

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Lauren Wethers	lwethers@tulane.edu	Behavioral Theory	Discover the leadership behaviors you engage in most often	SLPI Code (preferably 360 online assessment), pen/paper, computer/internet access	Have students complete a self-evaluation and send an evaluation to at least three observers before the workshop. Read through responses and design activities based on the leadership practice they collectively demonstrate least.	2018
Carrie Grogan	groganc@uchicago.edu	Emotionally Intelligent Leadership	Introduction to the capacities of EIL	pre-printed "roles" to play	Give everyone a real life topic to discuss (a class they are taking, a project they are working on, etc). Give them each individually a prompt to keep in mind while they're talking to one another. The prompts/role are each capacities of EIL. It's helpful to have a few "bad" behaviors thrown in as well, preferably role played a peer mentor or facilitator.	2018
Alexandra Garney	angarney@gmail.com	Any	Any	Computer, projector, mentimeter.com	Mentimeter.com is a great resource for increasing class participation	2018
Yoko Akamine	yokoakamine@me.com	Seven Habits, Incentive	10 Typology jong, Followership Kelly's model	Slides	Mini-fellowship, Omni talk after meeting	2018
Steve Shamback	shambachsm@msn.com	Teamwork/Communication		Hula Hoop	From a circle. Rest the hoop on everyone's pointer finger at chest height. Instruction-Lower the hula hoop to the ground without talking. Note: everyone must maintain contact with the hula hoop at all times. Usually, the hula hoop will be raised instead of lowered. After 1 or 2 attempts, allow the group to communicate.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Paige Haber-Curran	ph31@txstate.edu	Leadership Styles	Understand different styles of leadership and impact on others	Legos with instructions	Break group into groups of 4-5 people. Have each group select a leader. Assign each leader (secretly) a leadership style (democratic, authoritarian, laissez-faire) and give them different instructions based on the style. Democratic: share picture, work collaboratively, make sure people feel included. Authoritarian: don't show picture, dictate instructions, don't answer questions or warn about how people are feeling. Laissez-Faire: give legos and no instructions and let group do what they want. ALLOW 15-20 minutes and debrief.	2018
Jim Street	streetjl@appstate.edu	Servant Leadership	To learn how the servant leadership model is used in companies and organization	Smart phones	Give each student (or pairs/threesomes) a company that utilizes servant leadership in its training and culture development. Example Southwest airlines, men's warehouse, Toro, etc. Have each research the company with their smart phones for about 20 minutes. Look for articles and go to the company website and look for clues in mission and values. Then each shares with the class. Follow with a debrief of common themes.	2018
Tom Sechrest	thomasls@stedwards.edu	REDA: Awareness of leadership and being able to describe.	Have students see what they are studying all around them.	None	Recognize frame diagnose act. Students go on into the world. They inhabit on a daily basis and look for examples of (good) leadership then describe them (r). Each work in class they do this and progress through the model. Frame is to use one of the theories they are studying to describe what they see. Diagnose is to add how what they saw might be aligned with their own definition of leadership (or not). Act is to decide whether the things they witness and value to their further development as a leader. Discuss in small groups each week.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Christopher Lauritzer	csacademic@gmail.com	Terrain Walk	Learn lessons of leadership in tactical situation--> apply to current situations/	Battlefield, maps, compass, men	Have military officer read about historical battle Go to the battle site. Walk the site explains terrain, events, chronologically, personlaity, tactics.	2018
Andrew Rahaman	rahaman@american.edu	Changing definition of leadership that moves from leadership definition as a pysical manefesto to collective action	Get audience to recognize leadership is about creating direction, alignment, commitment.	10-14 people, 1 light stick	Have group face each other with fingers out at shoulder height. Place stick on fingers and let them know that they are all to touch the stick while lowering it to the ground without holding it. *Stick rises and group has to coridnate voice to lower stick*	2018
Art Johnson	Art_Johnson@psa.edu	How leaders get stuck in their point of view/perspective	To get students to self convict themselves that they need to be open to others points of view and why that is important	Johari window slide	Have them be quiet and give them 30 second to look around the room and remember everything that is one colore in the room, then have them close their eyes and ask 2-3 of them to identify what was another color.	2018
Susan Inglis	s.inglis@latrobe.edu.au	Empowerment	How to generate practical strategies to improve employee empowerment (based on Quinn Sprietzer article 2007)	4 large sheets of paper, and textas	Label each sheet : 1. Sense of meaning, 2. Sense of competence, 3. Sense of self-determination, 4. Sense of impact. Divide group into 4 groups. Each group stands by one poster and writes up three strategies. Time: usually 3-4 minutes. Once time is up get the sub-group to ciruclate to the next poster, add different strategies for another three minutes until all groups added to all 4 posters.	2018
Carolyn Roper	roper@pnw.edu	Intro to leadership (Based on American Indian Peace Circle)	Become aquainted and begin thining about leadership	Plain chairs in a circle, no tables, phones off.	1. Around the circle area, name and two bio facts. 2. All deccribe best leader they have experienced. 3. Describe worst leader. 4. Describe yourself as a leader. 5. Debrief on major themes.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Philippa Chapman	p.champan@klee.ac.uk	Exploring leadership timeline events/icebreaker	Realaxing people in newly formed group	Participants bring a leadership object. Nothing else	Facilitator models with own example. In groups of three, participants share their stories and have an opportunity to question each other. Great getting to know others and setting in exercise.	2018
Abdul Ajai, Ph. D	ajia01@clearwatermanagementconsultingllc.com	Examining the effect of contingency theories on followers/work outcomes	To dive deeper in understanding what drives follower engagement and work outcomes.		Introduce the topic, facilitate, don't lecture.	2018
Dave Rosch	Dmrosch@illinois.edu	Adaptive leadership- Turning the work back to the group	Have students understand the default group dynamic of relying on the assigned leader of the organization to the adaptive work of the group	none	Instructor/facilitator starts session/class 10 minutes late. Label after being physically absent for full 10 minutes. Shares observations of what students were doing and what students were not doing (working to solve problem or being productive to help class). Shows how easy it is to rely on leader if their culture is already established.	2018
Ryan Newton	ryannewton@usf.edu	Relational leadership	To teach and observe listening skills	None	Call up three volunteers; 1 who 'thinks they are a great listener' and 2 who 'could talk a friends ear off.' Have the two talkers stand on each side of the listener with the listener facing the class. Ask the talkers to think of a great story (classroom approp) and ask the listener to 'just be a great listener.' Give the talkers the signal to begin talking at the same time. After 1-2 minutes have passed, ask the listener to repeat their stories. Important facilitation points: what did the listener do well? What did class observe? How does this look/feel like leadership? (people will always tell the leader what to think, hear, etc)	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
LJ McElravy	lj.mcelravy@unl.edu	Implicit leadership theory	How assumptions about authority influence decisions		Teacher says 'everyone close your eyes and settle down. If you are touched on the arm, stand up and keep your eyes closed. If you are touched on the shoulder stand up and open your eyes. If you are touched on the head, you can do anything you like in the room. Repeat instructions. Teacher walks around the room repeating instructions and touching people. Debrief questions: What happened (remember some people had their eyes closed the whole time) What did you do, see and hear. What prevented you from touching your own arm, shoulder, or head (re-read the instructions and do not identify "who" you touch. What are the assumptions about leadership did you make. Describe implicit leadership theory	2018
Corey Seemiller	corey.seemiller@wright.edu	Strengths	To understand and make meaning of one's strength	Smartphone	After students complete the Gallup Strengths Finder and learn their top 5 strengths. Have them go around the classroom, building or campus if there is time, and take a picture of what one of their top 5 strengths means to them. Then have them send the picture through email to the instructor and return to class. Then have each student come to the front and share: what their strength was that they chose. What their picture is and how it reflects their strength. Make sure the instructor opens their email and each student's picture to show on the screen while the student is talking. This can also be done with competencies, values, skills, & goals	2018
Corey Seemiller	corey.seemiller@wright.edu	Highlights & Lowlights	To enhance trust, respect, and vulnerability		Circle up and have everyone share a low of the week. Then have everyone share a high of the week.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Lyn Corbett	lyncorbett@sandiego.edu	Reflection	Have students reflect on ways they have engaged with the reading/work/activities in between classes.		Begin each class with the following reflection questions: What have you learned? What have you unlearned? What did you or can you apply?	2018
Jon Matthews	matthews@geneseo.edu	Introduction to leadership	leadership concepts	sheet of paper	draw a picture of leadership, share with person next to you following a discussion of the most common depiction of leader who are bigger or at podium.	2018
Joan Keevill	joan.keevill@designsonlearning.co.uk	Intro to leadership theories and critical thinking "The Leadership Marketplace"	Explore a range of different theories and select one that resonates with you and your leadership context-- build vocabulary and recognize over there are different models and different perspectives	posters as large as possible one for each model or theory and a form to ID the elements and why you chose it	Alone or in pairs, review all models then focus on me. Discuss why you chose it. ID pros and cons and how you could apply it. Scale up to larger group.	2018
