



Lesson AHS.30

RESULTS WITHOUT JEOPARDIZING RELATIONSHIPS

Unit. Stage Three of Development—DO

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

Precepts. **A2:** Focus on Results

National Standards. NL-ENG.K12.2 — Understanding the Human Experience — Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



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

- 1 Explain how results can be attained without jeopardizing relationships.
- 2 Explain why relationships are important.



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Time. Instruction time for this lesson: 50 minutes.



Resources

- Carnegie, D., “How to Win Friends and Influence People,” New York, Simon and Schuster, 1982.
- Cheek, J. G., L. R. Arrington, R. D. Rudd, and M. B. McGhee, “Effective Oral Communication,” Danville, Illinois, Interstate Publishers, Inc., 2000.
- Deep, S., and L. Sussman, “Smart Moves,” Reading, Massachusetts, Addison-Wesley Publishing Co., 1990.
- 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.
- Fisher, R., W. Ury, and B. Patton, “Getting to Yes,” New York, Penguin Books USA, Inc., 1991.
- Kouzes, J. M. and B. Z. Posner, “Encouraging the Heart,” San Francisco, Jossey-Bass, 1999.
- Lundin, S. C., H. Paul, and J. Christensen, “Fish! A Remarkable Way to Boost Morale and Improve Results,” New York: Hyperion, 2000.



Tools, Equipment, and Supplies

- ✓ Writing Surface

- ✓ Overhead Projector
- ✓ AHS.30.TM.A
- ✓ AHS.30.TM.B
- ✓ AHS.30.AS.A—one per student
- ✓ AHS.30.Assess—one per student
- ✓ Blank Sheets of Paper—two per student

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

- ▶ ***Brainstorming***
- ▶ ***Relationships***
- ▶ ***Results***



Interest Approach

Instruct the students:



Today we will be working to understand how to attain results without jeopardizing relationships, while building relationships and results simultaneously.



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Activity

Before taking attendance, pass out AHS.30.AS.A.



To prepare for today's class, you need to complete the following quiz. You may utilize any resource in the classroom. The quiz will be timed. You have two minutes to complete the quiz. Only those individuals scoring 100% will earn an "A" on the quiz; the rest of you will fail.

Take no questions.



After all of the quizzes are out, begin working with up to three other people.

Allow students two minutes to complete the quiz. After two minutes, collect only the completed quizzes.

Initiate a discussion about results and relationships with the following questions:



Did you attain the desired results? How did you attain the desired results?

Answers should include: by working with the other person



Successfully accomplishing this task required a relationship with your partners, just like many activities in life.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain how results can be attained without jeopardizing relationships.

Instruct the students:



For today's lesson, you will be learning about attaining results without jeopardizing relationships. Most of the lesson will involve individualized work, which 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.30.TM.A as a diagram to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

- I. In many activities, relationships are just as important as results. Results are the end to which we strive. **Relationships** are the dealings with those people around us, or upon whom success rests. Real leaders know that people make the difference and create the results that are valued by organizations. **Results** can be attained while relationships are built and maintained. Results are the aims or objectives of an activity or organization. Relationships involve the people whereby the results are attained.
 - A. Leaders encourage the ownership of ideas.
 1. People like to feel that they have ownership in the ideas, activities, and direction of the organization. If a person has input into the idea-making process, then he or she will be more inclined to act in order to ensure successful implementation of the idea.
 2. Ownership of ideas is built out of respect for people and their ideas.
 3. Idea generation should begin with **brainstorming**, a process whereby all ideas and solutions are generated and listed for group consideration. An important aspect of the brainstorming process is to avoid criticism or negation of ideas.
 - B. Leaders know and appreciate the value of all people.
 1. Leaders implement ways for individuals to have fun in their work, because the leader understands that for a person to remain successful and motivated, the job, task, or activity should be enjoyable. There is time for work and time for play; the leader discerns each and implements both into the schedule.
 2. Leaders try to make another person's day. Making another person's day may be as simple as saying, "Hello." It may involve more complicated actions, such as taking time to acknowledge an accomplishment, asking about interests and family, or giving another person the necessary attention to answer questions and provide feedback. Making another person's day involves genuine concern and appreciation for another person.
 3. Effective leaders are present with and pay attention to people. When a person is talking to the leader, he or she pays close attention to the person. The leader does not answer the telephone, fidget, read e-mail, or look at his or her watch.
 4. The most effective leaders embrace diversity. Through diversity, the leader knows that new and different ideas are generated, new skills are discovered, and new directions for success are envisioned.



- C. Leaders keep a positive attitude in nearly all situations. In times of crisis, the leader may give orders to eliminate the crisis, but he or she always maintains a positive attitude.
- D. Quality leaders keep everyone informed. This means that the leader harbors no hidden agendas and does not favor one person over another with information.
- E. Leaders avoid criticizing people behind their backs. Speaking of another without his or her knowledge of the dialogue destroys trust and respect, which are vital for the maintenance of relationships.

Activity

Review the material using a Dickens Moment. Students review components or sections of the information just provided and think of a story they could tell others using that information. The information can be transformed into characters that interact, solve challenges, dialogue, etc. Students could simply prepare an outline of a story or actually construct the story itself. Challenge students to be creative and to show they can use the information in a different way than was presented to them. Divide students into groups. Assign each student a different method of attaining results without jeopardizing relationships to act out.



Students, divide into groups.



Think of a story using the method of attaining results without jeopardizing relationships that I will assign you.



Develop a character line for your story, as you will be asked to act out your story.



