votes on the "best item".
Donnette Noble	dynoble@roosevelt.edu	Social justice and diversity	Increase awareness surrounding the issues of social justice and diversity = increased empathy and understanding, etc.	Any art supplies (music, paper, digital images, paint, etc)	Students develop projector of their choice that is reflective of same issue related to diversity or social justice.
Natalie Coers	ncoers@ufl.edu	Power of positive feedback	Discuss the impact of our attitude on others.	YouTube	Show the YouTube short film "validation" and discuss the implications of attitude on others in our daily activities (warning: cheesy music)

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Natalie Coers	ncoers@ufl.edu	Systems thinking	Interactive application of putting pieces of a system together.	Sprocket/cog set & case study	Provide case study and individual assignments for individual sprocket brief instructions for determining the needed process to fulfill a task, debrief process.
Joe Curtin	j.curtin@northeastern.edu	Path-goal theory and situational leadership (this process is published in "Action Learning in Virtual Higher Education: Applying Leadership Theory" in Mary 2016 of Action Learning Research and Practice	Apply leadership theory/model using action learning.	Questionnaires	Students select a real-world problem to attempt to resolve and attempt to apply path-goal theory and situational leadership while using action learning.
Joe Curtin	j.curtin@northeastern.edu	Same as #1 but F2F	Could attempt to apply different institutional leadership with other students (select a real problem to solve)	Questionnaires	Assign duties to other team members in class. Would have to be creative in problem selection.
Matthew Sowcik	sowcik@ufl.edu	Power/influences	Get someone to come get chocolate	Chocolate	Get 10 pieces of chocolate on a plate, make students go out and find people to eat it.
Gayle Spencer	gspencer@illinois.edu	Openness	To show how to be open and not judge	None	Yes, and (from the Business Improv book by Vol Ope)

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John Lubker	lubker.2@ncl.edu	Values clarification	Values clarification; trust; storytelling	K&P leadership challenge value cards	Groups of 4. Each participant draws a card and discusses a time/experience where they prioritized this value. All 4 share card, shuffle, and repeat
John Lubker	lubker.2@ncl.edu	Unequal Power Dynamics	See how power affects leadership; negotiations for resources	Poker chips, paper bags, time (75 mins)	3 groups of uneven power; negotiations.
Bill Smedick	smedick@jhu.edu	Working in teams	Develop Team Compact	Hand out Team Compact elements- Facilitator's guide	Team project groups start Team Compact, finish outside of class, present the next week (2nd week of class).
Bill Smedick	smedick@jhu.edu	Social Entrepreneurship	Motivate to learn	Work on Purpose Book- Jigsaw puzzle	Students read one of 5 stories in book and must be prepared to teach others- use jigsaw puzzle for direction, groups meet next class-one of each story shared, fill out puzzle.
David Hellshon	hells011@umn.edu				
Golda Eldridge	geldridg@umw.edu	Ethical leadership	Develop critical thinking	Movie clips	<ol style="list-style-type: none"> 1) Have students review discussion questions identify themes to discuss 2) Watch entire video clip 3) Have students write short response to what they saw 4) Discuss their reactions to the video clip 5) Follow-up: Students write a reflection on their perspective on ethical leadership in light of what they saw and discussed. <p>Small group (10-15) students are given a task to perform</p>

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Golda Eldridge	geldridg@umw.edu	Communication	Understand variety of communication skills	None	as a team. Instructions include limitations on communication (verbal only). Students are then permitted to attempts to solve the problem. Additional restrictions on communication are introduced impeding success (on students allowed to speak). After they solve the problem or time runs out, discuss success or failure and how communication in all forms, verbal, nonverbal affected them.
Justin Greenleaf	jpgreenleaf@fhsu.edu	Power (unequal resources)	Learn about Power/Influence	Packets of unequal resources	Each packet has different resources, all the same task. Teams must work together in mutually aggressive ways for accomplishing the task. One team that has the fewest resources also has secret (confidential) information needed to complete the task. Discuss how the French & Raven power steps come into play along with influence at the end.
Justin Greenleaf	jpgreenleaf@fhsu.edu	Creativity- forced relationship	Learn to develop new/innovative ideas	Dictionary	Choose a word at random from the dictionary. Have students list out all the attributes of that word. Then force those attributes onto a problem or issue in the hopes of identifying a new way to approach/address the issue. Repeat as necessary until new idea is found. Not every word will work.
A Dollisso	dollisso@iastate.edu	Transactional Leadership model	Students will be able to identify the assumptions Students will be able to identify the appreciation of the Transactional model	PPT, paper, pen, etc	Each student will be asked to ID pros & cons of each model, gather those thoughts and post on the board

