



Advanced High School

National FFA Organization

Lesson AHS.20

ESTABLISHING A TEAM VISION

Unit.

Stage Two of Development—WE

Problem Area.

How Do We Build High Performing Teams?

Precepts.

C1: Contemplate the future.

National Standards.

NL-ENG.K-12.12 -Applying Language Skills -Students use spoken, written, and visual language to accomplish their own purposes.



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

- 1 Develop a shared team vision statement.
- 2 Identify the differences between a team and personal vision.
- 3 Demonstrate the process used to establish a shared team vision.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Maxwell, John. *Developing the Leader Within You*. Nashville, Tennessee: Thomas Nelson Publishers, 1993.

FFA Essential Learnings, 2002.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.20.TM.A
- ✓ AHS.20.TM.B
- ✓ AHS.20.AS.A-one per student
- ✓ AHS.20.AS.B-cut into three cards-one set of three per each group
- ✓ AHS.20.Assess.A-one per team
- ✓ AHS.20.Assess.B-one per student
- ✓ Markers, crayons or colored pencils-several for each group
- ✓ Typing paper or blank sheets from a flip chart-four to five each group



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Vision
- ▶ Personal vision
- ▶ Team vision



Interest Approach

In the following lesson, have students vote thumbs up if they agree, thumbs down if they don't agree, and thumbs halfway between up and down if they aren't sure.



Let's take a poll. As you hear each question, consider your response. Do you agree, disagree, or are you just not sure? If you agree show that by signaling thumbs up. If you disagree show that by signaling thumbs down. If you just aren't sure, then point your thumbs halfway between up and down. Let's try it out.

Ask the following questions and allow time for students to show their voting signal.



Can you predict the future.

Elicit responses.





Can you create the future through your daily actions?

Elicit responses.



Imagine a person you know tells you he or she can predict that he or she is going to win the lottery next week and he or she wins. Is this person able to predict the future?

Elicit responses.



Is this person able to create the future through his or her daily actions?

Elicit responses.



Imagine a person you know tells you a goal he or she has, and then a year later, he or she accomplishes that goal. Is this person able to predict the future?

Elicit responses.



Is this person able to create the future through his or her daily actions?

Elicit responses.

Ask some probing questions regarding the first activity.



For those of you who disagreed with being able to predict the future, why did you disagree?

Anticipated responses: I don't believe in magic; I don't believe that it's possible; it's just not reasonable; people who say that are phonies.



For those of you who agreed with being able to predict the future, why did you agree?

Anticipated responses: we hear about examples of it all around us; it's not possible to necessarily predict but knowing where you're headed can create the future.



For those of you who agreed with being able to create the future, why did you agree?

Anticipated responses: you can set goals and then work toward them; what we do today determines what will happen tomorrow; I'm in control of how I react to the world; setting goals is proactive and gives us direction.



For those of you who disagreed with being able to create the future, why did you disagree?

Anticipated responses: we aren't in control of what will happen; religious or faith-based beliefs; cultural beliefs; I'm not in control.



What's the difference between a person who sets a goal today and then accomplishes it a year from now and the person who says he or she will win the lottery next week and does?



Anticipated responses: the lottery person won by luck, but the goal person won by planning; the lottery person tried to predict the future and then just got lucky; the goal person tried to create the future through planning and it worked. Lead them to this conclusion.

We can't predict the future with 100% accuracy; correct predictions happen by chance. We can, however, make an effort to create the future by having a clear picture of what we are working toward. The person who set a goal and then worked toward it probably had a clear idea of where he or she saw him or herself in the future, five to 10 years down the road.

Have students write down the following definition to have in front of them today.

Write the following definition on a writing surface.

Establishing a clear picture of all the future possibilities for a person, team, organization, or object is called a **vision**.
Ask this question.

What does that tell us about our ability to vision?

Anticipated responses may include: we can learn how to be better at visioning; we can practice this skill; all of us have the opportunity to learn this; we can all have a vision. Share some of these responses if they don't come up in class discussion.

