

Agricultural Science and Technology
Personal Skills Development – Ag. 0410
Unit 1: Discuss Personal Development

Unit Objectives:

1. Develop a positive self concept
2. Develop social skills
3. Project a professional image

Communication/Speech Standard(s) Met:

Power Points:

HS – 30 (Life Knowledge) Discusses the factors that are included in a person’s self image.

HS-51 (Life Knowledge) Discusses factors involved in building relationships and social skills.

HS – 35 & HS -33 (Life Knowledge) Discusses the importance of projecting a professional and positive personal image.

References:

FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 2: Introduction & Review of the FFA

Unit Objectives:

1. List, explain and/or recite the following FFA materials needed to become an FFA member:
 - a. a short history of the FFA
 - b. creed
 - c. motto
 - d. colors
 - e. emblem
 - f. kinds of membership
 - g. aims and purposes
 - h. the FFA salute
 - i. dress code
 - j. wearing the FFA jacket
 - k. code of ethics
 - l. receiving the Greenhand Degree
2. Describe how to have a good chapter including:
 - a. planning-key to good meetings
 - b. how to take part in chapter meetings
 - c. what constitutes a chapter program of activities
3. List and describe skills necessary to become a chapter leader
4. List and describe FFA awards available to members
5. Identify FFA contests available to members
6. List the requirements for earning the Chapter, State, and American FFA Degree

Communication/Speech Standards Met:

- Standard 6.1.1
- Standard 6.1.2
- Standard 6.1.3
- Standard 6.1.4

Power Points:

- FFA History & Opportunities
- Introduction to the FFA
- Parts of the FFA Emblem
- HS-117 (Life Knowledge) Finding opportunities for leadership in organizations
- 5 Degrees an FFA member can earn

Student Handout:

- Copy of the FFA Creed
- Worksheets questioning students on the meaning of the FFA Creed
- Presentation Rubric for the FFA Creed
- FFA CDE Rules and Regulations
- Greenhand, Chapter, State & American Degree applications/check sheets

Evaluation:

- Quizzes for each paragraph of the creed
- Test for the FFA Creed
- Emblem (Values) Project – Students make their own shield that is based off of 6 values of their own.
- FFA Leadership Unit Test (Includes values, goals, communication process)
- Quiz on the 5 FFA Degrees

Interest Approach:

- Discuss the importance of building leadership skills with the students. Begin by talking about different leaders that have been in the FFA.

Teaching Content:

- Review lesson plan on Planning effective meetings a putting together a POA
- Show the Power Points on the different subject matter
- Refer to Lesson Plan on Leadership Skills

Student Activities:

- Have students recite and practice the FFA Creed
- Have students complete the degree applications and submit to the chapter sifting committee for acceptance
- Have students complete the Personal Values/Shield Assignment based off of the FFA emblems/Shield
- Have students partner to complete a portion of the Chapter POA
- Have students put together a CDE Field day for their chapter
- Have students complete a chapter officer application and submit for sifting

References:

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

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References:

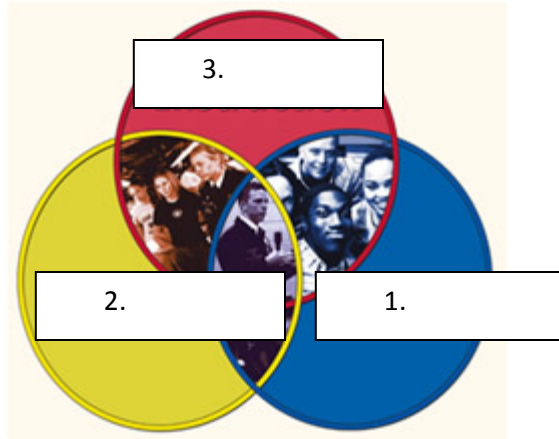
- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Name: _____ Date: _____ Period: _____

Introduction to FFA

Use the official FFA manual to complete the following questions.

1. In what year was the FFA founded?
2. In what year were females allowed to join the FFA?
3. What are the FFA Colors?
4. What are the 6 symbols of the FFA emblem? And explain what each one represents.
5. Who is the Meridian FFA president?
6. Who is the Boise Valley District President?
7. What is the FFA Motto?
8. What is the Mission statement of the FFA?
9. What is an SAE?



10. Complete the following Venn diagram.

11. What is the FFA Salute?

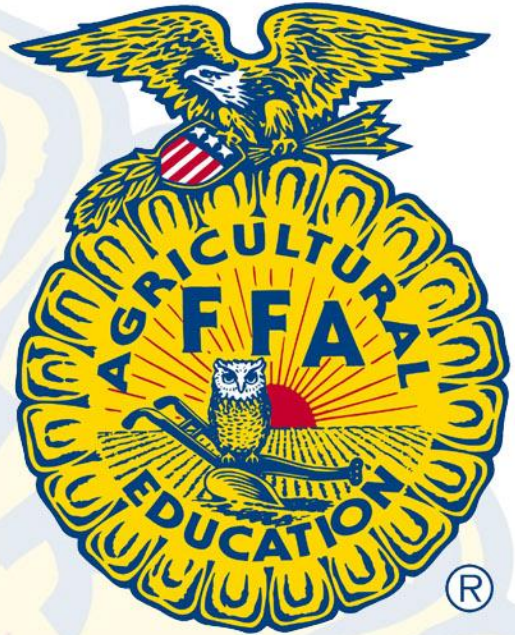
12. Official Dress for female FFA members includes what 6 items?

13. Official dress for male FFA members includes what 6 items?

14. What are the 4 types of FFA membership?

15. What are the 6 FFA degrees?

The FFA Creed



I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

**Creed Quiz
Paragraph #1**

Name _____

Period _____

1. Future or Beginning
2. Tomorrow or Agriculture
3. Born or Needed
4. Words or Actions
5. Present or Former
6. People or Generations
7. Promise or Likeness
8. Better or Worse
9. Enjoy or Like
10. Struggles or Problems

I believe in the _____ of _____, with
a faith _____ not of _____ but of
deeds ---- achievements won by the _____
and past _____ of agriculturists; in the
_____ of _____ days through better ways,
even as the better things we now _____ have come to
us from the _____ of former years.

Creed Quiz Paragraph #2

Name _____

Period _____

1. Work or Play

2. School or Farm

3. Doing or Engaged

4. Things or Pursuits

5. Easy or Challenging

6. Happiness or Joys

7. Life or Doings

8. Love or Fondness

9. Hours or Days

10. Deny or Acknowledge

I believe that to live and _____ on a good _____,
or to be _____ in other agricultural _____, is
pleasant as well as _____; for I know the _____ and
discomforts of agricultural _____ and hold an
inborn _____ for those associations which even in
_____ of discouragement, I cannot _____.

Creed Quiz

Paragraph 3

Name _____

Period _____

1. Leadership or Teamwork

I believe in _____ from
1

2. Others or Ourselves

_____ and _____ from
2 3

3. Respect or Trust

others. I believe in my own ability to

4. Operate or Work

_____ efficiently and think clearly, with
4

5. Intelligence or Knowledge

such _____ and skill as I can
5

6. Secure or Have

_____, and in the ability of
6

7. Help or Serve

progressive agriculturists to _____ our
7

8. Cultural or Public

own and the _____ interest in

9. Producing or Making

_____ and marketing the
8

10. Work or Toil

_____ product of our _____.
9

10

Creed Quiz Paragraph #4

Name _____

Period _____

1. Less or More

2. Begging or Others

3. Trust or Power

4. Good or Abundant

5. Honest or True

6. Charity or Freedom

7. Wanted or Needed

8. Sad or Happy

9. Honest or Square

10. Needs or Depends

I believe in _____ dependence on

1

_____ and more _____ in

2

3

bargaining; in the life _____ and

4

enough _____ wealth to help make it so

5

--- for others as well as myself; in less need for

_____ and more of it when

6

_____ ; in being _____ myself and

7

8

playing _____ with those whose

9

happiness _____ upon me.

10

Creed Paragraph #5

Name _____

Period _____

1. Our or American

2. Always or True

3. Traditions or Happenings

4. Everyday or National

5. Influence or Affect

6. House or Home

7. Community or School

8. True or Solid

9. Part or Section

10. Inspiring or Exciting

I believe that _____ agriculture can and

1

will hold _____ to the best

2

_____ of our _____

3

4

life and that I can exert an _____ in my

5

_____ and _____

6

7

which will stand _____ for my

8

_____ in that _____

9

10

task.

I, _____, bear witness that _____
Name of parent/guardian/teacher *Student's Name*

practiced reciting the FFA Creed at least twice through on _____.
Date

Signature

I, _____, bear witness that _____
Name of parent/guardian/teacher *Student's Name*

practiced reciting the FFA Creed at least twice through on _____.
Date

Signature

I, _____, bear witness that _____
Name of parent/guardian/teacher *Student's Name*

practiced reciting the FFA Creed at least twice through on _____.
Date

Signature

I, _____, bear witness that _____
Name of parent/guardian/teacher *Student's Name*

practiced reciting the FFA Creed at least twice through on _____.
Date

Signature

I, _____, bear witness that _____
Name of parent/guardian/teacher *Student's Name*

practiced reciting the FFA Creed at least twice through on _____.
Date

Signature

Name: _____ Period: _____
 Date Assigned: _____ Date Presented: _____

**The FFA Creed
 Presentation Rubric**

#1 + _____ 50	I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.
#2 + _____ 50	I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.
#3 + _____ 50	I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.
#4 + _____ 50	I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.
#5 + _____ 50	I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

<u>Memorization:</u>	<u>Presentation Quality:</u> (25 Points Possible per category)
Assists/Prompts: (-2 each) (3 Free)	_____ Eye Contact
Deleted Words: (-2 each)	_____ Volume/Expression
Inserted Words: (-2 each)	_____ Gestures
	_____ Movement/Posture
	_____ Pitch/Tone
	_____ Facial Expression
	_____ Enunciation
	_____ Appearance
	_____ Overall Enthusiasm
Memorization Sub-Total: + _____ <b style="text-align: right;">250	Presentation Sub-Total: + _____ <b style="text-align: right;">250
	Excellent = 20-25 points Good = 15-19 points Average = 10-14 Poor = ≤9
Sub Total: + _____	
Incentive: + _____	
Grand Total: + _____	

Comments: _____

**Creed Quiz
Paragraph #1**

Name _____
Period _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I believe in the _____ of _____, with
a faith _____¹ not of _____² but of
deeds ----³ achievements won by the _____⁴
and past _____⁵ of agriculturists; in the
_____ of _____⁶ days through better ways,
even as the better things we now _____⁷ have come to
us from the _____⁸ of former years.
⁹
¹⁰

Creed Quiz Paragraph #2

Name _____

Period _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

I believe that to live and _____ on a good _____,
or to be _____ in other agricultural _____, is
pleasant as well as _____; for I know the _____ and
discomforts of agricultural _____ and hold an
inborn _____ for those associations which even in
_____ of discouragement, I cannot _____.

Creed Quiz

Paragraph 3

Name _____

Period _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

I believe in _____ from

1

_____ and _____ from

2

3

others. I believe in my own ability to

_____ efficiently and think clearly, with

4

such _____ and skill as I can

5

_____, and in the ability of

6

progressive agriculturists to _____ our

7

own and the _____ interest in

8

_____ and marketing the

9

product of our _____.

10

Creed Quiz Paragraph #4

Name: _____

Period: _____

Date: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I believe in _____ dependence on
_____ **1**
_____ and more _____ in
_____ **2** _____ **3**
bargaining; in the life _____ and
_____ **4**
enough _____ wealth to help make it so
_____ **5**
--- for others as well as myself; in less need for
_____ and more of it when
_____ **6**
_____ ; in being _____ myself and
_____ **7** _____ **8**
playing _____ with those whose
_____ **9**
happiness _____ upon me.
_____ **10**

Creed Paragraph #5

Name _____

Period _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

I believe that _____ agriculture can and

1

will hold _____ to the best

2

_____ of our _____

3

4

life and that I can exert an _____ in my

5

_____ and _____

6

7

which will stand _____ for my

8

_____ in that _____

9

10

task.

I believe in less dependence on
begging

and more power in bargaining;

in the life abundant

and enough honest wealth

to help make it so –

for others as well as myself;

in less need for charity

and more of it when needed;
in being happy myself
and playing square with those
whose happiness depends upon
me.

CREED SPEAKING CAREER DEVELOPMENT EVENT

Purpose:

To develop public speaking and agricultural leadership for younger members in the FFA organization by providing the opportunity to recite from memory the FFA creed.

Objectives:

- To develop in individuals the ability to effectively orally deliver the FFA Creed from memory.
- To develop in individuals the ability to answer impromptu questions about the content of the FFA Creed.

General rules:

1. The state FFA Creed Speaking CDE will be limited to the winning participant in each of the FFA districts during the current school year.
2. Participants must be freshmen members enrolled in their first year of agriculture.
3. The State FFA Creed Speaking Career Development Event will be held at the State Leadership Conference.
4. Participants must memorize the Creed and shall use only “The FFA Creed” by E.M. Tiffany as an introduction and close with “Thank You.”
5. Agriculture instructors representing each of the nine FFA districts will judge the preliminary event.
6. In the preliminary round all judges will judge all speakers and the high and low rank will be discarded for each participant. The final rank will be determined by tallying the remaining seven ranks for each participant.
7. In the final competition, the agriculture instructors of the finalists will select and mutually agree on four agriculture instructors to serve as judges for the final round.
8. In the final competition, the top four participants will present the creed on stage during one of the main sessions.

Format and scoring:

1. In the preliminary round each participant will be asked one question pertaining to the FFA Creed and allowed one minute to respond. (Time will be called at one minute).
2. In the final round, each participant will be asked two questions and allowed one minute to respond to each question. (Time will be called at one minute per question). Questions should come from the content of the creed and how it relates to the individual.
3. Participants will not hear the other responses to the questions.
4. A deduction of one (1) point per word missed will be assessed.

Awards:

Awards are presented to the top four individuals.

THE FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds--achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so--for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

CREED SPEAKING CAREER DEVELOPMENT EVENT SCORECARD

Explanation of Scorecard Points

- | | |
|---|---|
| <p>1. <i>Voice includes:</i>
 <i>Quality</i>
 <i>Pitch</i>
 <i>Articulation</i>
 <i>Pronunciation</i></p> | <p>4. <i>General Effect includes:</i>
 <i>Extent to which the creed was interesting, understandable, convincing, pleasing, and held attention</i></p> |
| <p>2. <i>Stage Presence includes:</i>
 <i>Personal appearance</i>
 <i>Poise and body posture</i>
 <i>Attitude</i>
 <i>Confidence</i>
 <i>Personality</i>
 <i>Ease before audience</i></p> | <p>5. <i>Response to Question includes:</i>
 <i>Ability to answer the question asked by the judges indicating originality, familiarity with the creed, and ability to think quickly</i></p> |
| <p>3. <i>Power of Expression includes:</i>
 <i>Fluency</i>
 <i>Emphasis</i>
 <i>Directness</i>
 <i>Sincerity</i>
 <i>Communicative ability</i>
 <i>Conveyance and meaning</i></p> | |

FFA CREED SPEAKING CAREER DEVELOPMENT EVENT SCORECARD

	Points Allowed	Points Awarded Participant								
		1	2	3	4	5	6	7	8	9
Order of Speaking										
Power of Expression	20									
Voice	20									
Stage Presence	20									
General Effect	20									
Response to Question	20									
TOTAL POINTS (GROSS)	100									
Less Error Deductions	1 pt/error									
Total Points (Net)										
Rank of Participant										

Personal Skills Development FFA Creed Test

Name _____ Date _____ Period _____

I believe in the 1 of 2, with a 3 born not of 4 but of deeds - achievements won by the 5 and 6 generations of 7; in the promise of better days 8 better ways, even as the better things we now 9 have come to us from the 10 of 11 years.

I believe that to 12 and work on a good farm, or to be engaged in other 13 pursuits, is 14 as well as challenging; for I know the 15 and 16 of agricultural 17 and 18 an 19 fondness for those 20 which, even in hours of 21, I cannot deny.

I 22 in 23 from 24 and respect from 25. I believe in my own ability to work 26 and think clearly, with such knowledge and 27 as I can secure, and in the ability of 28 agriculturists to serve our own and the public interest in 29 and 30 the 31 of our toil.

I believe in less 32 on 33 and more power in 34; in the 35 abundant and enough 36 wealth to help make it so--for 37 as well as myself; in less need for 38 and more of it when 39; in being happy myself and playing 40 with those whose 41 depends upon me.

I believe that 42 agriculture can and will hold true to the best 43 of our 44 life and that I can exert an 45 in my 46 and 47 which will stand 48 for my 49 in that 50 task.

1		14		27		40	
2		15		28		41	
3		16		29		42	
4		17		30		43	
5		18		31		44	
6		19		32		45	
7		20		33		46	
8		21		34		47	
9		22		35		48	
10		23		36		49	
11		24		37		50	
12		25		38			
13		26		39			

**Personal Skills Development
FFA Creed Test**

Name _____ **KEY** _____ Date _____ Period _____

I believe in the ___1___ of ___2___, with a ___3___ born not of ___4___ but of deeds - achievements won by the ___5___ and ___6___ generations of ___7___; in the promise of better days ___8___ better ways, even as the better things we now ___9___ have come to us from the ___10___ of ___11___ years.

I believe that to ___12___ and work on a good farm, or to be engaged in other ___13___ pursuits, is ___14___ as well as challenging; for I know the ___15___ and ___16___ of agricultural ___17___ and ___18___ an ___19___ fondness for those ___20___ which, even in hours of ___21___, I cannot deny.

I ___22___ in ___23___ from ___24___ and respect from ___25___. I believe in my own ability to work ___26___ and think clearly, with such knowledge and ___27___ as I can secure, and in the ability of ___28___ agriculturists to serve our own and the public interest in ___29___ and ___30___ the ___31___ of our toil.

I believe in less ___32___ on ___33___ and more power in ___34___; in the ___35___ abundant and enough ___36___ wealth to help make it so--for ___37___ as well as myself; in less need for ___38___ and more of it when ___39___; in being happy myself and playing ___40___ with those whose ___41___ depends upon me.

I believe that ___42___ agriculture can and will hold true to the best ___43___ of our ___44___ life and that I can exert an ___45___ in my ___46___ and ___47___ which will stand ___48___ for my ___49___ in that ___50___ task.

1	Future	14	Pleasant	27	Skill	40	Square
2	Agriculture	15	Joys	28	Progressive	41	Happiness
3	Faith	16	Discomforts	29	Producing	42	American
4	Words	17	Life	30	Marketing	43	Traditions
5	Present	18	Hold	31	Product	44	National
6	Past	19	Inborn	32	Dependence	45	Influence
7	Agriculturalist	20	Associations	33	Begging	46	Home
8	Through	21	Discouragement	34	Bargaining	47	Community
9	Enjoy	22	Believe	35	Life	48	Solid
10	Struggles	23	Leadership	36	Honest	49	Part
11	Former	24	Ourselves	37	Others	50	Inspiring
12	Live	25	Others	38	Charity		
13	Agricultural	26	Efficiently	39	Needed		

Creed Explanation

Name _____

Period _____

Summarize *in your own words* what each paragraph of the FFA Creed is speaking about. Then list some of the main values highlighted in each paragraph.

Paragraph 1:

Meaning—

Values Identified—

Paragraph 2:

Meaning—

Values Identified—

Paragraph 3:

Meaning—

Values Identified—

Paragraph 4:

Meaning—

Values Identified—

Paragraph 5:

Meaning—

Values Identified--

Creed Questions

Name _____

Period _____

Paragraph 1

1. What are some achievements of past generations of agriculturalists?
2. How do we achieve better days through better ways?
3. What do you think the future holds for agriculture?
4. What are some achievements of present agriculturalists?

Paragraph 2

1. In addition to farming, what are some other agricultural pursuits?
2. What is an example of a joy and a discomfort you have experienced in your life? How did you deal with the discomfort?
3. What do you find pleasant and challenging about agricultural life?
4. Why is it that many people “even in hours of discouragement, ... cannot deny the inborn fondness ... for an agricultural life?”

Paragraph 3

1. What are your plans for the future to obtain the knowledge and skills you will need to be successful?
2. Describe a progressive agriculturalist.

3. What is the “product of our toil”?
4. How could the American farmer improve the way we produce and market the product of our toil?
5. Why should we believe in leadership from ourselves?
6. How do you feel agriculturists should go about getting respect from people in the non-agricultural sector?

Paragraph 4

1. Whose happiness depends on you and how do you play square with them?
2. What is meant by “less dependence on begging and more power in bargaining”?
3. “in less need for charity and more of it when needed.” How would you propose we as a nation have less need for charity—which charities do we need less of?
4. “in less need for charity and more of it when needed.” How would you propose we as a nation have more charity when needed—what kind’s of charities do we need more of?
5. How can you be happy yourself?

Paragraph 5

1. What are the "traditions of national life?"
2. How can you "exert an influence in your home?"
3. How can you "exert an influence in your community?"

2005 NEW JERSEY FFA CREED SPEAKING EVENT
PRELIMINARY

JUDGES QUESTIONS

1. What are some achievements of past generations of agriculturalists?
2. What does it mean to play square with those whose happiness depends upon you?
3. In addition to farming, what are some other agricultural pursuits?
Submitted via listserv by:

Robin C. McLean
New Jersey FFA Specialist
New Jersey FFA - Defining Leadership for Lifelong Success

District VII
Leadership CDE
Possible Creed Questions

1. What is your favorite line or phrase in the FFA Creed? Why?
2. What is the future of Agriculture?
3. How do we achieve better days through better ways?
4. What were some of the struggles of former years?
5. How can living and working on a good farm or being engaged in other agricultural pursuits be pleasant, as well as, challenging?
6. What are the joys and discomforts of an agricultural life?
7. How can we in agriculture provide leadership from ourselves?
8. What knowledge and skill can you secure?
9. What is the product of our toil?
10. How do progressive agriculturists serve our own and the public interest?
11. What is more power in bargaining?
12. What is the life abundant?

13. What does the phrase less need for charity and more of it when needed mean to you?
14. What is honest wealth?
15. What is playing square with those whose happiness depends upon me?
16. What are the best traditions of our national life?
17. How can you exert an influence in your home and community?
18. How do the words of the creed apply to today's agriculture industry?
19. How do the words of the creed apply to your life?
20. How has learning the creed changed your life?
21. What would you tell other people about the FFA and the words of the FFA creed?
22. What better things that we now enjoy come to us from the struggle of former years?
23. How will American agriculture affect the future of the country?
24. How will American agriculture affect the future of the planet?
25. How do the words of the creed apply in today's global economy?

Submitted to usagedlistserve by: Rod Cool

Rod Cool, Chelan FFA, Chelan Washington, Ag Ed Instructor/FFA Advisor

Creed Speaking

Discussion Questions

1. What is the future of agriculture in this country?
2. How will world situations influence agriculture in the United States?
3. What can you do to support agriculture in the United States?
4. What landmark events tell us of the accomplishments of past generations?
5. In your opinion, what is the most challenging issue facing agriculture today?

6. What are the characteristics of a good leader?
7. What leadership skills do you currently possess?
8. What can you do to improve your public speaking skills?
9. How has agriculture affected national life in the United States? Consider past and present issues.
10. What are your goals and how do you plan to serve agriculture in the years ahead?

Submitted by James Bonta

James Bonta

Agriculture Teacher

Green County High School

Greensburg, KY

FFA Creed Questions- submitted by

Paul Heilman

Kenton High School

Agricultural Education Department

Paragraph 1

1. What do you see as the future of agriculture?
2. Is there a future in agriculture for women? Why?
3. What is your future in agriculture?
4. What have been some of the achievements won by present and past generations of agriculturists?
5. What are some of the better things we now enjoy because of the struggles of agriculturists in former years?

Paragraph 2

1. Describe what a good farm looks like.
2. What are some examples of "other" agricultural pursuits?
3. What is an example of a joy and a discomfort you have experienced in your life? How did you deal with the discomfort?
4. What do you find pleasant and challenging about agricultural life?

Paragraph 3

1. How are you developing your leadership abilities through FFA?
2. What are your plans for the future to obtain the knowledge and skills you will need to be successful?
3. Describe a progressive agriculturalist.
4. How could the American farmer improve the way we produce and market the product of our toil?

Paragraph 4

1. What is meant by “less dependence on begging and more power in bargaining”?
2. What is the “life abundant”?
3. How can your FFA chapter contribute to “less need for charity and more of it when needed”?
4. Whose happiness depends on you and how do you play square with them?

Paragraph 5

1. What are some of the best traditions of our national life that come from agriculture?
2. How are you exerting a positive influence in your home and community?
3. How is your FFA chapter exerting a positive influence in your home and community?
4. What are your future plans?

Here are some questions I got while student teaching with Dee Pereshick in Rosalia Washington.

Daniel Miller

Columbus MT

Understanding the FFA Creed

In order to best present a speech it is important that it be understood. The FFA Creed holds values that are part of our national heritage and tradition therefore it is doubly important to understand them.

Answer the following questions about the creed (2 pts each)

1. Why should you believe in the future of agriculture? What do you think the future holds for agriculture?
2. Why should faith in something be “born of deeds, and not words”?
3. What achievements were won by present generations of agriculturists?
4. What achievements were won by past generations of agriculturists?
5. What is meant by “in the promise of better days through better ways”?

6. “The better things we now enjoy, have come to us from the struggles of former years,” What were some of the struggles from former years?
7. What are some of the challenges of “living and working on a good farm, or other agricultural pursuits..”?
8. What is pleasant about “living and working on a good farm, or other agricultural pursuits..”?
9. Why is it that many people “even in hours of discouragement, ... cannot deny the inborn fondness ... for an agricultural life?
10. Why should we believe in leadership from ourselves?
11. How do you feel agriculturists should go about getting respect from people in the non-agricultural sector?
12. “I believe in my own ability to work efficiently and think clearly with such knowledge and skill as I can secure.” What do you feel are the best ways to secure this knowledge and skill?
13. How do you feel the progressive agriculturist serves their own and the public’s interest in *producing* the product of their toil?
14. How do you feel the progressive agriculturist serves their own and the public’s interest in *marketing* the product of their toil?

15. Why should you believe in less dependence on begging?
 16. What is good about "more power in bargaining"?
 17. Do you believe there is enough honest wealth to make the life abundant for everyone? Why or why not?
 18. "in less need for charity and more of it when needed." How would you propose we as a nation have less need for charity?
 19. "in less need for charity and more of it when needed." How would you propose we as a nation have more of it when needed?
 20. What do you feel are the best traditions of our national life?
 21. How do you exert an influence in your home and community?
-
1. What do you believe is the future of agriculture?
 2. What did you mean when you said, "a faith born not of words, but of deeds."
 3. What are some of the achievements of past agriculturalists?
 4. What are some achievements of present agriculturalists?
 5. What is meant by "the promise of better days through better ways?"
 6. What are some of the "struggles of former years" that helped present agriculturalists?
 7. What are the "better things we now enjoy?"
 8. What is a "good farm?"
 9. What "other agricultural pursuits" are there?
 10. What are some of the challenges that face agriculture?
 11. What are some of the joys of agriculture?

12. What are some of the discomforts of agricultural life?
13. What do you mean when you say you have an "inborn fondness?"
14. Why can't you "deny the associations of agriculture during discouragement?"
15. What are some ways that you can show leadership?
16. How do you gain "respect from others?"
17. What are your own abilities?
18. What do you mean when you say, "think clearly?"
19. How do you secure "knowledge and skills?"
20. What is a "progressive agriculturalist?"
21. How do we "serve our own?"
22. How do we "serve the public interest?"
23. What is "marketing products?"
24. What are some of the agricultural "products of our toil?"
25. What do you mean, "less dependence on begging?"
26. How do you gain "more power in bargaining?"
27. What is a "life abundant?"
28. What is "enough honest wealth to make it so for yourself and others?"
29. What are the "charities" you want less of?
30. What are the "charities" you want more of?
31. How can you be happy?
32. How do you "play square with others?"
33. How does "others' happiness depend on you?"
34. How can we "hold true to traditions?"
35. What are the "traditions of national life?"
36. How can you "exert an influence in your home?"
37. How can you "exert an influence in your community?"
38. What does it mean to "stand solid?"
39. What is "your part in that inspiring task?"
40. What is "the inspiring task?"

Who wrote the creed?

What year was the creed written?

What paragraph means the most to you and why?

What does the _____ mean?

What does the EM in EM Tiffany stand for?

1. In the second paragraph what do you think "to be engaged in other agricultural pursuits" refer to?
2. You say you believe in respect from others, respect has to be earned, how do you as a new member earn that respect?
3. What part of the FFA creed would you revise and why?
4. What are the best traditions of our national life?
5. What are the public interests that progressive agriculturists are to serve?

Which convention was the FFA Creed adopted at?

In your experiences, what is pleasant and what is challenging about agricultural pursuits?

If you were to change the creed, how would you improve it for today's times?

Which parts of the Creed do you disagree with and why?

Why is the Creed important to the FFA?

Why do you believe in the future of agriculture.

Who wrote the FFA Creed?

When was the FFA Creed revised?

Why did you decide to participate in the Creed contest?

What is your favorite part of the Creed and why?

Explain the importance of words over deeds.

Give examples of what "better days" might mean.

Explain three joys of agricultural life.

How are you a "part in that inspiring task"?

Give me four discomforts of agricultural life.

Explain the statement "less dependence on begging and more power in bargaining".

Explain the statement "in less need for charity and more of it when needed"?

How do you interpret "joys and discomforts of agricultural life"?

What do you think is meant by, "with a faith born not of words, but of deeds"?

How is leadership illustrated in agriculture?

Describe what a "good farm" is.

How can you "play square with those whose happiness depends on me"?

Discuss a time when you demonstrated playing square with others.

Give an example of a "progressive agriculturalist" in your state.

How will you develop your own ability to work efficiently and think clearly?

What do you believe is missing from the FFA Creed?

What is a Creed?

Discuss a time when you demonstrated playing square with others.

Do you think that the creed should be revised? Why or why not?

What is your influence in your home and community?

Can you name some associations you cannot deny?

What is toil?

What are some traditions of our national life?

What are some of the important "achievements won by the present and past generations of agriculturists"?

What can you do to make your work more efficient?

What is meant by the "power in bargaining"?

Whose happiness depends upon you?

How would/could/should the principles of the FFA Creed influence your community and leadership actions?

Do you believe that it is still important for freshman to recite the creed or is this an outdated tradition?

What has been the biggest lesson that you have learned since you began giving the FFA creed?

What revisions would you suggest national FFA consider for the creed?

Define agricultural pursuits.

What have you done recently as an FFA member that demonstrates that you truly do

"believe in the future of agriculture?"

1. At what National Convention was the FFA Creed adopted?
2. Who wrote the FFA Creed?
3. In what year was the FFA Creed revised?
4. Why did you decide to participate in the Creed Speaking contest?
5. Why is the Creed important to the FFA?
6. What is your favorite part of the Creed and why?
7. If you rewrote the Creed, what would you change?
8. Explain the importance of words over deeds.

- 1- What does the creed mean to you?
- 2- In your opinion what is "a good farm"?
- 3- Why has the wording of the creed been changed from its original idea?
- 5- What are some achievements of the past generations of agriculturists?
- 6- Who was EM Tiffany?
- 7- What has been revised in the creed and why?
- 8- In your opinion, why is the creed so important in our organization?

How can you exert an influence in your home and community?

What is a "progressive agriculturalist"?

What are some of the traditions of our national life?

What resources are available to provide assistance to both producers and consumers?

How are present day agriculturalists coping with a diminishing land base and a greater population?

Where can a producer go to secure additional knowledge and skill?

Cheryl Lowe

What are the best traditions of our national life?

How do you display leadership for yourself and respect for others?

In today's economy, why do you believe in less need for charity and more of it when needed?

Describe some of your joys and discomforts of agricultural life.

What "associations" do you hold an inborn fondness for?

Liz Treptow

2005 District Creed CDE Questions

Describe some of the struggles of former years.

Describe the hours of discouragement that a person involved in agriculture might experience.

Why is it important to play square with those around you?

How can you develop the ability to work efficiently and think clearly?

Creed Sub-State Questions

What do we mean: “ I believe in leadership from ourselves and respect from others””

What influence can you exert to maintain American Agriculture traditions?

Creed State Questions

Do you believe in the future of agriculture?

What does it mean “even as the better things we now enjoy have come to us from the struggles of former years””?

1. Name two achievements won by former years.
2. How has FFA helped you work efficiently and think clearly?
3. Name some joys and discomforts you have faced through your SAE.
 1. Why is it important to believe in the future of agriculture?
 2. How can you show that you believe in the future of agriculture?
 3. What does it mean to have a faith born not of words but of deeds?
 4. Give an example of a time in your life when you demonstrated that you have a faith born not of words but of deeds.
 5. What are some of the achievements won by the present generation of agriculturists?
 6. What are some of the achievements won by the past generations of agriculturists?
 7. How have you benefited from “achievements won by the past and present generations of agriculturists””?
 8. What does “in the promise of better days through better ways””?
 9. What are some of the “struggles of former years””?

10. What makes a “good farm”?
11. Besides farming, what are some of the “other agricultural pursuits”?
12. How is living and working on a farm pleasant
13. How is living and working on a farm challenging?
14. What are some of the joys and discomforts of agricultural life?
15. What does it mean to “hold an inborn fondness for those associations”?
16. What are some examples of “hours of discouragement”?
17. Why should you believe in leadership from ourselves and respect from others?
18. How can you demonstrate leadership in your chapter?
19. Give an example of a time when you showed great respect for someone.
20. Real or fictional, who is the person you respect most?
21. How can you make sure you can work efficiently and think clearly?
22. How can you secure knowledge and skills?
23. How can the progressive agriculturalist serve our own and the public interest?
24. What is the product of our toil?
25. What does it mean to believe in less dependence in begging and more power in bargaining?
26. What is the life abundant?
27. What is honest wealth?
28. What does “in less need for charity and more of it when needed” mean?
29. What do you do to make sure you are happy yourself?
30. How can you “play square with those whose happiness depends on you”?
31. Whose happiness depends on you?
32. What are some of the “best traditions of our national life”?
33. How can you exert an influence in your home and community?
34. How can you “stand solid” for your part?
35. What is that inspiring task?
36. What are tasks that you find inspiring?
37. What is a creed?
38. What can FFA members do to live the creed?
39. What do the words “I believe” mean to you?

Do you believe in the future of agriculture?

How can you exert an influence in your home and community?

What is a "progressive agriculturalist"?

What are some of the traditions of our national life?

What resources are available to provide assistance to both producers and consumers?

How are present day agriculturalists coping with a diminishing land base and a greater population?

Where can a producer go to secure additional knowledge and skill?

PARAGRAPH I OF THE FFA CREED

1. What reasons are there for believing in the future of agriculture?
2. What do you believe the future of agriculture holds for you?
3. What is meant by the statement, "With a faith born not of words but of deeds?"
4. What are some of the important "achievements won by the present and past generations of agriculturists?"
5. How can we have "better days through better ways?"
6. What are some of the "better things we now enjoy that have come up to us from the struggle of former years?"

PARAGRAPH II OF THE FFA CREED

1. What is meant by "engaged in other agricultural pursuits?"
2. What is challenging about living and working on a good farm?"
3. What do you believe constitutes a good farm?"
4. What are some of the "joys of agricultural life?"
5. What are some of the "discomforts of agricultural life?"
6. What is meant by the statement "and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny?"
7. What are some of the discouragements that often are associated with agricultural life?

PARAGRAPH III OF THE FFA CREED

1. Why is leadership so important?
2. What can you do as a freshman in agricultural education to develop leadership ability?
3. What can you do to merit "respect from others?"
4. What can you do to make your work more efficient?
5. What can you do to develop the ability to think clearly?
6. What is meant by "progressive agriculturists?"
7. What practices and policies are there that you think are unfair?
8. How can progressive agriculturists serve themselves and the public interest in marketing the products of their toil?

PARAGRAPH IV OF THE FFA CREED

1. What is meant by the "power in bargaining?"
2. What is the difference between begging and bargaining?
3. What is meant by "the life abundant?"
4. What is meant by "honest wealth?"
5. What are some examples of wealth that are not honest?
6. What can you do to help others have an abundant life, and the honest wealth to help make it so?
7. Could one have an abundant life without wealth?
8. What is meant by "less need for charity and more of it when needed?"
9. Why is it important for each of us to be happy?
10. Why is it important to play square with those whose happiness depends upon us?
11. Whose happiness depends upon you?

PARAGRAPH V OF THE FFA CREED

1. What is meant by "rural America?"

2. What are some of the "best traditions in our national life" to which rural America will hold true?
3. What can you do, as a freshman in Agricultural Education, to exert an influence in your home and in your community, which will stand solid for your part in that inspiring task?

GENERAL

1. Who wrote the FFA Creed?
2. When was it adopted officially by the FFA?

Why do you believe in the future of agriculture?

What are some of the achievements won by past generations of agriculturalists that have resulted in better days for us today?

What are some of the better ways that have brought us better days?

Why do you believe that an agricultural pursuit is pleasant?

What would you say is that main discomfort a person in agriculture or agribusiness might face today?

What are some of the joys and discomforts of agricultural life?

What do you consider to be a good farm?

What agricultural pursuits have you or do you intend to pursue?

Agriculture has faced many hardships and discomforts in the past. Why do you think people are still active in agriculture with all of these so called "discomforts"?

Who do you consider to be a progressive agriculturalist?

How do you plan to increase your ability to work efficiently and think clearly?

What do you mean by "less need for charity"?

What is meant by the words "honest wealth"?

Why should we as people in agriculture be concerned with the public interest in producing our product?

You stated, "I believe in less dependence on begging and more power in bargaining".

How would you explain the difference between begging and bargaining?

You mentioned that you "hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny". What are some of those associations that you are talking about?

You talked about "I believe in leadership from ourselves...". What types of things can you do or have you done to exert leadership for the betterment of FFA and agriculture?

What do you think rural America can do to help solve our community and national problems?

In what way will you try to exert an influence in your home and community?

What do you consider to be the inspiring task of the American farmer?

How do you feel the people in agriculture can safeguard their rights against practices and policies that are unfair?

Why does the FFA have a Creed?

What do you see as some past achievements in agriculture that we have built upon and improved for today?

In your opinion, what are some of the greatest challenges facing agriculture today?

How can we involved in agriculture promote our industry?

Do you feel that there will be a place for young people to become involved in agriculture? And, if so – why and where?

What can we as FFA members do to improve agriculture's image?

What are some of the things that have helped the American farmer in becoming the most efficient food producer in the world?

How do you feel your involvement in Agriculture Education and FFA is preparing you for a future in agriculture?

If agriculture is to continue being so strong, what types of changes will young people like yourself have to adapt

1. In the fourth paragraph of the creed, it states, "in being happy myself and playing square with those whose happiness depends upon me." Your question is two parts: What makes you happy and what does it mean to play square with others ?
2. What influence can you have on the future of Agriculture?
3. Which paragraph is the most important to you and why?
4. What is the future of Agriculture?
5. What are some of the better "ways" we have improved agriculture?
6. What are some of the most important achievement that the past generation of agriculturalists accomplishes?
7. What will some of the future struggles in agriculture?
8. How can you implement the FFA creed into your daily life?
9. How can you share the message of the FFA creed with non-members?
10. Why is it important to have all FFA members memorize the FFA Creed?

Par 1

1. What is the future of agriculture?
2. Why do you believe in the future of agriculture?
3. How is faith born not of words but of deeds?
4. How can you exhibit faith born not of words but of deeds?
5. Describe the achievements won by the present and past generations of agriculturists.
6. Why do you believe in the achievements won by the present and past generations of agriculturists?
7. What is an agriculturist?
8. What is the promise of better days?
9. How can you achieve better days through better ways?

10. Why do you believe in the promise of better days through better ways?
11. What are some better things we now enjoy?
12. How have some of the better things we now enjoy come to us from the struggles of former years?
13. Describe some of the struggles of former years.

Par 2

14. Why is it pleasant and challenging to live and work on a good farm?
15. What are some of the pleasures and challenges of living and working on a good farm?
16. What is "other agricultural pursuit"?
17. Describe some joys and discomforts of agricultural life.
18. Why do you hold an inborn fondness for the joys and discomforts of agricultural life?
19. Describe the hours of discouragement that a person involved in agriculture might experience.

Par 3

20. Why do you believe in leadership from ourselves and respect from others?
21. How can you show (develop) leadership in yourself?
22. How can you earn respect from others?
23. How can you develop the ability to work efficiently and think clearly?
24. Why is it important to work efficiently and think clearly?
25. How can young people secure knowledge and skill?
26. Describe a progressive agriculturist.
27. How can a progressive agriculturist serve our own and the public interest at the same time?
28. How does it serve the public interest to produce and market the product of our toil?
29. What is the product of our (an agriculturist's) toil?

Par 4

30. Why do you believe in less dependence on begging and more power in bargaining?
31. Why would you reduce dependence on begging and encourage more power in bargaining?
32. What is life abundant?
33. What is honest wealth?
34. How can you increase the abundance of life?
35. How does one produce honest wealth?
36. How can you make life abundant for others as well as yourself?
37. Why should there be less charity and more of it when needed?
38. When is charity really needed?
39. How can you become a happy person?
40. Why is it important for you to become a happy person?
41. Why is it important to play square with those around you?

42. How can you play square with those who depend on you?
43. Describe those persons whose happiness depends upon you.

Par 5

44. Why do you believe rural America will hold true to the best traditions of our national life?
45. What are the best traditions of our national life?
46. How can you exert an influence in your home and community which will uphold the best traditions of our national life?

General

47. When was the FFA creed written?
48. When was the FFA creed revised?
49. Who wrote the FFA creed?

Other

Why do you believe there is a future in Agriculture?

Why do you believe that rural America will hold true to the best traditions of our national life?

Please explain the phrase, “Less dependence on begging and more power in bargaining.”

The 3rd verse of the FFA Creed states in part, “and in the ability of progressive agriculturists to serve our own and the public interest.” How would you describe a progressive agriculturist?

What is the inspiring task referred to in paragraph 5 of the FFA Creed?

When the Creed was originally written, the term agriculture was fairly easy to define. How has the definition of agriculture changed since the Creed was written?

If you were asked to appear on the Oprah Winfrey Show and tell her what the FFA is, what would you use from the creed?

Larry Wilson

WAAE Executive Director

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Cell Phone: 509-780-1373

Area: FFA
Job: Making the FFA creed my creed

Name: _____
Date:

Using your own thoughts, answer / explain the following questions in regards to the FFA Creed.

Paragraph 1

What do you see as the future of agriculture?

What does “having a faith born not of words but of deeds,” mean?

List two achievements of past generations and two achievements of present generations of agriculturalists.

What are at least two struggles of former years? (think about U.S.A. history)

Paragraph 2

Why is living and working on a good farm or being engaged in other agricultural pursuits pleasant as well as challenging?

What are some joys and discomforts you have experienced in your own agricultural life?

What does it mean to you to hold an inborn fondness even in hours of discouragement?

Paragraph 3

In your eyes what “leadership from us and respect from others” look like?

How are you going to work efficiently and think clearly?

How do progressive agriculturalists serve our own by producing and marketing the product of our toil?

Paragraph 4

Why is it more important to bargain than to beg?

In your own words how are you going to have enough honest wealth to have the life abundant for other as well as yourself?

What does having “less need for charity and more of it when needed” mean?

How are you going to be happy yourself?

Paragraph 5

What are the best traditions of our national agricultural life?

How are you going to exert and influence in each of the following areas?

Home

Community

What is “that inspiring task?”

Jennifer Jo Muller <><

Agriculture Teacher & FFA Advisor

Freedom Public Schools

Freedom, Oklahoma

580-621-3271

Creed Questions- Kathy Mayfield

What are some of the achievements of both present and past generations of agriculturists?

What are some of the “joys and discomforts” of agricultural life?

What is meant by “leadership from ourselves and respect from others”?

With production agriculture making up less than 1% of the population, what future is there in agriculture?

What are some of the best traditions of our national life?

What are some challenges that today’s farmer faces?

How can you as an FFA member see that there is less need for charity and more of it when needed?

The Creed was written a long time ago. Does it still apply to agriculture and FFA?
How?

What are examples of “something better we now enjoy because of the struggle of former years?”

How can you secure knowledge and wisdom in the FFA?

Possible Creed Speaking Questions: Heidi Martin

What are the joys and discomforts of agricultural life?

How has the FFA Creed helped you ?

What is the life abundant and will we continue to experience it?

Can American Agricultural still support the best traditions of our National life?

Tell me about the present and past agriculturalists that are shaping our future?

Explain how you can support your fellow members in playing square with others and being honest in yourself?

Compare and Contrast EM Tiffany's perspective on agriculture (1930 's) and the future of the FFA with your own perspective as a member in 2006?

What does it mean to have less dependence on begging and more power in bargaining?

With recent tragedies in the US and abroad, what can an FFA member do to reinforce the belief in less need for charity and more of it when needed?

Choose the part of the creed that you believe in the most and tell me about it.

Here is my list of questions:

1. Do you think the creed is outdated? Why or why not?
2. If you could change any part of the creed, what would it be?
3. Why do you think it is important for every new member to learn the creed?
4. What does the phrase "with a faith born not of words, but of deeds" mean to you?
5. What have been some of the most important achievements won by past generations of agriculturists?
6. What struggles has agriculture seen in the past?
7. How have you experienced the joys and discomforts of agricultural life?
8. Why is leadership from ourselves and respect from others so important?
9. What is the product of our toil?
10. When is charity needed?
11. Why is less dependence in begging and more power in bargaining so important?
12. What are the best traditions of our national life?
13. How will you exert an influence in your home and community?
14. What will be your part in that inspiring task?

Thank you.

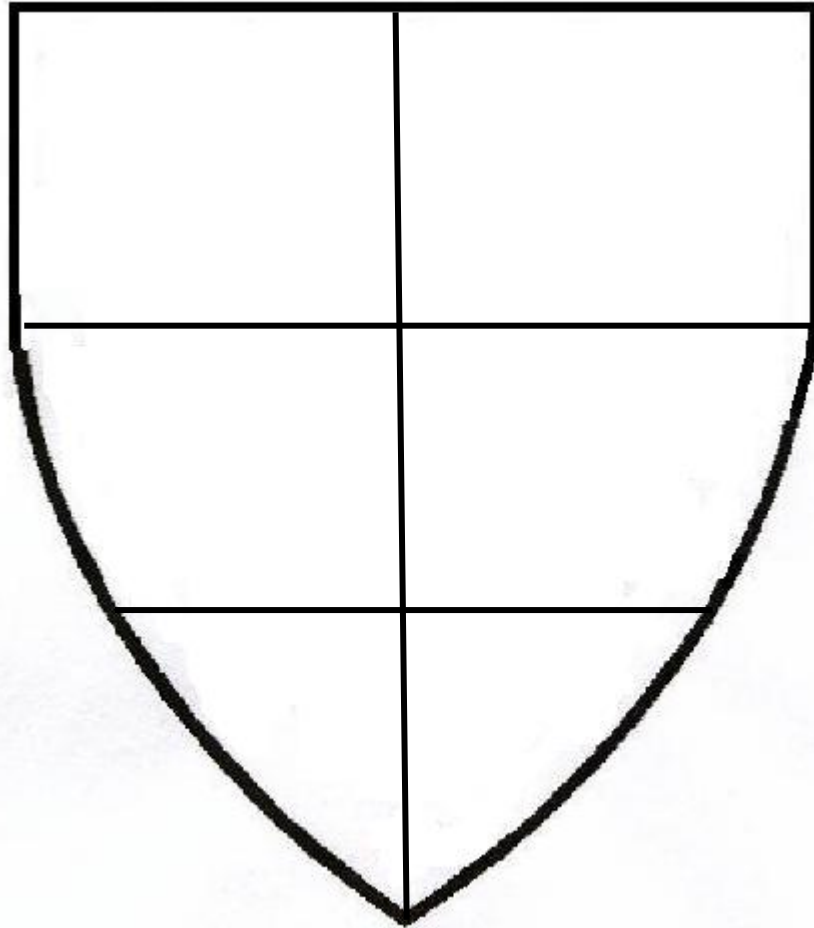
Pam Proffitt-Rowland
Couch MO FFA



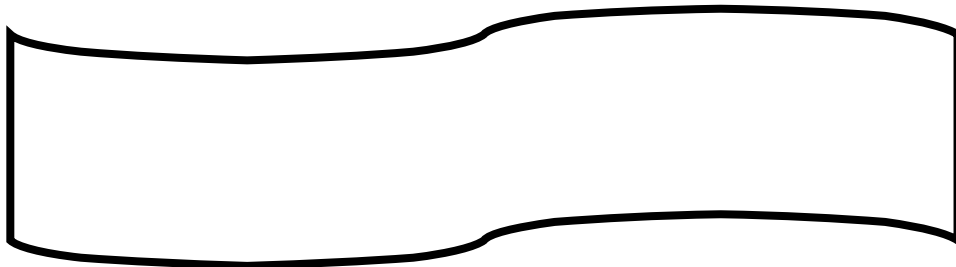
Racheal Gersema

Personal Shield

By: _____



Personal
Motto:



Include an explanation of the 6 parts on the back of your shield for full credit.

Personal Skills Development Personal Emblem Project

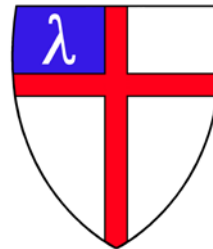
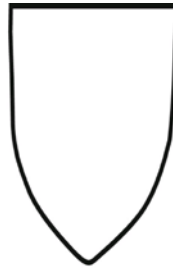
Objective: Make a personal emblem with pictures depicting your values and write your own mission statement.

Due Date:

What it needs to include:

Emblem

- 6 Parts
- Each should be of a value important to you
- Label the different parts and explain why they are values to you on the back of your emblem
- Examples:
 - Leadership
 - Responsibility
 - Independence
 - Friendship/Family
 - Sports/Fitness
 - Music
 - Goals



Mission Statement

- Your philosophy of how to carry out life's purpose
- Should be no more than three sentences and should reflect your values
- Example:

“ I will follow through on the goals I set for myself. I will keep my family first, and will always strive to be a role model for others.”

Grading:

You will be graded on

Completeness

- Do you have the required parts of the emblem?
- Do you have a sufficient mission statement?

Neatness

- Did you take the time to do this project well?
- Did you use color?
- Is it legible?

NOTE: The emblem must be colored and you must explain your 6 values on the back of your shield.