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A Dollisso	dollisso@iastate.edu	Student selected topic	Analysis Implementation Presentation	Varied student by student	Describe and practice SWOT Analysis, lay out Implementation plan, Rubric, etc.
Kayla Sherman & Gloria Gonzales	kayla.thomas@ttu.edu gloria.gonzales@ttu.edu	Servant Leadership	Provide students a framework (acronym) for planning a new service activity	Poster or handout with S.M.I.L.E acronym, writing utensil	<ol style="list-style-type: none"> 1) Explain framework using a common and interactive example. 2) Allow students time to practice the process using a service activity they are personally passionate about. 3) Share individual/group service ideas. <ul style="list-style-type: none"> - S= Situation (What is the need?) - M= Mission (What is the purpose?) - I= Ideas (Brainstorm) - L= Logistics (Who, What, When, Where?) - E=Execute & Evaluate (Just Do It! Did it work? Did you like it? Would you recommend this to a friend?)
Kayla Sherman	kayla.thomas@ttu.edu	Belonging- I am a part- Lesson Title: "Left Out"	Students will experience belonging, as well as being left out, in a comfortable environment to allow for exploration of feelings and provoke conversation related to the important role all leaders assume in helping others feel a sense of belonging.	Large open area (gym or outside play area); items to indicate a boundary (i.e. tapes, cones, chairs, natural boundaries)	The facilitator will gather all students together in a large group within the boundaries. Students will be instructed to move around within the boundaries (they can do a fast walking pace or run depending on the boundary size). The facilitator will call out a number; students will then link arms with that number of students (i.e. facilitator calls 4, 4 students hook arms and stand still indicating they are a team). Any students not linked with a team are "left out", meaning they must stand outside the boundary. The game continues until 2 students remain at the end. Several rounds of the game can be played to allow each student the opportunity to feel included and to feel left out. Pay attention to reactions students have during the game. Did they leave out their best friend in order to stay in the game? Help them parallel this concept to their daily lives and roles as leaders!

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Gloria Gonzales	gloria.gonzales@ttu.edu	Mission & Purpose - I know what I want to achieve and why- Lesson Title: "Jumper"	Students will explore the differences between accomplishing goals independently and as a part of the team.	Large open area (gym or outside play area); cones or other method of marking a start and end point.	Using cones, a facilitator will set up a start and finish point approximately 40 yards apart. Students will be separated into 3 teams. They will remain in this spot. The next person in line will stand next to them and complete their individual jump. Process continues until all members of the team have contributed a jump. Make note of how close each team came to reaching the end point. Round 2) Separate students into 2 teams; complete the same process. They should get closer to an end point. Round 3) All students join one team; complete the same process. This time they should reach their goal, demonstrating that while each person contributed one jum, they needed every person in order to achieve their goal!
Katie Friesen	kfriesen@iastate.edu	Active Listening	Behaviors that model A.L and those that don't	PPT with behavior prompts	Eye contact, physical behavior, asking irrelevant questions. Explanation <ul style="list-style-type: none"> - Have students pair up, once student with their back to the monitor and the other facing their partner - Choose a topic for the student with their back to the monitor to talk about. - Have the other student mimic the bad behavior on the PPT - Debrief the behavior and the effect on leadership.
Katie Friesen	kfriesen@iastate.edu	Values identification/K&P	Identify personal values and value congruence	Note Cards, hole punch, 0-ring, large paperclip	Students identify 10 values they have and respond to the following prompts and questions:

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Katie Friesen	kfrisen@iastate.edu	Values identification Kouzner & Posner Model the way	Identify personal values and value congruence	Note Cards, hole punch, 0-ring, large paperclip	<ol style="list-style-type: none"> 1) Rank value 1-10 (10 being most important) Why did you give your value to this ranking? 2) From whom did you learn your value? 3) When was the last time you acted on your value? <p>Reflective Discussion Questions: Model the Way</p> <ol style="list-style-type: none"> 1) When was the last time we acted on our values? 2) What do our actions say about the values we say we have? 3) What do values and action have to do with credibility as a leader? 4) What more can we do to communicate and display our own values? 5) What more can we do to live in congruence with our values? <p>*Attribute this activity to my former professor, Dr. Robert J. Shoop, retired, Kansas State University</p>
Jessica Hill	crombie@email.arizona.edu	Inspired a shared vision (5 practices)	Introduce concept of concept inspiring a shared vision	Book: Zoom	Tear out pictures from the book "Zoom" give each student in class 1-3 pictures, have them try to determine the sequence of images without showing them- just describe the image.
Jessica Hill	crombie@email.arizona.edu	Social justice: pile on principle (empathy?) bucket until it is very heavy. Discussion about pile on principle, microaggressions and building empathy.	Understand concept of P.O.P	Buckets (1 per person), water	Students will hold an the empty bucket and given a shape/identity that relates to a marginalized identity. Facilitator will read a common microaggression and water will be added to bucket until it is very heavy. Discussion about pile on principle, microaggressions and building empathy.

