



Lesson AHS.29

CAPITALIZING ON THE STRENGTHS OF OTHERS

Unit. Stage Three of Development—DO

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

Precepts. **A7:** Invest in Others by Enabling and Empowering Them.

National Standards. NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Identify methods of motivating others to utilize personal strengths.

- 2 Explain how to capitalize on the strengths of others.
- 3 Explain the difference between capitalizing on strengths of others and taking advantage of others.



© 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

- Blanchard, K., and S. Johnson, "The One-Minute Manager," New York, William Morros & Co., Inc., 1982.
- Carnegie, D., "How to Win Friends and Influence People," New York, Simon and Schuster, 1982.
- DePree, M., "Leadership Is an Art," New York, Dell Publishing, 1989.
- DePree, M., "Leadership Jazz," New York, Dell Publishing, 1992.
- DePree, M., "Leading Without Power," San Francisco, Jossey-Bass, Inc., 1997.
- Kouzes, J. M. and B. Z. Posner, "Encouraging the Heart," San Francisco, Jossey-Bass, 1999.
- Kouzes, J. M. and B. Z. Posner, "The Leadership Challenge," San Francisco, Jossey-Bass, 2002.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.29.TM.A
- ✓ AHS.29.TM.B
- ✓ AHS.29.TM.C

- ✓ AHS.29.AS.A—one per student
- ✓ AHS.29.Assess—one per student
- ✓ Blank Sheets of Paper—two per student



Interest Approach

Instruct the students:



Today we will be working to learn how to capitalize on the strengths of others.

Activity

Before taking attendance, pass out AHS.29.AS.A.



To prepare for today's class, we need to think about the strengths of others and where we could apply them in FFA activities. Where could you apply the strengths of people in this class in planning and conducting FFA activities. Think about where the strengths of others would be useful and be ready to share your ideas when I call on you. On the sheet that you just received, please fill out the names of all classmates and identify one strength of each person and how that strength could be utilized.



2

Allow students several minutes to complete the teammate assessment of strengths and utilization. Upon satisfactory completion of the assessment, ask volunteers to share one strength of each classmate.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify methods of motivating others to utilize personal strengths

Instruct the students:



For today's lesson, we will be learning about utilizing the strengths of others to improve the effectiveness of team and organizational functions. Most of the lesson will involve individualized work. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity



When we capitalize on the strengths of others, the unique talents and abilities of others on the team multiply our team's efforts. What motivates you to utilize your strengths? Other than providing massive amounts of money, how would you like a leader to behave in order to motivate you to utilize your strengths?

Possible answers could include: recognition, feedback on performance, friendship, a share of the results, or rewards for performance



Take a few moments and list several ideas about these questions. Be ready to provide answers when I call upon you.



After eliciting several student responses to the questions, teach the content. Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.29.TM.A to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

I. Effective leaders know how to motivate others to utilize their personal strengths. Everyone

possesses different strengths and weaknesses. An effective organization identifies the strengths of its members and capitalizes on those.

- A. The first step in motivating others to utilize their personal strengths is to help them identify those strengths.
- B. Once the strengths have been identified, encouraging the use of these strengths becomes important.
 - 1. Leaders match tasks and activities to the strengths of individual followers. People generally enjoy doing the things they can do well.
 - 2. Honest leaders understand that people generally want to improve and add value to the organization through the development of their skills and knowledge. A leader who provides constructive feedback to followers develops people with ever increasing strengths.
 - 3. Leaders reward and recognize strengths of individuals.

Objective 2. Explain how to capitalize on the strengths of others.

Instruct the students:



Think about how a leader capitalizes on the strengths of others. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.29.TM.B to facilitate instruction about Objective 2.

Relate key terms given in student definitions to the definitions given below.

II. Leaders can capitalize on the strengths of others through a variety of means.

- A. Effective leaders know that fitting tasks to the strengths of individuals is important to organizational success. Leaders place people-oriented individuals in positions where contact with customers is important. Likewise, leaders focus the attention of detail-oriented people in areas where details are important, such as financial and technical dealings.
- B. Leaders provide for the development of strengths. They encourage well-rounded individuals who apply their skills in a variety of circumstances and activities. Additionally, leaders provide honest feedback and encourage self-evaluation.



- C. Leaders allow followers to have ownership of ideas and self-improvement. The leader does not assume to be all knowing and recognizes the areas of strength in other individuals.
- D. Leaders avoid criticizing others harshly. They often initiate the improvement process by asking the follower what he or she sees as areas for improvement.



Think about the following question and record a response in your notebook. Please be ready to share when called upon.



How does a leader capitalize on the strengths of others? Develop a list of methods that the leader employs in order to capitalize on the strengths of others.

Allow a few minutes for students to complete this activity and call on them to respond.

Objective 3. Explain the difference between capitalizing on strengths of others and taking advantage of others.

Instruct the students:



Think about how you like to be treated and the difference between using a person and capitalizing on his or her strengths. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.29.TM.C to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.

- III. Leaders know the difference between capitalizing on strengths of others and using others. When capitalizing on the strengths of others, a leader motivates people to accomplish tasks by giving them ownership in the activity or organization and allowing them to benefit from its success. When using people, a leader cares nothing for the individual followers, and the followers receive no real benefit from success in the activity or organization.
 - A. Capitalizing on strengths involves concern for the well-being of followers.
 - 1. Leaders listen to people.