Preview where the class is headed for the day.

Let's explore the concept of visions more today. After today we will know how to establish a vision when working on a team. As we enter into the day, let's think of ourselves as members of a team. What makes teams work?

Some anticipated responses might be: they support each other, they work together, they stay focused, and they work hard.

Those are all great things to keep in mind. As members of a team let's remember to stay focused, work together by respecting everyone's ideas, and work hard. Turn to a neighbor and say, "Let's go team!"



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Develop a shared team vision statement.

I. An experience designed to promote the establishment of a team vision statement.

Hand out AHS.20.AS.A to all students. Give them the handouts face down to conceal the information until they are given the command words to turn it over. Create a sense of excitement about the task they are about to embark on and establish that this next part is very exciting.



- Let's explore how this process might be used to actually establish a shared team vision. To do this, assume the attitude of a true explorer. This is a journey that isn't for weaklings. We'll be bold! Say it together, like we mean it: "Bold!" We'll be creative! Say it together, from our stomach: "Creative!" We'll be brilliant! Chant it together: "Brilliant!"

When you hear "Let's go," turn over the sheet in front of you and read the instructions. Let's take five minutes to complete the first task in a series of four. How many tasks are in the series? Four! How many minutes will we have to complete the first task? Five! Let's go!

Students will turn over the sheet of paper. The instructions will begin them on their first task. The first task is to create their personal vision for the team scenario given on AHS.20.AS.A. As students are working, walk around to check understanding of the concept or to help by asking probing questions like:



What goals do you think the team should set? What is the team capable of accomplishing? How could this team make a lasting change or impact?
How could this team make a lasting change or impact?

After five minutes, stop the students.



Congratulations! Let's continue forward in this exploration. For the next three tasks, we will need to work in groups of five or fewer. So divide into groups.

Some examples for dividing up the class may include numbering the students off to form the groups of five or fewer or assigning groups prior to class starting. If your class has five or fewer students total, it will not be necessary to break them up.

Give each group a copy of task two cut from AHS.20.AS.B. Also provide each group with one to three sheets of blank paper or tear sheets from a flip chart to use as a writing surface. Display energy and enthusiasm as you give the following instructions.





This time we'll work in teams together! One of our team members has a note card with the next task on it. Let's take seven minutes to work. We may choose to use any normal writing surface in the room for this task. Ready, set, explore!

Monitor the group progress. If they are working well, then allow them plenty of thinking time as a group. For groups that are struggling, consider asking the following probing questions:



How could we best get all of these personal visions in front of everyone so that you can determine the common goals represented? What goals and/or aspirations are common between each of these visions? Are there any main themes that you seem to hear when others describe their vision? What questions might help to clarify what someone else meant by his or her vision?

After seven minutes, give a different student the instructions card, task three cut from AHS.20.AS.B. Make the next step seem challenging and difficult.



Great work! The jungle of ideas is about to get very deep. This next part will be a challenge, but our team's combined talents will make it seem like a breeze! We're going to be exceptionally creative! We have five minutes to work. Your group may continue using the same writing surface. One member of the group has been given the card with the next task. Let's get creative!

Walk around and monitor the groups. Check to make sure that they are accepting all ideas presented by the group members. If they are struggling to think about the results, ask questions like:



What would the results of those goals look like? Draw a picture of them. If the team in this scenario could accomplish anything, what should it be? What possibilities could this team create and then bring to life?

Give the groups a two-minute reminder when the finish time is drawing close. At the end of the work time, distribute task four cut from AHS.20.AS.B to yet another member of the group. Each group will also need a new sheet of writing surface on which to collect their ideas. This will be the final task in creating the team vision. Establish a sense of urgency and completion as you deliver this next set of instructions.



Let's continue even further and faster! This next step will call for a very quick pace as a team. What kind of pace will it require? Quick! We are doing fantastic. We have five minutes to complete our final task for the day. One member of the group has been given the new task. Begin the final adventure!