Kim Villenuere	kim@centerstonesearch.com	Leading Teams through alignment	The importance of aligning all members and objectives before any task can be accomplished. Also, importance of interdependence	Very long bamboo pole, at least 6 ft in length	Ask students to stand in two lines facing one another. Have students place their index finger out and put the stick on their fingers. Instruct them to lower the pole without losing contact with the pole/rod. The rod/pole must be lowered as a collective group/teams to the floor. There should be no other instructions given.	2018
Chris Espazza	cespazza@vorangeon.edu	Inclusive leadership	Perspective and interdependence, lens, teamwork, collab. "If you think you know where you are think again"	"Zoom" by Istvan Anyai	Zoom book: images/pages are removed and randomly distributed to participants. Participants study their image and then work with a group to try and figure out where the image fits (without showing the image) Once they've scored themselves they reveal the images. Debrief is key	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Erica Wiborg	ewiborg@fru.edu	Ethnocentricity/Multicultural	To overlay and understand the history of ethnocentricity in leadership theories/models	Theoretical definitions of leadership, ethnocentricity/multicultural printed off on 2 separate sheets	Have various definitions of leadership printed off from theories of common leadership theories. Split up into groups and have the table put where they think it falls on the continuum of ethnocentric-->multicultural taped on the wall. Have the members actually place them and compare. Typically timeline is associated with years (great man theory, scm) Might need to define ethnocentric and multicultural before.	2018
V.Chinoo	vsci5@my.fsu.edu	5 exemplary practices of student leadership	Encourage the heart	index cards, colored marbles	in groups, have students write their pretend name on the front of the card. Then pass in one direction, on the back, have other students write an adjective about that person. Keep passing until it reaches the original person	2018
Chris Esparza	cesparza@vdb.edu	Shared leadership	Experience leader, follower dynamic; trust, awareness	none	In pairs, participants 'mirror' each other--moving at same time as if they were the others reflection. Initially, the two take turns, leading and following and then finally attempt to move together with both leading following at same time.	2018
Shawna Lafreniere	slafreniere@apu.edu	Leadership Theories	Students articulate three of their best takeaways from the theory, two questions they have and one application	student blog on google blogger	Students read about a theory pre-class and blog using the above prompts. They then come to class to unpack their 3-2-1 with a small team of classmates and help each other answer their questions.	2018
Natalie Coers	ncoers@ufl.edu	Cultural dimensions/differences	Discuss Hofstede's cultural dimensions	Internet access/computer	Use Hofstede's online comparison tool to contrast 2 cultures (home and another) Discuss the results, whether you agree/disagree. Discuss any 'single stories' that help support/negate the results.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Nassim Nozartash	nozartashn@apstate.edu	Creative Fluency	Using a creative lens. Learning how to set aside pre conceived notions and practice ingenuity, creativity, and imagination.	Every student brings an object, paper, pen	Every student brings an object of their own and set the object around the room (on the floor). Let the students room to each object and observe all the uses of the object. See what they come up with see how they look at it.	2018
Tony Middlebrook	tmiddleb@ude.l.edu	Transformational leadership	Relate to concepete behaviours that transformational leaders do	questions on paper, handout	Ask students to partner up. Hand each pair 1-2 questions for each of the four. Its of transform. Idealized influence: who has most influenced you as a leader? Why and how? Inspiration Motivation: when have you been really expected to do something? What did the leader do to make that happen? Intellectual situations: Tell about a time you have really challenged in a good way. Individualized consideration: Tell about a time you make the VIP, the man/woman, what did the leader do to make you feel this way? Debrief and reverse of each	2018
Tarrie Beaty	tarrie.beaty@rockies.edu				Not currently teaching but would love ideas for future course development	2018
Debbie Harley-McClaskey	harley@etse.edu	Fishbone; Decision matrix	To teach students a systematic method to make decisions based on criteria imporant to student	classroom presentation equipment	From list of top 5-10 decisions to make in next 1-2 years, select most important. Using two tools above they exlore and make the decisions and do a presentation in class. Typical discussions: where to go to grad school (most common) When to go to apply for summer jobs. To get engaged (most fun/unusual).	2018
Nathan Eva	nathan.eva@monash.edu	Destructive Leadership	Leading followers in hidden agendas	Amazing race activity and paper	Leader has to lead the followers through an amazing race. The followers are given hidden goals. They need to achieve (on the back) which are told to the leader. There and then debrief. *Be a passive follower today *Someone is out to sabatauge you today. Watch out whom. *Lie three times and get away with it. *	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Debby Thomas	dthomas@georgefox.edu	OB Classroom	To create organization as classroom	XB manual	The entire semester the classroom becomes an organization and they produce learning in OB. Back person has notes, there are 4 departments and the department heads	2018
Doug Gardner	dgardner@UVU.edu	Passive 5, Skill, debate	Students situate the role of following passives, vs. developing skill.	Passives: Article by cal Newport, videos cal newport, jeff katzenburg and skills: video, steve jobs, video	Randomly assign to one side, situate side/argument-decide best arguments for side. Place 4 seats in center at room. Tap in tap out. Can only argue in four seats. Each slide argues. Debrief at end that really both are right and have truth.	2018
Martinella Dryburgh	mdryburgh@aurustincollege.edu	Encourage the heart/gratitude	Encourage positive feedback	paper, pens, markers, music, envelope	This happens at the end of a group project experience at the end of the semester. Have each student write a thank you note to their team members. Seal the envelopes and write the person name on the outside. Collect all the envelopes. During the next class period, give each student their stack of notes. As part of the group project reflection paper, ask each student one or more: What did you learn about yourself after reading the thank you notes? how will this information affect your behaviour in the future group work settings? How will this information affect your future leadership development? How did it feel to give your group members only positive feedback?	2018
Aaron McKim	The leaders game	Variable		President/vp name cards. Facilitators guide	Assign 2 presidentials and vps (ie two teens with a p&vp) Teams use strategies to recruit members. P's are 'fired' if membership does not increase. VP becomes p and selects three 10 minute rounds. P of larger organization wins plus to p selected member w. their organization. Groups cannot communicate/collide with other groups. Community points collect 20% interest and are available for the next round. Two rounds are played-group submissions remain confidential throughout game.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Eileen Taylor	etaylor1@butler.edu	Authoritarian, Democratic, and Laissez faire Leadership	Diversity of perspectives, self awareness, ORG awareness	Leadership communication style preferences inventory	Reading text, completing assessment, class activity of discovering colleagues behavioral styles for use throughout semester.	2018
Jody Tolan	tolan@marshall.usc.edu	Definition of Leadership	explore the wide range of defining leader and leadership	students use technology but could also draw or take photo, computers or way to share to class	In small groups or team discuss their definition of leadership, in consensus decide then go online and find an image that reflects their definition. Each group presents and explains to rest of class. To get beyond surface discussion, I'll ask what else do you see--and connect to different theory or theory family.	2018
Felix Yerace	felix@felixyerace.com	Behavioral Theory	Trust, enable others to act	Blindfolds	Have students pair off. Half the students blindfolded and then lead them to a location. Then the students switch and are led back to their starting point. The path shouldn't be too easy or difficult	2018
Ashlee Young	ayoung8@unl.edu	Adaptive Leadership	Understanding formal and informal challenges, solving problems, when no clear objective or solution exists	A current campus issue, descriptions of rules	During my course, we tackle a current controversial campus issue (usually deciding the week of) We then walk the students through a role play--discussing the issue 360 degrees and create a process/solution to address it. Pushes students to think beyond their own perceptions	2018
Meghan Yelton	myelton@king.schoolct.org	Inspire a shared vision	Learning how to give an 'elevator pitch'	Shark tank teaspresso video (online)	As a class, watch the shark tank video. Debrief what worked and what didn't in the woman's pitch to the sharks. Each student then picks a topic they are passionate about and comes up with a shark pitch to the class to convince them to participate. Classmates provide feedback about their pitch	2018
L. Coope	lcoope@marymount.edu	What is your neighborhood?	Leaders communication 'habits/tendencies' overall effect	30 clips of clues (original write up Journal mgt Edic)	No matter number 30 slips divide among, cannot write and cannot show each other, only instructions. What do you find revealed then share information.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Kelly Polsgrove	kellypolsgrove@us.af.mil	Behavioral Theory	Decision making	Projector	A base level scenario is shown. Students are allowed to ask three questions as a group in each round. At the end of each round, each student must make a decision. For the next three rounds another level/portion of relevant info is added making the scenario more complex. Each round, the students can ask three more questions. Four rounds total. At the end, they are lumped into the decisions they made (for us it is who gets to take vacation) and they must outline why they made the decision. These scenarios are taken from real life and we do not tell the cadets the final decision made to emphasize decision making is tough. You'll never have enough information and often there is more than one right or wrong answer.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Martha Asselin	masselin@albany.edu	Leadership styles with communications		2 pieces of 8 inch string, 10-20 bandanas, 6-10 tennis balls, 1 bag with handles (big enough for the tennis balls to go in)	Divide groups into three teams, tell all teams to decide 'bagels or donuts.' Facilitator works with the three teams separately. One team is to have backs to the wall, are put in a line against the wall are to lock arms and instructed that they cannot talk and if they move, they move as a unit. The middle group is to line up on the string, told they are to face forward (in the same direction as the first team which they do not know what is going on). They are told not to move off the string and must stay in position looking forward. The last team is told to stand on the string facing the middle group and the first group. They are to not move off the string and told not to talk. Facilitator puts balls on floor in front of the blindfolded group. The first group (that cannot talk) is directed to use body language to get the blindfolded group to pick up the tennis balls and put them in the bag (all of which are on the floor in front of them). Debriefing time needed. Talk about how leadership and followership was present in the activity.	2018