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Rachel Swinford	rswinfor@impui.edu	Drexler Sibbet Team Performance Model	Learn model and identify current stage	Copies of model, 2 balls (1 that bounces and 1 that does not)	2 volunteers bounce each of the balls; the ball that bounces illustrates what happens when a team advances through stages. Then have each team identify their current stage and determine action steps to move forward or maintain stage.
Rachel Swinford	rswinfor@impui.edu	Speeddating	Taking risks, confidence, sharing ideas, step out of comfort zone and meet others.	Pens and sheets of paper with different clock times on it (6-9 times).	<ol style="list-style-type: none"> 1) Give students 5 minutes to make appts/dates for each time on their clock. (note: there may be some who cannot fill all times-also then to join another team and be a third wheel). 2) In a big space, students bring their clocks and a facilitator calls out all of the times randomly. Students must meet their "date" for the time called and facilitator gives an action. Example actions: share your biggest fear; what is your best or worst leadership quality; who is someone you look up to; favorite food/dance move <p>NOTE: Before activity ask students to set aside the fear of what others think.</p>
Becky Rabassa	BRabassa@Kingschoolct.org	Running a meeting- Edward de Bono	Introduce concept of 6 Thinking Hats - 2 short YouTube videos handout with grid	PPT or Google slides)- fill in talking points	Assign one "problem" have small groups practice the steps of thinking hats-reflect on process

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Becky Rabassa	BRabassa@Kingschoolct.org	Perspective		Book "Zoom" Photocopied	Each student gets in one pic and put in order. Debrief- How does this connect to leadership?
Megan Yelton	myelton@kingschoolct.org	Sharing a Vision	Learning how to give a short "elevator" speech about something you are passionate about	Clip from Shark Tank (Teaspressa)	Watched a clip from Shark Tank where a women struggled with sharing her vision. Students discussed feedback they would have given her. They then gave a short elevator speech about something they are passionate about and provided feedback to each other.
Sharyn D. Gardner	gardner@csus.edu	Effective leaders-qualities	Learn qualities of effective leader and of an ineffective leader	Board/computer and projector-something to write up comments	Write- "Was Hitler and effective leader? On the board w/Yes on one side and no on the other. Ask students why yes/no and record feedback on board. Results in qualities.
Sharyn D. Gardner	gardner@csus.edu	Listening	Learn active/interactive listening	4-5 chairs arranged in a circle up front	Fishbowl exercise 4-5 students talk for 10-15 minutes on a topic. Topic: Think of an effective leader you worked for or with and discuss. Students outside "fishbowl" must listen w/o taking notes and after 10-15 minutes will contribute 1 thing they heard w/o "fish" talking. Instructor writes on the board. Debrief where all discuss for clarification.
Sharyn D. Gardner	gardner@csus.edu	"1- minute lesson"	Help develop management/leadership solutions for students	Computer screen/ 3x5 cards	<ol style="list-style-type: none"> 1) Have students write their single most biggest challenge to effective management on 3x5 card (w/or w/o name) 2) Instructor sort like challenges 3) Address challenge by having other students give solutions while instructor types up 4) Only spend about 5 mins on each set of solutions to try to do as many as possible during class -I use this exercise w/ Exec. MBA students

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Jennifer Marrone	marronej@seattleu.edu	"Prototypes" of leadership	Show students some of the common understandings and biases of what leaders look like	Just a speaker (professor)	Students close eyes, clear your mind. Think of a white campus. Get ready for your first word. It is "elephant". Note the mental image. Practice taking a snapshot of it. Clear your mind again. Go back to the white canvas. Delete the snapshot. Get ready for 2nd word "beach"....last word is "LEADER". Have students share images.
Laura Lemons	laura.lemons@msstate.edu	Power & Influence	Students practice applying influence tactics through social media	Contemporary issue information/facts, stips of influence tactics, large post-its.	Introduce the current issue to the students providing handouts w/factual information. Ideally the issue is controversial with pro/for against. Assign student pairs an influence tactic to a viewpoint (for or against). Students must write a social media post (to make them keep it concise), that applies/demonstrates the influence tactic. Have them "post" their tweet or comment to the appropriate big post-it. Use class discussion to read the posts and have students identify the influence tactic being used.
Laura Lemons	laura.lemons@msstate.edu	Conflict Management	Students will practice using conflict resolution techniques	None	Students are separated into small groups (3-5) and assigned a conflict management/resolution approach; They then develop a skit and act out for their classmates their approach. <ul style="list-style-type: none"> - Avoidance - Competition - Collaboration - Compromise - Accommodate

