



Lesson AHS.21

ESTABLISHING TEAM MISSION

Unit. Stage Two of Development—WE

Problem Area. How Do I Build High Performing Teams?

Precepts. B5: Participate effectively as a team member

F1: Implement a leadership and personal growth plan

National Standards. NL-ENG.K-12.11--Participating in Society--Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.



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

- 1 Identify the relationship between team mission statements and high performing teams.
- 2 Identify steps in a process for developing a team mission statement.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Kouzes, James and Barry Posner, “The Leadership Challenge,” San Francisco, California, Jossey-Bass, 1995.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.21.TM.A
- ✓ AHS.21.TM.B
- ✓ AHS.21.AS.A—one per student
- ✓ AHS.21.AS.B—one per student
- ✓ AHS.21.Assess—one per student
- ✓ Scratch Paper—two per student

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

- ***Mission statement***
- ***Team mission statement***
- ***Stakeholder***

- **Common purpose**
- **Guiding principles**



Interest Approach

Ask the class to think back to two team or group experiences they have had in the past; one where many results were accomplished and one where very few things were completed. Have them consider what results each group experience accomplished. Have them recreate the T-chart found on AHS.21.AS.A onto a sheet of paper or distribute copies. Use the following questions and instructions to complete the activity sheet.



Think back to a time when we were a part of a team, club, or group where we accomplished a lot of work.

Pause while they think.



Find an area to write on and make a T-chart, big enough that we can write some thoughts on it. Write the name of the group on the top right side of the T-chart. While we're considering this team think back on this question--what results did that group, club, or team accomplish while we were a part of it?



2

Pause for some time to think.



Write down two or three results that the group was able to achieve on the right side of the T-chart. Now the big question is why? Why was the group able to make those achievements? Write your thoughts on the bottom right hand side of the T-chart.

Pause while they think and write.



While we're considering this team, ponder this question: what results did that group, club, or team

accomplish while we were a part of it?

Pause while they think and write.



Write down two or three results the group was able to achieve on the bottom left side of the T-chart. Now the big question again, why? Why was the group able to or not able to make progress? Write down your thoughts on the bottom left side of the T-chart.

Pause while they think and write.

Proceed with these questions:



Some of us may notice that groups from either side of our chart were able to accomplish things. However, is there a difference in the quality of the results between the team on the right side and the team we listed on the left side? What was the difference and why was there a difference between the two?

Pause while they think and write.



Share your thoughts with your neighbor

Elicit answers after they share. Anticipated responses: the group that accomplished a lot had a shared purpose; the group that accomplished a lot got together for a special purpose; the group that accomplished a lot had certain rules for how they would get work done; the group that accomplished a lot had goals; the group that achieved things got along; the group that achieved their goals was motivated. Share some of these responses if they are not brought up in discussion. At this point, there should not be a conclusive reason why one group worked well and one group didn't.



It sounds like there are a number of reasons why there was a difference between the two groups we've been looking at here. Today we're going to explore several concepts that give us insight into the question--how do I build consistently high performing teams? What are some teams you are a part of that might benefit from our work today?



Some anticipated responses: cooperative work groups for school projects; sports teams; club officer teams; student council teams; committees in clubs; band sections; play casts; families.



Exploring the concepts associated with high performing teams will cause us to call forward the detective within. How would you expect a detective to act?

Anticipated responses might include: they ask lots of questions; they are smart; they are quick witted; they think; they solve problems; they help others



Those are all great things to keep in mind. As we assume the attitude of a detective, let's remember to ask lots of questions, look for problems to solve, and work cooperatively to reach the goal.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the relationship between team mission statements and high performing teams.

Have the students consider the following question.



Think back to the team that did great work when they were together. Sum up in a few short statements the purpose of the team. To do that, consider this question: why was that team formed from the very beginning?

Elicit some responses from students. Their responses may vary depending upon the teams they chose to write down. Some examples might include: a sports team formed to give students a chance to play sports, practice teamwork, have fun, or be motivated; a club officer team formed to give us an opportunity to lead others, make decisions, etc. Share an example if it isn't clear to students at first. Explain that this is a very simple form of a mission statement.



These statements that describe the purpose of the groups we've been looking at are examples of a simple mission statement. Let's take a look at the definition of a mission statement.

I. Exploring the relationship between team mission statement and high performing groups

Write the following definition on a writing surface or show definition on AHS.21.TM.A..

A. What is a team mission statement?

1. Definition of **mission statement**: statement of purpose; it explains the reason you or a group is created.
2. Definition of **team mission statement**: statement of purpose created and shared by all team members; it explains what the group is created to do.



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Write the following equation on a writing surface or show AHS.21.TM.A. The equation is read: "team mission statement yields goals and daily actions, which in turn yield high performing individuals and groups."

B. How does a team mission statement relate to a high performing group?

1. Mission Statement--Goals and Daily Actions--High Performing Individuals and Groups

Ask this probing question:



Why is it that our goals and daily actions create a link between having a mission statement and being a high performing group?

Listen for: if we don't do things daily then we won't get anything accomplished; we may know what our purpose is, but that doesn't mean that we do anything about it; we have to keep heading in a direction as a team in order to be high performing; nothing would get accomplished, the group would suffer without goals.

Set up that students are going to discover more about the relationship between having a mission statement and being a high performing team. Divide students into groups of three or four for the following activity. Show AHS.21.AS.B on a projection surface. Student teams will choose one of the team descriptions that they've been provided and brainstorm a list of goals that they would have if they were on that team.



As a team, choose one of three team descriptions on the activity sheet provided.

Allow some time for them to choose.



Be creative and imagine we have the same commitment to living out the mission as those who wrote it. As a team, answer this question: What could we do to accomplish these results? Brainstorm a list of potential goals, actions, or steps that our group might set or take to accomplish those results. Make sure to be specific and directly relate your response to the mission statement you have chosen and the results the team achieved. We have five minutes to complete this team challenge. Are there any questions? Begin!

Allow them five minutes to complete the task. Have groups partner with another group and share the goals they just created. If group size allows, repeat the process to share with two different groups. After sharing, have the groups share examples of other group's best work. In other words, they may not share their own, but each group should share an example they just found in another group.



Find another group with whom to share our list of goals. Tell them what the mission was that we chose and then what the goals were. As we listen to the group that is sharing, we should write down any goals you think are astounding and jot a few notes about why that example was really great.

Allow time for them to shift and share. Have them tell the other group "thank you" when they are finished. After saying thank you, have them shift to find another group and repeat the process a couple of times. Bring the group back together at the end and gather examples of the best work out there.



When your group is called on, be prepared to share a few examples of the great work we heard as other groups presented to us.

Call upon each group and gather some examples of the best work. Probe with extra questions if the reason why they chose their best example is not evident.

Ask this processing question to summarize the relationship of high performing groups and team mission statements.



What links our team mission statement to high performing individuals and groups?

The students' responses should clearly show that they understand that the link is our goals and daily actions. Offer that point in discussion if they are off track.

Go back to AHS.21.TM.A and fill in the missing link by writing in Goals and Daily Actions. Ask this probing question to get students to relate their own experiences with teams to the concepts that were just discussed. Elicit personal examples when possible.



Look back at the T-chart we filled out earlier. How did goals and daily actions affect the results we were able to achieve?

Some anticipated responses include: we had goals; our goals were clear; we established goals together; we each worked toward the same goals, but in different ways--for instance on a sports team, some worked on defense while others worked on offense, but they were both directed toward the same goal; each day we practiced; we trained in the off-season; we had a team retreat to get to know each other better; we each committed to being at practice at least 30 minutes early; we followed through on our commitments.



How did goals and daily actions affect the team that didn't work well together?

Some anticipated responses might be: each individual wasn't committed 100% to the mission and goals; the goals we had weren't very specific; our group didn't really have goals; our daily actions didn't really show that we were committed; we weren't very disciplined; we didn't follow through on our commitments.

Lead the students to the following main point.



Goals and daily actions that are related to a mission statement are the way to build a high performing team. Through goals and daily actions, we bring to life the mission statement.



Encourage students to be inquisitive and look for connections between their responses and the following process.



Let's investigate the process for developing a team mission statement. As we uncover this process, be very inquisitive and think of connections made in the previous work we've done today.

Ask students to work alone as they brainstorm a list of steps they think would be necessary to create an effective team mission statement.



On your own, brainstorm a list of steps you think would be necessary for a group to go through to produce an effective team mission statement.

Pause for a few moments.



Turn to a neighbor and compare your lists.

Allow time for them to compare.



As a pair, refine the lists you came up with and produce the best three or four steps you both believe are involved in establishing a team mission statement.

Ask the student pairs to share their best three steps. Write the steps they share on a writing surface. Filter repeated responses.



In your current pairs, narrow your lists down to the best three steps and be prepared to share them when called upon.

Pause for a few moments.



Which group will be the first to share?

*Collect responses. Compliment students on their quality list.
Provide the following on the writing surface or on AHS.21.TM.B.*

II. Process for developing a team mission statement

A. Step 1: Identify and agree upon the **stakeholders**: people who will be affected if the mission is carried out.

1. Some examples might include employees, club members, the school, or the community.

B. Step 2: Describe and agree upon the **common purpose**: a statement that describes why the group was formed.

C. Step 3: Describe and agree upon the **guiding principles**: a set of expectations for how group

members will go about fulfilling the purpose for which they were formed.



1. Some examples might include: a code of ethics or a set of standards for how people will act
D. Step 4: Draft a written copy of the mission including the common purpose and guiding principles.
E. Step 5: Revise the document as a team and agree upon the final product.

Ask the students to think to themselves about the two lists. Have them find relationships between the steps they proposed and the process that was shared with them.



What connections do we see between the list we generated as a group and the list we just cruised through?

Pause for a few moments.



Who sees a connection?

Anticipated responses should reflect that the students are connecting the list they created earlier to the list of steps just presented to them.

Ask the students to look at those steps they listed on the first list that did connect with the process discussed. Ask them why they thought those steps were important enough to include.



Look at the list of steps we created, especially the steps listed that connected to the process we just discussed. Why did we include those steps?

Pause for a few moments.



Who will be the first to draw a connection for us?

Explain that the next activity will help everyone remember the process better. Have them to interact with a Karaoke Moment. Encourage the students to be creative and factual as they create their song, rhythm, or rap.



We will now use our creative abilities and be very factual by using the information we've already discussed. When we hear the words "karaoke stars," begin to create a song, rhythm, or rap that represents the process for developing a team mission. You may work alone or in groups. Use a sheet of typing paper or notebook paper to write the song; however, be prepared to share! We have seven minutes to complete our chart-topping hit. Are there any questions? Karaoke stars!

Give them seven minutes to work.



Review/Summary

Have students write three questions they might ask another student about the topic of team missions. Pair students up into triads and have them ask each other the questions they prepared to check for understanding. If time permits, ask students what questions were most challenging and find out their answers to check for understanding.

2.

At this time pass out AHS.21.Assess.



Application

►Extended Classroom Activity:

Have students choose a team in which to participate. Students will then teach how to create a team mission statement to the group and bring back a draft of the team's first mission statement.

►FFA Activity:

Have students who are part of the officer team, a committee, or a career development team create a team mission that will guide their work for the time they are together.

►SAE Activity:

Have students who are part of a team or family operation create a team mission statement. Before they create the mission statement concepts, they must teach the group what they know about the process.

►Connection to other lessons:

This lesson will be best understood if students have completed lessons AHS.14 and AHS.20.