Vivian Lopuch	lopuchv@seattleu.edu	Team Charters	To enable leaders of small teams to use team charters	Readings on charters and boundaries, video on how teams charters are used in organizations, steps in building, a projector to work on	Reflect on what a desired team member looks like. Reflect on own behaviors you will bring to team project. Establish boundaries. (Detailed Charter) Prior to class readings on teams desired behaviours viewing on effective teams and charters. For better details email me.	2018
Alex Kennedy	akennedy@alphasigmaetau.org	Depends on needs	Student ownership/learner centered	none	Small groups of students are assigned to different classes/topics strategically using self assessments, etc. and co-teach with the instructor helping us be more learner centered	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Stephen Craig	Craigsp!vcmail.vc.edu	Authentic leadership or values based lead theory	Get students to think about values articulate values, use values to make decisions	Value's cards or value list	Ask students to think about their role models. Write down, share with partner, share role model with group. Why role model Value's. Leaders have values, articulate values and make value based decisions. Then give value cards out, pick ten values out. Share with partner then with partner pick ten shared values then cut down to five. Reflect on difficulty	2018
Faith Rivers James	friversjames@elon.edu	Leadership Competency	Whole feedback	Student pairs should have worked together on a project or event.	Using SBI, help students team to give and receive feedback using the situation-behaviour-impact model. S: ID the situation (time & events), B: Articulate the behaviour in neutral terms, I: Explain the impact that the behavior had on you in that situation.	2018
Melvin Holder	Melvin_Holder@pba.edu	Culture	Understanding layers of culture	Wifi	Discuss painting on three levels. What do you see? What culture clues do you see? What are the cultural implications of banjo playing?	2018
Khoulood (Coco) Sabbagh	cocosabbagh1968@gmail.com	Visual Thinking	Understand content/introduce new content/Review content	White board or chalkboard, or paper tablecloth	Put students in groups. Assign a particular topic or give a text. Student search/read and visually represent their texts. Every group members should understand the visual representation to be able to articulate. Number group members. Reshuffle them to 1s, 2s, 3s, 4s, etc. They present to their peers, OR in original/individually students to recall group of the concepts and briefly explain them (in points-writing).	2018
no name	no email	Situational theory/Systems Theory (Lost at Sea Simulation)	Identify affinity for leadership and leadership style	List of coast guard materials needed to survive at sea	Each group gets the list of top 15 items the us C.G has ranked most useful when trapped in a lifeboat on the open sea. Group must rank items from most important to least important. Group with most matches wins. Observe how members interact.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
David Gray	graydo@vmi.edu	Ethical leadership challenge	Enhance moral reasoning	Ethical triangle card, progressive scenario containing ethical dilemma (right vs. right), or moral temptations (right vs. wrong)	Divide groups , have a table group facilitator. Three rounds of 12 minutes each. Show or read scenario 1, group discussion--everyone provides insight; insights recorded on paper/chart for each group. At end of 1st round, group 'star-counts' everyone goes to a different table. Group reviews/adds insights from previous round then listened to scenario 2. Discusses, records, insights, decided what to do based on a specific ethical philosophy (principal, value, greater good). Third round repeat sequence. 4th round, sense making by instruction and large group discussion. Notes: Student project-help develop scenario; act as role players in cheating three short insights used in each round, assist in facilitating discussion at table groups.	2018
Jodie Hemerda	jodie.hemerda@rockies.edu	Systems Theory	Map the systems of your org.	Mindmaps software or doc of choice	Consider the systems you work within, the system of your followers, peers, and leaders, use the visual map to illustrate the systems their interconnectedness, etc.	2018
no name	no email	Leader Identity Development	Examine the influences on your leader identity	Journal, prompts regarding leader indentity development.	Journal about respond to the prompts independently. Talk collectively about different influences (family of origin messages; mentors; experiences) Students can share what they are comfortable sharing. Your narratives will likely provoke ideas in others, which may lead to your expanding/adding your narrative.	2018
Remi Lawanson	rlawanson@lifepacific.edu	Trust	To demonstrate the place/role of leadership in promoting organization climate of trust.	Classs team projects on trust	Analyzing organization using shaw's (1997) framework of 1. results, 2. Integrity, 3. concern	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Pam Tina	pam.tina@educationwellness.org	Coaching skills	to practice being coached and coaching		each student is assigned another as coach and is coached by another (like a circular thing) Choose one goal to work towards. Each week a coaching skill builds on the last to use and each week the coach calls or meets with client to practice coaching and work toward goal accomplishment.	2018
Courtney Badran	dunphy@valberta.ca	Ethics, cognitive bias, perspective	Students will examine two sides of an issue	Access to current events (newspaper, tv, internet), controversial topic	A scenario is presented to the class and students are tasked with taking a side. In their groups they discuss amongst their groups why they took that stance. Then they are told that they now have to defend the opposite side of that situation. The groups reconvene and class discussion and debate ensue.	2018
Tierra Fields	tierraF@udel.edu	Team development	Knowledge of team strengths, value of other team members	Large post its (4) at least 4 markers, strengths for each participant, team domain	5-10 minutes: lecture of 4 domains and strengths associated 30 minutes: individuals identify the domain in which they have the most strengths in. If there is a tie they can choose the domain they most resonate with. Give each group 25-30 minutes to answer the following: Common misconceptions of this domain, value you bring to the team, what motivates you/what brings you energy, describe your domain in a (choose one) song, car, book.	2018
Beth Walkenbach	bwalkenback@cmc.edu	Communication Skills	Illustrate how we don't always know how others hear what we think we said; assumptions; consequences.	grocery bag, loaf of bread, peanut butter, fluff, knife, plate/napkin, chair, table.	Select two students to be the participants. "speaker": once sits in a chair in front of the table and explains the steps to making a fluffernutter sandwich. "maker" other student is at the table with the materials and does EXACTLY what the speaker says. Rest of the class observes the inevitable confusion as the MAKER takes the SPEAKERS instructions literally.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Derek Ghtierrez	deghtierrez@csmb.edu	Group dynamics/working on a team	To help participants practice and debrief working on a team to achieve goals and make progress.	Paper cut out in circles labeled 1-30, two ropes of tape, a stopwatch, no more than 15 participants.	Standing from a starting line, the group must run and touch each number in order in the circle. Rules: everyone must touch at least number. Only one person may be in the circle at a time. Time starts when the first person crosses the line and ends when the last person crosses. Violation of a rule is a five second penalty. Move the group set a goal time and then they get three tries to get there (they can adjust their goal if they beat it). Debrief afterwards to ask them how the experience was, what they notices, what they could have done differently and what implications this has on their leadership development	2018
John Egan	jegan@georgiasouthern.edu	5 practices of exemplary leadership	To review and apply concepts to film	Documentary: Mighty Times: The children's March (free online), Civil Rights in Bermingham, AL.	Watch 45 min documentary. Sk student to take notes on when they see model the way and encrouage the heart. Debrief after movie.	2018
J. Walton	no email	Culture and Values Leadership	Cross cultural learning simulation	BaFa BaFa activity kit, pencils, 2 CD players	Split group into two smaller groups (alpha, beta) Cultures. Each culture gets their own set of instructions/rules/norms. Allow participants to practice their own rules in two separate spares. (Following instruction from CD) Eventually allow the cultures to visit the other. Bring group back together to debreif.	2018
Ben Cowman	brcoman@loyla.edu	Social Identity	Identify earliest messages about people different than participants. Understand bias/perspective	none	Students pare up and share earliest messages about specifiv identities. Race, sexual identity, socio economic, etc.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Lindsay Marosi-Kramer	ImarosiKramer@winona.edu	Leadership Identity	Explain the value of worlds and personal values in missions	University mission statement, department mission, class mission. Values clarification exercise	Put all applicable mission statements in a presentation, begun with most over arching one. Have students choose words or key phrases, share a few in large group (what were they and why) repeat with each statement. Using these words, and the values clarification page students create a mission statement for themselves personally. Please email me for values clarification exercise.	2018
