



Unit: Personal Vision and Goals

Skill 7: Determining Motivation

Activity C: Sharing Your Leadership Plan

Activity Skills:

Small group discussion, brainstorming, listening.

Leadership Skills:

Understanding the importance of clear goals and directions.

Suggested Level:

Advanced

Time:

30 minutes

Supplies needed:

- Blank paper or notecards
- Pens and paper to write.
- Other readily available items.

Do Ahead:

Source:

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BACKGROUND:

Without clear goals a team, no matter how experienced or skilled, will never be able to accomplish even the simplest task. This exercise will demonstrate how frustrating it is, both for a leader as well as subordinates, to not have a clear plan or outline of goals.

WHAT TO DO:

Talk to the group briefly about the importance of establishing clear goals when in a leadership position. Select a volunteer from the group to designate as the leader of a work team. This work team will consist of the remaining participants. When the leader is selected, explain that they are going to have to accomplish a specific task by instructing other people in the room to perform certain actions that will progress towards completion of said task.

Determine what you would like the group to accomplish. To begin, start small, choosing some object in the room. Write down what you would like the group to do with this object – something as simple as moving the object an inch to the left or right. Now tell the leader that the task you want them to complete involves the chosen object, but give them no further information, and refuse to answer any further questions. Instruct them to begin.

After a minute or two of trying to figure out what to do, give in, and give the leader an instruction. Using the example of moving an object one inch, tell the leader something vague, such as, “I want you to move the object.” Now they will exhibit the correct behavior, but probably not in such a way that the goal will be accomplished.

Finally, explicitly state your goal to the leader. The task, of course, will be completed quickly now, and briefly discuss how inefficient it is to operate without a goal, how inefficient it is to operate with a non-specific plan, and how much easier it is to have a goal that you can plan for.

Repeat this process as many times as you like or time allows for, increasing the difficulty of each task each time the activity is repeated.

TALK IT OVER:

Reflect:

- In the end, whose fault was it that the task did not, at first, get completed? The participant's, the volunteer leader, or the facilitator?
- Why is it important to write down your goals rather than to just have them in your head?
- What is the difference between a plan and a goal?

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Notes:

Apply:

- Is there anything in your life that requires a clearer goal?
- When, in the past, have you been instructed to do something without really knowing what it was?
- Have you ever created a plan with clearly defined goals in the past?

BEYOND THE BOX:

Optional Homework:

Ask people in your life to complete tasks for you without giving proper instructions. See what varied reactions and results you get.

Resources And Web Links: