

A Year-long Themed
Chapter Officer Development Program

The Everest Challenge

Reaching the Top with an FFA Officer Team



The Everest Challenge is designed to help FFA officers develop into a high performance team by creating a culture where the officers work together for the good of the chapter as well as themselves.

Achieving this can be almost as challenging for an FFA Advisor as actually climbing Mount Everest! The following instructions and related activities are designed to help you and the chapter officers create a true team environment.



Acknowledgements

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Training Camp

Advisor Instructions

(Preparing a Team for the Everest Challenge)

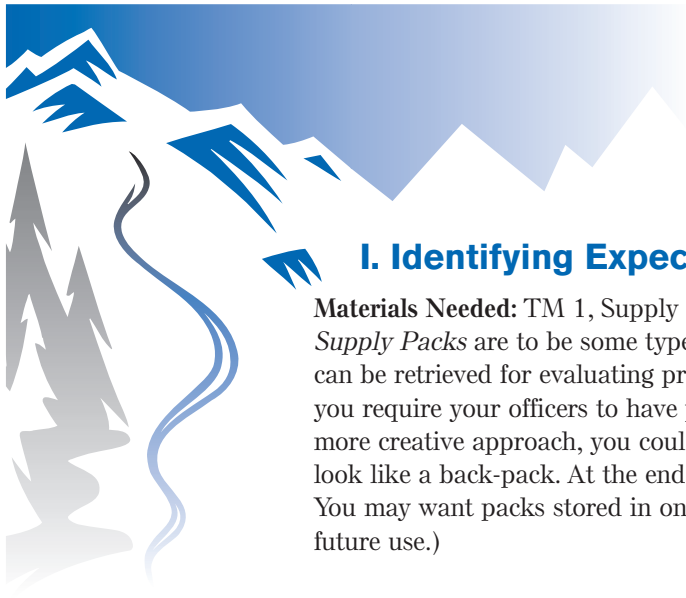
Introduction:

Wouldn't it be wonderful if every officer on the team was a mature, responsible, vision oriented young person who liked everyone else on the team? It would even be better if each person had a deep trust of all other team members. Rarely, if ever, does this combination exist, at least in the beginning. Before a group of mountain climbers take on Mt. Everest, they first go through training and equip themselves with necessary supplies for the climb. In order for an FFA officer team to be effective, they need training and skills to accomplish their "climb to leadership." At Training Camp, officers will design and equip a "Supply Pack" with necessary tools for their climb. These activities center around creating a "team culture" that empowers young people to create effective teams and emerge from this experience as stronger leaders.

Objectives:

1. Identifying the expectations
 - a. Advisor expectations of the team
 - b. Officer expectations of the team
2. Developing team and chapter goals
3. Evaluating Team, Officer and Chapter Performance





I. Identifying Expectations

Materials Needed: TM 1, Supply Pack Activity Sheet # 1, “Supply Pack” for each officer. (Note: *Supply Packs* are to be some type of storage system where activity sheets completed in this section can be retrieved for evaluating progress later. This could be as simple as a file folder or perhaps if you require your officers to have planners, this information could be stored there. If you want a more creative approach, you could possibly give each officer a paper bag and have them design it to look like a back-pack. At the end of this lesson, all documents will be placed in their “Supply Pack.” You may want packs stored in one location, such as your classroom, so they are always available for future use.)

- A. The Supply Pack Activity # 1 Team Expectations** – This activity is designed to help both advisors and officers identify expectations for the team. Give out Supply Pack Activity # 1 and “Supply Packs.” Allow time to design Supply Packs if needed. Both officers and advisors should complete this activity. You will need TM 1 for part 3 of Supply Pack Activity 1.

Explain to team: “In this activity, you are to identify expectations for our officer team. This will build the foundation for our team this year. Please follow the instructions on the Supply Pack Activity # 1. I/We (advisors) will be completing this with you.”

Follow the instructions on Supply Pack Activity # 1. After completion, each person will place this sheet in their Supply Pack for later use.

II. Team and Chapter Goals

NOTE: It can be very beneficial to set a team mission statement before setting goals. Team goals should arise out of the mission statement created by the team. For help in developing a team mission statement, refer to *LifeKnowledge™ Curriculum CD – Advanced High School Lesson 21, Establishing a Team Mission*.

Materials Needed: Supply Pack Activity Sheet # 2 (one for each topic to be brainstormed) and Supply Pack Activity Sheet # 3 (one for each final goal), Poster board 24” x 24”, 10-12 pieces of light-colored 3” x 10” construction paper such as white, yellow, orange, etc., colored markers, and rubber cement.

Establishing team and chapter goals provides a road map and reference point for officers and chapter members. It is important for these to be student driven. However, it is appropriate and necessary for the advisor to evaluate the work to guide the team towards goals that are worthy and beneficial for the chapter.

What type of goals should an officer team develop? This really depends on each individual chapter. It is beneficial for a team to have goals specific to the team as well as overall goals for the chapter. In the box above are several examples of team goals and chapter goals.

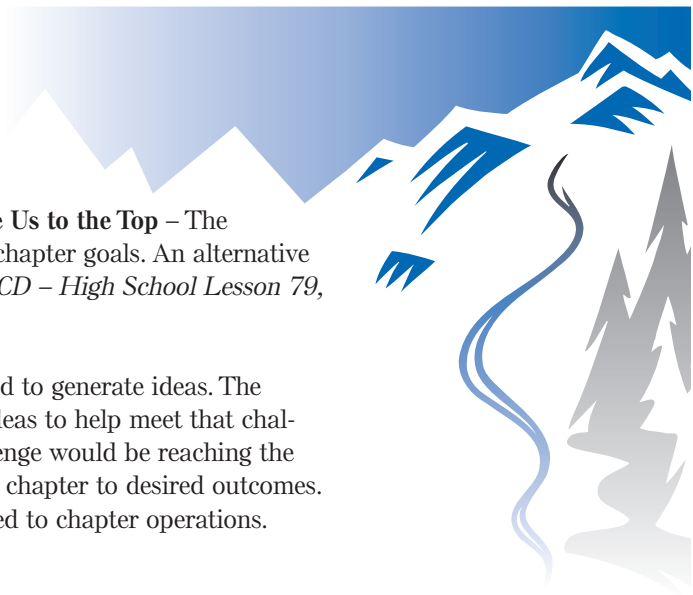
Team Goals:

- Follow correct parliamentary procedure at each meeting
- Have an officer meeting one day prior to each chapter meeting
- Meet all team expectations identified in Supply Pack # 1

Chapter Goals:

- Achieve \$15,000 in fruit sales
- Organize farm equipment rescue training for area emergency personnel
- Have 80% of members involved in an activity above the chapter level





- A. Supply Pack Activity # 2 – Snow Balling - Ideas to Take Us to the Top** – The purpose of this activity is to initiate ideas on team and chapter goals. An alternative to this can be found on the *LifeKnowledge Curriculum CD – High School Lesson 79, Setting Team Expectations*.

- 1. Snowballing** (Brainstorming) – Snowballing is used to generate ideas. The group will pick an area of challenge and generate ideas to help meet that challenge. In the case of climbing Mt. Everest, the challenge would be reaching the top. For an officer team, the challenge is leading the chapter to desired outcomes. The main purpose is to rapidly generate ideas related to chapter operations.



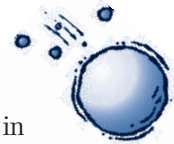
Here is how Snowballing works:

- A.** Divide the team into groups of two or three people.
- B.** Each group will be given a Supply Pack Sheet # 2. These sheets will have topics related to chapter operations and activities listed at the top. The number of sheets handed out will depend on the topics for which the team needs to brainstorm ideas for. Advisors may want to prepare some topics in advance and the team should be allowed to pick topics they have a particular interest in.

Examples:

Topic: Chapter Fundraising
 Ideas: fruit sales, dunking booth at fair, pie eating contest at fall festival, labor auction

Topic: FFA Meetings
 Ideas: Use parliamentary procedure each meeting, provide donuts to members who are on time, post agenda in advance, throw out candy to non-officers who move motions.