Leanne Soter	leanne.soter@unlu.edu	Cultural /Social Justice	learn to recognize identity dynamics within challenging leadership situations (originally used in ethical leadership course, but could be adapted)	Identity category labels--race, class, gender, ability, citizenship, etc. Try picking 8-10 and just adding an 'other' option to leave it open. Tape to place around the troom, pre-determined scenarios	Rather than having students focus on a solution to the situations, you are asking them to reflect on how identity dynamics might play a role. First round-read a scneario and have them stand next to the identity group label for the first of their own identities that they think has an impact. Round two0read a scneario and do the same but for identities of others. Smal group/large group share. Infuse how power priveledge and oppression connect to this reflection *Student readines/group readiness and trust is key!	2018
Todd Deal	tdeal4@gmail.com	Group dynamics	Observing Tuckman's stages of group	Envelope, money, Instructions Sheet: Group must decide who gets money. Cannot be shared or used for group benefit Individual benefit only.	Place \$ and instruction in envelope and label "only to be opened by the leader." Choose 6 volunteers. Have them sit around a table. Set up a fishbowl experience with rest of class members. Tell those at the table "you are about to begin a task with will be complete only when I say so. Any questions?" Place envelope in middle of table. "You may begin." Before hand brief class (in absence of 6 volunteers) to be watching for the 4 stages. Don't end prematurely. Allow group to struggle and get uncomfortable.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Kristin Econmos	keconmo@umn.edu	Social identity	To explain what social identity is and get students thinking about / reflecting upon their own social identity.	Worksheet and white board	Have students list all characteristics in their bullseye. Identify and introduce three kinds of identity. Personal, relational and social. Tally each student's identities. What do we notice about which identities are most important to us? What patterns emerge?	2018
Amy Hogan	amyhogan@vt.edu	Transparency (links to relationship building, trust, transformational leadership)	Build awareness and broaden definition of leadership transparency and approaches to building greater transparency	paper	Individual/quiet. "Define transparency" what is it, what is it not? Share in table/small groups then discuss all. Facilitate discussion to move beyond information. Sharing and talk about process information and self information. Use dictionary definition to reinforce. It is not that there is no boundary or filter, but that others can see and know me clearly enough to trust my leadership. I share about processes, decision criteria, what I am struggling with, where I've made mistakes, when I'm proud, excited, etc. Plus I'm 'holding a box' behind this transparent boundary filled with the things you can't see and I won't tell you about (personal challenges personal information) but I'm transparent about the purpose of that box. This is part of a window analogy for transparency.	2018
Kayla Waldorff	no email	Situational Leadership/Cultural leaderships	to have students immerse themselves in a context represent world leaders/countries to be leaders.	Signs listing G8 countries	Pick a large issue in the world. Allow students to research their country's stance on the issue. Allow students to debate topics for a certain amount of time. Reflection questions: How did you feel representing your country? What was easy about your research/ What was hard about your research? How did you consider culture in your country? Example: a woman in Saudi Arabia	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Nicole Stedman	nstedman@ufl.edu	Emotional Intelligence	Reinforce the range of emotions in making decisions.	Slides, PPT, 2 images. 1. Reflects emotions to be controlled (storm). 2. Reflects emotions as strength (lion roaring)	Show each after basic intro to EI. Have students select which image reflects their belief about how they perceive emotion in their lives. Can use quotes which repeat each perspective with the image.	2018
Kelleen Stine Cheyne	kelleen@stine-cheyne.com	Inclusion	Find commonalities/Ice breaker	Enough space to move around	Can be done with group of any size, but the larger the group the longer it takes. Divide group into dyads—they have to find one thing they have in common that they can't see (don't already know about each other). After this combine dyad into groups of 4 repeat and find 1 thing they have in common that they can't see and don't already know (this includes what they learned in previous conversation in dyad). Continue to combine groups into larger groups, finding one thing in common following the same rules until the entire class/group has to find one thing they all have in common. Debrief difficulty. What they learned about self/others. Great for groups that are new and for those who have known each other for a long time.	2018
David McGough	david.mcgough@jsc.edu	Facilitation (of a formal group meetings)	Provide opportunity for student to practice facilitation of a meeting	Reading material or prior experience with reflective prompts, role cards	Students gather one week to discuss reading material. In adventure, have students select an index card at random. Each card describes a role within a typical social group. At the discussion session, students play their role during the discussion. Facilitators (students) must manage the discussion and the roles being played. Standard roles: Facilitator, note taker, time keeper. Distracting roles: Cell phone user, interrupter, long distracting storyteller, cynic, hopeful happy chatter, political babbler.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Renee Kosiarek	rkosiarek@aurora.edu	Conflict resolution-styles and/or power	help student understand and apply conflict styles	pen and blank paper	In pairs, students both hold one ben and are instructed to draw a house together. They can not talk or motion to each other. Students do not discuss this in advance. Instructor gives one minute for students to draw. Usually, the competitive one takes over while accomidating submits. .It can be interesting to see two competitors or two avoiders. Disussion follows on style and power	2018
Melissa Terlecki	mst723@cabri.net	Creative problem solving	Divergent thinking in groups	brain teaser cards	speed dating apporach	2018
Johathon Velez	jonathon.velez@oregonstate.edu	Styles	Act out auto, demo, and laissez faire	PPT with details	Act out without breaking character, autocratic leadership, dmeocratic and laissez faire. Autocratic (highly directed, change tone, move quickly, demand certain notes). Democratic-Change tone, pacing, sit down to become one of the group, use intesive launguage, seek input, discuss and use both participative and consenses. Laissez faire-stop talking and just sit there, hands off, and don't interact After 1-2mintues, the student will step up and begin leading. Lots of teachable moments throughout	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Bob Birkenholz	Birkenholz.1@osu.edu	Defining leadership	Developing a consensus definition of leadership	notecards, books with various definitions of leadership	Ask students to write a preliminary definition of leadership. Distribute five notecards and ask students to obtain individual definitions from acquaintances outside of class. Bring to class next period. Break class into groups of 4-5 students and share each of the definitions collected. Identify 3-5 terms common in majority of definitions. Distribute a book to each small group and have them review the leadership definitions from the book. Ask each group to read the book definition aloud to the class and compare/contrast with the common leadership terms. Compile list of common terms on board or poster and tally mark duplicate terms. Summarize with discussion of wide variety of terms used to define leadership. Most common include influence, goals, etc. Ask students to rewrite their new definition of leadership as the first element of their leadership portfolio.	2018
Joe Curtin	j.curtin@northeastern.edu	Situational Leadership/Cultural leaderships	To apply two theories/approaches		Students select two people from their center of influence to lead in solving a problem with no predetermined solution using action learning methodology	2018
Nyasha M Guramatuntu Cooper	riguramat@kenesarr.edu	Leadership and Diversity using standpoint theory	To understand the levels of diversity and how diversity influences leadership	Prepared characteristics of people in the US.	Have students create a profile of a person who might be found, exists in the US and have them think about a. how their lives would change if they make up as that person and b. what do you need to understand about this person to lead them effectively. *Takes a whole class period.	2018
Michelle Steele	michelle.steel@lipscomb.edu	Finding the root cause of community issue and sharing them visually	Narrow the focus of the specific issue student is interested in	Picktochart or Canva or Adobe, or End note (library reference)	Students research the issue they're interested in identify the top issues causes of issue (homelessness). Must present 3-5 causes. Present visually infographic in class. Students ask presenter series of why. Questions to help narrow the topic.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Todd Deal	stdeal@georgiasouthern.edu	Creativity and Collaboration	To demonstrate the generative creativity of a group collaboration, creative thinking.	Common object, paper plate or cup or some inexpensive object; scissors, tape, string, glue	Set up: Your friend who is a CEO of an important company has mistakenly sent a shipload of (common object). Unfortunately, his company is not licensed to sell or distribute the (object) for their established purpose. It is also too costly for him to return the shipment. He has hired your firm to create a new use for (object) He wants you to provide three proposed uses and one prototype.	2018
Ben Marcy	Marc0222@umn.edu	Understanding different perspective		Pen	Have student raise pen above head go clockwise. Bring it down which way is it going? Email me, I have write-up.	2018
Cristi Burrill	cristi.burrill@unc.edu	Strengths Finder	Gain comfort in talking about strengths, identify group roles based on strengths.	Deck of cards with job titles. Goofy jobs encouraged (Queen, Ice cream maker, Pirate, Etc)	Split into groups of 5-7. Give each group a deck of cards. The game works like apples to apples. You choose an 'employer' who selects a job card. Everyone else in the group is now 'interviewing' for that job. The employer keeps time and each person has thirty seconds to give up their pitch, using their strengths find strengths, as to why they would be best for the job. The employer hires the person with the best pitch and gives that person their job card. Then, rotate employers and repeat with a new job card until everyone has a chance to be the employer. Debrief questions: How did it feel to promote yourself and about your strengths? How was it the first time you gave a pitch to the last time? How did your pitch change depending on the job? How was it listening to others give their pitch?	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Erin Morgenstern	perduee@ohio.edu	Servant Leadership	This is a good way to get into a good mind space before talking about servant leadership (Listening, empathy, healing)	paper/pen	Ask students to write down three things they are thankful for that occurred in the last 24 hours. Detail matters, include all size senses in your gratification. Now have them share with at least two people. Debrief: What was that like? Why should leaders consider their gratitude? What does it mean to be thankful?	2018