Greenhand Degree	Plow	1928	Ear of Corn	Intracurricular
Blacks Slacks, White Shirt, zipped FFA jacket	FFA Agriculture Education	Boise Valley District	FFA Week	1969
Chris Leininger	1929	FREE	Three	Lauren Schaffer
ˆRising Sun	Labor & Tillage	Smith-Hughes	Chapter Degree	Honorary Membership
1930	SAE	CDE's	Clasping Hands	E.M. Tiffany

Labor & Tillage	American Degree	Moscow, ID @ U of I	Boise Valley District	E.M. Tiffany
Alumni	Common Ag Interest	FFA Salute	National Blue and Corn Gold	Indianapolis, IN
Scott Thorton	Lauren Schaffer	FREE	Black Slacks, White Shirt, Zipped FFA jacket	Plow
FFA Agriculture Education	Greenhand Degree	1988	SAE, FFA, classroom	75th
Sarah McConnell	1928	Ear of Corn	Will Schumaker	Rising Sun

1917	U.S. Flag	1965	Owl	FFA Salute
Alumni	Louisville, KY	FFA Week	Eagle	Indianapolis, IN
American Degree	1928	FREE	Code of Ethics	SAE, FFA, classroom
Common Ag Interest	National Blue and Corn Gold	Chris Leininger	Labor & Tillage	Leadership, Personal Growth, & Career Success
FFA New Horizons	Greenhand Degree	Will Schumaker	Shawna Orthel	Moscow, ID @ U of I

1917	Three	Common Ag Interest	Scott Thorton	Intracurricular
1969	Chris Leininger	Clasping Hands	American Degree	Eagle
1965	1930	FREE	Owl	CDE's
FFA Agriculture Education	Greenhand Degree	Smith-Hughes	SAE	U.S. Flag
Honorary Membership	1929	1928	Chapter Degree	Labor & Tillage

Indianapolis, IN	Black Slacks, White Shirt, zipped up FFA jacket	Ear of Corn	SAE, FFA, classroom	SAE
Lauren Schaffer	Greenhand Degree	Clasping Hands	Alumni	Louisville, KY
Plow	Intracurricular	FREE	Boise Valley District	1988
1928	Chris Leininger	FFA Agriculture Education	CDE's	75th
Rising Sun	1929	Three	1969	U.S. Flag

Wisdom & Knowledge	Leadership, Personal Growth, & Career Success	Greenhand Degree	Sarah McConnell	Plow
Indianapolis, IN	FFA Salute	George Washington	Common Ag Interest	Will Schumaker
1988	Chris Leininger	FREE	Shawna Orthel	Black Slacks, White Shirt, zipped up FFA jacket
Clasping Hands	1928	Scott Thorton	Lauren Schaffer	FFA New Horizons
CDE's	SAE	Intracurricular	Ear of Corn	1965

1930	American Degree	Owl	Black Slacks, White Shirt, Zipped up FFA jacket	Scott Thorton
Wisdom & Knowledge	SAE, FFA, classroom	Labor & Tillage	Chapter Degree	FFA Salute
Boise Valley District	Common Ag Interest	FREE	1928	FFA Week
Honorary Membership	SAE	Eagle	1965	FFA New Horizons
Will Schumaker	Greenhand Degree	Leadership, Personal Growth, & Career Success	E.M. Tiffany	Moscow, ID @ U of I

1929	Moscow, ID @ U of I	Boise Valley District	1917	Chapter Degree
FFA Week	E.M. Tiffany	Three	Honorary Membership	Sarah McConnell
1928	Rising Sun	FREE	American Degree	George Washington
U.S. Flag	Greenhand Degree	1969	FFA Agriculture Education	National Blue and Corn Gold
Wisdom & Knowledge	1930	Owl	Black Shirts, White Slack, zipped up FFA jacket	Eagle

Plow	Chapter Degree	1929	National Blue and Corn Gold	Alumni
Labor & Tillage	Intracurricular	Active	Smith-Hughes	Louisville, KY
75th	FFA Agriculture Education	FREE	SAE	Shawna Orthel
Lauren Schaffer	FFA New Horizons	Scott Thorton	Wisdom & Knowledge	To respect past but represent changes in AG.
Greenhand Degree	1969	Ear of Corn	Will Schumaker	Leadership, Personal Growth, & Career Success

Sarah McConnell	Labor & Tillage	SAE	Lauren Schaffer	Greenhand Degree
Ear of Corn	US Flag	Active	E.M. Tiffany	To respect past but represent change in AG
SAE, FFA, classroom	1929	FREE	FFA New Horizons	75th
George Washington	Boise Valley District	Plow	Honorary Membership	Smith-Hughes
1969	1965	Intracurricular	Owl	Leadership, Personal Growth, & Career Success

Clasping Hands	SAE	Honorary Membership	1929	E.M. Tiffany
Moscow, ID @ U of I	Owl	Three	1988	To respect past but represent change in AG
Boise Valley District	US Flag	FREE	Wisdom & Knowledge	75th
FFA Salute	FFA Agriculture Education	American Degree	1928	Active
Rising Sun	Chris Leininger	1965	FFA Week	FFA New Horizons

To respect past but represent change in AG	Greenhand Degree	Active	SAE, FFA, classroom	75th
Clasping Hands	Sarah McConnell	Rising Sun	FFA Agriculture Education	Code of Ethics
Louisville, KY	Ear of Corn	FREE	Chris Leininger	Scott Orthel
Will Schumaker	1988	George Washington	Three	Chapter Degree
FFA Salute	SAE	1928	Moscow, ID @ U of I	1969

Chris Leininger	Shawna Orthel	Ear of Corn	Lauren Schaffer	US Flag
Intra-curricular	Chapter Degree	Active	1930	Code of Ethics
Black Slacks, White Shirt, zipped up FFA jacket	Louisville, KY	FREE	75th	Indianapolis, IN
SAE	Smith-Hughes	FFA New Horizons	Boise Valley District	1965
FFA Week	George Washington	1928	To respect past but represent change in AG	National Blue and Corn Gold

1917	Rising Sun	Chapter Degree	FFA Week	Black Slack, White Shirt, zipped up FFA jacket
1969	Alumni	1988	US Flag	1930
To respect past but represent change in AG	Greenhand Degree	FREE	American Degree	Active
Indianapolis, IN	Wisdom & Knowledge	Intra-curricular	Common Ag Interest	Moscow, ID @ U of I
Sarah McConnell	FFA New Horizons	Chris Leininger	Lauren Schaffer	FFA motto

Plow	Wisdom & Knowledge	FFA Agriculture Education	Code of Ethics	National Blue and Corn Gold
Eagle	Boise Valley District	1929	Scott Thorton	Moscow, ID @ U of I
1969	Chris Leininger	FREE	E.M. Tiffany	Will Schumaker
Ear of Corn	Clasping Hands	Rising Sun	FFA Week	CDE's
Common Ag Interest	SAE	Labor & Tillage	Owl	FFA New Horizons

E.M. Tiffany	SAE, FFA, classroom	SAE	Owl	1929
Honorary Membership	Ear of Corn	1988	Plow	Smith-Hughes
75th	Louisville, KY	FREE	Labor & Tillage	Scott Thorton
1969	Sarah McConnell	Wisdom & Knowledge	Rising Sun	To respect pass but represent change in Ag
FFA Agriculture Education	Boise Valley District	1928	1965	CDE's

1928	SAE, FFA, classroom	Greenhand Degree	1917	Shawna Orthel
Honorary Membership	US Flag	Code of Ethics	Ear of Corn	Alumni
1930	Chris Leininger	FREE	Indianapolis, IN	Active
Plow	1969	George Washington	Black Slacks, White Shirt, zipped up FFA jacket	FFA New Horizons
Lauren Schaffer	Will Schumaker	Chapter Degree	1988	Code of Ethics

Intracurricular	FFA Salute	Indianapolis, IN	Code of Ethics	Plow
Shawna Orthel	Lauren Schaffer	Greenhand Degree	Boise Valley District	FFA motto
Honorary Membership	Gold	FREE	Black Slacks, White Shirt, zipped up FFA jacket	Leslie Applegate
Three	To respect past but represent change in AG	SAE	Labor & Tillage	Active
George Washington	1930	1969	75th	Leadership, Personal Growth, & Career Success

Labor & Tillage	Intracurricular	FFA motto	1929	To respect past but represent change in AG
Code of Ethics	Boise Valley District	Louisville, KY	1965	75th
American Degree	Smith-Hughes	FREE	1930	Scott Thorton
FFA New Horizons	1928	Sarah McConnell	FFA Week	Active
SAE	Ear of Corn	Greenhand Degree	George Washington	Leadership, Personal Growth, & Career Success

Code of Ethics	Plow	Alumni	Clasping Hands	1929
US Flag	1988	1928	Will Schumaker	Chapter Degree
Louisville, KY	Intra-Curricular	FREE	Ear of Corn	75th
Boise Valley District	To respect past but represent change	Scott Thorton	Owl	Smith-Hughes
Wisdom & Knowledge	American Degree	1969	Chris Lieninger	1965

Black Slack, White Shirt, zipped up FFA jacket	Leadership, Personal Growth, & Career Success	Clasping Hands	Chapter Degree	1928
US Flag	Wisdom & Knowledge	SAE, FFA, classroom	FFA motto	To respect past but represent change in AG
Lauren Schaffer	Code of Ethics	FREE	Indianapolis, IN	1988
Will Schumaker	Rising Sun	Plow	Alumni	George Washington
American Degree	1929	National Blue and Corn Gold	Louisville, KY	Moscow, ID @ U of I

FFA Agriculture Education	Lauren Schaffer	Code of Ethics	Black Slacks, White Shirt, zipped up FFA jacket	Labor & Tillage
SAE, FFA, classroom	Rising Sun	To respect past but represent change	American Degree	Alumni
1930	Louisville, KY	FREE	Shawna Orthel	Will Schumaker
Three	SAE	FFA new horizons	E.M. Tiffany	Scott Thorton
1929	1969	Sarah McConnell	Eagle	National Blue and Corn Gold

E.M. Tiffany	Boise Valley District	SAE, FFA, classroom	To respect past but represent change in AG	1928
Chris Leininger	Labor & Tillage	FFA motto	Wisdom & Knowledge	George Washington
1988	FFA Agriculture Education	FREE	FFA Week	Shawna Orthel
Owl	1930	1969	Scott Thorton	75th
US Flag	Greenhand Degree	1965	Common Ag Interest	FFA New Horizons

1917	Black Slack, White Shirt, zipped up FFA jacket	Wisdom & Knowledge	FFA motto	75th
To respect past but represent change in AG	Eagle	SAE, FFA, classroom	CDE's	Clasping Hands
Common Ag Interest	US Flag	FREE	Chris Leininger	Indianapolis, IN
1930	Code of Ethics	Honorary Membership	George Washington	Owl
SAE	1928	Greenhand Degree	FFA Week	Boise Valley District

Indianapolis, IN	Black slacks, white shirt, zipped up FFA jacket	Boise Valley District	Ear of Corn	FFA Salute
Will Schumaker	Alumni	US Flag	Intra-curricular	To respect past but represent change in AG
Rising Sun	Shawna Orthel	FREE	CDE's	Louisville, KY
Honorary Membership	National Blue and Corn Gold	Lauren Schaffer	FFA motto	Active
Chapter Degree	George Washington	Leadership, Personal Growth, & Career Success	American Degree	SAE, FFA, classroom

1936	Boise Valley District	To respect past but represent changes in Ag	Moscow, ID @ U of I	Ear of Corn
Leadership, Personal Growth, & Career Success	American Degree	SAE, FFA, classroom instruction	Rising Sun	FFA motto
Chapter Degree	Code of Ethics	FREE	CDE's	Will Schumaker
National Blue and Corn Gold	Alumni	75th	Labor & Tillage	1929
George Washington	Louisville, KY	Eagle	Intracurricular	Active

1965	Three	1929	Smith-Hughes	To respect the past but represent changes in Ag
1917	1928	Clasping Hands	Code of Ethics	Scott Thorton
75th	1969	FREE	Boise Valley District	FFA Salute
Greenhand Degree	FFA Motto	1930	Black slacks white shirt FFA Jacket zipped	George Washington
SAE	Wisdom & Knowledge	Moscow, ID @ U of I	Chris Leininger	Leadership, Personal Growth, & Career Success

Shawna Orthel	To respect past but represent changes in Ag	Sarah McConnell	Chris Leininger	1930
Lauren Schaffer	Boise Valley District	Honorary Membership	FFA Motto	1988
1969	Black slacks, white shirt, FFA jacket zipped	FREE	Louisville, KY	FFA New Horizons
Three	1928	1965	U.S. Flag	SAE
Scott Thorton	Greenhand Degree	Wisdom & Knowledge	Eagle	SAE, FFA, classroom instruction

Intracurricular	Code of Ethics	Labor & Tillage	SAE, FFA, classroom instruction	CDE's
Greenhand Degree	1928	National Blue and Corn Gold	1988	To respect past but represent changes in Ag
1929	Alumni	FREE	Rising Sun	Sarah McConnell
American Degree	Boise Valley District	Plow	Indianapolis, IN	FFA Motto
Will Schumaker	E.M. Tiffany	Common Ag Interest	Louisville, KY	Honorary Membership

E.M. Tiffany	Shawna Orthel	Clasping Hands	Chapter Degree	Marvin Jagels
Intracurricular	American Degree	National Blue and Corn Gold	Plow	FFA Salute
1928	1929	FREE	Lauren Schaffer	Honorary Membership
75 th	Indianapolis, IN	1930	Chris Leininger	1917
Eagle	Labor & Tillage	Code of Ethics	Louisville, KY	Moscow, ID @ U of I

FFA Agriculture Education	Clasping Hands	Smith-Hughes	75th	FFA Salute
Black Slacks White Shirt Jacket zipped	Chapter Degree	1969	Three	1917
1928	FFA Week	FREE	Chris Leininger	1965
Ear of Corn	Greenhand Degree	Rising Sun	Intracurricular	Lauren Schaffer
SAE	Labor & Tillage	U.S. Flag	Owl	National Blue and Corn Gold

1969	Black Slacks White shirt FFA zipped	Common Ag Interest	Alumni	Owl
Rising Sun	Shawna Orthel	Smith-Hughes	Boise Valley District	1929
1988	Eagle	FREE	1928	FFA Week
Scott Thorton	Intracurricular	Greenhand Degree	E.M. Tiffany	Three
Labor & Tillage	U.S. Flag	SAE	Plow	American Degree

FFA Bingo Questions

Questions	Answers on Spaces
Public law 740 created a federal charter that made FFA an _____ part of Agriculture Education?	Intracurricular
The list of guidelines that FFA members are expected to abide by.	Code of Ethics
The plow on the FFA Emblem represents.	Labor and Tillage
The 3 components of Agriculture Education	SAE, FFA, classroom
Events in the FFA that allow members to compete against other chapters.	CDE's
The first step in the degree structure in the FFA and the degree for first year members.	Greenhand Degree
The year Future Farmers of America began in Kansas City, MO.	1928
The colors of the FFA.	National Blue and Corn Gold
The year the Future Farmers of America changed their name to the National FFA Organization.	1988
The reason the Future Farmers changed their name	To respect the past but represent changes in Ag
The year Idaho joined the National FFA Organization.	1929
The type of membership for supporters or past FFA members.	Alumni
The symbol on the FFA Emblem that symbolizing progress in agriculture and confidence for the future.	Rising Sun
Our chapter president	Sarah McConnell
The highest degree a FFA member can earn.	American FFA Degree
The name of the district that the Meridian FFA chapter belongs to.	Boise Valley District
The symbol on the FFA emblem that symbolizes labor and tillage.	Plow
The National FFA Center is located here.	Indianapolis, IN
The phrase Learning to Do, Doing to Learn, Earning to Live, Living to Serve is known as what?	FFA Motto
Our Chapter Vice-President	Will Schumaker
Who wrote the FFA Creed?	E.M. Tiffany

The ear of corn on the FFA emblem symbolizes this.	Common Ag Interest
Where the national FFA convention is held.	Louisville, KY
Given to people who help the FFA chapter in many ways.	Honorary Membership
Our Chapter Secretary	Shawna Orthel
The Pledge of Allegiance is the _____.	FFA Salute
The symbol representing the sentinel.	Clasping Hands
The highest degree given to a FFA member by the local chapter.	Chapter Degree
Our Chapter reporter	Lauren Schaffer
This year the FFA is celebrating its _____ anniversary.	75 th
The year the FFA creed was written.	1930
Our chapter treasurer	Chris Leininger
The year the Smith-Hughes act was passed.	1917
The National Scope of the FFA is represented by....	Eagle
Where are Idaho's State Career Development Events held?	Moscow, ID @ the U of I
The words on the FFA Emblem that represent their importance to agriculture.	FFA Agriculture Education
The act passed in 1917 that provided funds for agriculture education.	Smith-Hughes
Official Dress	Black slacks White Shirt Zipped FFA Jacket
The year that girls were allowed to join the FFA organization.	1969
The number of pins allowed to be worn on the FFA jacket.	Three
Celebrated in February during the week of George Washington's birthday.	FFA Week
The year the Future Farmers of America merged with the African-American organization New Farmers of America.	1965
The symbol that represents the FFA secretary.	Ear of Corn

The acronym for Supervised Agriculture Experience.	SAE
The symbol representing the FFA reporter	U.S. Flag
The symbol on the FFA Emblem that represents wisdom and knowledge.	Owl
Our chapter sentinel	Scott Thorton
Type of membership for FFA members in high school	Active
The symbol representing the FFA treasurer.	George Washington
The FFA mission is to provide...	Leadership, Personal Growth & Career Success
The owl on the FFA emblem symbolizes this.	Wisdom and Knowledge
The name of the FFA magazine.	FFA New Horizons

FFA History Highlights

Name _____

Date _____

Answer the following questions after reading about the history of the FFA.

Questions	Answers
1. What is the name of the act passed by Congress in 1917 that created vocational agriculture classes?	1.
2. Who was the first FFA president?	2.
3. What was the name of the livestock show that agriculture students attended in 1926 and where was it held?	3.
4. When was the FFA organized?	4.
5. Why did the first FFA delegates meet in Kansas City, Missouri?	5.
6. Who wrote the FFA creed and when was it adopted as the FFA creed?	6.
7. Which state had the first Future Farmers club?	7.
8. What was the name (full name) of the agricultural student organization for African-American students?	8.
9. When did the NFA and the FFA join?	9.
10. When were girls allowed into the FFA?	10.
11. Which chapter was the first chapter in Idaho to allow girls?	11.
12. When did delegates adopt the blue corduroy jacket as the official dress?	12.

13. When did the Future Farmers of America change its name to the National FFA Organization? Why did delegates vote to change it? 13.

14. What is the current name of the national FFA magazine? 14.

15. Why is it significant that FFA was granted a federal charter in 1950? 15.

16. The national FFA convention was held in Kansas City, Missouri from 1928-1998. Where is the national convention held now? 16.

17. Where is Idaho's state leadership convention held? 17.

18. Where are the state Career Development Events held in Idaho? 18.

19. When did Idaho receive an FFA charter? 19.

20. Where is the current National FFA center located? 20.

To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.

To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.

To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.

To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.

To practice brotherhood, honor agricultural opportunities and responsibilities, and develop those qualities of leadership which an FFA member should possess.

FFA Knowledge Test

Personal Skills Development

Name _____

Date _____

1. Write the FFA Motto (4 lines) (8 points): *hint—Learning....*

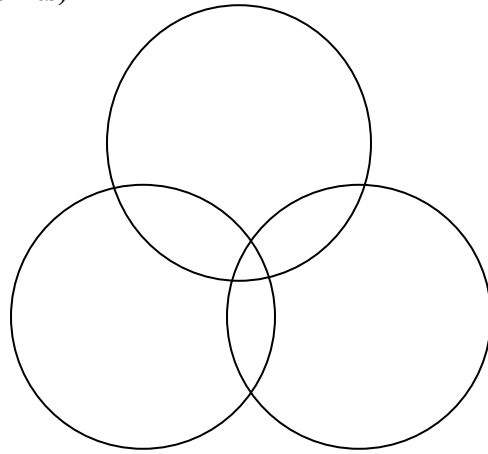
2. What is the aim and mission of the FFA (3 parts) (6 points)

_____, _____, _____, and

3. List the 5 main symbols on the FFA emblem and what they stand for. (10 points)

<u>Symbol</u>	<u>Meaning</u>
A. _____	_____
B. _____	_____
C. _____	_____
D. _____	_____
E. _____	_____

4. What are the three components needed to make a complete agriculture education program? (3 points)



5. List 2 good reasons to join the FFA (4 points).

6. Explain what “intracurricular” means when referring to the FFA. (2 points)

7. What is considered “Official FFA Dress?” (4 points)

8. Why did the “Future Farmers of America” change their name to “The National FFA Organization?” (2 points)

9. Where is the national FFA convention held (we have two teams going there in October)? (1 point)

10. Match the letter on the right with the correct definition on the left. (1 point each)

- | | |
|---|---------------------------------|
| 1. _____ degree for first year members | a. National Blue
Corn Gold |
| 2. _____ The year Idaho joined the national FFA | b. American |
| 3. _____ wrote the FFA creed | c. 1929 |
| 4. _____ list of guidelines for FFA members | d. 1928 |
| 5. _____ our FFA district | e. Alumni |
| 6. _____ highest degree in the FFA | f. Greenhand |
| 7. _____ type of membership for high school students | g. FFA week |
| 8. _____ FFA's anniversary this year | h. E.M. Tiffany |
| 9. _____ name of the act that provided funds for
vocational education | i. Code of Ethics |
| 10. _____ The year the FFA began | j. 1969 |
| 11. _____ The year girls joined the FFA | k. three |
| 12. _____ celebrated in February | l. Smith-Hughes |
| 13. _____ number of pins worn on the outside of jacket | m. Honorary |
| 14. _____ membership for helpers of the FFA | n. Chapter |
| 15. _____ membership for past members | o. Boise Valley |
| 16. _____ competitive events that allow members to
compete with other chapters | p. 75th |
| 17. _____ highest degree at chapter level | q. 1965 |
| 18. _____ colors of the FFA | r. Pledge of Allegiance |
| 19. _____ the FFA salute said at the end of every meeting | s. Career Development
Events |
| 20. _____ the year African-Americans joined the FFA | t. Active |

Extra-credit:

*Name the member serving in each of our chapter offices and what symbol represents their office.
(1/2 point each blank)*

	Name	Symbol
President		
Vice-President		
Secretary		
Treasurer		
Reporter		
Sentinel		

The FFA Organization

Name _____

Date _____

1. What is the **FFA Salute**?
2. What does **intracurricular** mean?
3. What are the **4 types of FFA membership**?
4. Who can be an ***active*** member?
5. What district does the Meridian Chapter belong to?
6. What are the **4 levels of degrees** available in the FFA?
7. What is the **FFA motto**?
8. What anniversary is the FFA celebrating this year?
9. Who can be an ***Honorary FFA member***?
10. Who can be FFA ***Alumni members***?
11. Who can be ***collegiate FFA members***?

a. b. c. d.
a. b. c. d.

12. How many pins can be worn on the outside of the FFA jacket at a time?

13. When is National FFA Week?

14. What is the **FFA Code of Ethics**?

15. Who is our chapter **president** and what symbol represents the office of president?

16. Who is our chapter **vice-president** and what symbol represents the vice-pres.?

17. Who is our chapter **secretary** and what symbol represents the secretary?

18. Who is our chapter **treasurer** and what symbol represents the treasurer?

19. Who is our chapter **reporter** and what symbol represents the reporter?

20. Who is our chapter **sentinel** and what symbol represents him?

21. What is **official FFA dress**?

REACHING NEW HEIGHTS

Advisor's Guide to personal growth and leadership development

Lesson Number: **RNH.10.1**

Running Effective Meetings

Purpose:

The purpose of this lesson is to help students understand how to organize and manage effective meetings.

Directions:

Describe the value of effective meetings.

1. Share with students the following information about meetings:
 - a. During meetings members have the opportunity to get involved in the operation of the organization and develop a sense of ownership.
 - b. All meetings must have a purpose because people are busy and maintain full schedules.
 - c. Poorly planned or useless meetings build dissension and resentment among the members of a group.
2. Ask students if they have ever sat through a poorly organized meeting or event.
3. Follow up with students by asking them how they felt about it and if it made them want to attend another activity sponsored by that group.
4. Indicate that planning good meetings takes time and effort, but failure to do so may result in turning people away from an organization.
5. Brainstorm with students the types of things they like to include in meetings and encourage them to work these types of activities into their agendas throughout the year (examples: guest speakers, recreational activities, refreshments).

Quick Reference:

Time Required:

Two 60-minute periods

Objectives:

After completing this lesson, students should be able to:

1. Describe the importance of well-run meetings.
2. Identify the elements of a well-run meeting.
3. Describe the importance of executive committee meetings and what should be accomplished during executive committee meetings.
4. Develop effective meeting agendas.
5. Define the four main objectives of parliamentary law.
6. Describe how to properly set up a meeting room.

Materials:

- ✓ Writing surface
- ✓ Writing utensil
- ✓ Scissors
- ✓ Paper clips
- ✓ FFA paraphernalia
- ✓ Official FFA Manual
- ✓ RNH.10.1.AS.A – one per student
- ✓ RNH.10.1.AS.B – one per student





Explain that all meetings should have a specific purpose and help them understand that the executive committee should meet in advance to plan a well-run meeting.

6. Explain to students that meetings should have a specific purpose in order to keep members engaged. Some of these purposes might be:
 - a. Conducting the business of an association or organization
 - b. Providing educational opportunities for members
 - c. Helping members develop leadership and personal skills
 - d. Providing social activities or entertainment for members
 - e. Recognizing the outstanding work of members
 - f. Getting reports on events or activities that are being planned
7. Discuss the importance of planning effective meetings in advance so that people can work them into their schedules and so that the time spent in the meeting is of value to the members.
 - a. Lead students to the connection that for these reasons, FFA chapters develop an annual program of activities.
8. Explain that prior to each scheduled meeting the executive committee should meet to develop the agenda and prepare any necessary officer and committee reports.
 - a. All assignments should be made (refreshments, special guests, recreation, etc.).
 - b. All of the officers and the advisor should attend executive committee meetings.
 - c. Committee chairs may also be included, especially those whose committees are reporting at the upcoming meeting.

Provide students with the tools to create a sample agenda.

9. Advise students that the meeting agenda should be posted in the meeting room several days prior to the meeting so that members can see what will be addressed. The agenda could also be distributed to members electronically.
10. Help students understand that an agenda should follow an established order of business. Provide each student with a sort packet, created from RNH.10.1.AS.A, and a copy of RNH.10.1.AS.B, to create a framework for an order of business. See RNH.10.1.AS.A for directions to create sort packets.
11. Tell students that they will work in groups of two to organize the items of business in the sort packet into an order of business on RNH.10.1.AS.B. They will have two minutes to sort the items.



12. After two minutes, have the students share where they believe each item is placed in the order of business. As students share, record the items on the writing surface. Provide guidance so that students know the correct order of business as indicated on RNH.10.1.AS.A.
13. Have students record the order of business on paper once the order of business is finalized on the writing surface. Describe that the order of business can be modified to meet individual chapter needs.

Introduce the following guidelines for conducting effective meetings. A Motion e-Moment® may be used to help students grasp the information. Motion suggestions are provided in parentheses.

14. Explain to students that there are certain guidelines to follow for meetings in order to keep members engaged and updated on the program of activities of the organization.
 - a. Always use a prepared agenda (mimic writing with one hand in the palm of the other hand).
 - b. Use correct parliamentary procedure and official FFA ceremonies where appropriate (mimic tapping a gavel two or three times).
 - c. If time allows, adjourn for brief committee meetings, then reconvene (point to your wrist, as if a wrist watch were there).
 - d. Review the monthly calendar of events (mimic flipping through pages as if the imaginary pages were a calendar).
 - e. Try to meet at the same time and day of the week on a consistent basis (with one index finger, point to the palm of the other hand repetitively).
 - f. Include a student-planned program. Members might find interesting presenters from the following groups: school staff or students; university faculty or staff; FFA alumni members; state FFA officers; employers; parents and other community members (point both thumbs to the chest to represent a member-planned meeting).
 - g. After the meeting, offer a recreational event planned by students, such as bowling, skating, basketball, volleyball, softball, swimming, movies, bonfire, refreshments, etc. (make the motion of swinging a bat).



Introduce the concept of parliamentary procedure by defining the four main objectives of parliamentary law.

15. Explain that effective meetings take into consideration the rights of the minority and yet follow the rule of the majority.
 - a. This means that everyone has a chance to participate and present their ideas, but that the majority will make the decisions.
16. Ask students if they know what this set of rules, or law, is called. Lead them to the phrase, parliamentary procedure or parliamentary law.
17. Record the following main objectives of parliamentary law on the writing surface:
 - a. Focus on one item at a time.
 - b. Extend courtesy to everyone.
 - c. Observe the rule of the majority.
 - d. Ensure the rights of the minority.
18. Have students record these objectives of parliamentary law on notepaper. Read through them as a class and ask students what they think each means. Provide guidance and explanation for any misconceptions.

Show students how to set up a meeting room. Use the chapter paraphernalia as a visual to help students conceptualize where each officer should be stationed.

19. Explain that the meeting room arrangement affects how effectively the meeting will operate.
 - a. A properly furnished meeting room will add dignity to the function and instill pride in the members.
20. Ask students to think about what we use in FFA chapter meetings as a tool to setting up the meeting room. Lead them to paraphernalia (officer station markers).
21. Ask the students which officer is responsible for the proper arrangement of all meetings. Lead them to the sentinel.
22. Provide students a copy of RNH.10.1.AS.C and have them fill in the correct officer as the instructor places the correct paraphernalia items around the room.
23. Start by identifying the front of the room and ask students which officer should be stationed at the front of the room. Place the President's station marker at the front of the room and have students record "President" in the correct space on the activity sheet.



24. Continue with the remaining offices. Refer to the current Official FFA Manual for the correct placement of officers. The instructor may wish to create a mnemonic to help students remember where each officer station is located in reference to the front of the room.

Extend thinking about effective meetings.

25. If time allows, use the “Meet, Critique, but Be Discreet” activity, RNH.10.1.AS.D; and RNH.10.1.AS.E to extend thinking about effective meetings.

Connection Questions:

1. Where have I seen effective meetings take place?
2. What made these meetings effective?
3. Where have I seen ineffective meetings take place?
4. What made these meetings ineffective?
5. How will our organization benefit from effective meetings?
6. What are some steps to ensure effective meetings take place?



LifeKnowledge Connections

Precept(s) Addressed:

Action

A3. Plan effectively.

Relationships

B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability, and listening.

Awareness

E2. Perform leadership tasks associated with citizenship.

Mental Growth

J1. Think critically.

Communications

M5. Operates effectively in the workplace.

LK Lesson Suggestion:



MS.30 – Identifying Important Skills for all Careers

MS.46 – Identifying Planning Skills

HS.5 – Leadership Styles

HS.7 – Using Your Community as a Laboratory for Learning

HS.41 – Understanding the Use of Time

HS.68 – Defining Roles on Teams

HS.81 – Decision Making in Groups

AHS.26 – Mobilizing Others to Action

AHS.33 – Aligning Activities to Mission and Vision in Groups

AHS.34 – Strategic Thinking and Planning

AHS.42 – Responsible Citizenship

AHS.44 – Organizational Planning

AHS.47 – Creating Engaging Chapter Meetings



Order of Business Sort Packet

Directions to instructor: Cut out each bulleted item, mix up, and secure with a paper clip. Create a sort packet for each student.

- Opening Ceremony
- Minutes of the Previous Meeting
- Officer Reports
 - President – executive committee meeting, appearances, etc.
 - Vice President – update on Program of Activities progress
 - Treasurer – financial report, budget update
 - Reporter – public relations update
 - Sentinel – equipment repairs, clean-up crew schedules, meeting set-up crews, etc.
 - Others
- Program (for example: guest speaker)
- Unfinished Business (a great opportunity for committees to meet)
- Committee Reports
- New Business
- Special Ceremonies (if any)
- Closing Ceremony
- Adjournment
- Entertainment, Recreation, Refreshments



Name: _____

Date: _____

Order of Business

Place each item in the order it should occur to create a meeting agenda.

1.

2.

3.

4.

5.

6.

7.

8.

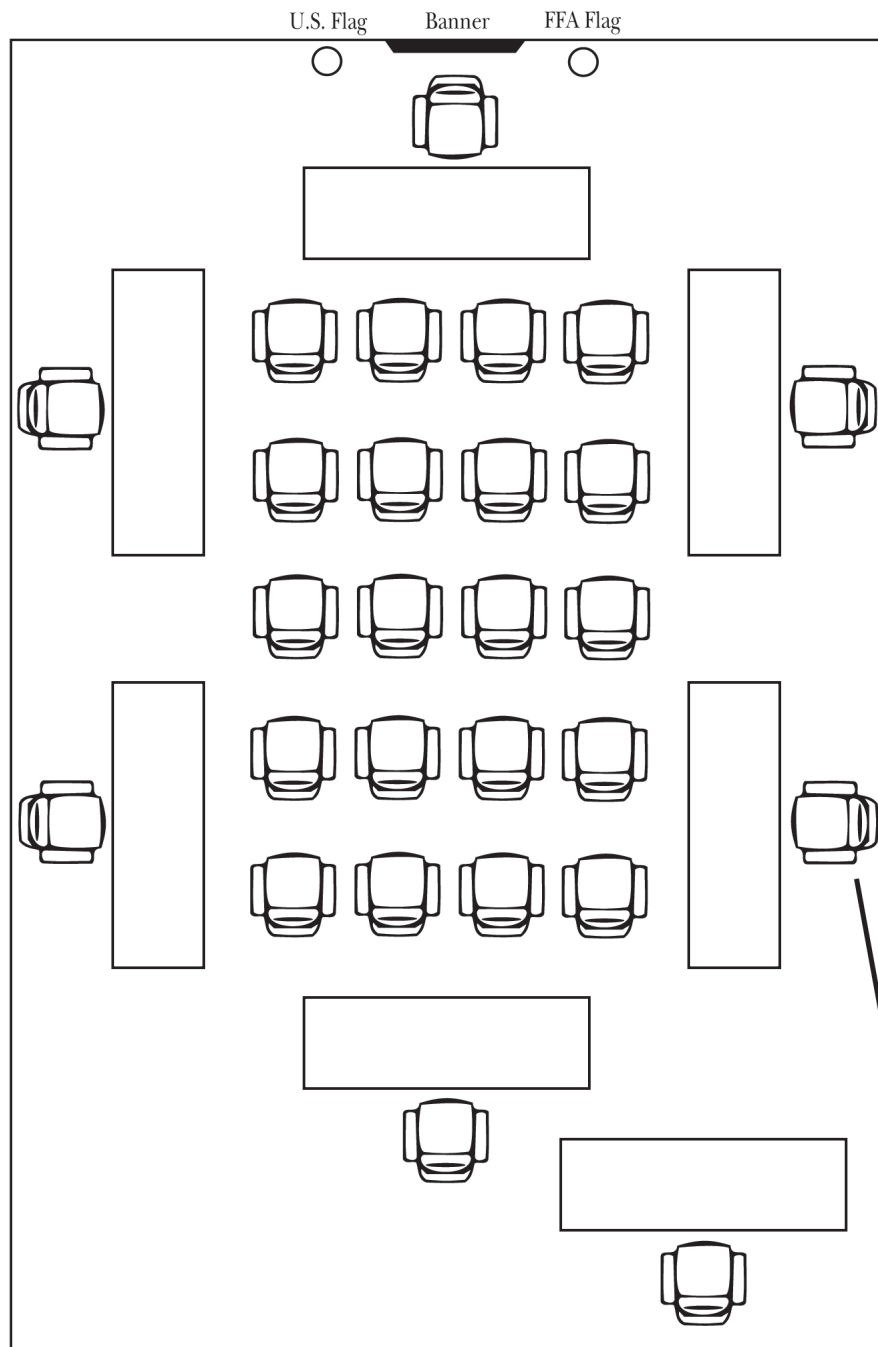
9.

10.

11.



Meeting Room Arrangement





Meet, Critique, but Be Discreet

Quick Reference:

Time Required:

15 minutes to introduce students to the activity; a two-hour commitment by students outside of class time; 30 minutes to discuss students' evaluation findings

Materials:

- ✓ Copies of RNH.10.1.AS.E – one per student

Teacher Preparation:

Consider local community organizations where students can carry out this activity. The instructor may wish to contact community groups to begin the process for students, or to provide students with a list of meeting times.

Purpose:

The purpose of this activity is to enhance meeting planning skills by observing and evaluating a community meeting.

Directions:

1. Announce to the class that as a way of enhancing their meeting skills, they have the opportunity to attend and evaluate a community meeting. Establish criteria for an appropriate meeting. Sample criteria may include:
 - a. The meeting must be of an organization with consistent meeting policies.
 - b. The meeting must provide an agenda or program.
 - c. Students need to contact the group's leaders prior to attending the meeting.
 - d. Students must provide their own transportation; encourage students to attend in small groups (in official dress or chapter t-shirt).
 - e. Students must have the meeting approved with the teacher before attending.
2. Brainstorm community meetings that would be appropriate (school board, city council, county commission/supervisors, agricultural organizations such as Farm Bureau, etc.).
 - a. Newspapers usually list upcoming meetings. Have students check for possibilities.
3. Distribute and review RNH.10.1.AS.E, "Community Meeting Observation."
4. Discuss appropriate observation behavior.



Meet, Critique, but Be Discreet

5. Have students role-play unexpected situations, such as being asked to introduce themselves at the meeting or being asked their opinion on an issue.
6. Set a due date near the end of the grading period.
7. At or near the due date, discuss the students' observations.
8. Discuss what types of modifications students can make to improve the FFA chapter's meetings.



Name: _____

Date: _____

Community Meeting Observation

Name of group or organization observed: _____

Date of meeting: _____ Location: _____

Starting time: _____ Ending time: _____

Attach a copy of the agenda or program.

1. Explain the items on the agenda/program and how the meeting was conducted.

2. Describe the role the members or leaders played during the meeting.



Community Meeting Observation

3. Describe the role you played in the meeting.

4. What leadership styles/activities did you observe? Describe the names and titles of people in leadership roles you observed, the leadership styles they demonstrated, and activities they led.



Community Meeting Observation

5. What did you learn from attending this meeting?

6. Describe how the meeting was run.

7. What suggestions do you have for improving this meeting?



National FFA Organization National Chapter Awards Chapter Quality Standards

Program Contact:
nationalchapter@ffa.org
317-802-4402

The National Chapter Award program recognizes chapter's development and the use of a written Program of Activities (POA) that addresses quality standards in three divisions.

Division I - Student Development

Includes personal and group activities that improve life skills and address quality standards in:

- **Leadership** activities that help the individual develop technical, human relations and decision-making skills to enhance personal growth.
- **Healthy lifestyle** activities that promote the well-being of students, mentally or physically, in achieving the positive evolution of the whole person.
- **Career Success** activities that promote student involvement and growth through agriculture related experience and/or entrepreneurship.
- **Scholarship** activities that develop a positive attitude toward lifelong learning experience.
- **Personal growth** activities are conducted that improve the identity and self-awareness of FFA members. These activities should reflect FFA members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to FFA members' life goals and development.

Division II - Chapter Development

Includes activities that encourage students to work together and address quality standards in:

- **Chapter recruitment** activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.
- **Financial** activities conducted to encourage thrift and good financial management among members through earnings, savings and investments.
- **Public relations** activities conducted to promote a positive image and inform students, parents, school officials and community about chapter and member accomplishments.
- **Cooperation** activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members.
- **Support group** activities conducted to develop and maintain positive relations among the FFA, parents, community leaders and industry.

Division III - Community Development

Includes cooperative activities with other groups that make the community a better place to live and work and address quality standards in:

- **Economic development** activities conducted to improve the economic welfare of the community.
- **Environmental** activities conducted to preserve the natural resources and develop more environmentally responsible individuals.
- **Human resources** activities conducted to improve the welfare and well-being of members and citizens of the community.
- **Citizenship** activities conducted to encourage members to become active, involved citizens of their school, community and country.
- **Agricultural promotion** activities are conducted to promote agriculture and/or agriculture education to help the public become better informed and understand the importance of agriculture in their daily life.



LESSON 11 • Perspectives on Leadership

Objectives:

Students will:

- define leadership and judgement and what role they play in the leadership process.
- brainstorm and identify leadership traits.
- recognize and identify leadership styles in others as well as in themselves.

Background:

A “**Leader**” is defined as “one who influences the behavior of others and helps them reach their common goals and objectives. The leader may direct or guide people into action with a resulting change or improvement in knowledge, skill, or attitude” (Ford & Blanchard, 1993).

Leadership can be defined as “a process that assists an individual or group to identify goals and objectives and to achieve them.” **Outdoor leadership** means that “the setting and program focus are directly related to the natural or cultural environment” (Drury and Bonney, 1992).

What would you expect of an outdoor leader? Your list might include friendly, easy to get along with, both interested and excited about the program. The person should have a good basic understanding of the terrain, the weather, and the potential hazards of the activity. The leader should be aware and concerned about environmental issues and should role model and teach “Leave No Trace” practices. The leader should understand basic psychological and physical needs. A high level of knowledge, skill, and experience in the activity is needed. Knowledge and experience with backcountry first aid and search and rescue are appropriate skills for a leader. The leader should also be able to assume responsibility for all aspects of the trip including: navigating, preparing meals, putting up the tent, personal sanitation practices, and ability to teach and guide others in mastering these responsibilities. It is the leader’s responsibility to be aware of current changes in the pursued activity. Another important consideration is the leader’s willingness and ability to control and lead (or teach) the group adequately.

The following activities provide opportunities for students to begin thinking about what qualities and traits are important for people in outdoor leadership roles. They will be given a scenario where they are engaged in learning a new and challenging sport and asked what they would expect of their leader. Activity 4 provides a post-field trip exercise in applying critical thinking and analysis skills where students are evaluating leadership traits and qualities in their group that surfaced on the field trip.



Activity 1: Qualities of an Outdoor Leader

Materials:

- chalkboard or flip chart
- markers and tape
- student handout: “Leadership Qualities and Traits”

Duration: 1 class period

Location: classroom

Procedure:

1. Divide the class into small working groups. Ask each group to select a recorder and a presenter. Assign groups the following task: think of people in leadership roles locally, regionally, nationally, and/or internationally. These leaders can be contemporary or historical. Brainstorm a list of 20 leadership traits or qualities you think are important. After generating the list, number them in order of importance.
2. Reassemble for a large group discussion. Ask the presenter from each group to present the top 10 traits from their list.
3. After each group has reported the top ten traits, refine the list to reflect a 20-item master list. Now pose the question, would you select the same traits and qualities for an outdoor leader of a Wilderness expedition? Would the list change? As a large group, generate a master list of the top five traits and qualities. Now prioritize the items on the list. Post the list in the classroom.
4. Present students with the student handout “Leadership Qualities and Traits.” Generate discussion on how this list compares with the student generated list. Are the lists similar or very different? Why?

Activity 2: Developing GOOD Judgement

Materials:

- student handout: “Developing GOOD Judgement,” pages 167-168.

Duration: 1 class period

Location: classroom

Procedure:

1. Ask students to read the handout “Developing GOOD Judgement.”

SOCIAL STUDIES

Leadership Skills



2. Conduct a group discussion after students complete the reading assignment. Ask them to assume they are expedition leaders responsible for the safety and instruction of a student group.

Discussion Questions:

A. Leadership on a backcountry trip in wildlands involves some of the same factors as an expedition to a high peak in the Himalayas. What are the characteristics of your role as leader?

Possible responses: • teaching skills • logistics • safety • communications

B. You feel a close connection to the land and want your students to adopt a Leave No Trace ethic. How can you convey to them the desire to have a minimum impact?

Possible response:

- affective learning—experiencing the emotion

C. You would like to encourage students to develop good judgement. You have taught them the skills they need. What can you do next?

Possible responses:

- Have them practice skills with you observing and giving them feedback. Present them with real situations where they use their skills to make decisions.

Examples of situations that can help develop judgement:

- Selecting a Leave No Trace campsite
- Planning a route for the day and estimating the time frame for that trip
- Finding a safe river crossing
- Dealing with a simulated first aid situation (make sure students understand it is a simulation and not real)

Realistic situations could include:

- sprained ankle
- headache, nausea, dizziness
- cut
- approaching lightning
- unconscious person

D. You would like to develop a sense of unity and cohesion among your students. What can you do to foster this?

Possible responses:

- Gather the group together in the morning before leaving camp and in the evening after arriving in camp.
- Play games together.
- Share stories.
- Do activities that build trust, both by sharing ideas and feelings in a noncompetitive environment and by doing activities demanding physical trust.



Activity 2: Developing Judgement

STUDENT HANDOUT • Developing GOOD Judgement

Sue Giller's thoughts on leading the all-women's Ama Dablam Expedition, 1982, as reflected in a series of letters to her friend Molly, published as the essay, *Post Card* in the anthology *Rock and Roses*.

"Indeed, I never really comprehended beforehand how much being the expedition leader would affect my participation in the climb. Certainly on my last two trips to the Himalaya I saw two distinctly different styles of leadership. I was often critical of how certain things were handled, and I thought of how I might handle those situations myself (better, of course). Now that I personally feel the burden of leadership, I begin to see how it changes the perspective of the leader about what is taking place on the trip. I am no longer just "one of the gang" but an embodiment of some unnamed and unearned "authority", both within the group and to the Sherpas and the Nepalese government. I can no longer act only on my own desires. There is something here much bigger than me.

"I thought my job would largely entail logistics—all those detailed lists of equipment and food, budget projections, and timetables for the movement of people and material on the mountain. Yet I never predicted how all-consuming this attention to logistics would become. I now feel like a mobile computer whose main function is to see that the correct load is at the correct camp in proper time to be used by camps above.

"Because of my self-imposed perceptions of 'leadership' and 'the role of the leader,' I find myself experiencing this trip in a totally different way from any of my other big expeditions.

"The other day, Lucy and I were making a carry from camp I to camp II and we ended up traveling together. We talked about a lot of things, including the difficulty of the route, the best way to rig the fixed lines, how everyone was feeling about the food and each other, and what Lucy felt about the climb and the others. Normally, as a team member, I would just voice my own opinions, enjoy the time as a good gossip session, and not really think about the comments other than how they applied to me personally. This time, however, I found myself analyzing every comment, searching for insight into how team members were feeling. I kept wondering: how does this affect the group overall? Should I worry about so-and-so not liking someone else? What can I do about it? Are these comments signs of unhappiness and discontent with the operations of the trip or just normal grouching? How will all of this affect the achievement of the summit, our success as an expedition? Will Lucy take what I say as just a comment from a fellow climber, or will it be 'The Leader' speaking? We were no longer just two friends talking.

"I am extremely concerned with maintaining the elan on the team—its spirit and unity as a force helping us work together for the summit. As one of the climbers on other trips, I also worried

(Continued on next page)

SOCIAL STUDIES

Leadership Skills



continued:

about the sense of unity within the team, but I usually felt it was not my 'job' to try to maintain this unity, other than during my own one-to-one interactions with the other climbers. I am not the world's most communicative person, but I feel that the answer to resolving intergroup problems lies in open communications. It is the role of the leader to expedite discussions and to help relieve tensions by serving as a channel for the exchange of feelings among people."

Sue's comments here illustrate the different demands on the leader of a group. The climb of Ama Dablam was successful—all eight women made it to the top without the help of sherpas and no one was hurt. There was relatively little conflict between climbers and the weather was threatening, but not stormy.



Activity 3: Leadership Traits

Materials:

- student handout: “Leadership Qualities and Traits,” page 171.

Duration: 1 class period

Location: classroom

Procedure:

1. This activity is best done after a field experience. If you are using lessons from the FIELD EXPERIENCE strand, this activity will compliment those lessons.
2. Before the activity, make two lists of leadership traits and personal qualities observed during the trip. Pick out at least one positive and one negative quality for each participant.
3. Divide the group in two and give each group a list of observed traits of the other group.
4. Split the groups up for a predetermined length of time (30-45 minutes) to do the next two tasks (#5 and #6).
5. Ask each group to match one of the traits with a member of the other group and give an example when the group member exhibited the quality in a positive way.
6. Ask each group to review the traits on their list and discuss which traits were exhibited during the trip.
7. Bring the groups back together to discuss what positive traits they found in the other group and what negative traits were offered within their own group.
8. Wrap up the discussion with an emphasis on:
 - a. The importance of observing leaders and working on improving ourselves
 - b. The importance of self-analysis
 - c. We all have both positive and negative traits

Credit:

The Backcountry Classroom, Lesson Plans for Teaching in the Wilderness, Jack K. Drury and Bruce F. Bonney

Evaluation / Follow-up / Extension

- Ask students to select an outdoor leader, either contemporary or historic to conduct research on. Prepare a research paper describing the adventure, expedition, or outdoor pursuit, the inherent risks and challenges, and traits and qualities the leader possessed. Students will also present this information to the class using props and other teaching aids.

SOCIAL STUDIES

Leadership Skills



Career Options:

- instructor for NOLS, Outward Bound, or other outdoor experience, expedition leader, environmental educator, Wilderness ranger.

References:

- *Leadership and Administration of Outdoor Pursuits*, Phyllis Ford and Jim Blanchard.
- *The Backcountry Classroom, Lesson Plans for Teaching in the Wilderness*, Jack K. Drury and Bruce F. Bonney.



Activity 3: Leadership Traits

STUDENT HANDOUT

Leadership Qualities and Traits

Personal Qualities: poise, cooperative attitude, self-discipline, tolerance, patience, concern for others, neat appearance, physical fitness, dependability, willingness to learn, communication skills, integrity, promptness, self-confidence, enthusiasm and initiative.

Leadership Traits: Qualities recognized as desirable in a leader:

- Achieves objectives
- Understands participants' needs
- Gets along with participants
- Is resourceful
- Gains confidence of participants
- Has the ability to analyze problems
- Is adaptable to situations
- Has the ability to arouse and develop interest
- Leads without dominating
- Has the ability to handle disciplinary problems
- Has the ability to inspire others
- Has the ability to lead informally
- Encourages participant leadership
- Has the ability to plan and organize
- Observes rules and regulations
- Takes proper care of equipment and property
- Uses time effectively
- Is safety conscious, but permits freedom of adventure
- Has the ability to serve as a role model

Credit:

The Backcountry Classroom, Lesson Plans for Teaching in the Wilderness, Jack K. Drury and Bruce F. Bonney.



Teacher Checklist for Planning Field Experience

NOTE TO THE TEACHER/OUTDOOR LEADER:

Listed below is a series of questions you can review before teaching the lessons. Careful planning for a successful field experience is essential for student safety and a positive outcome.

- Is the special project relevant to the discipline objectives of the class/program?
- How does the project fit into the curriculum? Have the expected learner outcomes from accomplishing the project been established?
- What are the interdisciplinary connections?
- Is the project relevant to the students' personal experiences?
- Is the project student-driven?
- Will student motivation and ownership be generated by undertaking the special project?
- Do students possess the cognitive and skill levels necessary for accomplishing the project?
- Will the project include a diversity of learning techniques?
- Have the means of student evaluation been determined?
- Are there any legal considerations or potential insurance problems?
- Will students need to leave the school grounds to complete their special project?
- What special arrangements will need to be made? (Transportation, special passes, parental permission, guest lecturers, special facilities/space, use of special equipment such as computers or telephone, volunteers, chaperones, etc.)
- Has the time frame for the special project been outlined? (When will the students work on their special project? Will students need time outside of class?)
- Will any publicity need to be generated for the special project? If so, have the means to publicize the project been determined?
- In the case of long-term projects, who will be responsible for sustaining the project after the original participants have left?
- Have you contacted the appropriate administrative organization? What special restrictions apply? Are they available to make a presentation to the group?

5 Degrees Quiz

1. The first degree a member can earn is the
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

2. In order to obtain the _____ degree a member must earn \$150 from an SAEP.
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

3. A member must have at least one year of ag class to qualify for the _____ degree.
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

4. The highest degree that a member can earn is the
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

5. A member must have at least 2 years of ag classes to qualify for the
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

6. Which degree can only be earned after you complete high school?
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

7. In order to receive the _____ degree you must demonstrate 5 parliamentary abilities.

- a. Discovery
- b. Greenhand
- c. Chapter
- d. State
- e. American

8. In order to receive the _____ degree you must have earned \$1000 in your SAEP

- a. Discovery
- b. Greenhand
- c. Chapter
- d. State
- e. American

9. In order to receive the _____ degree you must have earned \$7500 in your SAEP.

- a. Discovery
- b. Greenhand
- c. Chapter
- d. State
- e. American

10. After participating in 5 activities above the chapter level you may qualify for the

- a. Discovery
- b. Greenhand
- c. Chapter
- d. State
- e. American

11. To receive the _____ degree you must have had a “c” average in high school.

- a. Discovery
- b. Greenhand
- c. Chapter
- d. State
- e. American

12. You must understand the FFA Code of Ethics before you may earn the

- a. a. Discovery
- b. Greenhand
- c. Chapter
- d. State
- e. American

13. You must have taken at least 3 years of ag before qualifying for the
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

14. After participating in one FFA activity, a member may qualify for the
 - a. Discovery
 - b. Greenhand
 - c. Chapter
 - d. State
 - e. American

FFA DISCOVERY DEGREE APPLICATION



As you complete each of the following requirements for the FFA Discovery Degree, place a check in the box and write the date on the line to the right.

Name: _____ **Date Submitted:** _____

Chapter Name: _____

Date Due: _____

<u>Requirement</u>	<u>Date Completed</u>
<input type="checkbox"/> I am, have been [or will be] enrolled in an Agricultural class for at least a portion of the school year while in grade 7 or 8. _____ <div style="text-align: center; margin-left: 200px;">List Class Name</div>	_____
<input type="checkbox"/> I have paid FFA dues to be a member at the local, State and national levels. (date paid) _____	_____
<input type="checkbox"/> I have participated in at least one local FFA chapter activity Outside of scheduled class time. _____ <div style="text-align: center; margin-left: 150px;">List Activity</div>	_____
<input type="checkbox"/> I have knowledge of agriculture-related career, ownership and entrepreneurial opportunities. _____	_____
<input type="checkbox"/> I am familiar with the local FFA chapter Program of Activities _____	_____

Having met these requirements, I hereby submit this application for the FFA Discovery Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

The FFA Discovery Degree will be awarded on _____

GREENHAND FFA DEGREE APPLICATION



As you complete each of the following requirements for the Greenhand FFA Degree, place a check in the box and write the date on the line to the right.

Name: _____ **Date Submitted:** _____

Chapter Name: _____

Date Due: _____

<u>Requirement</u>		<u>Date Completed</u>
<input type="checkbox"/> I am enrolled in an agricultural class	_____	_____
	List Class	
<input type="checkbox"/> I have satisfactory plans for a supervised agricultural experience Program (SAE). <u>Attach SAE plan</u>		_____
<input type="checkbox"/> I have learned and explained the FFA motto.		_____
<input type="checkbox"/> I have learned and explained the FFA salute.		_____
<input type="checkbox"/> I have learned and explained the FFA creed.		_____
<input type="checkbox"/> I have described and explained the meaning of the FFA emblem and colors.		_____
<input type="checkbox"/> I understand and have explained the FFA Code of Ethics And proper use of the FFA jacket.		_____
<input type="checkbox"/> I have demonstrated an understanding of the organization's History, the chapter constitution and bylaws, and the chapter Program of Activities.		_____
<input type="checkbox"/> I own or have access to the <i>Official FFA Manual</i> or the <i>FFA Student Handbook</i> .		_____

Having met these requirements, I hereby submit this application for the Greenhand FFA Degree.

Member's Signature

Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Greenhand Degree.

Chapter Leader's Signature

Date

FFA Advisor's Signature

Date

The Greenhand FFA Degree will be awarded on _____

CHAPTER FFA DEGREE APPLICATION



As you complete each of the following requirements for the Chapter FFA Degree, place a check in the box and write the date on the line to the right.

Name: _____ **Date Submitted:** _____

Chapter Name: _____

Date Due: _____

<u>Requirement</u>	<u>Date Completed</u>
<input type="checkbox"/> I hold the Greenhand FFA Degree and have completed Two semesters of agricultural course work.	_____
<input type="checkbox"/> I have a satisfactory SAE program in operation. <i>Attach a description of your SAE program.</i>	_____
<input type="checkbox"/> I have earned and productively invested \$150 or worked at Least 45 unpaid hours outside of class time in an SAE program. <i>Attach SAE records that illustrate this achievement.</i>	_____
<input type="checkbox"/> I have effectively led a group discussion for 15 minutes. When: _____ Topic: _____	_____
<input type="checkbox"/> I have demonstrated five procedures of parliamentary law. List 5 procedures below:	_____
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
<input type="checkbox"/> I have performed 10 community service hours Activity performed: _____	
<input type="checkbox"/> I have shown progress toward individual achievement in the FFA Award program. (List Awards Below):	
<input type="checkbox"/> I have a satisfactory scholastic record (List Award GPA) _____	

Having met these requirements, I hereby submit this application for the Chapter FFA Degree.

Member's Signature _____
Date

FOR CHAPTER USE

I/We have reviewed this application and certify that the candidate has met the requirements and will be awarded the FFA Chapter Degree.

Chapter Leader's Signature _____
Date

FFA Advisor's Signature _____
Date

The FFA Chapter Degree will be awarded on _____



Name of Candidate _____

Chapter: _____

STATE DEGREE CHECK LIST – Idaho

Applicant must meet 80% - 9 of 11 of the requirements below

CRITERIA	APPLICANT VERIFICATION	DISTRICT SIFTING
RECORD BOOK REVIEW – (the following are review sections related to the AET Complete Record Book Report, (printed by students in the AET program reports section & select complete record book report in FFA Award Section). Degree candidates may also present online record books for sifting purposes. Select agreement to each of the following statements.		
I. INVENTORIES		
1. Do expenses and current inventory values relate to appropriate project values? <i>(Section F – for each project)</i>	Yes or No	Yes or No
2. Does current inventory of SAE projects not complete in the evaluation year carryover from previous year at ending value? <i>(Section F – for each SAE to review values beginning to ending next year)</i>	Yes or No	Yes or No
II. BALANCE SHEET		
3. Does a cost value of non-current assets and depreciation selected illustrate appropriate values <i>(Section H – non-current assets and depreciation)</i> ? Also, does the balance sheet reflect accurate cash values and appropriate non-current inventory assets and loans <i>(Section I – review sections of balance sheet)</i> ?	Yes or No	Yes or No
III. BUDGETS		
4. Does the budgeting sheets reflect applicable values and descriptions of applicable projects <i>(See section F prior to each SAE)</i>	Yes or No	Yes or No
IV. SAE AGREEMENTS / PLAN		
5. Does the agreement / plan for each SAE reflect appropriate descriptions and have validated signature <i>(See section F prior to each SAE)</i>	Yes or No	Yes or No
V. SAE JOURNAL		
6. SAE Related journals such as caring for projects, time invested, animal births/deaths, and other records of the experience are recorded. <i>(Section F – Journal entries related to SAE)</i>	Yes or No	Yes or No
VI. ADDITIONAL CRITERIA		
7. Are records of expenses reasonable to the project? <i>(Section F – Income and Expense Detail)</i>	Yes or No	Yes or No
8. Are values of income / expenses reasonable to the project? <i>(Section F – Income and Expense Detail)</i>	Yes or No	Yes or No
9. Does timing of income and expenses represent appropriate time periods? <i>(Section F – Income and Expense Detail)</i>	Yes or No	Yes or No
10. Does the student’s class journals represent reasonable representation of class learning <i>(Section B. – Class related journal entries)</i>	Yes or No	Yes or No
11. Does the student’s FFA activity journals represent reasonable representation of appropriate activities <i>(Section C,D and E – Journal pages)</i>	Yes or No	Yes or No

Agreed by- _____
Student Name_____
Student Signature

Date _____

Checked by- _____
Teacher Name_____
Teacher Signature

Date _____

Checked by- _____
Evaluator Name_____
Evaluator Signature

Date _____

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 3: Leadership Skills Development

Unit Objectives:

1. Demonstrate skills necessary to be an officer in organizations
2. Demonstrate skills in meeting and/or introducing others
3. Demonstrate proper skills in presenting a good self image to the public
4. Demonstrate communication skills using telephones, letter, memos, and verbal conversation
5. Demonstrate skills necessary to work on committees effectively and efficiently
6. Evaluate characteristics of a good citizen
7. Participate in community service project

Communication/Speech Standard(s) Met:

- Standard 6.1.1

Power Points

- Leadership
- Officer Duties
- First Impressions Part 1 & 2
- Life Knowledge HS 50
- Life Knowledge HS 55
- Planning & Implementing a Service Project

Student Handout

- How to Interact with Different Personalities
- Introductions Part 1 & 2
- Meeting New People
- Self Image Questionnaire
- Working in Committees
- Citizenship

Evaluation

- Citizenship Quiz (Included in LP)

Interest Approach

- Brainstorm with students a list of people that they believe to be good leaders. Discuss with them the qualities that these people possess.

Teaching Content

- Review lesson plan on Citizenship
- Review lesson plan on communicating
- Review handouts on working in committees and interacting with different personalities
- Show the power points over several days

- Use the Self Image Questionnaire to begin a discussion on developing a positive self image

Student Activities

- Students should practice shaking hands
- Students should practice introducing themselves to others and groups
- Complete Student Questionnaire
- Have a class discussion on what a good citizen is (reference Citizenship LP)
- Reference Communication Lesson Plan for further activities
- Discuss the importance of first impressions and how to make a first impression

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Three - Leadership Skill Development

Table of Contents

- 3.00 Unit Three Unit Plan
- 3.01 Leadership Presentation (PowerPoint)
- 3.01 Officer Duties (PowerPoint)
- 3.02 First Impressions Part 1 (PowerPoint)
- 3.02 First Impressions Part 2 (PowerPoint)
- 3.02 How to Interact With Different Personalities
- 3.02 Introductions Part 1
- 3.02 Introductions Part 2
- 3.02 Meeting People
- 3.03 Self Image
- 3.04 Communicating with Customers (PowerPoint)
- 3.04 The Communication Process (PowerPoint)
- 3.04 Life Knowledge Communication Curriculum
- 3.05 Working in Committees
- 3.06 Citizenship
- 3.07 Planning and Implementing a Service Project (PowerPoint)

How to Interact with Different Personalities

Sanguine/Talkers

As Students: Like competition; love: games and hands-on activities, change of pace, variety, contests; struggle with: routine and structure; Impulsive, physical, competitive

As Friends: Like spontaneity, not planning, like to excite their friends and dates with new and different activities and places to go

As Family: Need plenty of space and freedom. Want everyone to have fun. Difficulty following rules.

If dealing with Talkers:

- Support their opinions

- Be fast moving

- Avoid conflict and arguments

- Compliment them

- Appreciate their cleverness and spontaneity

- Focus on their behavior and performance not the finished product

- Recognize their impact

Choleric/Achievers

As Students: Like structure and content clearly defined, want to know when they are on the right track, strong sense of right and wrong, share in responsibilities of classroom, like rules, thrive on routine

As Friends: Like planning ahead of time; like friends to be loyal, dependable, and on time

As Family: Enjoy tradition and celebrations; like to spend holidays with family; stability and security important

If dealing with Achievers:

- Support their goals and objectives

- Recognize their ideas rather than them

- Be precise, efficient, well organized

- Provide clearly described options

- Argue on facts not feelings

Melancholy/Thinkers

As Students: Prefer to work independently; like new ideas and concepts and interpreting them; need immediate challenge; logical, theoretical, and curious

As Friends: Seem cool and without emotion, do not want complex relationships, talking about their emotions causes doubt

As Family: Often seen as a loner because they like time to themselves; sometimes find family activity boring, have trouble following rules that don't make sense to them

If dealing with Thinkers:

Be thorough and well prepared

Compliment them on their efficiency, thought process, and organization

Demonstrate through actions rather than words

List advantages and disadvantages of a plan

Recognize the value and usefulness of their work

Only give deserved positive feedback

Acknowledge their ability to complete tasks independently

Avoid fake hoopla

Phlegmatic/Affiliators

As Students: Want to know their teacher really cares about them; like genuine human feedback; like cooperation, turn off if conflicts arise; like working in groups; sensitive to rejection; need to feel valued

As Friends: look for perfect love; enjoy writing notes; love romance; one on one talks

As Family: Like to be happy and loving; sensitive to family conflicts; need frequent reassurance and sharing of feelings

If dealing with Affiliators:

Be warm and sincere

Show personal interest

Assume they will take everything personally

Allow them time to develop trust in you

Listen actively

Discuss personal feelings

Demonstrate that you understand how they feel

Frequently acknowledge their unique personal characteristics

Interview questions

Please complete the following questions. Be sure to be as detailed as possible. This will become information for a future assignment.

Name:

Address:

Phone Number:

Year in School:

Describe your parents or guardians.

Tell about your family:

Where were you born? Where have you lived? Please list and explain

Where have you traveled?

Explain your three favorite trips. Tell about them.

List your classes this semester:

Explain what you like the best about school:

Explain what you like the least about school:

What are your hobbies?

Explain your greatest accomplishment.

Describe your best friend.

Tell me about you favorite teacher.

Explain you favorite pet.

What are your three most important future goals? Be specific.

In your opinion, what are three most important qualities a person can have? Please give examples....

Introductions

Collegiate years, with their abundance of social activities, afford the opportunity to meet an extraordinary number and variety of people. It is very important to know how to make introductions correctly and with ease.

The rules are not as stringent as they once were, but the following general rules should be used:

- men are introduced TO women
- a younger person TO an older person
- a peer in another group TO a peer in your group
- a non-official person TO a person with a title or an office

Remembering names is important! Concentrate. First and last names should always be used in an introduction. After meeting someone in a business situation or someone older, use his or her last name until asked to do otherwise. If one can't remember a name, she should just say so. Everyone understands an occasional lapse.

Professional Introductions

Introducing people is one of the most important acts in business and social life, yet many make introductions in a haphazard way. Here are some techniques to give you the edge when making introductions:

- Stand Up
- Smile
- Always Shake Hands, and Firmly
- Make Eye Contact
- Repeat the Other Person's Name

How to introduce a customer to your supervisor:

Look at and say the customer's name first. Then look at your supervisor and say her/his name. Example: "Mary Comfort Leonard, I would like you to meet our department manager, Hannah Smith."

How to introduce your supervisor to a job candidate:

Look at and say your supervisor's name first. Then look at the job candidate and say her/his name. Example: "Eva Marie Dodd, I would like you to meet Hannah Smith, who is a recent alumni of the University."

Mention something that is of **mutual interest**. Example: "Ms. Anna Boyd Ellington, our company president, is also a Delta Gamma."