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Kellen Stine-Cheyne	kelleen@stine-cheyne.com	Team performance (high perf teams) (team leadership)	Evaluating performance and revisiting, reinforcing good team member perf/leadership	Evaluation questions	After completing a team paper (semester-long project) evaluate the experience/process, each individual reflects on the process (guided reflection) using questions based on skills/competencies taught about high perf. Teams.
Kellen Stine-Cheyne	kelleen@stine-cheyne.com	What do you do? Competing values	Introduce Ethics, ethical decision-making, ethical fitness, values conflict	Video clip demonstrating right-v-right decision-making	Show video demonstrating an ethical dilemma, stop b/4 choice is revealed and discuss competing values, alternatives to the obvious choices, have them defend their choices.
Anna Capeder (NOT A TEACHER-MENTOR FOR TA'S)	acapeder@umn.edu	Behavior: Responding to student behavior/emotion and being transparent (with reason) about yours.		None	We run through scenarios, ask TA's to group and discuss harvest as a group and identify all the "right" ways to respond and interact
Anna Capeder	acapeder@umn.edu	Expectations of being a Teaching Assistant	To explain programmatic requirements	Space! Large post-its, PPTS	Ask initial question of students to what their expectations are. Present (in a fun way) about it. Ask students to free-write their reflection. Ask levels to meet and discuss. End-cap with large group harvest
Allison Dunn	aldunn@tamu.edu	Blake & Mouton, Leadership Styles (takes approx. 1 hr.)	Helps students see the differences in leadership styles	PVC pipes (the kit to make the chart) string, a small ball, picture of completed chart	Divide the class into 4 groups. Select one student per group to be the group leader. The rest of the students leave the room. You then assign a leadership style for each of the 4 students. They are not to share their styles w/ the members of their group.

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Allison Dunn	aldunn@tamu.edu	Bases of Power	Help students understand the differences in power bases.	Movie clips	Utilize different movie clips to show the power bases as well as abuses of power in objective way. Talk through each example. Then pick a longer clip with multiple examples (different movie) then have students point out the example of the different bases.
John Baker	john.baker1@wku.edu	Virtual Team Leadership	Experience challenges with virtual team leadership	Disc assignment	Team of 4-6, online, must share disc results then write one summary paper of the team's strengths/weaknesses
John Baker	john.baker1@wku.edu	Five practices of Exemplary Leaders (K & Posner model)	Better understand the five practices; self assessments	None	Pick a public leader and analyze their leadership using the k&p model, one leadership theory/aspect/approach, and speculate on their disc, MBTI, and strengths- finder results.
Rian Satterwhite	rsatter@uoregon.edu	Perspective taking	Recognize that our organizational position (or any other positionality) impacts our perspective	pen/pencil	<ol style="list-style-type: none"> 1) Hold a pen above your head if you are able. 2) Rotate it in a counterclockwise rotation. 3) While still rotating, slowly drop your hand holding the pen down so that it is at chest level. 4) If you have maintained the original rotation, the pen has changed its rotation....according to your perspective.

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Rian Satterwhite	rsatter@uoregon.edu	Complexity of others	Seek/assume complex histories of others	None	Challenge students to assume others to be as complex as self in their daily interactions, reflect on that experience, return often x times to share and discuss.
Ada Cenkci	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.
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 re-conceptualized	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.

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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	Tech 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	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	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	
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.
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

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					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--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	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.
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.mcnuitt@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.mcnuitt@wright.edu	Knowing self/ knowing others--	To reflect one's identification with and	A pre--purchased set of	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

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		intro activity	understanding of being a leader	photos or art works for self reflection	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	"Chalk Talk" 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.
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	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

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			experience with someone to have empathy for them		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.
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

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					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 and students	Through asking two part questions (first removes barriers) (second refocuses learners), innovation is more likely
Tony Middlebrooks	tmiddleb@udel.edu	LMX – in-out groups	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.
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
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 starwhy: 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

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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 flesh 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@depresen tatiegroep.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 1 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@clemson.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
Jessica Briggs	jessica.briggs@cmc.edu	Personal Brainstorm (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	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

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				paper, pens	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	Introduce the concept of leadership		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.Letthem draw a picture of leadership. 5.Let them walk around the room, look at each other'spictures. 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)	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, markers, tape	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 a leader	To help individuals recognize themselves as leaders	People, paper, pens	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?

