



High School

National FFA Organization

Lesson HS.17

HOW LEADERS INFLUENCE OTHERS THROUGH VISION

Unit.

Stage One of Development—ME

Problem Area.

What Vision Do I Have for Influence?

Precepts.

Definition of Vision

National Standards.

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

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

- 1 Understand the role of visionary leaders.
- 2 Examine the power of creating a vision that others can see and internalize.
- 3 Learn the value of sharing ownership of the vision..



© 2004 National FFA Organization
It is illegal to reproduce copies of this material
without written permission from the National FFA Organization.
National FFA Organization





Time. Instruction time for this lesson: 100 minutes.



Resources

National FFA Organization's Essential Learnings materials, 2003.



Tools, Equipment, and Supplies

- ✓ Pictures of famous/celebrity visionary leaders-included on CD-HS.17.TM.A
- ✓ Definitions and Components HS.17.TM.B
- ✓ Sheet of Blank, Unlined Paper
- ✓ News Print Sheets
- ✓ Pens
- ✓ Markers



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

- ▶ Vision
- ▶ Influence
- ▶ Articulate



Interest Approach

Set the stage for free-will thinking and self-expression with the philosophy no idea is wrong. This lesson requires students to utilize their intuitive reasoning skills to analyze the personal visions of several celebrities and historians that have made a difference. Students will be required to articulate what vision each person had in mind for their own future success. Utilize pictures that depict the vision that the following leaders had in mind for their future success of their dream. Pictures have been provided.



Have you ever thought about what causes some people to accomplish great things? What makes the difference between the average person on the street and the one that does something that makes the quality of life better for others-whether it is through an invention, starting a new company or just the desire to help the lives of others?

There are certain people when you hear their names or see their pictures we automatically begin to think of their personal accomplishments or successes they have achieved. As I show the pictures and names of the following eight people, think of what success story or vision each person is well known for in history. What was their vision of success for their lives and legacy?

Show each person's picture and announce their name one at a time in front of the class. Repeat each person's name twice and hold the picture in front of the class for 15 seconds.



 Bill Gates

John Deere

Ray Kroc

Maya Angelou

Clara Barton

Martin Luther King, Jr.

Susie B. Anthony

Mayor Rudy Giuliani

At the completion of the activity, review the following answers with the class:

 Bill Gates--Creator of Microsoft and the worldwide operating system known as Windows.

John Deere--Developed the Steel Plowshare to help in farming practices.

Ray Kroc-Franchised and expanded the largest fast food restaurant chain in the world for people to eat food on the run-McDonald's.

Maya Angelou-Hailed as one of the great voices of contemporary literature and as a remarkable Renaissance woman.

Clara Barton-A nurse and founder of the American Red Cross. Well-known Humanitarian during the Franco-Prussian War.

Martin Luther King, Jr.-Prominent leader of the American Civil Rights Movement and a prominent advocate of nonviolent protest.

Susan B. Anthony-Led the struggle for women to vote. Also was a liberal Quaker that opposed the use of liquor and advocated the immediate end of slavery in the 18th Century.

Mayor Rudy Giuliani-Past mayor of NYC credited with bringing the city together to re-build after the September 11th tragedy.

Ask the following debriefing questions:

 Each of these people experienced what they believe to be success in their own lives. However, what does it mean to be successful?

Possible responses: To win or achieve something.

 Based on the pictures, what do you think success means for each of these leaders?

Possible responses: It meant achieving something great or big.

 In each of these examples, could anyone else benefit from their personal success or dream?

Possible responses: Yeah, in each case, their dream benefited others beyond themselves.

 How do we know what these individuals had in mind for their own personal success?

Possible responses: We can all see the results of their dreams

 Do you think they accomplished their dreams by mistake or did they have their end result in mind?

Possible responses: They each had an idea of what they wanted to accomplish in the end.

 Could any of these individuals' dreams have been accomplished or have progressed by just their own effort?

Possible responses: It took the help of many to make the dreams a reality.





When a person has a dream in mind that can impact the lives of others in a positive manner, it becomes a vision that can change the future. Today is all about you and the dream of becoming the next visionary leader. Allow yourself to fall into the role of a visionary leader and see if you can feel and think what they experienced when they had their dream for success in mind. We call this type a dream a vision.

Utilize HS.17.TM.B with definition of vision.