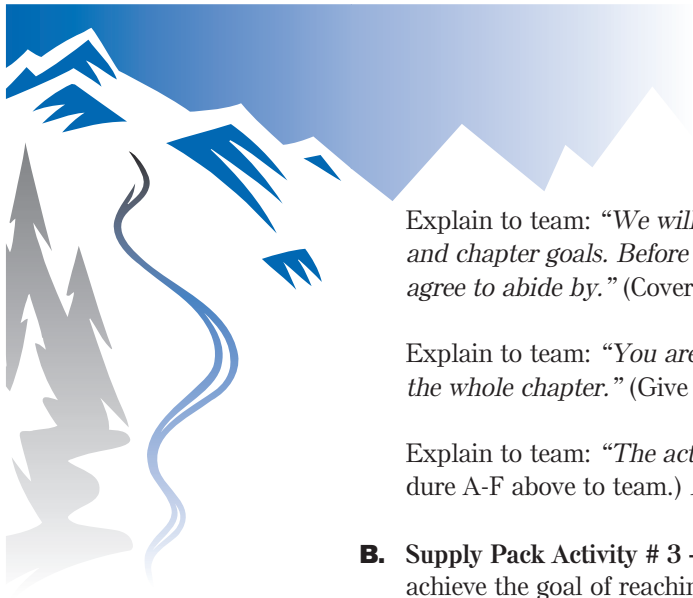
- C.** Give the group 3-5 minutes to generate ideas related to the topics they have. Each group is to write ideas down on the sheet. When time is up, each group will exchange their sheet with another group. They will again have 3-5 minutes to generate ideas on your new topic. This continues until each group has had a chance to generate ideas on each topic provided.
- D.** After each group has had a chance to generate ideas on each topic, place the topics and ideas where everyone can see them (you may need to write them on a board or flip chart.)
- E.** Each team member gets three votes per topic area. You may assign all your votes to one idea or use them to select three ideas.
- F.** The top ideas (there may be several in each topic area) will form the basis for team and chapter goals.



Snowballing Rules:

1. There are no dumb ideas. All ideas are welcome regardless how funny or wild it may seem.
2. Don't criticize, groan or laugh. This is not a debate or discussion. Talking about ideas will take place later.
3. It is okay to piggy-back your idea onto another's idea. One idea often generates more!
4. The more ideas the better.
5. By the way, have fun. Enjoying what you do helps creative juices flow!





Explain to team: “We will be “snowballing” ideas to set up the foundation for team and chapter goals. Before we start, there are some important rules everyone must agree to abide by.” (Cover Snowballing Rules above.)

Explain to team: “You are to generate ideas that are specific for this team as well as the whole chapter.” (Give examples of Team goals and Chapter goals from above.)

Explain to team: “The activity will use the following procedure. (Explain the procedure A-F above to team.) Does anyone have any questions? If not, ready, begin.

- B. Supply Pack Activity # 3 – Reaching the Top Through Goal Achievement:** In order to achieve the goal of reaching the top of a mountain, climbers have a plan to follow. For an officer team to be effective, it also needs a plan for each goal. Handout Supply Pack Activity Sheet # 3 to each officer. You will need an activity sheet for each goal identified in Supply Pack Activity # 2. Use the following steps to develop a plan for achieving team and chapter goals.

Step 1 – Sort goals into chapter or team goals. You may want to list the goals on a board or flip chart. Example goals:

Team Goal: Hold an officer meeting one day prior to each chapter meeting.
Chapter Goal: Have 80% of chapter members involved in an activity above the chapter level.

Step 2 – Using the “Supply Pack Activity Sheet # 3”, direct team members to list and plan out each goal. You may want to plan each goal as a team or split the team into 2 or 3 groups and assign goals to each group. If you use the small group approach, you should have each group review its goals with the whole team for approval. To save time, you may have one person recording the plans on Activity Sheet # 3 and then photocopy for each officer. NOTE: It would be a good idea to present the chapter goals at a chapter meeting for approval of the membership. Remember to make goals that are specific and measurable. See examples below.

Incorrect - We want to get more members in our chapter. (This goal is not specific or measurable. Is one member enough, ten, etc.)

Correct – Increase membership by 15 members. (This goal is very specific and easily measured. It provides a “bulls eye” for the chapter to hit.)

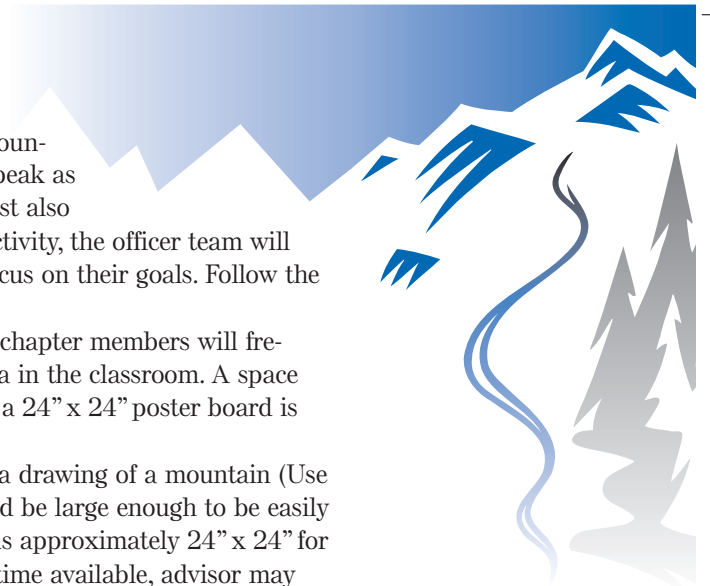
Explain to students: “Now that we have narrowed our ideas to specific goals, you will plan each goal out. Follow the guidelines on Supply Pack Activity # 3. Remember to make the goals specific and measurable.” (Show students examples of incorrect and correct ways to write goals.) When this is complete, each officer will place a set of goals in their supply pack.



**Step 3 -**

Climbing the Mountain: Just as mountain climbers stay focused on the peak as their destination, officer teams must also keep their goals in sight. In this activity, the officer team will create a visual aid to help them focus on their goals. Follow the directions below.

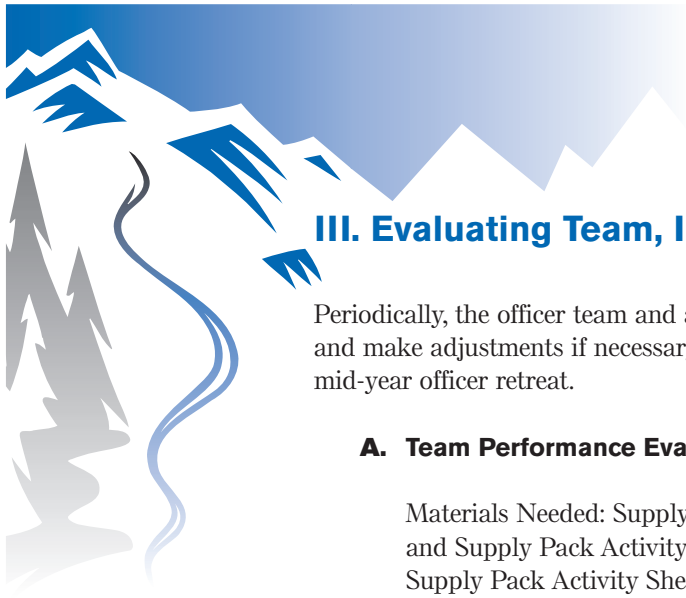
- a. Find a location that team and chapter members will frequently see, such as a wall area in the classroom. A space large enough to accommodate a 24" x 24" poster board is needed.
- b. Instruct officer team to create a drawing of a mountain (Use TM 3 as an example). It should be large enough to be easily visible. Use poster board that is approximately 24" x 24" for drawing. Note: Depending on time available, advisor may choose to have mountain created in advance. Make a list of each team and chapter goal that was planned in Supply Pack Activity 3. Write these goals directly on the mountain or place it on a separate sheet of paper and attach to mountain. (Refer to TM 2).
- d. Using the 3" x 10" pieces of light colored construction paper, number each piece of paper to correspond with each of the team and chapter goals. Attach these pieces to the mountain.
- e. In order to ascend to the top of Mt. Everest, the chapter must complete all of its goals. As goals are achieved, write the level of accomplishment and date achieved on one of the 3" x 10" pieces of paper attached to the mountain (Refer to TM 2).

