



Advanced High School

National FFA Organization

Lesson AHS.10

UNDERSTANDING LEADER/FOLLOWER DYNAMICS

Unit.

Stage One of Development—ME

Problem Area.

Who Am I in Light of Serving Others?

Precepts.

C5: Persuade others to commit.

National Standards.

NPH-H.9-12.5 - Analyze how interpersonal communication affects relationships.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Discover what followership means and why it is important to leadership.
- 2 Identify types of followers and identify helpful hints on how to be a better follower.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Hughes, R. L., R. C. Ginnett, & G. J. Curphy *Leadership: Enhancing the Lessons of Experience*. New York: Irwin/McGraw-Hill, 1999.

Lundin, S. & L. Lancaster "The Importance of Followership." *The Futurist* (May-June, 1990), 18-22.

Kelley, R. E. "In Praise of Followers." *Harvard Business Review* 66, no. 6 (1988), 142-148.

Kelley, R. *The Power of Followership*, New York: Doubleday Currency, 1992.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.10.TM.A
- ✓ AHS.10.TM.B
- ✓ AHS.10.TM.C
- ✓ AHS.10.TM.D
- ✓ AHS.10.Assess—one per student



Key Terms. The following term is presented in this lesson and appears in bold italics:

- ▶ Followership



Interest Approach



Let's take a short quiz. I will permit you to give the answers in the form of a range. For example:

If I ask us to guess my age, we would have trouble pinpointing it exactly. But if we were to give an answer that fell within a range, we might say, "between 25 and 60" (adjust accordingly) and we would be right. So, for each of these five questions, write a range, so that we have a 100 percent chance of getting the correct answer. Be realistic—for example, it would have been foolish to say, "between 5 and 100." The more realistic answer would have been "between 30 and 60." (adjust accordingly). Ready? Number from one to seven on our paper.

Proceed to ask the questions that follow:





1. The computer can solve the Rubik's Cube puzzle in four minutes. How long did it take the world champion?
2. Out of 100 pieces of information we receive, how many do we remember?
3. How long did the first U.S. satellite stay in space?
4. How much money would you have if you started with a penny and doubled the amount each day for a month?
5. How many five- and six-letter words can be made from the letters in the word "incubated"?
6. What percentage of purchased vegetables goes to waste in the average American household?
7. How many pages long is the Oxford English Dictionary?

Supply the answers:



1. The world champion was a 16-year-old, who assembled the cube in 22.95 seconds.
2. Scientists estimate we only retain one out of one hundred pieces of information.
3. The satellite was in space for twelve years, from 1958 to 1970.
4. The penny would become \$5,368,709.12.
5. You can actually make 27 five-letter words and 13 six-letter words.
6. As a nation, we waste 32 percent of the vegetables we buy-the total wasted food in this country would be enough to feed all of Canada, according to a survey in USA Today.
7. The Oxford English Dictionary has 16,400 pages.

Continue with the lecture by saying:



Did anyone have a perfect score? No one? Even with enough latitude with the ranges of answers to ensure we would have correct answers.

When it comes to team building and leadership, there is much to be learned-by all of us, from all of us. We will need to participate fully in this class today, asking questions, sharing experience, and discussing issues that are relevant. It's fine to be certain about what we know, but realize that sometimes that very certainty establishes barriers. Be definite, be assured, but please, also be open.

Transition



For the rest of the day, keep an open mind. Lets realize that, as certain as we are of the knowledge we possess, that certainty may prevent us from acquiring new knowledge. Be firm in our convictions, yes, but allow yourselves to consider viewpoints and assertions that may be at odds with our own points of view.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Discover what followership means and why it is important to leadership.

I. What is Followership.

Display AHS.10.TM.A and say:

 You've heard it time and time again, "Before you can lead, you have to learn to follow."

Display AHS.10.TM.B and say:

 The theory of leadership says, "Able leaders emerge from the ranks of able followers."

So it is important for us to recognize that the concept of followership is important. But what exactly is it?

Followership is defined as reaching a specific goal while exercising respect for authority, a positive attitude, integrity, and self-discipline.

