Organizational Leadership and Communications

Primary Career Cluster:	Agriculture, Food, & Natural Resources
Consultant:	CTE.Standards@tn.gov
Course Code(s):	C18H18
Prerequisite(s):	*Principles of Agribusiness* (C18H14)
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 that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
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/content/tn/education/career-and-technical-education/work-based-learning.html.
Available Student Industry Certifications:	Students are encouraged to demonstrate mastery of knowledge and skills learned in this course by earning the appropriate, aligned department-promoted industry certifications. Access the promoted list here for more information.
Teacher Endorsement(s):	048, 150, 448
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html

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

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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 Tennessee State Standards for English Language Arts & Literacy in Technical Subjects as well as National Agriculture, Food, & Natural Resources Career Cluster Content Standards.

Program of Study Application

This is the third course in the *Agribusiness* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Agriculture, Food, & Natural Resources website at https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-agriculture-food-natural-resources.html.

Course Standards

Postsecondary and Career Awareness

1) 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.

2) 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, entry-level job experiences.

3) 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.

Organizational Structure and Performance

4) Compare and contrast the relationships between organizational performance and human capital, social capital, organizational learning, total quality management, and customer satisfaction. Analyze case studies to identify the elements supporting high-performing organizations and describe how successful agribusinesses incorporate them.

5) 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.

6) Differentiate between extrinsic and intrinsic motivation and summarize how each influences employee productivity.

7) 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.

Communication

8) Contrast verbal and non-verbal communication skills when interacting with peers, subordinates, supervisors, and customers appropriate for an agribusiness representative using both traditional and digital methods, including social media.

9) 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.

10) 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.

11) 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.

12) 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.

13) 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.

14) 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 a the design and interactive features

Management and Leadership

15) 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

16) 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.

17) 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.

18) 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.

19) 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
    e. Behavior toward customers, employees, and shareholders

20) 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.

Innovation and Influence

21) Explain the relationship between the stages of innovation adoption (knowledge, persuasion, decision, implementation, confirmation) and the rate of innovation adoption (innovator, early adopter, early majority, late majority, 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.

22) Analyze case studies of stakeholder resistance to change, identify the causes, and propose measures for overcoming the resistance.

23) Compare and contrast theories of persuasion and influence (reciprocity, commitment, social proof, liking, authority, scarcity) and apply these theories to agricultural sales and marketing communications mediums.

Explain the understanding of stakeholder resistance, adoption models, and persuasion theories. Develop a sales plan for a new agricultural product or service (such as commodity trading to farmers). Deliver a focused, coherent presentation on the plan.

Standards Alignment Notes

References to other standards include:
- SAE: Supervised Agricultural Experience: All Agriculture students are encouraged to participate in a Supervised Agricultural Experience 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.