Anna Capeder	acapeder@umn.edu	Student Self-Reflection	Encourage student self reflections, great question asking, listening	students, space, time	Students form groups of 3-4. Designate note taker, facilitator, and time keeper. One individual will be the subject. This person will receive two minutes to describe a problem they would like to explore with no verbal. For ten minutes, other students can only ask questions to encourage deeper reflection. The last two minutes are for the subject to reflect without verbal interruption	2018
Lori Kniffin	lekniffi@uncg.edu	Authority vs. Leadership	To help us all realize our default to authority and norms and distinguish authority roles from leadership activity		Throughout the semester disrupt classroom norms such as setting up the room in other formats not giving specific directions, asking student to make progress in classroom challenges. Each of these instances should be debriefed. Eventually students start to also do things to disrupt norms, and you as the instructor should be open to going with the group in these moments.	2018
Patti H. Clayton	phclayton@gmail.com	Leadership as power and responsibility shared co-creation of what we are doing	Launch semester's paradigm shifted and shifting content and process. Introduce critically reflective experiential learning		Design first day of class to include an experience designed to have all of us encounter some of the course content. Use DEAL model of Critical Reflection to make meaning of that experience. Use DEAL again to debrief that whole component of the day as a microcosm of the course.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Laura Greenhaw	laura.l.greenhaw@msstate.edu	Cooperation and competition in team leadership	Understand the benefits and drawbacks of promoting team work through cooperation and competition	Balloons & tape	Divide students into teams. I do this in my team leadership class so they are already in teams. Distribute bags of balloons to each team. Give one min to blow up as many as possible. 2 points for individual who blows up most, 2 pts each. Person on the team that blows up the most. Debrief about motives, teamwork, outcomes. Give 2 minutes for teams to build tallest freestanding balloon tower. 11 points to winning team, they must decide how those points are divided. No partial points. Debrief about teamwork, roles, rewards. Give 5 minutes for teams to build 'best balloon arch' in previous two steps teams work separately. IN this step they should come to conclusion that they must work together. 1 award 'activity' points, so all students receive credit for participating. Debrief about teamwork, what types/sizes of jobs are appropriate, what motivates cooperation over competition, outcomes of cooperation vs competition. etc.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
David Hellsnzon	hells001@umn.edu	Equity in Communication/Equity in the classroom	To notice the tension around talking/not talking in the space.	Poker chips or other 'items' that can be held/given	Each student is given a set of poker chips (3-5 depending on the time of the class.) Every time they choose to speak a poker chip must be given. Once a student is out of chips they may no longer speak. As time goes on, check in on happenings. Do you have all your chips left? None? What are you feeling about that? Do you want to adapt/get irrational about your behavior making friends? Although it is not explicitly said that you must use all your chips, there is the tension of using them. The whole exercise is meant to create discussion about who is stepping into space, not being heard. Other variations: students are allowed to trade or otherwise get more or less chips. Different genders are given different color chips and now we have a visual of which gender is speaking. All chips must be used, using the second half of the class visually looks a lot different as only the people with chips can spend.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Carolynn Nath Komanski	ckomanski@ufl.edu	Adaptive leadership	experience /apply adaptive leadership skills	powerpoint, playdough or pen/paper, video access	overview of adaptive leadership leads into using an adventure or excursion to experience and apply adaptive leadership. Identify 2-3 and pre plan, situations which will be an emergency so the students must respond. Example: Video clips of the movie "Everest." Critical incidents could include: lack of oxygen, team member getting ill/frostbite, ladder falling in crevice, or decisions to stop journey or adapt and proceed. Can be done as a group or individual. At points of decision making intentional conversation can occur. Recap at the end of the lesson reflections can occur. Asking students (post lesson) how they have used adaptive leadership in other ways beyond this adventure can be helpful for discussion and connecting material.	2018
Becky Rabassa	Brabassa@kinschoolct.org	Perspicitive-Seeing big picture-working together		Zoom book-copies of pages	Scramble book, groups of three to four 'put in order' until whole group agrees. Debrief-hand? Why? Did you start big or small?	2018
Lee Dieck	eileen.dieck@mastersny.org	Emotional Intelligence	Developing Empathy	an age appropriate story/historical story with enough characters for # of students.	Divide characters among students. Role play the story and then challenge each student to embrace their character, what might motivate them, what might be extenially factors etc. Next conflict situation stop to think about what might be the the extenuating factors for the other person. Try to put them in their shoes. Follow up: Review steps for empathy, watch and listen, remember, imagin, ask, support and understand.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Maude Yacapsin	myacapsin@messiah.edu	Challenge assumptions of leaders/leadership styles		2 short descriptions of two different leader types	Class/students split into two groups. Each group gets a reading. Reads and discusses. Draws pictures of what is described in reading. Debriefs/presents pictures. The catch: Only to realize both groups are describing one/the same person through two different lenses. How perception affects assumption (vice versa)	2018
Barb Kautz	barb.kautz@wise.edu	Failure	To learn that failure is okay and failure is an important component of success	Youtube video about harry potter author	Brainstorm a list of what you would do if you were not afraid to fail? Brainstrom a list or words or feelings associated with success and failiure. What do you notices? Show video about HP Author. Talk about difference between rationale and irrational thinking. Possibly have students write a failure resume	2018
Lauen Edelman	lauren.eaelman@washburn.edu	Strengths	Understand how strengths emerge in small group dynamics and how using them can enhance your likelihood of finding strengths	Reem of paper, tape	Brake students into small groups. Give them a stack of paper and a role of masking tape. They have five minutes to brainstorm how they will build the tallest freestanding tower. They can't touch the materials. Once the five minutes are up, they can start building and have ten minutes to build their tower. Once the timeer starts the group can no longer talk. Optional: Can randomly introduce or remove materials or change the rules for some but not all. Tests adaptibility consistency, strategy, harmon, competition, etc. The tallest tower wins a prize. Debrief all strengths that emerged or that were missing from a team that would have enhanced performance.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Donna Frietag	donna.frietag@wisc.edu	Madison leadership framework-understand how to use the framework through reflections, thus being able to complete the requirement of the certificate		Madison leadership framework activity cards (These include the 7 competencies, 3 values of framework)	Students are given a card to write a definition of a competency of value. They take two-three minutes to read the card. Reflect on how they have lived or enacted that competency a value in the lives. Then share with a partner. Also can match a competency/value together and the pair can discuss how they may have experience when the two have integrated. Example: How have you enacted this competency when living in value of . . .	2018
Alaba Apesin	aapesin@smcu.t.edu	Leadership development program that focuses on social change model for leadership and servant leadership	To integrate all leadership programs on my campus	Mentors, facilitators, and volunteer	Combination of curricular and co-curricular activities that builds students leadership skills from first year to senior year.	2018
John Price	john.price@usafa.edu	Leader Identity	Ensure student gain a clear view of themselves as a leader and motivation to grow.	paper	Ask each student to write a brief description of the leader they are now. Have them share and discuss. Then have them write up a description of the leader they want to be. Have them share and discuss. Honor/Character: Personal integrity-commitment assessment. Cadet letters-Conduct/Discipline/Honor culture. Expectations/Feedback/Evaluation: Assigned supervisor 4 months (semester). Service before self: Journal about why they serve, motivates, commitments. Leaders Identity: Leader development, describe the leader you are vs the leader you want to be.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Todd Wiggen	todd.wiggen@swosu.edu	Ethics	To identify ethical decision making	access to popular movies	In each module, I assign the students a movie (usually a choice of two such as Jerry McGuire and The Devil Wears Prada, to view. They then pick out major ethical decisions from primary characters, implications of their decisions and alternative decisions they would have made.	2018
Clint Stevens	smsteph@empria.edu	Voices project	Listen to leaders of diverse backgrounds different than student	LMS, and a blog	Intern project by underscoring importance of diverse perspectives in leadership. Ask students to choose an identity different from self plus eight potential sources for listening to leaders from this voice. (magazine, papers, friend, blog, TED talk, etc). Then short blog and first post with why. Students have two weeks to listen to first voice, then post author blog. Prepare for five posts, encourage peer reading and feedback. Write final summary post with reflection.	2018
