Organizational Leadership and Communications

Primary Career Cluster:	Agriculture, Food, & Natural Resources
Consultant:	CTE.Standards@tn.gov
Course Code(s):	C18H18
Prerequisite(s):	*Principles of Farm and Agribusiness Management* (C18H41)
Credit:	1
Grade Level:	11
Elective Focus - Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Agriculture, Food, & Natural Resources courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study.
Programs of Study and Sequence:	This is the third course in the *Agribusiness* program of study.
Aligned Student Organization(s):	FFA: http://www.tnffa.org
Coordinating Work-Based Learning:	All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program. In addition, teachers are encouraged to use embedded WBL activities. For information, visit https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html.
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	048, 150, 448, and 950
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course. This is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in FFA career and leadership events (CDE/LDE) that align with this course including Agriscience Fair, Agricultural Communications, Agricultural Issues, Agricultural Sales, Cooperative Development Challenge, Employment Skills, Extemporaneous Public Speaking, Farm Business Management, Marketing Plan, Parlimentary Procedure, and Prepared Public Speaking.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1.1-1.3** | Have an industry representative as a guest speaker with one of the topics dealing with communications and leadership opportunities for gainful employment.
- **Standards 2.1-2.4** | Invite a local agribusiness manager to simulate an organizational restructuring of a production facility to improve performance and profitability.
- **Standards 3.1-3.7** | Have the students develop a newsworthy social media post that is supervised by or evaluated by area communications and social media specialists.
- **Standards 4.1-4.6** | Invite a commodities dealer as a guest speaker to discuss price points, patterns, and set up a simulated trade program.
- **Standards 5.1-5.4** | Have students develop management and leadership strategies projects that are supervised and/or evaluated by area managers and influencers.

Course Description

Organizational Leadership and Communications is an applied knowledge course for students interested in learning more about the attributes and skills of successful leaders in the agriculture industry. This course covers organizational behavior, communication, management, and leadership topics. Students participate in activities that will assist them in the development of communication and interpersonal skills transferrable to any agribusiness application. Upon completion of this course, proficient students will be prepared for the level-four *Agricultural Business and Finance* course and advanced study at a postsecondary institution. Standards in this course are aligned with National Agriculture, Food, & Natural Resources Career Cluster Content Standards.

Course Standards

1. **Postsecondary and Career Awareness**

   1.1 Portfolio documents: Evaluate, update and improve a **set of personal tools**, including but not limited to resume, supervisied agricultrural experience records, and electronic portfolio, to reflect **current skills, experiences, education, goals, etc**. and complete the processes needed to pursue and obtain a career in the agriculture industry.

   1.2 Careers: Compare both in-state and out-of-state **postsecondary programs in a variety of agricultural communication and leadership programs**. Compile a list of activities that will increase employment opportunities for a person pursuing a **career in communications or leadership position; include educational opportunities and entry-level job experiences**.

   1.3 Business Records: Establish and maintain appropriate **personal and business records** to complete taxes, employment, and supervised agricultural experience (SAE) related applications, including but not limited to **resume, budgets, income statements, balance sheets, cash flow statements, profit and loss statements, and equity statements**.

2. **Organizational Structure and Performance**

   2.1 Key Structures: Compare and contrast the **relationships between organizational performance, human capital, social capital, organizational learning, total quality management, and customer satisfaction**. Analyze case studies to identify the key elements supporting a high-performing organization and describe how each element impacted the success of the agribusiness.

   2.2 Organizational Behavior: Define **organizational behavior**, analyzing the major developments and features of the agriculture industry that have influenced changes in organizational behavior over the past century. These features include but are not limited to: scientific advancements, transportation of goods, labor market shifts, labor organization, the rise of large corporations, subsidies, automation, information technology, and globalization.

   2.3 Motivation Factors: Differentiate between **extrinsic and intrinsic motivation** and summarize how each influences employee productivity.

2.4 <u>Group Dyamics</u>: Define the **stages of team development**. Draw conclusions about the advantages and disadvantages of group decision-making and evaluate the potential effectiveness of group decision-making at each stage.

3. Communication

3.1 <u>Communication Methods</u>: Contrast **verbal and non-verbal communication skills** when interacting with peers, subordinates, supervisors, and customers. What are appropriate communication methods for an agribusiness representative using both **traditional and digital methods, including social media.**

3.2 <u>Formal and Informal</u>: Evaluate other's **verbal and non-verbal communications in formal and informal settings** (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose, and professionalism.

