



Lesson AHS.35

LEADING OTHERS IN STRATEGIC THINKING

Unit. Stage Three of Development—Do

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

Precepts. A3: Plan Effectively

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 Identify groups involved in strategic thinking.
- 2 Describe strategies for working in groups.

3 Produce a group strategic plan.



© 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, Jossey-Bass, 1995.

Ricketts, C., “Leadership: Personal Development and Career Success,” Albany, New York, Delmar, 1997.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.35.TM.A
- ✓ AHS.35.TM.B
- ✓ AHS.35.AS.A—one per student
- ✓ AHS.35.Assess—one per student

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

- ***Camaraderie***
- ***Stakeholders***



Interest Approach

Say to the class:



Today's lesson will require you to learn about working in groups and then practice what you have learned.

Divide the class in half. Instruct half the class that they can work together, while the other half must work alone. Give the following instructions.



Your assignment is to come up with one goal for the class to complete by the end of the school year.



Half the class will work together, while the other half must work alone. The half that works together must come up with one goal from the entire group. Those who work alone will decide by yourself one goal for the class. Begin.

Give the class two or three minutes and then stop them. Have the group and several individual students present their goals.

Pose the following questions to the class. Allow several students to answer orally.



2



Those of you who worked alone, does the whole class agree with your goal?

Anticipated answer: no



Those of you who worked in the group, was it easy to come to a decision?

Anticipated answer: no

Summarize by stating the following:



Today you will learn how to effectively work in groups to set goals for the group.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify groups involved in strategic thinking.

Say to the students:



This activity will require you to quietly copy a few notes and then cooperatively produce a rap or song.

Using AHS.35.TM.A, present the following information to the students. Have them record the major points into their notebooks.

- I. Strategic thinking and planning help accomplish an organizational vision. For this to be effective, everyone involved must be aware of what the vision is and have an interest in reaching it. A vision dictated by upper management is often not supported by others in the organization. A more effective way of visioning and strategic thinking and planning involves many groups of people. If all these groups are involved in thinking and planning, then everyone has a vested interest and will work together. Some of these groups include:
 - A. The leaders--the role of the leaders in this process is to facilitate and guide this process. This group includes the management and higher executives of an organization.
 - B. The followers--the role of the followers is to generate ideas and contribute to the process. This group includes the workers or rank and file people in an organization.
 - C. The stakeholders--the role of the stakeholders is to contribute and share their ideas about what the organization should be doing. **Stakeholders** are the people who benefit from the organization. In a business, this group would include the customers. In other organizations, it includes the people who receive services.
 - D. Outside consultants are often included in this process. They are able to see things from the outside and contribute an unbiased opinion.



Using a *Karaoke Moment*, break the students into groups. Assign each group as leaders, followers, stakeholders, or consultants. Have them create a song or rap that represents the role of each group. Say to students:



You will now create a rap or song that represents the role that each group had been assigned.

Allow a few minutes for this process and ask who will share first.

Objective 2. Describe strategies for working in groups.

Say to students:



This activity will require you to quietly take a few notes and then use your creative abilities to represent the concepts in this activity.

Using AHS.35.TM.B, present the following information to the students. Have them record the major points into their notebooks.

- II. A vision consists of major goals. Each major goal is broken into several small goals. These small goals and major goals combine to produce a strategic plan to reach the vision of the organization. Often, a group combines their efforts to produce the strategic plan for the organization. There are several strategies for working in groups:
 - A. Clear vision--everyone should have a clear understanding of the vision of the organization. This job often belongs to the leaders of the organization.
 - B. Clear expectations--make sure everyone in the group has a clear understanding of what the group needs to accomplish. This also is the job of the leaders.
 - 1. The leaders should serve as the facilitators.
 - 2. The leaders should also keep the group on task.
 - 3. The leaders should also serve as a cheerleader to celebrate the accomplishments of the group.

- C. Open communication--everyone in the group should be able to openly share their ideas.
1. Respect the rights of everyone.
 2. Parliamentary procedure may be used if the group is very large.
- D. **Camaraderie** is when everyone in the group feels as if he or she has an important role in achieving the expectations of the group.



4

After students have the above content in their notes, use a Hieroglyphics Moment to reinforce the material. Have a few students share their pictures with the class.



Draw a few small pictures or icons to represent the material we have just covered in Objective 2.

Allow a few moments for the students to draw, and then ask if anyone would like to share their pictures.

Objective 3. Produce a group strategic plan.

Say the following to the class:



This activity will require you to assume a role and apply what you have learned today.

III. Using the roles in Objective 1 and the strategies in Objective 2, produce a group strategic plan that contains several major goals and several small goals within each major goal.

This activity will be a role-play. Divide class into the four groups: leaders, followers, stakeholders, and consultants. Distribute a copy of AHS.35.AS.A to each student. Give students a few moments to read their roles. Next, give each group a few minutes to discuss how they will perform their role. Finally, give the following instruction to start the role-play.



Each of you has been assigned a role in this activity. Your job is to perform that role as it is written on the activity sheet. The task of this group is to develop a strategic plan for this class that includes several major goals for the year. Within each major goal, there should be several small goals that contribute to it. Remember to use the strategies for working in groups. Most importantly, keep the vision of the class in mind. You may begin.

Display AHS.35.TM.B to reinforce strategies of working in groups. Depending on how the role-play develops, the students may need prodding or guidance to achieve their task. This activity can be structured to take a little or a lot of time, depending on the class time available.

Review this activity by debriefing after the role-play to allow students to share what went well and what did not. Discuss the outcomes of the role-play. The outcomes should be a class strategic plan and a better understanding of working in groups.



Review/Summary

Read each objective of this lesson to the class to reinforce what each student is expected to learn. Specific content can be reviewed using a Show What You Know Moment. Ask students a series of review questions and have them record their answers and share at the end of the mini quiz, or use hand signals to get live feed back for each question.

At this time, pass out AHS.35.Assess.



Application

► Extended Classroom Activity:

Invite a business leader to discuss with the class how he or she develops strategic plans.

► FFA Activity:

Have students use this process to develop a strategic plan for the local FFA chapter.

► **SAE Activity:**

Have students visit a local agricultural business that has a similar focus as their SAE and discuss how that business makes strategic plans.

✓ **Evaluation**

AHS.35.Assess

Answers to Assessment:

1. Leaders, followers, stakeholders, and consultants
2. Any three of the following: facilitators, cheerleaders, guide, or keep group on task
3. There should be open communication.
4. Always keep the vision in mind
5. Share an unbiased opinion and help the groups reach a solution through compromise.



6

AHS.35.Assess Name: _____

LEADING OTHERS IN STRATEGIC THINKING

► **Short Answer.**

Briefly answer the following statements.

1. What four groups are involved in strategic planning?
2. List three roles that leaders play when working in groups.
3. Describe the communication in effective groups.
4. What should groups keep in mind as they develop strategic plans?
5. What is the role of consultants in strategic planning?



AHS.35.TM.A

GROUPS INVOLVED IN STRATEGIC PLANNING

- ◆ **Leaders**
- ◆ **Followers**
- ◆ **Stakeholders**
- ◆ **Consultants**



AHS.35.TM.B

STRATEGIES FOR WORKING IN GROUPS

- ◆ **Clear vision**
- ◆ **Clear expectations**
 - ➔ Roles of leaders:
 - ➔ Facilitators
 - ➔ Keep the group on task
 - ➔ Cheerleader
- ◆ **Open communication**
 - ➔ Respect the rights of everyone
 - ➔ Parliamentary procedure
- ◆ **Camaraderie**



AHS.35.AS.A Name: _____

STRATEGIC PLANNING ROLE PLAY

Class vision: to provide an ideal learning environment for students to achieve their best.

►Leaders

Your role is to facilitate and guide this process. You should keep the group on task and celebrate each time the group accomplishes something. Remember to allow open communication. Most importantly, make sure the group keeps the vision in mind. Be sure at least one person keeps notes of the group meeting.

►Followers

Your role is to help create the goals. Remember, after the goals are set, it will be your job to work toward achieving the goals set by the group. So make sure that the goals are within reach and attainable.

►Stakeholders

Your role is to make sure the goals set are best for the people who are in the class. You don't really care how hard the goals are, you just want what is best.

►Consultants

Your role is to help the other groups come to an agreement. Help make suggestions and encourage compromises. Remember, they hired you to help them through this process. You want what is best for everyone.

