

Clifton-Clyde High School
Leadership Development and Agribusiness

Course Length: 152.5 Hours, 1 Credit

Grade Level: 11-12

Prerequisites: None

Teaching Resources: *Principles of Agribusiness Management*, Beierlein, Schneeberger, & Osburn, Waveland Press, 1995, 2nd Edition
Leadership: Personal Development and Career Success, Ricketts, Delmar Learning, 2003, 2nd Edition

Course Description: This course combines the knowledge necessary to become a good leader with the background information of business structures to educate the student to become a good employee. The leadership development aspect of the course will reinforce the leadership skills that the student possesses, as well as teach them how to be an effective leader. The agribusiness side explores business structures and how they operate. To finish the course, we will combine the two parts to develop workforce employability skills.

Course Outline:

- I. The Agribusiness System
 - A. Historical perspective
 - B. Size and scope of agribusiness
 - C. The agribusiness input sector
 - D. The production sector
 - E. The processing-manufacturing sector
 - F. Future of the agribusiness system
 - G. Student Activities:
 1. Identify businesses in the three sectors of agribusiness

- II. Choosing a Legal Structure
 - A. The sole proprietorship
 - B. Partnerships
 - C. Corporations
 - D. Comparing the three structures
 - E. Student Activities:
 1. Compare and contrast each structure
 2. Identify local businesses in each structure

- III. Cooperative Agribusiness
 - A. Principles of cooperatives
 - B. Cooperative and antitrust laws
 - C. Classifying cooperatives
 - D. Equity capital
 - E. Debt capital
 - F. Student Activities:
 1. Take the co-op test

- IV. Understanding the Role of Marketing and Consumer Demand
 - A. The marketing mission
 - B. Marketing approach
 - C. Marketing Plan
 - D. The basics of consumer demand
 - E. Factors influencing demand
 - F. Student Activities:
 - 1. Participate in the Farm Bureau marketing game
 - 2. Track the price of a commodity on the internet

- V. Basic Financial Statements for Financial Control
 - A. The balance sheet
 - B. Profit loss statement
 - C. Cost of goods sold
 - D. Gross Margin
 - E. Student Activities:
 - 1. Complete balance sheet and profit loss statement for an example business

- VI. FFA Food Sales
 - A. Selecting a wholesaler/distributor
 - B. Setting up a chapter wide sales
 - C. Develop a sales form
 - D. Setting prices for the sales
 - E. Tabulating sales forms
 - F. Place chapter order
 - G. Distributing products to members
 - H. Student Activities:
 - 1. Organize and oversee the chapter food sales

- VII. Leadership Categories and Styles
 - A. Definitions of leadership
 - B. Myths about leaders and leadership
 - C. Leadership categories
 - D. Democratic, authoritarian, and laissez-faire behavioral leadership styles
 - E. Situational leadership
 - F. Student Activities:
 - 1. Make up their own definition of a leader
 - 2. Identify individuals or groups for each of the behavior leadership styles

- VIII. Developing Leaders
 - A. Importance of personal leadership development
 - B. Attaining group acceptance
 - C. Types of individuals who emerge as group leaders
 - D. Ability, experience, and the opportunity to lead

- E. Improvement of leadership in the workplace
 - F. Types of leadership traits, abilities, and skills
 - G. Selecting qualities of successful leaders
 - H. Human relations skills
 - I. Technical-human relations skills
 - J. Technical skills
 - K. Conceptual-technical skills
 - L. Conceptual skills
 - M. Student activities:
 - 1. Research a “leader” and give an oral presentation about that leader
 - 2. Identify leadership skills that they each possess
- IX. Leading Teams and Groups
- A. Democratic group leadership
 - B. Importance of groups
 - C. Leading teams
 - D. Types of groups
 - E. Organizing groups
 - F. Group dynamics
 - G. Group development
 - H. Group discussion
 - I. Student Activities:
 - 1. Identify group characteristics of a given group
- X. Communication Skills
- A. Communication and leadership
 - B. The purposes of communication
 - C. Forms of communication
 - D. The communication process
 - E. Barriers of effective communication
 - F. Overcoming communication barriers
 - G. Improving communication skills
 - H. Nonverbal communication
 - I. Feedback
 - J. Self-communication and interpersonal communication
 - K. Student Activities:
 - 1. Play the telephone game
 - 2. Have students observe a setting and identify the types of communication that takes place
- XI. Basic Parliamentary Procedure
- A. Basics of the presiding officer
 - B. Procedure for properly handling a motion
 - C. Standard characteristics of a motion
 - D. Purpose and types of voting
 - E. Main motion

