

LEADERSHIP AND COMMUNICATIONS

Curriculum Content Framework

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

Curriculum Advisory Committee

Gene Collins — Siloam Springs High School
Tim Cunningham — Calico Rock High School
Andy Guffey — Arkansas Farm Bureau
Joseph Ham — Greenwood High School
Dr. Jeff Horne — Southern Arkansas University
Travis Justice — Arkansas Farm Bureau
Mike Rogers — Siloam Springs High School
William Tapp — Gravette High School
Jennifer Turner — Ozark High School

Facilitated By

Agricultural Education Staff
Arkansas Department of Workforce Education —
Marion Fletcher, Bruce Lazarus, Dr. Ann Horne, and Patti Priest

Project Consultants

Dr. Jasper S. Lee and Daniel J. Pentony
Center for Agricultural and Environmental Research & Training (CAERT), Inc.
Danville, Illinois 61832

Spring 2006

Curriculum Content Framework

LEADERSHIP AND COMMUNICATIONS

Grade Levels: 9, 10, 11, 12

Course Code: 491029

Prerequisite: None

Course Description: Public speaking, parliamentary procedure, organization, delegation, oral communication, conflict resolution, business etiquette, and community service are major topics to assist students in development of their leadership skills for the future. Opportunities are provided for students to participate in FFA and supervised experience activities.

	Page
Unit 1: Leaders and Leadership (6 hours)	1
Unit 2: Leadership Styles (6 hours)	3
Unit 3: Goal Setting (6 hours)	4
Unit 4: Time Management (5 hours)	6
Unit 5: Group Dynamics (10 hours)	8
Unit 6: Conflict Resolution (9 hours)	10
Unit 7: Agricultural Communications Careers (14 hours)	12
Unit 8: Public Speaking (16 hours)	15
Unit 9: Parliamentary Procedure (18 hours)	17
Glossary	20

Unit 1: Leaders and Leadership 6 Hours

Terminology: ethics, follower, leader, leadership

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms	1.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
1.2 Discuss the importance of leadership	1.2.1 Present short speeches about favorite leaders	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
	1.2.2 Prepare a short report on a political leader	Interpersonal	Cultural Diversity	Discusses contributions and innovations made by women and/or minority groups [2.2.2]
	1.2.3 Have an elected government official serve as a resource person on leadership in government	Personal Management	Self-Esteem	Develops/initiates a plan for self-improvement [3.5.4]
1.3 Appraise leadership traits	1.3.1 Identify leaders in the community; list their traits and value to an organization	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
1.4 Describe personal leadership skills	1.4.1 Interview a leader to determine important leadership skills and give brief oral reports on findings	Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Comprehends ideas and concepts related to leadership [2.4.2]
1.5 Discuss the meaning and importance of ethics in leadership	1.5.1 Identify examples of ethical leadership and ethical problems that have occurred among leaders	Personal Management	Integrity/ Honesty/ Work Ethic	Chooses ethical course of action [3.2.1]
	1.5.2 Develop a list of attributes of an ethical leader			Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]

Unit 2: Leadership Styles

4 Hours

Terminology: autocratic (authoritarian) leadership, democratic leadership, laissez-faire (participative) leadership, leadership style

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define terms	2.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
2.2 Interpret the autocratic (authoritarian) leadership style	2.2.1 Give a short oral report on the autocratic leadership style	Foundation	Listening	Comprehends ideas and concepts related to leadership styles [1.2.1]
		Interpersonal	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Leadership	Delegates responsibility to an individual within the group or team [2.4.4]
2.3 Interpret the democratic leadership style	2.3.1 Discuss the characteristics of the democratic leadership style	Foundation	Speaking	Asks questions to clarify information [1.5.3]
		Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
2.4 Interpret the participative (laissez-faire) leadership style	2.4.1 Compare leader attributes based on leadership style	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 3: Goal Setting 6 Hours

