



High School

National FFA Organization

Lesson HS.118

HOW DO YOU FIND OPPORTUNITIES FOR INFLUENCE IN ORGANIZATIONS?

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. Opportunities in FFA

Precepts. A7: Invest in others by enabling and empowering them

National Standards. NL-ENG.K-12.5 — Communication Strategies — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



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

- 1 List and describe five types of influence within an organization.
- 2 Discuss the benefits and responsibilities associated with influencing others.
- 3 Explain how influence can be attained in FFA.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization, “FFA Student Handbook,” Indianapolis, Indiana, 2003



Tools, Equipment, and Supplies

- ✓ Markers
- ✓ Writing Surface
- ✓ Large Paper
- ✓ Tape
- ✓ FFA Student Handbooks
- ✓ Dominoes—one set per group
- ✓ Overhead Projector
- ✓ HS.118.Assess—one per student
- ✓ HS.118.TM.A
- ✓ HS.118.TM.B
- ✓ HS.118.TM.C



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

➤ **Self-regulation**

➤ **Influence**



Interest Approach



This topic is very sensitive, but it is also very powerful. We will be talking about every human being's basic need for influence.

Divide students into groups of three to four by having them number off.



Starting with (student's name), number off from one to four.

Hand out one box of dominoes to each group. Assign the following responsibilities to the groups.



Ones and twos are to play with the dominoes however you choose to play with them. That is all the direction you need at this point.



Threes are to play with the dominoes and record, with paper and pencil, what is happening with everyone in the group.



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Fours are not to play with the dominoes. They only record what is happening. Look for how well people are getting along, if there is an obvious leader or follower, or whatever else seems to be interesting.



You will be given 5–10 minutes to play with the dominoes.

After 5–10 minutes, get their attention and begin asking the following and other questions to the fours as appropriate.



Fours, what did you observe between and among the other group members.

Did someone take control?

Did anyone have more influence than the other members of the group?

How was that influence demonstrated?

Most times there will be a clear leader who takes charge during this activity. Were there any leaders were not necessarily taking charge?



There is great value in a leader's need for influence. Some people have a higher need for influence than others, but all of us need to learn how to use it. This lesson will show you how to find opportunities to influence or access power in FFA.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. List and describe five types of influence within an organization.



Following the content of this lesson, there will be a neat activity, so pay close attention to what I am about to tell you about.

Using HS.118.TM.A, proceed to list and explain the five types of influence.



There are five types of influence, which is the need people have to be in charge of or influence individuals or a group of individuals. They are skill development, personal leadership development, relationship building, facilitation, and competition.

Use the following content outline and describe each of the types of influence in an organization.

I. **Influence:** the need people have to be in charge of or influence individuals or a group of individuals



II. Five types of influence in organizations:

A. Skill development

1. One way to influence is through our expertise. In other words, because we know more or because we are more skillful, we are able to influence others because they might look to us for advice and guidance in this area. For example: Because I am the most skillful at parliamentary procedure, I may be more able to influence the flow or management of a meeting where parliamentary procedure is being used.
2. It is important for us to develop our skills (agricultural, scientific, leadership) to be ready to lead in different situations.

B. Personal leadership development

1. In this type of influence, we concentrate on improving our own leadership skills and abilities in order to positively influence our own leadership.
2. **Self-regulation** allows us to see the problems in our lives and make the proper changes to become a better leader.

C. Relationship building

1. This type of influence must be practiced carefully. We want to help others develop and become better leaders, but we don't want to force them to do anything against their will.

D. Facilitation

1. Sometimes the best way to influence is to allow people to shine. A good leader can drastically improve an organization by putting the right people in the right job.

E. Competition

1. When we compete and win, sometimes the reward is the ability to influence others. For example, if I run for an officer position in a club and get elected, I have a certain amount of influence.

Review the five types of influence in organizations with a Hieroglyphics Moment.

Objective 2. Discuss the benefits and responsibilities associated with influencing others.



There is a great amount of responsibility that comes with influence, and we should use influence wisely.

Think-pair-share:

Think: Ask students to think about the good things and bad things associated with the different types of influence.

Pair: Ask students to pair up.



With your partner, talk about the good and bad things associated with the different types of influence.

Share: Have each pair briefly share what they discussed.



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Show HS.118.TM.B.