**Step 4 -**

(Optional) It is convenient for both advisors and officers to have a quick reference chart relating to goals set by the chapter. A quick look to see what goals need work, who is in charge and when deadlines are due, can help keep a team on track.. Refer to Supply Pack Activity Supplement # 3 for this chart. Below is an example of what might be written on this chart:

GOAL & STEPS	MEMBER/S IN CHARGE	DUE DATE	DONE
Goal: Achieve \$15,000 in Fruit Sales		5-Nov	
Step 1 - Contact fruit supplier on prices	Scott L.	20-Sep	
Step 2 - Create sales slips for members	Sable B., Jesse F., Michal S., Maika B.	1-Oct	
Step 3 - Compile orders	Joel G., Kory K., Chelsea L, Ryan S., Bobbi T.	28-Oct	
Step 4 - Send order	Scott L. & Mr. Jones	5-Nov	
Goal: Recruitment Letters to Incoming Freshman		1-Aug	
Step 1: Create Letter	Chelsea L. & Maika B.	25-Jul	
Step 2: Get mailing addresses or email addresses	Scott L. & Bobbie T.	25-Jul	
Step 3: Mail letters	Chelsea L. & Maika B.	25-Jul	





III. Evaluating Team, Individual and Chapter Performance

Periodically, the officer team and advisors need to evaluate team and individual performance, and make adjustments if necessary. The following Supply Pack activities could be used at a mid-year officer retreat.

A. Team Performance Evaluation

Materials Needed: Supply Pack Activity Sheet # 4 (one per officer), Supply Packs and Supply Pack Activity Sheet # 1, Supply Pack Supplemental Activity Sheet # 4, Supply Pack Activity Sheet # 5, Supply Pack Activity Sheet # 6 (one for each goal), TM 3.

1. Supply Pack Activity # 4 – Team Performance Evaluation: To begin, have each officer retrieve their Supply Packs. Instruct them to take out Supply Pack Activity Sheet # 1. Hand each member a copy of Supply Pack Activity # 4. Members should review team expectations from Sheet # 1. On Sheet # 4, in the rank column, instruct team members to write the number of votes each expectation received from Sheet # 1. Now have students score how well the team is meeting each expectation based on the scale listed at the top of Sheet # 4. The team will need to rank all expectations, even if they were not among the top ones voted on by team. Note: Emphasize being honest in their evaluation.

Explain to students: *“Using the Team Performance Evaluation sheet, score each of the team expectations based on the scoring chart the scoring chart listed at the top of the sheet. Please be honest and sincere. After completion of chart, hand them in to me.”*

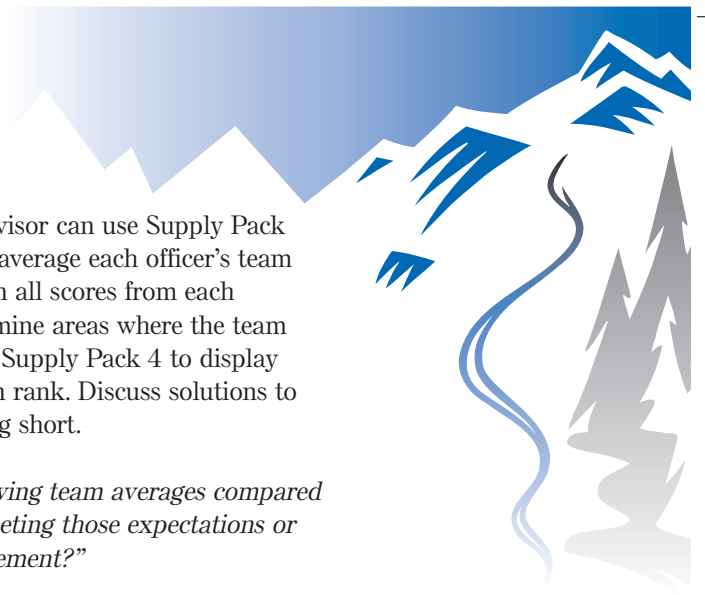
B. Individual Performance Evaluation

1. Supply Pack Activity # 5: After completion of team evaluation, distribute Supply Pack Activity Sheet # 5. Each officer is to complete this self-evaluation. Place emphasis on honesty and sincerity when completing this sheet. After officers have completed scoring section, instruct them to list any areas they need to improve on to become a more effective team member. When completed, officers should make two copies, place one sheet in their supply pack and hand the other to the instructor.

Note: The purpose of Activity Sheet # 5 is to make students think about what expectations exist for team members. While it is meant as self-reflective activity for officers, this evaluation could form the basis of an improvement plan between the advisor and an officer who is not meeting expectations.

Explain to students: *“Complete the Officer Self-Performance Evaluation. Please be honest and sincere in completing this form. Once you are finished with scoring, list any areas you need to improve on as a team member. When finished make a copy of your evaluation, place one in your Supply Pack and hand one in to me.”*





- a. While officers are completing Sheet # 5, the advisor can use Supply Pack Supplemental Activity Sheet # 4 to record and average each officer's team evaluation scores from Activity Sheet # 4. When all scores from each Activity Sheet 4 are entered and averaged, examine areas where the team may be falling short of expectations. Use TM 3 Supply Pack 4 to display team averages compared to original expectation rank. Discuss solutions to improve performance where team may be falling short.

Explain to students: *"Please examine the following team averages compared to the original rank of expectations. Are we meeting those expectations or do we need to discuss possible areas of improvement?"*

C. Chapter Performance

Supply Pack Activity # 6 – How Far Have We Come: After completing team and individual evaluation, the officer team needs to evaluate how far the chapter has progressed. Refer to wall chart, made earlier, displaying the mountain and goals. Split the team into 2 or 3 groups. Randomly assign both accomplished goals and goals not met to each group. Instruct groups to complete Activity Sheet # 6 for each goal they have been assigned. When groups are finished, discuss with the group what they learned and how it can be applied to unfinished goals and future officer teams. At the end of discussion, collect all sheets. These can be used to help future officer teams establish goals and avoid mistakes.

Explain to team: *"Each group will be assigned goals, both those accomplished and not accomplished. Complete Supply Pack Activity # 6, including suggested goals and for future officer teams on each goal assigned. After you complete this evaluation we will discuss successes, failures and make suggestions for improvements. You have 5 minutes per goal. Are there questions, you may begin."*





Team Expectations

Instructions: Mountain climbers are well-prepared and have the correct supplies to accomplish their mission. This is also true for effective teams. For a team to achieve its mission and goals, everyone must be aware of what is expected. Complete the following exercises related to team expectations.

1. What Are the Most Important Expectations for a Successful Team?: Circle five expectations you believe are most important in order for your officer team to be successful. In the blank spaces, write down team expectations not listed that you feel are essential for this team to be successful.

- A. The team has a clear mission and goals developed and supported by the team.
- B. A climate of trust exists among the team.
- C. Team members genuinely listen to each other.
- D. Differences of opinion are encouraged and freely expressed.
- E. Each team member is aware of their specific tasks and works to accomplish them.
- F. Open communication exists among team members both in and out of team setting.
- G. Shared leadership roles – Focus on how best to get a project done, not who controls it.
- H. Each team member counts as a valuable part of the team.
- I. When team performance breaks down, members focus on solutions rather than blame.
- J. Interpersonal issues and competitive struggles are not allowed to drain team energies.
- K. Team members affirm and support each other.
- L. Team members are deeply committed to the success of the team.
- M. Team atmosphere is informal, comfortable free from tension.
- N. Team members periodically evaluate team performance and make necessary changes.



Supply Pack Activity 1

2. Take 5-10 minutes for team members and advisor(s) briefly to discuss which expectations they selected and why.
3. All of the above expectations are often identified as necessary to team success. However, your team may have some expectations that need more attention than others. Place the list on the board for everyone to see (a transparency has been provided). Each officer and advisor will vote on those expectations they believe the team needs to focus on first.

Method of Voting - Each team member has five votes. Using an erasable marker, each team member will go to where the list is displayed and cast votes for the expectations they feel must be met first. In this process, you can use one vote on five different expectations or you can place all five votes on one expectation you feel is most important. If an expectation you believe is important is not listed, write it on the list.

4. After voting is completed, return to the list above and rank the top 5-vote receiving expectations. *(The number of expectations for the team to select as key expectations to focus on is up to the team. It might be 5, 7, 10, etc.)*
5. Each member should place this list in his or her “supply pack” for future reference.