Summer Odom	summerodom@tamu.edu	Personal leadership used in an online course.	To help students gain awareness of self.	Internet access, knowledge of self - MBTI, Strengths, Values, etc.	Students select a leader that is similar to themselves, they need to be able to locate info about the leader in terms of their leadership characteristics. Students write a paper describing how they are similar and different than the leader. Students answer other questions to reflect a process.	2018
Natalie Coers	natalie.coers@gmail.com	Vision and strategic planning	Presentation a personal vision in a powerful way	room and 'judges'	Shark tank style set up. Students prepare a five minute pitch for their personal leadership vision that builds upon a UN sustainable development goal. They must sell their vision and action plan for impacting the issue in a positive manner. Email for resources.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Caitlin Bletscher	caitlin.bletscher@wsu.edu	Values	Identify my core values and their priorities in order to make values based decisions as leaders	list of values or values cards with photos and associated values.	Split values into three categories, somewhat important, important, and very important. Take your very important category and choose your top 5 values. Take five minutes to write and reflect on those top 5 values. Why did you choose them? Where do they, and how do they, show up in your life. Discussion in pairs or in small groups to shape reflection responses.	2018
Amber Manning-Ouellette	amonell@iastate.edu	Cultural competency/ethical leadership	Card game Barnga teaching to work with cultural differences	Decks of cards 6-8 people per group, Barnga Instructions (find online)	Divide class into groups and each receive a deck of cards. Number groups into max number of groups. Tell students there will be clear winners during the activity and at the end of each round. The same will be done in silence. Pass the printed game instructions to each group. They will read in silence. Begin first game (can be practice round). Play rounds based on instructions winners move to table number higher, losers move to low number table. Leave time for processing questions (on game instructions).	2018
Carol Wheeler	cawheeler@ollusa.edu	Oral Communication-Effective slide Design			I assign my students a presentation (ted talk). They read presentation and are to use that as a model for slide design and presentation style. They could not do it with just that instruction so I re-did the assignment with very specific rules, such as every slide must have a visual element no more than five words per slide, no clip art. Firmer boundaries freed them up to be creative and get out of their bullet point power point box.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Nathan Eva	nathan.eva@monash.edu	Destructive Leadership	Understand leading those with a specific agenda	Slips of paper, amazing race area (3-4 team goals)	In groups of four to five, 1 designated leader and each of the followers is given a negative agenda to try and achieve. Which are counter to the teams amazing race goals. Team is then given one hour to complete the race.	2018
Jason Headrick	jheadrick@huskers.unl.edu	Online behaviour/professionalism	To demonstrate and foster conversation about how we use social media and strategies for professional and conscious behavior	Neflix account, chairs, students with phones	Students are assigned to watch Season 3 Episode "Nosedive" of the show, 'Black Mirror' The students are warned of adult language and themes, but are encouraged to watch with classmates. After watching students enter into discussion groups. They discuss the qualities and characters of 'nosedive' and they activity allows them to talk about extremes and best practices involved with social media. A full lesson plan, complete with reflection questions, is available. Several other leadership lessons, including power and influence, can be bought out.	2018
Jason Headrick	jheadrick@huskers.unl.edu	Perceptions/Perception Making/Perceptions Post-its	This helps provide examples of how we perceive others based on words/characteristic through dialogue.	Post its, labels with character traits, values and words that might evoke bias or perceptions.	Post its or labels are prepared with various words. The post its are placed on students backs, without them knowing what their visible trait is. They must interact with one another based on their views and perceptions centered along the words on their peer's backs. After a time period has elapsed, students talk about how they were treated and what it felt like to not be in control of the way they were viewed and interacted with.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Jessica Bartak	jbartak2012@gmail.com	Service learning/Community development	Brainstrom what they want their community to look like, what it currently looks like and how to bridge the gap.	paper and pens	Have students write "now," "how," and "wow," at the top of the sheet in three colomns. Ask the stduents to brainstorm what they want their community to look like in five years and write it in the wow section. Next, ask them to brainstorm what the community looks like currently, thinking about community capitals (human, social, cultural, financial, political, natural and built) and write it in the "now" section. Finally, brianstorm ways to bridge the gap between the now and the wow sections and write them in the how section. These are potential service learning project.	2018
Barry Langford	brlangford@ccis.edu	Traits and Skills	To learn and apply leadership theory	list of traits and skills	Auction for traits and skills, students have a bank of money to spend. Afterward discuss their purchase. Works well in teams. Good for application of traits and skills approach.	2018
Donnette Noble	djnoble@roosevelt.edu	Entrepreneurial leadership	Influence others to bend or subscribe to service or product	Evlevator/recurring device	Students create a company and develop a product or service and then they have to write/create an elevator pitch and then have someone record them demonstrating it.	2018
Baleshka Brenos	baleshka@gmail.com	Leadership and Culture	Understand the role of culture in leadership styles	Instrument-leadership culture (Northouse book) Globe study	Take assement and compare your results with the culture profile you belong too. Did you meet the culture profile, what charactersistic were higher or lower?	2018
Keith Herndon	Kltern@uga.edu	Understanding personal biases	Teaching how we respond to trigger words	Descriptions of people students may know and how they describe themselves politcally	Stduents are given five partial descriptions of people and are asked to write down if the person is a republican or democate. After completeing the list, the student are told which is correct. In most cases the students have responded/reacted to 'trigger' words and incorrectly labeled them.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Jeremy Johnson	jejohns1@vt.edu	Characteristics of Leadership Styles	Identify traits that support or hinder various leadership styles.	Index cards with descriptive words	Have students sort trait cards into groups that are most closely aligned with each leadership style/theory. Have students then identify which of those characteristics support and which hinder leaders within the preferred style.	2018
John Baker	john.baker1@wku.edu	Leader Analysis	Creativity, different way to convey information	powerpoint	Have students conduct a leader analysis then present their analysis using a pecha kucha presentation using power point	2018
Kristie Guffey	kristie.guffey@wku.edu	Problem Solving/Team development	Working together to solve problems to reach an outcome. Working across the board to gather various ideas of using these immediately around you	String in a closed loop, two per person in various colors	Each person is given two strings the only rules you must share one end of your string with another person by they cannot be to the left (immediate) or to the right of you. Once they have completed that task then the web must untangle.	2018
Lindsay Hastings	lhastings2@unl.edu	Synergy (activity called 'deedle bobbles')	To experience conditions conducive and non-conductive to building synergy and to formulate a synergy strategy for accomplishing a task.	Model building materials	Break up students into small groups. Instructor or TA's build a model out in the hallway or adjoining room. Each team is given a package of model building materials (deedle bobbles). Teams are instructed that they need to build an exact replica of the model in the hall. First round: no communication, verbal or non verbal, only one student from team can see model at a time. Keep time. Debrief first round. Discuss synergy (1+1=3; synergy is generated to its greatest extent when each person is given a role or the team based on their strengths). 2nd round, communication can be lifted, no restriction or number of students who can view model at a time. Before second round, give teams ten minutes to create a synergy strategy essentially have them identify who will play what role based on strengths. Keep time. Process difference between round one and two.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Justin Greenleaf	jpgreanleaf@fhsu.edu	Review		Computer with projector and smartphones for participants	Develop a game on Kahoot and have studnets compete using their smartphones for first place.	2018
Brendon Fox	drbrendon1@gmail.com	Race, gender, diversity and global leadership	Introduce students to systems of power for individuals and multinational organizations, need for empowerment, critical theory and transforming organizations	Video, text	Trash can exercise, case study presentation	2018
Brett Whitaker	blwhitaker@fhsu.edu	Communications channels and communication richness	To help students practice reflection of an appropriate communication channel for the manage.	Activity sheet and a space	The activity sheet lists about 15 potential communication messages and the same number of channels students working in groups to match messages with appropriate channels. The groups then have their reflection and debrief. An example would be using a text message to communicate a personal conflict with a roommate would be a poor choice.	2018
Brent J Goertzen	bgoertze@fhsu.edu	Compelling direction/vision	Illustrate what happens when there is a lack of direction/views in teams		Open the class by saying 'today we will be discussing compelling direction.' Then the instructor sits in the back of the room and does not say anything else.	2018
Eric Buller	bullere@miamioh.edu	Empowerment and Engagement	Demonstrate different levels of suspension and the impact it has on feelings of empowerment and engagement.	Sandwich making material, plates, flatware, side item.	3-4 groups of students and some number of 'supervisors' Each supervisor provides instructions to group to make lunch. Each group has different levels of detail and level of supervision. At the end of the activit, facilitator discusses about feelings of engagement and empowerment based on different levels of supervision.	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

