



High School

National FFA Organization

Lesson HS.64

LEADER-FOLLOWER RELATIONSHIPS

Unit. Stage Two of Development—WE

Problem Area. How Do I Build Relationships with Others?

Precepts. C5: Persuade others to commit.

National Standards. NPH-H.9-12.5 Using Communication Skills to Promote Health — Analyze how interpersonal communication affects relationships.



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

- 1 Demonstrate a mastery of the core elements of a strong leader/follower relationship.
- 2 Define ways for both leaders and followers to build the relationship.
- 3 Assess a current or recent personal leader/follower relationship and recommend steps to build the relationship.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Kouzes, James M. and Barry Z Posner. *The Leadership Challenge, 3rd Edition*. New York, New York. Jossey-Bass, 2002.

Maxwell, John C. *Developing the Leader Within You*. Nashville, Tennessee. Thomas Nelson, Inc., 1993.

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Tools, Equipment, and Supplies

- ✓ Writing surface or overhead projector
- ✓ HS.64.TM.A & HS.64.TM.B
- ✓ HS.64.AS.A—one for each student
- ✓ HS.64.AS.B—one for each student
- ✓ Transparency Masters
- ✓ Four pieces of flipchart paper pre-hung on each side of the room
- ✓ Assortment of markers



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

- ▶ Common Purpose
- ▶ Role Clarity
- ▶ Acceptance & Inclusion
- ▶ Communication



Interest Approach

Set-up—Explain that leader/follower relationships are not just a result of elected positions; we are in them, whether we know it or not, all the time. The interest approach is included to get students thinking about the simplicity of a leader/follower relationship and how it forms. Give the following directions:



In a moment, we will be simulating a simple leaders/follower relationship. As with all relationships, it will require our full cooperation and respect for our classmates.

When I say, “Relationship,” you will select a partner close to you and move your chair so that you are sitting face-to-face with them. After you are facing each other, sit quietly and look at me for the next instructions. "Relationship!"

Now form a mirror of each other with your hands held open and vertically in front of you. There should be one to two inches between each partner’s hands. Once you have accomplished that, wait for further instructions.

When I say, “Go,” without any talking, begin moving your hands while still remaining a mirror of your partner. We will have 15 seconds to give this a try. Any questions? Go.



As you watch the group, you should notice an initial tension as they decide who will take the lead and who will follow. After 15 seconds, stop them and ask the following questions.



Who led?

Common response: in almost all groups, one of the two will have taken the lead; in a few cases, both will have led



How did you decide who would be the leader. *Common Response: we didn't; it just happened*



Followers, why did you decide to follow?

Common Response: they seemed to know what they were doing, so I let them



Let's try this again, but this time, switch roles. If you led, follow. If you followed, now is your time to lead. You have another 15 seconds. Go.



Tell me about how it was to switch your role?

Common Response: not hard



Do we all have the ability to lead and the ability to follow?

Common response: yes



On any given day, depending on the situation, each of us may need to lead or follow. We must be ready! Success in any group task is a direct result of the relationship of the leader and follower. Today is all about building those relationships, which will result in bigger and better accomplishments for our chapter, our school, and our community.

To do this, we need to take a look at what forms the basis of a strong leader/follower relationship, consider how to build those elements, and practice this process on a relationship of our own.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Demonstrate a mastery of the core elements of a strong leader/follower relationship.

Set-up—Explain that leader/follower relationships are rooted in four key elements. Write the four elements listed below on the writing surface. Distribute HS.64.AS.A and give the following directions:





When I say, “Dig Deeper,” we will be using our creativity to pursue a deeper understanding of the elements of a successful leader/follower relationship. The tools for this hunt will be an activity sheet, pencil or pen, brainpower, and five minutes of time.

Based on what we already know of these relationship elements, let's arrange the letters of each set of words into a picture that represents that element. For example, we might arrange the letters of the word “common” into a circle representing their unity.

What are your questions? Dig Deeper.

Allow five minutes for completion of the letter pictures.



? In the next two minutes, we will share our letter drawings and their meaning with the person next to us.

After two minutes:



Which pair would be willing to share what their letter drawings?