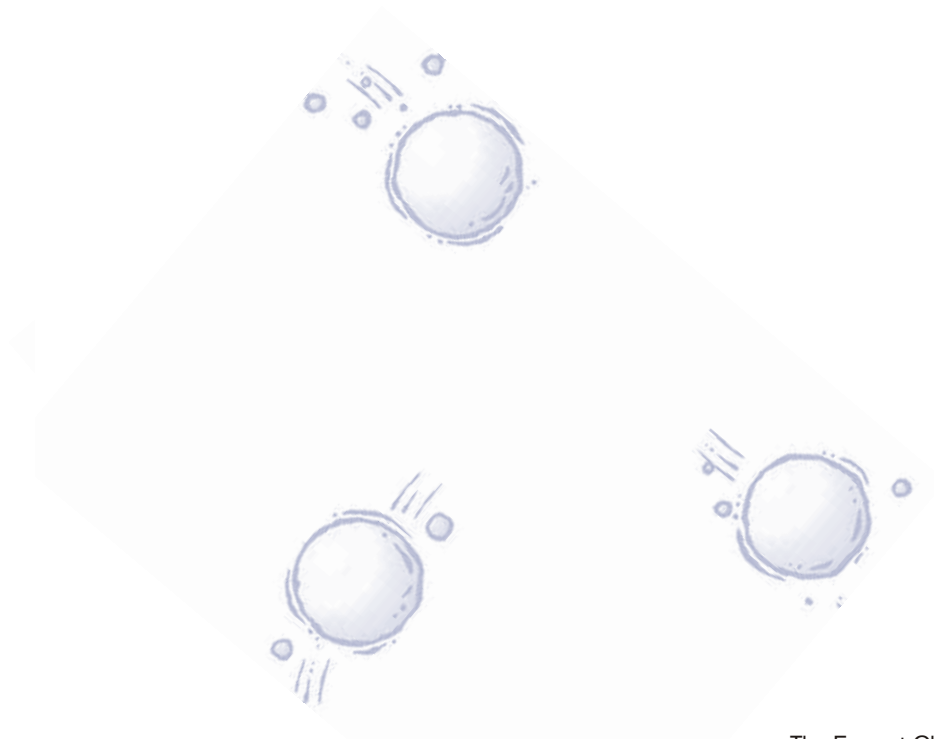
Snowballing – Ideas to Take Us to the Top!

Introduction: Generate ideas on the following team/chapter topic. Remember, there are no dumb ideas. The main purpose is to generate as many ideas related to this topic as possible in the time allotted. Don't be afraid to "piggy-back" on another person's idea. Have fun!

Topic: _____

Write Your Ideas Below

Supply Pack Activity 2



Supply Pack Activity 3

Reaching the Top Through Goal Achievement

Goal: _____

Steps to Accomplishing Goal: (Note: You may only need to complete one step to accomplish the goal. However, some goals may require more than one step.)

Step 1: What needs to be done?

Who is in charge? _____

Additional support team needed (who will help with this?) _____

Date to be accomplished by: _____

Step 2: What needs to be done?

Who is in charge? _____

Additional support team needed (who will help with this?) _____

Date to be accomplished by: _____

Step 3: What needs to be done?

Who is in charge? _____

Additional support team needed (who will help with this?) _____

Date to be accomplished by: _____

NOTE: The rank column is for ranking the expectations based on the team vote from Supply Pack Activity # 1. Blank spaces are for additional expectations the team may have.

[illegible]

Comments: Place comments related to expectations you feel are not being met and causing the team to be less effective than it could be. Use the back of this sheet if necessary. Hand in to advisor when completed.

Officer Self-Performance Evaluation

Instructions: Each officer is to score his/her performance on the expectations listed below. Score yourself on each expectation by writing the number in the score column to the left of each expectation. The scoring is based on the following point scale:

5 = Strongly Agree 4 = Agree 3 = Somewhat Disagree 2 = Disagree 1 = Strongly Disagree

Note: Blank spaces are for additional expectations you may have of yourself.

Score	Self-Expectations as an Officer
	I have a clear understanding of the team mission and goals and work to achieve them.
	I have a high level of trust of the other team members.
	I am a trustworthy team member.
	I always practice genuine listening when communicating with team members.
	I encourage other team members to freely express differences of opinion
	I am aware of my specific duties as an officer and work hard to accomplish them.
	I openly communicate with other team members both in and out of the team setting.
	I willingly share leadership and focus on accomplishing tasks rather than controlling them.
	I believe each team member counts and is a valuable part of the team.
	When something goes wrong I look for solutions rather than placing blame.
	I do not allow my interpersonal issues or competitive struggles to affect the team effort.
	I affirm and support all members of the team.
	I am deeply committed to the success of the team.
	I help to keep the team atmosphere informal, comfortable and free from tension.
	I periodically evaluate my performance and make adjustments to be more effective.

Areas for Improvement: Please list any areas that need improvement. Also, list what steps you plan to take for each area that needs improvement. Use back side of sheet if needed. After completion, make a copy and hand one to the advisor and place the other one in your "Supply Pack."

Supply Pack Activity 5

Supply Pack Activity 6

How Far Have We Come? (Evaluating Progress Towards Goals)

Goal: _____

1. Was goal the accomplished as planned? Yes No

2. What worked well?

a.

b.

c.

3. What did not work well?

a.

b.

c.

4. Suggested goals and actions for future officer teams.

Team Expectation List

Votes

- _____ The team has a clear mission and goals developed and supported by the team.
- _____ A climate of trust exists among the team members.
- _____ Team members genuinely listen to each other.
- _____ Differences of opinion are encouraged and freely expressed.
- _____ Each team member is aware of his or her specific tasks and works to accomplish them.
- _____ Open communication exists among team members both in and out of the team setting.
- _____ Shared leadership roles – Focus on how best to get a project done, not who controls it.
- _____ Each team member counts as a valuable part of the team.
- _____ When team performance breaks down, members focus on solutions rather than blame.
- _____ Interpersonal issues and competitive struggles are not allowed to drain team energies.
- _____ Team members affirm and support each other.
- _____ Team members are deeply committed to the success of the team.
- _____ Team atmosphere is informal, comfortable and free from tension.
- _____ Team members periodically evaluate team performance and make necessary changes.

Supply Pack 1

Supply Pack 2

The Everest Challenge

Reaching the Top Through Goal Achievement

This Year's Chapter Goals

- Goal 1:** Get 50% of incoming freshmen to take Agricultural Education classes and join FFA
- Goal 2:** Reach \$20,000 in fruit sales
- Goal 3:** Encourage 70% of membership to participate in a chapter
- Goal 4:** Earn a Three Star Chapter rating
- Goal 5:** Qualify one or more teams for a National Career Development Event

Final Goal to Be Achieved

- Goal 3:** 43 out of 52 members participated in an FFA event above district level.
Date achieved: 2/28
- Goal 2:** Chapter sold \$22,000 during fruit sale.
Date achieved: 11/5
- Goal 1:** 18 out of 33 freshmen joined FFA and Agricultural Education classes.
Date achieved: 9/30

Evaluation of Team Expectation List

Team Avg.	Orig. Rank	
_____	_____	The team has a clear mission and goals developed and supported by the team.
_____	_____	A climate of trust exists among the team members.
_____	_____	Team members genuinely listen to each other.
_____	_____	Differences of opinion are encouraged and freely expressed.
_____	_____	Each team member is aware of his or her specific tasks and works to accomplish them.
_____	_____	Open communication exists among team members both in and out of team setting.
_____	_____	Shared leadership roles – Focus on how best to get a project done, not who controls it.
_____	_____	Each team member counts as a valuable part of the team.
_____	_____	When team performance breaks down, members focus on solutions rather than blame.
_____	_____	Interpersonal issues and competitive struggles are not allowed to drain team energies.
_____	_____	Team members affirm and support each other.
_____	_____	Team members are deeply committed to the success of the team.
_____	_____	Team atmosphere is informal, comfortable and free from tension.
_____	_____	Team members periodically evaluate team performance and make necessary changes.

Supply Pack 3



Passing Knowledge from one Team to the Next

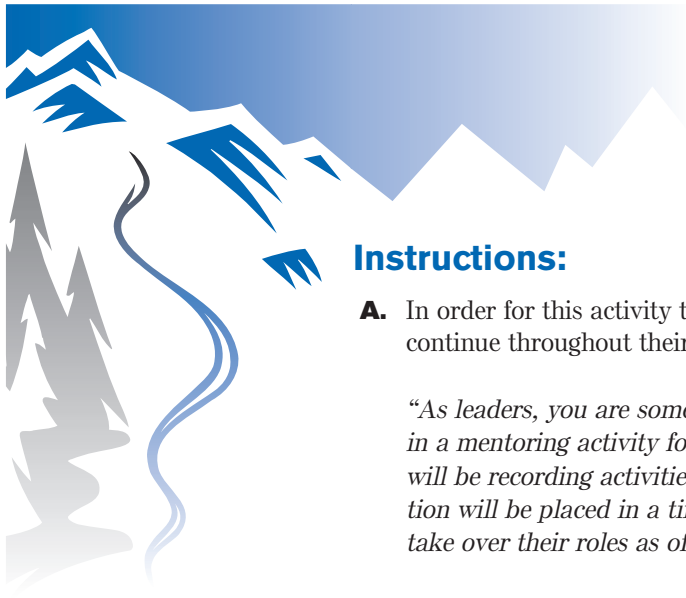
Reading the Mountain

Voices from the Past

Mountain climbers study the mountain they are to ascend and have a plan mapped out before they leave. Part of this plan usually involves visiting with climbers who have made the ascent before. These visits yield much information involving the best trails, what areas to avoid, and challenges that will be faced.