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Paige Haber	Paige.haber@gmail.com	Discussing about any leadership topic	Engage students in a discussion around reading	Post-its	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 floor; leadership management) 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.
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

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					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 setting. For example as a joy her/mother doing sports, in a church activity etc. Ask them how they think of that person now. Usually they can understand the persons behavior and dislike is diminished.
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 &	N/A	<ul style="list-style-type: none"> • Model leading a focus group-topic -they are ½way through masters program.

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			synthesize results from facilitating a focus group		<ul style="list-style-type: none"> • 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.
Geri Girardin	geri1@cox.net	Teams & Diversity	Help students to move to a place of greater understanding	Notebeook	<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

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					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 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.

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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 Zoom (I believe there is also a Zoom 2. 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; identify leader behaviors;		<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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			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	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.
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	<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.

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Dan Tillapaugh	dtillapaugh@ucsd.edu	Collaboration/ Teamwork	Work together for common purpose; build capacity for support of entire team; discussion of how collaboration happens.	pieces in each) 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.
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"	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. Sample Questions: <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	Describe in non-specific terms an ethical dilemma involving five parties, as follows: <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. <pre> B C ~~~~~ ~~~~~ (river) ~~~~~ A X D </pre>
Robin Orr	raorr@illinois.edu	Listening	Develop listening skills, get good feedback, positive reinforcement for listening	Chairs + people	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

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					<p>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
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 ½a 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)

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					<ul style="list-style-type: none"> • 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. Honesty and integrity are always on their lists. • Place students in small groups and have them discuss the ethical situations presented. Many of the groups will 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
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 was excited to eat it at first, but then it was served so poorly that I don't want it any more." • 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. "How you serve is as important as what you

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					serve.” • 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 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		Team Learning (Idea	To learn barriers to	Book: The Five	Reading circles

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Association of Leadership Educators Convention		from Texas A&M ALED 341 course – Tracy Gatling)	team development through an interactive hands -on activity and discussions.	Dysfunctions of a Team. Role assignments sheets	
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 event.
From 2008 Association of Leadership Educators Convention		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.
From 2008 Association of		Networks (Organizational)	Understanding how networks are similar/different	Starfish & Spider Book—video from	

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Leadership Educators Convention			from hierarchies.	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 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	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	charismatic or other). 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 draw 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		Practices of Effective Leaders	Demonstrate how leadership can be practiced in a real world situation.	Book—The Leadership Challenge and "The Agenda	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 The

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Convention				-Grassroots Leadership" by Polly LaBarre in East Company Magazine, Issue 23, 1999.	Leadership Challenge.
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@transformativaction.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.
Laura Seplaki	lseplaki@rider.edu	Effective/ Professional	To help college	A poorly written	Have the students individually correct the email, then have them

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		Communication via E-mail	student leaders learn how properly and professionally written communication with their constituents/ administrators can help them succeed in their roles	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)	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	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	For each reading in the course students should complete a note card with the following information on it: 1. Their name 2. Reading title and author 3. 3 main points

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					4. 1 interesting thought-provoking sentence from the reading (significant sentences) 5. 1 application to their lives or 1 question. Have students use these cards as reference cards for class discussions, collect for credit/points. No need for quizzes
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.
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	oanramon.alabart@urv.cat	Team leader's development for the	Reflect on one's behavior and	A team formed by 4-6 first year	A personal coaching session per week between team leader and personal coach.

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		4 th – year Ch.E. student	personality when leading a real team	students, learning journal, 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 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	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			
Ivana Mrozkova	imrozkova@hotmail.com	LPS 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@deprentatiegroep.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.

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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 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	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	penny.weeks@okstate.edu	Leadership theory.	High student	Students	Debate (student assignment) – works great F2F or online!

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Pennington Weeks		Example: individuals make better decisions vs. groups make better decisions	involvement, student research literature, evaluation and analysis of current topics being studied in class		
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 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	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	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

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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 or vocalized. Powerful opportunity for discussion.
Carol Sawyer	csawyer@laverne.edu	Leadership dynamic	Enhance respect for followers' role	Ira Chaleff's book, The Courageous Follower	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.