Terminology: goal, goal setting, intermediate goal, long-term goal, short-term goal, ways and means

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Define terms	3.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
3.2 Discuss the meaning and importance of goals and goal setting	3.2.1 Identify the importance of setting goals	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
	3.2.2 Set a long-term goal, and outline the short-term and intermediate goals needed to reach it		Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
3.3 Discuss common kinds of goals	3.3.1 Identify relationships among goals and ways and means of goal attainment	Foundation	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
			Listening	Comprehends ideas and concepts related to goal setting [1.2.1]
3.4 Explain why a goal completion date is important	3.3.2 Describe how to regularly evaluate and adjust goals and ways and means	Thinking	Knowing How to Learn	Applies new knowledge and skills to goal setting [4.3.1]
	3.4.1 Describe appropriate approaches in establishing new deadlines for goal achievement	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	3.4.2 Relate the role of sharing goals with others as a process of goal achievement	Personal Management	Career Awareness, Development, & Mobility	Monitors progress toward goal attainment [3.1.1]

Unit 4: Time Management 5 Hours

Terminology: non-urgent, priority, procrastination, time management, urgent

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
4.1	Define terms	4.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
4.2	Explain the importance of setting priorities	4.2.1 Discuss factors to consider when setting priorities	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Personal Management	Integrity/Honesty/Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
4.3	Differentiate between urgent and non-urgent items	4.3.1 Assess the role of personal values in setting priorities	Foundation	Reading	Distinguishes between fact and opinion[1.3.1]
			Personal Management	Responsibility	Comprehends ideas and concepts related to setting priorities [3.4.2]
			Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
4.4	Demonstrate the proper use of a calendar book	4.4.1 Develop a system for grouping and planning activities	Foundation	Writing	Records data [1.6.16]
			Thinking	Knowing How to Learn	Applies new knowledge and skills to better manage time [4.3.1]

Unit 5: Group Dynamics 10 Hours

Terminology: facilitator, group, group dynamics, team, teamwork skills

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Define terms	5.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
5.2 Explain the role of group dynamics in achieving group goals	5.2.1 Observe a group meeting and prepare a short report on the roles various members of the group filled	Foundation Interpersonal	Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
	5.2.2 Strive to promote positive group dynamics in meetings		Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
5.3 Explain the importance of teamwork	5.3.1 Participate in an exercise requiring teamwork	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
5.4 Explain group dynamics and relate group dynamics to goal achievement	5.4.1 Describe group dynamics as related to goal achievement, including unity, relationships, and ability to work together	Foundation	Reading	Applies/Understands technical words that pertain to the subject [1.3.6]
		Interpersonal	Leadership	Influences group behavior [2.4.8]
5.5 List and explain the responsibilities of group members	5.5.1 Prepare a personal plan to develop skills needed to be a good group member	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]

Unit 6: Conflict Resolution

9 Hours

Terminology: compromise, conflict, conflict resolution, consensus, problem solving

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Define terms	6.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
6.2 Discuss the meaning and importance of conflict and conflict resolution	6.2.1 Interpret the problem-solving process	Foundation	Writing	Organizes information in an appropriate format [1.6.10]
	6.2.2 Participate in a small group problem-solving exercise using the process	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2] Devises and implements a plan of action to resolve problems [4.4.3] Identifies possible reasons for problems [4.4.6] Recognizes/Defines problems [4.4.8]
6.3 List the causes of conflict	6.3.1 Role-play different ways in which people deal with conflict	Foundation	Speaking	Adapts presentation to audience [1.5.1] Interprets nonverbal cues, such as eye contact, posture, and gestures, for meaning [1.5.6]
	6.3.2 Identify how group conflict interferes with team work and goal achievement	Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3] Works effectively with men and women from diverse backgrounds—ethnic, social, educational, etc. [2.2.5]
6.4 Discuss conflict-management processes	6.4.1 Participate in a conflict-management exercise using appropriate processes	Interpersonal	Negotiation	Assists in reaching a settlement/conclusion through compromise [2.5.1] Comprehends ideas and concepts related to conflict management [2.5.2] Works to resolve conflict between two or more individuals [2.5.3]