Each year, advisors must “break in” a new officer team. This activity is designed to help a new team avoid the “dangerous crevices” and “icy slopes” that could derail a team on their way to achieving goals. It involves input from previous mountain climbers (current officers) in the form of a time capsule filled with information that is gathered during their trek towards goal achievement.





Instructions:

- A.** In order for this activity to be effective, it will need to begin with the present officer team and continue throughout their year of service. To introduce this activity explain the following:

“As leaders, you are sometimes called upon to be coaches and mentors. You will be involved in a mentoring activity for the next officer team that follows you. During this year, your team will be recording activities and situations that work well and those that don’t. This information will be placed in a time capsule that will be presented to the new officer team when they take over their roles as officers. First we will need to construct a time capsule.”

- B.** Time Capsule Construction. There is no set item that can be a time capsule. The following are a few ideas that could be used. Once again, encourage the team to use their imaginations and be creative. You may want to list these on a board or flip chart and give the team five minutes to brainstorm other ideas for time capsules.

Explain: “The following are a few suggestions for time capsules. After looking at these spend about five minutes brainstorming to see if there are any other devices you would want to use as a time capsule.”

1. Cookie tins – You may want to sand off the paint and decorate it.
2. Plastic food containers from the school cafeteria.
3. Decorate a box like a treasure chest.
4. Round, cardboard, shipping canister used for items like posters, maps, drawings
5. CD-ROM if making the time capsule electronic.

Whatever device you select to use as a time capsule, it is important to direct the current officer team to design and decorate this in a fashion that helps to convey a positive message to the next officer team.

- C.** How to record the information:

1. Use the worksheets provided: “Slippery Slopes to Avoid” and “Solid Steps.” “Slippery Slopes” provide a place for officers to record those situations where things didn’t work out and advice on what to avoid. “Solid Steps” provides a place for recording those activities that worked well and that new officers may want to consider doing again. It would be a good idea to keep these worksheets in a location that is easily accessible by the current officer team. This will make it easier for them to record information as the year progresses. Explain to students:

“As we move through the year, you will use these sheets to record activities. Those that worked well will be recorded on Solid Steps and situations that didn’t turn out well on the Slippery Slope sheets. We will place these in the time capsule throughout the year.”

2. Electronic Option: If the current team wants to be a little more creative and the technology is available, they could make use of Power Points, video recordings, etc. With the use of electronic media allows for the integration of pictures, sounds, etc. In this situation, the time capsule could actually become a CD-ROM or a combination of worksheets from above, interactive CD-ROM, video tape, etc. This will only be limited by your imagination and available technology. A Power Point example is included on this CD-ROM.



Passing Knowledge from one Team to the Next

Slippery Slopes

(Things to Avoid)

Instructions: For each of the Slippery Slope areas below, assign a number, briefly explain the situation or activity and advice your team would give to the next team.

Slippery Slope # _____

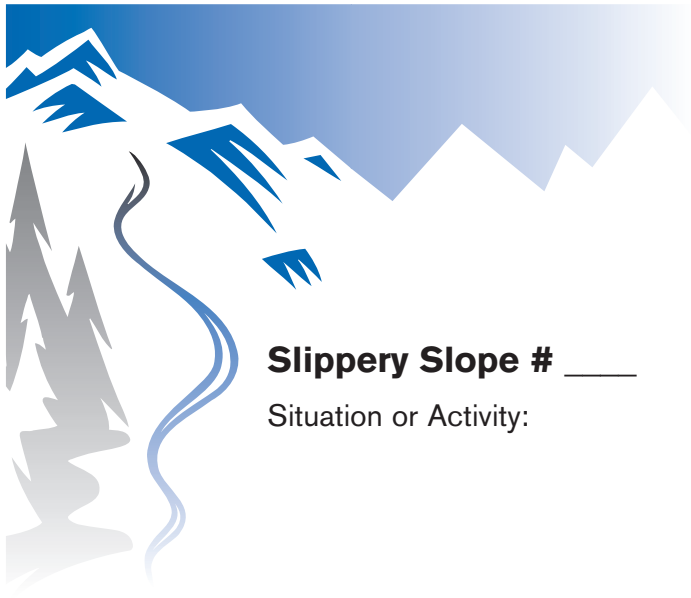
Situation or Activity:

Advice to new team:

Slippery Slope # _____

Situation or Activity:

Advice to new team:



Slippery Slope # _____

Situation or Activity:

Advice to new team:

Slippery Slope # _____

Situation or Activity:

Advice to new team:





Passing Knowledge from one Team to the Next

Solid Steps

(These worked great,
consider them for your team!)



Instructions: For each of the Solid Step areas below, assign a number, briefly explain the situation or activity and explain why they may want to consider it again.

Solid Step # _____

Situation or Activity:

Why your team might want to do this:

Solid Step # _____

Situation or Activity:

Why your team might want to do this:





Solid Step # _____

Situation or Activity:

Why your team might want to do this:

Solid Step # _____

Situation or Activity:

Why your team might want to do this:



Mentors and Personal Goals Workshop

LIFE FORCE

Staying Fit for Life's Climb

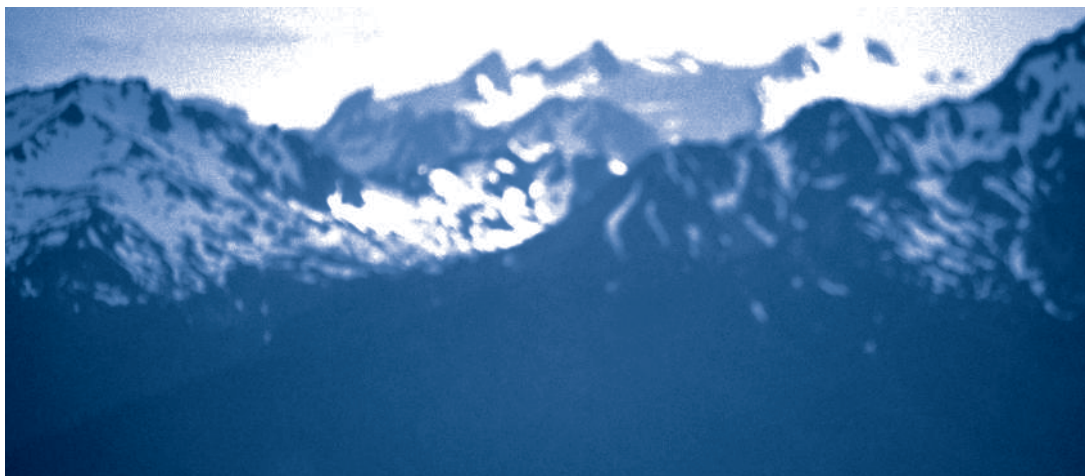
Life Force is a set of personal development workshops for FFA officers and advisors. These three workshops can be used together or as stand alone workshops. The three workshops are:

1. What's My Mission?

2. Mentors for Me

3. GOALS – Guiding Our Active Life System

A note to instructors: The following activities are designed with both students and advisors in mind. It is suggested that advisors complete the activities along with the FFA officers.





Mission Development Workshop

What's My Mission?

Introduction: Creating a mission statement can do several things. First, it makes you evaluate what is important in your life. Second, it serves as a guide for how to approach all aspects of life. Take a journey through the next exercises to find your mission.

Pharaohs of Egypt

- A.** The Pharaohs of ancient Egypt left instructions to fill their tombs with mementos of their life. Some included toys from their childhood, favorite weapons, jewelry, or objects which related to special important events in their lives.

Pretend you are very old and approaching the end of your life. Select objects to place in your tomb that will tell a story about your life. These objects will have to convey a message about who you were and what was most important to you, to people who never knew you. Make a list below of what you would select.

- B.** Look over your list. Does it tell the story you want future generations to know? If not, adjust or add to it until it does. After you have completed this exercise, you should be able to focus on the truly important things in your life. This will be useful in the next exercise, Building My Mission.





Building My Mission

Introduction: Building a mission statement can be a challenging, on-going process. Don't become stressed over finding the exact words when you begin. A mission statement will grow and change as you have new experiences and develop new visions through the journey of life. A mission statement takes into account who you are and what you want to become.

A. As you begin writing your statement, ask the following questions from Stephen Covey's *The 7 Habits of Highly Effective People*:

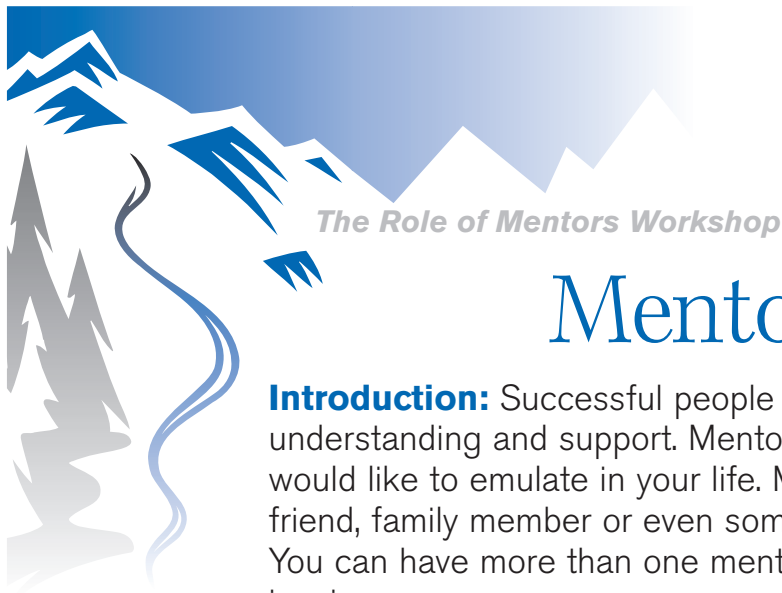
1. Does it say what I want from my life?
2. Does it include what I value?
3. Have I considered my talents?
4. Does it state what I want to accomplish most?
5. Does it motivate and inspire me?

B. Sample Statements: The following are sample mission statements. There is no set length or form for writing a statement. Some people will adapt inspirational quotes for their mission. The main objective is to make it your personal statement of inspiration.

- To make people happy. – *Disney Company*
- To use talents that God has given me to help others create success in their life. – *Teacher*
- To embrace life, strengthen my character, be a friend, make my dreams a reality. – *Student*

C. Using the space below, create a draft of your mission statement.

Note: If you want to go “high-tech” with building your mission, try out this website:
<http://www.franklincovey.com/missionbuilder/>



Mentors for Me

Introduction: Successful people have others who they look to for guidance, understanding and support. Mentors are people who have characteristics you would like to emulate in your life. Mentors can be living or dead. It could be a friend, family member or even someone you have never met but have studied. You can have more than one mentor. Mentors support, listen, teach and inspire.

- A.** Choose one or more mentors for various areas of your life. You might want to consider the following areas: Mental, physical, spiritual, family, financial, professional, etc. Also, write down the characteristics that influenced you to choose this person as a mentor.

Mentor: _____ Area(s) of life _____
Mentor Characteristics that Influenced You:

Mentor: _____ Area(s) of life _____
Mentor Characteristics that Influenced You:

Mentor: _____ Area(s) of life _____
Mentor Characteristics that Influenced You:

Mentor: _____ Area(s) of life _____
Mentor Characteristics that Influenced You:

Mentor: _____ Area(s) of life _____
Mentor Characteristics that Influenced You:

- B.** The Next Level: Choose a living person from the above list. Contact them to explain that you are creating a list of mentors for yourself. Tell the person you hold them in high regard and ask if they would consent to being a mentor. Time involved will be limited to one or two brief conversations a year, setup in advance, where you could ask them advice and share your goals and plans. You will find that most people are flattered by this request and will usually consent. If they do not wish to be a mentor, thank them for their time, return to the above list and choose someone else. You will find this type of relationship can yield a host of benefits for you and the mentor.



Goal Setting Workshop

GOALS

Guiding Our Active Life System

A Guide to Setting and Achieving Goals

Introduction: Stephen Covey states it best when he tells people to “Begin with the end in mind.” Basically, think about where you want to be and what you want to have. After dreaming awhile, put it into an achievable plan of action.

A. Dream Sheet – Goals begin as dreams. Before you actually set your goals, you have to dream a little. Your first step will be to create a dream sheet. The following are steps to take in creating your dream list.

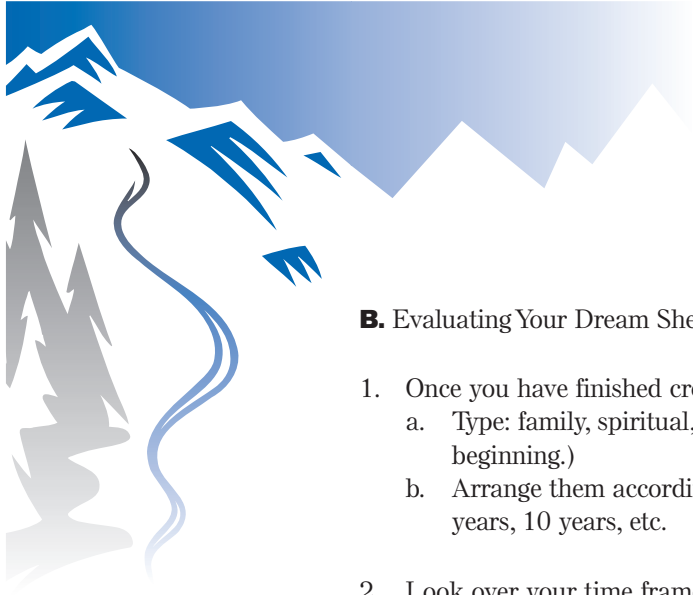
1. Think about all the areas of your life where you want to achieve something. Examples:

- a. Character – Honesty, responsibility, trustworthiness, kindness
- b. Family – Time spent, special activities
- c. Career – Type of work, location
- d. Financial – Salary, savings, investments, charity
- e. Educational – Type of degree, what college
- f. Spiritual
- g. Physical – Exercise, weight
- h. Mental – Continued training, books read
- i. Travel – Where would you like to visit, what would you like to see
- j. Recreation – Planned time for relaxation, skiing, hiking, fishing, reading, movies

NOTE: These are examples to help jump-start your brain. Use as many of these categories or as few as you want. Add other categories that may not be listed.

REMEMBER: They're your dreams!!

- 2. You may start with a blank sheet of paper and begin writing your dreams and categorize them later. Or, you may use a more organized approach and begin with a sheet that has each of your chosen categories listed with space beneath them to write your dreams.
- 3. Once you start writing, continue writing for at least 15 minutes. Don't worry about complete sentences, spelling, etc. The idea is to generate ideas!! Just begin writing, jot down any dream that comes to your mind.
- 4. Don't be judgmental!! Don't worry about how you will accomplish it. There will be time to evaluate your dream sheet later. Just get the ideas down at this point. The only criterion – these must be dreams you really want, not what you think will impress someone else.
- 5. Set the atmosphere – Put on some relaxing music, get comfortable and let your mind be free to dream.
- 6. **GET EXCITED AND HAVE FUN!!** Creating your dream sheet should be more like play than work. Big dreams excite people's hearts and minds – SO DREAM!!



B. Evaluating Your Dream Sheet

1. Once you have finished creating your dream sheet organize it into the following categories:
 - a. Type: family, spiritual, financial, educational, career, etc. (If you didn't do this at the beginning.)
 - b. Arrange them according to a realistic time frame of achievement – 6 months, 1 year, 5 years, 10 years, etc.
2. Look over your time frames, are they divided into short term (1 year or less), medium term (1-5 years), long term (6-10 years). Are most of your dreams in one area? If you have all short-term goals, you need to add some long term. If they are all long term you will need some short-term goals that are stepping-stones to long-term goals.
3. Are your time frames and goals realistic? If you want to be a doctor in four years and you are a senior in high school, this probably is not realistic. Don't be afraid to make goals challenging, just not impossible.
4. How bad do you want the dreams you have listed? Dreams are nice but without dedication, work and effort they will not become realities. How hard are you willing to work to achieve the dream? If you are not sure, rent the video *Rudy* and while watching it, ask yourself, which of my dreams am I willing to work as hard to achieve as Rudy did to achieve his. When you can answer this, then you will know which dreams you really want to turn into goals.
5. Once you are done evaluating your dreams, choose those which are most important to you. When you first look at your dream sheet, it may be a bit overwhelming. Don't try to write out all of your goals in one setting. Start out with two goals. Once you have completed them, feel free to write more.