- F. Motion to amend
 - G. Previous question
 - H. Refer to a committee
 - I. Lay motion on the table
 - J. Take motion from the table
 - K. Motion to postpone definitely
 - L. Motion to postpone indefinitely
 - M. Suspend the rules
 - N. Rise to a point of order
 - O. Appeal from the decision of the chair
 - P. Division of the house
 - Q. Reconsider a motion
 - R. Motion to recess
 - S. Motion to adjourn
 - T. Order of business
 - U. Common parliamentary errors and misconceptions
 - V. Student Activities:
 1. Prepare and participate in the FFA Parliamentary Procedure CDE
 2. Use parliamentary procedure in class and club meetings
- XII. Conducting a Successful Meeting
- A. Leadership skills developed
 - B. Skills developed by being an officer
 - C. Basic meeting communication functions
 - D. Effect of meetings on developing leader sensitivity
 - E. Characteristics of good meetings
 - F. Planning and preparing for meetings
 - G. Securing attendance at chapter meetings
 - H. Meeting room arrangements, paraphernalia, equipment and supplies
 - I. Committees
 - J. Meetings that inform and motivate
 - K. Conducting effective meetings
 - L. Group member involvement
 - M. Group maturity
 - N. Officer responsibilities
 - O. Member responsibilities
 - P. Program of activities
 - Q. Meeting evaluation
 - R. Student Activities:
 1. Update chapter constitution section on meeting conduct
 2. Prepare agenda for the next meeting
 3. Evaluate a monthly meeting
- XIII. Problem Solving and Decision Making
- A. Importance of problem solving and decision making
 - B. Defining problem solving and decision making

- C. Mistakes in problem solving and decision making
 - D. Skills needed in problem solving and decision making
 - E. Decision making styles
 - F. Approaches to problem solving and decision making
 - G. Steps in problem solving
 - H. Types of problems and decisions
 - I. Group problem solving and decision making
 - J. Leadership styles and decision making
 - K. Student Activities:
 - 1. Solve an example problem both individually and as a group
 - 2. Use decision making skills at meetings to get group approval
- XIV. Goal Setting
- A. Reasons for having goals
 - B. Benefits of having goals
 - C. Why do people not set goals?
 - D. How to set goals
 - E. Principles of setting goals
 - F. Steps in goal setting
 - G. Types of goals
 - H. Medium-range, long-range, and immediate goals
 - I. Student Activities:
 - 1. Practice making SMART goals
 - 2. Set personal goals and group goals
 - 3. Update goal page in the FFA record book
- XV. Getting the Job
- A. Preparing a resume
 - B. Letter of application
 - C. Completing a job application form
 - D. Preparing for an interview
 - E. Interviewing for the job
 - F. After the interview
 - G. Accepting or rejecting a job
 - H. Student Activities:
 - 1. Complete a resume
 - 2. Fill out a sample job application
 - 3. Participate in a mock interview
- XVI. Employability Skills
- A. Skills employers want
 - B. Personal management skills
 - C. Teamwork skills
 - D. Academic and technical skills
 - E. Employability characteristics of successful workers
 - F. Employer and employee responsibilities

- G. Respond to authority
 - H. Ethics in the workplace
 - I. Personal and occupational safety
 - J. Student Activities:
 - 1. From the list of job skills, select 5 you are weakest in and plan how to overcome them.
 - 2. Interview an employer and ask them what characteristics they look for in employees
- XVII. Ag Sales CDE
- A. Communication skills
 - B. Product knowledge
 - C. Sales process
 - D. Maintaining customers
 - E. Student Activities:
 - 1. Prepare and compete in the district Ag Sales CDE
- XVIII. Farm Management CDE
- A. Economic principles related to farm business management
 - B. Concepts related to the use and analysis of records to manage resources
 - C. Concepts and functions of risk management
 - D. Student Activities:
 - 1. Prepare and compete in the district Farm Business Management CDE
- XIX. Prepared Speaking
- A. Planning a speech
 - B. Select a topic
 - C. Gather information
 - D. Record your ideas
 - E. Make an outline
 - F. Write the speech
 - G. Practice the speech
 - H. Present the speech
 - I. Student Activities:
 - 1. Prepare and compete in the district public speaking CDE