Seven Most Commonly Made Business Introduction Faux Pas

- Wearing your nametag on the left rather than the right side.
- Remaining seated rather than standing when someone approaches you.
- Not repeating the name of the person you have just met and using it at least once during the conversation.
- For Men: shaking women's "fingers", rather than her hand.
- For Women: giving a "dead fish" handshake, rather than one that is firm. And not shaking hands with business associates you meet outside a business setting – shopping malls, grocery stores – as you would during a business session.

- Not giving your business card after an exchange of rapport.
- Business introductions not being based on rank rather than on gender.

III. Meeting People

When meeting people both your *nonverbal* and *verbal* behavior help to define your social skills. Using effective handshakes, good eye contact, and making the proper introductions show proper etiquette.

A. Handshakes are vital in social situations.

1. Develop a comfortable handshake and keep it consistent.
2. Handshakes should be firm, but not bone crushing or too soft.
3. Make a solid connection of the web skin between the thumb and forefinger.
4. The host or person with the most authority usually initiates the handshake.

B. Eye contact is another critical factor when meeting people.

1. Eye contact increases trust.
2. It shows confidence and good interpersonal skills.
3. Eye contact shows respect for the person and business situation.

C. Proper introductions help to establish *rapport* when meeting people.

1. Authority defines whose name is said first. **Say the name of the most important person first** and then the name of the person being introduced.
2. Introduce people in the following order:
 1. younger to older
 2. non-official to official
 3. junior executive to senior executive
 4. colleague to customer
 5. untitled person to a titled person
 6. man to a woman in an informal, non-professional setting
 7. If same rank introduce one you know less to the one you know better
3. Keep the introduction basic.
4. Remember names for future reference
 1. repeat the person's name "Nice to meet you, Dr. Jones." Try to use the name at least one other time in the conversation
 2. repeat the name in silently in your head
 3. remember something interesting or unique about the person
5. Provide some information about the people you are introducing to clarify your relationship with that person and to help start conversations
6. Use first and last names. Do not use first names in the following situations unless asked to do so:
 1. To a superior in one's business
 2. To a business client or customer
 3. To a person of higher rank
 4. To an older person
7. If you forget someone's name, apologize briefly and wait for the persons involved to volunteer their names. If you can tell the person your with has forgotten someone's name, tactfully introduce yourself and ask the other person for their name to save your acquaintance any embarrassment.

How to introduce your supervisor to a job candidate:

Look at and say your supervisor's name first. Then look at the job candidate and say her/his name.

Example: "Ms. Dodd, I would like you to meet Tracy Carter, who is a recent alumni of the University."

Mention something that is of **mutual interest**. Example: "Ms. Dodd, is our company president and also a Delta Gamma."

How to introduce your parents to a friend (less formal, but still use first and last names):

Address your parents first. Example: "Mom and Dad, this my friend Dan McKenzie. Dan these are my parents Karen and Tom Jones." "Dan is on the track team with me."

DEVELOPING SELF ESTEEM AND A POSITIVE ATTITUDE



SOAR Program
2003

WHAT IS SELF ESTEEM?

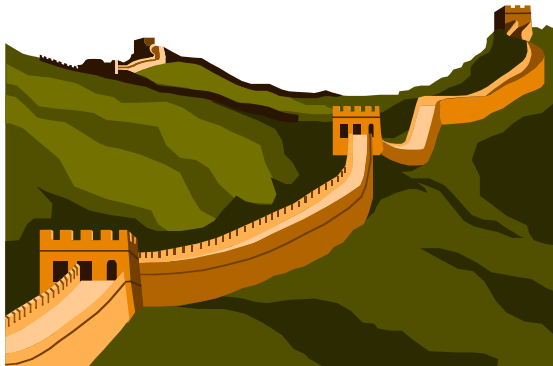
Self esteem is a state of mind. It is the way you think and feel about yourself. Having high self esteem means having feelings of confidence, worthiness and positive regard for yourself. People with high self esteem feel good about themselves. They feel a sense of belonging and security. They respect themselves and appreciate others. They tend to be successful in life because they feel confident in taking on challenges and risking failure to achieve what they want. They have more energy for positive pursuits because their energy is not wasted on negative emotions, feelings of inferiority or working hard to take care of or please others at the expense of their own self-care.

The amount of self esteem you have depends on many factors -- how you were raised, parental attitudes, life experiences, etc. Sometimes people lose self esteem and feel bad about themselves because of failures or disappointments in life, or because of the way others in their lives have treated them. It is important to know that self-esteem can be gained at any time in life. Ideally, it happens in childhood; realistically, most people have to cultivate it later in life.

Why develop Self Esteem?

The rewards of developing self esteem include **being able to take risks, having positive relationships, not being held back by fears and insecurities, pursuing your dreams and desires, making good choices and reaching your goals.**

This module will give you practical methods to change the negative thoughts and behaviors that foster low self esteem and replace them with positive ones that build self esteem. **Be sure to do all the exercises and d Discuss them with your counselor.**



Feeling good about yourself is not a luxury; it is an absolute necessity!

WHAT CAUSES LOW SELF ESTEEM?

It is believed that low self esteem is caused, in part, **by negative emotional responses**. Criticism, teasing, punishment and abuse, poverty, economic deprivation, failure in school and many other factors affect our feelings of self-worth. Even race, religion, the media, culture and sex have an influence on how we feel about ourselves.

When negative thoughts and feelings take root early in life, they can become powerful thought patterns that form **habits of thinking**. Before long, we begin to think in ways that limit our growth and self-development. We begin to doubt ourselves and feel dissatisfied. We become afraid to accept challenges and feel unworthy, even when we do accomplish important things. The deeper these thought patterns take root, the lower our self esteem falls, until we cannot envision what it is like to feel good about ourselves.

YOUR SELF ESTEEM INVENTORY

Complete the following inventory, noting the areas in which your self esteem is strong and those that need strengthening.

Words or Phrases that describe you in the following life areas:

Education _____

Work _____

Friends _____

Family _____

Physical Self _____

Emotional Self _____

Strengths/Talents _____

Partner/Mate _____

Spiritual Self _____

Personality _____

Major Sources of
Self Esteem _____

Self Esteem Questionnaire

1. What type of atmosphere/environment were you raised in: positive, negative, perfect, or “contradictory?” Describe it.
2. What are some things you value about yourself?
3. Do you like yourself most of the time?
4. When do you feel best about yourself? Most fulfilled?
5. When do you feel “down” on yourself?
6. Choose an example from your life that fits a positive self esteem description. Recall in detail your thoughts, feelings and behaviors.
7. Now choose a situation from your life that fits a negative self-esteem description. Recall in detail your thoughts, feelings and behaviors.

Do you notice any change in your energy level, emotions, and bodily reactions when you think of the more positive situation? Describe this.

Exercise: Personal Self Esteem Evaluation

The following exercise allows you to evaluate your self esteem using this scale:

- 5 = Always**
- 4 = Most of the time**
- 3 = Sometimes**
- 2 = Rarely**
- 1 = Never**

- ___ 1. I feel successful in my present work/school activities.
- ___ 2. I feel satisfied with my present work/school path.
- ___ 3. I consider myself to be a risk taker.
- ___ 4. I feel that continuing my education is important.
- ___ 5. I consciously look for the good in others.
- ___ 6. I can do most everything I put my mind to.
- ___ 7. I am comfortable in new social situations.
- ___ 8. I appreciate compliments from others.
- ___ 9. I feel comfortable speaking in front of others.
- ___ 10. I enjoy telling others of my success.
- ___ 11. I am an optimistic person.
- ___ 12. I am goal-oriented.
- ___ 13. I am comfortable making decisions.
- ___ 14. I am in good physical condition.
- ___ 15. I am respected by others for who I am.
- ___ 16. I project a positive self-image.
- ___ 17. I am an active listener.
- ___ 18. I like being responsible for projects.
- ___ 19. I enjoy controversial discussions.
- ___ 20. I find obstacles challenging.
- ___ 21. I am able to ask for help without feeling guilty.
- ___ 22. I can laugh at my own mistakes.
- ___ 23. I am responsible for my thoughts and actions.
- ___ 24. I am direct when I voice my feelings.
- ___ 25. I am leading a balanced life.
- ___ 26. I am an enthusiastic person.
- ___ 27. I use eye contact when talking to others.
- ___ 28. I genuinely like myself for who I am.
- ___ 29. I take criticism well and learn from it.
- ___ 30. I exercise regularly and eat a balanced diet.

Add up your points and put the total here: _____

You score indicates:

- 120 - 150 = Very high self esteem
- 90 - 119 = Moderately high self esteem
- 60 - 89 = Average self esteem
- 31 - 59 = Moderately low self esteem
- 0 - 30 = Low self esteem

DISGUISED LOW SELF ESTEEM

Self esteem is sometimes hidden by other behaviors used to **compensate** for the deeper-rooted, more painful feelings we wish to avoid. Psychologists tell us that low self esteem often masks itself under a **false front of superiority, perfectionism, over-confidence, “niceness” or “humbleness,” boastful or attention-seeking behavior, hyper-critical behavior or religious fanaticism.**

All of these behavior patterns are meant to shield us from the **underlying feelings of sadness, inferiority, self-hatred, fear or insecurity.** They allow us to "compensate" for these unacceptable or painful feelings by giving us a false sense of being "okay" or "right" or "better" than those around us.

Do you find yourself masking low self esteem with any of the behaviors mentioned above? _____
Describe certain behaviors you display that mask low self esteem:

PATTERNS OF LOW SELF ESTEEM

As you have learned so far, self esteem develops in childhood and forms patterns of thinking and behaving. These patterns tend to reinforce self esteem, whether low or high, and become habits. In some cases, these habits can be very destructive, causing us to feed and nurture feelings of low self esteem even when there are no reasons for it. In other words, things in our lives may have changed significantly since childhood, we may no longer be subject to the influences that contributed to our low self esteem, **yet we perpetuate it by our beliefs and behaviors.** We keep our self esteem low when we should be striving to raise it. How does this happen?

Low self esteem is perpetuated by our behaviors, thoughts and actions. Read the following list and check those items that you think contribute to your low self esteem:

- A lack of faith, both in myself, other people and the world around me.
- A lack of purpose or meaning in my life.
- A lack of goals to motivate and guide me.
- Dependence on others for a sense of importance or meaning in my life.
- Failing to accept responsibility for my life and well-being.
- Failing to recognize, appreciate and reward myself.
- Adhering to false concepts and assumptions about myself.
- Feelings of negativity toward myself and others.
- Failing to develop my abilities and talents.
- Comparing myself to others.
- Feeling I have to prove myself to others.
- Feeling a need to give in, please or agree with others to be accepted.
- Feeling I have to prove myself to others.
- Resisting, fretting or worrying about things I can do nothing about.
- Not allowing myself the freedom to make mistakes and fail.
- Not allowing myself freedom of self expression.
- Being impatient, harsh or demanding of myself.

Exercise: Who Am I?

This exercise will help you explore yourself. Think about each question before you write an answer, then write down whatever comes to mind.

1. Write three words that describe you:

2. How would you describe your self esteem at this time in your life?

3. What factors in your life have contributed to your self esteem?

4. What do you consider to be your greatest accomplishments in life?

5. How would your friends describe you?

6. What was the most positive message about yourself your parents gave you?

....the most negative message?

7. What do you like best about yourself?

8. Rate your level of self esteem by putting an "X" above your chosen response:

very low low average above average high



WHAT CAN YOU DO ABOUT YOUR SELF ESTEEM?

There are many ways you can begin to raise your self esteem by changing your thought patterns and behaviors. First it is important to identify one or two main areas you would like to work on. Don't be overzealous at the start, wanting to change everything at once. Remember, it took a life-time to become the person you are today. The following exercise will help you in setting goals for yourself and developing a plan of action.

Exercise: Put an "X" next to each item you would like to work on. In the column to the right, write down a goal you would like to reach pertaining to that item. Make sure the goal is realistic and attainable. It can be short-term (over the next few weeks) or long term (over the next few years).

What I want to work on:

My goal (what I want to achieve):

___ overall level of self esteem

___ positive mental attitude

___ physical exercise program

___ personal appearance

___ career focus/direction

___ social/interpersonal skills

___ assertiveness

___ decision-making

___ risk taking/overcoming fear

___ public speaking ability

___ professional skills

___ balanced school/personal life

___ listening skills

___ negotiation skills

___ other: _____

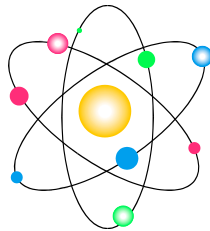
___ other: _____

After you have completed the above, if your list includes more than three things to work on, prioritize it. **Put a check mark beside the top THREE things you plan to start working on.** For each goal you checked, write an idea below for how you plan to reach it. If needed, ask your counselor to assist you.

Goal 1: _____
Your Plan: _____

Goal 2: _____
Your Plan: _____

Goal 3: _____
Your Plan: _____



LETTING GO OF NEGATIVE ATTITUDES

We all experience negative attitudes and feelings at different times. It is when those feelings persist and affect your way of thinking and reacting that problems arise. Low self esteem is accompanied by negative attitudes. Do any of the following "symptoms" apply to you?

- finding something wrong in every situation
- being pessimistic about outcomes
- being unhappy because your expectations were not met
- believing that things will go wrong
- being easily distracted by irritations
- being unpleasant to be around
- complaining and finding fault
- believing your attitude is a legitimate consequence of a negative situation
- believing that positive people are dreamers, Pollyanna's, or fools

Exercise: Now you will gain the experience of changing your negative attitudes and responses to positive ones. Following the example below, change these negative statements to positive ones.

Example:

<u>Negative</u>	<u>Positive</u>
<i>Nothing ever goes my way!</i>	<i>Sometimes things go my way; sometimes they don't.</i>

1. People aren't trustworthy. _____
2. You can't get good service these days. _____
3. I can't ever get ahead. _____
4. There's no justice in this world. _____

Add some of your own statements below:

5. _____
6. _____
7. _____

Exercise: CHANGING YOUR ATTITUDE

First, take inventory of what your attitudes are. You must be aware of them before you can take steps to change them. Briefly describe your attitude for each of the items below.

My attitude toward...

life: _____

job: _____

school: _____

friends: _____

the opposite sex: _____

family: _____

schoolmates/coworkers: _____

myself: _____

society: _____

Next, put a "*" beside the attitudes you would like to change. You may choose as many or as few as you would like, paying particular attention to those that are holding you back and preventing you from feeling good about any aspect of your life.

For each item you selected, write it below. Next to it, write what you would like your attitude to be.

I WOULD LIKE TO CHANGE MY ATTITUDE ABOUT:

ARE YOU A PERFECTIONIST?

If you *are* a perfectionist, you probably aren't ready to admit it! Ask yourself if you have any of the following tendencies:

- Do you set high standards for yourself and get angry if you don't achieve them?
- Are you harder on yourself than on anyone else?
- Do you accept other people's flaws but none of your own?
- Do you feel disappointed in yourself if you get a grade less than an A?
- Are you frustrated or upset if you receive an evaluation that includes constructive criticism or a suggestion on how to improve?
- Are your positive feelings about yourself dependent on performing perfectly?
- Are you frustrated if you do not perform perfectly?
- Do you reject the praise of others even when you have done something well?
- Is it hard for you to receive compliments?
- Are you afraid of failure or criticism?
- Do you feel your way is the best way?

If you answered yes to one or more of the above, there is a good chance that you are a perfectionist. Most perfectionists will argue that there is nothing wrong with perfectionism – after all, isn't it motivating and doesn't it push you to do you very best?

The answer to both questions is “yes” and “no.” Striving to do well is certainly a desirable quality, but perfectionism can be a real problem. It makes you vulnerable to stress at work, school and home, and subjects you to mood swings, depression and anxiety.

Perfectionists often have difficulties in relationships; they are lonely, frustrated and unhappy. They have trouble learning from criticism, failures or mistakes. They are often held back from doing important things by a fear of making a mistake or failing. When they make a mistake or fail to be perfect they verbally abuse themselves, sulk, pout, or make others around them miserable. Perfectionists are self-centered. They tend to obsess over what they are trying to accomplish, waste time over minor details, worry and repeat steps over and over in order to get it right...perfect. In the long run, they take longer and are less productive.

Perfectionists are unfair to themselves. They do not allow themselves the reward of enjoying their successes or the fun of celebrating their improvements. It is important to allow ourselves moments in which we feel proud and satisfied with our accomplishments before we take the next steps toward higher achievement. These positive experiences serve as reservoirs of positive energy that help us through difficult times. Perfectionists don't have these reservoirs from which to draw.

Don't live under the pressure of perfectionism and deprive yourself of the happiness and self esteem derived from accepting yourself and feeling good about your accomplishments. You can still strive for the best, learn from your mistakes and enjoy the process more than the outcome.

Lord, grant me the serenity to do what I can do, to give it my best shot and to be reasonably satisfied if it doesn't come out perfect.

Recovering Perfectionist's Prayer

PERFECTIONIST'S EXERCISE

Change the following perfectionist attitudes to more positive and supportive attitudes:

If I make a mistake, people will think I'm stupid.

I'm a slacker if I don't always strive for perfection.

If I don't do well at something, I should be angry with myself.

If I make a mistake, I can't be satisfied with myself.

It's wrong for me to feel pride and satisfaction with my performance.

EXCELLENCE VS PERFECTIONISM

If you are a perfectionist, you are probably finding it very difficult to relinquish some of the attitudes that you feel are necessary and beneficial to your success in life. The following comparison between excellence and perfectionism may clarify the difference between striving for the best and being a perfectionist.

EXCELLENCE

PERFECTIONISM

OUTLOOK

Realistic: It is...

Idealistic: It should be

STRIVES FOR

The Possible: accepts the possible

The Impossible: desires the perfect

SELF TALK

I want...
I wish...
I would like...

I must...
I should...
Others should....

STATED AS

A request or desire

Always a demand

MOTIVATION

Striving for positive
Desire for success

Avoidance of negative
Fear of failure

	FOCUSES ON	
Process		Product
	POSITION IS	
Free...in pursuit of excellence		Slave...in prison of perfection
	EXPECTS	
Best of self		Best in comparison to others
	LIVE VIEWED AS	
Challenge that is welcome		Trial that is endured
	RESULTS	
Accomplishment		Disappointment
Acceptance		Condemnation
Fulfillment		Frustration
Success		Failure
	LIVES IN	
Reality, present moment		Fantasy, the future
	TRUTH VS. LIE	
The Truth: People and things do not have the ability to be perfect		The Lie: People and things have the ability to be perfect

*“Man is the only animal endowed with
the capacity to make himself miserable.”*

INCREASING YOUR SELF ESTEEM

I. LIKING YOURSELF

Developing self esteem is about liking yourself and appreciating your talents, abilities and attributes. This does not mean becoming egotistical or vain. It merely means acknowledging your good traits and qualities.

Your self concept has a great deal to do with your self esteem. If you continually tell yourself you are a failure, a loser, a poor student or whatever terms you use to put yourself down, you are feeding your low self esteem and creating a negative attitude. You are reinforcing what others wrongly caused you to feel about yourself. If you accept that they were wrong, or perhaps ignorant in doing this to you, why would you chose to do the same thing to yourself?

II. TAKING ACTION TO IMPROVE YOURSELF

Building self esteem requires action; it is not something you can wish for, purchase or borrow. There are things you can do everyday to help build your self esteem. Here are just a few:

- ⇒ practice positive thinking
- ⇒ visualize success everyday
- ⇒ accept compliments and believe them
- ⇒ seek counseling through difficult times
- ⇒ identify your values
- ⇒ identify your goals
- ⇒ be honest in expressing your strengths, talents, and skills
- ⇒ learn from constructive criticism
- ⇒ write down your accomplishments everyday
- ⇒ give yourself credit every day
- ⇒ take action on ideas you believe in
- ⇒ nourish your physical, mental and spiritual self
- ⇒ forgive those who have hurt you
- ⇒ make time for self development every day

"It is only by taking risks everyday that we live at all."

CREATING A NEW YOU

The following exercise helps you to explore your inner strengths. This provides a framework from which to build your new self image. By starting **now** to change the way you look at and feel about yourself, you will change your life. **You have the power to change and become the person you want to be.**

Exercise:

1. List all your positive qualities relating to....

work:

school:

other people (friends, family, etc.):

2. List all your accomplishments up until now:

3. List all the things you are good at:

4. Now list some things you would like to change about yourself personally. (A good example would be: *"I would like to change the way I put myself down all the time" as opposed to "I wish I had a better house to live in."*)

SELF ESTEEM IS NOT ABOUT CHANGING OTHERS

The truth is, you cannot change or control anyone but yourself. When you learn not to spend time worrying about changing others and work on changing yourself, you are on your way to higher self esteem.

Changing yourself can be as simple as wearing a different color that cheers you up or as difficult as getting rid of a habit, such as smoking. Change may mean learning new behaviors or letting go of negative or destructive relationships.

Decide what you want and how you would like to change. Write your ideas below, then do the following visualization and affirmation exercise.

I would like to change...

I would prefer....

Exercise: Visualization and Affirmation

Find a quiet, comfortable place free from distractions. Close your eyes. Let your mind relax and drift for a while. Think about what you've learned so far about self esteem and what it would mean for you to have higher self esteem.

Pick one quality you would like to develop or improve in your life. It can be anything you want to achieve: more confidence, better study habits, popularity, strength to overcome life problems, better health, a more positive outlook, better relations with others, etc.

Next, think what it would be like if you already had this quality. Picture how it would feel, what you would be doing, what special things would happen in your life as a result of this quality? Create a motion picture in your mind of how you would go about your daily life fully enjoying this quality. Include others in your motion picture. Picture how they would be relating to you, and how you would be relating to them.

Allow yourself to become fully immersed in this motion picture for about 5 -10 minutes. If anything enters the picture that you don't like, let it go.

Now, affirm (state in positive terms) how this quality makes you feel about yourself. Here is an example of a positive affirmation:

"I am completely confident in all that I do. I do my best in everything I undertake. I feel good about myself, knowing that I am becoming more and more confident every day."

Write your affirmation on a piece of paper and read it over and over until you memorize it. The more you practice it, the more your mind will accept it, and the more it will become part of your life. Let your counselor help you to create affirmations.



"Whatever the mind can conceive and believe, it can achieve."

LETTING GO OF THE PAST

We have trouble developing self esteem and confidence when we cannot let go of the past. We remember and relive in our minds things that happened that tore our self esteem down, thereby reinforcing low self esteem. We make excuses for ourselves or feel justified for feeling bad because of what others did or said to us. We allow past wrong actions of others to define who we are and how we feel.

You may object and say, "But I had no CHOICE in the matter when I was a child!" or "I didn't ask for this to happen!" This may be true but, as an adult, **you DO have a CHOICE**. You can decide whether to let these memories of the past shape who you are today or what you **WANT TO BE**.

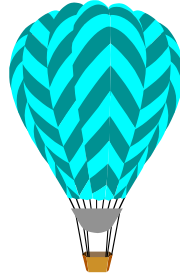
Letting go of the past is not about burying it or trying to forget it. Many people block out bad memories from the past only to find them surfacing in later years in the form of fears, illnesses and phobias. Letting go is not pretending something didn't happen. That is only self-deception.

Letting go means acknowledging where our feelings and emotional reactions came from, accepting them and then taking action to changing ourselves, our responses and our attitudes in order to feel better about ourselves today.

Exercise: This final step is a lesson in letting go. List below all the past (and present) feelings of resentment, fear, anger, disappointment, etc. you would like to let go of in order to feel better about yourself.

I want to let go of...

Now, close your eyes and imagine each of these statements written on different colored balloons. When you are ready, release the balloons into the air and watch them drift away, never to return to you. Say to yourself, *"I now release the past that has been holding me back. These past events, and the feelings they caused, are now gone forever. They have no influence on me anymore. They can't hurt me anymore."*



BUILDING AND MAINTAINING A STRONG SUPPORT SYSTEM

- *Ask for direct help, and be receptive when it is offered*
- *Develop empathy for others*
- *Make an honest assessment of your needs for support and your satisfaction with the support you presently receive*
- *Think of five people with whom you would like to improve your relationship; in each case, identify one action step you will take toward such improvement:*

1. _____
2. _____
3. _____
4. _____
5. _____

- *Rid yourself of damaging relationships.*
- *Maintain high-quality relationships both on and off the job.*
- *Tell the members of your support network that you value the relationship you have with them.*

IN CONCLUSION...

You have begun to make positive changes in your life. The process of raising your self esteem and creating a more positive attitude does not stop here. In fact, this is only the beginning. Work with your counselor to gain assistance in changing some of the thought patterns and behaviors that have held you back. Read books that teach you ways to improve yourself and your outlook on life. Be kind to yourself. Appreciate yourself for the good things you do everyday. Above all, give yourself credit for the positive steps you are taking to enrich your life.

"The secret of gaining self-esteem is to make the decision to talk to yourself the same way you would talk to a beloved friend who was upset."



High School

National FFA Organization

Lesson HS.84

THE NEED FOR COMMUNICATION TO INFLUENCE OTHERS

Unit. Stage Three of Development—DO

Problem Area. How Do I Effectively Communicate with Others to Accomplish the Vision.

Precepts. J6: Persuade others.

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.

Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define persuasive communication.
- 2 Explain how persuasive communication can influence people.
- 3 Identify and employ persuasive techniques.



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Time. Instruction time for this lesson: 100 minutes.

✓ Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector and transparencies
- ✓ Large sheets of white paper—one per group of three to five students
- ✓ Markers
- ✓ Colored sheets (7 red & 7 blue) of paper with selected words on them (see interest approach for room setup)
- ✓ Play-Doh or modeling clay
- ✓ Copies of HS.84.AS.A—one per student
- ✓ Copies of HS.84.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Actions
- ▶ Attitudes
- ▶ Beliefs
- ▶ Communication
- ▶ Credibility
- ▶ Emotional appeals
- ▶ Intentions
- ▶ Logical reasoning
- ▶ Persuasive communication



Interest Approach

*Students will work in small groups of three to five to brainstorm ways they can influence others. Have a sheet of paper and markers already set out for one person per group before students arrive. On the sheet of paper, they are to write the word **INFLUENCE**. Like the game of Scrabble, they will write words or phrases off of the word “influence” that complete the statement, “To influence others, you must ...” Place this statement on the writing surface as students are arriving to class.*



To kick-start a great hour of learning, I ask that you bring to the table your desire to make a difference for others by being an influence. That’s what today is all about! In fact, right now each person who has a big piece of paper in front of them should write the word “influence” in large capital letters in the middle of the sheet.

Demonstrate on the writing surface how it should look.





Silently in your head use words or phrases to complete this statement, "To influence others, you must ..."
Pause for a moment.

When I say Scrabble we will capture your ideas Scrabble style. Use the words or phrases you just thought of by connecting them to the word INFLUENCE on your group's paper. Like this...

Demonstrate on the writing surface how this would look. You could use "be prepared" by connecting one of the "e's" to the last "e" in influence.



Any questions? Scrabble!

Allow 2 minutes to complete

When finished, have the person in the group who has the (select one: smallest shoe size, most pets, or biggest hands) serve as the reporter and share with the class their group's three best ideas.



During this processing, highlight any responses that address communication or have a tie to today's lesson on communicating persuasively to influence others. When each group shares, celebrate their success by shouting their very best idea. For example, they may have said, "You must care about others." On three, every one would shout, "Care about others."

Introduce the big-picture goal of today's lesson with a scavenger hunt around the room. Before students arrive, have the following words placed on small pieces of colored paper that could be taped to walls, under tables and chairs, on the ceiling, etc. Be careful about safety concerns. With larger classes, use two sets of words on different colored paper.

*The
Need
For
Communication
To
Influence
Others*

Instruct students to find the words and try to place them in an order that makes sense.



This next activity will require cooperation, movement, and safety. When I say "influence," you will work together. Move around the room, being careful as you go on a scavenger hunt. Your group will be locating the colored pieces of paper that are hidden around the room. They are not located anywhere that requires you to open anything, so please don't go through my desk or the cabinets! You should find seven pieces of paper with words on them. When your group has located all seven, try to put them in an order that makes sense. What questions do you have. Ready, influence!

Allow 3 minutes to scavenge. When they accomplish this, they will hold up the papers so that they show- the need for communication to influence others without using talking.



Everyone give me thumbs up.

Show thumbs up



Excellent scavenging! We've completed the first half of your challenge. On the count of three the two sides will silently face each other and hold your papers up in the order you put them. Ready? 1, 2,3! Great! We now know that today is all about using our communication skills to influence the people around us. Thank you! Please return to your seat.



Objective 1. Define persuasive communication.

Use a *Me-you-us Moment* to create discussion about persuasive communication.

In your notes, jot down one way you have tried to influence someone—a family member, friend, or teacher—in the past week.

Allow 1 minute to share in the *YOU* portion and then lead the group to recognize that influence involved persuasion.

Great! Thanks for sharing. When we influence those around us we are using persuasive communication.

Display the transparency *HS.84.TM.A*. Several words on the transparency are scrambled and students will need to work together to figure out what they are. These are designated below by the parentheses.

On this transparency you can see words scrambled in the parentheses. Take a minute to figure out what word is scrambled. You may work with the person next to you.

Allow one minute to unscramble.

Everyone give your partner a high five.

-Pause and display the unscramble words on the overhead-

Thanks! Let's check your answers. It should read, Communication- the means whereby interaction takes place and information is exchanged between individuals. Includes listening, oral, written and nonverbal means. Any questions?

Pause.

Okay! Let's look at the next one: Persuasive Communication - the process of altering the beliefs, attitudes, intentions or behavior of another person by the use of words and nonverbal messages.

Pause.

As you may be noticing effective persuasive communication is key to influencing others. There are 4 ways we persuade others. Let's take a look at those.

I. Definitions

A. **Communication**—the means whereby (interaction) takes place and (information) is exchanged between individuals.

1. Includes (listening), oral, written, and (nonverbal) means

B. **Persuasive Communication**—the process of altering the beliefs, (attitudes), intentions, or (behavior) of another person by the use of words and nonverbal (messages).

Objective 2. Explain how persuasive communication can influence people.

Use *HS.84.AS.A* for the following note-taking activity. The activity sheet has some blanks on it, requiring students to collaboratively decide which terms go in which blanks. The missing words are designated by parentheses below.

Now that we have established what persuasive communication is, let's take a look at four ways it can influence the people around us. The activity sheet that you have just been given has some blanks on it. Use the words at the bottom of the sheet to fill in those blanks. Your group should read the examples below the blanks. There is one historical reference and one general example to help you figure out where the words go and to better understand what they mean. Let me know when you think you have them. You can go ahead and get started.



II. Four Ways Persuasive Communication Influences Others

A. Influence (beliefs)—what they (think)

1. “to persuade my audience that the world is round”—Columbus
2. “to persuade my audience that TV violence causes school violence”

B. Influence (attitudes)—what they (feel)

1. “to persuade my audience that all men and women are equal”—Martin Luther King, Jr.
2. “to persuade my audience that today’s teenagers are responsible and respectful”

C. Influence (intentions)—what they (hope to do)

1. “to persuade my audience to not build a military installation in Cuba”—John F. Kennedy
2. “to persuade my audience that they should go to college”

D. Influence (actions)—what they (are doing)

1. “to persuade my audience to help the poor and disabled”—Mother Teresa
2. “to persuade my audience that they should stop procrastinating”

When most groups are finishing, give the correct answers, discuss what they mean, and clarify any student questions.

Use a *Show What You Know Moment* to quiz the students.



Here's your chance to show what you know. Without looking at your notes, what are the four ways persuasive communications can influence others? Tell someone sitting next to you two of the ways and have them tell you the other two.

Objective 3. Identify and employ persuasive techniques.



As in any job there are tools that aid you in successfully completing any given task. Now that you know how you can persuade others let's look at the techniques you can use both in formal settings such as a speech, or informally with daily conversations that will help you to be more persuasive. Let's take a look at three of them.

Use *Motion Moment* to learn *Logic, Emotion and credibility*.



The three techniques in persuasive communication are Logical Reasoning, Emotional Appeal and Credibility. How many are there?

Students should respond as you lead, showing (with fingers) and saying three!



Logical reasoning is supported by evidence such as facts, testimonials or expert opinions. Let's remember logical reasoning with the motion (point to your brain). Show me logical reasoning.

Students point to their brain



Great! Another technique is Emotional Appeals. These are statements that arouse strong feelings through personal references that evoke emotion. Let's remember Emotion Appeals with the motion (hands clasped together in front of you as if to plea). Show me Emotional Appeal.

Students clasp hands.



Excellent! Thirdly another great technique is Credibility. Credibility establishes the communicator as believable and trustworthy through competence and sincerity. We'll remember Credibility with the motion (hand over your heart - as if to pledge allegiance). Show me Credibility.

Students put hand over heart



Awesome! Let's review. As I call out the technique you make the motion.

Go through *Emotional Appeal, Logical Reasoning and credibility* as they make the motions.

III. Persuasive Techniques

A. Logical Reasoning—formulate specific reasons that are supported by sound evidence.

1. Use facts, testimonials, expert opinions.

B. Emotional Appeals—deliver statements that arouse strong feelings.

1. Use descriptive language, personal references.

C. Credibility—establish that you are believable and trustworthy.

1. Show that you are competent, sincere, and dynamic.

Use a *Michelangelo Moment* to review the three persuasive techniques. Number off the students as a 1, 2, or 3. Make sure there is a 1, 2, and 3 in each group or at each table. Ask the 1s to sculpt logical reasoning, 2s to sculpt emotional appeals, and the 3s to sculpt credibility. Pass out *Play Doh* or modeling clay.





This activity will ask you to use the information you just captured in your notes and some artistry. Using the Play Dough, sculpt something that represents your assigned persuasive technique. Ones, you will work on logical reasoning. Twos, try to tackle emotional appeals. And threes, sculpt credibility. You have three minutes to create your beautiful persuasive techniques sculptures. What do I need to clarify. Get started!

When finished, use a *Me-you-us Moment* to process what was sculpted.



Review/Summary

Use a *Cartographer Moment* where students create a concept map or mind-map to visually show the relations between the three objectives from today's lesson. Demonstrate on the writing surface how a concept map might look. Encourage students to use color in their diagrams. Students could start on this in class if time permits. When finished, have students share their creations in small groups or select a few students to share with the entire class.



Application

►Extended Classroom Activity:

Have students develop a three- to five-minute persuasive speech that addresses one of the ways communication can influence others. Additional activity—obtain permission from your administration to show the movie “13 Days” about the Cuban Missile Crisis, and have students write a short paper about how persuasive communication was used by John and Robert Kennedy and their associates to stop Russian installation of nuclear weapons in Cuba.

►FFA Activity:

Have students participate in the public speaking CDEs.

►SAE Activity:

Identify ways that communication is used in student SAEs to influence others.

►Connections to Other Lessons

- HS.17.Lesson: How Leaders Influence Others Through Vision
- HS.50.Lesson: Communicating With Customers
- HS.55.Lesson: Components of the Communication Process
- HS.89.Lesson: Conducting a One-on-One Visit
- HS.88.Lesson: Using Key Messages



✓ Evaluation

Use HS.84.Assess to evaluate student mastery of content.

Answers to Assessment:

Part One: Fill-in-the-Blank

1. interaction, information, exchanged
2. beliefs, attitudes, intentions, actions

Part Two: Identification

3. intentions
4. attitudes
5. actions
6. beliefs

Part Three: Essay

7. Answers will vary, but should address logical reasoning, emotional appeals, and credibility. An example for how to use each technique should be described.



THE NEED FOR COMMUNICATION TO INFLUENCE OTHERS

Part One: Fill-in-the-Blank

Instructions: Write the correct words to complete the definitions.

1. Communication is the means whereby _____ takes place and _____ is _____ between individuals.
2. Persuasive communication is the process of altering the _____, _____, _____, or _____ of another person by the use of words and nonverbal messages.

Part Two: Identification

Instructions: Identify which method of influencing others is described. Choose the best answer, and each one is used only once. (Hint—one method is beliefs.)

3. _____ persuade someone to become a teacher.
4. _____ persuade a friend to cheer up after they are cut from the basketball team.
5. _____ persuade a friend to change their partying lifestyle.
6. _____ persuade a jury that the defendant did commit the crime for which he is accused.

►Part Three: Essay

Instructions: Write a paragraph that explains the three techniques of persuasion. (Hint—one technique is credibility.) Also, describe one example of how to use each technique.

7.



FOUR WAYS PERSUASIVE COMMUNICATION INFLUENCES OTHERS

Choose one of the following for the first blank in each line.

actions
attitudes
beliefs
intentions

Choose one of the following for the second blank in each line.

are doing
feel
hope to do
think

A. Influence _____—what they _____

1. “to persuade my audience that the world is round”—Columbus
2. “to persuade my audience that TV violence causes school violence”

B. Influence _____—what they _____

1. “to persuade my audience that all men and women are equal”—Martin Luther King, Jr.
2. “to persuade my audience that today’s teenagers are responsible and respectful”

C. Influence _____—what they _____

1. “to persuade my audience to not build a military installation in Cuba”—John F. Kennedy
2. “to persuade my audience that they should go to college”

D. Influence _____—what they _____

1. “to persuade my audience to help the poor and disabled”—Mother Teresa
2. “to persuade my audience that they should stop procrastinating”



Working With Committees

How do effective committees function? Do they contribute to effectiveness and productivity? Do members willingly serve on committees? Do assignments distribute the workload and actively involve many members? If your answers are affirmative, committee work in your County Extension Council rates high.

Committees greatly influence the growth and prestige of an organization and, to a large extent, determine how well it accomplishes its goals. If you are concerned about committee performance in your organization, the ideas discussed in this publication may be of help.

What Is a Committee?

A committee is a group of people selected from a population, community, or group to study or act on a particular matter.

The Council sets limits within which a committee must operate. These include the committee's task, length of time for the task, available resources, and the purposes and policies of the Council.

Why Have Committees?

Effective committees can help the Council accomplish its work and develop leadership among the members.

Committees can be effective for accomplishing much of the organization's work because:

- Individuals can do the kind of work in which they are interested and for which they are suited.
- Organizations can benefit directly from the experiences and abilities of more members.

- Wider member participation results in member support and commitment for the organization's goals.
- The informality and procedures of the committee provide a better working atmosphere than is present in large groups.
- A small group can operate more effectively than a large one when a range of alternatives must be screened or when delicate or sensitive subjects must be considered.
- Committees work for the Council between meetings of the larger group.
- Committees provide information needed for decisions and help the Council accomplish more work in its meetings.

Committees may properly be viewed as a training ground for the Council's future leaders. The small number of people on committees enables each member to have an active part. New skills gained through committee work prepare the individual for additional leadership responsibilities.

Types of Committees

Standing committees handle a specific part of the Council's ongoing work. The organization's bylaws or standing rules usually provide for them. Terms of office for committee members usually coincide with that of the organization's officers, although some groups follow other patterns.

Most organizations need only a few standing committees. The membership committee, the finance committee, and the program committee are among the standing committees found in many volunteer organizations.

Special committees or ad hoc committees are set up to perform a specific short-term task. When the job is finished, the committee is discharged. These committees enable the Council to involve additional members in assignments for which they have a special interest.

A special committee's purpose or membership is not defined in the Council's standing rules. A motion to appoint the committee should state the committee's job, the number of members, and the method of appointment.

Requirements for Good Committee Work

Three basic requirements for successful committee work are the right problem, the right people, and the right process. Effective work results when qualified individuals work as a team to accomplish a task the group feels is important.

The Right Problem

A problem recognized by the whole organization and clearly defined to the committee is the basis for productive work. With special committees, the problem or need usually has been recognized. However, unless the Council reviews periodically its need for standing committees, some of them really may not be needed. Such committees often are low performers, which tend to lower the standards for the organization's work. The Council should examine its committee structure from time to time and eliminate unnecessary committees.

The problem or assignment must be clearly defined for both special and standing committees. Provide the committee with written instructions, including a clear statement of the assignment. The Council may choose to use an instruction sheet. The sheet includes:

- Name of the committee
- Type of committee (standing/special)

- Committee purpose
- Specific duties/responsibilities
- Names of chairperson and members
- Time of reporting
- Budget

Written instructions, however, do not relieve the president and the chairperson of their responsibility for instructing the committee. Instead, written instructions are a reinforcement of explanations provided when the committee was appointed.

The Right People

When the need for the committee has been defined, the next step is selecting members. This requires matching committee requirements with the best people for the assignment. Usually, the Council president appoints committees. The County Extension Council works with the Council president on this task.

Keep in mind several important considerations when selecting committee members.

- Which individuals are especially interested in the committee's task?
- Which members have the special information or skills the committee needs?
- Which members could benefit most in terms of personal development by serving on a committee?
- Which members might develop more commitment to the Council's goals by serving on a committee?
- Which members have access to resources needed for a specific committee?
- Which members are already overloaded with other assignments?
- Which members work well as part of a team?

Keeping in mind the committee's purpose and the above considerations, the president should:

1. Determine how many people are needed.

The bylaws may specify this for standing committees. For special committees, it is sometimes included in the motion authorizing the committee. However, in many cases, this decision is left to the presiding officer.

The committee's assignment is the major consideration in determining the number of members needed. Some assignments require a large committee representing all major interests in the organization. Other work may best be accomplished with a much smaller group – three to five members. Since group discussion and idea sharing are important in committee work, five to fifteen members make a productive work group for most assignments.

2. List prospective members and select the best qualified person as chairperson.

Select the chair because of his/her ability to organize the individuals into a working group. The chair may or may not be the person with the most knowledge about the committee's topic.

3. Obtain consent of the prospective chairperson to serve in this role.

Select other members, considering any suggestions the chair may make, and get their consent to serve.

Sometimes people in volunteer organizations hesitate to accept committee assignments. Minimize this reluctance by using a positive approach when contacting prospective members. Give specific information about the assignment in a personal manner. Members usually accept assignments when presiding officers are honest about the job requirements and help individuals understand why they are

needed. Individuals who have full knowledge of what the job entails tend to be good committee members.

The Right Process

Productive operation requires that a plan be followed whereby each member can make the maximum contribution. If the committee has not been oriented and instructed adequately at its appointment, do this at the first meeting. At this meeting, the group should agree on intermediate goals and working procedures.

The president of the Council should know of all committee meetings and should attend when possible. An exception is the nominating committee. This committee is elected and the president should not attend its meetings.

Because of size and informal atmosphere, committees usually do not use formal parliamentary procedure. Attention is focused on the job rather than on rules. Although rules of parliamentary procedure are dispensed with, members should still adhere to the intent of the rules. Decisions should be made in a democratic manner on the basis of full information and free discussion. The committee chair may take part in the discussion although he/she should not dominate.

The chair sees that the committee accomplishes its task. However, success rests on the group's ability to work as a team. The following points help make committee work a satisfying, productive effort:

- 1. Provide a meeting place and facilities that contribute to an informal atmosphere.** A small room with table and chairs permits a face-to-face working arrangement. A chalkboard is useful for recording points under consideration.
- 2. Prepare a written agenda for each meeting.** The chairperson plans the agenda based on what needs to be accomplished and on suggestions by committee members. A committee agenda should be more flexible than for larger group meetings.

3. **Prepare for committee work.** Planning meetings at times convenient for members, giving notice of meetings well in advance, providing members a copy of the agenda or other assignments for study before the meeting and arranging for resources needed by the committee are examples of preparation contributing to productive meetings.
4. **Delegate responsibilities to committee member.** Responsibilities carried out during meetings may include the duties of secretary, chalkboard recorder, timekeeper, summarizer, evaluator, and resource advisor. Responsibilities for tasks to be done between committee meetings may also be assigned to specific members.
5. **Help members participate at meetings.** The chairperson should draw out those who hesitate to contribute and curb others who tend to dominate. Members participate more readily when the meeting is informal and relaxed.
6. **Keep minutes as the basis for the committee's report to the organization.** Standing committees usually make recommendations and progress and annual reports. Special committees make final reports; they may also make progress reports and recommendations.
7. **Prepare and submit reports as requested by the organization.** Standing committees usually make recommendations and progress and annual reports. Special committees make final reports; they may also make progress reports and recommendations.

The chair usually reports orally with a written copy provided for the secretary's records. Always submit written copies for annual and final committee reports.

The Council may choose to use a form to help committees report their work. The form includes:

- Name of committee
- Date committee appointed

- Name of chairperson and members
- Number of committee meetings held
- Brief description of how the work was done
- What the committee found and conclusions reached
- Recommended follow-up action by the organization

Committee reports including this information provide the Council a good basis for action on recommendations. The end product of most committee work is reached only when the Council takes appropriate action on the report.

The Council may act on committee reports in different ways. Reports may be:

Received or filed. The Council is not committed to recommendations of the committee when reports are handled this way. Progress reports may be received without a vote. The chair may merely acknowledge receipt of the report and ask the secretary to file it.

Adopted or approved. This action binds the Council to the entire report, including opinions, conclusions, and recommendations.

Rejected. The Council may accept or reject all or any part of a report.

Presented and action postponed. A decision on a report can be postponed, but the date for consideration should be specified.

Returned to committee. The Council may feel additional work or information is needed before final action.

Referred. A report may be referred to the executive board or to another committee. For example, a report may require study to determine whether it is in harmony with the Council's policies or a financial report may be referred to the auditing committee.

Both the committee and Council are responsible for seeing that the report is understood, considered and acted on appropriately.

Conclusion

Everyone profits from good committee work. The Council reaches more of its goals, future leaders receive valuable training, and committee members enjoy the satisfaction of accomplishment. However, good committee work does not just happen; it results from deliberate study and effort.

The County Extension Council should consider seriously how its committee work can be improved. Leaders and members are encouraged to study this publication and use ideas that will improve committee performance.

Information in this publication includes adaptation of ideas from Committee Common Sense by Audrey R. Trecker and Harleigh B. Trecker and North Central Regional Extension Publication No. 18, *Committees – A Key to Group Leadership* by Sheldon G. Lowry.

Prepared by Burl Richardson and Mary G. Marshall, Extension Program Development Specialists, Texas Agricultural Extension Service.

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How to Be a Good Citizen

What is citizenship?

Citizenship means being a citizen, or member of a group. When you are apart of a group, you have certain rights and responsibilities.

What is a right?

A right is something you are allowed to have. The right to vote means, when a citizen turns 18, he/she is allowed to vote for who they want to be president or even vote on how money in his/her town should be spent. Citizens also have the right to a free public education. Some countries don't have those rights. There are many rights citizens of the United States have.

What is a responsibility?

Responsibilities are things people have to do because it is doing their fair share. A responsibility of a citizen would be to obey the law. People, who don't obey the law, are not only hurting themselves, but others too. It wouldn't be fair if a person drove to fast, because it could hurt someone else. That's why when people break the law they get into trouble. There are responsibilities for everyone, everywhere. Even at home and school. Other responsibilities are being polite, being fair, telling the truth, or doing something when you say you will. Think of all of the responsibilities you have everyday.

Who makes the rules for people to follow?

It may be difficult sometimes to want to follow rules, but rules are made so that people don't get hurt physically or with words. Parents make rules to keep you safe from dangerous people or places. Police officers watch to make sure people don't break laws. It isn't because they like to find bad people, but because they want to make sure others don't get hurt. Teachers and principals want students to follow rules at school. If there weren't any rules at school, how could anyone get their education that they have a right to?

What are some ways citizens show respect to their country?

We say the Pledge of Allegiance, celebrate national holidays, and honor our national symbols. The correct way to say the Pledge of Allegiance:

*Stand up, straight and tall

*Place right hand over chest

*Remove hats

*Look at the flag while saying the pledge

National holidays we celebrate:

*Labor Day

*Memorial Day

*Independence Day

Symbols of our country:

*Bald Eagle

*American Flag

*Constitution

Name _____

Date _____

Questions for Reflection

These are things citizens are doing around town. Write the word **yes** in the blank when someone is showing how to be a good citizen. Write the word **no**, when someone is **not** being good citizen.

- _____ 1. Cindy helped her mom carry in groceries.
- _____ 2. Sam broke the window to the school and ran before anyone saw him.
- _____ 3. Amy broke the window to the school. She ran to find the nearest adult to tell what happened.
- _____ 4. George found a wallet in the parking lot of a grocery store. He took it inside to give it to the store manager.
- _____ 5. Rita stole candy because her mom wouldn't buy it for her.

Multiple Choice:

6. When people do what they are supposed to it is a _____ .
a. responsibility b. right c. holiday
7. _____ have rights and responsibilities.
a. bald eagles b. people c. citizens
8. It can be _____ when people don't follow rules or laws.
a. good idea b. silly c. dangerous
9. We say a pledge to _____ .
a. laws b. the American Flag c. police officers
10. Who **should** follow rules and laws?
a. everyone b. only good citizens c. only adults

Name _____

Date _____

Matching: Match the person with the action.

- a. Teacher
- b. Parent
- c. Police Officer
- d. President
- e. Citizen

_____ 11. Responsible, truthful, has citizenship

_____ 12. Makes sure students follow rules so others can learn

_____ 13. Leader of the United States

_____ 14. Has rules for home and everywhere you go to keep you safe

_____ 15. Keeps people safe from dangerous crimes and makes sure you follow the law

16. Name one way you show good citizenship at school. _____

17. Name one way you show good citizenship at home. _____

18. Name one way you show good citizenship in your town. _____

19. Who is one person you know that shows the traits of a good citizen? _____

20. What does this person do to show good citizenship? _____

Name _____

Date _____

Key:

- | | |
|--------|--------------------------|
| 1. yes | 9. b |
| 2. no | 10. a |
| 3. yes | 11. e |
| 4. yes | 12. a |
| 5. no | 13. d |
| 6. a | 14. b |
| 7. c | 15. c |
| 8. c | 16-20. answers will vary |

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 4: Leadership through Parliamentary Procedure

Unit Objectives:

1. Describe why parliamentary procedure improves a meeting
2. Write the order of business for meetings
3. Identify and demonstrate the purpose and use of the gavel
4. Identify and demonstrate the steps necessary to bring up and dispose of business properly
5. Identify and list motions according to purpose and precedence
6. Demonstrate the ability to conduct a business meeting

Communication/Speech Standard(s) Met:

- Standard 6.1.2
- Standard 6.1.3
- Standard 6.1.4
- Standard 6.1.5
- Standard 6.2.1
- Standard 6.2.2
- Standard 6.2.4
- Standard 6.2.5
- Standard 6.2.8
- Standard 6.2.10

Power Points

- Basics of Parly Pro

Student Handout

- Use of a Gavel
- Basic Rules for Some Motions
- Motion Descriptions Packet
- Motion Set #1
- Parli. Individual Debate Guide
- Parli. Pro. Group Demonstration

Evaluation

- Students will put together a group demonstration utilizing the group demonstration student handouts and grading sheets.
- Students will apply the motions and skills provided in the basics of Parly Pro Powerpoint.

Interest Approach

- Begin by discussing topics of interest/current events with students. The discussion can serve as a way to peak student interest. After the discussion is over, brainstorm ways in which the discussion could have went better.

Teaching Content

- Order of Business Lesson Plan
- Parliamentary Procedure Lesson Plan

- Walk through the basics of parly pro powerpoint and have students will out their basic rules for some motions chart.
- Demonstrate Parly Pro with the teacher as the chairman.

Student Activities

- Students can participate in a group parly pro demonstration with the teacher as the chairman.
- Students will participate in a group demonstration with the team leader being the chairman.

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Four - Leadership through Parliamentary Procedure

Table of Contents

- 4.00 Parliamentary Procedure Unit Plan
- 4.01 Basics of Parli Pro (PowerPoint)
- 4.02 Order of Business
- 4.03 Uses of the Gavel
- 4.04 Parli Pro Lesson Plan
- 4.05 Basic Rules of Some Motions
- 4.05 Motion Descriptions Packet
- 4.05 Motion Set 1
- 4.06 Parli Pro Individual Debate Guide
- 4.06 Parli Pro Group Demonstrations
- 4.06 Parli Pro Lesson Plan

FFA Meetings



FFA.OH.3.5

Time Needed:

Activity 1 – 20 min

Activity 2 – 15 min

Materials:

The Official FFA Student Handbook – one copy per student

FFA.OH.3.5.AS.A – one copy per student

Objectives:

1. Identify the purpose of chapter meetings.
2. Illustrate the proper setup of a chapter meeting room.

Content Outline

1. Identify the purpose of chapter meetings.
 - a. The purpose of an FFA chapter meeting is to conduct chapter business and make decisions.
 - b. Sample order of business:
 - Opening Ceremony
 - Minutes of Previous Meeting
 - Officer Reports (Treasurer, etc.)
 - Report on Program of Activities
 - Special Features (guest speakers, videos, activities, etc.)
 - Unfinished (Old) Business
 - Committee Reports
 - New Business
 - Degree and Installation Ceremonies
 - Closing Ceremony
 - Entertainment, Recreation, Refreshments
2. Illustrate the proper setup of a chapter meeting room.
 - a. Use the illustration in *The Official FFA Student Handbook* on page 48.

Activity 1 –

1. Read and review pages 48-49 in *The Official FFA Student Handbook* on chapter meetings.

2. Provide each student with a copy of FFA. OH.3.5.AS.A. Students will number each item on the “Sample Order of Business” page in the order that they think it would occur during a meeting. The item labeled as “1” will be the item thought to come first in a meeting.
3. After completion of the page, share with students the following:
 1. Opening Ceremony
 2. Minutes of Previous Meeting
 3. Officer Reports (Treasurer, etc.)
 4. Report on Program of Activities
 5. Special Features (guest speakers, videos, activities, etc.)
 6. Unfinished (Old) Business
 7. Committee Reports
 8. New Business
 9. Degree and Installation Ceremonies
 10. Closing Ceremony
 11. Entertainment, Recreation, Refreshments
4. Discuss the reasoning behind creating an “Order of Business” page and the importance of using this as a general order to follow for meetings.

Activity 2 –

1. Quickly review the image shown on page 48 of *The Official FFA Student Handbook* that illustrates the meeting room setup.
2. Relate the meeting room setup to the positions on a sports team (*choose a sport that your students are knowledgeable about*). Use the following examples (*or make up your own*) to relate the two items:
 - a. Each person on the team is important to the success of the team (*i.e., members providing input; president keeping the meeting room in order compared to the quarterback calling the plays*).
 - b. The location of each position is critical. If someone is out of place, the team may not be as successful. (*For example, if an offensive lineman is not in the correct location, the quarterback gets sacked.*)



Additional Resources:

FFA.OH.3.5.ASSESS

LifeKnowledge Lesson – <http://ffa.learn.com/lifeknowledge>

AHS.47 Creating engaging chapter meetings



Name: _____

Date: _____

Class: _____

Sample Order of Business

Directions: Place a number (1-11) next to each item below in the order that you think it occurs during a meeting. Place a “1” next to the item that you believe occurs first, and so on.

___ Committee Reports

___ Entertainment, Recreation, Refreshments

___ Officer Reports (Treasurer, etc.)

___ Unfinished (Old) Business

___ Opening Ceremony

___ Closing Ceremony

___ Minutes of Previous Meeting

___ New Business

___ Special Features (guest speakers, videos, activities, etc.)

___ Report on Program of Activities

___ Degree and Installation Ceremonies



Name: _____

Date: _____

Class: _____

Complete the following statements:

The purpose of a chapter meeting is

The executive committee is typically made up of the following:

Illustrate the proper setup of a chapter meeting room.

Meeting Room



Bonus: Next to each station, draw a picture of the symbol that represents each office.

The Use of a Gavel



The gavel is a sign of leadership that helps the members to understand what is happening or how they are to participate in the meeting. The gavel should be tapped on a block or table in a firm, concise manner to symbolize authority and firm leadership on the part of the chairperson.

Number of Taps

Meaning

1 Tap

- * Signal to sit during opening/closing ceremonies.
- * After announcing if a motion passed or failed.
- * Meeting adjourned.
- * To gain attention.

2 Taps

- * Call the meeting to order.

3 Taps

- * Stand during opening and closing ceremonies.

Sharp Tap or Series of Taps * Restores Order

Gavel Activity

As the group leader calls out the following actions in random order, tap the gavel using proper form the correct number of taps.

“I will now call the meeting to order”

“The motion fails”

“Fellow members and guests,
please join me in a salute to our
flag.”

“The motion passes”

“I now declare this meeting
adjourned.”

“FFA members, why are we here?”

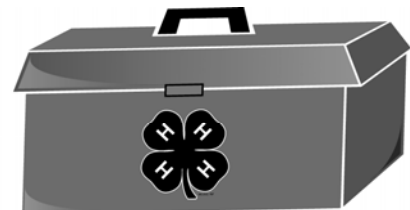
“...and to develop those qualities of
leadership which an FFA member
should possess.”

“The meeting room will come
to order.”

(VP) “Mr. President, all officers are at
their stations.” (Pres.) “Thank you
Mr. Vice President.”

5

Parliamentary Procedure Lesson Plan





Learning Objectives

1. State the purposes of following parliamentary procedure.
2. Recognize the five basic principles of parliamentary procedure.
3. Identify steps involved with presenting a motion.
4. Recognize various methods of voting.
5. Differentiate among five types of motions.



Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Parliamentary Procedure" quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Parliamentary Procedure" fact sheet



References

Adams, James P. (2005). *A Guide to Parliamentary Practice for Your Club*. Kansas State University.

Ohio 4-H Clubs Advisors Handbook. *Parliamentary Procedure for 4-H Club Use*. Retrieved November 20, 2007, from <http://advisorshandbook.ohio4h.org/clubmanagement/meetings.html>.

The Pennsylvania State 4-H Council. *Parliamentary Procedure Manual*. Retrieved November 20, 2007, from <http://downloads.cas.psu.edu/4H/Council/CouncilParliProManual.pdf>.

Texas 4-H Management Guide System. (2005) *Putting It in Drive*. Retrieved November 20, 2007, from <http://texas4-h.tamu.edu/mgtguide/MemUnits/MU-6.htm>.

Van Winkle, R., Martin, D., and Derby, A. (2006). *Gaveling Your Way to Better Meetings*. Oregon State University. Retrieved November 20, 2007, from <http://tarrant.tamu.edu/youth/Parlpropow.ppt>.

Projected Length

25-35 minutes, depending upon the length of time allowed for discussion questions.

Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Parliamentary Procedure" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.



- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Parliamentary Procedure" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content



Information found on Slides #1-2.

Introduction



Parliamentary procedure can be intimidating to some people, either because they lack basic knowledge or they simply lack experience using it. This session is designed to illustrate the importance of parliamentary procedure in the 4-H program.

In this session we will focus on these objectives.

1. State the purposes of following parliamentary procedure.
2. Recognize the five basic principles of parliamentary procedure.
3. Identify steps involved with presenting a motion.
4. Recognize various methods of voting.
5. Differentiate among five types of motions.

Objective 1

State the purposes of following parliamentary procedure.



Information found on Slides #3-9.



Parliamentary procedure provides an orderly way in which business can be brought before a group. It ensures that the minority is heard and that the majority prevails. Leaders who use parliamentary procedure can ensure meetings are run effectively.