The teams should first collaborate and refine. If they reach a consensus quickly, probe their group to check for refinement and collaboration with questions like:



What ideas did we just refine to get your completed product? How did you reach group consensus? Why does each person buy into the vision? What ideas were compromised or enhanced during this last discussion?



Give the groups a verbal reminder of their time frame at two minutes. Once five minutes is up, stop the groups immediately, even if they aren't finished. Assure them that their work is quality even if it is not complete. Create a sense of completion and celebration as you give the following instructions.



When we hear the number one called out, our team is going to celebrate our success with a loud and fun team huddle break using the phrase or chant of our choice. It should sound just like a team we would see on a basketball court or football field before a big game. Ready, ten, nine, eight, seven, six, five, four, three, two, one! Celebrate!

Objective 2. Identify the differences between a team and personal vision.

Quickly post the products of the last activity in front of the entire room so everyone can see them. Ask a leading question.



Look at the definition of vision. Consider this question: what would be the difference between a personal vision and a team vision?

Anticipated responses: a personal vision is one I determine; a team vision is something a group determines. Ask another question.



Now that we're experts on the process, look back on all of the vision products and ponder to yourself what qualities most team vision statements might have in common.

Some anticipated responses might include: pictures and/or words; careful thought and consideration; pieces of the people who created the team vision, ideas, and goals.

Place AHS.20.TM.A on the overhead.



Here are some qualities that most shared team visions will have. While each vision is unique, these qualities seem to go above and beyond and are universal among team vision statements.

II. Distinguishing between a team vision and personal vision

- A. A vision: is establishing a clear picture of all the future possibilities for a person, team, organization, or object.
- B. A personal vision: is a vision you create by yourself.
- C. A team vision: is a vision you create together with a team.
- D. Both reflect a perceived direction; the personal vision is for one person and the team vision is meant for a group or organization.
- E. A team vision will also reflect several other unique qualities:
 - 1. Keep team focused on a common purpose.
 - 2. Show greater potential for success when working as a team.
 - 3. Communicate team's big picture goals.



4. Reflect the personal visions of team members.
5. Reflect the values of the team.

As we reveal the AHS.20.TM.A, pause and discuss the qualities that are shared by most team vision statements. Find examples in the student work that reflect the qualities as you reveal them to the students. Keep an inquisitive attitude and ask probing questions like:

How do we see examples of this particular quality in the products you made? Why do we believe each of the products reflects a common purpose, greater combined potential? What step in the process we just went through made this quality possible?

Answers to these questions will vary depending upon the unique products in your classroom. Provide examples if they struggle with understanding some of the connections.

Ask a probing question.

Ponder the answer to this question. Which two of these qualities stand out the most in your team vision? Why? Who can be the first to share?

Anticipated Responses: student responses may vary. The key is to ensure that students can provide some reference to the work they just did that supports the particular qualities they chose to comment on.

Objective 3. Demonstrate the process used to establish a shared team vision.

Pose this leading question to the students.

Think back on our experience today: what steps might we tell someone else to take when creating a team vision?

Anticipated responses: create personal visions; share the personal visions; create a goal; come to a consensus; construct new goals; dream big.

Share with the students the following process using AHS.20.TM.B. Clarify, with alternate explanations, any words that don't make sense. Relate their responses with the following steps.

Let's explore how to get to that shared team vision.

III. Process used to establish a shared team vision

- A. Step 1-Each team member creates his or her own personal vision for the team.
- B. Step 2-Each team member describes his or her vision for the team, while others listen and ask questions to seek understanding.
- C. Step 3-Determine common goals among the individual team members' visions.
- D. Step 4-Pull out the goals shared among the group members and post them for all team members to see.



- E. Step 5-Visualize and verbalize the results that could be achieved if the posted goals were accomplished by the team. Record all ideas; do not rule any out as impossible.
- F. Step 6-Combine the brainstormed results and possibilities into one team vision using any one or a combination of words and phrases or graphics and pictures.