Unit 7: Agricultural Communications Skills and Careers

14 Hours

Terminology: communication, letter of application, resume

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
7.1	Define terms	7.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
7.2	Discuss the meaning and importance of communication	7.2.1	Knowledge	Reading	Applies information and concepts derived from printed materials [1.3.3]
		7.2.2		Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		7.2.3			Interprets nonverbal cues such as eye contact, posture, and gestures for meaning [1.5.6]
7.3	Discuss how to locate and apply for a job in agricultural communications	7.3.1	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
		7.3.2	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
7.4	Explain the purpose of a resume and letter of application	7.4.1	Foundation	Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
		7.4.2			
7.5	Identify good interview techniques	7.5.1	Foundation	Writing	Organizes sentences into paragraphs [1.6.11]
		7.5.2			

			Personal Management	Self-esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3] Presents positive image of personal attitudes and abilities [3.5.7]
7.6	Identify one career in agricultural communications	7.6.1	Research an agricultural communications career	Thinking	Creative Thinking Prepares presentation based on subject research, interviews, surveys [4.1.0]

Unit 8: Public Speaking 16 Hours

Terminology: citation, extemporaneous speech, impromptu speech, nonverbal communication, outline, plagiarism, prepared speech, public speaking

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
8.1 Define terms	8.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
8.2 Distinguish between the four major kinds of speeches	8.2.1 Explain when it is appropriate to use the various kinds of speeches	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
	8.2.2 Participate in related FFA events involving speaking	Interpersonal	Leadership	Comprehends ideas and concepts related to public speaking [2.4.2]	
8.3 Identify the three major parts of a speech	8.3.1 Listen to a speech and identify the major parts	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]	
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]	
8.4 Create an outline for a five-minute speech	8.4.1 Prepare a five-minute speech	Foundation	Speaking	Adapts presentation to audience [1.5.1] Organizes ideas, and communicates oral messages to listeners [1.5.7]	
8.5 Explain the importance of citations and how a bibliography is prepared	8.5.1 Prepare a bibliography of references used in a speech	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
	8.5.2 Identify the meaning of plagiarism and the ramifications of plagiarizing		Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3]	
	8.5.3 Present a speech to the class	Thinking	Seeing Things in the Mind's Eye	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5] Visualizes a finished product [4.6.4]	

Unit 9: Parliamentary Procedure

18 Hours

Terminology: chairperson, consensus, motion, parliamentary procedure, presider (presiding officer), vote

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		Application	Skill Group	Skill	Description
9.1	Define terms	9.1.1	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
9.2	Explain the meaning and purpose of parliamentary procedure	9.2.1 Discuss the importance of protecting the rights of individuals who are in the minority	Foundation	Reading	Determines what information is needed [1.3.10] Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]
				Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
9.3	Explain methods of voting	9.3.1 Practice using the methods of voting in a student organization meeting or role play during parliamentary procedure practice	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		9.3.2 Use consensus procedures in making group decisions	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
			Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]
9.4	Explain the steps in presenting a main motion	9.4.1 Practice the proper procedure for presenting a main motion	Foundation	Speaking	Interprets nonverbal cues, such as eye contact, posture, and gestures, for meaning [1.5.6] Speaks in clear, concise manner [1.5.12]
			Interpersonal	Leadership	Delegates responsibility to an individual within the group or team [2.4.4]
9.5	Explain the purpose of an amendment	9.5.1 Practice the proper procedure for amending a motion	Foundation	Reading	Comprehends written specifications, and applies them to a task [1.3.9] Follows written directions [1.3.13]
			Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]
9.6	Identify the qualities of a good presider	9.6.1 Assess individual personal characteristics as related to being a good presider	Foundation	Listening	Receives and interprets verbal messages [1.2.8]