The following bullet points were created by VanWinkle, Martin, and Davis, 4-H Educators from the Oregon State University Extension Service, in a presentation entitled, "Gaveling Your Way to Better Meetings."

Why Do Groups Use Parliamentary Procedure?

- To give everyone a chance to be heard
- To allow members to participate in an orderly group
- To establish and maintain order in a meeting
- To prevent confusion when discussing club business
- To keep things moving



Objective 2

Recognize the five basic principles of parliamentary procedure.



Information found on Slides #10-15.

Five Basic Principles of Parliamentary Procedure

- Discuss one subject at a time.
- Allow full and free discussion of each idea presented.
- Treat all members with justice and courtesy.
- Carry out the rule of the majority, and respect the rights of the minority.
- Bring together the wishes of all group members to form a cooperating, united club.

Objective 3

Identify steps involved with presenting a motion.



Information found on Slides #16-33.

Motion

- A motion is a formal way to bring an idea, proposal, or plan of action before a group.
- A motion is part of an orderly way to conduct business using parliamentary procedure.
- A motion calls for discussion and action by the group.



A motion is a basic part of parliamentary procedure. A motion allows the group to discuss and take action on an idea. The steps for handling a motion are: a motion is made; if it receives a second, it is discussed; it may be amended; and it is voted on by the membership. The following slides from the VanWinkle, Martin, and Davis presentation summarize the various steps to follow when making and handling motions.

Steps to Make and Handle a Motion

- A member who wants the club to do something makes a motion.
- The member must first address the president.
- The member is then called on, or recognized, by the president.
- The member then makes the motion (by saying, "I move..."). Saying "I move to make a motion that..." or "I make a motion that..." are common statements, but are incorrect.
- The motion is seconded by another member (this indicates someone else feels the motion warrants discussion).
- After the motion is seconded, the president restates the motion and asks for discussion. A motion cannot be discussed until it is seconded.
- Discussion is held on the motion so that all members may have a voice on the topic.
- After discussion, the president repeats the motion and asks, "Are you ready for the question?", which means, "Are you ready to vote?"
- A vote is taken, asking first for those in favor of the motion, and then for those who are opposed to the motion.
- The president asks all those who are in favor of the motion to say "Aye!" The president then asks all who are opposed to say "No!" (The president should not ask those who are opposed to "respond with the same sign.")



- If more are in favor of the motion than are opposed, the president declares that the motion has passed (or is approved). If more are in opposition to the motion than are in favor of it, the president declares that the motion has failed (or is lost).
- Before any other business can come before the group, the motion made and seconded must be voted upon, withdrawn, amended, or tabled.
- To amend a motion, the procedure is the same as for the main motion: an amendment needs to be recognized; the amendment needs a second; there needs to be discussion on the amendment; and then a vote on the amendment is taken. Discuss and then vote on the main motion as amended.
- To withdraw a motion, both the person who made the motion and the person who seconded the motion must agree to withdraw it.
- To table a motion, if more information is needed or there is not enough time to discuss and vote on a motion, it may be tabled. A member moves to table the motion, another member seconds the motion, and a vote is taken. No discussion is taken, but tabling a motion does require a majority vote to pass.



Additional information related to Parliamentary Procedures and handling motions is available in the reference, "Why There Is Parliamentary Procedure," from the Ohio 4-H Clubs Advisors Handbook, available on the The Ohio State University Extension Web site: <http://advisorshandbook.ohio4h.org/>

Objective 4

Recognize various methods of voting.



Information found on Slides #34-38.



In the next slides, four methods are described to vote on motions or other business conducted in a meeting.

Voice Vote

- The chair asks those in favor to say, "Aye" or "Yes." Those who are opposed are asked to say, "Nay" or "No."
- The president should not ask those who are opposed to "respond with the same sign."

Show of Hands

- This method is recommended for small groups.
- Chair asks members who are in favor to raise their right hands. After the count is taken, those who are opposed are then asked to raise their right hands.

Rising to Vote

- This method should be used to verify a voice vote and on motions requiring a 2/3 majority vote.
- Chair asks those in favor of the motion to rise. After counting, these members are asked to sit. The chair then asks those opposed to rise.

Ballot Vote

- This method involves writing a vote on a slip of paper.
- This is a good way to vote for officers, or to vote upon controversial motions.
- The chair should appoint individuals to distribute, collect, and tally the ballots.



In all of the methods of voting, the chair should always say what happened as result of the vote.



Objective 5

Differentiate among five types of motions.



Information found on Slides #39-44.



The following slides offer a brief synopsis of the five types of motions. Additional information on each of the types of motions is available from the Ohio 4-H Clubs Advisors Handbook, available on the The Ohio State University Extension Web site: <http://advisorshandbook.ohio4h.org/>

Privileged Motions:

- These motions do not relate to the pending question.
- However, they involve matters of such urgency or importance that, without debate, they will interrupt the consideration of anything else.

Incidental Motions:

- These motions deal with questions of procedure and arise out of another pending motion or item of business.
- With the exception of the motion to appeal from the ruling of the chair, they're not debatable.

Subsidiary Motions:

- These motions assist the group in treating or disposing of a main motion.
- They can hasten action upon, delay action upon, or modify the main motion.

Main Motions:

- These motions bring business before the group.
- These allow formal discussion upon an item of business before the group makes an informed decision.

Unclassified Motions:

- These enable certain items to be reconsidered.
- In general, they are brought up when no business is pending.

Conclusion and Quiz



Information found on Slides #45-48.



What questions do you have about the "Parliamentary Procedure" lesson?

Briefly review the lesson. Then, distribute the "Parliamentary Procedure" quiz questions. Allow volunteers time to answer the questions. Provide the correct answers from the key provided in the packet. You may choose to collect the quizzes or allow the volunteers to keep them as a review of the lesson.

Distribute the "Parliamentary Procedure" fact sheet for further reference.



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“Parliamentary Procedure” Quiz

Answer **True** or **False** to each of the following statements.

1. _____ When a member wishes to bring a matter before the group, he or she must be recognized by the chair.
2. _____ The member has the floor as soon as he or she has spoken to the chair.
3. _____ A voice vote is recommended on motions requiring a 2/3 majority vote.
4. _____ One can introduce business by saying “I move to make a motion that...” or “I make a motion that...”
5. _____ A main motion and an amendment need to be seconded.
6. _____ A ballot vote is recommended when voting for officers.
7. _____ A motion can be withdrawn by any person at any time.
8. _____ A privileged motion involves business that relates to the pending question.
9. _____ Main motions allow the group to formally consider business.
10. _____ Tabling a motion may occur if there is not enough information available to vote on the motion.



- KEY -

“Parliamentary Procedure” Quiz

1. **When a member wishes to bring a matter before the group, he or she must be recognized by the chair.**
 TRUE The chair must recognize the member, either by calling the member's name or nodding, before the member can make a motion.

2. **The member has the floor as soon as he or she has spoken to the chair.**
 FALSE The member does not have the floor until the chair has recognized him or her.

3. **A voice vote is recommended on motions requiring a 2/3 majority vote.**
 FALSE Rising to vote is recommend in this case so that more accurate counting of the votes can occur.

4. **One can introduce business by saying “I move to make a motion that...” or “I make a motion that...”**
 FALSE One only needs to say “I move,” “I move that,” “I move to,” or “I move the adoption of the following.” To say “I move to make a motion,” “I make a motion,” or “I move you,” are common, but incorrect.

5. **A main motion and an amendment need to be seconded.**
 TRUE A second is necessary to indicate that more than one person is in favor of the main motion and an amendment. However, the questions of privilege, points of order, objections, calls for division, and points of information do not need seconds.

6. **A ballot vote is recommended when voting for officers.**
 TRUE Ballot votes are recommended during officer elections and when voting upon controversial motions.

7. **A motion can be withdrawn by any person at any time.**
 FALSE Both the person who made the motion and the person who seconded the motion must agree that it be withdrawn.

8. **A privileged motion involves business that relates to the pending question.**
 FALSE A privileged motion does not relate to the pending question; it involves matters of great urgency or importance.

9. **Main motions allow the group to formally consider business.**
 TRUE Main motions are formal methods for bringing business before the group.

10. **Tabling a motion may occur if there is not enough information available to vote on the motion.**
 TRUE Tabling a motion to obtain more information is acceptable as is tabling a motion if there is not enough time to discuss a motion.



BASIC RULES FOR SOME MOTIONS

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PRIVILEGED MOTIONS	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?	RECONSIDER?
13 Fix the Time to Which to Adjourn (12)	No	Yes	No	Yes	Maj	Yes
12 Adjourn	No	Yes	No	No	Maj	No
11 Recess (12)	No	Yes	No	Yes	Maj	No
10 Raise a Question of Privilege	Yes	No	No	No	(1)	No
9 Call for the Orders of the Day	Yes	No	No	No	(1) (15)*	No
SUBSIDIARY MOTIONS						
8 Lay on the Table	No	Yes	No	No	Maj	(3)*
7 Previous Question	No	Yes	No	No	2/3	Yes
6 Limit or Extend Limits of Debate (12)	No	Yes	No	Yes	2/3	Yes
5 Postpone to a Certain Time (or Definitely) (12)	No	Yes	Yes	Yes	Maj	Yes
4 Commit or Refer (12)	No	Yes	Yes	Yes	Maj	Yes
3 Amend (12)	No	Yes	(5)	Yes	Maj	Yes
2 Postpone Indefinitely (12)	No	Yes	Yes (16)	No	Maj	(4)
MAIN MOTIONS						
1 Main Motion	No	Yes	Yes	Yes	Maj	Yes
INCIDENTAL MOTIONS (11)						
Suspend the Rules	No	Yes	No	No	(9)*	No
Withdraw a Motion (13)	*	*	No	No	Maj*	(3)
Objection to the Consideration of a Question (10)	Yes	No	No	No	2/3 NEG.	(3)
Point of Order	Yes	No	No*	No	(1)*	No
Parliamentary Inquiry	Yes	No	No	No	(1)	No
Appeal	Yes	Yes	Yes*	No	(7)	Yes
Point of Information	Yes	No	No	No	(1)	No
Division of the Assembly	Yes	No	No	No	(14)	No
Division of a Question	No	Yes	No	Yes	Maj	No
MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY (8)						
Reconsider* (2)	No*	Yes	(5) (16)	No	Maj	No
Rescind	No	Yes	Yes (16)	Yes	(6)	(3)
Take from the Table	No	Yes	No	No	Maj	No
Discharge a Committee	No	Yes	Yes (16)*	Yes	(6)	(3)
Amend Something Previously Adopted	No	Yes	Yes (16)	Yes	(6)	(3)

The first thirteen motions are listed by precedence (pronounced pree-SEED-n's). After the chair states a motion, higher ranking motions are in order and lower ranking motions are not (except for Amend as shown on the chart and Previous Question).

* Refer to Robert's Rules of Order Newly Revised for rule(s)

- (1) The chair decides. Normally no vote is taken.
- (2) Only made by a member who voted on the prevailing side and is subject to time limits.
- (3) Only the negative vote may be reconsidered.
- (4) Only the affirmative vote may be reconsidered.
- (5) Debatable when applied to a debatable motion.
- (6) Majority with notice, or 2/3 without notice or majority of entire membership.
- (7) Majority or tie vote sustains the chair.
- (8) None of these motions (except Reconsider) are in order when business is pending.
- (9) Rules of order, 2/3 vote--Standing rules, majority vote.

- (10) Must be proposed before debate has begun or a subsidiary motion is stated by the chair (applied to original main motions).
- (11) The *Incidental Motions* have no precedence (rank). They are in order when the need arises.
- (12) A *Main Motion* if made when no business is pending.
- (13) The maker of a motion may withdraw it without permission of the assembly before the motion is stated by the chair.
- (14) The chair can complete a *Division of the Assembly* (standing vote) without permission of the assembly and any member can demand it.
- (15) Upon a call by a single member, the *Orders of the Day* must be enforced.
- (16) Has full debate. May go into the merits of the question which is the subject of the proposed action.

Handbook of Parliamentary Procedure

Including:
Motion Descriptions
Examples

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SUBSIDIARY MOTIONS

Subsidiary motions assist the assembly in dealing with or disposing of a main motion.

POSTPONE INDEFINITELY

This motion kills the main motion for the duration of the current meeting. It can be useful in getting rid of bad main motion.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is debatable.

Is not amendable.

Majority vote.

Can be reconsidered with an affirmative vote only. This means the motion to postpone indefinitely must have passed in order for it to be reconsidered.

Member:

“I move that the motion and seconded to have a western dance be postponed indefinitely.”

“Second”

Chair:

“It has been moved and seconded that the motion to have a western dance be postponed indefinitely.”

“Is there any discussion?”

(After discussion)

Chair:

“All those in favor of the motion to postpone indefinitely the motion to have to western dance, say aye. Those opposed say no.”

Amend

The motion to amend is used to modify or change a main motion. Usually it is used to add the details to a main motion before such a time, location, etc. Amendments change the wording of a pending main motion before the pending motion itself is voted on. An amendment must also be germane- that is, it must be closely related to the main motion.

The first amendment to a main motion is called the primary amendment and an amendment to a primary amendment is called a secondary amendment or an amendment to the second degree.

Only one primary and one secondary amendment are allowed at one time.

Each amendment is discussed and voted upon before the main motion is voted upon. If there are two amendments on the floor, one primary and one secondary, they are always discussed and voted on in the reverse order, i.e. amendment to the second degree, amendment to the first degree, main motion.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is debatable if the motion to be amended is debatable.

Is amendable.

Majority Vote.

Can be reconsidered.

Methods of amending motions:

1 ADDITION OR INSERTION

- Insert or add words
- Insert or add a paragraph

2 STRIKING OUT

- Strike out words
- Strike out a paragraph

3 SUBSTITUTION

- Strike out a paragraph and insert another.

4 STRIKE OUT AND INSERT

- Applies to words

REFER TO A COMMITTEE

This motion is used to send a pending motion to a small group or committee so that the motion can be carefully investigated and brought back at a later meeting to be considered by the members.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is debatable.

Is amendable.

Majority vote.

Can be reconsidered if the assigned committee has not begun work on the matter.

The necessary details of a motion to commit, which should be stated by the maker of the motion, are as follows:

1. Designate the committee chairperson or specify how to select one.
2. How to select the committee.
3. How many members will be on the committee.
4. Decide when the committee will report back the chapter.
5. Assign the power to act. (Gives the committee the authority to do work on behalf of the organization)

Member:

“I move to refer the motion at a committee of four, with Sue Jones as the chairperson, the member to be appointed by the chair, with the power to act, and report back at the April meeting.”

Chair:

“Is there a second?”

“Second.”

“It has been properly moves and seconded to refer the motion to a committee of four, with Sue Jones as the chairperson, the members to be appointed by the chair, with the power act, and to report back at the April meeting.”

“Is there any discussion?”

(Discussion)

“All those in favor of the motion to refer please say aye. Those opposed say no.”

“Motion passes or Motion fails”

POSTPONE DEFINITELY

This motion is used to postpone action on pending motion to a definite day, time, meeting, or event in the future.

The maker of this motion must first be recognized by the chair.
The motion is out of order when another person has the floor.
Requires a second.
Is debatable.
Is amendable.
Majority vote.
Can be reconsidered.

Member:

“I move to postpone the motion to have a western dance until the April Chapter meeting.”

Chair:

“Is there a second?”

“Second.”

“It has been moved and seconded to postpone the motion to have a western dance until the April Chapter meeting.”

“Is there any discussion?”

(Discussion)

“Seeing on further discussion we will proceed to vote.”

“All those in favor please say aye.”

“Those opposed say no.”

“Motion passes. We will postpone the motion to have a western dance until the April Chapter meeting.”

OR

“Motion Fail. We will not postpone the motion.”

LIMIT DEBATE

This motion is used to control debate on a pending motion. Debate on a motion can be limited by:

1. Reducing the number of speeches.
2. Controlling the length of speeches.
3. Setting the specific time at which debate will be closed.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is debatable.

Is amendable.

Two-thirds majority vote.

Can be reconsidered.

Depending on the desired outcome, there are several forms which you can use to make this motion...

To fix the hour for closing debate:

Member:

“I move that at 9:00 p.m. debate on the motion to... (state the pending motion)...be closed.”

To limit the time spent in debate:

Member:

“ I move that debate on the pending motion be limited to twenty minutes.”

To limit the amount of time of debate for each speaker:

Member:

“I move to limit debate on the pending motion to three speakers.”

PREVIOUS QUESTION

The previous is used to bring the assembly to an immediate vote on one or more pending motions. It immediately closes all debate and stops any further amendments.

In meetings, members will often call out, “ Question!” This is not a correct motion and is simply an expression of opinion that a person is ready to vote.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is debatable.

Is amendable.

Two-thirds majority vote.

Can be reconsidered.

Member:

“ I move the previous question.”

“Second.”

Chair:

“ The previous question is moved on the motion to have a western dance.”

“ All those in favor of ordering the previous question, please rise. Be seated.”

“Those opposed, please rise. Be seated.”

If the motion on the previous question fails, the chair announces the result and goes back to the pending main motion(western dance).

Chair:

“ The motion on the previous question fails.”

“ Is there any further discussion on the main motion to have a western dance?”

LAY ON THE TABLE

This motion enables the assembly to lay a pending motion aside temporarily when something more urgent has arisen. There is no time set for taking the matter up again. Motions can be laid on the table up until the time the last vote is taken on a pending motion.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is not debatable.

Is amendable.

Majority vote.

Cannot be reconsidered.

Member:

“I move to lay the motion on the table.”

“Second.”

Chair:

“It has been properly moved and seconded to lay the motion to hold a western dance on the table.”

“Those in favor say Aye.”

“Those opposed say No.”

“Motion passes. We will lay the motion to hold a western dance on the table.”

Or

“Motion fails. We will not lay the motion to hold a western dance on the table.”

Privileged Motions

Privileged motions do not relate to the pending business, but they do relate to special matters of immediate importance.

CALL FOR THE ORDERS OF THE DAY

Motion by which a member can require the assembly to conform to its agenda, program, or order of business.

**The maker of this motion does not need to be recognized by the chair.
The motion is in order when another person has the floor.
Does not require a second.
Is not debatable.
Is not amendable.
Requires a two-thirds negative vote not to follow the orders of the day.
Cannot be reconsidered.**

When the orders of the day are called for the chair should immediately announce the business or subject that is in order from the agenda.

A vote should be taken by the chair. It requires a two-thirds negative rising vote not to follow the orders of the day. In other words, if two-thirds of the member vote against a call for the orders of the day, then the order of business does not have to be followed.

Member:

“Mr. President, I call for the orders of the day.”

Chair:

1. “The orders of the day are called for.”
2. “The orders of the day are to...” (read item from the agenda)
3. “All those in favor of conforming to the orders of the day please rise.”
“Those opposed, please rise.”
4. “Motion passes. We shall conform to the orders of the day.”

Or

5. “Motion Fails. We shall not conform to the orders of the day.”
6. “What is the pleasure of the group pertaining to the orders of the day?”

QUESTION OF PRIVILEGE

This motion permits a member to make a special request at a meeting. There are two kinds of questions of privilege: (1) those relating to the who assembly; and (2) those relating to questions of personal privilege. The question of privilege is dealt with immediately by the chairperson.

The motion is in order when another member has the floor if the situation being addresses by the question of privilege is urgent. If the item is not urgent, a motion for a question of privilege should not be made while another member is speaking.

The maker of this motion does not need to be recognized by the chair.
The motion is in order when another person has the floor, but should not interrupt a speaker.
Does not require a second.
Is not debatable.
Is not amendable.
No vote. The question of privilege is ruled upon by the chair.
Cannot be reconsidered.

QUESTION OF PERSONAL PRIVILEGE

Member:

“Madam President, I rise to a question of personal privilege.”

Chair:

“Please state your question.”

Member:

“May I please remove my official jacket for the remainder of the meeting?”

Chair:

“It would not be appropriate for any officer to remove their official jacket at this time. I cannot grant your question of privilege.”

QUESTION OF PRIVILEGE RELATING TO THE ASSEMBLY

Member:

“Madam President, I rise to a question of privilege affecting the assembly.”

Chair:

“Please state you question.”

Member:

“Madam President, I think people are having trouble hearing. Can we turn up the volume on the PA system.”

RECESS

This motion may be used by any member to bring about a short intermission in the meeting.

The maker of this motion must first be recognized by the chair.

The motion is not in order when another person has the floor.

Requires a second.

Is not debatable.

Is amendable.

Majority Vote.

Cannot be reconsidered.

Member:

“Mr. Chairman, I think there is a need to discuss matters informally. Therefore, I move to take a five minute recess.”

Chair:

“Is there a second?”

“Second.”

“It has been moved and seconded to take a five minute recess.”

“Are there any amendments to this motion?”

If there are amendments made the chair must deal with this. After the amendments are disposed of, or if there are no amendments, the chair calls for a vote.

“All those in favor of the motion to take a five minute recess, please say aye.”

“Those opposed say no.”

“The ayes have it and the meeting stands recessed for five minutes.”

WHAT TO DO AT THE END OF THE RECESS TIME

After the recess time has expired the chair must regain control of the meeting and resume where the assembly left off.

Chair:

Two taps of the gavel. *“The meeting will come to order.”*

“The time of recess has expired. We were discussing the motion to...”

ADJOURN

Motion used to close the meeting – may be used by any member.

**The maker of this motion must first be recognized by the chair.
The motion is not in order when another person has the floor.
Requires a second.
Is not debatable.
Is not amendable.
Majority vote.
Cannot be reconsidered.**

Member:

“Madam president, I move to adjourn the meeting.”

“Second.”

Chair:

“It has been moved and seconded to adjourn the meeting.”

“All those in favor of adjourning the meeting say aye.”

“Those opposed say no.”

“Motion passes, the meeting is adjourned.”

Or

Chair:

“It has been moved and seconded to adjourn the meeting. If there is no objection, the meeting will now adjourn. [Pause.] Since there is no objection, the meeting is adjourned.”

Close the meeting with one tap of the gavel.

FIX THE TIME TO WHICH TO ADJOURN

The purpose of this motion is to set the time, and sometimes the place, for another meeting to continue the business of the current session. The motion has no effect on when the present meeting will adjourn.

The maker of this motion must first be recognized by the chair.

The motion is not in order when another person has the floor.

Requires a second.

Is not debatable.

Is amendable.

Majority vote.

Can be reconsidered.

Member:

“Mr. Chairman, I move that when this meeting adjourns, it stand adjourned until 6:00pm on Tuesday, March 12, at the chapter meeting room.”

“Second.”

Chair:

“It has been properly moved and seconded to fix the time to which to adjourn so that when we adjourn, we stand adjourned until 6:00PM on Tuesday, March 12, at the chapter meeting room.”

“Are there any amendments to this motion?”

(The chair must deal with any amendments)

“All those in favor of the motion to fix time to which to adjourn so that when we adjourn, we stand adjourned until 6:00PM on Tuesday, March 12, at the chapter meeting room, say aye.”

“Those opposed say no.”

“ The ayes have it. When we adjourn, we will stand adjourned until 6:00PM on Tuesday, March 12, at the chapter meeting room.”

APPLICATION

For each of the following privileged motions, write a motion which you could use in a chapter meeting.

Practice each motion with a friend.

1. CALL FOR ORDERS OF THE DAY

2. QUESTION OF PRIVILEGE

3. RECESS

4. ADJOURN

5. FIX TIME IN WHICH TO ADJOURN

INCIDENTAL MOTIONS

Incidental motions relate to the pending business. As a class, incidental motions deal with questions of procedure. An incidental motion is said to be incidental to the motion or matter out of which it arises. Incidental motions usually relate to the main motion in such a way that they must be decided immediately before business can proceed.

POINT OF ORDER

This motion can be used when a member thinks that the rules of the assembly have been violated.

The maker of this motion does not need to be recognized by the chair.

The motion is in order when another person has the floor.

Does not require a second.

Is not debatable.

Is not amendable.

No vote. Is responded to by the chair.

Cannot be reconsidered.

Member:

“I rise to a point of order.” Or “Point of order.”

Chair:

“State your point.”

Member:

“The motion on the floor did not receive a second.”

Chair:

“Point well taken. Is there a second on the motion to hold a Country Western Dance?”

After the member states his or her point, the chair rules on whether the point of order is well taken or is not well taken, and briefly explains the reasoning for the conclusion.

APPEAL FROM THE DECISION OF THE CHAIR

This motion gives a member a device to use when disagreeing with a ruling by the chair.

The maker of this motion does not need to be recognized by the chair.
The motion is in order when another person has the floor.
Requires a second.
Is debatable.
Is not amendable.
Majority in negative required to reverse the chair's decision. In other words, a majority of the members must vote against the chair's decision in order to reverse it.
Can be reconsidered.

The appeal must be made at the time a ruling is made by the chair. If any business or debate has occurred after the ruling by the chair, it is too late to appeal.

Member:

"I appeal from the decision of the chair."

Chair:

"The chair's decision regarding the time of the next meeting has been appealed. The question is, shall the decision of the chair be sustained? All those in favor of sustaining the chair's decision say 'aye', those opposed say 'no'."

"The ayes have it, the chair's decision is sustained."

Or

"The nays have it, the chair's decision is not sustained."

SUSPEND THE RULES

This motion is used when the assembly wishes to do something that violates one or more of its regular rules.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is not debatable.

Is not amendable.

Two-thirds majority vote.

Cannot be reconsidered.

Member:

“I move to suspend the standing chapter rule requiring officers to wear ties at meetings.”

Chair:

“All those in favor of suspending the standing chapter rule requiring officers to wear ties at meeting please rise.”

“Those opposed please rise.”

“The Motion passes. We will suspend the standing chapter rule requiring officers to wear ties to meetings.”

Or

“The motion fails. We will not suspend the standing chapter rule requiring officers to wear ties to meetings.”

OBJECT TO THE CONSIDERATION OF A QUESTION

This motion is used to enable the assembly to avoid a particular main motion. The objection must be made before there has been any debate on the main motion.

The maker of this motion does not need to be recognized by the chair.

The motion is in order when another person has the floor.

Does not require a second.

Is not debatable.

Is not amendable.

Two-Thirds majority vote against consideration of the pending motion sustains the objection.

Yes, if two-thirds of the members vote against consideration of the pending motion.

Does not require a second.

Is not amendable.

Two- thirds majority vote against consideration of the pending motion sustains the objection.

Yes, if two- thirds of the members vote against consideration of the pending motion.

A two- thirds vote against consideration of a main motion is required to sustain in the objection. If an objection to the consideration of a question (motion) is sustained, the main motion is dismissed for the session.

Member:

“I object to the consideration of the question.”

Chair:

“The consideration of the question is objected to. Shall the question be considered? Those in favor of considering the main motion to have a Country Western Dance please rise. Those opposed, please rise.”

“The affirmative has it, the objection is not sustained. We shall consider the main motion to have a Country Western Dance.”

OR

“The negative has it, the objection is sustained. The main motion to have a Country Western Dance is dismissed.”

If two- thirds vote no, then the objection is sustained and the main motion is dismissed. If less than two- thirds are opposed then the objection is not sustained and the main motion will be brought before the assembly.

DIVISION OF A QUESTION

When a motion relating to a single subject contains several parts, the parts can be separated to be discussed and voted on as distinct motions. The motion for division of a question can be applied to a main motion or an amendment. It cannot be made to a main motion when an amendment is pending. The motion to divide can be made anytime during the consideration of a motion.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is not debatable.

Is amendable.

Majority vote.

Cannot be reconsidered.

Main motion on the floor:

To hold a Country Western Dance and finance the cost with a fundraiser.

Member:

“I move to divide the question (or motion) such as that the fundraiser and dance are considered separately.”

Chair:

“It there a second?”

“Second”

“All those in favor of dividing the question such that the dance and the fundraiser be considered separately say aye.”

“Those opposed say no.”

“The ayes have it, we will divide the question.”

Each part is then discussed and voted on separately.

Chair:

“Is there any discussion on the first motion stating that we have a Country Western Dance?”

DIVISION OF THE ASSEMBLY

If a member believes that a voice or hand vote was not accurate a division for the house motion may be called for. This motion requires the chair to call for a rising vote (members stand) so that an accurate count may be made.

The maker of this motion does not need to be recognized by the chair.

The motion is in order when another person has the floor.

Does not require a second.

Is not debatable.

Is not amendable.

The demand of a single member requires the chair to call for a rising vote.

Cannot be reconsidered.

A member may simple call out:

“Division of the house!”

OR

“Division!”

Chair:

“A division is called for.”

“All those in favor of the motion to hold a Country Western Dance Please rise.”
(Count the affirmative vote and report to the secretary)

“All those opposed please stand.”
(Count the negative vote and report to the secretary)

The chair should report the final vote count to the assembly and the result or the rising vote.

Example:

“Ten in favor and five against. The affirmative has it. We shall hold a Country Western Dance.”

PARLIAMENTARY INQUIRY

A parliamentary inquiry is a question directed to the presiding officer to obtain information on a matter of parliamentary law pertaining to the business at hand.

The maker of this motion does not need to be recognized by the chair.

The motion is in order when another person has the floor.

Requires a second.

Is not debatable.

Is not amendable.

No vote. Is responded to by the chair.

Cannot be reconsidered.

Member:

“Madam president, I rise to a parliamentary inquiry.”

Chair:

“The member will state the inquiry.” or “State your inquiry.”

Member:

“Does a motion to suspend the rules require a two-thirds majority vote?”

The chair answers the question or refers it to the Parliamentarian.

POINT OF INFORMATION

This is a request directed to the chair for information relevant to the business at hand, but not related to parliamentary procedure. Use a **parliamentary inquiry** for questions about proper procedure during a meeting.

The maker of this motion must first be recognized by the chair.
The motion is in order when another person has the floor.
Does not require a second.
Is not debatable.
Is not amendable.
No vote. Is responded to by the chair.
Cannot be reconsidered.

Member:

“Mr. Chairman, I rise to a point of information.”

Chair:

“The member will state her point.”

Member:

“Will the conference hall be big enough for the Country Western Dance?”

After the member states her point, the chair provides the requested information. If a member is requesting information from a member who is speaking, the inquirer can use the following form:

Member:

“Madam President, will the member yield for a question?”

WITHDRAW OR MODIFY A MOTION

Before a motion has been stated by the chair.

Before a motion has been stated by the chair, it is property of the person who made it. The maker of a motion can withdraw it or modify it without the consent of anyone. Another member may also ask if the maker of the motion is willing to withdraw a motion or accept modification to it.

A member does not need to be recognized by the chair to withdraw or modify a motion before it has been stated to the assembly by the chair.

The motion is in order when another person has the floor.

Does not require a second.

Is not debatable.

Is not amendable.

No vote required.

Cannot be reconsidered.

Member:

“I move that we hold a Country Western Dance and charge a \$5.00 entrance fee.”

To withdraw a motion

Member:

“Mr. President, I withdraw the motion.”

Chair:

“The motion has been withdrawn.”

To modify a motion

Member:

“Mr. President, I wish to modify the motion by striking out ‘fee’ and inserting ‘donation’.”

Chair:

“The motion now reads that we hold a Country Western Dance and ask for a \$ 5.00 donation.”

After a motion has been stated by the chair

After a motion has been stated by the chair it belongs to the assembly. The maker of the motion must **request permission** to withdraw or modify the motion.

A request for permission to withdraw a motion can be made at any time **before voting** on the question has begun. If a motion is withdrawn, all other motions and amendments adhering to the motion are dropped. A withdrawn motion is not recorded in the minutes by the secretary.

Is in order when another person has the floor.

Requires a second if the motion to withdraw or modify was made by the mover of the original motion.

Does not require a second if the motion to withdraw or modify is made by another person.

Is not debatable.

Is not amendable.

Majority vote.

A motion to withdraw can be reconsidered only when there was a negative vote.

A motion to modify can be reconsidered.

Member:

“Madam President, I ask permission to withdraw the motion.”

The chair can handle this motion by unanimous consent. If no one objects, the motion is withdrawn or modified.”

Chair:

“Unless there is objection, (pause) the motion is withdrawn.”

If there is objection the motion to withdraw or modify must be voted on. It requires a majority vote.

Chair:

“All those in favor of allowing the motion to be withdrawn say ‘aye’, those opposed say ‘no’.”

“The ayes have it. The motion is withdrawn.”

MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY

TAKE FROM THE TABLE

This motion is used to bring a previously tabled motion back for consideration by the assembly.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Not debatable.

Not amendable.

Majority vote.

Cannot be reconsidered.

Member:

“I move to take from the table the motion to have a fund raiser which was tabled at our last meeting.”

Chair:

“Is there a second?”

“Second.”

“It has properly moved and seconded to take from the table the motion to have a fund raiser which was tabled at our last meeting.”

“All those in favor of taking from the table, the motion to have a fund raiser which was tabled at our last meeting, say aye.”

“Those opposed say no.”

“The ayes have it. We will take from the table the motion to have a fund raiser which was tabled at our last meeting.”

“Is there any discussion on this motion?”

or

“The motion fails. We will not take this motion from the table.”

RESCIND

The motion to rescind is used to strike out an entire main motion, resolution, rule, by-law, section, or paragraph, which was adopted at a previous meeting.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Is debatable.

Is amendable.

Majority vote.

Can be reconsidered only when a negative vote occurred.

Member:

“I move to rescind the previously adopted main motion concerning landscaping of Lewisville Park.”

Chair:

“Is there a second?”

“Second.”

“It has been properly moved and seconded to rescind the previously adopted main motion concerning the landscaping of Lewisville Park.”

“Is there any discussion on this motion?”

(Discussion)

“All those in favor of the motion to rescind, please say aye.”

“Those opposed please say no.”

“The motion passes. The motion to landscape Lewisville Park is rescinded.”

Or

“The motion fails. We will not rescind the motion to landscape Lewisville Park.”

RECONSIDER

A call for a motion to reconsider allows a motion which has already been voted on to be brought back for further consideration. This motion may only be made by a member who voted on the prevailing side. In other words, the member calling for the motion must have voted in favor of the original motion if it passed, or against it if the original motion failed.

The maker of this motion must first be recognized by the chair.

The motion is out of order when another person has the floor.

Requires a second.

Not debatable.

Not amendable.

Majority vote.

Cannot be reconsidered.

Member:

“I move to reconsider the motion to hold our annual banquet in May voted on at the March meeting. I voted for (or against) this motion.”

Chair:

“Is there a second?”

“Second.”

“It has been moved and seconded to reconsider the motion to hold our annual banquet in May which was voted on at our March meeting.”

“All those in favor please say aye.”

“Those opposed say no.”

“Motion passes. We will reconsider the motion to hold our annual banquet in May.”

“Is there any discussion on this motion?”

or

“The motion to reconsider fails. We will not reconsider this motion.”

MOTIONS THAT ARE NOT DEBATABLE BUT CAN BE AMENDED

There are four more motions which cannot be debated or discussed, but they can be amended. The four motions are:

1. Limit debate
2. Recess
3. Fix time at which to adjourn
4. Division of a question

The chairperson should ask for amendment when any of these four motions are made in a meeting. The chairperson does not ask for discussion.

Example:

Member:

“I move to take a ten minute recess.”

“Second.”

Chair:

“It has been properly moved and seconded to take a ten-minute recess. Are there any amendments to this motion?”

If there are no amendments, the chair calls for a vote on the motion. If amendments are made by the members, the chair must deal with these first.

DISCUSSION TECHNIQUES

Discussion and debate on a motion is a very important step in the process of conducting business. It is extremely important to be able to present your ideas and opinions to the group in a clear and concise manner. Once a motion is on the floor individuals will have the opportunity to present their arguments on either side of the motion. Having the ability to persuade the group one way or the other will determine if a motion passes or fails. The following examples are provided in order to give the reader some phrases that may be useful during a business meeting.

“Members, I would encourage you to rescind this motion for two very good reasons.”

Number one...”

Number two...”

“For these reason I urge you to rescinds this motion.”

“Fellow members, there are three main reason why I proposed this amendment to our main motion.”

“First of all...”

“Second of all...”

“And the third reason I proposed this amendment is that...”

“For these reason I hope that you will all vote yes for this amendment.”

“I feel that this is a very strong amendment.”

“I hope that you will vote in favor of this amendment.”

“I hope that you will vote this amendment down.”

“Madam Chairman I am very frustrated with the views of the previous speaker...”

“Therefore, I hope that you will all vote with me and vote no on this motion.”

“I proposed this motion to refer because...”

“I totally disagree with the views of the previous speaker.”

“I am very much in favor of this motion because...”

“I agree with the views of the previous speaker because...” “For these reason I hope that you will adopt this motion.”

NOMINATIONS

Nominations are simply the process of selecting individuals to run for officer, board member, or committee member positions in an organization. Nominations can be made by the following methods:

1. From the floor or open nomination.
2. By the chair.
3. By a nominating committee.
4. By ballot.
5. By mail.
6. By petition.

NOMINATIONS FROM THE FLOOR/OPEN NOMINATIONS

With open nominations the chair calls for nominations at the time designated by the organization. This is the most common method of nominating people in most organizations.

Rules for open nominations:

1. A member does not need to be recognized by the chair to make a nomination.
2. The member should rise when making the nomination.
3. Does not require a second, however, another member may second a nomination to indicate their approval of the individual being nominated.
4. No one can nominate more than one person for an office until all member wishing to make a nomination have had a chance to do so.
5. The same person can be nominated for more than one office. If present, the person elected can select which office they want to accept. If absent, the members can vote for which office the person will receive.

How to open nominations from the floor.

Chair:

“Nominations are now open for the office of President.”

Member:

“Mr. Chairman, I nominate Susan.”

Chair:

“Susan is nominated. Are there any further nominations for the office of President?”

NOMINATIONS BY THE CHAIR

The chair does not normally make nominations for officer positions. The chair can make nominations for committee membership and similar positions within the organization.

Motion Set 1

Main motion

I move our 3rd period class sponsor an “adopt a highway campaign” for Pine Street in front of our school.

Refer to committee
Amend
Lay on table
Division of the assembly
Question of privilege
Recess
Parliamentary Inquiry
Adjourn

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Refer to committee
Amend
Lay on table
Division of the assembly
Question of privilege
Recess
Parliamentary Inquiry
Adjourn

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Lay on table
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Parliamentary Inquiry
Adjourn

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Amend
Lay on table
Division of the assembly
Question of privilege
Recess
Parliamentary Inquiry
Adjourn

I move our 3rd period class sponsor an “adopt a highway campaign” for Pine Street in front of our school.

Refer to committee
Amend
Lay on table
Division of the assembly
Question of privilege
Recess
Parliamentary Inquiry
Adjourn

Individual Debate Guide

Name _____

Period _____

Motion I am making:

- 1.
- 2.

Motions I am debating:

- 1.
- 2.

Extra:

Debate should include:

Beginning Statement-how you feel about the motion; do you want it to be adopted?

Middle Statement-present sound, logical evidence (pros or cons of the idea) to back up your position

Ending Statement-Reinforce your position. How do you want the assembly to vote?

Example Beginning and Ending Statements that can be used:

Beginning Pro Statements	Beginning Con Statements
I wish to speak in favor of the motion.	I wish to speak against the motion.
I agree with the maker of this motion.	I am opposed to this motion.
I support this (topic) for the following reasons: First...., Second...., etc.	Adoption of this motion will not benefit our organization (school, club, town, etc.)
I agree with the previous speaker who spoke in favor of the motion.	I disagree with the maker of this motion.
Ending Pro Statements	Ending Con Statements
I therefore encourage the members to vote in favor of the motion	Let's defeat this motion.
I therefore hope and sincerely trust that the motion will be adopted.	Therefore, I recommend to the assembly that the motion not be adopted. Vote "No!"
Let's all get behind this motion and adopt it.	For these reasons I hope the motion will fail.
I urge you to pass this motion.	Given these reasons, I believe a negative vote is the only way to vote.

Debate #1:

Debate #2:

Chairman:

Team Members:

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Motions We Will Make:

Mark the motions you will demonstrate	Motion	Member Making Motion
X	Adjourn	
	Point of Order	
	Question of Privilege	
	Parliamentary Inquiry	
	Division of the Assembly	
	Limit or Extend Debate	
	Postpone Definitely	
	Refer to a Committee	
	Secondary Amendment	
X	Primary Amendment	
X	Main Motion	

***Every Member must be assigned one motion

Demonstration Guide

Main Motion

1. Chair: "Is there any new business to come before this meeting?"

2. _____: "Mr./Madam President." (wait to be recognized) "I move that

_____.

3. _____: "I second the motion."

4. Chair: "It is moved and seconded that (repeat main motion exactly as stated above). Is there any debate?"

5. The following members will take turns debating the main motion: (list members debating)

In Favor:

Against:

Primary Amendment

1. Chair: Is there any further debate on the main motion?

2. _____: "Mr./Madam President." (wait for recognition) "I move to amend the main motion by _____."

3. _____: "I second the motion."

4. Chair: "It has been moved and seconded to amend the motion by _____." If passed the main motion would

then read _____.

_____. Is there any debate on the amendment?"

5. The following members will take turns debating the amendment:

In Favor:

Opposed:

6. Chair: "Is there further debate on the amendment?"

Possible Secondary Amendment: _____ (member stands addresses the chair and is recognized) I move to amend the amendment by

Second: _____

It has been moved and seconded to amend the amendment by:

If passed the motion would read:

Is there any debate?

OR

(No more response from members) "Seeing no debate we will proceed to vote on the amendment. The question is on amending the main motion by

So if amended the main motion would then read that

All those in favor of the amendment say 'Aye.'" (Pause for vote) "Those opposed to the amendment say 'No.'" (Pause for vote) "The Ayes/No's have it and the amendment is adopted/lost." Repeat if 2nd amendment

Division

1. _____: "Division!"

2. Chair "A division has been called for. Those in favor of the amendment please rise. (Pause) Thank you be seated. Those opposed to the amendment please rise. (Pause) Thank you be seated. The affirmative/negative has it and the amendment is adopted/lost."

Other Possible Motions to make:

Refer to a Committee

1. Chair: "Is there any further debate on the main motion?"

2. _____: "I move to refer this matter to a committee of _____ appointed by the chair to report back at our next meeting."

3. _____: I second the motion

4. Chair: "It has been moved and seconded to refer this matter to a committee. Is there any debate?"

5. The following members will debate: _____

6. Chair: "Is there any further debate on the referral? Seeing none we will proceed to vote."

Postpone Definitely

_____ (member standing addressing the chair and being recognized) I move to postpone all pending business to our next regular meeting.

_____ : Second

Chair: It has been moved and seconded to postpone all pending business to our next meeting. Is there any debate?

Debate by the following members:

Limit or Extend Debate

_____ "I move to Limit (or extend) Debate to _____ talks per person

_____ Second

Chair: Are there any amendments? Seeing none we will proceed to vote. Let me remind the members that this motion takes a 2/3 vote to pass. All in favor stand.All opposed stand....

Announce results

Motions that can be made any time:

Point of Order: Member making _____

"I rise to a point of order"

Chair: State your point

Member: (point out mistake)

Rise for Question of Privilege: Member making _____

"I rise for a question of privilege"

Chair "what is your question?"

Member: States questions

Rise to Parliamentary Inquiry: Member making _____

"I rise for parliamentary inquiry"

Chair "What is you inquiry"

Member: (ask parliamentary question)

Vote on Main motion as amended (if passed), the referral, or the postponement

Announce result of vote

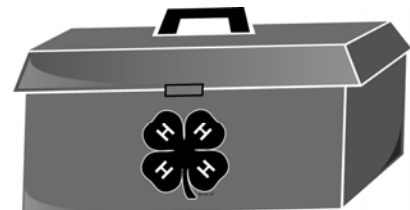
Adjourn

1. _____: “Mr./Madam Chairman. “I move to adjourn.”
2. _____: “I second the motion.”
3. Chair: “It has been moved and seconded to adjourn. All those in favor say ‘Aye.’ Those opposed say ‘No’ The ‘Ayes have it and we stand adjourned.”

List below all the motions your team will be making in the order they will be making them.:

5

Parliamentary Procedure Lesson Plan





Learning Objectives

1. State the purposes of following parliamentary procedure.
2. Recognize the five basic principles of parliamentary procedure.
3. Identify steps involved with presenting a motion.
4. Recognize various methods of voting.
5. Differentiate among five types of motions.



Supplies & Resources Needed

- Lesson plan with instructional objectives
- Notes pages of PowerPoint presentation with talking points
- LCD projector and laptop with PowerPoint presentation loaded
- Copies of PowerPoint slides printed as a three-slides/page handout for each participant
- Copies of "Parliamentary Procedure" quiz for each participant
- Pencils or pens for volunteers to take notes and complete the quiz
- Copies of "Parliamentary Procedure" fact sheet



References

Adams, James P. (2005). *A Guide to Parliamentary Practice for Your Club*. Kansas State University.

Ohio 4-H Clubs Advisors Handbook. *Parliamentary Procedure for 4-H Club Use*. Retrieved November 20, 2007, from <http://advisorshandbook.ohio4h.org/clubmanagement/meetings.html>.

The Pennsylvania State 4-H Council. *Parliamentary Procedure Manual*. Retrieved November 20, 2007, from <http://downloads.cas.psu.edu/4H/Council/CouncilParliProManual.pdf>.

Texas 4-H Management Guide System. (2005) *Putting It in Drive*. Retrieved November 20, 2007, from <http://texas4-h.tamu.edu/mgtguide/MemUnits/MU-6.htm>.

Van Winkle, R., Martin, D., and Derby, A. (2006). *Gaveling Your Way to Better Meetings*. Oregon State University. Retrieved November 20, 2007, from <http://tarrant.tamu.edu/youth/Parlpropow.ppt>.

Projected Length

25-35 minutes, depending upon the length of time allowed for discussion questions.

Instructor Notes

- If you will be using the PowerPoint presentation to share this lesson with the volunteers, set up the laptop and LCD projector prior to the start of the program and test the equipment to be sure it is working properly.
- Welcome the group and thank them for their participation.
- Begin "Parliamentary Procedure" PowerPoint presentation.
- Utilize the talking points found on the notes pages of the PowerPoint presentation to guide you during the presentation.



- Review the purpose and objectives for this lesson plan.
- Provide a brief introduction of the lesson, including its importance to the 4-H Youth Development Program.
- Proceed with the lecture portion of the lesson.
- Distribute "Parliamentary Procedure" fact sheet to each participant.
- Conclude the lesson with a time for questions from the participants.

Methods/Content



Information found on Slides #1-2.

Introduction



Parliamentary procedure can be intimidating to some people, either because they lack basic knowledge or they simply lack experience using it. This session is designed to illustrate the importance of parliamentary procedure in the 4-H program.

In this session we will focus on these objectives.

1. State the purposes of following parliamentary procedure.
2. Recognize the five basic principles of parliamentary procedure.
3. Identify steps involved with presenting a motion.
4. Recognize various methods of voting.
5. Differentiate among five types of motions.

Objective 1

State the purposes of following parliamentary procedure.



Information found on Slides #3-9.



Parliamentary procedure provides an orderly way in which business can be brought before a group. It ensures that the minority is heard and that the majority prevails. Leaders who use parliamentary procedure can ensure meetings are run effectively.

The following bullet points were created by VanWinkle, Martin, and Davis, 4-H Educators from the Oregon State University Extension Service, in a presentation entitled, "Gaveling Your Way to Better Meetings."

Why Do Groups Use Parliamentary Procedure?

- To give everyone a chance to be heard
- To allow members to participate in an orderly group
- To establish and maintain order in a meeting
- To prevent confusion when discussing club business
- To keep things moving



Objective 2

Recognize the five basic principles of parliamentary procedure.



Information found on Slides #10-15.

Five Basic Principles of Parliamentary Procedure

- Discuss one subject at a time.
- Allow full and free discussion of each idea presented.
- Treat all members with justice and courtesy.
- Carry out the rule of the majority, and respect the rights of the minority.
- Bring together the wishes of all group members to form a cooperating, united club.

Objective 3

Identify steps involved with presenting a motion.



Information found on Slides #16-33.

Motion

- A motion is a formal way to bring an idea, proposal, or plan of action before a group.
- A motion is part of an orderly way to conduct business using parliamentary procedure.
- A motion calls for discussion and action by the group.



A motion is a basic part of parliamentary procedure. A motion allows the group to discuss and take action on an idea. The steps for handling a motion are: a motion is made; if it receives a second, it is discussed; it may be amended; and it is voted on by the membership. The following slides from the VanWinkle, Martin, and Davis presentation summarize the various steps to follow when making and handling motions.

Steps to Make and Handle a Motion

- A member who wants the club to do something makes a motion.
- The member must first address the president.
- The member is then called on, or recognized, by the president.
- The member then makes the motion (by saying, "I move..."). Saying "I move to make a motion that..." or "I make a motion that..." are common statements, but are incorrect.
- The motion is seconded by another member (this indicates someone else feels the motion warrants discussion).
- After the motion is seconded, the president restates the motion and asks for discussion. A motion cannot be discussed until it is seconded.
- Discussion is held on the motion so that all members may have a voice on the topic.
- After discussion, the president repeats the motion and asks, "Are you ready for the question?", which means, "Are you ready to vote?"
- A vote is taken, asking first for those in favor of the motion, and then for those who are opposed to the motion.
- The president asks all those who are in favor of the motion to say "Aye!" The president then asks all who are opposed to say "No!" (The president should not ask those who are opposed to "respond with the same sign.")



- If more are in favor of the motion than are opposed, the president declares that the motion has passed (or is approved). If more are in opposition to the motion than are in favor of it, the president declares that the motion has failed (or is lost).
- Before any other business can come before the group, the motion made and seconded must be voted upon, withdrawn, amended, or tabled.
- To amend a motion, the procedure is the same as for the main motion: an amendment needs to be recognized; the amendment needs a second; there needs to be discussion on the amendment; and then a vote on the amendment is taken. Discuss and then vote on the main motion as amended.
- To withdraw a motion, both the person who made the motion and the person who seconded the motion must agree to withdraw it.
- To table a motion, if more information is needed or there is not enough time to discuss and vote on a motion, it may be tabled. A member moves to table the motion, another member seconds the motion, and a vote is taken. No discussion is taken, but tabling a motion does require a majority vote to pass.



Additional information related to Parliamentary Procedures and handling motions is available in the reference, "Why There Is Parliamentary Procedure," from the Ohio 4-H Clubs Advisors Handbook, available on the The Ohio State University Extension Web site: <http://advisorshandbook.ohio4h.org/>

Objective 4

Recognize various methods of voting.



Information found on Slides #34-38.



In the next slides, four methods are described to vote on motions or other business conducted in a meeting.

Voice Vote

- The chair asks those in favor to say, "Aye" or "Yes." Those who are opposed are asked to say, "Nay" or "No."
- The president should not ask those who are opposed to "respond with the same sign."

Show of Hands

- This method is recommended for small groups.
- Chair asks members who are in favor to raise their right hands. After the count is taken, those who are opposed are then asked to raise their right hands.

Rising to Vote

- This method should be used to verify a voice vote and on motions requiring a 2/3 majority vote.
- Chair asks those in favor of the motion to rise. After counting, these members are asked to sit. The chair then asks those opposed to rise.

Ballot Vote

- This method involves writing a vote on a slip of paper.
- This is a good way to vote for officers, or to vote upon controversial motions.
- The chair should appoint individuals to distribute, collect, and tally the ballots.



In all of the methods of voting, the chair should always say what happened as result of the vote.



Objective 5

Differentiate among five types of motions.



Information found on Slides #39-44.



The following slides offer a brief synopsis of the five types of motions. Additional information on each of the types of motions is available from the Ohio 4-H Clubs Advisors Handbook, available on the The Ohio State University Extension Web site: <http://advisorshandbook.ohio4h.org/>

Privileged Motions:

- These motions do not relate to the pending question.
- However, they involve matters of such urgency or importance that, without debate, they will interrupt the consideration of anything else.

Incidental Motions:

- These motions deal with questions of procedure and arise out of another pending motion or item of business.
- With the exception of the motion to appeal from the ruling of the chair, they're not debatable.

Subsidiary Motions:

- These motions assist the group in treating or disposing of a main motion.
- They can hasten action upon, delay action upon, or modify the main motion.

Main Motions:

- These motions bring business before the group.
- These allow formal discussion upon an item of business before the group makes an informed decision.

Unclassified Motions:

- These enable certain items to be reconsidered.
- In general, they are brought up when no business is pending.

Conclusion and Quiz



Information found on Slides #45-48.



What questions do you have about the "Parliamentary Procedure" lesson?

Briefly review the lesson. Then, distribute the "Parliamentary Procedure" quiz questions. Allow volunteers time to answer the questions. Provide the correct answers from the key provided in the packet. You may choose to collect the quizzes or allow the volunteers to keep them as a review of the lesson.

Distribute the "Parliamentary Procedure" fact sheet for further reference.



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“Parliamentary Procedure” Quiz

Answer **True** or **False** to each of the following statements.

1. _____ When a member wishes to bring a matter before the group, he or she must be recognized by the chair.
2. _____ The member has the floor as soon as he or she has spoken to the chair.
3. _____ A voice vote is recommended on motions requiring a 2/3 majority vote.
4. _____ One can introduce business by saying “I move to make a motion that...” or “I make a motion that...”
5. _____ A main motion and an amendment need to be seconded.
6. _____ A ballot vote is recommended when voting for officers.
7. _____ A motion can be withdrawn by any person at any time.
8. _____ A privileged motion involves business that relates to the pending question.
9. _____ Main motions allow the group to formally consider business.
10. _____ Tabling a motion may occur if there is not enough information available to vote on the motion.



- KEY -

“Parliamentary Procedure” Quiz

1. **When a member wishes to bring a matter before the group, he or she must be recognized by the chair.**
 TRUE The chair must recognize the member, either by calling the member's name or nodding, before the member can make a motion.

2. **The member has the floor as soon as he or she has spoken to the chair.**
 FALSE The member does not have the floor until the chair has recognized him or her.

3. **A voice vote is recommended on motions requiring a 2/3 majority vote.**
 FALSE Rising to vote is recommend in this case so that more accurate counting of the votes can occur.

4. **One can introduce business by saying “I move to make a motion that...” or “I make a motion that...”**
 FALSE One only needs to say “I move,” “I move that,” “I move to,” or “I move the adoption of the following.” To say “I move to make a motion,” “I make a motion,” or “I move you,” are common, but incorrect.

5. **A main motion and an amendment need to be seconded.**
 TRUE A second is necessary to indicate that more than one person is in favor of the main motion and an amendment. However, the questions of privilege, points of order, objections, calls for division, and points of information do not need seconds.

6. **A ballot vote is recommended when voting for officers.**
 TRUE Ballot votes are recommended during officer elections and when voting upon controversial motions.

7. **A motion can be withdrawn by any person at any time.**
 FALSE Both the person who made the motion and the person who seconded the motion must agree that it be withdrawn.

8. **A privileged motion involves business that relates to the pending question.**
 FALSE A privileged motion does not relate to the pending question; it involves matters of great urgency or importance.

9. **Main motions allow the group to formally consider business.**
 TRUE Main motions are formal methods for bringing business before the group.

10. **Tabling a motion may occur if there is not enough information available to vote on the motion.**
 TRUE Tabling a motion to obtain more information is acceptable as is tabling a motion if there is not enough time to discuss a motion.



Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 5: Leadership through Public Speaking

Unit Objectives:

1. List and describe reasons why public speaking skills are important
2. List the types of speeches and explain how they are used
3. Demonstrate public speaking abilities by selecting, researching, developing, and delivering speeches
4. Demonstrate the ability to lead a discussion group
5. Demonstrate the ability to be a good listener

Communication/Speech Standard(s) Met:

- Standard 6.1.1
- Standard 6.1.2
- Standard 6.1.3
- Standard 6.1.4
- Standard 6.1.5
- Standard 6.2.1
- Standard 6.2.2
- Standard 6.2.3
- Standard 6.2.4
- Standard 6.2.5
- Standard 6.2.6
- Standard 6.2.7
- Standard 6.2.8
- Standard 6.2.9
- Standard 6.2.10
- Standard 6.2.11

Power Points

- Impromptu Speaking
- Impromptu Speech Topics
- Answering Questions
- Responding to Audience Feedback
- Example Speech
- Magic Formula
- Writing a Speech Using the Magic Formula
- Presentation Tips
- Prepared Public Speech Presentation Requirements
- Leading Group Discussions

Student Handout

- Extemporaneous Topics
- Extemporaneous Scorecard

- Developing Speeches Using the Magic Formula
- Developing Speeches Using the Magic Formula Continued
- Presentation Tips Assignment
- Presentation Tips Note Outline
- Prepared Speech Requirements
- Prepared Speech Presentation Rubric
- Prepared Speech Presentation Rubric Option #2
- Speech Topics #1
- Speech Topics #2
- How to Type Works Cited
- Works Cited Example

Evaluation

- Public Speaking Test

Interest Approach

- Students can play apples to apples to begin describing and acting out actions or thoughts. (refer to public speaking lesson plan)

Teaching Content

- Show power points on writing a prepared speech using the magic formula. Students will then be assigned a presentation and must choose a speech topic. Students will then present their speech to the class.

Student Activities

- Present Speech Topic to the class

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Five - Public Speaking

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Lesson Plan- General Notes on Public Speaking and Audience Analysis



Level: Novice Intermediate

Class: Communications Applications / Public Speaking

Area of Focus: Presentations, Extemporaneous Speaking

Objective- To give the class an overview of the types of speeches one can give, the formats from which they are delivered and to introduce the concept of audience analysis.

TEKS taught: (4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: (A) analyze the audience, occasion, and purpose when designing presentations;

Materials Needed:

- Power Point of opening lecture
- “Apples to Apples” game
- Prizes for winning group
- Exercise on applying information

Lesson Instruction:

Explanation: At the first of a public speaking unit or class, the teacher should go over some general information about public speaking. The power point attached has slides on types of communication, purpose of speaking, ways in which speeches are delivered along with the pros and cons of each delivery style as well as a section on audience analysis. A teacher could break this up into two separate lessons or instruct all together depending on the time available. One lesson will be explained here.

Information given in one unit:

Show the power point asking the students to take down notes as they go. It would be helpful here to review good note taking strategies. Your AVID teacher has an adaptation of the sophisticated Cornell system if you would like to use them as a source for this.

HOOK

1. Several games can be used to stress the importance of audience analysis in public speaking.
 - a. *Apples to Apples* available at most stores with a game section (i.e. Target) is the one that this lesson will use.
 - b. *Persuade: An Educational Game for Developing Persuasive Skills* offered by Contemporary Drama Service Box 7710 Colorado Springs, CO 80933 is a useful game.
2. Read the rules to *Apples to Apples* so you can explain it to the class. You will follow the rules as written except that your class will play as teams instead of individually.
3. Tell the class we are going to do an activity that stresses the importance of audience analysis. Divide class up into teams of four. Have them arrange desks so that all four join into a square. Explain the rules of the game as printed in the instructions.
4. Pass out the cards, and begin to play.

Debrief:

1. As the game concludes, follow up with the following questions:
 - a. As the game progressed, did you begin to alter your strategy depending on who the “judge” was?
 - b. What were the different ways judges made choices on the card they would choose? (logical choice, stupid choice, deep thinking choice, humorous choice)
 - c. What did the team that won use as a strategy?
 - d. Why were they successful?
 - e. In what way did this illustrate the concepts of audience analysis?
2. Pass out “prizes” to winning group.

Assessment:

Pre:

1. Before showing power point, ask students to list situations in which a specific message would be inappropriate for a specific audience. Give some examples (future goals at a preschool graduation, benefits of free choice to an audience of Chinese diplomats, etc)
2. As students are taking down notes, check for understanding by asking them to volunteer examples of situations from the media and/or real life experiences.

During:

1. As the game progresses, check to see if the students are getting the hang of evaluating the cards based on their opinions or what they think the judge will say.
2. Correct and re-explain the process if a group is still picking their match card based on what they think is a good match rather than what they think the judge will think. (Note: This will make sense after you read the rules and begin to play)
3. As a group emerges that seems to be gaining more winning guesses than the others, ask them why they made the choice they made. Extend answers.

Post:

1. Pass out Introduction exercise
2. Students can do it as a group or individually depending on teacher’s preference.

3. Students can turn in paper for teacher to assess, or they can volunteer to read their paper to the class and the class can evaluate correctly and incorrectly addressed introductions.
4. See example for suggestions

Resources:

- See Hook 2 A and B for games sources
- Power Point on Public Speaking and Audience Analysis (attached)
- Introduction Exercise Handout (attached)

**Enunciation Practice – Can you say these
“Tongue Twisters”?**

A quick witted cricket critic.

I saw Susie sitting in a shoe shine shop.
Where she sits she shines, and where she shines she
sits.

How many boards
Could the Mongols hoard
If the Mongol hordes got bored?

Send toast to ten tense stout saints' ten tall tents.

Red Leather, Yellow Leather
Red Leather, Yellow Leather
Red Leather, Yellow Leather
Lavendar Leather

Can you can a can as a canner can can a can?

There was a fisherman named Fisher
who fished for some fish in a fissure.
Till a fish with a grin,
pulled the fisherman in.
Now they're fishing the fissure for Fisher.

Explanation of Scorecard Points

- | | |
|---|---|
| <p>1. <i>Content Related to Topic includes:</i>
 <i>Appropriateness of the total speech content to the topic selected</i>
 <i>Extent to which the speaker addressed the topic selected</i></p> <p>2. <i>Knowledge of Subject includes:</i>
 <i>Importance and appropriateness of the subject</i>
 <i>Suitability of the material used</i>
 <i>Accuracy of the statements included</i></p> <p>3. <i>Organization of Material includes:</i>
 <i>Organization of the content</i>
 <i>Unity of thought</i>
 <i>Logical development</i>
 <i>Language used</i>
 <i>Sentence structure</i>
 <i>Accomplishment of purpose-conclusions</i>
 <i>Material related to sub-topic</i></p> <p>4. <i>Voice includes:</i>
 <i>Quality</i>
 <i>Pitch</i>
 <i>Articulation</i>
 <i>Pronunciation</i></p> | <p>5. <i>Stage Presence includes:</i>
 <i>Personal appearance</i>
 <i>Poise and body posture</i>
 <i>Attitude</i>
 <i>Confidence</i>
 <i>Personality</i>
 <i>Ease before audience</i></p> <p>6. <i>Power of Expression includes:</i>
 <i>Fluency</i>
 <i>Emphasis</i>
 <i>Directness</i>
 <i>Sincerity</i>
 <i>Communicative ability</i>
 <i>Conveyance and meaning</i></p> <p>7. <i>General Effect includes:</i>
 <i>Extent to which the speech was interesting, understandable, convincing, pleasing, and held attention</i></p> <p>8. <i>Response to Questions includes:</i>
 <i>*Ability to answer the question on the speech which are asked by the judges indicating originality, familiarity with subject and ability to think quickly</i></p> |
|---|---|

***NOTE: Judges should meet prior to the event to prepare and clarify the types of questions to be asked.**

EXTEMPORANEOUS PUBLIC SPEAKING EVENT SCORECARD

	Points Allowed	Points Awarded Participant								
		1	2	3	4	5	6	7	8	9
Order of Speaking										
Content Related to Topic	200									
Knowledge of Subject	100									
Organization of Materials	100									
Power of Expression	100									
Voice	100									
Stage Presence	100									
General Effect	100									
Response to Questions	200									
TOTAL POINTS (GROSS)	1000									
Less Time Deductions	1 pt/sec									
Total Points (Net)										
Rank of Participant										

CATEGORIES

- [Abortion@](#)
- [Affirmative Action@](#)
- [Agricultural Policy@](#)
- [Animal Rights@](#)
- [Campaign Finance Reform@](#)
- [Censorship and the Net@](#)
- [Church-State Issues@](#)
- [Climate Change Policy@](#)
- [Clinton Administration@](#)
- [Colombian Civil War@](#)
- [Communications Decency Act@](#)
- [Conscription@](#)
- [Death Penalty@](#)
- [Drug Policy@](#)
- [Electric Utilities Deregulation@](#)
- [Firearms Policy@](#)
- [Flag Burning@](#)
- [Foreign Policy@](#)
- [Government Fraud and Waste](#) (43)
- [Hawaiian Sovereignty@](#)
- [Health Care Policy@](#)
- [Homelessness@](#)
- [Immigration Reform@](#)
- [Language Policy@](#)
- [Medical Marijuana@](#)
- [Minimum Wage@](#)
- [Missile Defense System@](#)
- [National Tobacco Settlement@](#)
- [Patriotism](#) (21)
- [Race Relations@](#)
- [Racial Profiling@](#)
- [Religious Right@](#)
- [Social Security Reform@](#)
- [Space Policy@](#)
- [Stadium Taxes@](#)
- [Tax Reform@](#)
- [Term Limits](#) (3)
- [Third Party](#) (5)
- [Trade@](#)
- [U.S. Budget@](#)
- [U.S. War on Drugs@](#)
- [Vieques Controversy@](#)
- [Voluntary National Testing@](#)
- [Weapons Disarmament and Nonproliferation@](#)
- [Welfare Reform@](#)

Description

Students have one minute to prepare a one-minute impromptu speech on a topic that is randomly selected.

1. Write appropriate topic ideas on note cards.
2. Photocopy the Impromptu Assessment Rubric.

Procedures

Knowledge/Skills:

- The student will understand the necessity for adequate volume, pitch, eye contact, appropriate gesture, posture, and enunciation when speaking to an audience.
- The student will learn how to think quickly and style their speech to the audience.

Authentic Context:

You are a school counselor who will discuss a problem facing young people today. You will be given a topic to discuss and only one minute in which to prepare your speech. You have a specific audience, so you should tailor your presentation accordingly.

1. Define impromptu speaking.
2. Discuss with students positive qualities of impromptu speaking including, but not limited to, volume, tone, pitch, eye contact, and appropriate gestures.
3. Brainstorm with students to compile a list of topics of interest; for example, music, athletics, curfews, drugs, parents, siblings, dating, best friends, driving.
4. Prepare note cards on individual topics that the students brainstormed.
5. Distribute copies of the Impromptu Assessment Rubric to the class; one copy for each speaker.
6. One student randomly selects out of a hat one of the note cards. The student is given an index card and one minute to prepare a one minute speech on the topic that is listed on the note card. The index card should be used to write down key words or phrases only.
7. Student presents the one minute speech to the class.
8. Student listeners will have one minute to complete an evaluation of the impromptu speech for each presenter using the criteria on the Impromptu Assessment Rubric. While the listeners are completing their assessments, another student should randomly select a topic and prepare for the next speech. (The student preparing for the next speech will not complete an evaluation of the previous speaker.) Continue in this manner until each student has presented a one minute impromptu speech.
9. Teacher completes evaluation of impromptu speaking for each presenter using the criteria on the Impromptu Assessment Rubric.
10. Teacher collects students' evaluations after each student presentation. These will be returned to the speaker for review. (Teacher should check for inappropriate comments.)

Assessments

The assessment is two-fold, peer assessment and teacher assessment, using the Impromptu Assessment Rubric provided in the attached file. Two copies are supplied on one sheet that can be cut in half.

Self Reflection:

As a "Ticket Out The Door," students will reflect on what makes an oral presentation most interesting and why.

Extensions

Enhancement:

- Student will present, in person or via distance learning, a speech to an elementary, middle, or high school audience.
- Students will write an outline of the body of their speech. The introduction and conclusion will be in paragraph form.

Impromptu Speech

Time limit: 2-3 minutes

Sources of information: Your personal knowledge and experiences will be the foundation of your impromptu speeches in this class.

Outline your speech: None will be turned in or graded

SPEAKING NOTES: You can use key words or phrases on 3x5 notecards or PPT; do not read directly from a written speech.

Visual Aids: None required

PURPOSE & EXPLANATION OF IMPROMPTU SPEECHES:

You take a step forward in your speaking experience when you present an impromptu speech. Most real world speaking on a day to day basis is impromptu—you cannot sit down and prepare exactly what you want to say. Instead, you need to **THINK ON YOUR FEET**. Impromptu speaking helps you learn to speak in an organized fashion, as well. Right before you speak, think of three main points you want to communicate, and try to stick with them—elaborating or shortening based on time limits. You should feel increased confidence and poise as a result of these speech experiences. Your ease before the group will improve noticeably. By giving your best to this speech you will achieve a creditable improvement and desirable personal satisfaction.

The topic for your speech will be given to you right before you speak (thus the inability to pre-plan). However, so you can have some idea of what to expect, think about the following sample topics:

- The perfect age
- My favorite teacher
- The ideal husband or wife
- What I like or hate about my job
- Why _____ should be legalized
- Seatbelts save lives
- Don't judge a person on the basis of your first meeting
- You are an ant. Convince an anteater to not eat you.
- Explain three different ways to eat an Oreo cookie.
- Tell us about a nickname you have and how you got it.
- Convince us to vote for you as president of the USA.
- Explain three uses for a pencil besides for writing.
- Read us a letter you might write home when you are staying at a circus training summer camp.
- Tell us about your summer plans.
- Convince us that homework is harmful to your health.
- Tell us about your favorite pet and why it should win the Greatest Pet Ever award.

- If you were an animal, what would you be?
- You are a salesperson trying to sell us the shirt you have on.
- Explain how a smart person might not be wise.
- If you were the teacher, how would our class be different?
- Tell us about the hardest thing you have ever done.
- You are a mad scientist. Tell us about your latest invention.
- You are a famous sports player. Describe your best moment of a game.
- You are a famous rock star. Explain what the lyrics of your latest hit song mean.
- Tell us about the best job.
- Explain the benefits of drinking milk.
- Tell us how to become a millionaire.
- Tell us about the best dream you've ever had.
- Create a myth that explains why pelicans have large beaks.
- Tell us how to make a new friend.
- Tell us about the most fun recess activity.
- Tell us about your favorite holiday.
- Tell us how to make your favorite meal.
- Explain which came first: the chicken or the egg.
- Explain the rules to your favorite game.
- If everything in the world had to change to the same color, what color would you choose and why?
- Explain how you would use a hat to catch butterflies. Be sure to identify the type of hat that is required.
- You are a piece of paper. Describe how we should use you before you get recycled.
- Explain how to make a pizza.
- Explain four uses for a drinking glass other than for holding a liquid.
- Convince our principal to give students their birthdays off of school.
- Describe how you would modify a snail so it can go faster.
- Explain the best way to teach an old dog a new trick.
- Describe the life cycle of a frog or butterfly.

Overcome Your Fear of Public Speaking

by Sandra Schrift, www.schrift.com

When you need to get up and speak do you feel butterflies in your stomach? Sweaty palms? Dry mouth? Shaking knees and hands? You are not alone. Fear of public speaking is No. 1. Death is No.4. So most people would rather get a root canal and pay their taxes than speak in front of an audience.

Here are a few techniques to help you reduce your nervousness and present like a pro.

1. Before you begin, drink some tepid water, take a few deep breaths and visualize your success.
2. The audience wants you to succeed - so just treat them as your friends and speak in a conversational manner. You don't use notes when you speak to your friend, so don't use them now. At the most, you may use some note cards that include some key words for you to remember.
3. You can relax yourself as well as your audience, if you remember to SMILE! Everyone is more at ease when they see your smile. Better yet, find some humor in the situation and get everyone to laugh, including you.
4. Practice, practice, practice. Getting familiar with your material by speaking often. This really helps reduce your tension.
5. Find ways to speak - volunteer as a committee chair, lead a meeting, attend networking meetings so you can introduce yourself often and get comfortable hearing the sound of your voice and words.
6. Then ask yourself the big question: "What's the worst thing that could happen? No, you won't faint, or, forget what you plan to say. Remember when you speak to any audience, it is about them, not you. So be present with them as you would when speaking to your friend.
7. A great way to calm yourself is to arrive early and greet people as they enter the room. This is a way to relax yourself and encourage others to feel friendly towards you before you even start your speech.
8. Think about what you are going to wear. Choose clothing that makes you look good and feel good. Most people delineate their thoughts visually and your audience will form an opinion about you after looking at you for 30 seconds. My mother always encouraged me to "dress up" before taking a final exam - she said, "If you want a high grade, then look the part."
9. If you really want to be a masterful speaker, hire a speech coach . . . like me. No serious athlete or professional speaker would get very far without a coach.
10. And, finally, focus on having fun. President Theodore Roosevelt said, "If you can't find a way to make public speaking fun, why do it?"

Please complete the following by explaining your view of the presenting student's topic. This is a graded assignment that must be complete by the end of the speech order.

1. Presenter's Name _____ Topic _____

Your opinion about the topic discussed:

2. Presenter's Name _____ Topic _____

Your opinion about the topic discussed:

3. Presenter's Name _____ Topic _____

Your opinion about the topic discussed:

4. Presenter's Name _____ Topic _____

Your opinion about the topic discussed:

5. Presenter's Name _____ Topic _____

Your opinion about the topic discussed:

6. Presenter's Name _____ Topic _____

Your opinion about the topic discussed:

7. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

8. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

9. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

10. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

11. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

12. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

13. Presenter's Name _____

Topic _____

Your opinion about the topic discussed: _____

14. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

15. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

16. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

17. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

18. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

19. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

20. Presenter's Name _____

Topic _____

Your opinion about the topic discussed: _____

21. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

22. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

23. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

24. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

25. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

26. Presenter's Name _____

Topic _____

Your opinion about the topic discussed:

27. Presenter's Name _____

Topic _____

Your opinion about the topic discussed: _____

How to Type Works Cited

MLA (Modern Language Association) Style

Books

Author's Last Name, First Name. Name of Book. City Published in: Publisher,
Copyright.

Examples:

One author

Nathan, Andrew J. China's Crisis: Dilemmas of Reform and Prospects for Democracy. New York:
Columbia University Press, 1990.

Two or three authors

Snodin, Michael, and Maurice Howard. Ornament: a Social History Since 1450. New Haven: Yale
University Press, 1996.

More than three authors

Gilman, Sander, et. al. Hysteria beyond Freud. Berkeley: U of California P, 1993.

Magazine

Author Last, First (if present). "Name of Article." Name of Magazine Date of
Magazine: page numbers of article.

Examples:

Monthly or bimonthly magazine (signed)

Frank, Michael. "The Wild, Wild West." Architectural Digest June 1993: 180+.

Weekly or biweekly magazine (unsigned)

"The Decade of the Spy." Newsweek 7 Mar. 1994: 26-27.

Newspaper Article

Author Last, First. "Title of Article." Name of Newspaper Date, edition: Section article
is found.

Examples:

Newspaper (signed)

Trachtenberg, Jeffrey A. "What's in a Movie Soundtrack? Catchy Tunes and Big Business." Wall
Street Journal 1 Apr. 1994, eastern ed.: B1.

Newspaper or editorial (unsigned)

"Death of a Writer." Editorial. New York Times 20 Apr. 1994, late ed.: A18.

Internet Article

Treat the same as a newspaper article only you must include the date you accessed the article and the web address. If there is no author, start with the name of the article in quotations. If it is a whole site on your topic, underline the name of the site.

Example:

Thomas: Legislative Information on the Internet. 16 Aug. 2001.

Lib of Congress, Washington. 21 Aug. 2001 <<http://thomas.loc.gov/>>.

Name	Topic
1	Cloning
2	Biofuel / Biodiesel (ethanol and other natural based fuels)
3	Alternative Energy (wind energy, hydrogen power, geothermal energy, etc.)
4	Global Positioning Systems (how are they being used in agriculture and what is their potential use in the future)
5	Agroterrorism / Bioterrorism in our food and water supply (how do we prevent/prepare)
6	Hunting rights (benefits to the economy, environment and other benefits) Any downfalls?
7	Reintroduction of wolves to Idaho; why did it happen, should it have happened; what is happening now with the wolves
8	Organic food versus Conventionally grown food (that uses pesticides)
9	Forest and Rangeland Fires (how do we prevent and control, are they a necessary evil? Should government help those who choose to live close to these lands? Are there any benefits to fires? How much do they cost? What are the effects environmentally and economically?)
10	Declining population of bees—what will be the impact on us? Will we lose our food supply?
11	Drilling for oil in the Alaskan National Wildlife Refuge
12	2007 Farm Bill Proposals-What are they, are they fair?
13	Free Trade Agreements-NAFTA, CAFTA are they good for America, are they fair to American farmers
14	Food Safety—how do we prevent widespread outbreaks of e-coli and other illnesses? Is food from other countries safe to eat?
15	Endangered Salmon
16	Urban Sprawl—what is it? How is it affecting our country? Will we have enough land to grow food in the future? How can we protect agriculture land?
17	Soil and water conservation in farming and in our own back yards? Could we run out of water and soil? How can we prevent this?
18	Bird Flu—Could we have a national or world pandemic? How can we prevent this?

19	Methane Digesters—animal waste management—how can we control odor and water pollution from animal waste
20	Noxious weeds/Invasive Plant species—are they that big of a deal? How much money do they cost? What are their effects? How can we control them? What would happen if we didn't.
21	Genetically Modified Organisms—what is this and is this food safe to eat?
22	Factory Farms vs. the small farmer—who should the government help?
23	Declining production and number of farmers—will we have enough to produce food in the future? What can be done?
24	Animal Testing—is it all bad? Is it necessary? What kinds are there? How can it be made humane as possible?
25	National Animal Identification System—will this help control animal disease? What are the benefits? What are the negatives?
26	Obesity—it's becoming a national epidemic, especially in our kids—how many medical costs does it lead to each year, why the increase in obesity, how can we prevent it, should the government get involved? Should unhealthy foods have a special tax? Are any cities around the country doing anything to make foods healthier?
27	Are dairy and meat good or bad for you? Which nutritionists are right?
28	Eminent Domain—could someone take your land?
29	Food waste in American and world hunger
30	The difference between animal rights activists and those for the humane treatment of animals
31	Others???
32	
33	
34	
35	

DEVELOPING SPEECHES USING THE MAGIC FORMULA

Multiple Choice

Instructions: Circle the letter of the best response to the following questions.

1. Which of the following is **NOT** one of the four steps involved in writing a speech?
 - a. Create the opening
 - b. Create the closing
 - c. Prepare
 - d. Create the middle
 - e. Create the body

2. The body of the speech includes all of the following components of the Magic Formula **EXCEPT** (circle two answers)
 - a. Information about the audience
 - b. Review of the Main Points
 - c. Application of the Main Points
 - d. Supporting evidence
 - e. Main points

3. Which of the following has the correct order for the Main Point, Support, and Application?
 - a. Main Point, Support, Application
 - b. Support, Main Point, Application
 - c. Main Point, Application, Support
 - d. Application, Main Point, Support
 - e. All of the above could be correct

4. When preparing a _____, the speech is written word for word.
 - a. Presentation outline
 - b. Supporting line
 - c. Manuscript
 - d. Opening
 - e. Application

5. When preparing a _____, the speech is written in the form of an outline with key points and notes.
 - a. Manuscript
 - b. Presentation outline
 - c. Body
 - d. Opening
 - e. Closing

6. When creating the manuscript, in what order is the speech written?
 - a. Opening, Closing, Body
 - b. Closing, Body, Opening
 - c. Opening, Body, Closing
 - d. Body, Closing, Opening
 - e. Closing, Opening, Body

Developing Speeches Using the Magic Formula continued.....

- 7. Where can the most recent, reliable, credible information for a speech be found?**
 - a. Online blogs**
 - b. Google**
 - c. Encyclopedias**
 - d. Databases**

- 8. Which of the following would be the worst way to conclude a speech?**
 - a. A summary of main points**
 - b. The conclusion of a story that ties into the introduction**
 - c. “That’s about it.”**
 - d. A challenge to your audience**

- 9. Which of the following would be the least motivating attention getter?**
 - a. “Today I’m going to tell you about...”**
 - b. A personal story**
 - c. A rhetorical question**
 - d. Having your audience imagine a scenario**

- 10. What is plagiarism?**
 - a. using someone else’s words**
 - b. using someone else’s ideas**
 - c. quoting someone**
 - d. using someone else’s words or ideas without giving them credit**

Name: _____

PRESENTATION TIPS— VOICE AND “NON-VERBALS”

Part One: Fill-in-the-Blank

Instructions: Write the correct word in each blank.

1. Variation refers to changing one's _____, _____, and _____ so as to add impact and avoid sounding monotone.
2. To add emphasis or create suspense, you should use _____.
3. Effective speakers look at a person or group of people for _____ to _____ seconds before shifting to another person or group.
4. Dress at, or slightly _____, the level of dress of your audience

Part Two: Matching

Instructions: Write the capital letter of the correct non verbal in the blank.

- | | |
|-----------------------|---------------------|
| A. Appearance | E. Movement/Posture |
| B. Eye Contact | F. Pauses |
| C. Facial Expressions | G. Variation |
| D. Gestures | |

- _____ 5. Adds impact and clarity
- _____ 6. Shows your emotions
- _____ 7. Builds connection
- _____ 8. Displays confidence
- _____ 9. Creates professional image

Part Three: Short Answer

Instructions: Watch the video of one national finalist for the FFA Creed.

Evaluate and comment on their presentation:

10. Describe the kind of gestures they used to add impact:
11. Where on the stage did they begin and end their presentation?
12. How often (or at what points) did they move their feet during the creed?
13. What kind of emotion did they express through their facial expressions?
14. On a scale of 1-10 (10 being the best), what would you rate this speaker?
15. What changes would you make to their presentation (what would you change about their voice quality or non-verbals?)

Presentation Tips —Voice and “Non-verbals”

Name _____ Date _____

*Audience boredom is not a choice.
Use your body, face, eyes and voice.*

I. Components of Effective Vocal Delivery

- A. _____—changing one’s volume, rate, and/or pitch to add impact and stress certain words or phrases
1. Volume—the _____ of speech tones: loud, soft
 2. Rate—the _____ at which one talks: fast, slow
 3. Pitch—the _____ of vocal sounds: high, low
- B. _____—the distinctness of sounds, speaking _____.
- C. _____—saying the word _____ as the dictionary would suggest.
- Dr. Charles Van Riper of Western Michigan University devised this paragraph to contain every speech sound in the English language. It was used to test astronauts in the Mercury program to see how clearly their voices would transmit from a space capsule. Use it to develop your ability to enunciate clearly and pronounce words correctly.*
- “You wished to know all about my grand father. Well, he is nearly 93 years old; he dresses him self in an ancient black frock coat—usually minus several buttons—yet, he still thinks as swiftly as ever. A long, flowing beard clings to his chin, giving those who observe him a pronounced feeling of the utmost respect. When he speaks, his voice is just a bit cracked and quivers a trifle. Twice each day he plays skillfully, and with zest, plays upon our small organ. Except in the winter, when the ooze or snow or ice prevents. He slowly takes a short walk in the open air each day. We have urged him to walk more and smoke less, but he always answers, “Banana Oil!” Grandfather likes to be modern in his language.”
- D. _____—the strong, _____ feeling shown for a topic
- E. _____—use to add _____ or create _____
1. *Vocalized Pauses*—_____ words such as “and, like, uh, um, well, you know” (these are undesirable)

(TURN OVER)

II. Components of Effective Non-Verbal Delivery

A. Eye Contact—builds _____

1. Direct, visual contact with every person or group of people for _____ seconds.
 - a. Audience can tell when you look “over” them or at their foreheads.
2. Shift eye contact _____ around room; i.e., front right and then rear left.

B. Gestures—add impact and _____

1. _____, like in ordinary conversation.
2. The _____ the room and/or audience, the larger the gestures.

C. Movement/Posture—displays _____

1. Move with _____; i.e., when making transitions in speech.
2. Begin and end the speech front and _____.
3. Stand up straight, feet _____ width apart.
4. Be careful not to _____ your feet.

D. Facial Expressions—shows your _____

1. Match your _____ to the emotion you are speaking about.
2. _____ your expression; don't have to smile the whole time.

E. Appearance—creates _____ image

1. Dress at, or slightly _____, the level of dress of your audience.
2. Clothing and grooming should not be _____.

Date assigned _____
Date given _____
Late deductions _____

PUBLIC SPEAKING
- Judging Score Card -

Name of speaker _____

<u>ITEM</u>	<u>POSSIBLE POINTS</u>	<u>YOUR POINTS</u>
Attention Getter (step)	20	_____
Stage Presence	20	_____
Voice	30	_____
Gestures	20	_____
Power of Expression	30	_____
Enthusiasm about the topic	20	_____
Response to Questions	30	_____
General effect of the Speech	30	_____
TOTAL POINTS (delivery)	200	_____

Length of Speech _____

Time deduction _____ (15 points for each minute under/over the required)

Final Score: DELIVERY _____

Comments:

Manuscript:

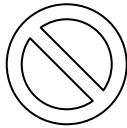
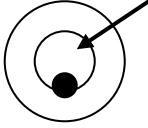
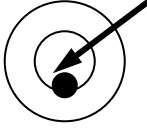
Proper Format	25	_____
Spelling and Punctuation	25	_____
References Cited	25	_____
Content	25	_____

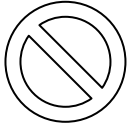
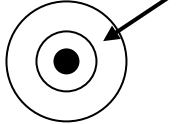
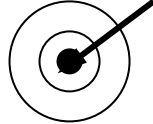
MANUSCRIPT (100 Points) _____

Persuasive Speech—Agriculture Related Issue

Name _____

Class _____

Speech Rubric	 Not Hitting Target	 Hitting edge of target	 Bull's eye, you hit the target right on	Score
Voice Delivery:				
<i>Volume</i>	Soft Difficult to hear you unless I was right in front of you 5-6	Loud most of the time. There were a few times I had to strain to hear you. 7-8	Loud Able to be heard from anywhere in the room. No straining to hear you. 9-10	
<i>Rate</i>	Way too fast! I thought you were racing Or way too many stall times. 5-6	Started out too fast. Slowed down further into the speech, but speed needs to be a little more constant 7-8	Nice and steady speed. You weren't in a hurry and you didn't have any long pauses as if you had lost your place. 9-10	
<i>Emphasis-Pitch</i>	Monotone 5-6	Pitch varied a little. You varied the pitch of your voice a few times, but there were also times where you were monotone, like you were just reading. Lacking purposeful pauses. 7-8	Varied pitch for emotion. The pitch of your voice changed to emphasize certain points. You paused with purpose when you said something important. 9-10	
<i>Enunciation and Pronunciation</i>	What??? I had a difficult time understanding many of your words. You were rushing through them and not taking the time to say the entire word. 5-6	Pretty clear. Most of your words were completely annunciated. There were a few words that were difficult to understand. 7-8	Clear and smooth You said every word clearly and did not slur or hurry over a word. You pronounced words correctly. 9-10	
<i>Enthusiasm</i>	You don't show that you even really care. 5-6	Somewhat interested. Your voice says that you are interested in the topic, but not excited about sharing your knowledge. I wasn't completely convinced that what you have to say is important. 7-8	Enthusiastic and interested. Your voice told me that you cared about your topic and were interested in sharing what you know with others. 9-10	

Speech Ruberic	 Not Hitting Target	 Hitting edge of target	 Bull's eye, you hit the target right on	Score
Non-Verbal Delivery:				
<i>Eye Contact</i>	Only looked up a couple of times 5-6	Looked up often, but sometime looked over people or didn't ever look at different section or you audience. 7-8	Directly looked at audience most of the time. Looked at different people and shifted your contact around the room. 9-10	
<i>Gestures</i>	Very little to almost no gestures. 5-6	Some hand gestures. They were present but hard to see and looked unnatural or uncomfortable 7-8	Natural movement of hands as if you were in a normal conversation. Hand movements added impact to what you were saying and were easy to see. 9-10	
<i>Movement /posture</i>	Hunched over on lectern, did not move, or never stopped moving 5-6	Decent posture, not a lot of movement. You stood straight most of the time. You moved very little or may have shuffled your feet back and forth a bit too much. 7-8	Straight and tall, moved with purpose. You started and ended in the center of the stage and moved only during transitions of your speech. You stood with square shoulders. 9-10	
<i>Facial Expressions</i>	No expression, no smiles, no serious looks, no emotion. 5-6	Expressed some emotion, but it did not change throughout the speech. 7-8	Expressions match the emotion of what you were talking about. Your expression changed to emphasize certain emotions. 9-10	
<i>Appearance</i>	Distracting attire, hair, ect. Not well groomed to make a presentation. 5-6	Average everyday dress. 7-8	Dressed slightly above audience. Nothing distracting. 9-10	
			Total for Delivery 100 possible	

Manuscript/ Content:	On Target	Close to Target	Not Hitting Target	Score
<i>Opening</i>	Had an interesting attention getter to connect with your audience. Previewed your topic and reviewed your main points. 18-20	Previewed your topic and attempted to connect with the audience, but had trouble tying your attention getter into the rest of your speech. 14-17	Just plainly introduced your topic—no attention getter. 10-13	
<i>Body</i>	3 main points with plenty of supportive evidence to back them up. You showed your audience how your topic applied to them. 18-20	Only 2 main points or main points may have been lacking some supportive evidence. Needed a little more in depth information. 14-17	Main point(s) were not clear. Could not tell how your topic applied or what the goal of the speech was. 10-13	
<i>Closing</i>	Clearly stated your conclusion. Reviewed your main points and left the audience with a call to action, something to think about, or a challenge. Closing rounded off and tied back into the intro. 18-20	Reviewed main points, but did not end with an impacting statement or thought. Closing did not fully tie in with the rest of the speech. 14-17	Ended abruptly. Wasn't sure what your conclusion was or what I should do with the information you just gave me. 10-13	
<i>Works Cited Page and Manuscript Formatting</i>	At least 3 sources typed and alphabetized by author's last name. Manuscript has title page, is double spaced, 1" margins, and has correct punctuation and spelling. 18-20	Works cited page or body of speech contains some noticeable spelling, punctuation, or formatting errors. 14-17	Fewer than 3 resources used. Major spelling, punctuation, or formatting errors. 10-13	
<i>Answers to oral questions</i>	Answered 3 or more questions confidently and thoroughly. It is evident that you know your topic. 18-20	Answered at least 3 questions but had some difficulty giving complete and thorough answers. 14-17	Could only answer 1 or 2 questions. Could not answer questions confidently or completely. Does not seem like you know your topic. 10-13	
<i>Comments:</i>			Total for Manuscript	/100
			Total for Delivery (carried from 2nd page)	
		<i>Time:</i>	Deductions for time	
			Extra Credit	
			Total	/200
			Percentage Grade	

PUBLIC SPEAKING
AGRICULTURAL
EDUCATION

1. Topic--must be agriculturally related or FFA related.
2. Time—6-8 minutes in length. (If for chapter contest 6-8 min.)
3. Manuscript--must hand in manuscript that is neatly typed or *neatly* hand written **at time of speech delivery**. Double Spaced. One sided pages only.

REQUIREMENTS:

a. Title Page

<p>Title</p> <p>by</p> <p>Name</p> <p>Ag Personal Skills</p> <p>Date</p>
--

One fourth the distance from the top of the page write the title and center the title.

Half of the distance from the bottom of the page, write "by" and your name.

Skip a couple more spaces and below name put the class, below the class put the date.

(Center everything vertically and horizontally)

b. First page of speech

First page of the speech should have the title at the top. It should not have a page number; should have a 1 inch margin on each side; 1 inch margin at top; and a 1 inch margin at bottom of page.

c. Second page of speech

Should be numbered page 2; should have a 1 inch margin top, bottom, and same on both sides

d. Third page and on

Same as page two

e. Works Cited

Should be a separate page and should be the **last** page of your speech. This page should not be numbered. You must have at least **three** cited references.

Margins Top= 1 inch

Bottom= 1 inch both sides= 1 inch

- f. Page numbers
 - Prefer at the bottom of the page and 1/2 inch from the bottom and also in the center.

- 4. Date to be given
 - 1. Student will be assigned date and must deliver speech on that date.
 - 2. Failure to give speech on chosen date will result in 25% dock in grade of speech each day late.
 - 3. Those students who choose to give speech early will benefit in grade.

- 5. Parts of speech
 - a. Opening

Normally a paragraph long; introduces subject; *avoid* "Did you know" questions or "Today I'm going to tell you about..."; use creative approach; a story, analogy, shocking facts, etc. are acceptable; use attention getters.

 - b. Body

Provides support to topic. This is the part of the speech that is the longest and provides information about the topic. Have approximately 3 main points and supportive evidence for each point. Supportive evidence comes in the form of facts, figures (dollars, numbers), expert testimony, real life examples

 - c. Conclusion

Normally a paragraph long; summarize speech; leave them with an impacting statement--a story, quote, a question to ponder etc. are acceptable. How does this impact agriculture, what is the future, what are the solutions, what do you want your audience to think or do—challenge them to do so.

- 6. Types of speeches
 - a. Informative
 - b. Entertaining
 - c. Persuasive

- 7. Types of preparation
 - a. Prepared
 - b. Extemporaneous
 - c. Impromptu

Public Speaking Test

Name _____

Period _____

Vocabulary Matching

- | | |
|-----------------------------|--|
| 1. _____ Simile | A. The primary argument of a persuasive speech |
| 2. _____ Orator | B. Using someone else's words without giving them credit |
| 3. _____ Metaphor | C. figure of speech; a descriptive word not used in its literal sense |
| 4. _____ Rhetoric | D. A person who delivers speeches and uses words effectively |
| 5. _____ Parallel Structure | E. Comparing two or more things using the words "like" or "as" |
| 6. _____ Thesis | F. The entire speech written out |
| 7. _____ Plagiarism | G. The art or study of public speaking |
| 8. _____ Manuscript | H. To give two or more parts of a sentence/paragraph similar structure |

Multiple Choice

1. What are the three types of support for the main points in a speech.
 - a. facts, statistics, definitions
 - b. stories, anecdotes, quotes
 - c. opinions, polls, examples
 - d. facts, examples, testimony
2. What is included in the introduction of a speech?
 - a. introducing yourself, thesis, summary of main points
 - b. attention getter, thesis, preview of main points
 - c. attention getter, main points, purpose of speech
 - d. attention getter, summary, thesis
3. Stating to your audience what your topic will be in your speech is called _____.
 - a. purpose statement/thesis
 - b. a conclusion
 - c. an attention getter
 - d. a main point

4. Creating something catchy to grab your audience right away is called_____.
- purpose statement/thesis
 - a conclusion
 - an attention getter
 - main point
5. Which of the following would make the least effective conclusion?
- a reference to the introduction
 - a challenge to the audience to take action
 - “That’s about it.”
 - A summary
6. Which of the following would make the least effective attention getter?
- a story
 - “My speech is about...”
 - A quotation
 - “Imagine that you are...”
7. Which of the following is NOT one of the three basic parts of a speech?
- Body
 - Sub-points
 - Introduction
 - Conclusion
8. This part of your speech challenges the audience, sums up your main points and rounds off to tie back to the introduction.
- Thesis
 - Attention getter
 - Body
 - Conclusion
9. Effective hand gestures look_____.
- spontaneous and natural
 - choreographed and rehearsed
 - small and unnoticed
 - wild and huge
10. Raising the pitch of your voice at the end of a sentence indicates_____.
- a question
 - a statement of dominance
 - conviction
 - speaker confidence

Short Answer

1. What are three types of speeches a person can give?

2. What is the very first thing a speaker must do before writing their speech?

3. List the main parts of an informational outline:
 - I.

 - II.
 - A.

 - B.

 - III.

4. List the five steps of Monroe's motivated sequence of a persuasive speech.
 - A.

 - B.

 - C.

 - D.

 - E.

5. Within the body, where should your strongest main ideas/arguments be?

6. List four of the vocal aspects of delivering a speech.

7. List four of the non-verbal aspects of delivering a speech.

Some topics of possible interest to students

Food production and the Environment

1. Seeds: role in crop production and environmental beautification, cause of germination, dormancy, vigor, perish ability, determining performance potential. Hazards of saving one's own seed.
2. Energy use in agriculture: Use of petroleum energy in agricultural production, agriculture's share of total energy use, substitution of other forms of energy, including ethyl alcohol and other fuels from crop residues and crops grown specifically as an energy source, wind power, solar power, electricity, combustible gas from animal manure, animal power, human power, alternative systems of agriculture that requires less energy.
3. Agricultural mechanization: Impacts on farm labor, unemployment, farm size, production efficiency, food costs, production of non farm goods and services, standard of living.
4. Agricultural pests: insects, mites, nematodes, plant diseases, vertebrate plant pests, weeds, animal diseases, animal parasites, and animal predators- their impact on food quantity and quality, impacts on humans, methods of study.
5. Biological control of pests: Status, role in integrated pest management systems, government regulation.
6. Pesticides: Impacts on food production, food quality, wildlife, beneficial organisms, development of new pests, animal health, human health, role in integrated pest management, methods of application, ground, water, and air, soil fumigation—role in modern agriculture, chemicals used, methods used, and environmental impacts, development of resistance to pesticides, government regulation of pesticides, third-generation pesticides, including pheromones and juvenile hormones.
7. Integrated pest management: Importance of biological controls, including pathogens, deterrent influence of one plant on growth on another, predators, parasites, and resistant varieties, cultural controls, pesticides, pest scouting, economic thresholds of pest infestation, government regulation.
8. Balance of nature: Maintenance in relation to food production and agricultural pest control
9. Commercial fertilizers: Impacts on food production, pollution of surface water and ground water, depletion of stratospheric ozone and consequent development of skin cancers, "blue baby" disease, depletion of nutrients in soils, nutritional value of foods, land use, soil erosion.
10. Animal manure: Use as fertilizer substitute for commercial fertilizers use for production of combustible gas, impacts on water pollution, air pollution, cost benefit ratio.
11. Savage sludge and effluent: Use as fertilizers substitute for commercial fertilizers, possible poisoning of crops, livestock, and people from accumulations of heavy metals,

12. Organic farming and gardening: Use as substitute for conventional commercial farming and the agricultural chemicals used in such farming.
13. Production of livestock and poultry: Feeding grain that could be used for human consumption versus feeding grass, hay or range vegetation, use of public lands, production of animals in close quarters, quality of foods from animals produced in confinement, impacts of food additives such as antibiotics and diethylstilbestrol, debeaking of chickens, environmental pollution, significance of relative energy efficiency of animals and plants in producing human food, slaughtering and dressing of animals for human consumption, production methods as a factor in the increasing costs of food from animals.
14. World food supply: Possibilities for increasing supplies of conventional foods and for development of unconventional sources such as single cell proteins.
15. The grasshopper plague: Cause or causes of the recent grasshopper plague in some Great Plains states, methods of control, possible spread to all states, impact on food production.
16. Droughts: Causes, relation to sunspots, disappearance, reappearance
17. Climatic change: Possible effects of carbon dioxide increase, stratospheric ozone

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Trachtenberg, Jeffrey A. "What's in a Movie Soundtrack? Catchy Tunes and Big

Business." Wall Street Journal 1 Apr. 1994, eastern ed.: B1.

Bad Listening Habits	Good Listening Habits
<p>1. Interrupting</p> <p>2. Closing your mind and tuning out by calling the message “uninteresting.”</p> <p>3. Planning or worrying about what you’ll say when its your turn to speak.</p> <p>4. Overreacting to emotional words.</p> <p>5. Creating or toleration distractions.</p> <p>6. Faking attention to the speaker.</p> <p>7. Criticizing the speaker—the way he/she speaks, dresses, gestures, etc.</p>	<p>1. Give the speaker and yourself _____.</p> <p>A. Maintaining eye contact and good posture, smiling, and _____ the head.</p> <p>B. Comment or ask questions, but don’t _____. For example: “Tell me more about ...”; “It’s my sense that ...”; “In what way?”; “How so?”</p> <p>2. Be a “selfish” _____.</p> <p>A. Have an open mind and _____ yourself using the information—What’s In It For Me?</p> <p>B. Relate the information to _____ experiences.</p> <p>3. Stay focused and listen for _____ ideas.</p> <p>4. Avoid jumping to _____ and overreacting emotionally.</p> <p>5. Adjust the _____ environment to overcome distractions.</p> <p>6. Use lag time This is the time between speech and thought speed to _____ and process what was said.</p> <p>7. Get the speaker’s _____ This is more important than how he/she talks or dresses.</p>

Communication Listening Activity

Facilitator Directions: Read the following letter, then ask the 10 questions for understanding. Do not grade the first quiz, then re-read the letter and ask the questions again, see if students are able to have a better understanding of the letter. Lastly, reflect and have a class discussion on how effective the students were at listening.

Dear Son:

I'm writing this slow cause I know you can't read fast.

We don't live where we did when you left. Your dad read in the paper where most accidents happen within twenty miles of the home --- so we moved.

This place has a washing machine. The first day I put four shirts in it. I pulled the chain and hven't seen them since.

It only rained twice this week – three days the first time, and four days the second time.

The coat you wanted me to send you—your Aunt Sue said it would be a little heavy to send in the mail with them big heavy buttons—so we cut off the buttons and put them in the pockets.

We got a bill from the funeral home—said if we didn't make the last payment on Grandma's funeral bill – up she comes!

Your Uncle John fell into the whiskey vat. Some men tried to pull him out but he playfully fought them off---so he drowned. We cremated him—he was so loaded he burned for three days!

Three of your friends went off the bridge in a pickup. One was driving; the other two were in the back. The driver got out - - he rolled down the window and swam to safety. The other two drowned - - they couldn't get the tailgate down.

Not much more news this time - - nothing much happens here. Will write more later.

Love, Mom

P.S. I was going to send you some money, but I already had sealed this.

Life Knowledge:

HS-1

HS-6

Hs-16

Questions for Understanding

1. Who wrote the letter?
 - a. Mom
2. Most accidents happen within how many miles of home?
 - a. 20 miles
3. How many total days did it rain?
 - a. 7 days
4. Who sent the coat in the mail?
 - a. Mom
5. Who fell in the vat?
 - a. Uncle John
6. Whose funeral did they have to pay for?
 - a. Grandma's
7. How many people were riding in the pickup?
 - a. 3
8. What did they cut off the coat and where did they put them?
 - a. Buttons, pockets
9. Who was the letter sent to?
 - a. Son
10. What did she say about the money?
 - a. She was going to send some money but she had already sealed the letter.

LISTENING NOTES HANDOUT 1

Name _____ Date _____

5 most important traits of a club/organization officer

With the help of your partner, rank the following traits in order of importance. You must have reasoning for the order you placed them in.

1=most important 5=least important

_____ Dependability

_____ Diligence

_____ Speaking Skills

_____ Friendliness

_____ Enthusiasm

6 Non-Verbal Habits of an Effective Listener:

S _____ -to show you are _____ and
make the speaker feel _____

O _____ -means to face the speaker
without _____ your _____ or _____

F _____ -

T _____ -lean toward speaker to _____

E _____ -lets the speaker know

N _____ - lets the speaker know

Paraphrasing

Definition:

Benefits

1. Increases the _____ of information
2. Helps build _____
3. Confirms your _____

Key Ideas

1. Don't be critical or _____
2. _____ the speaker's message in your

3. Express your opinion _____ you've
_____ your heard the message correctly.

Sample Phrases

1. "So what you _____ is..."
2. "You're _____"
3. "If I _____ you _____,..."

Listening Notes Handout 2

Name _____ Date _____

Are “listening” and “hearing” the same thing? Why or why not?

Hearing = a _____ response of the ear drum to sound

Listening = a _____ response where you try to give
_____ and understanding to the sound—you have to
_____ to listen

“We were given two ears, but only one mouth, because we need to listen twice as much we speak.”

Do you agree? Why or why not?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Basic Modes of Listening

1. _____ Listening

- Pretend to pay _____ while really just waiting to give our own
_____ and _____

2. _____ Listening

- Attentive, but do not restate or reflect the message, no real _____

3. _____ Listening

- Genuinely interested in message, _____ speaker

- Check for understanding before responding by _____ what was said

- Is _____, good eye contact and body language

4. _____ **Listening**
-Listening to _____ and _____ the important information

5. _____ **Listening**
- Listening to simply understand the other person's _____

Barriers to Effective Listening

A. Your physical and mental _____

1. Physical—_____, _____
2. Mental—thinking about _____ issues

B. Your _____

1. Allowing own personal beliefs to _____ the speaker

C. The speaker

1. Difficult to _____ or understand—monotone, low volume
2. Poor _____ and eye contact
3. Use _____ or unknown words

D. The _____

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 6: Personality & the Individual

Unit Objectives:

1. Distinguish among interest, aptitude, and ability
2. Differentiate between a mental aptitude and a physical aptitude
3. Write the definition of personality
4. List the sources of personality--genetic and environmental
5. Discuss why personality traits are important for success on the job
6. Design a program to improve your interpersonal skills
7. Distinguish between an optimist and a pessimist
8. Evaluate your attitudes by completing an attitudinal inventory
9. Identify and describe twelve qualities that people most admire in other
10. Demonstrate common courtesies
11. Develop a personal time management plan

Communication/Speech Standard(s) Met:

- Standard 6.1.1

Power Points

- Color Code Personality
- Life Knowledge Time Management

Student Handout

- Refer to career Readiness PDF, it has several handouts that can be printed and shared with students.

Evaluation

- Have students develop their own unique attitudinal survey for someone else to take.
- Have students develop a personal time management plan.

Interest Approach

- Discuss how people's personalities differ and why? Discuss positive and negative personality traits and how this may affect other people.

Teaching Content

- Discuss the difference between interest, aptitude and ability.
- Discuss the difference between a mental and physical aptitude.
- Discuss the definition of personality.
- Discuss the sources of personality

Student Activities

- Have students put together a plan to improve your interpersonal skills.
- Have students complete the attitudinal survey.
- Have students brainstorm qualities that people most admire in others.

- Have students brainstorm and list common courtesies that everyone should observe.
- Have students develop a personal time management plan.

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Six - Personality and the Individual Table of Contents

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Interests, Aptitudes, and Abilities

To make a wise career choice, you must first get to know yourself. Who are you? What do you want in life? What are your

- Interests
- Aptitudes
- Abilities

Interests are things you like to do or learn about. These may include your favorite school subjects, hobbies, sports, or even movies. Finding a career field that interests you is important. Otherwise you may become bored or unhappy.

Aptitudes are skills you are capable of learning. For example, perhaps you have an aptitude for drawing. You could learn

more about it and work to develop your drawing skills.

Abilities are skills you have already learned. If you know how to use a power drill, that is an ability.

Take a few minutes to think about your interests, aptitudes, and abilities. What do they tell you about the kind of career at which you could be successful and that could make you happy? Perhaps no job can match completely with your interests, aptitudes, and abilities. However, keeping them in mind will help you make a wiser career choice.

On the lines below, write down three of your

Interests _____

Aptitudes _____

Abilities _____

(Continued on next page)



Entrepreneurship

Entrepreneurs start, develop, and then run their own businesses. They could be scientists or salespeople, athletes or accountants, but they must all be business people. Here are the key business skills needed by entrepreneurs.

- **Evaluating information.** Business owners must be able to determine whether the information received from other people and sources is true or false, useful or unimportant.
- **Decision making.** It is important to have a plan for deciding what action to take in important situations.
- **Business communication.** Effective communication results from writing and speaking in ways that are understandable and persuasive.
- **Good listening skills.** Hearing and listening are not necessarily the same. When we *hear*, we use our ears. When we *listen* we use our ears and our minds. Good listeners will learn things that will help them improve their business.
- **Problem solving.** The business world is full of big and small problems. The ability to solve problems has great value.
- **Leadership.** When you own or run a business, the employees look to you for leadership.
- **Teamwork.** Employees enjoy working together, but it is not always easy. Teamwork skills are very important to any company.
- **Ethical behavior.** The character and integrity projected in the workplace are what customers see. These can make or break a business.
- **Mathematics.** Business includes a lot of numbers. A good understanding of math is essential; for example, figuring wages and discounts.
- **A will to learn.** Learning continues on a daily basis in the business world. There should be a desire to learn more.



Taking an Interest Inventory

Your interests reveal much about who you are. Examining your interests can help you identify the type of career that could be right for you. Take an inventory of your interests by answering these questions.

1. Which of the following are you *most* interested in? (check five or fewer)

- _____ helping people
- _____ talking to people
- _____ being alone
- _____ learning new things
- _____ reading
- _____ collecting (and learning about what you collect)
- _____ learning how things work
- _____ repairing things
- _____ working with your hands
- _____ drawing
- _____ writing

2. Do you have any hobbies? _____ If so, list them and tell why you enjoy them.

3. What new hobby would you like to take up? Why do you think you would enjoy that hobby? _____

(Continued on next page)

Career Readiness Skills

Taking an Interest Inventory (continued)



4. Do you prefer outdoor or indoor activities? _____
5. Do you prefer activities that require physical activity or those that can be enjoyed quietly?

6. Do you prefer observing or actively participating? _____

7. List at least three activities that you enjoy in your spare time. Explain why you enjoy each.

8. What TV shows do you enjoy watching? List at least three and tell why you like each.

9. Which school subjects do you most enjoy? Identify two and tell what you like about those subjects.

10. What types of books and magazines do you most enjoy? Why do you read and enjoy them?



The Technology Student Association (TSA) is an organization for technology education students. It provides a national program of activities and competitions.

TSA helps prepare students for the challenges of a dynamic world by promoting technological literacy, leadership, and problem solving. Students learn about the potential of technology and about careers in technology.

Members are supported by teachers, parents, and business leaders. TSA encourages the participation of local chapters in the national organization.

National Competitive Events

TSA hosts competitive events annually. The activities are intended to extend student understanding of the development, impact, and potential of technology and careers in technology. A few of the competitions of interest to technology students are described here.

Construction Challenge

This event requires participants to identify a community need related to construction. They must then plan and implement a practical course of action that includes involvement of both students and community members.

Manufacturing Challenge

Teams of participants identify a consumer need and design and manufacture a product using material suitable for recycling.

Communication Challenge

Each participant designs, produces, and submits a chapter recruitment brochure and a sponsor support request letter on chapter letterhead. Finalists produce a layout of a promotional item for a hypothetical company.

Conferences and Programs

The following additional programs provide opportunities for the demonstration and recognition of leadership and service.

- **Conferences.** These include the annual national conference and a leadership conference.
- **American Cancer Society.** Local chapters volunteer their efforts in support of the American Cancer Society's Relay for Life program.
- **National TSA Week.** Local chapters celebrate in a variety of ways. For example, they might host an open house for parents and the community. Another idea is to sponsor a competitive event for students outside the chapter so they can experience TSA activities.
- **The Great Technology Adventure.** This is a technology literacy program for elementary grades that integrates with existing curriculum to help teachers bring technology into the classroom.
 - **Achievement Program.** TSA members are recognized at the national conference for their achievements. The program is designed to encourage excellence in the areas of technological literacy, scholarship, service, and leadership.

Contact Information

www.tsaweb.org

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Keys to a Positive Attitude

The personal characteristic that probably contributes most to success is your attitude, your outlook on life. Is your attitude positive or negative, or a little of both? Following are some suggestions for developing a positive attitude.

- **Believe in yourself.** Believe that you can learn, change, and succeed.
- **Avoid being overly critical of everything.** Remember, no school or person is perfect. Do your best, but don't expect yourself to be perfect either.
- **Give other people a chance.** Assume that everyone's intentions are good. A person may have good reasons for doing something you don't like or approve of.
- **Accept your own mistakes and learn from them.** Everyone makes mistakes. Your life won't be ruined when you make them. In fact, you will probably learn a lot from your mistakes. Most importantly, don't blame others for your mistakes, and try not to repeat them.
- **Be helpful.** Other people will like you for it, and you'll feel good about yourself afterward.
- **Find something positive about every situation.** Looking on the bright side is the best exercise for developing a positive attitude.

(Continued on next page)



Teamwork

Working in a team can be fun and challenging. Like any skill, it takes practice, and now is a good time to start. Teamwork is a skill you will use in all aspects of your personal life as well as your work life.

The workplace today relies very heavily on teams of workers to get jobs done. For example, there are design teams, surgical teams, sales teams, and investment teams. In each case, the team members must work together to reach a common goal.

Are You a Member of a Team?

Working as a team member is probably already a part of your everyday life. Think of the ways you work with other people on a daily basis. For example, at home you have certain jobs that you are responsible for. At school you might be a member of a committee that has to make decisions about a school activity. Or, you might be on a sports team. No doubt there are “teams” you have been involved with. Those

teamwork experiences have probably helped you prepare for the workplace.

Each person on a team has something unique to contribute. For example, to design and build a house, there must be people who know kitchen design, electrical work, plumbing, landscaping, etc. Each contributes to making a house functional and attractive. Besides providing a variety of skills, a team that really works well together can accomplish more than each of the members could on their own.

Team Roles

Typically, a team will have three or more members. Initially, the role you play on the team might fall into one of the categories shown in the table. As the project continues, you may find that you play more than one role. For example, a leader is also an encourager and a contributor. All team members are contributors and encouragers.

Team Roles and Functions

Team Role	Primary Function
Leader	<ul style="list-style-type: none"> • Keep members focused on the team’s goal • Make sure everyone understands his or her job • Watch the time line • Set a good example
Contributor	<ul style="list-style-type: none"> • Help others stay on task • Support other team members • Ask questions • Complete tasks • Evaluate outcomes
Encourager	<ul style="list-style-type: none"> • Listen • Share ideas • Encourage everyone to participate

(Continued on next page)

Career Readiness Skills

Teamwork (continued)



Teambuilding

With a team, you need to focus on two things: completing the task and building and maintaining positive relationships with team members. Building a team that really works well does not happen automatically.

Teams commonly go through four stages before they function at a high level. The first two stages are usually awkward and

produce conflict that team members must resolve until they get to know each other and see how they fit within the team. Some teams may be formed for too short a time to reach the highest level of functioning. However, working through the stages will help your team reach the highest level possible.

Stages of Teambuilding

Stage	Tasks	Relationships
1	<ul style="list-style-type: none">• Set specific goals• Decide what to do and when• Decide who will do what• Decide who will lead or if leadership will be shared	<ul style="list-style-type: none">• Get to know each other• See where members fit within the team• Share enthusiasm• Encourage shared participation
2	<ul style="list-style-type: none">• Stay focused on goals• Make decisions• Develop processes for carrying out team plans	<ul style="list-style-type: none">• Recognize and accept differences• Develop ways to behave that are acceptable to all• Resolve basic conflicts and build trust• Form a team image
3	<ul style="list-style-type: none">• May use individual ways of getting own parts done• Follow planned process for making all the parts work together	<ul style="list-style-type: none">• Make team goals as important as individual goals• Cooperate and get along well, but could function better• Support, encourage, and guide each other
4	<ul style="list-style-type: none">• Achieve high levels of productivity• Work independently• Take initiative• Focus primarily on getting the work done	<ul style="list-style-type: none">• Know how to work together• Have achieved a high level of trust• Contribute equally• Resolve conflicts and make decisions quickly• Reach a level of win-win cooperation



Work Habits

✓ Communication

Employees need to be able to speak, read, and write the language that is used on the job. It is equally important to be able to listen well, to ask questions, and to explain things clearly. You will need to communicate with supervisors, managers, customers, and your coworkers. If you treat others with respect and patience, you will find it easier to communicate with them.

✓ Honesty

Employers expect their employees to be honest. One dishonest act, even a simple lie, can destroy your reputation. Would you hire someone if you knew he or she had a history of dishonesty?

✓ Responsibility

Employers want their employees to accept responsibility for their actions. It can be hard to take responsibility, especially when things go wrong, but it's important to be truthful. Explain what happened, but don't try to blame someone else or make excuses.

✓ Dependability

What one person does, or doesn't do, affects others. If somebody doesn't show up for work on time or leaves early without permission, the other employees may not be able to finish their work. Your employer will not tolerate it and your fellow employees will resent it if they can't count on you.

✓ Acceptance of Constructive Criticism

Constructive criticism is part of a boss's job. He or she needs to let employees know how they are doing. If your boss tells you that you've done something incorrectly, consider it an opportunity to learn. Ask how you could improve, and follow through on your boss's suggestions.

✓ Teamwork

A team is a group of people working together to reach a common goal. Even if your workplace is not organized into teams, you still need teamwork skills. One of the main reasons workers lose their jobs is because they cannot get along with others. An employer expects you to work cooperatively with others. A team member

- Plans and makes decisions with others
- Respects the opinions of others
- Realizes there is "give and take" in order to achieve group results
- Encourages and supports fellow team members

✓ Initiative

Taking initiative means doing what needs to be done without being told to do it. Employers value workers who are willing to go the extra mile and who look for opportunities to do more than only what they were hired to do.

✓ Positive Attitude

Your attitude toward your job is a very important factor in your success. You have a choice: you can act positively or negatively toward your job. If you have a positive attitude toward your boss and coworkers, chances are much better that they will respond positively toward you.

✓ Willingness to Learn

Employers want people who can do their job well and follow directions well. Listen carefully to instructions. If you are unsure about how to do something, ask questions. Be willing to learn any job, no matter how small. Learn all you can about your job and about the company. This information will help you do your job better and will prepare you for a promotion.



Personal Employability Traits

One way to prepare yourself for the workplace is to develop your personal employability traits. This table will help you become more aware of your strengths and weaknesses. Place a check in the column that best describes you. Be honest!

Employability Rating

Trait	Excellent	Good	Fair	Poor	Very Poor
Communication					
Honesty					
Dependability					
Constructive Criticism					
Teamwork					
Responsibility					
Initiative					
Positive Attitude					
Willingness to Learn					
Personal Care					



Work Habits Checklist

The following checklist will help you identify skills you have and those you may need for future success in the workplace.