You have five minutes to complete this activity. Begin.

Objective 2. Explain why relationships are important.

Instruct the students:



Think about how a leader maintains the importance of relationships. This discussion requires you to listen carefully, think creatively, and share your ideas with the class. Think about the following questions and be ready to share your thoughts with the rest of us.





How does a leader maintain the importance of relationships while attaining results? Why are relationships important?



Develop a list of reasons why relationships are important.

Allow time for students to share ideas. Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.30.TM.B to facilitate instruction about Objective 2.

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

- II. As humans, we are social creatures, often relying on relationships for sustenance and growth. People make up organizations, and thus, relationships with people are vitally important to the success of activities and organizations.
 - A. Relationships are built on honesty, trust, and respect. Thousands of bricks of honesty, trust, and respect build relationships; however, just one weak brick may topple the entire relationship structure. Leaders are always honest, trustworthy, and respectful of others.
 - B. Good leaders surround themselves with good people.
 - C. Any one person does not have the corner on the market of good ideas. Leaders often listen to all possible ideas before making a decision. They often discuss the various proposals with all individuals involved in the process or activity in order to generate additional new ideas.
 - D. When people grow and improve, the organization grows and improves. Leaders understand that the most important resource at his or her disposal is the people around him or her. When those individuals who are following the leader grow and improve, then the organization prospers. Educating and developing followers is key to an organization's success.
 - E. Sometimes, it is not what you know, but whom you know that counts.



Review/Summary

Instruct the students:



Think about how a leader maintains and improves relationships while attaining results. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity

Use a Hieroglyphics Moment to review this lesson.



Create small pictures to represent the information, concepts, or steps in this process. Each picture or icon should be unique and distinguishable from the others. Ask students:



What picture or icon will help you remember the pieces of information, concepts; or steps in this process?



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Allow a minute or two for students to complete this activity.

At this time pass out AHS.30.Assess.



Application

►Extended Classroom Activity:

Have students build a new relationship with someone in the class with whom they do not normally associate.

►FFA Activity:

Have students set an FFA chapter goal of meeting a certain number of new people at FFA camps and conventions, and then becoming real friends and associates.

►SAE Activity:

Have students develop a customer relations plan for sales in their SAE.

✓ Evaluation

AHS.30.Assess

Answers to Assessment:

Part One: Matching

1. b
2. a
3. c

Part Two: Completion

1. ownership
2. value
3. attention
4. diversity
5. honesty, respect

Part Three: Short Answer

1. When people grow and improve, the organization grows and improves. Leaders understand that the most important resource at his or her disposal is the people around him or her. When

those individuals who are following the leader grow and improve, then the organization prospers. Educating and developing followers is key to an organization's success.

2. Answers will vary. They should contain some of the elements of the lesson.



AHS.30.Assess Name: _____

RESULTS WITHOUT JEOPARDIZING RELATIONSHIPS

►Part One: Matching

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

- a. Brainstorming
- b. Relationships
- c. Results

- _____ 1. The dealings with those people around us or upon whom success rests.
- _____ 2. A process whereby all ideas and solutions are generated and listed for group consideration.
- _____ 3. The end to which we strive.

►Part Two: Completion

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

- 1. Leaders encourage an _____ of ideas.
- 2. Leaders know and appreciate the _____ of all people.
- 3. Effective leaders are present with and pay _____ to people.
- 4. The most effective leaders embrace _____.

5. Relationships are built on _____, trust, and _____.

►Part Three: Short Answer

Instructions: Provide information to answer the following questions.

1. Explain how the organization benefits from the growth and improvement of the people in the organization.

2. If you were president of the FFA chapter, how would you try to build and maintain relationships with other FFA members and people in the community?



AHS.30.TM.A

RESULTS WHILE MAINTAINING RELATIONSHIPS

Relationships are just as important as results and involve the people whereby the results are attained.

◆ **Leaders encourage the ownership of ideas.**

- ➔ People like to feel that they have ownership in the ideas, activities, and direction on the organization.
- ➔ Ownership of ideas is built on respect for people.
- ➔ Brainstorming is a process whereby all ideas and solutions are generated and listed for group consideration.

◆ Leaders know and appreciate the value of all people.

- ➔ Individuals need to have fun in their work.
- ➔ Leaders try to make another person's day.
- ➔ Effective leaders pay attention to people.
- ➔ The most effective leaders embrace diversity.

◆ Leaders keep a positive attitude in all situations.

◆ Quality leaders keep everyone informed.

◆ Leaders avoid criticizing people behind their backs.



We rely on relationships for sustenance and growth.

- ◆ **Relationships are built on honesty, trust, and respect.**
- ◆ **Good leaders surround themselves with good people.**
- ◆ **Any one person does not have the corner on the market of good ideas.**
- ◆ **When people grow and improve, the organization grows and improves.**
- ◆ **Sometimes, it is not what you know that counts, but whom you know.**



AHS.30.AS.A Name: _____

1. Who was the 16th President of the United States?

2. Name the(a) land grant institution in your state.
3. What is the maiden name of the mother of one of your classmate?
4. What is a career in the field of food science?
5. What is the favorite musician or band of a person next to you?
6. What is the name of one of the National FFA officers?
7. How many pounds are contained in a normal bushel of corn?
8. What is the FFA jacket material?
9. What is one major agricultural advancement in the 20th century?
10. Outside of the U.S., where has your partner traveled?
11. For what does USDA stand?
12. Get the signature of your partner(s).

► **Bonus:**

Name a movie that has an agricultural theme.