		9.6.2 Prepare an improvement plan to develop desired presiding officer qualities	Personal Management	Self-esteem	Develops/Initiates a plan for self-improvement [3.5.4]
9.7	Conduct business meetings using appropriate parliamentary procedure	9.7.1 Use parliamentary procedure in FFA and other student organization meetings	Foundation	Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
		9.7.2 Prepare for and enter FFA events based on parliamentary procedure			Speaks in a clear, concise manner [1.5.12]

Glossary

Unit 1: Leaders and Leadership

1. ethics—behavior or conduct that is morally correct; following principles of fairness, honesty, integrity, and consideration of others
2. follower—an individual who follows the ideas, goals, or tasks of a leader
3. leader—a person who helps a group or an individual in achieving goals
4. leadership—the ability to move or influence others toward achieving individual or group goals

Unit 2: Leadership Styles

1. autocratic (authoritarian) leadership—a leadership style in which the leader makes decisions for the group
2. democratic leadership—a leadership style that is based upon the participation of the members of a group in the decision-making process
3. laissez-faire (participative) leadership—a leadership style in which a group makes decisions with little if any input from the leader
4. leadership style—the way individuals act in their roles as leaders

Unit 3: Goal Setting

1. goal—something an individual wants to achieve
2. goal setting—the process of establishing goals, including ways and means
3. intermediate goal—an action that should be achieved between one and five years
4. long-term goal—an action that will take a long time, more than five years, to achieve and usually involves many steps
5. short-term goal—an action that can be achieved in a short time, usually less than a year, and involves only a few steps
6. ways and means—actions to be taken to achieve goals

Unit 4: Time Management

1. non-urgent—not requiring immediate attention
2. priority—to arrange or deal with in order of importance
3. procrastination—to put off doing something until a future time
4. time management—planning how you will control your time to do the things you need and want to do
5. urgent—requires immediate attention

Unit 5: Group Dynamics

1. facilitator—someone who works with a group to make things run effectively and efficiently
2. group—two or more people working together to accomplish a goal
3. group dynamics—the patterns of interactions within a group
4. team—a group of individuals working together to achieve a common purpose
5. teamwork skills—the ability to work well with others in a group situation

Unit 6: Conflict Resolution

1. compromise—to settle differences by mutual agreement
2. conflict—problems that arise between individuals or groups
3. conflict resolution—the use of techniques that allow people to quietly resolve problems between them
4. consensus—the decision-making process in which people gather and discuss information on an issue until an agreement is reached
5. problem solving—the method of arriving at a decision or answer

Unit 7: Agricultural Communications Careers

1. communication—the process of exchanging information
2. letter of application—a letter used to apply for a job or award
3. resume—a one or two page description of an applicant that gives his/her educational background, experiences, and qualifications

Unit 8: Public Speaking

1. citation—acknowledging the role and contributions of resources in a speech or written document
2. extemporaneous speech—a type of speech in which the speaker prepares ideas but does not memorize exact words
3. impromptu speech—a type of speech in which the speaker talks “off the cuff” with no chance for preparation
4. nonverbal communication—messages conveyed by a person’s behavior and the physical environment
5. outline—a plan that forms the framework for a speech
6. plagiarism—using the work of another as one’s own
7. prepared speech—a type of speech in which the speaker prepares the speech completely beforehand
8. public speaking—a type of communication that uses oral methods of conveying information

Unit 9: Parliamentary Procedure

1. chairperson—presiding member of a group
2. consensus—agreement among individuals without voting
3. motion—a basic proposal that brings business before the assembly
4. parliamentary procedure—a method of conducting meetings in an orderly manner
5. presider (presiding officer)—an individual who presides over a meeting demonstrating knowledge and skill in parliamentary procedure and practices fairness to all individuals
6. vote—to give members the right to express approval of, or opposition to, a particular action