Communicating

- Communicate clearly with others, including those from other cultures.
- Ask questions about a task.
- Read and follow written directions.
- Prepare written communication.
- Write in legible handwriting.
- Interpret the use of body language.
- Listen to directions and follow them.
- Use good telephone etiquette.
- Use e-mail etiquette.

Demonstrating Teamwork

- Match team members' skills to group activities.
- Encourage shared participation.
- Provide support to team members.
- Build and maintain trust.
- Complete team tasks.
- Evaluate outcomes.

Maintaining a Safe and Healthy Environment

- Act appropriately during emergencies.
- Comply with safety rules and procedures.
- Use tools and equipment appropriately and maintain them properly.
- Follow environmental practices and policies.

- Maintain work area.

Demonstrating Integrity and Responsible Behavior

- Follow rules, regulations, and policies.
- Identify your employer's expectations.
- Implement job responsibilities.
- Maintain regular attendance.
- Assume responsibility for decisions and actions.
- Demonstrate willingness to learn.
- Display initiative.
- Exhibit pride in your work.

Using Resources

- Avoid waste and breakage.
- Use time management techniques to meet deadlines.
- Make a list of supplies and materials needed to do a task.
- Follow a budget for projects.
- Practice cost-effectiveness.

Using Information

- Read instructions and understand how they affect your job.
- Check supplies or products received against an invoice or packing slip.
- Find and evaluate information.
- Use a telephone directory.

(Continued on next page)

Career Readiness Skills

Work Habits Checklist (continued)



Using Systems

- Understand how your department fits within the whole operation.
- Find out what work is done in each department and how it fits into the operation.

Using Interpersonal Skills

- Teach others how to perform a task.
- Treat people with respect.
- Exhibit positive behavior.
- Respond to praise or criticism.
- Provide constructive criticism.
- Channel and control emotional reactions.
- Help resolve conflicts.

Demonstrating Technology Literacy

- Operate and maintain tools and equipment.
- Enter data into a computer system.
- Use word processing software.
- Use the computer to locate information via the Internet.

Interpreting the Economics of Work

- Describe responsibilities of employees.
- Describe responsibilities of employers.

Solving Problems

- Identify the problem.
- Use reasoning skills.
- Assess employer and employee responsibility in solving a problem.
- Identify solutions to the problem.
- Select and implement solutions.
- Evaluate options.
- Estimate results of implemented options.

Physical,

Spiritual,

Job/Career,

Family/Friends, and

Education

Leaders are not born, they are made

Employers want people who can:

- Think
- solve problems
- make decisions
- be persistent
- be dedicated
- communicate
- manage time wisely
- have positive attitudes, values and social skills

Employers want people who are:

- Honest
- Hardworking
- Cooperative
- Positive in their self-concept—if you don't like yourself, you will not like other people

Types of Leadership:

Authoritarian Leaders-

- Makes the decisions for the group
- Closely supervises or instructs people
- Teammates/co-workers are expected to do as they are told
- Do not ask for suggestions
- Says “I have decided,” or “my program”
- Examples: Hitler, Stalin (sometimes this style must be used, like in the military)

Democratic Leaders-

- Like American democracy
- Founded on shared leadership and wide participation by many members in making decisions
- Each person of group is recognized as important
- Protect the rights of the minority but upholds the wishes of the majority
- Makes sure procedures and rules are followed
- Makes sure all opinions are heard and ideas expressed
- Encourages: Respect and confidence of fellow members
 - Service above self
 - Participation of the group members
- Says “we have decided,” or “our program”

Laissez-Faire Leaders-

- Believes the group can make its own decision without the leader, or with very little input
- Recognize that members are in a better position to make a decision than the leader
- This style is appropriate to use when the group's level of maturity, intelligence and experience are close to that of the leader

Situational Leadership

Democratic is usually the preferred style, but all styles may be appropriate depending on the situation

Leaders need to assess the situation by determining the member's ability and willingness to complete the activity

How Leaders Assess a Situation			
Assessment of Follower	Which Leadership Style Do I Use?		Who Makes the Decision?
Not able and not willing	Telling (authoritarian)	Provides instruction and supervises	Leader
Willing, not able	Selling (democratic)	Explains decisions, persuades, provides opportunities	Leader; consults group
Able, not willing	Participating (democratic)	Shares ideas, collaborates, encourages	Jointly—leader and group
Able and willing	Delegating (laissez-faire)	Turns over responsibilities to group	Group

Personality Type	Communication Style	Leadership Style
Sanguine (Feeling, Extrovert, Aggressive)	Socializers/Talkers (relationship-oriented)	Democratic (selling)
Choleric (Thinking, Extrovert, Aggressive)	Directors/Achievers (task-oriented, seek results, fast paced)	Authoritarian (telling)
Melancholy (Thinking, Introvert, Passive)	Thinkers (task-oriented, slow, cautious)	Situational (participating)
Phlegmatic (Feeling, Introvert, Passive)	Relators/Affiliators (seek calm and peace, relationship oriented)	Laissez-faire (delegating)

“We are a blend of all the personality types, but we tend to have one or two basic predominate type Understanding the four personality types will help you be more accepting and tolerant of others. Things that people do will then amuse you rather than hurt you, offend you, or make you angry. You will realize that they are victims of their personality type. As we mature, we learn not to take things so personally. Once we learn why we do the things we do, we can take steps to curb our undesirable behaviors.

People are born with natural tendencies but through education and experience we learn that certain leadership styles and communication styles work best in particular situations and so we adapt. This is a life long process of learning and adapting.”

How Leaders Communicate

Passive Leaders:

Never give correction

Won't take a stand

Are not clear about expectations

Think:

I can survive if everyone likes me and approves of what I do, say, and feel

Nice people don't disagree

Peace at any price

What I think is unimportant

It's not my place to speak up

Aggressive Leaders:

Emphasize what people are doing wrong

Have to get what they want

Think:

People should do what I want without questioning me

If more people were like me, we wouldn't have the problems we do

I am never wrong

I don't need to listen to them, they have nothing to offer me

My way—PERIOD!

People need constant surveillance

Assertive Leaders:

Listen

Help others feel good about themselves

Praise and correct

Communicate Goals

Think:

I have rights, and so do others

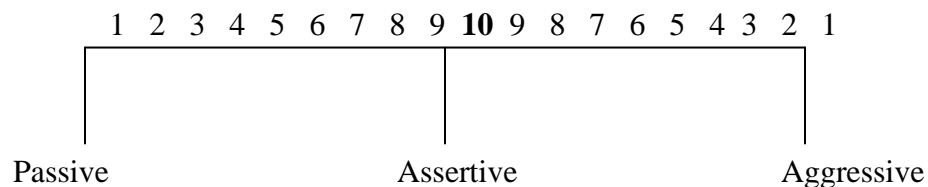
It is alright to learn from mistakes

I trust you and you can trust me

Conflicts provide opportunities to grow

I want to find a way we can all win

In most situations (with a few exceptions) good leaders should be Assertive Communicators, not passive or aggressive.



Hartman Youth Personality Profile

Directions: Mark an "X" by one word or phrase that best describes what you are like most of the time. Choose only one response from each group. After you have finished question 25, total your scores for each letter.

1. A.) ___ often take charge in a situation
B.) ___ feel bad for people who have problems
C.) ___ nice to people who think differently than me
D.) ___ Excited about doing different things and going new places.
 2. A.) ___ Competitive, like to be first
B.) ___ Want things to be perfect; do the job right
C.) ___ can't make decisions easily; unsure
D.) ___ Like to be the center of attention, can be irresponsible
 3. A.) ___ Confident, make decisions easily
B.) ___ dependable, loyal to friends
C.) ___ kind, things are okay the way they are
D.) ___ Outgoing, playful
 4. A.) ___ critical of others, bossy
B.) ___ critical of myself, worry a lot
C.) ___ afraid to try new things, shy
D.) ___ a teaser, obnoxious
 5. A.) ___ assertive, get the job done right
B.) ___ dependable, obedient
C.) ___ even-tempered, pleasant
D.) ___ trust others easily, well liked
 6. A.) ___ impatient, cannot wait for things to happen
B.) ___ moody, get my feelings hurt easily
C.) ___ passive, wait for others to speak up first
D.) ___ Show-off, like others to notice me alot
 7. A.) ___ responsible, good leader, and like to do things myself
B.) ___ well behaved, good manners, and like to do what is right
C.) ___ accepting, easy going most of the time and nice to be around
D.) ___ happy to be with friends all the time and open to new ideas
 8. A.) ___ insensitive, don't think enough about others
B.) ___ often feel guilty; wish I could solve others' problems
C.) ___ too quiet, don't tell others what I feel, just go along
D.) ___ forget full, come late to things, don't care about being serious
 9. A.) ___ Logical, I always want to know something makes sense
B.) ___ emotional, I always want to feel good about something
C.) ___ Agreeable, I always avoid conflict and try to get along with people
D.) ___ Popular, I always like to be in the middle of things with lots of people
 10. A.) ___ Rude, people often say I am mean and I say what I think too much.
B.) ___ Hard to please, people often say I am a perfectionist and want things just right.
C.) ___ Lazy, people often say I need a good kick in the rear to get me going
D.) ___ Loud, people often say I talk too much and too loud
 11. A.) ___ Strong willed, keep pushing for my own way
B.) ___ respectful, think people in charge deserve my respect
C.) ___ patient, willing to wait for others
D.) ___ fun loving, like to play and have fun all the time
 12. A.) ___ always think I'm right
B.) ___ don't forgive others easily
C.) ___ get frustrated when I have too much going on
D.) ___ often don't complete jobs I start
 13. A.) ___ Task-oriented, enjoy being busy doing things I like to do
B.) ___ sincere honest about my feelings
C.) ___ diplomatic, want to keep peace and get along
D.) ___ lively, full of playful energy
 14. A.) ___ demand too much of other people, argue too much
B.) ___ put myself down a lot, get depressed and down easily
C.) ___ hold my anger inside; hard to express how I feel
D.) ___ interrupt people a lot, like to talk about me
 15. A.) ___ Direct, get to the point
B.) ___ Creative, enjoy making things
C.) ___ Adaptable, agreeable in most situations
D.) ___ a performer, enjoy the center of attention
- SITUATIONS
16. As a student my teachers will mostly like me because I am:
A.) ___ Verbal, direct and want to be a leader
B.) ___ Accurate, obedient and dependable
C.) ___ nice, easy-going and quiet
D.) ___ fun loving, enthusiastic and spirited
 17. When my friend gets mad at me I:
A.) ___ Speak my mind and feel it's their problem
B.) ___ get sad, feel hurt and want to get back at them
C.) ___ become quiet and usually hold my anger inside
D.) ___ get angry, and get away from them
 18. I am most happy when my life:
A.) ___ is busy and productive
B.) ___ is filled with people and being involved with things to do
C.) ___ is free of pressure and hassles
D.) ___ allows me to be playful. Carefree and silly
 19. When I fail I feel:
A.) ___ stupid inside but never show it to others
B.) ___ guilty, mad at myself and can get depressed
C.) ___ uncomfortable and afraid but I keep it to myself
D.) ___ embarrassed and try to get out of the situation with humor
 20. I feel best when my life is full of:
A.) ___ adventure, leadership and lots of action
B.) ___ security, creativity and helping people
C.) ___ acceptance, peace and time alone
D.) ___ excitement, loud music and lots of friends
 21. School is:
A.) ___ a necessary experience to get ahead in life
B.) ___ a healthy experience where I learn a lot about life
C.) ___ a positive activity as long as it is something I enjoy and don't feel pressured too much
D.) ___ a necessary evil, much less fun than playing, but great social life
 22. In social situations I am most often
A.) ___ followed by others
B.) ___ admired by others
C.) ___ protected by others
D.) ___ envied by others
 23. If my friend was in trouble, I would:
A.) ___ protect them; give advice to solve the problem
B.) ___ listen, care a lot and be loyal to them
C.) ___ not judge them but stand quietly beside them
D.) ___ talk to them and make the problem not sound so serious
 24. As a parent, I will probably be:
A.) ___ demanding, honest and discipline my kids
B.) ___ caring, want to teach them a lot
C.) ___ easy-going, nice and let them run around
D.) ___ playful, casual and play in the park a lot
 25. With my family, teachers and friends, I mostly like to be:
A.) ___ able to speak my mind and have their respect
B.) ___ understood, cared for and appreciated
C.) ___ left alone and not hassled
D.) ___ praised and noticed a lot and included in activities
- Now add your totals from numbers 1-25 to get grand totals. At this point, the four personality color types are assigned to each of the letters
- Red for "a", Blue for "b", White for "c", and Yellow for "d"
- GRAND COLOR CODE TOTALS
- ___ (a) Red
___ (b) Blue
___ (C) White
___ (d) Yellow
- Interpretation of scores
- The letter (or color) with the highest number tells you what your natural personality is. The number of answers from different colors suggests the amount of blend your personality has. You have only one basic personality, but you may be a strong blend depending on your answers. However, your motive determines your primary personality.

Occupational Groups

Body Workers

- enjoy physical activity
- work with hands
- satisfaction from achievement
- enjoy seeing concrete results
- often work with objects, machines, plants, and animals
- often work outdoors

Examples: Production agriculture, athlete, physical instructor, mechanic, coach, forest ranger, carpenter, truck driver, horticulturist

Data Detailers

- use numbers or words in work in very exact ways
- attentive to detail
- like to work without errors
- often good clerical or math ability
- good at following instructions

Examples: Banking, bookkeeping, data processing, accounting, insurance

Persuaders

- like to work and talk with people
- enjoy convincing others
- success is measured by how well they influence others
- like to lead or manage

Examples: Sales, law, politics, managers

Service Workers

- find satisfaction in helping others
- like to inform, enlighten, help train, develop, or cure people

Examples: Teachers, nurses, doctors, health care providers, counselors, ministers, waiters, instructors, tour guides, police officer

Creative Artists

- express themselves through music, dance, drama, writing, or art
- many can only afford to work at this type of career part time
- like to be creative

Examples: Actors/Actresses, musicians, composers, authors, floral designers, interior designers, sculptors

Investigators

- like to observe, learn, investigate, analyze, and evaluate
- enjoy asking why and how questions
- apply scientific or technical information to new situations
- enjoy research and lab work
- problem solving

Examples: Scientists, engineers, research analyst, crime investigators

ATTITUDE INVENTORY

Think of this Attitude Inventory as a subjective indicator of your attitude about yourself. It can provide a reference point for identifying dimensions of your attitude that may need adjusting.

Directions:

There are no right or wrong answers. The best answer is your honest answer as the result will be a more accurate reflection of your attitude about yourself in the workplace.

Circle the letter of the response that you feel best fits you.

1. In terms of skills to do my job, I am:
 - a. Very competent.
 - b. Fairly competent.
 - c. Average.
 - d. Fairly unskilled.
 - e. Very inadequate.

2. In my job I have:
 - a. A lot of confidence in myself.
 - b. Enough confidence in myself.
 - c. Average confidence in myself.
 - d. Very little confidence in myself.
 - e. No confidence in myself.

3. I think that I work with others:
 - a. Extremely well.
 - b. Well.
 - c. Okay.
 - d. Not very well.
 - e. Not well at all.

4. I am able to gain the confidence of others:
 - a. Extremely well.
 - b. Well.
 - c. Okay.
 - d. Not very well.
 - e. Not well at all.

5. I admit my mistakes and shortcomings:
 - a. All the time.
 - b. Most of the time.
 - c. Occasionally.
 - d. Hardly ever.
 - e. Never.

6. I avoid taking risks because of fear of mistakes or failures:
 - a. Never.
 - b. Seldom.
 - c. Some of the time.
 - d. Most of the time.
 - e. All the time.

7. My own values, beliefs and convictions align with those of my workplace:
 - a. All of the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Seldom.
 - e. Never.

8. I feel inferior to my co-workers:
 - a. Never.
 - b. Hardly ever.
 - c. Occasionally.
 - d. Most of the time.
 - e. All the time.

9. I feel good about myself:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Hardly ever.
 - e. Never.

10. I experience enjoyment and fulfillment in my work:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Hardly ever.
 - e. Never.

11. I have an intense need for recognition and approval:
 - a. None of the time.
 - b. Hardly ever.
 - c. Occasionally.
 - d. Most of the time.
 - e. All the time.

12. I am able to problem-solve effectively:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Seldom.
 - e. Never.

13. When I am asked to do something above and beyond the call of duty, I feel:
 - a. Good; it's important that others know they can count on me.
 - b. Okay; I'll do it.
 - c. Disinterested; I prefer to stick to what's in my job description.
 - d. Bothered; asking me to do more is an imposition.
 - e. Angry; I'll resist taking on more work.

14. I believe that I am achieving my potential in my work:
 - a. All the time.
 - b. Most of the time.
 - c. Some of the time.
 - d. Seldom.
 - e. Never.

ANALYZING YOUR ATTITUDE

Scoring

1. Record the number of responses for each letter.
2. Calculate your score by multiplying the number of each letter by its corresponding value.
3. Add each score to get a total score.

	a	b	c	d	e	
1. Number						
X	+2	+1	0	-1	-2	
2. Score						= _____ Total Score

Interpretation

Total score of:

- 28 to -21**
- 20 to -8**
- 7 to -1**
- 0 to +7**
- +8 to +20**
- +21 to +28**

Indicates that in the workplace you have:

- A complete feeling of inadequacy.
- A significant feeling of inadequacy.
- A negative self-image.
- An acceptable self-image.
- A positive self-image.
- A rather inflated self-image.
Check your ego.

Time Management Lesson Plans

Group 5: Time Bandits

Bill Bennett, Elizabeth Horan, Jenny Kellogg, Jean Young

MSIDT 535

June 26, 2010

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Lesson 1: What is time management, in general?

Lesson Goal:

- Students will identify what time management is, how it can be used in their role as a student and some tools to help them implement time management.

Lesson Objectives:

- Recognize time management skills and tools
- Explain why time management is important for a student to use

Pedagogy:

- Advance Organizer is the instructional strategy used for this lesson
- Cooperative Learning is used also

Phase One:

Presentation of Advance Organizer

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Introduce time management.</p> <p>The aim of the lesson is for students to understand time management, to see how they currently use it in their lives and to see what ways they can improve their time management skills.</p> <p>Before we start to look at the history of time management I want each student to think about how they have (or have not) used time management in the past. (Discussion) Explain how time management started in the business world and then moved into other areas of people's lives. Identify defining attributes of time management including working efficiently and relieving stress.</p> <p>Show how time management helps students and saves time.</p>	<p>How have you used (or not used) time management in the past?</p> <ul style="list-style-type: none"> • Previous assignments • Applying to college • Planning an event (wedding, birthday, shower, Super Bowl game)

Phase Two:

Presentation of Learning Task or Material

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Present time management materials.</p> <p>Divide class into pairs. Ask each pair to come up with a list of tools they can use to manage their time. Encourage them to be creative, even ridiculous. Have them think about tools for students, business professionals, congressmen and practically anybody. Let them know they will need to have a logical explanation for each tool they list.</p> <p>The class will compile a master list together and organize it by professions. We will look at the tools and narrow down which ones can help students with time management. Ask students which ones they have used in the past. Were they helpful?</p>	<ul style="list-style-type: none"> • Divide class into pairs. • Each pair comes up with a list of tools used in time management. • Compile master list of tools organized by profession. • Narrow down tools students can use. • Link tools to previous experience with time management. What tools have students used? Were they helpful?

Phase Three:

Strengthening Cognitive Organization

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Review time management attributes.</p> <p>Ask students to critically evaluate the concept of time management. Have each student think of tools they will use for the time management in this class. Have students think of time management tools they will use outside of class.</p> <p>Clarify any questions students have.</p> <p>In groups of four, students will explain time management and why it is important for student use.</p>	<ul style="list-style-type: none"> In groups of four, students will explain time management and why it is important for student use.

Transitions Statement

Now that we have a basic understanding of time management and some tools we can use let's look at Stephen R. Covey's *Habit 3: Put First Things First*.

Lesson 2: Principles of Time Management

Lesson Goal:

- Students will read, discuss, and present the major concepts of Stephen R. Covey's *Habit 3: Put First Things First*.

Lesson Objectives:

- Students will write what they deem to be the major concepts of Habit 3.
- Student groups, through collaboration, will arrive at a 100% consensus of the major concepts of *Habit 3*.
- Student groups, through collaboration, will draft their summation of the major concepts of *Habit 3* in a clear and concise manor.
- Each member of each student group will take part in a presentation of their group's summation of the major concepts of Habit 3 to the class.

Pedagogy:

- Group Investigation
- Direct Instruction

Grading:

- See rubric

Materials Checklist:

- Stephen R. Covey's Time Management Matrix in PDF format.

Total Time:

- 5 hours

Phase 1

Students encounter puzzling situation (planned or unplanned).

Instructor Choreography	Example Assignments
<ul style="list-style-type: none"> Assign reading of <i>Habit 3</i> of Stephen Covey's <i>7 Habits</i>. Direct students to post written assignments to a group discussion forum. 	<ul style="list-style-type: none"> Type a list of what you believe to be the key concepts of the chapter. Write a personal mission statement? Make a copy of the Time Management Matrix and fill it in with examples that are specific to your life. Write out a weekly schedule for yourself using the example on pages 180-181.

Phase 2

Students explore reactions to situation.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<ul style="list-style-type: none"> Organize students into small groups (3 to 5) and have them discuss their ideas about what the key concepts are with each other. 	<ul style="list-style-type: none"> Covey says that effective time management lies in the balance of Production (P) and Production Capability (PC), give an analogy of each. How important is it to write out a personal mission statement? What time management activities are similar or are different?

Phase 3:

Students formulate study task and organize for study (problem definition, role, assignments, etc.).

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<ul style="list-style-type: none"> Pick a name for your group Pick a leader of the group Assign each student group write out a consensus of what they believe the key concepts to be. 	<ul style="list-style-type: none"> What are the differences between each of your lists of key concepts? Are there any that everyone can agree is a key concept?

Phase 4:

Independent and group study.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<ul style="list-style-type: none"> Decide what format the group will use to make their class presentation Students should work together and independently to complete presentation materials 	<ul style="list-style-type: none"> Which person should perform which task in the class presentation?

Phase 5:

Students analyze progress and process.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<ul style="list-style-type: none"> Have each group present their list of key concepts to the class. Entire class discusses and arrives at a list of the key concepts. 	<ul style="list-style-type: none"> Covey says that effective time management lies in the balance of Production (P) and Production Capability (PC), give an analogy of each. How important is it to write out a personal mission statement?

Phase 6:

Recycle activity.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<ul style="list-style-type: none"> Encourage students to incorporate the time management principles they learned in class into their own lives. 	<ul style="list-style-type: none"> Identify a quadrant II activity you know has been neglected in your life – one that, if done well, would have a significant impact in your life, either personally or professionally. Write it down and commit to implement it.

The Time Management Matrix

		Urgent	Not Urgent
Important	I	Activities: Crises Pressing Problems Deadline-driven projects	II Activities: Prevention, PC activities Relationship building Recognizing new opportunities
	III	Activities: Interruptions, some calls Some mail, some reports Some meetings Proximate, pressing matters Popular activities	IV Activities: Trivia, busy work Some mail Some phone calls Time wasters Pleasant activities
Not Important			

Source: Stephen R. Covey, The Seven Habits of Highly Effective People

Student Time Management Matrix

		Urgent	Not Urgent
Not Important	Important	I Activities:	II Activities:
	Not Important	III Activities:	IV Activities:

Transition Statement

Now that we have an understanding of Seven Covey's *Habit 3: Put First Things First*, we'll begin to understand some specific ways to implement time management skills in aspects of life, beginning with learning about task prioritization.

Lesson 3: Prioritizing Tasks

Lesson Goal

Learn how to prioritize tasks.

Lesson Objectives

Students will:

- Understand the value of prioritizing tasks.
- Demonstrate knowledge about how to order tasks based upon importance.

Pedagogy

- Direct Instruction, a highly structured learning approach that breaks material into organized learner goals and tasks.
- Cooperative learning is also employed.

Materials Checklist

- Erasable calendar or planner
- 2 White Boards
- 100 cards with different tasks.



Phase 1. ORIENTATION

Teacher provides information on new topic: How to prioritize tasks to audience of 2nd year college students in a study skills class.

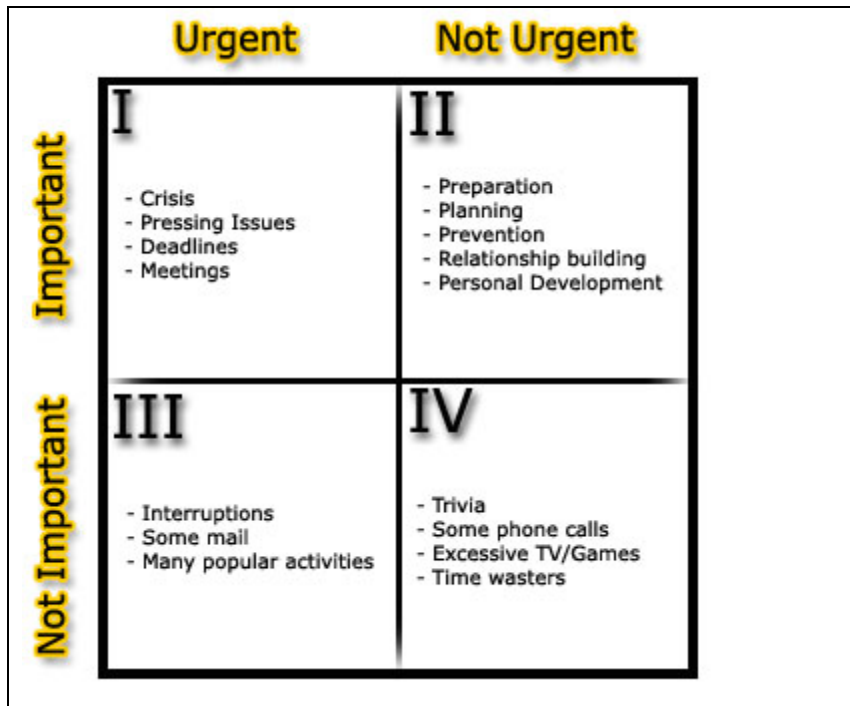
Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Instructions:</p> <ul style="list-style-type: none"> ■ Tie the lesson to Lessons 1 and 2 and learners previous knowledge. ■ Anchor this instruction by reinforcing key take-aways from Lessons 1 “What is Time Management” and Lesson 2. “Principles of Time Management”. ■ Use short videos to summarize where students have been and what they have learned about time management <ul style="list-style-type: none"> ○ Time is our Most Valuable Resource. ○ Why Managing Time is Important. ■ Identify clearly defined learning outcomes ■ Provide clear instructions about learning materials How to set priorities. <ul style="list-style-type: none"> ○ Determining your purpose. ○ Setting immediate reachable goals. ○ Prioritizing tasks. 	<p>What We have Learned</p> <ul style="list-style-type: none"> ■ Time is our Most Valuable Resource. ■ Why Managing Time is Important. <p>What We Will Learn</p> <ul style="list-style-type: none"> ■ Determining your purpose. ■ Establishing immediate, reachable goals. ■ How to set priorities. <p>Ask class to describe the most important concepts they gathered from Lessons 1 and 2. Have student scribe on white boards.</p> <p>Show 3 short videos about time management behavior patterns and consequences::</p> <ul style="list-style-type: none"> ■ A student “slacker” overwhelmed by too much TV, endless phone calls, and other time wasters. (Consequences: reputation as pleaser, lack of discipline, feels like a doormat) ■ A swamped “yes man” who can’t say no to unimportant phone calls, interruptions, other people’s small problems, peers. Consequences: reputation as pleaser, lack of discipline, feels like a doormat) ■ A procrastinator – exam’s tomorrow, just started studying, late for work again, project due today. (Consequences: stress and burnout, mediocre performance, high anxiety) <p>Use question & answer to provoke thoughtful class discussion of why time is our most valuable resource and why managing time is important.</p>

Transition Statement: Now that we understand why time management is important, let's help you reach your goals by exploring the elements required to prioritize.

Phase 2. PRESENTATION

Teacher explains the concept of setting priorities and provides demonstrations and examples.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<ul style="list-style-type: none"> • Transmit new information or demonstrates the skills needed. • Lay out the steps of the new skill with examples of each step. • Demonstrate the significant steps in the skill. • Present information in multiple examples, providing accurate demonstrations, restate the information often, and use visual models or illustrations. 	<ul style="list-style-type: none"> ■ Have students define their personal time bandits. <ul style="list-style-type: none"> ○ Too much TV ○ Endless phone calls ○ Excessive computer games ○ Internet surfing ■ Teacher has two students tag team to write on white board. Have students identify their own situation and recognize priorities. ■ Develop list of 5 things you must accomplish today, this week, this month. <ul style="list-style-type: none"> ○ Rent a movie ○ Drop library book due tomorrow ○ Wash work uniform ○ Study for Trig III final ○ Take cat to the vet ■ Have student narrate on whiteboard. ■ Describe the Time Quadrants and how to distinguish <ul style="list-style-type: none"> ○ Important tasks



- Unimportant tasks
 - Urgent
 - Not Urgent
- Define the Time Quadrants in terms of the Procrastinator (Q1) and the Prioritizer (Q2)
- Important tasks
 - Unimportant tasks
 - Urgent
 - Not Urgent

Phase 3. STRUCTURED PRACTICE

Teacher profiles “The Prioritizer” and describes key ingredients for success in prioritizing. This is combined with a non-threatening activity that gets learners thinking about setting priorities.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Teacher leads the students through structured practice, working through each step, to confirm that the students understand the concepts and can generate each step.</p> <p>Break learners into groups and “play plan”. Create cards with Q1, Q2, Q3, Q4 activities. Have participants select cards for activities they want to engage in for one week, balancing Q1-Q4 activities, while setting priorities to get important and urgent things done, yet maintaining time for exercise, family and friends. Allow barter and swap of cards between groups until each player has the right mix of Q1-Q4 activities to fill their week.</p> <p>Have two groups select a leader and describe their mix of activities and why it is right for them. Record the significant ideas on a white board.</p>	<ul style="list-style-type: none"> ■ -Teacher Builds Profile of “the Prioritizer.” <ul style="list-style-type: none"> ○ Someone who plans ahead. ○ Doesn’t wait until the last minute. ○ Can say no with a smile ○ Resists peer pressure. ■ Teacher describes how to become a prioritizer: <ul style="list-style-type: none"> ○ Shrink Q1 by procrastinating less. Do important things early. ○ Say no to Q3 activities. Don’t get pulled away by unimportant things. ○ Cut down on Q4 Slacker activities. Determine between relaxation (Q2) and excessive goof off (Q4) ■ Prompts Learners for Consequences: <ul style="list-style-type: none"> ○ Control of your life. ○ Balance. ○ High performance. ■ Learners practice identifying tasks with Q1 through Q4 characteristics and ordering them based upon good time management practices.


Phase 4. GUIDED PRACTICE

Teacher has learners work with a planner to experience writing down appointments, assignments, to do lists and goals.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Teacher provides guided practice by having students work independently on their own weekly plan.</p> <p>Illustrate making everything fit by filling a bucket with pebbles first, then big rocks. It does not fit. Try the opposite, place the big rocks in first, followed by the pebbles. It works. The big rocks represent your most important things.</p> <p>Teacher projects their own weekly plan – dipping into different key roles in their life – the Big Rocks – as mother, daughter, student, educator, and business owner.</p> <p>Teacher works with each student as they put in place a weekly plan. If some feel it is too complicated or awkward for some, he/she encourages “planning light,” where learner only schedules two or three big rocks for the week, just to get into the groove of planning.</p>	<p>Students sit independently with their own planner and write down appointments, assignments, to do lists and goals in their weekly plan.</p> <p>Teacher, in turn, defines her priorities, setting an example for the students and projecting the result.</p> <p>Teacher’s Big Rocks</p> <ul style="list-style-type: none"> ■ Complete Annotated Bibliography ■ Finish reading Chapter 12. Dyads, Drucker Challenges ■ Attend Julian’s play. ■ Fly to San Francisco for 4 day WellPoint meeting. ■ Exercise 3 times ■ Finish SCE proposal. ■ Get Grammie a new rollator. <p>Teacher shows different types of planners from feather weight to book type, calendar to on-line schedule managers.</p>

Phase 5. INDEPENDENT PRACTICE

Teacher partners “Prioritizers” and “Procrastinators” for self-training, practice and mentoring.

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Teacher uses cross spectrum of students to facilitate student planning sessions to create ownership and involvement. Create Thursday Breakfast Club to plan for the following week.</p> <p>Teachers couple students in matched pairs of Prioritizer and Procrastinators.</p> 	<ul style="list-style-type: none"> ■ Students train and mentor other students in setting priorities. <ul style="list-style-type: none"> ○ Show me your planner. ○ Describe your biggest time wasters last week ○ What are your Big Rocks for the week? ○ How are you blocking out time to accomplish each one? ■ Students dialog about what worked and what got in the way of achieving weekly goals. <ul style="list-style-type: none"> ○ Fears ○ Successes ■ Buddy up Prioritizers and Procrastinators and track results over a year.

Transition Statement

As we segue into Lesson 4, Time Management Implementation Skills, the instructor will reiterate and reinforce the skills learned in Lesson 3. Prioritizing tasks and activities by identifying your weekly “rocks,” and developing a balanced action plan.

Lesson 4: Time Management Implementation

Lesson Goal:

- Students will learn several practical methods for improving one's time management.

Lesson Objectives:

- Respond to 10 simulated situations of time management challenges with a suggestion of a practical skill to meet the challenge.

Pedagogy:

- Simulations
- Direct Instruction
- Cooperative Learning

Phase One:

Orientation

Instructor Choreography	Sample Instruction
<p>Present a short lecture using direct instruction on time management skills/methods/tricks.</p> <p>Distribute a document containing the information presented.</p>	<ul style="list-style-type: none"> • To do lists <ul style="list-style-type: none"> ◦ Break things down into small steps ◦ Do the ugliest thing first • Paperwork/e-mail <ul style="list-style-type: none"> ◦ Touch each thing only once ◦ Good file system is essential ◦ Focus on one thing at a time ◦ Clutter causes thrashing • Scheduling <ul style="list-style-type: none"> ◦ “You don’t <u>find</u> time for important things, you <u>make</u> it” ◦ Learn to say “No” ◦ Defend creative/thinking time ◦ Use “dead” time, for example “schedule” a fake “class” in the potentially wasted time between classes • Interruptions <ul style="list-style-type: none"> ◦ MUST reduce interruptions during focus times ◦ Turn off “alerts”, do not respond • Time Journals

- Monitor yourself in 15 minute increments for 3 days to 2 weeks
- Learn what doesn't need to be done, what can be delegated, done more efficiently, and how you waste others' time
- Avoid Procrastination
 - Establish personal deadlines
 - Identify why you aren't enthusiastic
 - Fear of embarrassment
 - Fear of failure
- Delegation
 - When possible, get help
 - Grant authority with responsibility
 - Concrete goal, deadline, and consequences
 - Treat your people well
 - Challenge people
 - Communication Must Be Clear: "*Get it in writing*" - -- Judge Wapner
- General Advice
 - Turn of the TV
 - Eat, sleep and exercise, above all else
 - Never break a promise, but re-negotiate them if need be
 - If you haven't got time to do it right, you don't have time to do it wrong
 - Recognize that most things are pass/fail

Phase Two:

Participant Training

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>Divide the class into pairs.</p> <p>Instruct the teams that they will work together to respond to several situational simulations regarding time management skills/methods.</p> <p>The situations will be made up of descriptions of scenarios, photos of example situations (e.g. a picture of a desk or office), audio clips if multimedia is available (e.g. a request for scheduling requiring a response), etc.</p> <p>Teams will write a description of their agreed upon response to the scenario/simulation.</p>	<p>Review the simulated scenarios presented and discuss them with your partner. Summarize your responses or agreed upon thoughts about the scenario in a brief paragraph for each scenario.</p>

Phase Three:

Simulation Operations

Instructor Choreography	Sample simulations
<p>Monitor the progress of the partner team's interactions while discussing the scenarios.</p> <p>Suggest ideas or alternatives relating to presented material when teams seem to be struggling.</p> <p>Encourage original ideas and suggestions for time management skills and tricks.</p>	<p>See attached photos and worksheets for reference and sample scenarios.</p>

Phase Four:

Participant Debriefing

Instructor Choreography	Discussion Prompts and Q&A Suggestions
<p>After sufficient time allowing pairs to discuss and write responses to simulated scenarios, gather the attention of the entire group for a discussion of the results.</p> <p>Review each scenario and ask for volunteers to discuss thoughts and responses with large group.</p> <p>When volunteer response is limited, ask guided questions of specific students.</p> <p>Offer ideas referring back to presented material to reinforce learning of time management strategies.</p>	<p>Sample student schedule – note the breaks in between classes which might otherwise be wasted, but can be scheduled as fake “classes” and used for studying regularly.</p> <p>Photo of clear desk – suggests focusing on one thing at a time, paperwork is perhaps filed after having been looked at once.</p> <p>Photo of seemingly “cluttered” office – actually each person has different methods of organization. This picture shows productive assistant’s office, where papers are stacked (organized) such that anything is within arm’s reach.</p> <p>Empty Inbox – avoiding “clutter”, look at message and move to another folder. This is one method of organization for time management.</p>

Lesson 4: Time Management Implementation Grading Rubric

CATEGORY	3 points	2 points	1 point	0 points
Cooperative Learning	Initiated discussion with partner. Offered suggestions for responses to scenarios. Listened to partner's contributions to discussion.	Participated in cooperative discussion, but in a limited manner – either limited offerings or by not listening to offerings of partner.	Offered few contributions to discussion, or did not cooperatively discuss scenarios with partner.	Did not participate, or did not allow partner to participate in discussion.
Written Responses to Scenarios	Responses are clearly written with original ideas and reference to the presented material.	Responses are short, somewhat unclear, with no original ideas.	Responses are incomplete (up to 40% missing) or inaccurately represent presented material.	Responses are 50% or more incomplete/missing.
Participation in Discussion	Offered multiple contributions to large group discussion of results.	Offered 1 or 2 contributions to large group discussion of results.	Offered 1 contribution to large group discussion of results.	Did not participate in large group discussion of results.

Illustration 1: Sample student schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
10:30 am					
11:00 am	33-107 DH 2315		33-107 DH 2315		33-107 DH 2315
11:30 am					
12:00 pm					
12:30 pm		15-211 DH 2315		15-211 DH 2315	
1:00 pm	15-211 SC 203		15-211 SC 203		
1:30 pm					
2:00 pm		18-240 DH 2315		18-240 DH 2315	
2:30 pm					
3:00 pm					
3:30 pm		18-200 DH 2210	18-200 SH 206	18-200 DH 2210	
4:00 pm					
4:30 pm					
5:00 pm		33-107 WeH 5403		33-107 WeH 5403	
5:30 pm					
6:00 pm					
6:30 pm					
7:00 pm					
7:30 pm					
8:00 pm			18-240 HH 1303		
8:30 pm					
9:00 pm					
9:30 pm					

Course	Sec	Units	Professor	Course Name
15-211	E	12.0	Blum, Goldstein	Fundamental Structs of Computer Science I
18-200	C	12.0	Hoburg	Mathematical Foundations of EE
18-240	B	12.0	Thomas	Fundamentals of Computer Engineering
33-107	G	12.0	Meyer, Feenstra	Physics for Engineering Students II
80-210	A	9.0	Scheines	Introduction to Logic



Illustration 2: Clean office - only one paper on desk to focus on.



Illustration 3: Assistant's office - a different way to organize.

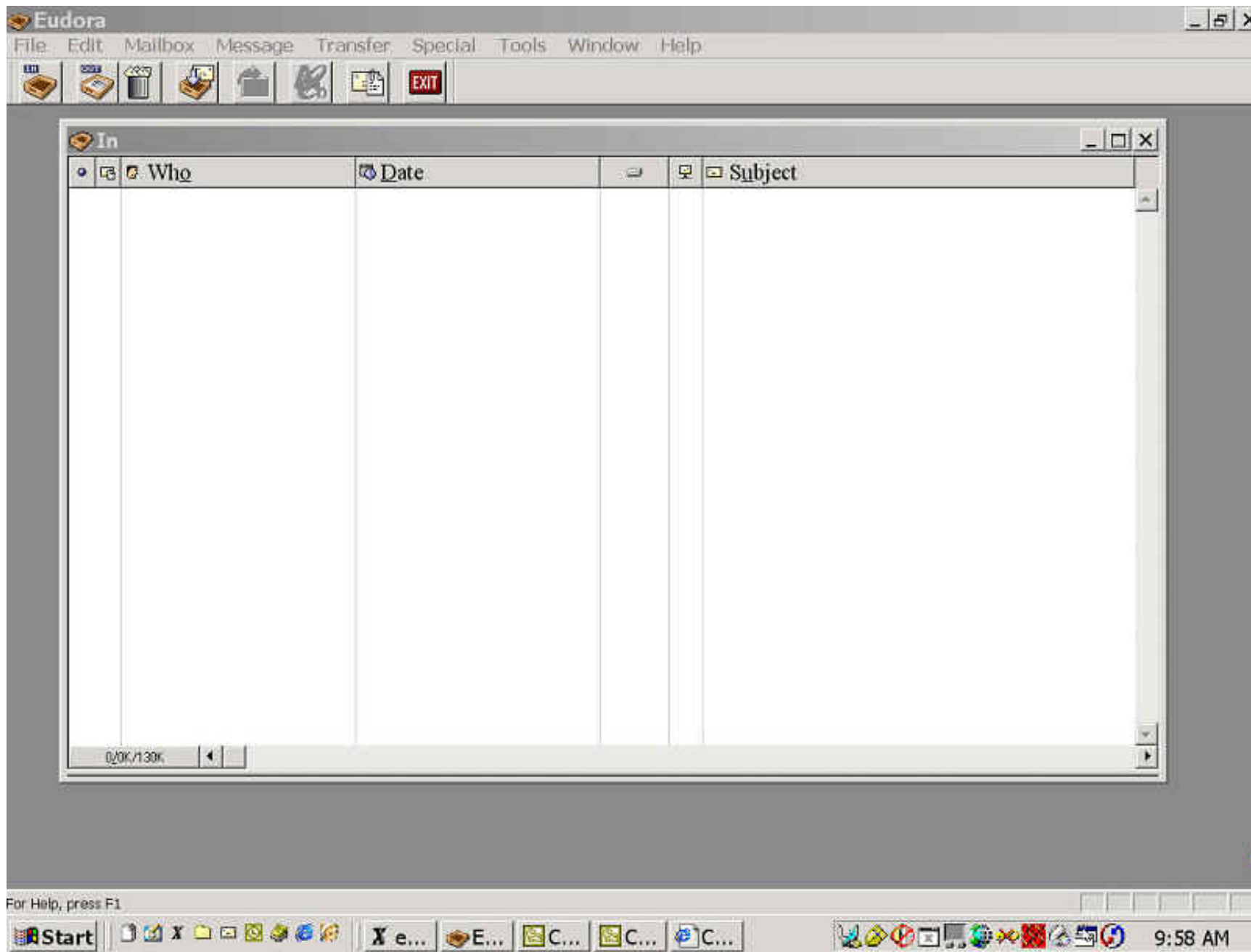


Illustration 4: Empty Inbox

References

Covey, S. R. (2004). *Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*.. New York, NY: Free Press.

Pausch, R. *Time Management* [PDF Document]. Retrieved from
<http://www.cs.virginia.edu/~robins/Randy/RandyPauschTimeManagement2007.pdf>

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 7: Applying for a Job

Unit Objectives:

1. List five employment qualifications
2. Compare your employment qualifications with the qualifications needed for five occupations
3. List twelve different sources of job opportunities
4. Demonstrate how to fill out an application form accurately and completely
5. Prepare a letter of application and resume for a job
6. Be familiar with the components of a personal data sheet
7. Present orally the purposes of an interview and how to prepare for an interview

Communication/Speech Standard(s) Met:

- Standard 6.1.1

Power Points

Student Handout

- Sample Job Application
- Sample Resume

Evaluation

- Students should complete a job application and resume
- Students complete a mock interview with a peer, teacher or member of the business community.

Interest Approach

- Present current facts to students, such as the current unemployment rate and discuss with students the importance of knowing how to apply for a job and attaining interview skills.

Teaching Content

- **Lesson Plan Skills Wanted by an employer**
-

Student Activities

- Have students research 5 different job opportunities/employers, students should then compare and contrast job expectations between the 5 employment opportunities.
- Have students complete a job application.
- Have students complete a personal/professional resume.
- Have students compile a list of 15 example interview questions.
- Have students mock interview one another.

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Seven - Applying for a Job

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- 7.05 Writing a Resume Lesson Plan
- 7.07 Interviewing for a Job Lesson Plan

Lesson 1: Skills Wanted by Employers

QCC:38, 51, 66, 74, 75, 82, 101, 131, 149, 176, 191, 208, 228, 244,
63, 279, 302, 314, 344, 366, 381, 413, 431, 451, 469, 487

Objectives:

1. List skills necessary to remain on the job.
2. Analyze the relationship necessary to remain on the job.
3. List ways to show a high ethical standard on the job.

Teaching Time:

2 Hours

References:

Ricketts, Cliff. *Leadership Personal Development & Career Success*. Delmar Publishers, Inc. Albany, NY.

Georgia Ag Ed Curriculum CD, PP_*Skills_Wanted_by_Employers_01012-14.1*

Materials and Equipment:

Handouts 14.1.1-14.1.3

TEACHING PROCEDURE

Introduction and Mental Set

Read the following story and have the students listen very carefully:

Elmo the engineer accepted a great job offer. He would be working with one of the premiere agricultural machinery corporations. Why shouldn't he be hired? He was the top graduate in his agricultural engineering class at the University of Georgia. He had great credentials. The corporation wasted no time in offering him the job. The first day on the job, Elmo got to work late. His alarm clock didn't go off and then he couldn't find anything to wear. When Elmo finally got to work, his boss asked him why he was late. Elmo exclaimed that it wasn't *his* fault. In addition, the only thing Elmo could find to wear was a golf shirt and a pair of blue jeans. He couldn't help it if that is the only thing he had clean. Later in the morning, Elmo had a meeting with the team of engineers in which he would be working. They discussed plans for developing a new type of chemical sprayer. Elmo exclaimed. "This is all okay, but I would rather work by myself on a project." At the water cooler, Elmo lost track of time because he was too busy gossiping to a fellow employee. He was almost late for his next meeting! After the meeting, he took a long lunch break. After all, it was his first day of work and he deserved it. After lunch it was time to begin working on his project. He decided, though, that he would work on plans for a new cultivator, not that sprayer. When he finished those plans, wouldn't his boss be so happy? He thought he might even get a raise. At the end of the day, his boss called him in. Elmo, we have a problem. I think I'm going to have to let you go. Elmo was so surprised! How could this have happened?

Discuss with the students what Elmo did wrong. Have them list the mistakes that Elmo made. Explain to the students that although Elmo's example may seem a little extreme, mistakes like Elmo's are all too often made in the workplace. Explain to the students that although in the preceding chapters they learned how to get a job, they must also learn how to keep their jobs.

Discussion

1. **There are many skills that are necessary for a person to get a job and then keep that job.** Using the text, enumerate several skills that are desirable to employers.
 - A. Display and discuss handouts 14.1.1-14.1.3
 - B. Discuss these skills and their importance in the workplace.

2. The relationship of an employee with his/her employer and fellow employees is important in job retention. It also makes a job more enjoyable if there is a good working relationship.

- A. The qualities that help make a successful relationship are:
- \$ Positive attitude
 - \$ Cooperative
 - \$ Dependable
 - \$ Trustworthy
 - \$ Hard worker
 - \$ Respecting others
 - \$ Handling criticism
 - \$ Exhibiting appropriate dress and grooming
 - \$ Showing initiative
 - \$ Being diligent
- B. Take each one of these qualities and discuss in length.
- C. Discuss the importance of each in the working relationship. Note that these are also qualities that will help in any type of relationship.

3. All the skill in the world will not help an employee if he or she has no sense of ethical standards.

- A. Stress the importance of ethics in the workplace.
- B. Discuss the ways in which you can show a high ethical standard on the job.
- C. Following is a list of situations, read these to the students and have them decide if the people in the situations, read these to the students and have them decide if the people in the situations are exhibiting ethical or unethical behavior.
- D. Discuss why the behavior is ethical or unethical.
- \$ Hannah is a cosmetics salesperson in a local department store. A customer needed a blemish cream that would rid her of a blemish overnight. Hanna sold her the only blemish cream that they had, not knowing how long it would take for it to work.
 - \$ Bob works at a local nursery. A customer wanted the two flats of periwinkles he had left. However, they were covered in whiteflies. Bob informed the customer of the problem with the whiteflies and offered her a discount on the flowers.
 - \$ Lori works at a local florist. When a customer came in with complaint, she handled it with a smile and offered to give the lady's money back.
 - \$ Harry works for a paint store. He accidentally miscalculated

his hours for the week. He decided that he would make up the accident the following week.

§ Larry works in a horse farm. He was supposed to clean the horses' stalls before the end of the day. He cleaned all of them except for one because he had to hurry to football practice. He would clean the stall first thing tomorrow afternoon.

SUMMARY

There are many skills necessary for employment and for retaining a job. Employees need to have personal management skills, teamwork skills, and academic and technical skills.

Evaluation

As a wrap-up activity in addition to any written test, you may want to consider having the students work in groups and present skits of acceptable and unacceptable work habits. Have half of the class present a situation where the person is an exemplary employee. The other half should present a situation where the person has poor work habits. After each skit, discuss the situation to reinforce the information presented.

14.1.1

General Skills that Every Student Should Have

PERSONAL MANAGEMENT SKILLS

- \$ Attend school/work daily and on time
- \$ Meet school/work deadlines
- \$ Develop career plans
- \$ Know personal strengths and weaknesses
- \$ Demonstrate self-control
- \$ Pay attention to details
- \$ Follow written instructions and directions
- \$ Follow verbal instructions and directions
- \$ Work without supervision
- \$ Learn new skills
- \$ Identify and suggest new ways to get the job done

14.1.2

General Skills that Every Student Should Have

TEAMWORK SKILLS

- \$ Actively participate in a group
- \$ Know the group ' s rules and values
- \$ Listen to the other group members
- \$ Express ideas to other group members
- \$ Be sensitive to the groups members ' ideas and views
- \$ Be willing to compromise if necessary to best accomplish the goal
- \$ Be a leader or a follower to best accomplish the goal
- \$ Work in changing settings and with people of different backgrounds

14.1.3

General Skills that Every Student Should Have

ACADEMIC AND TECHNICAL SKILLS

- § Read and understand written materials
- § Understand charts and graphs
- § Understand basic math
- § Use mathematics to solve problems
- § Use research and library skills
- § Use specialized knowledge and skills to get the job done
- § Use tools and equipment
- § Speak in the language in which business is conducted
- § Write in the language in which business is conducted
- § Use scientific method to solve problems

Lesson 1: Selecting a Career

QCC: 38, 51, 66, 74, 75, 82, 101, 131, 149, 176, 191, 208, 228, 244,
63, 279, 302, 314, 344, 366, 381, 413, 431, 451, 469, 487

Objectives:

1. Explain the reasons why people work.
2. Differentiate between work, occupation, job, and career.
3. List the factors to consider in selecting a career.
4. List the steps in choosing a career.
5. Research possible careers related to interests.

Teaching Time:

3 Hours

References:

Ricketts, Cliff. *Leadership Personal Development & Career Success*. Delmar Publishers, Inc. Albany, NY.
Georgia Ag Ed Curriculum CD, PP_ *Selecting_a_Career*

Materials and Equipment:

Computers with Internet Access
LCD Projector

TEACHING PROCEDURE

Introduction and Mental Set

Have students think about what job they would want to do for a living if money were not an option. Explain that the job they chose could be attained if they set goals, and worked toward accomplishing those goals. Tell the class that today's lesson is going to be about selecting a career.

Discussion

1. **Why do people work?** People work for various reasons, depending on the individual. Common reasons:

- A. Earning money
- B. Social satisfaction
- C. Positive feelings
- D. Prestige
- E. Personal development
- F. Contributions to health
- G. Self-expression
- H. Security
- I. Success
- J. Happiness
- K. Peers and family

Many people do not follow their dreams of attaining the career they want. Their choices are often made by what others want them to do.

2. **What is the difference between work, an occupation, a job, and a career?**

Have students brainstorm the difference between work, an occupation, and a job.

- A. Work - an activity that is directed toward a purpose or goal that produces something of value to oneself and/or to society. A wage may or may not be paid, depending upon the type of work, such as volunteer.

- B. Occupation - the name given to a group of similar tasks that a person performs for pay. Examples include things such as carpenter work, legal work, truck driving, etc. Most occupations require specific knowledge and skills to perform them.
- C. Job - a paid position at a specific place or setting. It could be in an office, a store, a factory, a farm, etc. For example, a welder (an occupation) may have a job at a mill. Career is closely related to one's job. However, a career is a series of jobs that is pursued in order to achieve the ultimate occupation that the individual wants.

3. What are the factors one should consider in selecting a career?

- A. Standard of living: will this career allow me to live comfortably or the way I desire?
- B. Personal contact: do I want to be around other people a lot or work by myself?
- C. Formal education required: almost every career requires a high school diploma. Many require degrees from technical school or college.
- D. Practical experience required: some careers require workers to have experience in addition to formal education. Are you willing to put forth time to gain that experience?
- E. Locations of employment: are you willing to move to find your dream job, or do you want to stay close to home?
- F. Will you enjoy your work: will you be excited about doing this job, or would you just be doing it for the money?
- G. Your working conditions: do you want to work indoors, out, or both? Are you willing to work around dangerous machinery or chemicals?
- H. The amount of leisure time available: will this career give you the leisure time you desire?
- I. Security during retirement: will this career provide a sound financial future?
- J. Your health and happiness: does this job require physical or mental stress which could affect your health and happiness?

4. What are the steps in choosing a career?

- A. Step 1: Consider your interests, abilities, and other characteristics.
- B. Step 2: Narrow the field of jobs.
- C. Step 3: Study the requirements of the job.

- D. Step 4: Plan for alternative occupations.
- E. Step 5: Prepare a plan for career preparation.
- F. Step 6: Be willing to pay the price for success.
- G. Step 7: Gain working experience.

SUMMARY

Selecting a career is one of the most important decisions you will make in your life. Basically, a career is something a person really wants to do and get paid for it the rest of his or her life. Using the FFA Website, have students brainstorm 5 possible careers.

Evaluation

Have students narrow their original list of 5 careers into 3 that they would like to further research and answer the questions posed in the “factors to consider” section of this lesson. After answering the factors to consider questions, have students research one of the careers using the “Career Exploration Assignment” worksheet. Have some students present their research to the class.

Career Exploration Assignment

Using the outline below, develop a PowerPoint Presentation of a chosen career in the agriculture industry.

1. Write a paragraph assessing your own job related interests. Keep it to this or that choices. Example: Inside or outside, manual or sedentary, work alone or as a team, travel often or rarely, work available here or want to move away, etc. Come up with at least ten preferences that will direct your search. Include the paragraph in your PowerPoint.
2. Research **1 Career** in Agriculture that you are interested in and collect the following information about them:
 1. Overview of Career
 2. Aptitudes or skills needed
 3. Work activities common to the career
 4. Physical Demands of the career.
 5. Work setting such as indoors, outdoors, construction sites, office
 6. Average wages earned for starters and top out pay
 7. Employment outlook for your career
 8. Licensing or certification required for your career.
 9. Advancement opportunities
 10. At least two institutions where training can be obtained
 11. Tuition costs for the chosen institution
 12. Description of the courses and length of the program for training and certification.

Helpful Websites:

ffa.org

www.google.com

Course: 01.012 Ag Leadership and Personal Development
Unit 13: Getting the Job: Resumes, Applications and Interviews

Lesson 2: Writing a Letter of Application

QCC:38, 51, 66, 74, 75, 82, 101, 131, 149, 176, 191, 208, 228, 244,
63, 279, 302, 314, 344, 366, 381, 413, 431, 451, 469, 487

Objective:

Write a letter of application.

Teaching Time:

3 Hours

References:

Krebs, Alfred H. and Michael E. Newman. *Agriscience in Our Lives*. Interstate Publishers, Inc. Danville, IL. ISBN: 0-8134-2965-X.

Materials and Equipment:

Teacher handouts
Transparencies 13.2.1-13.2.4
Internet access
Computer diskettes
Letter Stationary Samples

TEACHING PROCEDURE

Introduction and Mental Set

Introduce the lesson with an example of a letter of application. Show the students effective and poorly constructed letters. The letter of application is in many ways your first impression to a potential employer.

Discussion

1. **Discuss the purpose of a letter of application.**
Display and discuss transparency 13.2.1.
2. **Present the main format that should be in preparing a letter of application.**
Display and discuss transparencies 13.2.1 and 13.2.2
3. **Discuss the procedures required in writing a letter of application.**
Display and discuss transparency 13.2.3
4. **Explain to students how a letter of application may be used to better your chances in job searching.**
5. **Demonstrate the proper techniques to use in generating a letter if application.**
6. **Divide class into groups of two students each and pass out copies of good and poor letters of application.** Have students identify the strengths and weaknesses of each.
7. **Discuss the importance of students using good writing skills in preparing a letter of application.**
Display and discuss transparency 13.2.4
8. **Student learning activity**
 - A. Have each student write a letter of application to be attached to the resume prepared in lesson 1. Use the example in *Developing Leadership and Personal Skills* text on page 132 as a guide.
 - B. Have students type a letter of application on a computer word processing program. Review exercise with students and point out common mistakes in writing a letter of application.

SUMMARY

Review with students the main objective covered in this lesson.

Ask students questions about proper techniques and procedures used in writing a letter of application.

Ask for volunteers to share with class their letter of application. Have the class critique each one for positive reinforcement.

End with a question and answer review period, so that all students will have opportunity to ask questions and comprehend the lesson concepts.

Evaluation

Grade the work exercise activity on writing a letter of application. Assign group and individual grades on cooperative learning tasks. Prepare an exam on a letter of application concepts and have students prepare a letter of application for a test grade.

13.2.1

**EFFECTIVE LETTERS SHOULD PERFORM
TWO BASIC FUNCTIONS**

- * CARRY A MESSAGE
- * PROJECT THE DESIRED IMAGE OF THE WRITER OR BUSINESS

**TWO TYPES OF BUSINESS LETTERS
INCLUDE**

- * BLOCK STYLE - ALL LINES STARTS ON LEFT SIDE OF MARGIN, NO INDENTATIONS
- * MODIFIED BLOCK STYLE - USES INDENTATIONS, EACH PARAGRAPH IS INDENTED AS WELL AS BEGINNING INFORMATION AND CLOSE

13.2.2

BUSINESS LETTERS SHOULD EFFICIENTLY EXCHANGE INFORMATION

SOME POINTERS:

- * KEEP THE LETTER BRIEF,
DISCUSSING THE PURPOSE

- * STRIVE FOR NEATNESS
(PERSONALITY)

- * ALWAYS INCLUDE A TITLE OF RESPECT
(DR., MR., MRS., ETC.)

