



## ENABLE OTHERS TO ACT


**ENABLE OTHERS TO ACT** is one of the five practices for exemplary leaders from the book, **The Student Leadership Challenge – The Five Practices for Exemplary Leaders**.

Grade Level: 6-12

Lesson Plan Timeframe: 3 or more 45 minute class periods

Program Topic: Enable Others to Act

<b>Overview &amp; Purpose</b>	<b>Relevance to STEM Careers</b>
In order to enable others to act, it is important to understand what it takes to get there. By analyzing other's actions and engaging in collaborative activities, leaders can strengthen networks and further encourage action. We are all motivated by different things, but something nonetheless. Seeing what motivates others can also give us insight to the leadership potential of our peers.	All

<b>Lesson Plan Goals &amp; Objectives</b>	Define what it means to enable others and identify strategies to enable action. Engage in team-building exercises and examine the roles involved. Examine the relationship between motivation and leadership.
<b>Materials Needed</b>	<p><b><u>Supplies</u></b> Masking tape Prepare a paper bag with the following supplies for each group of students: string, glue, paper clips, popsicle sticks, tape, paper, tin foil, pipe cleaners</p> <p><b><u>Handouts</u></b> One copy of the <a href="#">Leadership Interview Assignment</a> for each student A copy of each of the following printed quotes:</p> <p> 6-EnableOthersQuotes.pptx</p> <p><b><u>Preparation</u></b> Tape the pages of quotes on the wall throughout the classroom. Next to each quote tape one piece of flip chart paper.</p>

**Introduction of Subject**

Ask students to take a few minutes and take a quote walk. Take time to read each quote, select one that connects with them and stand by it. Suggestions for students to think about: something they find interesting, they agree/disagree with, something they're reminded of, etc. Once in groups, have students share with each other what they think it means and why they chose the quote they did. Choose one reporter from each group to verbally summarize the discussion.

Note: if there are too many students in a group, teacher/adviser may want to distribute students more evenly.

Explain to students that the fourth practice in The Student Leadership Challenge is to **Enable Others to Act**. Leaders enable action by involving others and recognizing the power of collaboration. Leaders need to provide choices and support the decisions of others; they are active listeners and foster cooperative and collaborative relationships in order to build leadership.

Ask students to think more deeply about the quote they selected and answer the following questions on the flip chart paper.

- What does this quote mean in terms of leadership, specifically the fourth practice of exemplary leaders - enabling others to act?
- What is an example of what this might look like in our everyday lives.
- Create a visual that further illustrates the example.

Allow the students to share their responses with the class.

**Activity 1**

Read an excerpt (or have students read if books are available for each student) from *The Student Leadership Challenge*, p. 95 – 98 (Jaspreet's experience, stop before the section begins on Foster Collaboration). Ask students to consider the following questions as you read:

- Give examples/situations where Jaspreet felt strong and confident.
- Give examples/situations where Jaspreet felt powerless or weak, or where things did not go as anticipated.
- What was the turning point for Jaspreet when things started to move more smoothly and successfully?
- How did Jaspreet “enable others to act”?

After reading the excerpt, have students share their responses with a partner and then report out as a large group. Continue the large group discussion by asking students:

- Have you ever been in a situation similar to Jaspreet's? Share.
- What does it mean to delegate? Give some examples when someone has delegated to you or you have delegated a task to someone else.
- What are some barriers to delegating/enabling others? In other words, why wouldn't someone delegate?
- What are some fears about sharing jobs/tasks/responsibilities?
- How can trust be built in an organization?
- How do you know when to delegate and who to delegate to?
- What does it mean to empower versus overpower?
- What lessons can be learned from Jaspreet's experience?

Discuss with students that delegating can be challenging for any leader but enabling others to act is about empowering others rather than taking control or overpowering. It's important to build trust in an organization in order for everyone involved to be an active contributor and feel valued in the organization.

**Activity 2**

One way leaders can learn more about leadership, delegating, and building trust is to learn from other's experiences. Explain to students that they will be conducting a leadership interview. Brainstorm a list of potential leaders they might choose to interview. Some examples could include, but are not limited to:

- TSA advisor
- TSA or student government president
- principal, teacher, or other school leader
- project manager, director, or business leader
- city council member
- school board member
- other

Once a complete list has been generated, review the Leadership Interview Assignment.

Note: teachers may want to have students work with a specific person so a variety of leaders are interviewed rather than one or two people. This is also a good opportunity to consider the previous practices of leaders and remind students to consider leaders that demonstrate these qualities. A list of interview questions is provided; however, you may want to generate a class list of questions or have students come up with all their own questions.

After completing the interview have students share who they interviewed and what they learned from the interview. How can they apply what they learned to what they do as TSA leaders?

**Activity 3**

Explain to students that they are going to have an opportunity to put what they learned into action. Put students in groups of 4 or 5 and give each group their paper bag of supplies. Explain to students their team challenge:

- Groups will have 20 minutes to create a sculpture that defines leadership.
- They can only use the supplies provided to them.
- Prior to creating the sculpture, they will need to assign each group member a role and a title for that role (for example: time keeper – keeps members on task, cheerleader – motivates group, etc.). Students can define their own roles, but each role must have a job description and each role must have an equal part in the challenge.
- When time is up, students will be asked to present their sculpture to the class and will need to justify why they chose the design/structure they did.

Teachers/advisers should keep time and monitor the group. When time is up have each group present his/her sculpture.

Possible discussion questions:

- Who emerged as the group leader? Explain.
- How were your roles determined and tasks delegated?
- What challenges did you encounter? How did you overcome them?
- How would your results be different if you were to do this on your own (considering all conditions stayed the same)?
- What worked really well for your group?
- What would you change if you repeated this process?
- How does this experience apply to experiences when you are working/leading an organization?
- How can you use what you learned to enable others to act?

<p><b>Summary/Evaluation</b> (Assign Homework, or Reflect on the Outcomes)</p>	<p>Play the story of Rick and Dick Hoyt from YouTube (<a href="http://www.youtube.com/watch?v=64A_AJjj8M4">http://www.youtube.com/watch?v=64A_AJjj8M4</a> ). Note: there are several versions of this story that would be relevant for this lesson. If YouTube access is not available, the story is available in print at <a href="http://www.teamhoyt.com/">http://www.teamhoyt.com/</a></p> <p>Ask for students' reactions to the Hoyt's story and explanations of how they represent the fourth practice. Explain that there is a clear partnership of trust between this father/son team. Rick uses his strengths to empower his son and vice versa. Bring students to the point that enabling others to act is about "liberating people to use the power and skills they already have, expanding their opportunities to use themselves in service of a common and meaningful purpose" (Kouzes and Posner, 2008 p. 110).</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> <li>• Participation in the quote walk</li> <li>• Interview assignment</li> <li>• Team challenge/reflection questions.</li> </ul>
<p><b>Additional Resources for Enabling Others to Act</b></p>	<p>The Student Leadership Challenge – The Five Practices for Exemplary Leaders - Chapter 6</p> <p><a href="#">What Makes You Trust Someone?</a> activity</p> <p><a href="#">Share Fair</a> activity</p> <p>Facing the Giants – available on YouTube and it can be downloaded locally via <a href="http://www.Vdownloader.com">www.Vdownloader.com</a></p> <p>For more resources go to <a href="http://www.leadershipchallenge.com/WileyCDA/Section/id-305895.html">http://www.leadershipchallenge.com/WileyCDA/Section/id-305895.html</a></p>
<p><b>Additional Notes</b></p>	
<p><b>Source</b></p>	<p>Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>