As a member of FFA and other organizations, we will have many opportunities to practice followership. To be the best follower we can be with the ultimate goal of helping us be the best leader we can be.

 Why is followership important to us as a leader?

In order to take on the responsibilities of leadership, we should agree to be professional, act morally and responsibly, complete our tasks to the best of our ability, and serve our group. These are not easy to do if we do not understand the basics of followership. How good a follower we become will largely determine our personal growth while we serve as a leader.

If the organization or group is going to be the best it can be, then it needs members to step up to the plate, accept the responsibilities they have been given, and do it with respect and enthusiasm. Remember, our individual contributions are valuable and a critical component to the effectiveness of our team.

Review this information by using a Choral Response Moment.



Objective 2. Identify types of followers and identify helpful hints on how to be a better follower.

II. Types of Followers



What kind of followers are we?

When addressing this question, it is first helpful to determine what follower traits we currently have. A researcher named R. E. Kelley interviewed leaders and followers to determine the best way of identifying the best followers.

Kelley determined that followers ranged from independent, critical thinking at one end to dependent, uncritical thinking on the other.

Review this information by using a Choral Response Moment.

Display AHS.10.TM.C and say:



He sums it up by saying, "The best followers are individuals who "think for themselves," "give constructive criticism," "are their own person," and are "innovative and creative." At the other end of the spectrum, the worst followers "must be told what to do," "can't make it to the bathroom on their own," and "don't think." In between are the typical followers, who "take direction" and "don't challenge the leader or group."

Review this information by using a Choral Response Moment

Display AHS.10.TM.D and say:



Kelley's second dimension ranges from active to passive and refers to a follower's degree of active engagement in work. According to Kelley, "The best followers 'take initiative,' 'assume ownership,' 'participate actively,' 'are self-starters,' and 'go above and beyond the job.' The worst ones are 'passive,' 'lazy,' 'need prodding,' 'require constant supervision,' and 'dodge responsibility.' In between these extremes are the typical followers who 'get the job done without supervision after being told what to do'...and 'shift with the wind.'"

Review this information by using a Choral Response Moment.



Review



It is difficult to discuss either followership or leadership without careful attention to both concepts. Without leaders there can be no followers. Without followers there can be no leaders. Develop a paragraph to illustrate a time when we were a leader and when we were a follower. Illustrate how we can be a better leader by being a better follower.

At this time pass out AHS.10.Assess.



► **Extended Classroom Activity:**

Followership is an integral part of leadership. Information from this lecture will provide students with valuable insights on how to become a better leader by advancing their followership skills.

Have students develop and implement a community service project in the community

► **FFA Activity:**

Have the students establish a grid of opportunities for FFA members to serve in the role as a follower.

► **SAE Activity:**

Have students shadow a professional who relates to their SAE project.

✓ **Evaluation**

AHS.10.Assess

Answers to Assessment:

Section 1—Definition of followership

Answer: think for them, give constructive criticism, are their own person, are innovative and creative

Answer: must be told what to do, can't make it to the bathroom on their own, don't think

Answer: take direction, don't challenge leader, or group



UNDERSTANDING LEADER/FOLLOWER DYNAMICS

Define followership.

The best followers are individuals who:

The worst followers:

Typical followers:



**“Before you can lead, you have
to learn to follow.”**



**“Able leaders emerge from the
ranks of able followers.”**



THE BEST FOLLOWERS ARE INDIVIDUALS WHO

- ◆ think for themselves
- ◆ give constructive criticism
- ◆ are their own person
- ◆ are innovative and creative

THE WORST FOLLOWERS

- ◆ must be told what to do
- ◆ can't make it to the bathroom on their own
- ◆ don't think

TYPICAL FOLLOWERS

- ◆ take direction
- ◆ don't challenge leader or group



Second dimension of followership range from

Active ←————→ Passive

The best followers

- ◆ take initiative
- ◆ assume ownership
- ◆ participate actively
- ◆ are self-starters
- ◆ go above and beyond the job

The worst followers are

- ◆ passive
- ◆ lazy
- ◆ need prodding
- ◆ require constant supervision
- ◆ dodge responsibility

The typical followers

- ◆ get the job done without supervision after being told what to do
- ◆ shift with the wind