- * BE SURE TO INCLUDE A RETURN
ADDRESS AND ZIP CODE

13.2.3

BASIC PARTS OF A BUSINESS LETTER

- * THE WRITER=S ADDRESS AND DATE LETTER WAS WRITTEN
- * THE NAME AND ADDRESS OF THE PERSON WHOM THE LETTER IS BEING SENT
- * THE SALUTATION (DEAR _____)
- * THE BODY OF THE LETTER
- * COMPLIMENTARY CLOSE AND SIGNATURE OF THE SENDER
- * OTHER ADDITIONS - REFERENCE INITIALS, ENCLOSURE NOTATIONS, COPY, AND POSTSCRIPT

13.2.4

TIPS ON LETTER WRITING

- * USE GOOD GRAMMAR**
- * USE CORRECT SPELLING**
- * DO NOT USE SLANG**
- * BE BRIEF, BUT COVER THE SUBJECT**
- * STICK TO THE POINT OF THE LETTER**
- * MAKE SURE LETTER IS LEGIBLE**
- * PROOFREAD BEFORE SENDING LETTER**
- * ASK FOR HELP, IF NEEDED**

Lesson 1: Writing Resumes

QCC: 38, 51, 66, 74, 75, 82, 101, 131, 149, 176, 191, 208, 228, 244,
263, 279, 302, 314, 344, 366, 381, 413, 431, 451, 469, 487

Objective:

Prepare a resume.

Teaching Time:

6 Hours

References:

Ricketts, Cliff. *Leadership Personal Development & Career Success*. Delmar
Publishers, Inc. Albany, NY.

Resume Reference Texts

Sample Resumes

Materials and Equipment:

Internet access

Overhead projector

Transparencies 13.1.1 - 13.1.3

Power Point presentation

Resume paper

Resume formats

Computer diskettes

TEACHING PROCEDURE

Introduction and Mental Set

Introduce the lesson with an example showing the need for a resume in applying for a job. A resume is a snapshot of you as a potential employee. If you do not have a good resume, you may not ever get to the job interview.

Discussion

1. **Discuss the purpose of a resume in searching for a job.**
Display and discuss transparency 13.1.1.
2. **Present the main items that should be included in a resume.**
Display and discuss transparency 13.1.2.
3. **Discuss the procedures required in good resume writing.**
Display and discuss transparency 13.1.3.
4. **Explain how a resume may be used to better your chances in job searching.**
5. **Demonstrate how to develop a good resume by showing an example of one.**
6. **Divide class into groups of two students each and pass out copies of good and poor resumes.** Have students identify positive and negative characteristics in each resume.
7. **Discuss the importance of students using good writing skills in resume preparation.**
8. **Student Learning Activities**
 - A. Have each student research an agribusiness or farm in which they would like to be employed. Use newspapers from media center or have students conduct job searches on the Internet if accessible.
 - B. Allow students to view a sample resume from Developing Leadership and Personal Skills text on page 326 of the text.

- C. If you have computers available, allow each student to type resume and save on floppy disk for future reference. Print a hard copy to start a resume file and portfolio for each student. Students will critique resumes for spelling and grammatical errors before handing in to the teacher.

SUMMARY

View the power point presentation on preparing cover letters and resumes.

Review with students the main objective covered in this lesson.

Ask students questions about proper techniques and procedures used in resume writing.

Ask for volunteers to share with class their resume. Have class critique each one for positive reinforcement of correct resume writing procedures.

End with a question and answer review period, so that all students will have opportunity to ask questions.

Evaluation

Grade work exercise activity on resume writing.

Assign group and individual grades on cooperative learning tasks.

Prepare an exam on resume writing concepts.

Have students prepare their own resume for a grade as well as for their future use.

13.1.1

PREPARING A RESUME

A RESUME IS A PERSONAL DATA SHEET THAT PROVIDES A WRITTEN SUMMARY OF YOUR EDUCATION, EXPERIENCE, ACTIVITIES, AND OTHER PERTINENT INFORMATION.

WHAT IS THE PURPOSE OF A RESUME?

A RESUME PROVIDES DETAILED WRITTEN INFORMATION ABOUT A PERSON THAT MAY BE ATTACHED TO A LETTER OR APPLICATION.

13.1.2

WHAT ARE THE MAIN ITEMS NEEDED ON A RESUME?

- * NAME, ADDRESS, AND TELEPHONE NUMBER
- * CAREER OBJECTIVE OR GOAL
- * EDUCATION AND TRAINING THAT QUALIFIES YOU FOR THE JOB
- * WORK EXPERIENCE
- * SCHOOL OR COMMUNITY ACTIVITIES
- * OTHER ITEMS OF INTEREST THAT REFLECT POSITIVELY ON YOU
- * REFERENCES

13.1.3

GOOD RESUME WRITING TIPS

- * RESUME SHOULD BE ATTRACTIVE AND REPRESENT YOU WELL
- * NEATLY TYPED OR WRITTEN
- * WORDS CORRECTLY SPELLED
- * NO GRAMMATICAL ERRORS
- * USE COMPUTER WORD PROCESSING IF POSSIBLE
- * USE A TYPEFACE THAT IS EASY TO READ
- * DO NOT INCLUDE A PHOTOGRAPH WITH A RESUME
- * ALWAYS KEEP AN UPDATED RESUME ON FILE AT ALL TIME

Course: 01.012 Ag Leadership and Personal Development
Unit 13: Getting the Job: Resumes, Applications and Interviews

Lesson 3: Interviewing for a Job

QCC: 38, 51, 66, 74, 75, 82, 101, 131, 149, 176, 191, 208, 228, 244,
63, 279, 302, 314, 344, 366, 381, 413, 431, 451, 469, 487

Objectives

Prepare for an interview.

Teaching Time:

3 hours

References:

Job Interviews. Instructional Materials Service, Texas A & M University, College Station, TX. Topic #8739-A.

Materials and Equipment:

Teacher handouts
Handouts 13.4.1-13.4.5

TEACHING PROCEDURE

Introduction and Mental Set

Introduce the lesson by conducting a mock job interview that is not perfect.

Discussion

- 1. Discuss the purpose of a job interview.**
Display and discuss handout 13.4.1
- 2. Present a checklist of questions to be answered about the company you plan to work for.**
Display and discuss handout 13.4.1
- 3. List sources that may be used to obtain information about the student's potential employer.**
Display and discuss handout 13.4.2
- 4. Key points to remember while preparing for an interview.**
Display and discuss handout 13.4.3
- 5. Common questions asked in an interview that a student needs to rehearse.**
Display and discuss handout 13.4.4
- 6. Divide class into groups of two students each and pass out a list of interview questions.** Have one student be the interviewer and one act as the interviewee. Switch roles in the group for further practice.
- 7. Discuss the Do's and Don'ts of a interview.**
Display and discuss handout 13.4.5
- 8. Have students volunteer to participate in mock interviews in front of the class.**
- 9. Invite a local employer in an agribusiness to conduct interviews with students.**
- 10. Review exercise with students and point out common mistakes in the interview process.**

SUMMARY

Review with students the main objective covered in this lesson.
Ask students questions about proper techniques and procedures used in participating in a successful interview.
Ask for volunteers to share with class real-life job interview experiences, explaining strengths and weaknesses.
End with a question and answer review period, so that all students will have opportunity to ask questions and comprehend the lesson concepts.

Evaluation

Grade the work exercise activity on preparing for a job interview.
Assign group and individual grades on cooperative learning tasks.
Prepare an exam on concepts and techniques covered in preparation for a job interview.

13.4.1

Job Interview Purpose

It provides an opportunity for you to sell yourself verbally to the employer on why you are the best applicant for the job.

Questions to Research About Your Potential Employer

- * What services or products does the company provide?
- * Who are the company ' s customers?
- * Who are the key personnel?
- * Where are company headquarters, plants, etc?
- * What are the specific duties of the job applied for?
- * What is the name of the interviewer?
- * How profitable is the company? Annual revenue? Number of employees, etc?

13.4.2

Sources of Information About Company

- * Newspaper or Magazines
- * Brochures
- * Chamber of Commerce
- * Internet Website of Company
- * Employees
- * Customers
- * Position Announcements

13.4.3

Interview Preparation Suggestions

- Be neat and be well groomed
- Dress appropriate for type of job applied for
- Go to interview alone
- Be on time
- Use good manners and appropriate gestures
- Pay attention to interviewer
- Ask appropriate questions about the job
- Have necessary personal reference information with you
- Smile and Relax
- Ask some opening questions
- Have good posture
- Sound enthusiastic
- Make eye contact
- Avoid distracting habits (rocking, etc.)
- Videotape yourself for practice

13.4.4

Common Questions asked in an Interview

- * What is your experience?
- * What activities did you participate in school, community, etc.?
- * What are your career goals?
- * Why do you want this job?
- * What are your major strengths?
- * What are your major weaknesses?
- * How well do you get along with others?
- * Are you willing to work overtime?
- * When can you begin work?
- * Tell me about yourself.

13.4.5

Do's and Don'ts of Interview Process

Do's	Don't's
Act Natural	Be Late
Be Prompt	Present an Extreme Appearance
Carry out Promises	Come unprepared
Ask Questions	Oversell Yourself
Allow Employer to Express Ideas	Become Impatient
Read Company Literature	Try to be Funny
Follow Procedures	Put Emphasis on Salary
Be Clear and Precise	Criticize Yourself
Listen Effectively to Interviewer	Talk Too Much and Control Interview

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 8: Labor Relations & Management

Unit Objectives:

1. Describe important characteristics for an effective employer/employee relationship from each point of view
2. List five basic human needs that affect how people perform in a job
3. Describe an orientation program for employees
4. Select criteria for an effective incentive plan
5. Describe the workman's compensation program in Idaho as it relates to farming and other agribusiness
6. Select characteristics of unemployment insurance in Idaho
7. Describe the procedure for legally employing aliens
8. Describe reporting requirements for federal and state taxes and FICA
9. Prepare a job description for an agricultural occupation

Communication/Speech Standard(s) Met:

- Standard 6.1.1

Power Points

- Maslow's Hierarchy of Needs

Student Handout

- Labor Relations
- Employee Orientation Article
- Employee Incentive Plan
- FAQ Workman's Compensation
- Unemployment Insurance FAQ
- Employing Legal Aliens in Idaho
- Understanding Taxes
- Preparing Job Descriptions

Interest Approach

- Discuss/brainstorm with students qualities of a good employee/employer.

Teaching Content

- Employee Incentive Plan

Student Activities

- Compile a list of good/bad qualities of an employee and employer.
- Create an incentive plan for a business of their choice
- Provide students with an example pay stub and analyze for the taxes taken out of their paycheck
- Prepare a job description for the job of their choice

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Eight - Labor Relations and Management

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Mission

Promoting the development of sound and stable labor-management relations,

Preventing or minimizing work stoppages by assisting labor and management in settling their disputes through mediation,

Advocating collective bargaining, mediation and voluntary arbitration as the preferred processes for settling issues between employers and representatives of employees,

Developing the art, science and practice of conflict resolution, and

Fostering the establishment and maintenance of constructive joint processes to improve labor-management relationships, employment security and organizational effectiveness.

A Winning Combination Building Labor-Management Relationships



FMCS

Federal Mediation & Conciliation Service

2100 K Street, NW
Washington, DC 20427
(202) 606-8100
www.fmcs.gov



FMCS

Federal Mediation & Conciliation Service

The Federal Mediation and Conciliation Service

Created by Congress as an independent agency of the U.S. government in 1947, the Federal Mediation and Conciliation Service (FMCS)'s primary responsibility is to promote sound and stable labor-management relations through a variety of mediation and conflict resolution services. These services include the mediation of collective bargaining negotiations and grievances, training for labor and management in skills and processes aimed at improving the workplace relationship, and the referral of private arbitrators for the settlement of controversies over the application or provisions in a collective bargaining agreement.

Why FMCS?

“With a history of more than 60 years of providing mediation and facilitation services, FMCS has more collective experience in dispute resolution than any other agency of government.”

A Winning Combination

Building Labor-Management Relationships

The Federal Mediation and Conciliation Service

The Federal Mediation and Conciliation Service (FMCS), established as an independent agency by the Labor-Management Relations Act of 1947, was created to resolve collective bargaining disputes which threaten the free flow of commerce and to promote the development of sound and stable labor-management relations. By practice and legislation, this mission has evolved to include “fostering the establishment and maintenance of constructive joint processes to improve labor-management relationships, employment security and organizational effectiveness.” FMCS assists business organizations and unions to achieve the related goals of profits and jobs, and thereby contributes to the strength of the U.S. economy.

In the changing workplace and economic environment, the role of mediators continues to expand beyond the critical “firefighter” function, arriving at the last moment to assist the parties in resolving a contract dispute. Frequently, we become involved very early in negotiations or during the course of a contract to provide facilitation, consultation and training for both sides in an effort to assist with more effective problem solving, bargaining, communications and improving the relationship.

The American workplace is the basic foundation of the U.S. economy, and the ability of American business to compete worldwide relates directly to workplace performance. The workplace labor-management relationship, therefore, has major economic implications, because it affects product and service quality, productivity and profits of firms, and the jobs and employment security of workers. To assist management and labor in improving their relationship so they can learn to work together on issues of mutual interest, as a team instead of adversaries, FMCS offers a range of Relationship Development and Training services, which are broadly defined as collaborative union-management processes.

These services address three mutual goals:

1. Improving the Labor-Management Relationship

Mediators help the parties expand and improve the working relationship, the ability to resolve grievances and to deal effectively with pre- and post-negotiation problems.

2. Improving Organizational Effectiveness and Employment Security

Mediators work with the parties to enhance joint problem-solving and decision-making capabilities, overcome barriers to quality and productivity, manage change collaboratively, jointly address work design and enhance employee job satisfaction and employment security.

3. Improving Community-Wide Labor-Management Relations

This includes the effective operation of area and industry-wide labor-management committees and can address the development of a community and/or industry through labor-management cooperation.

Relationship Development and Training

To assist a company and union in achieving their mutual goals, FMCS mediators guide the parties through an assessment of the quality and development of their relationship and identify areas which may benefit from improvement. Problems often encountered include lowered employee morale, decreased productivity, excessive numbers of grievances or unfair labor practice complaints or poor communication between union leadership and management. After discussions with the parties and assessing the relationship, the mediator is able to develop appropriate training in skills and processes that will assist in addressing particular concerns. Customized training may be developed in areas such as:

- **Traditional and Alternative Bargaining Processes**
- **Conflict Management**
- **Consensus Decision Making**
- **Contract Administration**
- **Facilitation Skills**
- **Interpersonal Communications**
- **Labor-Management Partnership Building**
- **Team Building**
- **Union/Management Roles and Responsibilities**

Or, the mediator may recommend one of the more formal, comprehensive approaches, composed of particular combinations of these areas.

Orientation to Joint Labor-Management Initiatives (OJLMI)

A program that provides participants with a broad overview of cooperative labor-management working relationships, OJLMI provides labor and management leaders an examination of the philosophy and values

that form the foundation for labor-management cooperation, and the chance for company and union participants to engage in a mediator-facilitated dialogue about the potential impact of cooperative labor-management programs within their organization.

Contract Administration and the Steward and Supervisor Relationship

Supervisors and union stewards are the front line for translating a labor agreement into practice. For stewards and supervisors to work effectively together it is important for them to understand the process of arriving at the labor agreement, as well as their roles and responsibilities in its administration.

The emphasis of this program is on relationship-building between stewards and supervisors and on their leadership roles within their organization. The program is aimed at developing the interpersonal and communication skills needed to build a cooperative relationship. Information on labor history, the collective bargaining process, contract administration, grievance process and arbitration procedure is presented to help participants analyze workplace problems and develop the analytical skills to resolve and reduce the frequency of such problems. This information is particularly useful in organizations and unions with high turnover in labor relations and collective bargaining practitioners, and those facing initial contract negotiations.

Interest-Based Bargaining (IBB)

Interest-Based Bargaining is an alternative to traditional, positional negotiating. Instead of negotiating from hard and fast positions on issues, IBB focuses on the interests that underlie issues, and encourages the use of objective standards in evaluating a possible settlement. The negotiators become problem solvers, working together to develop options and solutions that satisfy the interests of both sides. Participants learn how to begin replacing labor-management antagonism and suspicion with a working relationship based more on shared goals, increased information sharing and communication.

Labor-Management Committee (LMC)

Mediators help to design, establish and maintain joint committees, which bring representatives of employers and employees into regular communication and contact over subjects of mutual interest. A fundamental building block for an organization committed to cooperative efforts, the joint LMC provides an ongoing forum to deal with common problems, ranging from attitudes to productivity improvements. FMCS can assist the parties in designing the framework for an effective committee and can provide training in proven consensus-building and problem-solving processes to promote the successful operation of the LMC.

Committee Effectiveness Training (CET)

Committee Effectiveness Training is a compendium of exercises designed to provide labor-management committee members with the knowledge and skills needed to become effective contributors. The key to CET's flexibility is a Needs Assessment Questionnaire which enables the mediator to tailor the workshop to the specific needs and time constraints of the group. CET includes training modules which address: Effective Planning, Effective Meetings, Group Problem Solving, Consensus Decision Making, and Effective Communication with Constituents. Three additional modules relate to maintaining effective group interaction: Understanding Self and Others, Interpersonal Skills, and Group Dynamics and Shared Leadership.

Partners In Change (PIC)

This "tailored" one- to two-day workshop is for organizations already committed to building or expanding a cooperative labor-management relationship. Participants have the opportunity to explore their full partnership potential by analyzing their organization's current state, identifying separate and jointly-held perceptions of the organization, creating a joint vision for the future, and based on that vision, initiating a joint change process and developing the necessary skills to bring about the desired change.

Facilitation Skills

This highly-interactive training provides an introduction to facilitation skills and techniques. The focus of this program is on the skills that facilitators need to manage a Labor-Management Committee meeting or similar labor-management group within an organization. Designed for those who want to build and/or fine-tune their facilitation skills, the course draws on exercises and simulations to give the participants opportunities to practice facilitating and to learn from one another.

A Facilitation Skills program complements other Relationship Development and Training. It is designed, for example, to supplement Labor-Management Committee/Partnership training. It may also be used in conjunction with Expanding Labor-Management Committees, Interest-Based Bargaining, and Partners-in-Change programs.

Relationship By Objectives (RBO)

Sometimes an organization's labor-management relationship has deteriorated to the point that jobs or the economic health of the operation are threatened. This situation can occur following a bitter or protracted strike or lockout, or after a contentious representation election.

An RBO program requires a strong commitment from both parties to improve the relationship. The process is usually conducted off-site over a two- to three-day period, and requires a team of mediators to assist the participants in analyzing the relationship and exploring the difficulties. Through structured interaction, both parties identify specific problem areas and develop mutually-agreeable objectives to address these issues. A restructured relationship is created with mutually-chosen objectives. Agreed-upon action steps and timetables are planned, and timetables for their resolution.

Contemporary Workplaces

The demographics of the American workplace are changing rapidly as more workers with different ethnic, racial, social and religious backgrounds join the labor force. The most rapidly increasing groups coming into the labor movement today are immigrants, women and minorities. Issues raised by an increasingly diverse workforce go far beyond the traditional collective bargaining matters of wages, hours and working conditions. Adapting to and accommodating new workforce demographics are increasingly a challenge to American business and organized labor.

To prepare managers and employee leaders to deal with the prevention and resolution of conflict in the changing workplace, FMCS training includes exploration of the impact of changing demographics and culture in the workplace, stereotyping, prejudices and discrimination. It offers strategies for diffusing workplace conflict, team building and cooperative workplace initiatives.

Labor-Management Grants Program

As an adjunct to the agency's Relationship Development and Training (RDT) Processes, the Labor-Management Cooperation Act of 1978 established the FMCS Grants Program, through which funding may be provided to encourage innovative approaches to collaborative labor-management relations and problem solving. Funding of this program is dependent on appropriations from Congress and is granted on a competitive basis for the creation or continuation of labor-management committees.

Eligible applicants for FMCS grants include state and local units of government, certain private, nonprofit corporations, labor-management committees and labor organizations or private businesses applying jointly with each other. The grants may be used to support committees at the workplace level, on a community or industry-wide basis, or in an economic sector.

FMCS Organization

FMCS mediators work out of more than 60 field offices around the United States, administered through 10 geographic regions. For more information, contact the FMCS National Office or visit www.fmcs.gov to locate the field office nearest you.

National Office
Federal Mediation and Conciliation Service
2100 K Street, NW
Washington, DC 20427
Phone: (202) 606-8100 Fax: (202) 606-4251
Website: www.fmcs.gov

Roll Out the Red Carpet: Employee Orientation Tips for Activity Professionals

By [Kimberly Grandal](#), CTRS, ACC
Executive Director, [Re-Creative Resources Inc.](#)

An orientation program is a systematic approach that is used to welcome new employees and provide necessary information for the employee to become familiar with the department and organization. Providing a thorough and informative employee orientation program is an important responsibility of the Activity Director. Orientation truly sets the standards and lets the new employee know what is expected, what the policies are and how to perform their new position. Many times, activity personnel are scheduled to facilitate programs on their first day without proper training and orientation. In this article, I discuss the importance of an orientation program, along with some tips on how to facilitate an educational, complete, and even fun program.

An orientation program is important for many reasons. First off, it is proven that providing orientation can actually reduce the turnover rate of your employees. Many Activity Directors have stated that their department turnover rate is so high that they just don't have the time to provide the orientation. If employees are informed of the policies, receive hands on training and are aware of their job description prior to actually working independently on the unit, you can actually lower the turnover rate. In fact, employee orientation is a time saver for managers and trainers. By taking the time to train early on, the employees will be better prepared for their job and will be more receptive to future training sessions as well.

Employee orientation programs also lower risk management for the facility. Activity professionals must be educated on the many precautions associated within the facility such as fall prevention, special diets, resident rights, infection control, abuse prevention, restraints, fire and safety and so on. In many states these are required orientation topics as well as annual in-services. Without this training, the facility can be held accountable. It is the role of the Activity Director to lower the risks associated with working in the facility and the department through orientation and training.

Employee orientation is also known to increase staff effectiveness. Employees will provide higher quality services and have a better understanding of their role as an activity professional. This also increases the employee's motivation and can even reduce the employee's anxiety, while increasing job satisfaction.

When developing and facilitating your employee orientation program there are some important things to keep in mind. Your orientation program sets the stage for the employee so you need to be certain that it is a positive experience for the employee, rather than an overwhelming, chaotic, or unorganized one.

The following are some Do's and Don'ts of employee orientation:

DO...

- Be prepared-have all systems and programs in place

- Ensure the employee has a locker, desk, “or space” for their belongings and/or a work area
- Be sure the employee knows the location of the phones, bathrooms, food/cafeteria, exits, parking, time clock, etc.
- Introduce the new employee to staff and residents
- Involve co-workers and other departments
- Give an assignment
- Make yourself available
- Ask questions such as, “How is your day going?”, “Do you have any questions?”, etc.
- Have lunch with or arrange a lunch date! Remember your school days and how important it was to have a place to sit with friends in the cafeteria?
- Involve other departments and co-workers. No one wants to listen to just one person all day.
- Utilize an employee manual and checklist to guide you. Have the employee sign when topics are completed.
- Make the first day fun!

DON'T ...

- Show boring videos
- Provide long, boring lectures
- Stay in one location lecturing. Use a hands-on approach.
- Over stimulate with too much information. Break up your topics into shorter segments.
- Create a day that is unproductive and chaotic
- Be unavailable
- Do it all in one day. Your orientation program will be more effective if it is spread out over the course of time. It can be a few days or weeks-that’s up to the manager.
- Give the employee an enormous amount of materials to read independently. That is not orientation!

Another thing to consider is the fun factor. When an employee leaves the department or the facility, we often have a party; give flowers, a gift, a cake, etc. Why don’t we do the same for new employees? Here are some fun things you can do to welcome aboard your new employees:

- Have a party or luncheon
- Send flowers/give a gift
- Establish a resident Welcome Wagon (residents can make a card or create a gift for the new employee and personally welcome the individual)
- Establish an employee Sunshine Club (a program in which employees contribute a couple of dollars each month for gifts, cards, cakes, etc. for employee recognitions birthdays, anniversaries, babies, retirement, etc. This is great for new employees too!
- Utilize icebreaker activities as a way for everyone in the department to introduce themselves. Play fun games.
- Give menus for takeout food.
- Give freebies like a company shirt, mug, pad and pen, etc.
- Establish a Buddy System-you do NOT want the new employee to be alone (especially facilitating activities) during orientation.
- Provide a letter from the Administrator or President of the Resident Council

Each Activity Department should have a well-designed, structured, thorough orientation program in which all new activity personnel must complete. When designing your department's orientation program, the following are some areas that you should include in your program:

- Tour of facility or important areas in which the employee will be working
- Introductions (residents, staff, department heads, administrator, etc.)
- Review of Job Description (have employee sign that they have read their job description and allow them to keep a copy for their records as well)
- Department Personnel Procedures (calling in sick, dress code, benefits, work hours, etc.)
- Introduction to the Activity Department (the role of the Activity Department, philosophy, mission statement, benefits of activities, etc.)
- Safety and Precautions (diets, pushing a wheelchair, fall prevention, resident rights, fire and safety, residents with dementia, infection control, etc.)
- Service Delivery (adapting activities, residents with dementia, parallel programming, sensory stimulation, person-centered activities, one to one activities, facilitation/leadership skills, etc.)
- Working with Other Departments (dietary, nursing, volunteers, housekeeping, social services, therapy department, etc.)
- Mandatory Education (review your facility's mandatory orientation program as well as your state regulations) and include these in your program. It may be that the facility has an all-day orientation program that all new employees attend. Be sure to then provide department specific orientation after that.
- Documentation Training as needed (assessments, progress notes, participation records, MDS, care plans, etc.)

Developing the Activity Department orientation program can be very time consuming but it is necessary. Not only will your residents receive higher quality services and programming, but your employees will be happier and have a better understanding of their new role. Don't forget to have the employees sign off on everything that is taught to them. This will help you keep track of their training and demonstrates that the employee was indeed informed of the policies and expectations. This in turn will help with employee evaluations and disciplinary actions as well. So, what are you waiting for? Roll out the red carpet and welcome those new employees!



Recreation Orientation Program

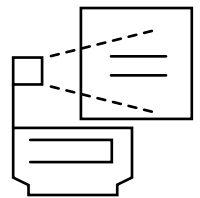
A comprehensive orientation manual and checklist for Activity and Recreation professionals in LTC

www.recreativeresources.com

Why re-invent the wheel? Re-Creative Resources Inc. has created a wonderful 19 page Recreation Orientation Manual and the accompanying checklist. This manual covers everything from personnel information, programming, techniques, working with other department, infection control, safety, supplies and equipment, and more. You receive this manual as a word document so that you easily alter it to suit your department's specific needs and guidelines. For more information on this comprehensive orientation program, visit <http://www.recreativeresources.com/recreationforms.htm>

lesson two

making money



overheads



the career planning process

Whether you are seeking your first job, or considering changing to a different field, various actions must be taken to obtain a job.

phase 1: Assess your personal interest, abilities, and career goals.

phase 2: Evaluate the current employment market.

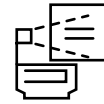
phase 3: Identify specific job opportunities.

phase 4: Apply for employment positions with the use of a resumé or application letter.

phase 5: Interview for available positions.

phase 6: Obtain additional career training.

preparing for a job interview



before the interview

1. Research the organization.
2. Practice your interviewing skills.
3. Prepare questions that you plan to ask.
4. Prepare proper dress and grooming.
5. Plan to arrive early at the interview.

during the interview

1. Relax. Be yourself.
2. Answer questions completely and calmly.
3. Ask questions to help you better know the organization.
4. Ask when you might hear from the organization.

after the interview

1. Write down notes on how you can improve for your next interview.
2. Promptly send a thank-you letter to the person with whom you interviewed expressing your appreciation for the opportunity to meet with them.

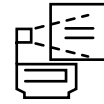


common interview questions

the following are some questions commonly asked at a job interview:

1. What activities have helped you expand your interests, abilities, and knowledge?
2. In what types of situations have you done your best work?
3. Describe the supervisors who motivated you the most.
4. Describe someone who was difficult to work with.
5. What are your major strengths?
6. In what areas do you need to improve?
7. What do you know about our organization?
8. Who is someone you admire? Why do you admire that person?
9. Why do you want to work for this business?

adding up the benefits



benefits cost your employer between 33% and 50% of your pay. This may include:

- Paid vacation days
- Paid sick days
- Health, dental, and eye care insurance
- Life insurance
- Disability insurance
- Pension plan
- Registered retirement savings plan
- Parental leave
- Stock purchase plan
- Employee assistance plans
- Employee fitness programs
- Employee discounts



reading a pay stub

*Waist not!
Want not!*

PAYROLL ACCOUNT

EMPLOYEE G. Raymond Martin
SIN 123-456-789
PAY PERIOD 3/1/___ TO 3/15/___
NET PAY \$524.28
CHEQUE NO. 060432

GROSS EARNINGS			DEDUCTIONS			OTHER DEDUCTIONS	
Description	Hrs.	Amount	Tax	Current	YTD	Description	Amount
REGULAR	80	640.00	INCOME TAX	104.55	293.40	RRSP	35.00
OVERTIME	05	60.00	UIC	20.65	160.65		
			CPP	15.52	64.08		
CURRENT		700.00					
YTD		2100.00					

lesson two

making money



student activities

name: _____

date: _____



assessing your personal career interests and abilities

based on your personal situation, answer the following questions:

1. What topics of study do or did you enjoy most in school?
2. What skills do you do well? What do you feel to be your most distinguishing skill or area of specialty?
3. What are your interests away from school or work?
4. Describe a situation in which you helped organize the work of others.
5. Describe a situation in which you worked with a team to achieve a goal.
6. Describe the kind of job you might like.

based on your answers to the above items, describe two or three jobs that meet your criteria:

A.

B.

C.

name: _____

date: _____

evaluating the current employment market



TO DO:



Select two career areas that interest you. Using library information, the Internet, and interviews with others, obtain answers to the following questions:

career 1

career 2

1. What are the general activities and duties of this job?

2. What are the physical surroundings, work hours, and mental and physical demands of this type of work?

3. What training and educational background is needed for this area of employment?

4. Will these career areas be in demand in the future?

5. What are the starting and advanced salaries for this industry?

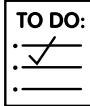
6. What makes these careers attractive to you?

name: _____

date: _____



creating a resumé



A resumé is a personal data sheet commonly used to apply for a job. It lists your skills and experience so that future employers can see what you have already done and whether your experience meets the job's requirements. Fill out the following categories to assist you in preparing your resumé.

education

degree/programs completed, school, location, areas of study, dates

work experience

title, organization, dates, responsibilities

other experience (*volunteer work, school, and community activities*)

title, organization, dates, responsibilities

recognition/awards

title, organization, dates

name: _____

date: _____



read and interpret pay stubs



directions

Answer the following questions using the attached pay stubs:

1. What is the name of Zina Picard's employer? _____
2. How much did Zina earn before deductions? _____
3. What is Zina's hourly wage? _____
4. List Zina's deductions. _____

5. What pay period does Peter deBoer's cheque cover? _____
6. How much Income Tax has been taken out of Peter's cheque so far during 20__? _____
7. How much did Peter contribute to a retirement plan from this paycheque? _____
8. How much is Peter's take-home pay? _____
9. Where does Mary Stone work? _____
10. What is Mary's hourly wage? _____
11. How much money was deducted from Mary's paycheque? _____
12. How much has Mary been paid in total during 20__? _____

name: _____

date: _____

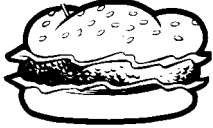


read and interpret pay stubs


Hamburger Palace Enterprises, Inc.

NAME: Zina Picard PAYROLL ENDING: 3/14/___ CHEQUE NO.: 9343

EMPLOYEE NO.: L4325 AMOUNT: \$229.33



EARNINGS			DEDUCTIONS			OTHER DEDUCTIONS	
Description	Hrs.	Amount	Tax	Current	YTD	Description	Amount
REGULAR	40	240.00	INCOME TAX	42.65	128.70	MEALS	7.00
OVERTIME	6	54.00	E.I.	8.67	126.23		
			CPP	6.35	25.41		
CURRENT		294.00					
YTD		3582.00					

The Banana Breadbox  *Banana Bread... And More!*

EMPLOYEE: PETER H. deBOER
 SIN: 999-999-999
 PAY PERIOD: 8/6/___ TO 8/12/___
 PAY DATE: 8/15/___
 CHEQUE NO.: 3259
 NET PAY: \$186.26

PAYROLL

GROSS EARNINGS			DEDUCTIONS			OTHER DEDUCTIONS	
Description	Hrs.	Amount	Tax	Current	YTD	Description	Amount
REGULAR	40	240.00	INCOME TAX	30.75	372.01	RRSP	30.00
OVERTIME	6	54.00	E.I.	22.49	272.13	HEALTH	15.00
CURRENT		294.00					
YTD		3582.00	CPP	9.50	114.95		

read and interpret pay stubs (continued)

EMPLOYEE Mary Stone
 EMPLOYEE NUMBER A5926
 PAY PERIOD 7/1/___ TO 7/15/___
 PAY DATE 7/14/___ NET PAY \$349.77
 CHEQUE NO. 3259



GROSS EARNINGS			DEDUCTIONS			OTHER DEDUCTIONS	
Description	Hrs.	Amount	Tax	Current	YTD	Description	Amount
REGULAR	56	448.00	INCOME TAX	49.95	385.62		
			E.I.	34.28	264.64		
CURRENT		448.00					
YTD		3460.00	CPP	14.00	108.08		



read and interpret pay stubs answer key



directions

Answer the following questions using the attached pay stubs:

1. What is the name of Zina Picard's employer?
Hamburger Palace Enterprises, Inc.
2. How much did Zina earn before deductions?
\$294.00
3. What is Zina's hourly wage?
\$6.00/hour
4. List Zina's deductions.
Income Tax, E.I., CPP, meals
5. What pay period does Peter deBoer's cheque cover?
8/6/___ to 8/12/___
6. How much Income Tax has been taken out of Peter's cheque so far during 20___?
\$372.01
7. How much did Peter contribute to a retirement plan from this paycheque?
\$30.00
8. How much is Peter's take-home pay?
\$186.26
9. Where does Mary Stone work?
Dance-o-Rama
10. What is Mary's hourly wage?
\$8.00/hour
11. How much money was deducted from Mary's paycheque?
\$98.23
12. How much has Mary been paid in total during 20___?
\$3,460.00



lesson two quiz: making money

true-false

1. _____ The career planning process starts with assessing your personal interests, abilities, and goals.
2. _____ Interviewing is the final phase of the career planning process.
3. _____ Travel costs to work are considered to be “hidden” job costs.
4. _____ Worker’s compensation is a common employee benefit received by most workers.
5. _____ Gross pay results from deducting various deductions from your earnings.

multiple choice

6. _____ **The first phase of the career planning process is to:**
 - A. identify specific job opportunities.
 - B. interview for available positions.
 - C. assess personal interests and abilities.
 - D. apply for employment positions.
7. _____ **After applying for an available position, the next step usually involves:**
 - A. interviewing.
 - B. obtaining training for necessary skills.
 - C. comparing employee benefits.
 - D. preparing a personal data sheet (résumé).
8. _____ **A hidden cost of a job might involve:**
 - A. gross pay.
 - B. uniform fees.
 - C. employee discounts.
 - D. retirement benefits.
9. _____ **Which of the following employee benefits would a working parent find most useful?**
 - A. stock options
 - B. retirement savings plan
 - C. employment insurance benefits
 - D. life insurance
10. _____ **A common deduction on a person’s pay stub would be:**
 - A. gross pay.
 - B. union dues.
 - C. charitable donations.
 - D. income tax.

case application

Navine Nesrallah has worked for nine years in retail sales. She is considering going back to school to change career fields. What factors should be considered before making this decision?



lesson two quiz: making money answer key

true-false

1. t The career planning process starts with assessing your personal interests, abilities, and goals.
2. f Interviewing is the final phase of the career planning process.
3. t Travel costs to work are considered to be “hidden” job costs.
4. f Worker’s compensation is a common employee benefit received by most workers.
5. f Gross pay results from deducting various deductions from your earnings.

multiple choice

6. C The first phase of the career planning process is to:
 - A. identify specific job opportunities.
 - B. interview for available positions.
 - C. assess personal interests and abilities.
 - D. apply for employment positions.
7. A After applying for an available position, the next step usually involves:
 - A. interviewing.
 - B. obtaining training for necessary skills.
 - C. comparing employee benefits.
 - D. preparing a personal data sheet (résumé).
8. B A hidden cost of a job might involve:
 - A. gross pay.
 - B. uniform fees.
 - C. employee discounts.
 - D. retirement benefits.
9. C Which of the following employee benefits would a working parent find most useful?
 - A. stock options
 - B. retirement savings plan
 - C. employment insurance benefits
 - D. life insurance
10. D A common deduction on a person’s pay stub would be:
 - A. gross pay.
 - B. union dues.
 - C. charitable donations.
 - D. income tax.

case application

Navine Nesrallah has worked for nine years in retail sales. She is considering going back to school to change career fields. What factors should be considered before making this decision?

Navine should consider her personal interests and abilities as well as potential demand in the new career field. Next, she should assess if she can afford the time and money that may be required when making this career change. In addition, Navine should consider the impact of this decision on her personal well-being and that of family members.

Idaho Workers' Compensation



Facts for Injured Workers

- Workers' Compensation Benefits
- How to Obtain Them
- Your Rights and Responsibilities

Additional information is available online at:
<http://www.iic.idaho.gov>

Be sure to look at the
“Frequently Asked Questions” (FAQ) section.

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What is workers' compensation insurance?

Workers' compensation insurance is a no-fault system that provides wage loss and medical benefits to workers with job-related injuries or diseases. Nearly every employed Idahoan is protected by workers' compensation insurance, as state law requires most employers to have workers' compensation insurance.

If you are not sure whether your employer has workers' compensation insurance, ask your supervisor.

Your employer is required to carry workers' compensation insurance. Thus, you are covered from your first day of work and normally every minute you are on the job.

The Workers' Compensation Law lists the few types of employers not required to have workers' compensation insurance. If your employer does not have workers' compensation insurance and you believe that you should receive workers' compensation benefits, you may contact an Idaho Industrial Commission Compensation Consultant (1-208-334-6000 or toll-free 1-800-950-2110) or consult with an attorney.

What should I do if I experience a job-related injury or disease?

If you believe you have suffered a job-related injury or disease, you should consult the following steps:

- **Tell your employer immediately.**
- **Seek first aid and medical care.** Tell the medical care provider that your injury or disease is job-related. Your employer may have a designated physician for treating all work-related diseases or injuries except for emergency care. Ask your employer before seeking medical treatment. If your employer has designated a physician, you must have your employer's approval or petition for approval from the Industrial Commission before visiting another physician.
- **Help your employer fill out your "First Report of Injury or Illness" form.** This form is available at www.iic.idaho.gov/forms/forms.html.
- **Call your employer or your employer's insurance company if you have questions about your workers' compensation benefits.**
- **Call the Idaho Industrial Commission at 1-208-334-6000, toll free at 1-800-950-2110, if you have problems or if your employer or employer's insurance company cannot help you with your questions or concerns.** The Industrial Commission has people trained to assist you.

How do I request workers' compensation benefits?

- **Report your job-related injury or disease immediately!** To qualify for workers' compensation benefits, you must report your job-related injury or disease to your employer IMMEDIATELY. *You could lose all benefits if you wait longer than 60 days to report your injury.*
- **Tell your employer about your injury or disease.** You should tell your employer when, where and how an injury happened. If possible, help your employer fill out your "First Report of Injury or Illness" form, available at www.iic.idaho.gov/forms/forms.htm. The employer should file this notice with the Industrial Commission. If your employer declines to do so, file the form yourself.
- If your employer does not have the "First Report of Injury or Illness" form, call the insurance carrier that insures your workplace or the Industrial Commission at one of the phone numbers listed in this pamphlet. Request that a form be sent to you, or download the form at www.iic.idaho.gov/forms/forms.html.
- **Report ALL injuries—even minor injuries.** To protect your right to receive workers' compensation benefits, you must report any job-related injury or disease to your employer.

What do I do if my employer does not have workers' compensation insurance?

If you have a job-related injury or disease and you believe your employer may not have—but should have—workers' compensation insurance, you should:

- **Call the Industrial Commission's Employer Compliance Department, at 208-334-6000 or 1-800-950-2110, and request the name of your employer's insurance company.** The Industrial Commission can confirm whether or not your employer has coverage.
- **Ask your employer or the Industrial Commission for a "First Report of Injury or Illness" form.** This form is available on our web site at www.iic.idaho.gov/forms/forms.html. Fill out the form to the best of your ability.
- **Return your completed form to the Industrial Commission's main office in Boise.** The address is listed at the back of this pamphlet.

The Industrial Commission will notify your employer of your claim. In addition, your employer will be advised of its responsibility to pay your workers' compensation benefits. The Industrial Commission's Employer Compliance department will also take the appropriate action to make sure that your employer obtains the required insurance.

What are workers' compensation benefits?

If you suffer a compensable job-related injury or disease, you may be entitled to receive compensation for medical care, lost wages, or other related benefits or services, depending upon your individual situation. *Note: Your employer's insurance carrier or your employer, if self-insured, is responsible for payment of your workers' compensation benefits if the injury or disease is found to be compensable.*

MEDICAL CARE:

Your employer's workers' compensation insurance company pays for "reasonable and necessary" medical care to treat your job-related injury or disease.

Such care can include, but is not limited to, payment for emergency medical care, doctor bills, x-rays, medications, hospitalization, crutches, and some travel expenses for medical care.

You are not responsible for the cost of medical treatment covered by workers' compensation. Bills for medical treatment are to be sent by the medical care provider directly to the insurance carrier, or to the employer if self-insured.

TEMPORARY DISABILITY BENEFITS:

If your physician confirms that you cannot work because of your job-related injury or disease, you may be eligible for **temporary total disability benefits** until you are released to return to work or your condition has reached a point of maximum medical improvement. You normally qualify for **time-loss benefits** (compensation for lost wages) if your injury or disease causes you to miss more than five days of work or if

you are hospitalized as an in-patient.

If you are able to return to part-time or modified work while you are still recovering from your injury or disease, and you are receiving less than your usual earnings, you may be entitled to **temporary partial disability benefits**.

PERMANENT IMPAIRMENT AND/OR DISABILITY BENEFITS:

If it is determined that the result of your job-related injury or disease is permanent but that you will be able to return to the same or some other type of work, you may receive benefits for your **permanent partial impairment and/or disability**.

The benefits you receive and how long you receive them depends on the extent of your permanent impairment or disability.

If it is determined that you are totally and permanently disabled as the result of a job-related injury or disease, you may receive income benefits for an extended period of time. If such a **total and permanent disability** was partly caused by a previous injury or condition, the Industrial Special Indemnity Fund may pay some of your benefits.

DEATH BENEFITS:

If a worker dies of a job-related injury or disease, the surviving spouse usually receives benefits for 500 weeks (Benefits will change if your spouse remarries.). Dependent children (up to a maximum of three) ordinarily receive benefits until they are 18 years of age. The amount of these benefits depends on the average weekly state wage.

In some circumstances parents, siblings, grandparents, and grandchildren may be eligible for death benefits if they are dependents of the deceased.

If the death occurred within four years of the job-related injury or disease, the law provides some compensation for funeral expenses.

To discuss the specific details regarding the benefits for which you may be entitled, contact an Industrial Commission Compensation Consultant by calling 1-208-334-6000 or toll free 1-800-950-2110.

REHABILITATION SERVICES:

If you have suffered a job-related injury or disease, the Industrial Commission's Rehabilitation Division provides rehabilitation services and consultants to assist you in returning to employment in a position as close as possible to your pre-injury status and wage. The consultants do not work for employers, insurance companies, attorneys or anyone else involved in the workers' compensation process. Instead, they are employees of the Industrial Commission. Therefore, they serve as professionals who are neutral and objective in their efforts to assist you in recovery.

For more information about the services provided by the Industrial Commission Rehabilitation Division, refer to the section in this pamphlet entitled, "What if I need help returning to work?" on page 14.

What if I do not receive the benefits to which I believe I'm entitled?

If you believe you are entitled to receive certain workers' compensation benefits and are not receiving them, you should:

- Talk directly with your employer and your employer's insurance company about your concerns.
- If your employer or your employer's insurance company cannot help with your questions or concerns, contact an Industrial Commission Compensation Consultant by calling 208-334-6000 or 1-800-950-2110.
- While discussing your case with your Compensation Consultant, ask about Mediation, a voluntary, informal dispute resolution process.

You may also choose to resolve your differences regarding your claim for benefits through the formal hearing process. Hearings

are formal litigation proceedings where disputed workers' compensation claims are presented before a representative of the Industrial Commission, either judicial referees (attorneys working for the Commission) or the Commissioners. After the hearing, you will receive a written order resolving the dispute.

If you choose to contest the decision of your employer or your employer's insurance company, you may want to consult an attorney.

The formal hearing process

To begin the formal hearing process, you must file a “Complaint Form” with the Industrial Commission. You may obtain a copy of the Complaint Form from your attorney or the Industrial Commission’s web site, www.iic.idaho.gov/forms/forms.html.

To obtain a date for a hearing, you or your attorney must file a “Request for Calendaring.”

What is mediation and why should I consider it?

Mediation is a voluntary, informal meeting between the people involved in a disputed workers’ compensation claim. The goal of the meeting is for all sides to reach agreement on a resolution to the dispute.

Each mediation is assisted by a neutral Industrial Commission mediator who has experience in resolving disputes. The mediator conducts the meeting but does not give advice to the participants.

Mediation is often requested because it:

- **Makes everybody a winner**—All participants must agree to mediate a dispute or mediation will not take place. The participants control the outcome. Everybody must be in agreement for there to be a settlement.

- **Saves time**—Mediation frequently results in an immediate solution. The formal hearing process is often very time-consuming.
- **Has a high success rate**—In excess of 90% of mediated disputes are successfully resolved.
- **Involves no risk**—Cases unsuccessfully mediated may pursue a formal hearing or work toward a settlement outside the mediation process.

Contact the Industrial Commission at 1-208-334-6000 or toll free at 1-800-950-2110 for more information about the mediation process.

Can I take my claim to civil court?

Any dispute concerning your workers' compensation benefits should be referred to the Industrial Commission.

If you believe a person other than your employer is responsible — in whole or in part — for your injury, you may be able to seek compensation from that party in a civil court.

What if I need help returning to work?

Rehabilitation Consultants at the Industrial Commission will assist you with returning to work within the physical limits set by your treating medical provider. Rehabilitation Consultants are trained to:

- Help you set return to work goals.
- Conduct a job-site evaluation to help your doctor understand what is required of you at work.
- Work with your employer to make job modifications or to identify other job possibilities.
- Help you develop a new employment goal if a job change is required due to your job-related injury or disease.
- Help you find a job with a new employer that is as close to your pre-injury wage and status as possible.
- Help you develop a plan for on-the-job or formal training when such training is required to restore your pre-injury wage.

If you would like more information about the Rehabilitation Division and the services it offers, call toll free 1-800-950-2110, or contact one of the offices listed at the back of this pamphlet.

What else should I know?

LEGAL HELP

The information contained in this pamphlet is general in nature and is not intended as a substitute for legal advice. Changes in the law or the specific facts of your case may result in legal interpretations which are different than those presented here.

The Idaho State Bar can provide you names of lawyers in your area who are familiar with workers' compensation issues and related matters. The Idaho State Bar is located in Boise, Idaho, and can be reached by calling 1-208-334-4500 or toll-free at 1-800-221-3295.

NO JOB GUARANTEE

Idaho's Workers' Compensation Law does not require your employer to hold your job open or rehire you after you recover from your job-related injury or disease. However, Rehabilitation Consultants with the Industrial Commission can provide return-to-work assistance. You can contact the Industrial Commission's Rehabilitation Division at 1-800-950-2110, or at one of the offices listed at the back of this pamphlet.

TAXABLE BENEFITS

Questions often arise regarding whether workers' compensation, disability, or Social Security benefits are taxable. Because each person's tax situation is different and related tax laws are complex, contact your accountant or an Internal Revenue Service representative to address your specific concerns. Workers' compensation benefits are generally not taxable.

ANTI-DISCRIMINATION LAW

The Idaho Human Rights Act and the federal Americans with Disabilities Act (ADA) prohibit employment discrimination based on disability.

It is illegal to discriminate against a worker or job candidate because that person has a physical or mental disability. An employer has an obligation to attempt reasonable accommodation to meet the special needs of persons with disabilities. For more information about your rights within these laws, contact your employer, attorney, or the Human Rights Commission by calling 1-208-334-2873, TDD: 1-208-334-4921. All calls are confidential.

What is the Idaho Industrial Commission?

The Idaho Industrial Commission is the state agency that administers the Idaho Workers' Compensation Law.

When formal hearings are held on disputed workers' compensation claims, the Industrial Commission issues a decision that contains its findings of fact and conclusions of law.

Industrial Commission employees can assist you with many of your questions or concerns about workers' compensation. However, they cannot provide you with legal advice. If you believe that you need legal advice, you should consult an attorney.

The Idaho Industrial Commission is NOT:

- **The State Insurance Fund.** The State Insurance Fund is an insurance company that writes workers' compensation insurance and provides benefit payments to workers with job-related injuries or diseases.
- **The Industrial Special Indemnity Fund.** The Industrial Special Indemnity Fund provides special disability benefits for workers who are totally and permanently disabled due to job-related injuries and diseases.
- **The Department of Insurance.** The Department of Insurance administers Idaho insurance laws and rules to protect the interest of the public in all insurance transactions. It also works to ensure the safety and stability of insurance institutions through regulation.
- **The Division of Building Safety.** The Division of Building Safety has fixed jurisdiction in the areas of electrical, plumbing, building, logging, mining, and public employee safety.

Field Offices

Boise

4355 W. Emerald St., Suite. 105

Boise, ID 83706

Phone: 208-334-2024

Fax: 208-334-3711

Burley

127 W. 5th N., Suite A

Burley, ID 83318

Phone: 208-678-3332

Fax: 208-677-3616

Coeur d'Alene

1111 W. Ironwood Drive, Suite A

Coeur d'Alene, ID 83814

Phone: 208-769-1452

Fax: 208-769-1465

Idaho Falls

1820 E. 17th, Suite 300

Idaho Falls, ID 83404

Phone: 208-525-7248

Fax: 208-525-7013

Kellogg

35 Wildcat Way, Suite B

Kellogg, ID 83837

Phone: 208-786-4600

Fax: 208-786-7110

Lewiston

1118 "F" Street

Lewiston, ID 83501

Phone: 208-799-5035

Fax: 208-799-3482

Nampa

847 Parkcentre Way, Suite 7

Nampa, ID 83651

Phone: 208-442-8341

Fax: 208-442-8344

Payette

501 N. 16th, Suite 107

Payette, ID 83661

Phone: 208-642-0181

Fax: 208-642-6163

Pocatello

1070 Hiline, Suite 300

Pocatello, ID 83201

Phone: 208-236-6399

Fax: 208-236-6040

Sandpoint

2101 West Pine St.

Sandpoint, ID 83864

Phone: 208-263-5747

Fax: 208-265-9637

Twin Falls

1411 Falls Avenue East, Suite 915

Twin Falls, ID 83301

Phone: 208-736-4700

Fax: 208-736-3053

This brochure is intended to answer the most frequently asked questions regarding Idaho's workers' compensation benefits and may not contain a solution to your particular problem. The specific facts of your situation may result in interpretations that are different from those presented here. For further information, contact one of our Compensation Consultants for assistance.

Idaho Industrial Commission

Main Office

700 S. Clearwater Lane

Boise, Idaho 83712

1-208-334-6000

FAX 1-208-334-2321

www.iic.idaho.gov

Requests for this publication in alternate formats will be promptly handled.

Information on costs associated with this publication are available from the Idaho Industrial Commission in accordance with §60-202, Idaho Code.

AA/EEO Employer

11-10/BA-FFIW/5,000



IDAHO INDUSTRIAL COMMISSION

700 S. Clearwater Lane
Boise, ID 83712

Toll Free: 800.950.2110 | 208.334.6000 | Fax: 334.2321

www.iic.idaho.gov

Unemployment Insurance

Frequently Asked Questions

How do I file a claim?

If you are unemployed and wish to file a claim you may:

- Access the Internet at: labor.idaho.gov/iw
- Report to your nearest local Idaho Department of Labor office. (Click [here](#) for a list of the Idaho Department of Labor locations in Idaho.)
- Call your nearest local Idaho Department of Labor office.

If you are filing a claim against Idaho, but live in another state, you may also file your claim online at labor.idaho.gov/iw or by calling (208) 332-3574.

Where is the nearest Local Office?

Click [here](#) for a list of the Idaho Department of Labor locations in Idaho.

What are the hours and availability of services?

Local Offices

9:00 AM to 4:00 PM Monday through Thursday, 9:00 AM to noon Friday

Closed holidays

Tel-A-Claim

24 hours per day, 7 days a week

What must I do to be eligible for unemployment insurance benefits?

1. You must be totally or partially unemployed through no fault of your own.
2. Be a US citizen or legally authorized to work in the US.
3. Establish monetary entitlement to benefits by having sufficient earnings in the **base period**: You must have worked and been paid wages for employment in at least two of the quarters in your base period¹;

AND

You must have been paid at least \$1,872 in wages in one of those quarters;

AND

The total wages paid in your base period must equal one and a quarter times your highest quarter wages.

4. You must be available for full-time work.
5. You must be able to perform full-time work.
6. You must be willing to actively seek full-time work.

When should I apply for benefits/file a claim?

File your claim during your first week of total or partial unemployment—to delay may cost you benefits.

What if I am not working, but being paid severance pay?

If you are receiving pay for a specific period of time and being paid on your regularly scheduled pay periods, **you must divide your severance pay by the number of weeks covered and report that amount each week you certify.**

What if I am not working, but continuing to be paid by my separating employer in compliance with WARN requirements?

Claimants are not required to report Warn Act payments on their weekly certification.

What information do I need to have with me when I file?

- Your Social Security number.
- Driver's License
- If you are not a citizen of the United States, your Alien Registration number and card.
- The business names, complete addresses including zip codes, and phone numbers of all employers for whom you worked during the last 2 years.
- The dates your work started and ended for those employers.

- Your total gross earnings from those employers.
- The reason you are no longer working for those employers.
- DD Form 214, Member 4, Certificate of Release or Discharge from Active Duty, if you were a member of the Military Service in the past 2 years.
- Your county of residence if you live outside the state of Idaho.

How is my weekly benefit amount determined?

The amount you receive for unemployment is based up your past earnings. We use the wages you earned in a period of time that we call your [base period](#)¹. We use the highest quarterly amount from your base period and divide that amount by 26 to determine the maximum amount you may receive per week on unemployment. For example, if your highest base period quarter was \$2600, we would divide that number by 26 and you would be eligible for a maximum of \$100 per week.

The current range for unemployment weekly benefits runs from \$72.00 per week minimum to \$334.00 per week maximum.

We use the wages reported to us by employers that you have worked for in Idaho. We can use wages from other states, from work done as a federal employee, and if you were active duty in the military (with some restrictions). When you file for benefits, you will receive a form called a Monetary Determination. This form shows your base period, the employers who reported wages to us during the base period, and the amounts they reported. It will also show your weekly benefit amount, and the total amount you may draw during your benefit year.

If you think that any of the information is wrong on your Monetary Determination, you must contact the Department of Labor within 14 days from the mailing date of the Monetary Determination. (Click [here](#) for a list of the Idaho Department of Labor locations in Idaho.) You should be prepared to show some kind of proof as to why the amounts shown are wrong, or proof that an employer you worked for does not show up on the Monetary Determination. We will investigate and possibly contact the employers you worked for to try and find out what the correct amounts are. You will receive a Monetary Re-Determination after we complete the investigation.

How many weeks can I collect unemployment insurance benefits?

The law has a formula for calculating how many weeks of unemployment insurance benefits that you may qualify for on your claim. The number of weeks of full entitlement you can receive will vary between 10 weeks at a minimum and 26 weeks at a maximum. The formula is a ratio of your total base period wages divided by your highest base period quarter.

Basically, the person who earns a consistent wage in each quarter in the [base period](#)¹ is awarded more weeks of unemployment. A person who has periods in the base period where they did not work as much, or earned much more than the other quarters will have their number of weeks reduced because of the ratio formula. In some instances, a person who earns substantially more in one quarter than in the three remaining quarters may not be eligible for unemployment insurance benefits. This situation is referred to as "high quarter."

When you file a claim for unemployment, it is set up for a 52-week period. If you draw a full weekly benefit amount each week, you will run out of money in the number of weeks that you are entitled to. You can work and draw unemployment. (See question [Can I work and still collect unemployment insurance benefits?](#)) If you work part-time and are not able to find a full-time job, your unemployment benefits may last the entire 52 weeks. It just depends on what rate you draw those benefits out.

What is a base period?

The base period is the four quarters of earnings that are used to determine how much unemployment you qualify for.

Idaho Department of Labor uses a regular base period of the first four of the last five completed calendar quarters. If you do not qualify using the regular base period, you may qualify using the alternate base period of the last four completed calendar quarters.

What is a benefit year?

The period of 52 consecutive weeks beginning with Sunday of the week in which an individual files a new valid claim for benefits. A subsequent benefit year cannot be established in Idaho until the expiration of the current benefit year.

Can I use wages I earned in another state, the military or the Federal Government?

Yes. When you file a claim, report all employers you performed work for, including those in any other state, in the last 2 years and employment from military and federal employers. Provide complete addresses and dates of employment.

We will request wage information from another state, the military or federal government and combine those wages with any other wages you have earned during the [base period](#)¹ in order to calculate your weekly unemployment insurance benefit amount.

What if I work for a school system?

Employees of educational institutions are not eligible for benefits based on such employment when a claim is filed between academic years or terms and during customary vacation or holiday recesses, if they have reasonable assurance of returning to that type of employment in the period immediately following the vacation period or holiday recess.

If you are a non-professional school district employee and are denied benefits or your benefits are reduced between academic years or terms and later you were not offered an opportunity to perform services for the educational institution, and you continued to certify for benefits, you may be eligible for retroactive payments of benefits. You must make the request for retroactive payment of benefits within 30 days of the start of the academic year or term.