C. Writing Your Goals

1. There are five steps to consider in writing your goals.
 - a. **Identifying the Goal** – What do you want to achieve, what is the end result you are after? Be specific. Don't write a goal like this - I want to earn more money. This doesn't tell your brain anything. If you find a penny on the floor you have just achieved your goal.

Write it like this: "I will earn \$1500 per month on my summer job." This is measurable, it gives your brain a target to go after.
 - b. **Why Do You Want the Goal?** – The heart and soul of goal achievement is the answer to this question. What's the benefit of going through the work? If you don't have a strong desire to achieve the goal, this whole process is a waste of time. Don't set goals that don't have a strong benefit. If you do, your chance of achieving then is slim. Besides, if there's not a satisfying result, why go to the work?
 - c. **What's Stopping You?** There must be some obstacles in your way or you would already be achieving the goal, right? Be honest with yourself on this. The first step to self-





improvement is an honest assessment of where you currently are. Perhaps your obstacles are not setting enough time aside to work on the goal, maybe you don't have all the information you need, lack of self-discipline, or maybe, just maybe you are afraid of setting the goal do to fear of failure. Wayne Gretzky, NHL Hall of Fame, has a great quote regarding failure, "You miss 100% of the shots you never take." Take a chance, don't let fear of failure keep you on the sidelines. Look at your obstacles and honestly assess what you have to do.

- d. **Support Team Needed** - Truly successful people will tell you they had help in most of their achievements. There's an old adage that states "Wise men surround themselves with people who know more than they do." So surround yourself with some people who can help you achieve your goals. Maybe it's as simple as someone who will encourage you, perhaps a parent, teacher or friend. If your goal requires more knowledge than you have, find somebody who has that knowledge.

One of the greatest forms of flattery is to tell someone you respect them and need their help. Actually write the names of the people who will become your team on the goals sheet.

- e. **Plan of Action** – What are the steps you have to take in order to make this goal a reality? If you want an A in English, your first step may be 20 minutes per night of extra study or to have one of your support team read your work before it's handed in. Maybe you want to save an extra \$50.00 per month to invest in a mutual fund. To accomplish this, do you need to make more money or spend less?

A final part of the plan of action is a completion date. Goals are dreams with deadlines. If you want the goal to happen, you need a time frame. Otherwise it falls into the great abyss of "Some day I will..."

2. Use the GOALS form provided to write your goals. Make several copies of blank goal sheets so you have extras for additional goals or re-writes if necessary.
3. Some Final Thoughts: Denis Waitley, author of the Psychology of Winning, states that "Goals are like heat seeking missiles, you aim them for a target and as the target varies the missile adjusts its course to hit the target." When you write your first set of goals, it marks a starting point. None of us can see the future, and life will create situations that cause you to adapt your plan. You will still be ahead of those who have no plan to adapt. Going through life without goals is like being a ship trying to sail the ocean without a rudder. You are subject to move whichever way the wind blows, and it may not blow the direction you want to go!

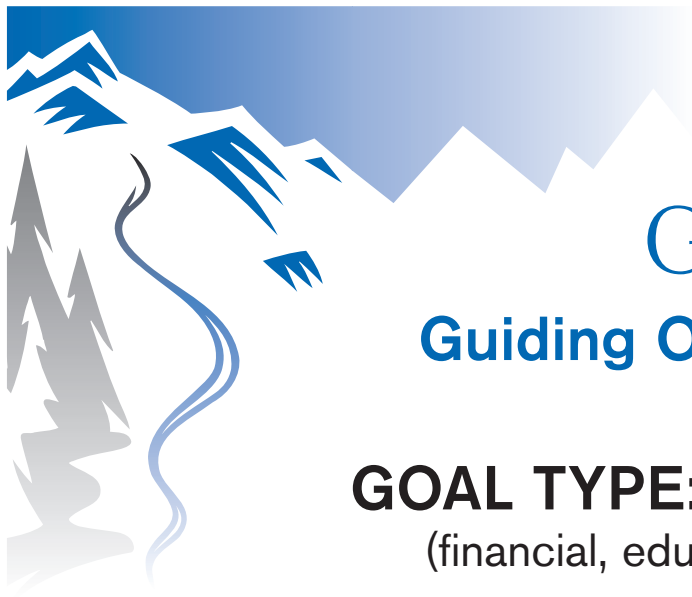
One more thing:

KEEP YOUR GOALS WHERE YOU CAN SEE THEM DAILY!

Read them every day. These daily refreshers have a hidden power to kick your mind into action. Don't let your written goals become dust collectors!

Enough said. Get your act together and follow the advice of Henry David Thoreau:
"If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours."





GOALS

Guiding Our Active Life System

GOAL TYPE: _____
(financial, educational, career, exercise, etc.)

1. MY GOAL – WHAT DO I WANT TO ACHIEVE? _____

2. WHY DO I WANT THIS GOAL? _____

3. WHAT'S STOPPING ME? _____

4. WHO'S ON MY TEAM? _____

5. PLAN OF ACTION – WHAT I NEED TO DO:

a. _____

b. _____

c. _____

d. _____

e. _____

Completion date: _____





GOALS

Guiding Our Active Life System

GOAL TYPE: _____
(financial, educational, career, exercise, etc.)

1. MY GOAL – WHAT DO I WANT TO ACHIEVE? _____

2. WHY DO I WANT THIS GOAL? _____

3. WHAT'S STOPPING ME? _____

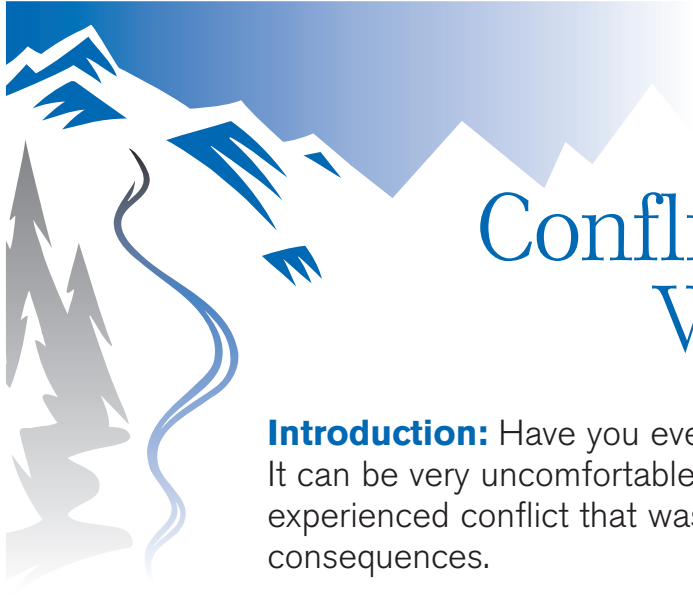
4. WHO'S ON MY TEAM? _____

5. PLAN OF ACTION – WHAT I NEED TO DO:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Completion date: _____





Conflict Resolution Workshop

Introduction: Have you ever been involved in a conflict with another person? It can be very uncomfortable, especially if it is not handled correctly. We've all experienced conflict that was not resolved and we have had to live with the consequences.

Get the officers attention by conducting the following experiment. Light a match, have a chapter officer hold it. Have another try to blow it out with a paper funnel. It is difficult to do. The point is if conflict is handled improperly, someone will get burned.

Share the analogy of life like juggling balls (juggle if you can). Hold up some rubber balls and talk about those things that if you miss once in a while, they will come bouncing back. Examples are work, school, mowing the lawn, etc. There are other balls that if we drop, we shatter – they are made of glass – some very rare glass. These represent our relationships – our family, friends, teammates, etc. They may occasionally bounce back, but chances are good the ball will break and the relationship will be damaged.

Remind them that feelings are biodegradable.

As teams mature, conflict is usually inevitable. Conflict is not always bad. How the team deals with conflict is the real issue. Example: You and a friend are going to a movie, you arrive at the movie theater and cannot agree on a movie. The one you want to see is on at 7:00 and 10:00 pm. The one your friend wants to see is only shown at 7:15 pm. What are your choices?

