



Lesson AHS.26

MOBILIZING OTHERS TO ACTION

Unit. Stage Three of Development—DO

Problem Area. How Do We Create and Accomplish Our Vision?

Precepts. **J6:** Persuade others

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 Describe the importance of creating desire and motivation in others.
- 2 Define empowerment, persuasion, and motivation.

- 3 Identify methods for empowering and motivating others.
- 4 Compare persuasion techniques.



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA
Organization.
National FFA Organization



1



Time. Instruction time for this lesson: 50 minutes.



Resources

Kouzes, J. M. and B. Z. Posner, “The Leadership Challenge,” San Francisco, Josey-Bass, 2002.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.26.TM.A
- ✓ AHS.26.TM.B
- ✓ AHS.26.TM.C
- ✓ AHS.26.Assess—one per student

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

- ***Coercion***
- ***Empowerment***
- ***Motivation***
- ***Persuasion***



Interest Approach

Tell the students:



Think for a moment about a time where it was difficult to get someone to do something—for example, it might have been to get your brother or sister to feed your animal for you, or maybe it was when you were trying to get a friend to attend an FFA or school event with you. There are times where this can be easy, and still other times, it can be almost impossible...but there are a few tricks to help! Keep these thoughts in your mind as we begin today!



Let's start with an activity to help with today's concept.

Activity

Though this game can seem a little juvenile for high school students, it can help you make an important point. Explain that you have seen many games, and YOU believe that this class period can make it the longest without breaking the "Simon Says" rule of moving without being told. Making it a competition will help make it more approachable for students. Another approach would just begin the game by the instructor saying "Simon says touch your elbow" and beginning the game. The students won't even have time to think the game is awkward, they'll just join in, which could even strengthen your point about motivating others.

After a few moments of the game, ask students:



Why did you do what Simon said?

Possible answer could be: we did what Simon said because he or she was the leader



What motivates us as people?

Possible answers could include: money, family, friends, success, or power





What makes us work hard with FFA?

Possible answers could include: money, family, friends, success, or power



What makes a person diligent in his or her school studies?

Possible answers could include: money, family, friends, success, or power



The lesson today will focus on mobilizing others to action and finding effective ways to motivate.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Describe the importance of creating desire and motivation in others.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Relate key terms given in student definitions to the definitions given below.

I. Creating desire and motivation in others is nearly impossible. A person creates his or her own desire and motivation. A leader can describe scenarios, propose rewards, and paint visions, but desire and motivation come from within the individual follower.

A. Every member of the team must understand what motivates him or her.

B. Questions to determine motivation include the following:

1. Why are you a part of the team?
2. What do you expect to obtain from participation?
3. What makes you committed to excellence and improvement?
4. Why are you here?



Objective 2. Define empowerment, persuasion, and motivation.

Ask the students the following rhetorical questions. Allow them a couple of moments to think about each, and then proceed with discussion on the questions:



What is empowerment?
What is persuasion?
What is motivation?



Think about what the definitions of empowerment, persuasion, and motivation are, and write down your answers in your notebook and please be ready to share.

Allow students a few minutes to complete this activity. When students have begun to finish, take a few examples of each definition and record on a writing surface to validate each answer.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.26.TM.A to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

II. How do motivation, empowerment, and persuasion interact?

- A. **Empowerment** is giving others the power to make decisions, set directions, and create.
- B. **Persuasion** is the ability to cause someone to do something, especially through urging, reasoning, or coercion.
- C. **Motivation** is providing a person with an inner drive to act.

Objective 3. Identify methods for empowering and motivating others.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.26.TM.B to teach this portion of the lesson. Relate key

terms given in student definitions to the definitions given below.

III. What can a leader do to help facilitate the creation of desire and motivation, thus empowering others?



4

- A. Having common goals and vision helps create desire and motivation in followers.
- B. Valuing people and their personal effort motivates followers.
- C. Allowing others to own the vision and goals is the final component in empowering and motivating others.

Objective 4. Compare persuasion techniques.

Instruct the students:



There are many techniques used to motivate people. Think about how you have motivated others and how you like to be motivated.

Activity

Use the Marcel Marceau E-Moment to complete the following activity.



Pretend that you are trying to persuade a younger brother or sister to do something for you, like a chore around the house.



What methods of persuasion would you employ to accomplish the task? What methods should you employ?



Be ready to demonstrate your methods of positive persuasion when I call upon you.



Take a few moments to pair with one other person to develop a skit that demonstrates a method

of persuasion, **and by the way, you can't speak! All of your actions must be mimed!**

Call on a few pairs to perform their skits.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.26.TM.C to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

IV. Leaders can persuade others with different techniques, such as coercion, reward, arguments, people building relationships, and common vision and collaboration.