✓ Evaluation

AHS.21.Assess

Answers to Assessment:

Part One: Short Answer

1. Using an equation, show the relationship between a mission statement and high performing teams.

Answer: mission statement - goals and daily actions - high performing individuals and groups

2. Define team mission statement.

Answer: A team mission statement is a statement of purpose created and shared by all team members; it explains what the group is created to do.



Part Two: Essay

Evaluate the essay response with the following content in mind.
Process for developing a team mission

Step 1. Identify the stakeholders.

- Guiding question: Who will be affected or need to buy in to the mission?

Step 2. Describe the common purpose.

- Guiding question: To what is it that each of the team members is committed?
- Guiding question: What would it take to accomplish the team vision?

Step 3. Describe the guiding principles.

- Guiding question: What principles, ideas, or questions will guide daily actions and decisions?

Step 4. Draft a written copy of the ideas and revise with team input.

- Guiding question: Will this written document survive the lifetime of the team?

Step 5. Revise the mission as needed throughout the lifetime of the team.

- Guiding question: Is the mission created flexible enough to change with the team over time?



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AHS.21.Assess Name: _____

ASSESSMENT FOR ESTABLISHING TEAM MISSION

►Part One: Short Answer

Briefly answer the following statements.

1. Using an equation, show the relationship between a mission statement and high performing teams.

2. Define team mission statement.

►Part Two: Essay

Answer the following statement in the form of an essay.

1. You have been invited to conduct a seminar for a group of honey producers in the area. They have asked you to present on the topic of team mission statements. They are very interested in establishing their own team mission statement. In your own words, use the following space to outline the steps in the process you would take them through to arrive at a draft copy of their team mission statement. Be sure to include what guiding questions the group may need to consider at each of the steps.



AHS.21.TM.A

LET'S LOOK AT MISSIONS...

◆What is a mission statement?

➔ **Mission statement**—a statement of purpose; it explains the reason you or a group is created.

◆ **What then is a team mission statement?**

➔ **Team mission statement**—a statement of purpose created and shared by all team members; it explains what the group is created to do.

◆ **How is a team mission related to building high performing groups?**

➔ **Mission Statement → Goals and Daily Actions → High Performing Individuals & Groups**



AHS.21.TM.B

CREATING THE TEAM MISSION

◆ **Step 1—Identify and agree upon the stakeholders.**

➔ **Stakeholders** are people who will be affected if the mission is carried out.

◆ **Step 2—Describe and agree upon the common purpose.**

→ A common purpose is a statement that describes why the group was formed.

◆ **Step 3—Describe and agree upon the guiding principles.**

→ Guiding principles are a set of expectations for how group members will go about their work.

◆ **Step 4—Draft a written copy of the mission including the common purpose and guiding principles.**

◆ **Step 5—Revise the document as a team and agree upon the final product.**



AHS.21.AS.A Name: _____

**A team where few things were
accomplished...**

A team where a lot was accomplished...

List the results achieved while with this group...	List the results achieved while with this group...
Why was the group not able to make progress?	Why was the group able to make those achievements?



AHS.21.AS.B Name: _____

TEAM DESCRIPTIONS

►Team Description—GBB Vertically Integrated Beef Company

Mission:

To produce the highest quality, safest beef products in the nation in cooperation with the needs of affiliated meat packers, producers, and marketing boards.

Results Achieved:

- Highest safety standards for beef processing in the nation
- Established a new system of beef production with affiliated packers
- Created an incentive for beef producers to contract with them

►Team Description—Local Officer Team

Mission:

To develop our members into productive citizens by providing opportunities in which to be involved:

- student development
- chapter development
- community development

Results Achieved:

- Raised \$10,000 for a local food bank
- Conducted three new student programs during the year

►Team Description—Baseball Team

Mission:

We play by the rules, treat each other with respect, set record breaking goals, and settle for nothing less than placing our personal best on the line on the field and off the field.

Results Achieved:

- Went 10–0 in a season
- Increased attendance at regular home games by 20 people per game
- Gave back \$500 to the local park board from proceeds collected in a charity activity