After they have shared, congratulate them and put their definitions next to the elements on the writing surface or use HS.64.TM.A. If necessary, add the definitions below to the writing surface and have students capture the definitions on their activity sheet, HS.64.AS.A.

I. Strong Leader/Follower relationships are based on:

- A. **Common Purpose:** A shared knowledge of the group’s goal.
- B. **Role Clarity:** Clear expectations of who will do what.
- C. **Acceptance & Inclusion:** Shared value of the unique talents and skills each individual can contribute to the relationship.
- D. **Communication:** The open sharing of ideas, concerns and successes.

Ask the group to decide which letter drawing they liked the most for each of the four categories. Ask the four artists to select a pre-hung flipchart sheet and put their drawing at the top of the sheet. Also ask them to draw a line down the center of the sheet. At the top of the left column they need to write “leader,” and in the right column have them write “follower.”

Objective 2. Define ways for both leaders and followers to build the relationship.

Set-up—Explain that now that they know the foundation of the leader/follower relationship, we need to identify ways that we can build the relationship in each of these areas. Review the examples below using HS.64.TM.B and ask the artist for each area to add them to the appropriate column on their sheet.

II. Leaders and followers can build the relationship by:

- A. Common Purpose
 - 1. Leader: Work with the group to create clear team mission and goals.
 - 2. Follower: Contribute ideas to team mission and goals and then support them.
- B. Role Clarity
 - 1. Leader: Create a plan of action for the group that lists who will do what.
 - 2. Follower: Volunteer for roles that fit with strengths.



C. Acceptance & Inclusion

1. Leader: Identify talents of followers, find uses for and build them.
2. Follower: Speak highly of the leader to others outside the team.

D. Communication

1. Leader: Use “We” not “I” communication.
2. Follower: Share ideas and encourages others to share their ideas.



Based on these examples, we will be working in four groups to figure out how leaders and followers can build the relationship.

Divide the class into four groups. The easiest way would be to split the room in half each way.



When I say, “Build,” each group will move to the nearest flip chart sheet. You will then have three minutes to come up with as many ways as you can for both the leader and the follower to build their relationship. At the end of three minutes I will say, “Switch,” and you will rotate clockwise to the next sheet, and come up with great ideas for that area.

What can I clarify. Build.

Keep an eye on the groups and make sure that each student is contributing to the discussion. Every three minutes say, “Switch,” until each group has made it through all four areas. When all rotations are complete, ask the students, except for the four artists, to return to their seats. They need to return to their flipchart.

Tell the students that we will be reviewing each list. They need to make sure to get these ideas in their notes. Have each artist share both lists on their flipchart sheet.

Objective 3. Assess a current or recent personal leader/follower relationship and recommend steps to build the relationship.

Set-up—Let them know that the next step in this process is to use the ideas that they just came up with to build a better leader/follower relationship. Distribute HS.64.AS.B.



We are going to apply what we’ve just discussed to a leader/follower relationship of our own.



To accomplish this, we will need to identify a current or recent situation where you are or were the leader, and one where you are or were the follower. Take 45 seconds to write on your activity sheet the two situations you are going to focus on for this relationship-building process.

Now, with our situations in mind and notes of ways we could build the relationship, we will have 10 minutes to identify 5 strategies to build the relationship both as a leader and as a follower.

I. Leader strategies

II. Follower strategies





In order to consider the potential impact of this process, you also need to write in the space provided a description of how the relationship might change as you implement these strategies.

What questions are there?

At 10 minutes, ask if anyone could benefit from more time. When all are complete, use a Me-you-us moment to allow the students to share their plans.



Review/Summary

Use a Choral Response Moment to review the four elements of a leader/follower relationship. Then ask for each student to share an example of a way to build that relationship.

Ask the students to reflect back on the mirroring hands activity that started the lesson, and remind them that each of them have the ability to be both good leaders and good followers. Their success will be defined by how well they build the relationship!



Application

►Extended Classroom Activity:

Students could do an interview with a student not in the class and complete a HS.64.AS.B to suggest improvements in that student's leader/follower relationship.

►FFA Activity:

Students could study the leader/follower relationships in their chapter and create a training session that would address the needs they identified.