2. Capitalizing on strengths allows people to build on their strengths, learning new skills and knowledge.
 3. From the focus on their strengths, individuals grow and improve. They also share in the success of the activity or organization.
 4. When a person utilizes his or her strengths for group success, the leader and others recognize and reward the individual for his or her efforts.
 5. Leaders who capitalize on the strengths of others and value them give credit to the entire organization and key individuals for their strengths.
- B. Taking advantage of others neglects the feelings and success of individuals other than the leader.
1. People feel used.
 2. People resent that their talents and knowledge provided for success, yet they received no benefit from the success.
 3. People lose motivation to improve, create solutions, or take advantage of opportunities.
 4. People feel that the leader is the only one receiving benefit, recognition, or reward.



Review/Summary

Instruct the students:



Think about how a leader assesses the strengths of others. This activity requires you to listen carefully, think creatively, and share your ideas with the class.



Activity

Use a Newton Moment to review this lesson. Ask students to think of their best “why” questions developed from a new idea, concept, or process presented today. Challenge students, one at a time, to share their questions rapid fire and see if any of the other students can answer. If not, post the question on the board, but do not stop on it yet. Allow everyone to get his or her question asked first, then go back to the ones that none of the students could immediately answer. See what questions can be answered now. You can choose to answer questions that are left, or give them back to the class as an assignment or extra credit.



Students, you are going to take turns presenting your best “why” question developed from a new idea, concept, or process that was presented today.



As each of you presents your question, the other students will try to answer it.



If the others cannot answer the question, I will post it on the board.



Work quickly, as the pace of this activity is designed to stimulate “rapid fire” questions and answers.



Ready. Begin.

Allow a few minutes for this activity.

At this time, pass out AHS.29.Assess.



Application

►Extended Classroom Activity:

For a large group or class activity, develop a plan for capitalizing on the strengths of others.

►FFA Activity:

Ask people with certain strengths in the FFA chapter to assist with activities that match their strengths.

►SAE Activity:

Have students identify an SAE project that matches their strengths and utilizes the strengths of others.

✓ Evaluation

AHS.29.Assess



Answers to Assessment:

Part One: Completion

1. identify
2. recognize
3. people, customers
4. ownership
5. follower

Part Two: Short Answer

1. Fitting tasks to match with strengths of individuals; providing for the development of strengths; allowing followers to have ownership of ideas and self-improvement, and avoiding criticizing others harshly.
2. Capitalizing on strengths involves concern for the well-being of followers. Leaders listen to people. Allows people to build on their strengths and learn new skills and knowledge. Individuals grow and improve. Individuals share in the success of the activity or organization. The leader and others recognize and reward the individual for his or her efforts. Leaders give credit to the entire organization and key individuals for their strengths. Using others neglects the feelings and success of individuals other than the leader. People feel used. People resent that their talents and knowledge provided for success. People lose motivation to improve, create solutions, or take advantage of opportunities. People feel that the leader is the only one receiving benefit, recognition, or reward.



AHS.29.Assess Name: _____

CAPITALIZING ON THE STRENGTHS OF OTHERS

►Part One: Completion

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

1. The first step to motivating others to utilize their personal strengths is to help them _____ those strengths.
2. Leaders reward and _____ strengths of individuals.
3. Leaders place _____-oriented people in positions where contact with _____ is important.
4. Leaders allow followers to have _____ of ideas and self-improvement.
5. Leaders often initiate the improvement process by asking the _____ what he or she sees as areas for improvement.

►Part Two: Short Answer

Instructions: Provide information to answer the following questions.

1. What are methods of capitalizing on the strengths of others?

2. What is the difference between using people and capitalizing on the strengths of others?



AHS.29.TM.A

MOTIVATING OTHERS TO CAPITALIZE ON THEIR STRENGTHS

- ◆ **Help others to identify their personal strengths**
- ◆ **Encourage the use of these strengths**

- Leaders match tasks and activities to the strengths of individual followers.
- A leader who provides constructive feedback to followers develops people with ever-increasing strengths.
- Leaders reward and recognize strengths of individuals.



10

AHS.29.TM.B

METHODS FOR CAPITALIZING ON THE STRENGTHS OF OTHERS

- ◆ Fitting tasks to match the strengths of individuals
- ◆ Leaders provide for the development of strengths.
- ◆ Leaders allow followers to have ownership of ideas and self-improvement.
- ◆ Leaders avoid criticizing others harshly.



AHS.29.TM.C

CAPITALIZING ON STRENGTHS VS. USING OTHERS

- ◆ Capitalizing on strengths involves concern for the well-being of followers
- ◆ Leaders listen to people.
- ◆ Leaders allow people to build on their strengths and learn new skills and knowledge.
- ◆ Individuals grow and improve.
- ◆ Individuals share in the success of the activity or organization.
- ◆ The leader and others recognize and reward the individual for his or her efforts.
- ◆ Leaders give credit to the entire organization and key individuals for their strengths.
- ◆ Using others neglects the feelings and success of individuals other than the leader.
- ◆ People feel used.
- ◆ People resent that their talents and knowledge provided for success.
- ◆ People lose motivation to improve, create solutions, or take advantage of opportunities.
- ◆ People feel that the leader is the only one receiving benefit, recognition, or

reward.



12

AHS.29.AS.A Name: _____

UTILIZING THE STRENGTHS OF OTHERS

Directions: On the chart below, please identify all of your classmates and identify one key strength or attribute of each person and how that strength would be beneficial when working on a project as a team.

Teammate	Strengths	Utilization of the Strength
1.	A.	
2.	A.	
3.	A.	

4.	A.	
5.	A.	
6.	A.	
7.	A.	
8.	A.	
9.	A.	



Teammate	Strengths	Utilization of the Strength
----------	-----------	-----------------------------

10.	A.	
11.	A.	
12.	A.	
13.	A.	
14.	A.	
15.	A.	
16.	A.	