Vision: is a mental picture of the future for a specific project or idea. Just as each of the people we mentioned had a vision, here is your chance to utilize your brainpower to begin the vision that can change the world of tomorrow. I caution you to stretch your mind and let your thoughts run free. Don't be afraid to share the thoughts that may occur in your mind today with the people around you.

A vision can only have power when there is someone who has taken the charge to make that vision a reality. More importantly, a person has to be able to encourage and influence others to believe in the dream, make it their own and work towards making the dream a reality.

It's hard to grasp exactly what it means to be a visionary leader. Let's take a step back and first think about what roles you will play as a visionary leader. Place the four points in notebooks to understand leaders with a vision.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Understand the role of visionary leaders.

I. Visionary leaders have the ability to create and support a vision that will:

- A. Set an image for change.
- B. Impact others beyond themselves.
- C. Challenge their ability to accomplish the task.
- D. Create a vision others can believe.



In some cases, it was to expand a business idea that would impact the lives of many by providing a service. In other cases, maybe the person's vision was to change a mindset in society, a desire to create equality among people. Someone else's vision may be to simply bring people together in a time of need by focusing on rebuilding lives after a disaster or hardship. Regardless of the intent, a vision needs to be larger than us. A vision should have the ability to influence others towards action.

Utilize HS.17.TM.B with definition of influence.



 **Influence:** is the power or act of gaining a desired end result without obvious use of force or direct command.

Have students create a Hieroglyphics Moment for each of the four components of a Visionary Leader. For instance: an Image for Change could be drawn as something entering a machine as one object and coming out of the other end as something different.

Utilize HS.17.TM.B with components of a Visionary Leader.

 Visionary leaders have the ability to create and support a vision that will:

Set an image for change.

Impact others beyond themselves.

Challenge their ability to accomplish the task.

Create a vision others can believe.

Students will draw a visual picture that depicts what they believe a particular leader had in mind. For instance, a student may decide to draw a picture that depicts Martin Luther King's "I Have a Dream" speech. After drawing the picture, the students will show the drawing to three to four of their peers and see if they can determine what the drawing means and the vision you think this leader had in mind.

 Have you ever imagined how it would feel to be someone else? Relax and prepare to take on the mind and vision of someone else. Thinking back to the eight people we profiled earlier, without sharing your idea with anyone else in the room, choose one of these individuals that you would like to examine for the next activity. Next, think about the vision that your prominent leader had in mind and brainstorm how you would express it in picture form. Take the next five minutes to transform that vision into picture form utilizing a sheet of paper and a pen or pencil.

Allow five minutes for students to make their drawings. Remind students when they have one minute left.

 Now, in groups of five, take turns showing your picture to the group and try to guess which vision each person was striving to depict through their drawing.

Allow three minutes for each student to show their picture to their small group. Remind students when they have one minute left. After completion of the activity, ask the following questions:

 How easy was it for others to understand the vision that you drew? Was each person's interpretation of the vision the same or different?

One of the keys to having a successful vision is the ability to create a vision others can see and understand. When others can see it, they start to believe it as well.

A vision must also have an impact on others beyond you. To make that happen, you have to actually see that vision in your head so clear that others around can see it as well. We understand the role that each of us has to play as a visionary leader. Perhaps one of the greatest roles is being able to create that picture for others. A great vision will never materialize unless others catch the vision and take it as their own also. Let us put the following points in our notes to establish what it takes to see and internalize a vision

Objective 2. Examine the power of creating a vision others can see and internalize.

II. Visual image of vision



- A. Articulate the vision in your mind.
- B. Utilize descriptive words to show the value of the vision to others.
- C. Create clear vision and allow opportunity for personal interpretation.
- D. Make the vision real for each person involved.



The drawings created serve as the basis that every true leader has in mind as he or she embarks on making a change for the future. One of the difficult tasks that a leader can have is finding a way to articulate the vision in their own mind.

Utilize HS.17.TM.B with components of the definition of Articulate.



Articulate: means expressing one's message or thoughts clearly. The vision has to be so clear and well described that others can see the same vision in their own minds. For instance, Ray Kroc had the vision of expanding an idea that had already been started by two brothers in California with the last name McDonald. The brothers had a small restaurant where they sold hamburgers and shakes to customers.