►SAE Activity:

Students could evaluate the leader/follower relationship with their employer or with individuals in their industry.



Evaluation

HS.64.Assess.A

Answers to Assessment:

1. False
2. True
3. True



4. True
5. Two examples from list generated in class.
6. Two examples from list generated in class.
7. Need to have a realistic relationship builder and effect.



LEADER-FOLLOWER RELATIONSHIPS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement—1 point each.

- _____ 1. Clear expectations of who will do what is a part of having a common purpose.
- _____ 2. Using “We” not “I” communication is a way to increase communication in the relationship.
- _____ 3. Acceptance and inclusion requires the leader and follower to value each other’s differences.
- _____ 4. A plan of action would build role clarity in a relationship.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions—2 points each.

5. Provide two examples of how you can build a leader/follower relationship as a follower.
6. Provide two examples of how you can build a leader/follower relationship as a leader.
7. Describe one way that you plan to build a current leader/follower relationship and the effect you anticipate.



STRONG LEADER/FOLLOWER RELATIONSHIPS ARE BASED ON:

- ◆ **Common Purpose:** A shared knowledge of the group's goal.
- ◆ **Role Clarity:** Clear expectations of who will do what.
- ◆ **Acceptance & Inclusion:** Shared value of the unique talents and skills each individual can contribute to the relationship.
- ◆ **Communication:** The open sharing of ideas, concerns and successes.



LEADERS AND FOLLOWERS CAN BUILD THE RELATIONSHIP BY:

◆ Common Purpose

→ Leader: Work with the group to create clear team mission and goals.

→ Follower: Contribute ideas to team mission and goals, then support them.

◆ Role Clarity

→ Leader: Create a plan of action for the group that lists who will do what.

→ Follower: Volunteer for roles that fit with strengths.

◆ Acceptance & Inclusion

→ Leader: Identify talents of followers, find uses for and build them.

→ Follower: Speak highly of the leader to others outside the team.

◆ Communication

→ Leader: Use “We” not “I” communication.

→ Follower: Share ideas and encourages others to share their ideas.



LEADER/FOLLOWER RELATIONSHIP EVALUATOR

Leader Situation:

On a scale of 1–5, with 5= “Couldn’t be better” and 1= “We’re drowning,” rate the status of your relationship in each area. Then write in relationship builders for each area from the list generated in class.

◆ Common Purpose—

Strategies for Improvement:

◆ Role Clarity—

Strategies for Improvement:

◆ Acceptance & Inclusion—

Strategies for Improvement:

◆ Communication—

Strategies for Improvement:



Follower Situation:

On a scale of 1–5, with 5= “Couldn’t be better” and 1= “We’re drowning,” rate the status of your relationship in each area. Then write in relationship builders for each area from the list generated in class.

◆ Common Purpose—

Strategies for Improvement:

◆ Role Clarity—

Strategies for Improvement:

◆ Acceptance & Inclusion—

Strategies for Improvement:

◆ Communication—

Strategies for Improvement:



I. Strong Leader/Follower relationships are based on:

- A. Common Purpose—**
- B. Role Clarity—**
- C. Acceptance & Inclusion—**
- D. Communication—**

II. Leaders and followers can build the relationship by:

- A. Common Purpose
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 - 1. Leader: Create a plan of action for the group that lists who will do what.
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 - 1. Leader: Identify talents of followers, find uses for and build them.
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LEADER/FOLLOWER RELATIONSHIP EVALUATOR

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A. Common Purpose—

Strategies for Improvement:

B. Role Clarity—

Strategies for Improvement:

C. Acceptance & Inclusion—

Strategies for Improvement:

D. Communication—

Strategies for Improvement:



► **Follower Situation:**

On a scale of 1–5, with 5= “Couldn’t be better” and 1= “We’re drowning,” rate the status of your relationship in each area. Then write in relationship builders for each area from the list generated in class.

A. Common Purpose—

Strategies for Improvement:

B. Role Clarity—

Strategies for Improvement:

C. Acceptance & Inclusion—

Strategies for Improvement:

D. Communication—

Strategies for Improvement:

