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

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

Pathways and CIP Codes:Agribusiness Systems (01.0101); Comprehensive Agriculture Science (01.9999); Animal Science (01.0901); Biotechnology in Agriculture (26.1201); Food Products & Processing Systems (01.0401); Natural Resources & Environmental Systems (03.0101); Plant Systems (01.1101); Power, Structural & Technical Systems (01.0201)

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.

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 | Discuss the contributions of agricultural education to leadership development. |  |
| 1.3 | Evaluate Myths about leaders and leadership. |  |
| 1.4 | Identify various agriculture leaders in the community. |  |
| 1.5 | Identify opportunities for leadership in various agriculture careers and the work place. |  |

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

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 2.1 | Examine historical and current data to identify issues impacting agriculture systems. |  |
| 2.2 | Research, examine and discuss issues and trends that impact local, state, national and global agriculture. |  |
| 2.3 | Identify credited sources on the internet that provide factual information on agriculture. |  |
| 2.4 | Explain emerging trends and the opportunities they may create within 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.  |  |
| 4.3 | Research outlooks and perspectives on the agricultural industry different than your own. |  |
| 4.4 | Analyze two public polices that have impacted agriculture (one local/state and one national/global). |  |
| 4.5 | Demonstrate effective communication on an agricultural or education policy with a local, state or federal leader. |  |
| 4.6 | Participate in a class debate over an agricultural issue. |  |

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

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 5.1 | Research and compare three different colleges or technical programs to further your education in a pathway. |  |
| 5.2 | Brainstorm strategies to ensure success in your future education.  |  |
| 5.3 | Apply for College Scholarships. |  |
| 5.4 | Complete a budget for planning for post high school.  |  |
| 5.5 | Complete the FASFSA Financial Aid Form. |  |

## Benchmark 6: Career Skills Focus: Employability Skills

### Competencies

| **#** | **DESCRIPTION** | **RATING** |
| --- | --- | --- |
| 6.1 | Prepare and revise a resume. |  |
| 6.2 | Write and revise a cover letter. |  |
| 6.3 | Complete a job application. |  |
| 6.4 | Participate in a Job interview with a local agricultural employer. |  |
| 6.5 | Write a follow up letter. |  |
| 6.6 | Practice proper telephone etiquette. |  |
| 6.7 | 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 their own personal vision statements. |  |
| 7.3 | Students will write and evaluate goal statements. |  |
| 7.4 | 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. |  |
| 8.4 | Role play in problem solving situations.  |  |

## Benchmark 9: Career Skills Focus: Time Management

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 9.1 | Develop and demonstrate time management. |  |
| 9.2 | Develop a daily schedule. |  |
| 9.3 | Complete a time demand survey. |  |
| 9.4 | Identify personal priorities. |  |
| 9.5 | Create a "to do" list and identify time wasting habits. |  |

## Benchmark 10: Leadership Skills Focus: Conflict Resolution

### Competencies

| **#** | **Description** | **rating** |
| --- | --- | --- |
| 10.1 | Interpret the causes of conflict. |  |
| 10.2 | Discuss how conflict can be positive. |  |
| 10.3 | Identify and demonstrate conflict handling styles, i.e., manage/resolve. |  |
| 10.4 | Learn about compromise and demonstrate its use. |  |
| 10.5 | Outline personal procedures to manage and handle conflict. |  |
| 10.6 | Identify and discuss contributions of different cultures. |  |
| 10.7 | Identify cultures within a community and school. |  |
| 10.8 | Assess the implications of peoples' perceptions and prejudices upon different cultures. |  |
| 10.9 | Compare similarities and differences between past and present generations. |  |
| 10.10 | Compare similarities and differences between genders. |  |

## 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. |  |
| 11.4 | Take actions based on their personal codes of ethics. |  |

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

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 12.1 | Explain the importance of leading teams. |  |
| 12.2 | Examine how to organize groups. |  |
| 12.3 | Analyze five stages of group development. |  |
| 12.4 | Describe various types and forms of group discussion. |  |
| 12.5 | Demonstrate how to lead a group discussion.  |  |
| 12.6 | Discuss the importance of delegation. |  |
| 12.7 | Describe the dynamics of consensus building. |  |
| 12.8 | Identify the various techniques in enhancing group activities. |  |

## 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 | Identify and discuss non-verbal communication. |  |
| 13.4 | Develop verbal communication skills. |  |
| 13.5 | Practice the use of all forms of communication. |  |
| 13.6 | Compose a letter using proper business letter formatting. |  |
| 13.7 | Paraphrase a phone message to convey the reason for the call. |  |

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

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 14.1 | Research the impact and historical influence of written media on agriculture. |  |
| 14.2 | Create a press release for a local newspaper on a local FFA event. |  |
| 14.3 | Prepare an agricultural blog using credited sources for information. |  |
| 14.4 | Utilize appropriate software to design magazine layout or newsletter for the FFA Chapter. |  |
| 14.5 | 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 | Identify characteristics of a good speech.  |  |
| 15.2 | Research and prepare 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 | Discuss the use of note cards in an extemp speech.  |  |
| 15.8 | Deliver an agricultural extemp speech to the class.  |  |
| 15.9 | Answer questions about your speech after delivery. |  |

## Benchmark 16: Communications Methods Focus: Parliamentary Procedure

### Competencies

| **#** | **Description** | **Rating** |
| --- | --- | --- |
| 16.1 | Describe the purposes of par-law. |  |
| 16.2 | Understand the chairpersons role in conducting the meeting. |  |
| 16.3 | Understand ranking order of motions. |  |
| 16.4 | Understand functions of motions on the FFA list. |  |
| 16.5 | Identify privileged, main, subsidiary, incidental & unclassified motions. |  |
| 16.6 | Demonstrate proper use of parliamentary motions. |  |

## 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 the National Chapter Award Application. |  |

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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