Name	Email	Leadership Topic	Objective/Purpose of Lesson	Materials Needed	Activity Explanation	YEAR ADDED
Katie Friesen	kfriesen@iastate.edu	Group and Organization dynamics	To mimic how individuals, teams and organizations work in tandem to accomplish a task	A number of balls- Basketball, pingpong, tennis, whatever!	Part 1: Students stand in a circle and identify a leader. Have leader start throwing one ball to one person who will throw it to another to establish a pattern. Once a pattern has been set up keep handing the leader a new ball to throw until chaos ensues. Stop the activity and discuss what was happening. Part 2. Have the group choose their two favorite balls. Maintaining the same order have one ball move forward, the other move backwards. Then time them. Announce their time and ask if they think if they can beat the time. When they achieve their fastest time debrief and discuss about the nature within organizations--stress, conflict, strategy, individuals, teams, and their larger organizations.	2018
Anthony I. Andenoro	andenoro@ufc.edu	Addressing counter reality	Confront post truth to cultivate effective decision making.	people, a willingness to learn	Talk about an issue relating to complex problems that is influenced by public perception. After providing content for issue, tell the students to take it to the streets. They leave the classroom in groups and have thirty minutes to collect as many instagram videos of interviews with people explaining what they think or know about the issue. This demonstrates the power and perseverance of misinformation and they accept that they need to share the truth to confront the counter reality that stems from misinformation.	2018
Cheryl Ross	cherylnoelross@gmail.com	Personal branding (leader identity)	Understanding who you are and what you have to offer	Worksheet	List of statement/questions they work through (what are your values, what are your top skills, how do you want to impact the world) Bring it down to two sentences	2018

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

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 read)
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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@ori.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. - Did they work together? - What were the roles of the groups?
Josh OConnor	joconnor@ori.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)

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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)

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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>

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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 standing 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!

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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:

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
Katie Friesen	kfrisen@iastate.edu	Values identification Kouznar & 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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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 <p>-I use this exercise w/ Exec. MBA students</p>

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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, strips 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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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/knowning (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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					Theory. I add or subtract stickers from group members accordingly, or more stickers from one member to another-- based on what class proposes.
Matthew Sowcik	Matthew.sowcik@wilkes.edu	Path Goal Theory	To teach theory in a fun way	None	Use rock--paper--scissors as a model to demonstrate directive-- supportive--participative--achievement oriented style 1. Break students into groups of 3 2. Assign each group with a leadership style 3. Ask one member of each group to nominate a leader of the group and provide them with the following instructions 4. a. Directive-- leader decides what the team will throw b. Participative-- The team decides what to throw c. Supportive-- The team needs to throw this pattern-- r--p--s--s--p d. Achievement Oriented-- The following information * Rookies throw rock most often * People won't throw the same thing 3 times * When in doubt throw paper
Maycon Hanold	hanoldm@seattleu.edu	Leadership and Management	To explore understanding of and differences between leadership and management	Flip chart paper, different colored pens	Students read prior to class various articles on what is leadership and what is management-- In class they get into groups of 3--4. Then the task is to visually represent leadership, management and their relationships-- they may use words as well. About 30 minutes to produce the visual and each group explains their visual representation in about 10' to the larger group.
Melinda Miller	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.mcnutt@wright.edu	Any	To provide an outlet for students to address a series of questions in a non--f--to--f environment so introverted students have a voice	Any video (I use a short 10--15 minute YouTube video on a topic) or reading material of your choice	I assign groups of students to try and evenly distribute males and females across the groups. I put no more than 6 students per group. We have a learning management system through which discussions take place, but this could also take place through email. Rules for effective dialogue are outlined and I have a rubric for grading. Once students view the videos (or read the article) they post their responses to a series of question prompts. After a specified time (usually 4 days), group members respond to their group mates addressing areas of congruence and divergence among their opinions.
Mindy McNutt	mindy.mcnutt@wright.edu	Knowing self/ knowing others--	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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
		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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
			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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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@depresenatiegroep.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 for change or good	Large brown paper, lunch bags, magazines, scissors, glue sticks, stickers, markers etc. blank 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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
				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.Let them draw a picture of leadership. 5.Let them walk around the room, look at each other's pictures. 6.Ask students to go back to one that grabs you and speaks to you. 7.Call on everyone to explain the meaning to them.
Jim Street	streetjl@appstate.edu	The emerging leader way - (a list of shared expectations created by participants)	1) To make implicit group values + norms explicit 2) to teach that the most successful organizations have shared values 3) to teach the importance of language	Easel, paper + marker Optional - an object that represents_ embodies the shared expectations	Ask group: to maximize one's 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?

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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 Mzoková	Ivana.mrozкова@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 s hared values activity follows. • Students write each of their top 5 values on a post -it note. Then one-by-one students go to ether 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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					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	meriwethertn@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.MENNE N@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, n a church activity etc. Ask them how they think of that person now. Usually they can understand the persons behavior and dislike is diminished.
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
			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	Notebook	<ul style="list-style-type: none"> • Students are tasked with attending / participating in a group experience that they would not normally- then write a reflection paper; Perhaps a religious, cultural, or similar group.
Tom Matthews	matthews@geneseo.edu	Negotiation Skills	Introduction to negotiation	A wrapped small box	<ul style="list-style-type: none"> • Depending on size of group I ask for 6 to 8 volunteers to demonstrate negotiation. I then take the volunteer in two separate groups outside and give them a separate set of

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
			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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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: * 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: • 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. B C ~~~~~ ~~~~~ (river) ~~~~~ A X D
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					<p>Debrief – what is it like to have someone just listen to you?, etc</p> <p>Switch</p> <p>If you have a long line of pairs</p> <ul style="list-style-type: none"> – have them move so they get to listen to more people <p>Lots of variations on a theme here</p> <ul style="list-style-type: none"> – 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>Increases the energy in a room</p> <p>Gets people to listen to some they would never listen to if not physically set up like this.</p>
From 2008 Association of Leadership Educators Convention		Communications or Shared Leadership	To create an understanding on how powerful it is to participate in keeping information current	Computer lab with Internet availability	<ul style="list-style-type: none"> • 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)

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					<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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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	

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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@transformationaction.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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
		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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
					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.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
		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@depresentatiegroep.nl	Knowing yourself – first impression	Get to know your first Impression	Sometimes: video	Introduction – give them adjectives as “positive”, “open”, “thinker”, “practical”, “social”, “trustworthy.” Talk about non-verbal cues. Others know you sometimes better than you yourself. Authentic leadership – how do you come across?
Michael Hackman	mhackman@vccs.edu	What is leadership? / Bad leadership	Have students identify 5 “extraordinary” leaders first individually, then in groups		Once they are generated (most common names are MLK, Jesus, and Hitler) have groups generate common characteristics of leaders they picked. Then prepare a good lesson on what leadership is and is not.

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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 physic al/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!

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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

International Leadership Association - Leadership Education Member Interest Group
Great Ideas From the Annual Teach and Share Forum

NAME	EMAIL	LEADERSHIP TOPIC	OBJECTIVE/ PURPOSE OF LESSON	MATERIALS NEEDED	ACTIVITY/EXPLANATION
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.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.