# Agricultural Leadership & Communications Course No. 18203 Credit: 1.0

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| --- | --- | --- | --- |
| **Student name:**  |  | **Graduation Date:** |  |

Pathways and CIP Codes: **Animal Science, Health, and Related Industries (01.0901); Agricultural Technology and Mechanical Systems (01.0201); Diversified Agricultural Science (01.0000); Food Products and Processing Systems (01.0401); Natural Resources and Environmental Sustainability (03.0101); Plant Science and Industry Operations (01.1101).**

Course Description: **Application Level:** Agricultural Leadership courses help students develop leadership skills with a focus on opportunities in the food, fiber, and natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision-making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities.

Special Note: The AFNR College and Career Ready Skills are to be taught throughout the course utilizing FFA and SAE programming found at the Kansas Ag Ed website. Specific activities may be found in the SAE for All Teachers Guide and at National FFA.org. The AFNR College and Career Ready Skills competencies can be found at Kansas Ag Ed.

Opportunities in Agriculture Education & FFA:Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and leadership and personal development through FFA .Students should be introduced to FFA through leadership activities and College and Career Ready Skills. Specific FFA information and activities may be found in the “National FFA Student Handbook, 16thedition”. Student activities, scoring rubrics, grading examples, and teacher lessons are all found in the “FFA Student Handbook Teachers Guide”. Additional information can be found at [www.ffa.org](http://www.ffa.org/).

Workplace Skills, Supervised Agricultural Experience and Record Keeping: Classroom and laboratory instruction integratesand/or is supplemented by experiential, project, and work based learning through SAE. Specific SAE activities that support the College and Career Ready Skills may be found in the “SAE for All Guide”. Students should be introduced to Foundational SAE’s and the AET student portfolio system. Student activities, scoring rubrics, grading examples, and teacher lessons are all found in the “SAE for All Teachers Guide”. Additional information is found in the SAE Individual Learning Guides and Teacher Editions and in the AFNR College and Career Ready Competency Profile found at *Kansas Ag* *Ed.*

Directions:The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

4. Exemplary Achievement: Student possesses outstanding knowledge, skills or professional attitude.

3. Proficient Achievement:Student demonstrates good knowledge, skills or professional attitude. Requires limited supervision.

2. Limited Achievement:Student demonstrates fragmented knowledge, skills or professional attitude. Requires close supervision.

1. Inadequate Achievement:Student lacks knowledge, skills or professional attitude.

0. No Instruction/Training:Student has not received instruction or training in this area.

## Benchmark 1: Agriculture Focus: Agriculture on Local Level

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 1.1 | Analyze various definitions of leadership. |  |
| 1.2 | Identify various agriculture leaders and opportunities for leadership in the community. |  |

## Benchmark 2: Agriculture Focus: Agriculture Trends & Global Impacts

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Examine data to identify issues impacting agriculture systems. |  |
| 2.2 | Research, examine and discuss issues and trends that impact local, state, national and global agriculture. |  |
| 2.5 | Research current issues affecting the agricultural industry.  |  |

## Benchmark 3: Agriculture Focus: Agricultural Technologies

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 3.1 | Research technologies used in agriculture and compare technologies after implementation. |  |
| 3.2 | Apply technologies in agriculture workplace scenarios. |  |
| 3.3 | Solve problems in agriculture work places using technologies. |  |

## Benchmark 4: Agricultural Focus: Agricultural Policy

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 4.1 | Summarize public polices affecting the agricultural industry. |  |
| 4.2 | Identify influential historical and current public policies.  |  |
| 4.4 | Analyze two public polices that have impacted agriculture. |  |
| 4.6 | Debate an agricultural issue. |  |

## Benchmark 5: Career Skills Focus: Postsecondary Education Preparation

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Perform a cost/benefit analysis on post-secondary education. |  |
| 5.2 | Apply for scholarships to a post-secondary institution. |  |
| 5.3 | Complete a budget for planning for post high school.  |  |

## Benchmark 6: Career Skills Focus: Employability Skills

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Prepare a resume, cover letter and follow-up letter for employment. |  |
| 6.2 | Complete a job application. |  |
| 6.3 | Participate in a mock Job interview for an agriculturally related occupation. |  |
| 6.4 | Practice proper telephone etiquette. |  |
| 6.5 | Accept and provide criticism in an appropriate manner. |  |