Provide each group with sheets of blank typing paper or tear sheets from a flip chart. Each group will need one to two sheets of a writing surface along with markers, colored pencils, or crayons.



Let's tie together all the pieces of team vision we've explored today with a Go-With-the-Flow Moment. When we hear "Go-with-the-flow," our team is going to take the cards and handouts that we've been given and create a flowchart of the process we just went through to establish a team vision. Create this flowchart as if it were going to represent our best work as a group and make sure we don't leave out any steps. What questions are there? Go-with-the-flow!

Give the groups seven minutes to create the flowchart as a team. If time permits, have them share as a group. Have them put their names somewhere on the flowchart paper. Collect the flowcharts and use the Assessment AHS.20.Assess.A to assess the flowcharts for a grade.



Review/Summary

Preview the next day's lesson and review current lesson with students.



Let's take out our notes from today. Scan the notes as if we were preparing to remember the process and qualities associated with a team vision. Focus our mind on the page we've taken notes on and recall what it actually looked and felt like as we did that today. Take a few moments to scan and recall.

Allow students time to review their notes. Ask the students to explain what parts were most memorable or surprising to them.



As you look back over your notes, place a star by the most memorable or surprising thing we discussed today.

*Elicit responses from all students if time permits.
Administer AHS.20.Assess.B to students.*



Application

►Extended Classroom Activity:

Have the students research a company's vision using the Internet. Have them create a short essay that critiques the vision using the qualities of a team vision as discussed in this lesson.



►FFA Activity:

Have students facilitate this same process with a chapter committee, a career development event team, a group of chapter officers, or a team in the school not related to FFA.

►SAE Activity:

Have the students create a vision for the organization they work with in their placement program or other stakeholders in their entrepreneurship program.

✓ Evaluation

AHS.20.Assess.B is provided to measure Objectives 1, 2, and 3. AHS.20.Assess.A is included to measure student performance on Objective 3.

Answers to Assessment:

AHS.20.Assess.A

- Step 1—Each team member creates his or her own vision for the team.
- Step 2—Each team member describes or explains his or her vision for the team, while others listen and ask questions to seek understanding.
- Step 3—Determine common goals among the individual team members' visions.
- Step 4—Pull out the goals shared among the group members and post them for all team members to see.
- Step Five—Visualize and verbalize the results that could be achieved if the posted goals were all accomplished by the team. Record all ideas; do not rule any out as impossible.
- Step Six—Collaborate and refine the brainstormed results and/or possibilities into one team vision.

AHS.20.Assess.B

1. Imagine you have been invited to a school board meeting to help them in establishing a team vision. Consider these two questions:
 - a. Describe the process you would have them go through to reach a team vision.

Student's answer does not have to be exact with each of the steps, but the process submitted should reflect the following steps:

- b. Describe at least two qualities you would expect to see reflected in the finished product.

Student's answer does not have to represent all of the qualities, but the product submitted should reflect two of the following:

- Keeps team focused on a common purpose
- Shows greater potential for success when working as a team



- Communicates team's big picture goals
- Reflects the personality of the team
- Reflects the values of the team



ASSESSMENT FOR GRADING TEAM FLOWCHARTS

Criteria	Points Possible	Points Awarded
1. Depicts all six steps for creating a team vision		
a. Step 1—Each team member creates his or her own vision for the team.	2	
b. Step 2—Each team member explains his or her vision for the team, while others listen and ask questions to seek understanding.	2	
c. Step 3—Determine common goals among the individual team members' visions.	2	
d. Step 4—Pull out the goals shared among the group members and post them for all team members to see.	2	
e. Step 5—Visualize and verbalize what results could be achieved if the posted goals were all accomplished by the team. Record all ideas; do not rule any out as impossible.	2	
f. Step 6—Collaborate and refine the brainstormed results and/or possibilities into one team vision using any one or a combination of words and phrases or graphics and pictures.	2	
2. Shows all six steps in the appropriate sequence		
a. 3 points for all six steps in the appropriate order b. 2 points for all steps with at least one in order c. 1 point for steps present but out of order	3	
3. Demonstrates knowledge of the qualities associated with a team vision		
a. Keeps team focused on a common purpose b. Shows the potential for greater success as a team c. Communicates the team's big picture goals d. Reflects the personality of the team e. Reflects the values of the team	2	
4. Used creativity or original ideas in creating the flowchart		
a. 3 points for exceptional creativity—uses color, icons, organized as a flowchart b. 2 points for superior creativity—uses color or icons, organized as a flowchart c. 1 point for average creativity—organized as a flowchart	3	
Total points:	28	



ASSESSMENT FOR ESTABLISHING TEAM VISION

► Short Answer

Instructions: Read the following questions and provide a short answer in the space provided.

1. Imagine you have been invited to a school board meeting to help them in establishing a team vision.
Consider these two questions:
 - a. Describe the process would you have them go through to reach a team vision.
 - b. Describe at least two qualities would you expect to see reflected in their finished product.



PERSONAL VISION VS. TEAM VISION

◆ **Personal vision—a vision you create by yourself**

◆ **Team vision—a vision you create together with a team**

◆ **Both reflect a perceived direction; the personal vision is for one person and the team vision is meant for a group or organization**

◆ **A team vision will also reflect several other unique qualities:**

→ Keep team focused on a common purpose

→ Show that there is a greater potential for success

when working as a team

→ Communicate team's big picture goals

→ Reflect the personality of the team

→ Reflect the values of the team



PROCESS USED TO ESTABLISH A SHARED TEAMVISION:

◆Step 1—Each team member creates his or her own vision for the team.

◆Step 2—Each team member explains his or her vision for the team, while others listen and ask questions to seek understanding.

◆Step 3—Determine common goals among the individual team visions.

◆Step 4—Pull out the goals shared among the group members and post them for all team members to see.

◆Step 5—Visualize and verbalize what results could be achieved if the posted goals were all accomplished by the team. Record all ideas; do not rule any out as impossible.

◆Step 6—Combine the brainstormed results and possibilities into one team vision using any one or a combination of words and phrases or graphics and pictures.



TASK 1

A Special Call...

Imagine that you have been placed on a special task force to help make the school environment better for all students. You will work with this team for an entire year. At the end of the year, your team will make specific recommendations to the school board. This opportunity is very unique and should be treated as an important responsibility to your fellow students. You are preparing to attend the very first task force meeting. In order to be prepared for the meeting, you will need to create your personal vision for the high school.

Your Challenge...

Create a personal vision for your high school. Use words and/or pictures to describe all of the possibilities you see.

Keep in mind the definition of vision—establishing a clear picture of all the future possibilities for a person, team, organization, or object.

Questions you may find helpful to get started ...

1. If our school had ... we would ...
2. How do you feel about this school.
3. What have you learned at this school.
4. What is happening to others while at school.
5. What goals do you have for this school.



TASK 2

Welcome to your first task force meeting! Congratulations again on being selected for this special opportunity to make your school a better place for all students.

For this task ...

- Share key points and highlights from your personal vision.
- Determine which goals and aspirations are shared by two or more team members.
- Post those goals and aspirations that are shared by two or more team members together on a surface where everyone in your group can see them.

TASK 3

Let's continue your team's tradition of excellence! Break out your imaginary binoculars so that you can see far down the road ahead. Look far into the future and think about the big picture results of the goals you've just written down as shared aspirations.

For this task ...

- Brainstorm as a group all the possible outcomes or results that could come from achieving the goals and aspirations you've recorded.
- Use pictures and/or words to visualize and verbalize the possible outcomes you brainstorm.
- Record these ideas as a group onto one piece of paper.

TASK 4

Look back over the work you've done. The finished product is going to be simply amazing! Develop a team vision.

For this task ...

- Combine all the ideas your team feels are most important into one finished statement or picture that represents your team's total vision for the school.
- Check your work with your gut instinct by asking this question: "Is this a direction for our school that will make it a better place for students."