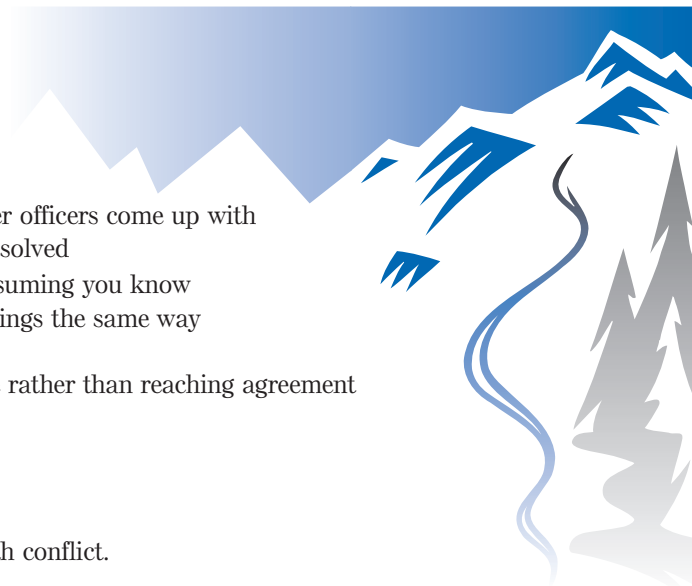
As teams spend time together, the possibility of conflict increases. The more time we spend together, the more we get to know each other and become more comfortable. While this is good, we also need to be concerned about the conflicts that could occur.

Discuss the stages of team maturity. Have the chapter officers identify the characteristics of each of the following stages of team development:

- 1) Honeymoon stage
- 2) Inclusion stage-discovering who's in and who's out
- 3) Conflict stage-who's up and who's down
- 4) Trust/affiliation stage – moving past this stage the team has reached an operational level that will lead to team leadership.

As a team matures, it will usually experience all four stages. The team must get closure on the stages before it can move on. Teams will cycle and get deeper into the stages each time. Time must be spent resolving issues.





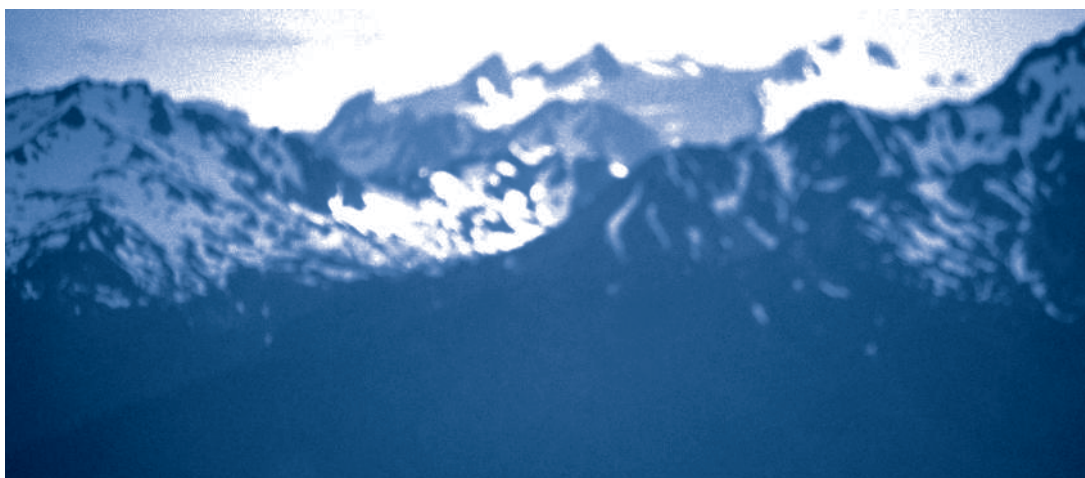
Discuss the contributing factors of conflict. Have the chapter officers come up with examples of each factor and what happens when it is not resolved

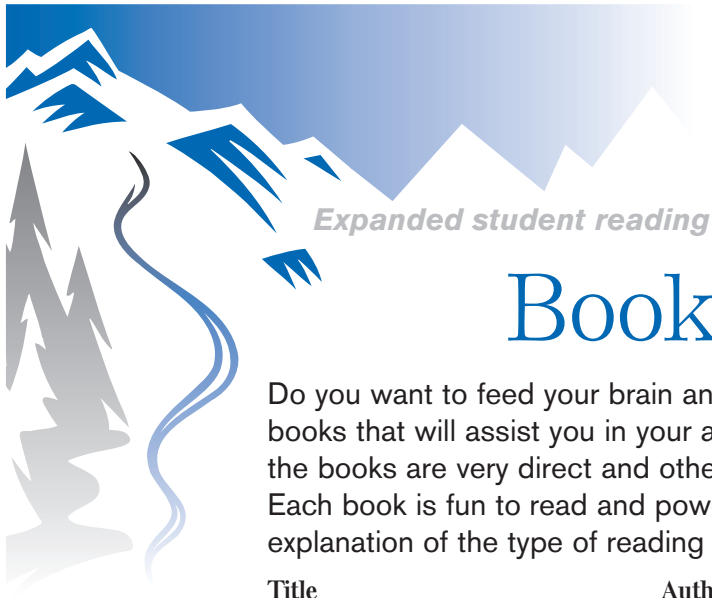
- ✓ Assumptions – not seeking the information, just assuming you know
- ✓ Different response to change – not everyone sees things the same way
- ✓ Putting personal agenda ahead of the team agenda
- ✓ Weak consensus process – just letting majority rule rather than reaching agreement
- ✓ Poor communication
- ✓ Different priorities

Share with the chapter officers the strategies for dealing with conflict.

- 1) Determine the right person to make the confrontation. They must demonstrate a sincere interest in the other person. They must have some type of relationship. Never have a group of people confront one other person. It is best done one on one.
- 2) Select the right time and setting. Never confront in the heat of emotion. Must be in a safe, neutral environment.
- 3) Must come to agreement on the problem. Need to go beyond the symptoms and get to the root of the problem. Need to use effective questioning skills to seek out the total issue and what the causes are. Use the sandwich technique – praise, confront, praise.
- 4) Must come to mutual agreement on the solution. Has to be a plan of action that is fully agreed upon by both parties.
- 5) Must praise success. Praise success often and sincerely.

Have the officers write commitments to themselves and to their teams on how they will handle conflict if they encounter it in the future.





Expanded student reading

Books That Build

Do you want to feed your brain and soul? Strengthen your ability to lead? Below are books that will assist you in your ability to grow your chapter as well as yourself! Some of the books are very direct and others simply great stories with magical words to ponder. Each book is fun to read and powerful in its own way. Following each book is a brief explanation of the type of reading and focus.

Title	Author	Description
<i>101 Games for Trainers</i>	Bob Pike with Chris Busse	Non-fiction. Energizers, openers, communication and team building activities.
<i>101 More Games for Trainers</i>	Bob Pike with Chris Busse	Non-fiction. Energizers, openers, communication and team building activities.
<i>7 Habits of Highly Effective Teens</i>	Sean Covey	Non-fiction. Goal setting, self-esteem, time management, some spiritual reference and great stories.
<i>The Bottomless Bag Again</i>	Karl Rohnke	Non-fiction. Friendly games, challenging initiatives and team building activities
<i>Chicken Soup for the Soul</i>	Jack Canfield and Mark Victor Hansen	Collection of inspirational stories. Super resource for officers and some spiritual reference.
<i>Developing the Leader Within You</i>	John Maxwell	Non-fiction. Growth and development of personal leadership qualities.
<i>Games Trainers Play Series</i>	Newstrom & Scannell	Group activities. Super resource for officers.
<i>The Giving Tree</i>	Shel Silverstein	Children's story. Positive leadership message.
<i>How to Work a Room</i>	Susan RoAne	Non-fiction. Self-esteem and introduction skills.
<i>Life 101</i>	Peter McWilliams	Non-fiction. Goal setting, self-esteem, and wonderful quotes/stories.
<i>On Becoming a Leader</i>	Warren Bennis	Non-fiction. Leadership skills and some great stories.
<i>The Power of Followership</i>	Robert Kelley	Non-fiction. Followership and some great stories.
<i>The Precious Present</i>	Spencer Johnson	Story. Positive message and value for the present day.
<i>Presentations Plus</i>	David Peoples	Non-fiction. Presentation skills.
<i>The Winner Within</i>	Pat Riley	Non-fiction. Team leadership and development, and some great quotes.

Your mind stretched to a new idea,
never goes back to its original dimension.
—Oliver Wendell Holmes