III. Benefits and responsibilities associated with influencing others:

A. Benefits of Influence

1. Completion of tasks (i.e., influencing your FFA chapter to turn in their FFA dues on time)
2. Improve organizations by providing vision and direction (i.e., getting the FFA chapter to believe in and collaboratively work toward the goal of 100% membership)
3. Helping others by including them in the process (i.e., having a quality FFA banquet by giving all FFA members responsibilities that contribute to the success of the banquet)
4. More leadership opportunities (i.e., becoming a chapter FFA officer gives you a better chance for becoming a district or state officer, with more opportunities for leadership)
5. Building positive morale on teams (i.e., someone with influence can use that influence to build an effective FFA officer team)
6. Others. Encourage students to identify benefits not included in this list.

Show HS.118.TM.C.

B. Responsibilities associated with influencing others

1. Make sure you do not take control without considering others (i.e., planning the

monthly FFA meetings without polling the membership to see what types of things they are most interested in doing or discussing at the meeting)

2. Negative influence or having people do things they don't want to do (i.e., using influence to affect how other members vote on an issue)

3. Others. Encourage students to identify benefits not included in this list.

Review the material with a Marcel Marceau Moment.

Objective 3. Explain how influence can be attained in the FFA.



We are going to generate a list of at least 10 opportunities in FFA that will allow you to fulfill your need for influence. Starting with (student's name), number off from 1 to 4. Using a large sheet of paper and the markers, your group should develop a list of at least 10 opportunities for influence in FFA. After 10 minutes, we will share our lists with the class.

I. Possible opportunities for influence in the FFA

A. Officer or committee positions

B. Relationship-building opportunities such as FFA leadership training camp, team-building exercises, etc.

C. Performance skill development opportunities such as CDE participation

D. Growing the organization opportunities such as recruiting students from lower grades



Review/Summary

Using a Choral Response Moment, have students repeat the five types of influence. The Choral Response Moment also can be used to reiterate how influence can be attained in FFA.



Application

► **Extended Classroom Activity:**

Ask students to observe political, educational, or religious leaders in their community and evaluate their use of influence by answering these questions:

Was the person they observed very influential?

Did that person take advantage of others or did he or she use his or her influence wisely?

►FFA Activity:

Have students agree on a top-10 list of activities that will increase their sphere of influence in the FFA.

►SAE Activity:

Have students identify potential marketing strategies for their SAE and/or prepare a workshop on the benefits of SAEs and present it to freshmen.

✓ Evaluation

A written test, HS.118.Assess, is included to measure Objectives 1, 2, and 3.

Answers to Assessment:

Part One: Matching

1. e
2. c
3. b
4. d
5. a



Part Two: Listing

Benefits	Dangers
Improve self	Taking control without considering others
Improve organizations	Having people do things they don't want to do
Help others	Being perceived as a know-it-all
More leadership opportunities	Not listening to the opinions of others
Others--answers can vary	Others—answers can vary

Part Three: Short Answer

Answers vary



HS.118.Assess Name: _____

OPPORTUNITIES FOR INFLUENCE

►Part One: Matching

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

- a. Skill development
- b. Facilitation
- c. Personal leadership development
- d. Competition
- e. Relationship building

- _____ 1. Help others improve at their will
- _____ 2. Influencing ourselves
- _____ 3. Influence by letting others do what they do best
- _____ 4. The reward gives us the ability to influence
- _____ 5. Influence as a result of expertise

►Part Two: Listing

List the benefits and dangers of influence

Benefits	Dangers

►Part Three: Short Answer

Describe five ways to attain influence in the FFA.



HS.118.TM.A

OPPORTUNITIES FOR INFLUENCE

- ◆ Skill development
- ◆ Personal leadership development
- ◆ Relationship building
- ◆ Facilitation
- ◆ Competition



HS.118.TM.B

BENEFITS OF INFLUENCE

- ◆ **Completion of tasks**
- ◆ **Improve organizations by providing vision and direction**
- ◆ **Helping others by including them in the process**
- ◆ **More leadership opportunities**
- ◆ **Building positive morale on teams**
- ◆ **Others**



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HS.118.TM.C

RESPONSIBILITIES ASSOCIATED WITH INFLUENCE

- ◆ **Making sure you do not take control without considering others**
- ◆ **Negative influence or having people do things they don't**

want to do

◆ **Others**