3.3 <u>Newsworthy</u>: Analyze social media trends to determine **"What is Newsworthy."** Discuss the impact of social media trends. Predict the impact of the finding to describe the importance of effective communication among team members and with the audience.

3.4 <u>Construtive Feedback</u>: Define **constructive criticism**, **analyze potential conflicts involved in giving and receiving feedback**, and create a plan for engaging in productive dialogue. Role-play work-related feedback as an employer and as an employee. Demonstrate active listening and appropriate response skills.

3.5 <u>Conflict Resolution Management</u>: Compare and contrast the different **methods of conflict resolution management**. Explain the impact that assertive and aggressive communications have on the workplace. Apply concepts pertaining to different methods for handling conflicts by participating in role-play exercises and constructively critiquing the practices of others.

3.6 <u>Promotions</u>: Create a series of posts to **promote a selected product or organization** via social media using writing strategies and styles appropriate for the selected tool and immediacy of customer responses.

3.7 <u>Digital Media</u>: Identify and describe characteristics of **essential features of a product website or social media**, including visual components, navigation features, and optimization for search engines. Create a rubric to evaluate the effectiveness of the design and interactive features.

4. Management and Leadership

4.1 <u>Traits and Skills</u>: Appraise **character traits and interpersonal skills** needed by effective agribusiness managers. Determine which individual traits and skills can be developed and create a plan for personal growth.

4.2 <u>Management Strategies</u>: Compare and contrast **management and operational strategies** to improve the operation of the business or organization, which leads to either a better financial outcome or improved employee motivation.

4.3 Organizational Culture: Define **organizational culture** and evaluate the role of business leaders in establishing and maintaining a workplace in which employees work cooperatively with others from diverse backgrounds.

4.4 Project Management: Research a variety of **project management models** to show important connections and distinctions between the essential phases of each model. Select one model and modify it to meet the needs of a sample organization; justify its application in an agribusiness setting.

4.5 Ethics: Research **professional ethical standards** from recognized national organizations. Synthesize principles from the standards to create a code of agribusiness ethics designed to address professional, ethical, and legal issues such as:
    a. conducting business with friends, relatives, or competitors;
    b. sales incentives;
    c. pricing policies;
    d. illegal practices; and
    e. behavior toward customers, employees, and shareholders.

4.6 Parliamentary Procedure: Demonstrate **knowledge of parliamentary procedures** by planning and conducting a simulated annual or monthly stockholders meeting for a small agricultural corporation or cooperative. Develop an agenda and take official minutes. Identify meeting materials to be used, including data and reports, and outline the responsibilities of organizational leadership in facilitating the meeting.

5. Innovation and Influence

5.1 Innovation Adoption:Explain the relationship between the **stages of innovation adoption** (i.e., knowledge, persuasion, decision, implementation, and confirmation) and the **rate of innovation adoption** (i.e., innovator, early adopter, early majority, late majority, and laggard). Analyze the role that opinion leaders play in the adoption process. Write coherent arguments based on evidence from real-world examples to support the hypothesis.

5.2 Resistance to Change: Analyze case studies of stakeholder **resistance to change**, identify the causes, and propose measures for overcoming the resistance.

5.3 Persuasion and Influence: Compare and contrast **theories of persuasion and influence** (i.e., reciprocity, commitment, social proof, liking, authority, and scarcity) and apply these theories to agricultural sales and marketing communications mediums.

5.4 Presentation Planning: Explain the understanding of **stakeholder resistance, adoption models, and persuasion theories**. Develop a sales plan for a new agricultural product or service (e.g., commodity trading to farmers) and deliver a focused, coherent presentation on the plan.

Standards Alignment Notes

References to other standards include:

- SAE for All: [Evolving the Essentials](#): All Agriculture students are encouraged to participate in a Supervised Agricultural Experience (SAE) program to practice and demonstrate the knowledge and skills learned in their agriculture courses
- AFNR: [National Agriculture, Food, & Natural Resources (AFNR) Career Cluster Content Standards](#): Students engaged in activities outlined above should be able to demonstrate fluency in Standard CS at the conclusion of the course.
- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
    - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.