## Benchmark 7: Career Skills Focus: Goal Setting

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 7.1 | Define vision statements, long term and short term goal settings and strategic action steps. |  |
| 7.2 | Create goals and personal vision statements. |  |
| 7.3 | Write and analyze strategic action steps. |  |

## Benchmark 8: Career Skills Focus: Decision Making/Problem Solving

### Competencies

| **#** | **Description** | **RATING** |
| --- | --- | --- |
| 8.1 | Explain the importance of problem solving decision making.  |  |
| 8.2 | Differentiate between the terms problem, problem solving, and decision making. |  |
| 8.3 | Identify and utilize steps of problem solving strategies. |  |

## Benchmark 9: Career Skills Focus: Time Management

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Develop and demonstrate time management. |  |
| 9.2 | Develop a daily schedule. |  |

## Benchmark 10: Leadership Skills Focus: Conflict Resolution

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Interpret the causes of conflict. |  |
| 10.2 | Identify and demonstrate conflict handling styles, i.e., manage/resolve. |  |
| 10.3 | Outline personal procedures to manage and handle conflict. |  |
| 10.4 | Identify and discuss contributions of different cultures. |  |
| 10.5 | Assess the implications of peoples' perceptions and bias upon different cultures. |  |
| 10.6 | Compare similarities and differences between groups of people. |  |

## Benchmark 11: Leadership Skills Focus: Ethics

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 11.1 | Define, describe and practice ways to impart proper ethics to others. |  |
| 11.2 | Manage situations in which ethics are in conflict. |  |
| 11.3 | Identify, evaluate and clarify personal codes of ethics. |  |

## Benchmark 12: Leadership Skills Focus: Leading Teams & Groups

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 12.1 | Explain the importance of leading teams. |  |
| 12.3 | Analyze five stages of group development. |  |
| 12.5 | Demonstrate how to lead a group discussion.  |  |
| 12.7 | Describe the dynamics of consensus building. |  |

## Benchmark 13: Communications Methods Focus: Effective Communication

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 13.1 | Recognize the different forms of communication. |  |
| 13.2 | Identify and practice listening skills. |  |
| 13.3 | Perform verbal and non-verbal communication. |  |
| 13.4 | Practice the use of all forms of communication. |  |
| 13.5 | Compose a letter using proper business letter formatting. |  |
| 13.6 | Paraphrase a phone message to convey the reason for the call. |  |

## Benchmark 14: Communications Methods Focus: Journalism & Communications

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 14.1 | Create a press release for a local newspaper on a local FFA event. |  |
| 14.2 | Prepare an agricultural blog using credited sources for information. |  |
| 14.3 | Utilize appropriate software to design magazine layout or newsletter for the FFA Chapter. |  |
| 14.4 | Design a video script and video for the promotion of the FFA chapter or agriculture. |  |

## Benchmark 15: Communications Methods Focus: Prepared & Extemporaneous Speaking

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 15.1 | Determine the characteristics of a good speech.  |  |
| 15.2 | Develope an outline of a speech over an agricultural topic.  |  |
| 15.3 | Write and present a speech on an agriculture topic.  |  |
| 15.4 | Discuss the advantages and disadvantages to extemporaneous speaking. |  |
| 15.5 | Develop strategies for researching an agricultural extemporaneous speech.  |  |
| 15.6 | Discuss strategies for time management in preparing an agricultural extemp speech. |  |
| 15.7 | Present an agricultural extemp speech to the class and respoend to questions. |  |

## Benchmark 16: Communications Methods Focus: Parliamentary Procedure

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 16.1 | Describe the purposes of par-law. |  |
| 16.2 | Determine the chairpersons role in conducting the meeting. |  |
| 16.3 | Understand functions and ranking order of motions. |  |
| 16.4 | Explain privileged, main, subsidiary, incidental & unclassified motions. |  |
| 16.5 | Exhibit the proper use of parliamentary procedure in conducting meetings. |  |

## Benchmark 17: Communications Methods Focus: FFA

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 17.1 | Participate in related CDEs.  |  |
| 17.2 | Develop and publish a chapter newsletter. |  |
| 17.3 | Plan FFA week activities. |  |
| 17.4 | Complete an application for award recognition. |  |

I certify that the student has received training in the areas indicated.

Instructor Signature:

For more information, contact:

CTE Pathways Help Desk

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