However, Ray Kroc's vision was to create a restaurant where people could get quality food on the run in a clean, efficient establishment. That vision has grown into over 30,000 restaurants worldwide today. It all starts with a vision and helping others to share and see the vision.

When you share a vision with others, each person may see the vision slightly different. This is okay as long as the vision accomplishes the overall goal set forth.

Students will write a detailed short paragraph that describes the drawing from the earlier activity. The goal is to encourage the use of descriptive words that can create an identical mental picture that others can interpret and draw on paper. Each drawing will alter somewhat from the original. However, the basis of each should remain the same.



Creating that vision that others can see and internalize is difficult. However, through the use of descriptive words that create a picture, the main idea can be carried through. Utilizing the vision you drew earlier, take the next five minutes to write down a very detailed description of your vision that you believe could create an identical mental picture for anyone who hears the description.

Allow the next five minutes for the students to write their descriptions. Remind students when they have one minute left.



Now, starting with the person that has the longest hair, take turns reading the description out loud to your small group. Describe your drawing to the group without mentioning the name of the person who had the vision. Each person in the group should take two minutes to draw the vision as they hear it.

Allow the students to draw what they hear for a couple of minutes.



On the count of three, show your drawings at the same time. See how closely your drawing of the vision matches the person's original drawing.

Ask the following debriefing questions:



How did the drawings differ from the original?

 Does the main idea of the vision still come through in each person's drawing?

How did each person make the vision their own through their own interpretation?

Each of us now has a picture of the vision in our mind. To strengthen that vision, we have shared it with others so they can see that same vision in our own heads. Have you been able to place your vision in the mind of someone else?

Pause. Let's take it to the next step and discuss how you help others to share your vision and ultimately, buy into the dream. Please place the following four points in your notes on sharing and buying in on the vision of others.

Objective 3. Learn the value of sharing ownership of the vision.

III. Sharing and Buy-In for the vision from others

- A. Define each person's role in the vision.
- B. Appeal to the core values of each person involved.
- C. Encourage individual process for completion of the vision.
- D. Celebrate the path towards the vision.

 Now that we each share the vision in mind, there is one last step to creating passion for everyone involved in making the vision a reality. Every person must feel that they have a role in the vision.

Ask the following question to the class.

 In the case of the past New York City Mayor Rudy Giuliani, what was his immediate vision following the September 11th tragedy?

Possible responses: Re-build New York City; regain confidence in the United States, patriotism.

 His vision was powerful because every citizen of New York City had a vested interest in wanting to feel secure again and also helping each person return to having a normal life.

Ask the following question to the class.

 How did Americans help New York City following the tragedy?

Possible responses: Raised money for the victims' families; sent food for rescuers, drove to New York City to help with Ground Zero.

 Every American understood the vision and many across the country found ways to contribute to rebuilding New York City.

Ask the following question to the class.

 Why were so many drawn to helping and contributing?

Possible answers: We all value security; freedom; supporting one another in a time of need.

 The tragedy appealed to every person's core values.

Ask the following question to the class.

 And lastly, why did people feel good about the help they were able to provide?



Possible answers: They knew they were making an impact on others' lives; they were able to see the results of being able to rescue some victims or making it through the debris.

 Every person must feel like they have made a difference. To ensure this, it helps to celebrate every small accomplishment along the way.

Utilize HS.17.TM.B with components of how to gain buy-in.

 For people to help make a vision a reality, each person must be able to:
Define his or her role in the vision.
Believe the vision matches their values.
Believe everyone is working towards the same goal.
Celebrate in every accomplishment along the way.

Have students think of other visions or great accomplishments in time and use the Dickens Moment to explain the example utilizing the four key points of gaining buy-in to make a vision a reality-similar to the New York City tragedy example.

 Think back to the example we used of the New York City Tragedy. We can clearly understand what each person's role was in helping New York reach its vision of being a safe and normal city again. The values of patriotism and love for freedom helped even strangers help one another. Although each person helped in different ways, they were all working towards the same goal-rebuilding the Big Apple.

Utilizing the same four main points, think of another vision or great accomplishment in history and think of how the four points apply. Work in groups of four to five and create a story that relates the four points to illustrate how leaders can influence others in accomplishing a vision.

Dickens Moment. Allow five minutes for each small group to think of a story that relates to the key points of how to great buy in. Remind students when they have one minute left. Have two groups share their examples with the class utilizing the four key components.

 Are there any groups that would like to share your example with the class?

Ask the following questions.

 How important is buy-in to gaining support of others to help accomplish a vision?

Possible answers: Very, people need to feel like they have a purpose by being involved.

 How do these concepts of creating buy-in relate to the larger idea of how visionary leaders influence others?

Possible answers: Although it is important for every person involved to understand and visualize the larger vision, every person needs to feel like they can contribute and have something to gain by being involved.

Review/Summary

Utilizing the Cartographer Moment, divide the class into three groups. Each group should cover one of the three main objectives of the lesson. After completing the task, have two representatives from each group share their results with the class as a review of the lesson



 Now that we know how visionary leaders influence others to get involved, let's create a plan for remembering the steps. As you remember from the old nursery rhyme of Goldilocks and the Three Bears, go around the room and in order, take the name of Papa Bear, Mama Bear or Baby Bear.

Wait a minute while the students go around the room assigning roles.

 The Papa Bears will find a way of teaching the class about the role of a visionary leader. The Mama Bears will find a creative way to talk about the steps of visualizing a vision for others. The Baby Bears will find a creative way to talk about how you create buy-in. Your group must utilize the Cartographer Moment to explain to the class.

Allow five minutes for the discussion. Remind students when they have one minute left.

 Application

► **Extended Classroom Activity:**

Create a vision for an activity or project that the class can work towards completing by the end of the school year. Have the class select two to three students to lead the class in completing the vision.

► **FFA Activity:**

Utilizing the Program of Activities, select one to two members from each of the 12 committees to serve as committee chairs. Their role is to create a vision with other members of the committee for the school year pertaining to their specific committee goals.

► **SAE Activity:**

Have the students seek out others who can assist them in accomplishing their SAE goals set at the beginning of the school. Have them share their vision for their SAE with two to three people and explain how they can assist them in accomplishing their goals.

✓ Evaluation

HS.17.Assess

Answers to Assessment:

- 1. False
- 2. False
- 3. True
- 4. B.
- 5. C.



HOW LEADERS INFLUENCE OTHERS THROUGH VISION

►Part One: True or False.

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

_____ 1. Influence is the act of persuading and convincing others to do what you want, sometimes by force.

_____ 2. A vision in itself has so much power that it became a reality with little assistance from others.

_____ 3. Susan B. Anthony had a vision of all women sharing in the right to vote.

►Part Two: Multiple Choice

Instructions: Choose the correct response to the following questions or statements:

4. Which of the following is NOT one of the components of a visionary leader.

- A. Set an image for change.
- B. Create a vision that only the person who created can believe.
- C. Challenges a person's ability to accomplish a task.
- D. Impact others beyond themselves

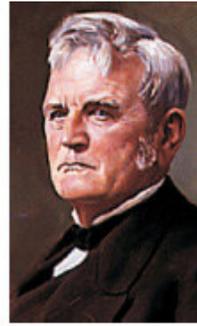
5. Ray Kroc's vision was:

- A. Create a youth organization for farm boys with an interest in agriculture.
- B. Save the lives of under-privileged kids throughout the world.
- C. Franchise and expand the largest fast food restaurant chain in the world.
- D. Become the first Latin President of the United States.





◆ Bill Gates



◆ John Deere



◆ Ray Kroc



◆ Maya Angelou



◆ Clara Barton



◆ Martin Luther King, Jr.



◆ Susan B. Anthony



◆ Mayor Rudy Giuliani



- ◆ Vision is a mental picture of the future for a specific project or idea.
- ◆ Influence is the power or act of gaining a desired end result without obvious use of force or direct command.
- ◆ Articulate mean expressing one's message or thoughts clearly.

COMPONENTS OF A VISIONARY LEADER

Visionary leaders have the ability to create and support a vision that will:

- ◆ Set an image for change.
- ◆ Impact others beyond themselves.
- ◆ Challenge their ability to accomplish the task.
- ◆ Create a vision others can believe.

HOW TO GAIN BUY-IN

For people to help make a vision a reality, each person must be able to:

- ◆ Define each person's role in the vision
- ◆ Appeal to the core values of each person involved.
- ◆ Encourage individual process for completion of the vision
- ◆ Celebrate the path towards the vision