- A. **Coercion** is motivating a person with force. Coercion motivates people by pushing, prodding, creating, fear, and intimidating. Generally, this is not a preferred method for developing a cohesive team.
- B. Rewards persuade people by the “carrot-and-stick” method. If a person does what the leader wants, he or she will receive a reward for effort and behavior. This form of persuasion generally works only as long as the reward is present and desirable.
- C. Persuasive arguments are a technique where the leader presents ideas and actions in a way that is desirable for the followers. The leader outlines the advantages, disadvantages, obstacles, and opportunities associated with proposed actions of the team.
- D. People building relationships include expecting high levels of performance, valuing people, and providing for the followers’ needs.



- E. Common vision and collaborative efforts involve maintaining a distinctive common vision of the general direction of the team and developing people who aid and assist one another. When all followers know, understand, and share in the common vision, and they have ownership in that vision, they will be motivated to pursue and ensure that vision.



Review/Summary

Activity.

Review the lesson with a Eye Witness News Moment. Students will create a list of questions to ask an

expert about motivating others. Once questions are complete, split students into groups of three with three distinct roles, one camera man, one expert, and one news anchor. Have students rotate through each role and review the day's main concepts through the interview.

After the activity is complete, pass out AHS.26.Assess.

Application

► Extended Classroom Activity:

Invite students to develop a motivation plan for class performance.

► FFA Activity:

Have students contact other FFA chapters in the area to investigate their methods for motivating FFA members to participate.

► SAE Activity:

Have students fill out the goals and motivation portion of the American FFA Degree Star application.



6

✓ Evaluation

AHS.26.Assess

Answers to Assessment:

Part One: Matching

1. d
2. a

3. c
4. b

Part Two: Completion

1. own
2. pushing, intimidation
3. advantages, opportunities
4. performance, valuing, needs

Part Three: Short Answer

1. Having common goals and vision helps create desire and motivation in followers. Valuing people and their personal effort motivates followers. Allowing others to own the vision and goals is the final component in empowering and motivating others.
2. If a person does what the leader wants, he or she will receive a reward for effort and behavior.



AHS.26.Assess Name: _____

MOBILIZING OTHERS TO ACTION

►Part One: Matching

Instructions: Match the term with the correct response. Write the letter of the term by the definition.

- | | |
|----------------|---------------|
| a. Coercion | c. Motivation |
| b. Empowerment | d. Persuasion |

- _____ 1. The ability to cause someone to do something, especially through urging, reasoning, or coercion
- _____ 2. Motivating a person with force
- _____ 3. Providing a person with an inner drive to act
- _____ 4. Giving others the power to make decisions, set directions, and create

►Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

- 1. A person creates his or her _____ desire and motivation.
- 2. Coercion motivates people by _____, prodding, fear, and _____.
- 3. Persuasive arguments are a technique where the leader presents ideas and actions in a way that is desirable for the followers, by outlining the _____, disadvantages, obstacles, and _____ associated with proposed actions of the team.
- 4. People building relationships include expecting high levels of _____, _____ people, and providing for the followers' _____.

►Part Three: Short Answer

Instructions: Provide information to answer the following questions.

- 1. What can the leader do to help facilitate the creation of desire and motivation, thus empowering others?
- 2. How does the “carrot-and-stick” or reward method of persuasion work?



DEFINITIONS

◆ ***Empowerment*** is giving others the power to make decisions, set directions, and create.

◆ ***Persuasion*** is the ability to cause someone to do something, especially through urging, reasoning, or coercion.

◆ ***Motivation*** is providing a person with an inner drive to act.



METHODS OF EMPOWERING AND MOTIVATING OTHERS

- ◆ **Common goals and vision helps create desire and motivation in followers.**
- ◆ **Valuing people and their personal effort motivates followers.**
- ◆ **Allowing others to own the vision and goals is the final component in empowering and motivating others.**



10

AHS.26.TM.C

METHODS OF PERSUASION

- ◆ ***Coercion* is motivating a person with force.**

- ➔ Pushing, prodding, fear, and intimidation
- ➔ Not preferred

- ◆ **Rewards**

- ➔ Persuade people by the “carrot-and-stick” method
- ➔ Receive a reward for effort and behavior
- ➔ Works when the reward is present and desirable

◆ Persuasive arguments

- ➔ Leader presents ideas in a way that is desirable
- ➔ Advantages and disadvantages
- ➔ Obstacles and opportunities
- ➔ People building relationships
- ➔ Expecting high levels of performance

◆ Valuing people

- ➔ Providing for the followers' needs
- ➔ Common vision and collaborative efforts
- ➔ Common vision of the general direction of the team
- ➔ Developing people who aid and assist one another

◆ Ownership in the vision

- ➔ Motivated to pursue and ensure that vision