If you have sufficient earnings with employers other than educational institutions, you may be eligible for benefits based on the other employment even while you are between academic years or terms.

When does my claim begin?

With few exceptions, your claim will start with the Sunday of the week in which you first file your claim.

What if I worked in Idaho but live in another state?

Persons living in another state who want to claim unemployment insurance benefits against the State of Idaho must meet all the eligibility requirements.

You may file your claim by calling the Idaho Interstate Claims Unit at (208) 332-3574. The hours for the Idaho Interstate Claims Unit are from 9:00 AM to 4:00 PM Mountain Time Monday through Thursday, 9:00 AM to noon on Friday.

If you are filing a claim against Idaho from another state and have any questions about your claim, please call: (208) 332-3574, or write to:

Interstate Claims Unit
127 West 5th St. North
Burley, ID 83318

Can I file a claim against another state?

Yes, if you reside in Idaho now but all of your wages during the [base period](#)¹ were earned in one other state, you may file an [interstate claim](#)². The District of Columbia, Puerto Rico and the Virgin Islands are considered "states" for UI claims filing purposes.

If you have earned wages in two or more states during the base period, including the District of Columbia, Puerto Rico, or the Virgin Islands are considered "states" for UI claims filing purposes.

If you have earned wages in Idaho and at least one other state during the base period, including the District of Columbia, Puerto Rico, or the Virgin Islands, you may request the wages be combined by transferring them to the state in which you file your claim. This is called a combined-wage claim³. Canada does not participate in the combined wage agreement.

What if I am going to move out of Idaho?

If you are looking for work outside of Idaho or planning to move to another state, it is very important to notify the office where you filed your UI claim. They can provide information on transferring your claim.

Does receiving Social Security affect my benefits?

In Idaho, there is no reduction of your unemployment benefits because you collect Social Security. You must be available for work and looking for work with no restrictions just as all other claimants.

Does receiving a pension affect my benefits?

If you have actually retired, and are **not** seeking employment, you are not eligible for unemployment insurance benefits. Also, if you quit your most recent job to retire, you may not be eligible for unemployment insurance benefits until you work again and earn at least 14 times your weekly benefit amount and then become unemployed through no fault of your own.

However, if you are retired and are actively seeking full time work, you may be eligible for unemployment benefits under the same conditions as all other unemployed workers.

Your weekly benefit amount may be reduced, however, if you receive a pension from an employer for whom you worked in the 18 months before you filed your claim and you did not contribute to the pension. The reduction will be the weekly equivalent of your pension. If you made any contribution to the pension, there will be no reduction.

Not necessarily. Being monetarily eligible means only that you have sufficient qualifying wages to establish a claim. We must also determine if you meet all the [personal eligibility requirements](#)⁵.

Can I work and still collect unemployment insurance benefits?

If you work less than full-time during a [calendar week](#)⁴, you can collect unemployment benefits for that week as long as your gross earnings are not equal to or greater than 1 1/2 times your weekly benefit amount. If you earn less than 1/2 of your weekly benefit amount, there will be no reduction in your unemployment insurance check. If you earn between 1/2 your weekly benefit amount and 1 1/2 times your weekly benefit amount, a dollar for dollar reduction will occur on your unemployment insurance benefit check.

If I am monetarily eligible, (I have the required wages in my base period) will I receive benefits?

Not necessarily. Being monetarily eligible means only that you have sufficient qualifying wages to establish a claim. We must also determine if you meet all the [personal eligibility requirements](#)⁵.

What are some of the reasons I could be denied benefits?

You must meet the conditions set by law to receive unemployment insurance benefits. You cannot receive unemployment benefits if you have less than the required wages to establish a claim. Some of the other circumstances under which your claim for benefits may be denied are explained below. This is only a partial listing.

1. Voluntary Quit or Discharge. You will be disqualified from receiving unemployment insurance benefits if:
 - a. You quit a job without good cause connected to your job, or
 - b. You were discharged from a job because of employment related misconduct.
2. Job Refusal. You will be disqualified from receiving unemployment insurance benefits if you refuse without good cause to take a job for which you are qualified and which pays the prevailing wage for that kind of work in the locality.
3. Strike and Other Industrial Controversy. If you are unemployed because of a strike, lockout or other industrial controversy in which you are participating, your request for unemployment insurance benefits may be denied.
4. Ability and Availability. If you are not ready, willing and able to work, are not prepared to take a job immediately, or are not physically or mentally capable of employment, you will not be paid benefits until you are can establish that you are again available for employment and are able to work and are making diligent efforts to find a job.

What is a waiting week?

Before any benefits can be paid, you must serve a waiting week. To serve the waiting week, you must have filed a claim and be entitled to benefits in all respects. You must also call the Tel-A-Claim system or submit a claim report via the internet to report for your waiting week. You will not be paid benefits for the waiting week. You will only have to serve one waiting week per benefit year.

Does pregnancy affect my eligibility?

Pregnant claimants are eligible for benefits according to the same rules that apply to all other claimants. If you are ready, willing and able to work, and are actively searching for full time work, your pregnancy has no bearing on your collecting benefits.

Can I attend school or training and receive UI benefits?

Yes, if your schooling or training does not interfere with your availability for full time work. You may also qualify if your schooling or training is funded by [WIA](#)⁶ or [TAA/NAFTA](#)⁷ or is Director approved.

Can I quit my job and collect unemployment insurance benefits?

The general rule is that a person who voluntarily leaves suitable work without good cause, attributable to the employment, is not eligible for benefits.

For good cause to be attributable to the employment, it must relate to the wages, hours, or working conditions of the job. A change in conditions created by your employer or a breach of your employment agreement which is substantial and adversely affects you may be good cause to quit. Also, if the job itself adversely affects your health or aggravates or worsens a medical condition, it could be good cause to quit. Medical documentation may be required.

Regardless of the cause, in most cases, good cause attributable to the employment may only be found if you took reasonable steps to inform your employer of your dissatisfaction and sought to remedy the problem before you left. If you quit, you must prove that you had good cause for leaving.

I was just fired. Can I collect unemployment insurance benefits?

If you are fired, you may be disqualified for benefits if the employer can prove you were discharged for work related misconduct. If you are discharged, the employer must prove there was misconduct.

What does my employer have to do with my unemployment check? I am the one putting in the money, aren't I?

Actually, the money that you collect in unemployment insurance benefits is drawn from taxes contributed solely by employers. In Idaho, employees do not contribute to unemployment taxes.

Retrieved from the Idaho State Department of Labor on 20 April 2012

Employment of Legal Aliens in Idaho

Covered Employment Guidelines

Statutory Employees

By statute, officers of corporations are employees. They are the only statutory employees for Unemployment Insurance tax purposes by law. However, certain workers are required to be in the employ of, or under the direct supervision of, a principal who is properly licensed. These workers are usually covered for Unemployment Insurance tax purposes. They generally include:

- Cosmetologists and barbers working in a shop licensed by another individual, excluding workers who have a contiguous shop license and are free from direction and control.
- Well-drilling rig operators and laborers working for Idaho licensed well drillers.
- Guides working under Idaho licensed outfitters.
- Unlicensed real estate appraisers working under licensed real estate appraisers.
- Loan originators working for a mortgage broker.

Casual Labor

Casual labor is defined as work performed that is not in the course of the employer's trade or business which is occasional, incidental, or irregular. Do not confuse casual labor with temporary or part-time employment, which is taxable. If during a calendar quarter the cash remuneration paid to an individual for casual labor is \$50 or more or the casual labor is performed by an individual who is regularly employed by the employer on some portion of 24 days during the calendar year, or the preceding calendar quarter, the service is covered employment and remuneration is taxable under Idaho Employment Security Law as described in Idaho Code 72-1316A(19).

Aliens / Resident Aliens / Non-Citizens

Services performed by all workers including aliens, resident aliens, and other noncitizens of the United States must be considered when making unemployment insurance reports. Payments made for such worker's service is generally taxable when coverage criteria is met.

Payments made to temporary alien agricultural laborers permitted to work under the H2 provisions of the Immigration and Reform Control Act of 1986 are not taxable wages. These payments must be used to determine if the coverage criteria for an agricultural employer have been met.

FUTA

Employers and services covered by the Federal Unemployment Tax Act (FUTA) are automatically covered under Idaho State law. However, services that are exempt from FUTA coverage are NOT automatically exempt for the state. To be exempted, the services must be specifically exempted by state statute. Employers are allowed to take the maximum state unemployment tax credit on their federal form 940 if they have paid all state contributions by the due date of the 940 form. For specific questions on the 940 form, contact the IRS.

Contractors / Subcontractors

The Idaho Employment Security Law provides that a principal contractor can be held liable for tax due on wages paid by a subcontractor. No covered employer which contracts with any contractor or subcontractor who is a covered employer shall make final payment to such contractor or subcontractor for any indebtedness due, until after the contractor or subcontractor has paid or has furnished a good and sufficient bond acceptable to the Director of the Idaho Department of Labor for payment of contributions due, or to become due, in respect to personal services which have been performed by individuals for such contractor or subcontractor. Failure to comply with this provision shall render the covered employer directly liable for such contributions; and the director shall have all of the remedies of the law as though the services in question were performed directly for the covered employer.

Employees Performing Services in More Than One State

To be considered covered employment under the Idaho law, the worker must perform the services within this state. Services are considered to be performed or localized within this state:

1. If the services are performed entirely within this state.
2. Most of his/her services are performed in this state and he/she works outside the State only at temporary or occasional tasks.

If 1 or 2 are not met, the services may still be reportable to Idaho. To determine the proper state to report to for UI tax purposes, contact any Department of Labor tax representative. To find the tax representative nearest you, please consult the [Tax Representatives directory](#).

Retrieved from the Idaho State Department of Labor on 20 April 2012

Sample article for organizations to use to reach customers (331 word count)

Customize and post the following article on your websites and/or other communication vehicles.

Understanding Your Taxes

Online lesson plans, interactive activities, simulations, and more!

Are you a student soon to join the work force? Are you confused about tax terms and forms, and how to file your tax return? Perhaps you are an educator looking for ways to integrate tax education into the high school or community college classroom.

If you answered yes to any of these questions, help is available on IRS.gov. [Understanding Taxes](#) is a site that provides high schools, community colleges and the public with:

- Self-paced modules, offering a systematic approach to tax preparation,
- Lessons on the nation's history of taxation and
- Lessons on the economics of taxes.



Teacher Site →

If you are a teacher, every *Understanding Taxes* lesson supports both national and state educational standards that make it simple to integrate into your classroom curriculum. Additionally, the IRS partnered with education professionals to produce the [Understanding Taxes Teacher site](#). Educators can take advantage of all the great educational content found in the online version, including 38 different detailed lesson plans, activities, simulations, teacher lesson plan downloads, fact sheets and more.



Student Site →

If you are a student, the [Understanding Taxes Student site](#) provides activities, tax tutorials, word puzzles, tax trivia questions, simulations and assessments to help you understand the real world of taxes. Fourteen tax tutorials guide you through the basics of tax preparation including how to file your return electronically. The site also explains the how and why of taxes — how to apply tax principles, while explaining tax history and theory behind America's tax system. The site provides tax-filing simulations that deliver real-life applications by putting you in the shoes of 20 different taxpayers as you help them file their taxes electronically.

Whether you're teaching or learning about taxes, take advantage of the tools found at the Understanding Taxes website. Taxes have been a part of American history since the colonists fought for independence from Great Britain. Make it part of your history now by teaching and/or learning how to file an accurate and timely tax return.

Note to Editor: visit www.IRS.gov and search for *Understanding Taxes site*.

[Publication 2181](#) – a brochure about the Understanding Taxes site – *just a point and click away*

[YouTube Video](#) - Understanding Taxes – teach your students about taxes with this online tool



Developing Effective Job Descriptions for Small Businesses and Farms

Craig Dobbins and Cole Ehmke
Department of Agricultural Economics



While walking through the finishing barn one day, the owner stopped to inform Rita that she was neglecting to properly monitor the feeders. The owner also added that she would need to stay late to finish a project another employee had started but did not have time to complete. Rita was shocked. Because she had never been told that monitoring feeders was one of her responsibilities, she didn't know why she was being blamed for not doing it.

This was the third additional duty she had been assigned in her first week on the job, and now she was also being asked to work well past what she had been told was the normal quitting time for the third day in a row. Rita wondered "Why didn't they tell me when they hired me what my job really was? If this how I'll be treated in this business, maybe I should begin looking for employment somewhere else."

Unfortunately, this example is not unusual. Difficulties with defining and communicating job expectations frequently occur. The communication of job expectations is especially critical when adding employees. In the hiring process, besides helping you communicate job expectations, clearly written job descriptions can help you attract well-qualified applicants and make it easier to eliminate applicants who will not perform well on the job.

Job descriptions are also useful beyond the hiring process. A well-developed job description identifies the position's essential tasks. Combining these tasks with performance standards can provide criteria useful in reviewing an employee's performance. You can also use job descriptions to develop and improve employee training programs.

Audience: Owners and managers of small businesses

Content: Presents principles used for guiding the writing of job descriptions

Outcome: Users will understand the need to do a job analysis and be able to design a job and write an effective job description

Your chances of successfully attracting and keeping a new employee will be much greater if you have given careful thought to the duties of the job and communicated these expectations to a prospective employee. Written job descriptions are an important aid to this communication. This publication explains the components of effective job descriptions and provides a suggested format for a job description and a few examples to illustrate how completed job descriptions might look.

Job Analysis and Design

A written job description can take many different forms. The purpose of the job description influences what will be contained in the document. If it is being used for an employee's existing position, it will likely contain a position title, a summary of the position, the responsibilities or duties of the position, the areas of authority, and supervision. If the job description is to be used to hire a new employee, it will likely contain these items plus information about the working

conditions, the qualifications required to succeed in the position, and the compensation provided for the position. The information used to develop a job description comes from conducting a job analysis and a job design.

Job Analysis

Job analysis is the process of developing a thorough understanding of the various attributes of the position. You can use Worksheet 1, Job Analysis Form (pp. 5-6), to help guide the job analysis process and organize your results. A complete job analysis should provide you with information on the:

1. Duties or responsibilities of the job: those tasks that are performed, the types of decisions the person in the position will make, and responsibility for record-keeping.
2. The qualifications needed to carry out the work: the physical abilities; general skills; previous experience; and special training, knowledge, or licenses required.
3. Work environment: the location and work conditions under which the job is performed and supervision and contacts with other business personnel, customers, and input suppliers.

Discussing the position with current employees, if there are any, can often be a useful way to gather job analysis information. In doing a job analysis, be sure to think in terms of what work needs to be done, not just the work that is currently being done.

Job Design

As you develop a job description, you also need to consider how the position will relate to other positions in the business. This is part of the job design. In addition to considering how the position relates to other positions in the business, job design also addresses the organization of the work flow, how the position will help meet your business requirements, and the personal needs of the job holder. As you think about job design, ask yourself questions such as:

1. Can you find ways to make the flow of work more efficient?
2. Is more than one person capable of performing a critical job?

3. Can you find a way to make jobs more rewarding or give employees a greater sense of accomplishment?
4. Is there a way to organize work so that employees can vary activities according to personal needs, work habits, and the circumstances in the workplace?
5. Is there a training program that helps employees understand what they need to know in order to satisfactorily perform their duties?
6. Are there changes that can be made to address any negative stereotypes associated with the position?

Answering these questions may result in tasks being eliminated or moved from one position to another.

Components of a Job Description

Using information from your job analysis and job design, you will be in a better position to develop a short (usually one to two page) job description containing the following components:

1. Title
2. Job Summary
3. Job Tasks, Responsibilities, and Authorities
4. Job Qualifications
5. Supervision
6. Working Conditions
7. Salary and Benefits

Worksheet 2, Job Description Form (pp. 7-8), will help you to organize your job description. Remember, a job description can take many forms. These categories are ones generally used.

Job Title

The job title is the first thing a prospective employee sees. Keep it to the point. Whatever title you select must accurately reflect the duties of the job. It should also indicate where the employee will fit into the business hierarchy, e.g., whether it is a senior or assistant position. Be aware of the words you select. For instance, there is a difference in connotation between the titles “herdsman” and “herd manager” and “secretary” and “office manager,” even though the jobs might be identical.

Job Summary

The job summary is a brief narrative (four to five sentences) containing information on essential duties, specific skills or licenses needed, special equipment used in the position, and physical abilities necessary to perform the job. This may also include information about interactions with other business employees as well as the kind of customers or suppliers with whom the employee may deal.

The job summary is often used when advertising for new employees, so it should be concise and clear. Summaries are often easier to write after completing other sections of the job description.

Job Tasks, Responsibilities, and Authorities

What will the person do? In the job responsibilities section, state the major tasks and, if necessary, the sub-tasks that are essential for the position. You may also want to indicate the amount of time that the person may devote to each of the major tasks.

The list of tasks usually starts with the most important task or the one to which the employee will devote the largest share of his or her time. A task is what the person in the job will actually do. Tasks are observable actions. For example, if the position requires maintaining financial records for the business, you would expect to observe at some time the person entering receipt and expense data into a computerized accounting program. Providing estimates of the percentage of time to be spent on important tasks can give employees a sense of the job components.

From your job analysis, you may have developed a long list of tasks and responsibilities. Group tasks associated with each responsibility together. Once grouped, there should be no more than eight main responsibilities. Any more than this number can result in an overly complicated document, one that will only confuse prospective and current employees. Each major responsibility can have sub-duties, but keep these to three or four.

Describe each task in a short statement. Begin each statement with an action verb describing the activity. Using verbs makes the responsibilities seem more real to potential candidates. Examples of action verbs include: performs, drives, cooks,

coaches, monitors, plans, inputs, supervises, recommends, analyzes, paints, weeds, answers, changes, trains, verifies, sells, organizes, files, plays, examines, and orders.

Using specific language will help you and the employee define the job. For examples, see Table 1.

Table 1. Examples of Specific Language for Use in Job Descriptions

Too General	Better
Keeps the books	Enters revenue and expense transactions and prepares incomes statements, balance sheets, and projected cash flows
Keeps machinery in good working order	Conducts regular inspections of farm equipment, makes needed repairs, and provides advice on replacement of machinery
Handles administrative activities	Receives, sorts, and files monthly personnel action reports

Again, keep the list of duties focused on the major tasks. Including a statement such as “assists with other duties for the good of co-workers and the business” as one of the duties provides flexibility to adjust the job description at any time.

In areas of authority, list the areas in which your job analysis indicates that the person will have decision-making power. For example, a person may have the authority to make purchases for repairs totaling \$500 or less.

Job Qualifications

In this area, indicate the knowledge, skills, abilities, and other characteristics that an individual must have to perform the job duties. Knowledge is factual or procedural information that is necessary for successfully performing a task. A skill is an individual’s level of proficiency at performing a particular task. Ability refers to a more general enduring capability that an individual possesses. Finally, other characteristics might be personality traits such as one’s motivation, persistence, work ethic, or willingness to be a team player. Because licenses or certifications are often given to people who have demonstrated particular levels of knowledge or skills, this would be the place to indicate these requirements.

To help you write the job qualifications section, refer back to your job analysis, and ask yourself what knowledge, skills, or abilities and what work experience are required. You do not need to include every possible qualification, but you do need to be clear about what is essential.

If there are special physical requirements needed to perform the job, this would be the place to note them. As an example, it is often necessary for a farm employee to be able to lift such things as sacks of seed, fertilizer, feed, or bales of hay. Therefore, one of the tasks that the person must be able to perform is to lift 50 pounds.

Supervision

In this section, indicate how this position is supervised. Indicate to whom the person in this position will report.

Working Conditions

Here, give applicants an idea of the hours of work and overtime requirements, how much work is performed inside or outside, and the type and condition of equipment and machinery to be used. Is the job fast-paced, with daily deadlines in an office, or is there a more relaxed environment? In this section, include the working relationship expected with other employees. Is this position part of a broader team, like a sales team? Also, are there special circumstances that may require work at night or on holidays?

Salary and Benefits

If you are using the job description to fill a new position, you will need to determine what you feel the job is worth to your business. There continues to be a debate about including this information in a job description. Setting a salary or other rate of compensation is a delicate process. Using the term “starting salary” implies that employees will obtain raises as they acquire time on the job. Including the statement “salary is negotiable” without giving a pay range may waste the time of both employer and applicant if their wage expectations differ considerably.

Some employers do not like to advertise that a starting salary is negotiable because they feel doing so may encourage applicants to ask for higher wages. On the plus side, however,

if the starting salary is negotiable, you have the flexibility to adjust the pay to the qualifications of the applicant. Many job descriptions advertise “salary commensurate with qualifications.”

The salary and benefits section should also detail information about benefits such as paid vacation, sick leave, health insurance coverage, and retirement programs. Any special benefits provided should also be noted. For example, housing is often provided to farm employees. The location and condition of any housing provided should be described. Other benefits might include opportunities to participate in additional training, once hired, such as for licenses or general skill improvement.

Final Comment

When putting together a job description, focus on what the position needs to be in light of your business’s current needs and long-term objectives. Each job task should contribute to the achievement of a desired goal or output. Also, the job you describe must be doable. When combining tasks into a job description, make sure a job hasn’t been created that very few people could fill.

A job description is generally regarded as a legal document, so anything that is seen to be discriminatory on the basis of religious preference, sex, race, age, nationality, or physical or mental disability is illegal. This does not mean that you are required to hire someone who cannot do the job. The job description’s status as a legal document also makes it important to keep your business’s job descriptions up to date. Don’t wait until you are recruiting new employees to update them. And don’t forget your own position, as business owner or manager, when you are writing or updating job descriptions.

Finally, Worksheet 2, Job Description Form (pp. 7-8), can provide guidance in organizing the material for your job descriptions. Use those sections that will help solve the problem at hand. The example job descriptions at the end of this publication illustrate various ways that job descriptions can be organized. As these examples illustrate, it is not necessary to have something for every section of the Job Description Form to create useful job descriptions.

Worksheet 1. Job Analysis Form

NAME _____ JOB TITLE _____
 DEPARTMENT _____ JOB NUMBER _____
 SUPERVISOR'S NAME _____ SUPERVISOR'S TITLE _____

1. **SUMMARY OF DUTIES:** State in your own words briefly the main duties. If the position is responsible for filling out reports/records, also complete Section 8.

2. **SPECIAL QUALIFICATIONS:** List any licenses, permits, certifications, etc. required to perform duties assigned to the position.

3. **EQUIPMENT:** List any equipment, machines, or tools (e.g., computer, motor vehicles, lathes, fork lifts, drill presses, etc.) normally operated as a part of the position's duties.

<i>MACHINE</i>	<i>AVERAGE NO. HOURS PER WEEK</i>
_____	_____
_____	_____

4. **REGULAR DUTIES:** In general terms, describe duties regularly performed. Please list these duties in descending order of importance and percent of time spent on them per month. List as many duties as possible and attach additional sheets, if necessary.

5. **CONTACTS:** Does position require any contacts with other department personnel, other departments, outside companies or agencies? If yes, please define the duties requiring contacts and how often.

6. **SUPERVISION:** Does position have supervisory responsibilities? Yes No
 If there is responsibility for the work of others but no direct supervision, please explain.

7. **DECISION MAKING:** Please explain the decisions the person in this position will make while performing the regular duties of the job.

What would be the probable result of making (a) poor judgment(s) or decision(s), or (b) improper actions?

Worksheet 1. Job Analysis Form cont.

8. RESPONSIBILITY FOR RECORDS: List the reports and files the person would be required to prepare or maintain. State, in general, for whom each report is intended.

REPORT

INTENDED FOR

FILES MAINTAINED

9. FREQUENCY OF SUPERVISION: How frequently must the person confer with a supervisor or other personnel in making decisions or in determining the proper course of action to be taken?

- Frequently
 Occasionally
 Seldom
 Never

10. WORKING CONDITIONS: Please describe the conditions under which the person in this position works — inside, outside, air-conditioned area, etc. Be sure to list any disagreeable or unusual working conditions.

11. JOB REQUIREMENTS: Please indicate the minimum requirements necessary to perform satisfactorily in the position.

a. Education:

Minimum schooling _____ Number of years _____

Specialization or major _____

b. Experience:

Type _____ Number of years _____

Type _____ Number of years _____

c. Special training:

Type _____ Number of years _____

Type _____ Number of years _____

c. Required licenses:

12. ADDITIONAL INFORMATION: Please provide additional information, not included in any of the previous items, which would be important in a description of the position.

4. JOB QUALIFICATIONS:

a. Education background:

Field _____ Number of years _____

Field _____ Number of years _____

b. Experience:

Type _____ Number of years _____

Type _____ Number of years _____

c. Special training or licenses:

d. Physical requirements:

5. SUPERVISION:

6. WORKING CONDITIONS: Describe the conditions under which the work will be performed—inside, outside, air-conditioned area, etc.

Be sure to list any disagreeable or unusual working conditions.

Work hours: _____ Average hours per week: _____

Days off per week: _____ Holidays per year: _____

Overtime: Never Seldom Often Pay

Work environment: _____

7. SALARY AND BENEFITS:

Beginning \$ _____ per _____ Range _____

Other benefits: _____

Example Job Description—Mechanic

General Description of Job:

General maintenance and repair of all equipment used in the business. Includes the servicing of vehicles, shop equipment, and machinery used.

1. *Essential Duty (40%): Maintenance of Equipment*

Tasks: Keep a log of all maintenance performed on equipment. Replace parts and fluids according to maintenance schedule. Regularly check gauges and loads for deviances that may indicate problems with equipment. Perform non-routine maintenance as required. May involve limited supervision and training of operators performing maintenance.

2. *Essential Duty (40%): Repair of Equipment*

Tasks: Requires inspection of equipment and a recommendation that a piece be scrapped or repaired. If equipment is to be repaired, mechanic will take whatever steps are necessary to return the piece to working order. This may include a partial or total rebuilding of the piece using various hand tools and equipment. Will primarily involve the overhaul and troubleshooting of diesel engines and hydraulic equipment.

3. *Essential Duty (10%): Testing and Approval*

Tasks: Ensure that all required maintenance and repair has been performed and that it was performed according to manufacturer specifications. Approve or reject equipment, as being ready for use on a job.

4. *Essential Duty (10%): Maintain Stock*

Tasks: Maintain inventory of parts needed for the maintenance and repair of equipment. Responsible for ordering satisfactory parts and supplies at the lowest possible cost.

Nonessential Functions

Other duties as assigned

Qualifications: Experience in vehicle and machinery maintenance.

Example Job Description—Crop Production Associate

Physical requirements: Must be about to lift at least 50# on a regular basis.

The main goals of this position are as follows:

- I. Perform all field operations in the most timely manner possible.
- II. Keep crop production costs within the established budgets.
- III. Maintain all equipment in top working order.
- IV. Keep stored grains in top quality. Keep storage losses less than ____ %.

1. It is the overall goal of this position to perform crop operations in the most timely, cost-effective and efficient manner possible.
2. Do your part to provide an atmosphere of teamwork, camaraderie, and an enjoyable work environment for everyone at the operation.
3. Manage any employees in your area in accordance with guidelines established by the management.
4. Follow all operating procedures and policies established by the management.
5. Monitor quality of stored grains throughout the year.
6. Spring and Fall operations are particularly time sensitive—a) Have equipment ready ahead of time, b) Remember that every delay in planting and harvesting results in yield losses, c.) Be prepared to work longer hours to accommodate weather, breakdowns and other factors that are beyond our control.
7. Equipment maintenance is one of your highest priorities—a) Keep safety shields in place, b) Keep fluids at the optimum levels, c) Perform maintenance procedures on time. Lubricate, change fluids, check tire pressures, watch for unusual wear, fix minor problems before they become major expenses, d) Use off-season time to do major maintenance and repair, e) Have all equipment ready for the field ahead of time. Planters and harvesters are particularly time sensitive and need thorough preparation ahead of their season.
8. Safety is extremely important—a) Maintain safety equipment, b) Use goggles, gloves and other body protection when using chemicals, c) Use support stands and jacks when working under equipment, d) Wear safety glasses and other protective gear when working around torches, welders, drills and other equipment that creates heat, sparks or projectiles, e) Be extremely careful around PTOs and other chains, gear, belts, etc.
9. Remember that in crop production, there are many factors beyond our control—weather, breakdowns, large market swings, etc. As a result we must do everything we can to perform out best in the areas within our control.
10. Perform all data collection and record-keeping duties as defined by management.
11. Keep waste to a minimum and be constantly evaluating additional ways to reduce costs.
12. Keep facilities neat and presentable.
13. Show respect to any and all visitors and/or customers of the operation.
14. Enjoy what you do and provide suggestions to make working here more satisfying for everyone.

The Manager reserves the right to make any necessary changes to this job description and to request that the Crop Production Associate perform additional duties as the need arises. These additional requests will be reasonable and respectful of the Crop Production Associate's time and abilities.

Signed (employee) _____

Date _____

Signed (supervisor) _____

Date _____

Source: "The Complete Guide to Managing Agricultural Employees" © 2001 Donald H. Tyler

Example Job Description—Secretary/Office Manager

A. TITLE: Secretary/Office Manager

B. AREAS OF PRIMARY RESPONSIBILITY (Management reserves the right to change at any time.)

1. Manage corporate payroll

- a. Weekly labor payroll
- b. Monthly benefits to employees
- c. Monthly Social Security, Medicare, unemployment (federal, state) payments and reports
- d. Monthly payments for federal and state taxes withheld from employees
- e. Worker's compensation
- f. Prepare and send W-2 records at end of calendar year
- g. Prepare and send all federal and state labor tax forms (unemployment, social security and Medicare, federal and state withheld taxes)
- h. Prepare annual wage benefit reports for each regular employee
- i. Keep records of vacation time, sick leave, personal time for all employees

2. Assist bookkeeper with

- a. Entering data, verifying printouts, analyzing monthly printouts with farm manager, filing reports
- b. Sending farm records to CPA
- c. Preparing records for comparative analysis
- d. Preparing records for Farm Management Consultant
- e. Assist bookkeeper in preparing financial statements for corporation

3. Assist with grain enterprise

- a. Entering data concerning yields, drying charges, storage charges, inventory records
- b. Keep daily record or as necessary for managers' use on:
 - i. Inventory and locations of landlords' and corporation's grain contracted
 - ii. Corporation's and landlords' grains yet unsold

4. Banking

- a. Cross check canceled checks
- b. Bank reconciliation

Example Job Description—Secretary/Office Manager cont.

5. Consult with corporation's Board of Directors

- a. Set and implement farm goals and objectives
- b. Set and implement personal short-, intermediate- and long-term goals and objectives

C. AREAS OF SECONDARY RESPONSIBILITY

1. Prepare job descriptions

- a. Annually for review
- b. Assist farm manager in completing for new employees

2. Observe and learn corporate tax regulations

3. Responsible for writing farm goals, employees' objectives annually for board approval

4. Assist with errands during busy seasons

D. AUTHORITY

1. Sign corporate checks

2. Sign bank loans and repay them

E. IMMEDIATE SUPERVISOR: President/Farm Manager

President/Farm Manager _____

Secretary/Office Manager _____

Example Job Description—President/Farm Manager

A. TITLE: President/Farm Manager

B. AREAS OF PRIMARY RESPONSIBILITY

1. Responsibilities in grain production enterprise

- a. Planting
- b. Supervise post-emergent spraying of chemicals and sidedress ammonia
- c. Combine beans
- d. Manage grain handling system
 - i. Maintenance of bins, scale, dryer, elevator
 - ii. Oversee all handling of stored grains
- e. Transport grain from field to drying or storage centers
- f. Transport seed grains from field to grain company
- g. Transport landlords' grain to buyers
- h. Supervise all field work
- i. Determine and order all inputs for crops

2. Responsible for health and comfort of livestock

- a. Maintain communication with Livestock supervisor
- b. Liaison officer between consulting veterinarian
- c. Do Sunday feeding every 4th and 5th week

3. Manage swine enterprise

- a. Authorized to purchase all inputs of swine operation
- b. Planning the swine production enterprise
- c. Selection and purchase of breeding and/or feeding stock
- d. Marketing of all livestock; pricing, transporting
- e. Feed formulation and determining rations
- f. Consult with Asst. Manager on operating plans, capital purchases
- g. Determine profitability of swine enterprise at regular intervals
- h. One year in advance, plan rotation of holiday feeding schedule
- i. Take inventory of livestock quarterly
- j. Meet with Feed Rep. quarterly and relay information to Asst. Sec.

Example Job Description—President/Farm Manager cont.

4. Responsible for maintenance of equipment and farm buildings
 - a. Feed center
 - b. Outbuildings and improvements
 - c. Portable equipment for livestock enterprise
 - d. Shop facilities
5. Responsible for Corporate Budget
 - a. Complete final fiscal budget by Jan. 15; preliminary by Dec. 1
 - b. Approve budget for the next year between Jan. 15-30 with Board of Directors
 - c. Maintain monthly reports: actual, year-to-date versus budgeted
 - d. Meet with Board of Directors to revise budget
6. Responsible for ordering and purchasing farm tools and equipment
7. Responsible for employee locating, training, and supervision
 - a. Hiring and firing
 - b. Training
 - c. Evaluation semi-annually; reports to be filed with Board of Directors (secretary will assist with this)
 - d. Salaries, incentives, benefits
 - e. Meet annually with Board of Directors to go over employee evaluations, revise job descriptions, and adjust salary packages if needed
8. Responsible for monthly inspection of all grain storage bins on all farms
 - a. First day of the month
 - b. At weather changes or times of stress
9. Consult with officers on the following:
 - a. Operating plans
 - b. Purchase of new equipment
 - c. Replacement of equipment
 - d. Short, intermediate, and long-range planning

C. AREAS OF SECONDARY RESPONSIBILITY

1. Joint responsibility for grain marketing
 - a. Discuss market trends on regular basis with bookkeeper
 - b. Approve marketing strategies
 - c. Help plan long-range grain marketing program annually

Example Job Description—President/Farm Manager cont.

D. AUTHORITY

1. Responsible for day-to-day operational decisions
2. Authorized to sign corporation checks and bank loans
3. Authorized to purchase all inputs of swine enterprise, with budgeted limits
4. Authorized to market grains and livestock

IMMEDIATE SUPERVISOR: Board of Directors

Board Chairperson: _____

President/Farm Manager: _____

Resources on Employee Management

These resources include information about job descriptions and other employee management topics.

Bernard L. Erven, *Human Resource Management*.
< <http://aede.ag.ohio-state.edu/people/erven.1/HRM> >

Gary Dessler, *Essentials of Human Resource Management*.
Prentice Hall, 1999.

Gregorio Billikopf, *Labor Management in Agriculture: Cultivating Personnel Productivity*, Second Edition.
University of California, Agricultural and Natural Resources Agricultural Issues Center, ANR Publication 3417.
< <http://www.cnr.berkeley.edu/ucce50/ag-labor/7labor/001.htm> >

Howard R. Rosenberg, Richard Carkner, John P. Hewlett, Lorne Owen, Trent Teegerstrom, Jeffery E. Tranel, and Randy R. Weigel. *Ag Help Wanted: Guidelines for Managing Agricultural Labor*. Western Farm Management Extension Committee, 2002.
< <http://agecon.uwyo.edu/aglabor/Default.htm> >

Shawn A. Smith and Rebecca A. Mazin, *HR Answer Book, The: An Indispensable Guide for Managers and Human Resources Professionals*, Amacon 2004.

Visit Us on the Web

Agricultural Innovation and Commercialization Center
www.agecon.purdue.edu/planner

New Ventures Team
www.agecon.purdue.edu/newventures

Purdue Partners for Innovation in Indiana Agriculture

- Agricultural Innovation & Commercialization Center
- New Ventures Team
- Center for Food & Agricultural Business

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This material may be available in alternative formats.

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 9: Relationships on the Job

Unit Objectives:

1. List and discuss attitudes which an employer desires in employees
2. List and discuss attitudes an employee desires in an employer
3. Discuss at least three factors which are necessary for good relationships among coworkers
4. Identify the major causes of co-worker relationship problems
5. List and discuss five advantages and five disadvantages of unions and professional organizations
6. Develop a set of criteria an employer could use for promoting an employee
7. List and explain the duties and responsibilities of a job supervisor
8. Describe the various methods of terminating a job

Communication/Speech Standard(s) Met:

- Standard 6.1.1
- Standard 6.1.2
- Standard 6.1.3
- Standard 6.1.4

Power Points

Student Handout

- Qualities of an Employee
- Relationships on the Job

Evaluation

- Have students research and present on a company of their choice, while discussing the values, goals and mission of the employer. They should also research how these employers advance employees and treat employees on a daily basis.

Interest Approach

- Discuss with students times in which professionally they had a relationship on the job that may have caused issues for themselves or others. Discuss with students the positive and negative impact that relationships on the job may have on their career.

Teaching Content

- Discuss attitudes which an employer desires in employees
- Discuss attitudes which an employee desires in an employer
- Discuss factors that are necessary for good relationship amongst coworkers.
- Discuss causes of coworker relationship problems.
- Discuss advantages and disadvantages of unions and professional organizations.
- Discuss criteria that employers could use to promote an employee.
- Discuss the duties of a job supervisor.

- Discuss ways to terminate a job.

Student Activities

- Have students research a company and their values.
- Have students interview a local supervisor about qualities that they desire in an employee.
- Have students interview an employee about qualities that they desire in a employer.

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Nine -Relationships on the Job Table of Contents

9.00 Unit 9 - Unit Plan

9.01 Qualities of an Employee Handout

9.01 Qualities of an Employee Lesson Plan

9.03/9.04 Relationships on the Job Handout

Interviewing for Jobs & Internships: Qualities Employers Look For

Communication and Interpersonal Skills

According to employers, the ability to communicate effectively with others and get along with a variety of different types of personalities are two of the most desirable qualities in job candidates. Employers want to know if you have the ability to organize your thoughts and ideas effectively. Can you express them clearly when speaking or writing? Can you present your ideas to others persuasively? Can you bring out the best efforts of individuals so they become effective, enthusiastic members of a team? Are you able to successfully contend with stressful situations and handle conflict?

Intelligence

Employers often use GPA as a way of screening out less desirable job candidates. To some, good grades indicate that the applicant is motivated and goal-oriented. Do you have the ability to understand the job assignment? Are you able to learn quickly? Can you contribute original ideas to the work being done?

Enthusiasm

It's not enough just to have the right qualifications; an employer needs to know that you are willing to give 100 percent to your job. Interviewers are impressed by candidates who are alert, responsive and energetic. Do you demonstrate a forcefulness and capacity to make things move ahead? Can you maintain your work effort at an above average rate?

Flexibility

Employers need to know that the people they hire can expand and change as their companies do. Applicants who are receptive to new ideas and concepts are highly valued by employers. Are you capable of changing and being receptive to new situations and ideas? Can you confront and deal with problems that may not have standard solutions?

Leadership

Even in entry-level positions, most employers look for evidence of leadership qualities. Successful companies need self-starters who are not afraid to take responsibility for doing the best job possible. Can you guide and direct others to attain the recognized objectives? Are you someone who recognizes what needs to be done and is willing to do it?

High Energy Level

A job candidate's willingness to work hard matters a great deal. Employers want to know that you are committed to devoting the prime hours of your day to the job. Do you have the capacity to compete with others and the willingness to be measured by your performance in relation to others?

Maturity

This is an illusive quality that employers always mention in connection with first job hires. Maturity essentially means knowing how to handle yourself in a business situation. Misplaced humorous remarks, giggling at inappropriate moments or being indiscreet about company information are tell-tale signs of immaturity. Do you demonstrate a sense of maturity that enables you to deal positively and effectively with situations and people? Can you realistically assess your own capabilities? Do you see yourself as others see you and clearly recognize your strengths and weaknesses?

Skill

Do you possess the positive combination of education and skills required for the position you are seeking? Do you have the ability to identify and work toward specific goals? Do such goals challenge your abilities?

Additional Activities

MY TOOLS: Challenge 3

1 Activity 1

Form a group of three or four students. Review the CareerForward Farrah Gray interview in this Challenge section. Then go to the Cornell e-Clips Web site (<http://eclips.cornell.edu/entrepreneurs.do>) and watch two entrepreneur interviews. Note: Registration for this Web site is required but free.

After watching the interviews, respond in writing to the points below. Share your responses with the group.

1. Identify two to three traits or attitudes shared by these entrepreneurs. How did those traits contribute to their success?
2. Discuss what role failure played in the entrepreneurs' lives. How were they able to turn their failures into lessons that ultimately helped them become successful?
3. Describe how they planned for their success. What choices did they make along the way that allowed them to remain on the path to success?

2 Activity 2

This is an independent activity. Think about a place you'd like to work or even a business you'd like to run. Consider the kinds of employees you'd like to have. Then write a short description of one kind of employee you'd like to hire. List what you'd want to learn in an interview from anyone who applied for the job or from reference checks with the people for whom this person has worked. Then create a list of interview questions you would use to find the right employees.

3 Activity 3

This activity is student-led, although you may want to invite a teacher to monitor the discussions.

There are four main steps to this activity. For each step, talk with other students who are also taking the CareerForward course.

Step 1: Conduct a discussion.

Talk about what you learned from the resources in Challenge 3 - specifically, the characteristics that employers might look for while interviewing potential employees. Also, discuss other characteristics that aren't mentioned in the resources but that you think employers might be looking for. Write all of these in a list called "Desirable Characteristics in a Job Seeker."

Step 2: Create a list.

Additional Activities

MY TOOLS: Challenge 3

3 Activity 3 continued

As a group, spend a few minutes brainstorming questions that employers might ask during a job interview. Try to think of at least 10 good questions, and write these in a list called "Possible Interview Questions." After you've written this list, compare it with your "Desirable Characteristics in a Job Seeker" list. Which of your questions could determine whether a person would make a good employee? Discuss how you could answer these questions during a job interview to put your best foot forward.

Step 3: Discuss these reflection questions:

1. What activities do you do now or could start doing that would make an employer want to hire you?
2. What personal strengths would you want to highlight during an interview?
3. What special characteristics would an employer look for in a sales representative? A computer programmer? A child care worker? Do you think differences between career fields influence the kinds of questions employers ask during interviews?

Step 4: Conduct interviews.

Here's your chance to practice interviewing each other. Have one person in your group be the interviewer and another person be the job seeker. The interviewer should ask several questions from the list of "Possible Interview Questions," each time allowing the job seeker to respond. When appropriate, the interviewer may want to ask spontaneous follow-up questions based on the job seeker's responses. Make sure everyone in the group has a chance to be the interviewer as well as the job seeker.

4 Activity 4

Get into a group of students. Have each student identify several adults who have been to college or another kind of school after high school. Each person in your group should ask a different adult the questions below. When you are finished, get together and share the adults' answers.

- How many students attended your school or college? How did the size of the student body affect your experience there?
- How many students were in your classes? How did the size of your classes influence the instruction and your learning?
- Did you ever live on campus? If so, what was that like? If not, why not?
- How did you spend your time when you weren't in class

Going to Work Series

Keeping a Job – Work Relationships

Easter H. Tucker
Family and Consumer
Sciences Specialist

How you relate to people at work is an important part of being successful on the job. Developing good relations with co-workers and the supervisor should be one of your top goals when you begin work. This may take some time, but in the end it will be worthwhile.

Good relationships will allow progress to be made and will make work more enjoyable, but they must be kept in balance with the work itself. Here are some rules of thumb to keep in mind.

- **Do not become too intimate with co-workers or the supervisor.** Co-workers may become angry and jealous because they think that you want to be the supervisor's "pet." Becoming friendly with a co-worker is OK, as long as others are not excluded, and everyone is treated with the same respect in work-related situations. Your first consideration is to get the job done. Your second consideration is to enjoy your work.
- **Try not to burden your employer or co-workers with personal or family problems.** This may make them feel uncomfortable and want to avoid your company. Besides, talking takes up too much of your work time.
- **Learn to keep emotions and feelings under control.** No matter how rude someone is to you, stay calm and don't lose your temper. Tell them that you did not know how they felt about the matter, and now you do. It is helpful to explain how you feel about what they said or did. Keep your voice calm and speak clearly. Don't curse or start to cry. If they continue to harass you after you have spoken to them, then talk to the supervisor in **private** about the problem. Let the supervisor handle it from there. It is better to try to solve problems yourself, if possible.
- **If there is a person you dislike or cannot seem to get along with at work, don't tell the whole world.** Talk to the person involved and be civil when working together. Keep your distance from this person in social situations. Keep conflicts with co-workers at a minimum or transfer to another job.
- **Avoid gossiping about co-workers.** For example, running to the boss all of the time to tell him/her that a co-worker was on the phone or a co-worker was reading a newspaper at his desk is not professional or ethical. Workers who

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do this are rarely trusted because they are so busy with other people's business that they can't tend to their own.

Check your skill at solving work problems to build good working relationships.

1. Billie is a bus driver. At work one day her supervisor called out, "You are much too slow in driving your route." Billie calmly tells him she's driving the speed limit and that she doesn't appreciate his tone of voice. Did Billie handle the situation well? If so, why?

2. Shawn works at Motor World. He is responsible for parts inventory and repairs. John, a co-worker, is constantly on his case. He makes fun of the way Shawn looks, and he even makes jokes about Shawn's family. Shawn has asked John several times to stop teasing him, but John continues. If you were Shawn, what would be the right thing to do? **Circle** the correct response.

- A. Beat him up.
- B. Curse him.
- C. Go to the supervisor and ask him to make John stop.
- D. Ask the supervisor to meet with you and John to talk about the problem.

How can "D" help solve the problem? What do you think will happen in the end?

3. Cynthia is constantly running to her supervisor to tell her who was on the phone or who went to the vending machine to visit with a friend.

- A. How do you think Cynthia's co-workers feel about her?

B. Do you think Cynthia's supervisor will trust her with more responsibility? Why?

C. Why does Cynthia have time to tend to everybody else's business?

D. Does Cynthia overstep the authority of her supervisor? How?

E. What will probably happen to Cynthia?

4. Jean has been asked out several times by her supervisor. List three reasons why she should/should not go.

- (1) _____
- (2) _____
- (3) _____

5. Bobby's pregnant girl friend just broke up with him and is threatening to have an abortion. Bobby has been finding it hard to concentrate on his work. He is called into the supervisor's office. What do you think Bobby should tell his supervisor?

Another important way to build good relationships at work is to learn how to handle criticism. The natural reaction to criticism is to become angry, deny the problem and put the blame on someone else. This is expected because feelings have been hurt and the ego

wounded. Self-protection will automatically come into play. Learning how to override the natural reaction takes time and practice and will help improve relationships at work.

Here are some ways to overcome criticism.

- When you first enter your work place, take a deep breath, smile and try to relax.
- Keep good eye contact with others at work, especially the boss.
- Put negative thoughts and feelings about yourself out of your mind. Shift your thoughts to what you do well or like most about yourself.
- Don't take the criticism personally. It is your work you are being asked to change and not you as a person.

When the supervisor or boss criticizes, listen carefully without interrupting. Taking notes may be helpful, but be sure to keep good eye contact so that you appear to be paying attention. You can look back to your notes whenever you need to do so. This helps avoid making similar

mistakes in the future. At the same time, you will be viewed as an individual who is concerned about getting the job done the right way. The relationships shared with co-workers and supervisors will improve if you handle criticism well. You will also gain additional respect from co-workers. Tension in the work place will lessen, and you will feel better about the job and about yourself.

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- Robinson, Catherine, and Jenise Rowekamp, *Speaking Up at Work*, Oxford University Press, 1985.
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Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 10: Human Relations in Leadership & Management

Unit Objectives:

1. Discuss the meaning of self-concept
2. Compare the four models depicting human behavior
3. Discuss Maslow's Hierarchy of Needs
4. List the different types of leaders
5. Compare the characteristics of the different types of leaders
6. Define management
7. List the five resources to be used by a manager
8. Describe the five functions of management:
 - a. planning
 - b. organizing
 - c. coordinating
 - d. divesting
 - e. controlling

Communication/Speech Standard(s) Met:

- Standard 6.1.1
- Standard 6.1.2
- Standard 6.1.3
- Standard 6.1.5

Power Points

- Maslow's Hierarchy of Needs
- Leadership

Student Handout

Evaluation

- Leadership Styles Quiz
- Have students share their plan to improve their leadership skills with 2 other people.

Interest Approach

- Have students brainstorm a list of innovational and influential leaders. Then discuss what these people have done to be leaders in their minds.

Teaching Content

- Follow the Improving Self Concept LP
- Walk students through the Leadership PPT
- Follow the Principles of Management LP

Student Activities

- Have students complete a step by step plan to improve their leadership skills.

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Unit Ten - Human Relations in Leadership and Management

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- 10.01 Improving Self-Concept
- 10.03 Maslow's Hierarchy of Needs (PowerPoint)
- 10.04 Leadership Styles Quiz
- 10.04 Leadership Lesson (PowerPoint)
- 10.05 Leadership Lesson 2 (PowerPoint)
- 10.06 Principles of Management
- 10.07 Principles of Management 2
- 10.08 Principles of Management 3

Course: 01.012 Ag Leadership and Personal Development
Unit 11: Self-Concept

Lesson 1: Improving Self-Concept

QCC:68, 84, 109, 133, 151, 178,193, 210, 230, 246, 265, 281, 304,
316, 346, 368, 383, 415, 433, 453, 471, 489

Objectives:

1. Evaluate the importance of self-concept.
2. Analyze the ingredients of self-concept.
3. List the factors that affect the development of self-concept.
4. List the five steps to develop a positive self-concept.
5. Explain how leaders can raise the self-concept of others.
6. List steps to improve personal self-concept.

Teaching Time:

2 - 3 hours

References:

Ricketts, Cliff. *Leadership Personal Development & Career Success*. Delmar Publishers, Inc. Albany, NY.

Materials and Equipment:

Markers
Flip Charts
Leadership Guides and Texts
Computer with Projector
Power Point with audio
Worksheet

TEACHING PROCEDURE

Introduction and Mental Set

Ask the class if Michael Jordan perceived himself as clumsy and slow do you believe he would be a great basketball player today. Most students should answer no. Explain the part of Michael Jordan ' s success is built around his self-concept just as the success of each student is in some part determined by their self-concept.

Discussion

1. What is self-concept?

The sum total of a person's knowledge and understanding of his or her self.

2. What are the ingredients to a healthy self-concept?

- A. Self-esteem - an internal feeling of how you feel about yourself, which forms the core of a good self-concept.
- B. Self-image - your mental picture of yourself.
- C. Self-confidence - being secure in your ability to accept and accomplish new tasks and develop new skills.
- D. Self-determination - your internal drive and motivation that allows you to accomplish your life ' s goals.
- E. Self-responsibility - the ability to accept the consequences of your actions whether they are good or bad.

3. What are the factors that affect the development of self-concept?

- A. External factors - people and situations you encounter (family, relationships, peers, school, work, and society). These can either have a positive or negative effect on you. Learning more about these external factors will give you the ability to face them better.
- B. Internal factors - how you react to the world around you (doubt, fear, anxiety). The way you think and feel can affect your self-confidence as much as your surroundings can.

4. Developing a positive self-concept.

- A. Step one:
 - Identify and accept your limitations
 - Learn to accept others
 - Make a list of your greatest achievements
 - Make decisions
 - Stop procrastinating

- Develop expertise in some area
 - Find a mentor
 - Avoid surface analysis of yourself and of others
 - Dress successfully
 - Tackle the things you fear
 - Choose your friends and associates carefully
 - Use positive self talk
 - Continue to learn and be observant
 - Learn from successful failures
 - Maintain or alter your physical appearance or condition
 - Do quality work
 - Smile and compliment others
 - Speak up and share your views
 - Forge yourself as you would others
 - Seize the day
 - Stand up for others
 - Believe in yourself
 - Do good for others
 - Finish every job you start
 - Change enemies into friends
 - Learn etiquette and manners
 - Learn to love to read
- B. Step two:
- Desire to Change - to develop a healthy self-concept you must have the want and desire to change.
- C. Step three:
- Have a Good Attitude - you determine your attitude and your attitude will determine whether or not you accomplish what you set out to.
- D. Step four:
- Set Goals - you already know from previous lessons that goals are important in every aspect of life.
- E. Step five:
- Develop a Plan of Action - take action to accomplish the goals you have set so that you can be on your way to a healthy lifestyle.
5. **How can you as a leader improve the concept of others?** You, as a leader can have a major impact on the lives of others. By always putting others first you can play a major part in developing someone else's self-concept.

6. **Student Learning Activity**

Have each student complete worksheet.

SUMMARY

Self concept is an important part of any individuals life. Success and happiness are the ultimate goals of all people, but these goals are only attained through effort. A positive self-concept will provide you with the ability to overcome the negative aspects of life.

Evaluation

Have students fill share plan for improving self concept with two other peers.

Personal Skills Leadership Styles Quiz

Name _____

Date _____

Identify which leadership style best fits the description below. Place the letters of the leadership style next to the statement it fits.

A= Authoritarian/Autocratic

D= Democratic

L= Laissez Faire

S= Situational

1. _____ This leader makes the decisions and closely supervises and instructs people.
2. _____ This type of leader believes the group can make its own decisions.
3. _____ This leadership style is preferred by most Americans.
4. _____ This style of leader looks at the situation and then decides how they will lead.
5. _____ This type of leader tries to hear every person's opinion and tries to get everyone to participate.
6. _____ An elementary teacher usually has to use this style of leadership because small children can't make a lot of their own decisions.
7. _____ A high school teacher tends to use this type of leadership.
8. _____ If the members of a group are willing to work towards a goal and are very capable and able to accomplish the goal a leader can use this leadership style.
9. _____ Military leaders have to be this type of a leader.
10. _____ This leader makes sure proper procedures are followed while protecting the rights of group members and recognizing each person as important.

Personalities

1. Red personalities are motivated by _____.
2. Blue personalities are motivated by _____.

3. Yellow personalities are motivated by _____.
4. White personalities are motivated by _____.
5. Having an understanding of the four personalities is important because it will help you to
 - a. Avoid people you don't get along with
 - b. Tell people how to change
 - c. Become more accepting of others
 - d. Fix others' problems
6. If you come across a person who is very competitive, a hard worker, and productive they are most likely a
 - a. Yellow personality
 - b. Red personality
 - c. White personality
 - d. Blue personality
7. Because White personality types are kind, patient, and accepting of others they tend to make good counselors, health care providers, and teachers. These careers are examples of which occupational group?
 - a. Persuaders
 - b. Body workers
 - c. Instructors
 - d. Service Workers
8. You have a friend who is very compassionate towards everyone, who is very cautious, and always strives for the best. They are most likely a
 - a. Blue personality
 - b. Red personality
 - c. White personality
 - d. Yellow personality
9. When dealing with a blue personality, you need to be:
 - a. Factual and direct
 - b. Understanding and show appreciation
 - c. Enthusiastic and praise them
 - d. Kind and calm
10. Because Yellow personalities love to have fun and are very active people they are great in body worker occupations. Examples of this occupational group would be
 - a. Doctors and nurses
 - b. Actors and musicians
 - c. Scientists and engineers
 - d. Athletes and mechanics

11. Yellows tend to need approval from others and they move, act, and speak quickly. They tend to talk a lot and to many people and like to be entertaining. This communication style is known as
 - a. relator
 - b. socializer
 - c. partier
 - d. chit chat

12. Red personalities are very strait forward when they speak. They can make quick decisions and tend to tell people what they think instead of listening. This communication style is known as
 - a. Bossy
 - b. Orienter
 - c. Dominator
 - d. Director

13. Blue personalities enjoy teamwork and like to communicate their feelings and take everything you say in response to them very personally. This communication style is known as
 - a. Sensitive
 - b. Socializer
 - c. Relater
 - d. Personalizer

14. White personalities are great listeners. When they communicate they take in what they hear and contemplate it before they respond. This type of communication is known as
 - a. Processor
 - b. Thinker
 - c. Contemplater
 - d. Relater

15. If you must deal with a red personality type, you can adapt to their style by being
 - a. Warm and sincere
 - b. Talkative and enthusiastic
 - c. Precise, factual, and recognize their ideas
 - d. Interesting, funny, and complimenting their appearance

Management Principles

CORPORATE LEARNING COURSE

“TEAM BUILDING” BLOCK

SEMINAR 3.4

SCOPE

This seminar discusses the basic principles of management. This lesson will help you comprehend how to use these principles in a team environment. This lesson also covers some of the leading theories and approaches to management that has been widely accepted over the years. Finally, there is a brief discussion about leadership versus management followed by an exercise. Hopefully, the exercise will help you apply some of the information you learned from this lesson.

OBJECTIVES

- 1. Describe basic management principles*
- 2. Describe the concepts of span of control and unity of command*
- 3. Describe characteristics of some of the leading management theories*
- 4. Compare and contrast leadership and management*

DURATION

50 minutes

SPECIAL NOTES

Some of the information pertaining to the principles of management was taken from Principles of Modern Management by Samuel Certo.

INTRODUCTION

State your topic and introduce yourself.

ATTENTION

What does it mean to be a good manager? What is involved? Are there certain principles that managers should follow to be successful? These are the kind of questions we will answer during this lesson. Are managers and leaders the same? We'll discuss that too. We probably all have an idea of what it takes to be a good manager, and everyone will get a chance to discuss their ideas.

MOTIVATION

Why do we care about being a good manager? We are all managers of something. Whether it is managing our individual budget or managing a large corporation, we all manage. Being a good manager can save you lots of time, energy and money, as well as bring you the satisfaction of handling situations effectively. Good managers impact others in positive ways. Good managers are a valuable resource in our personal and professional lives.

OVERVIEW

Let's begin our discussion by listing some of the main principles of management, principles that are accepted by the majority of people in the field as being necessary and helpful to being a successful manager. We'll discuss those for a few minutes and then move on to a couple of concepts that will be particularly applicable to you as a CAP member; span of control and unity of command. Then, let's talk about some of the latest management theories that are popular today. Finally, let's spend a few minutes comparing and contrasting leadership and management. At the end of the lesson, we will participate in a group exercise that will reinforce some of the principles we discussed today.

MANAGEMENT DEFINED

Define management – (ask students for a definition) Lots of answers will work, but a good one is the process of reaching organizational goals by working with people and other resources. Another definition could be – knowing what you want people to do, and then getting them to do it the best way. Managers must concentrate on reaching organizational goals, and they should use their resources to accomplish those goals.

For many years the management process has been divided into principles, sometimes called functions. Some sources will state that there are five principles and others will say there are four. For this lesson, we will use four: planning, organizing, influencing, and controlling. Some people use decision making as a fifth principle, but we will use decision making as part of the planning process. Also, some use leading instead of influencing, but we like the term influencing better. Certainly, leading is a part of influencing, but we will discuss the differences between leadership and management later in this lesson.

Management is a continuing process, and managers are always involved in some way with these principles. These principles are designed to help managers accomplish organizational objectives, and good managers will use them. These principles are not isolated but are interwoven throughout the manager's thoughts and actions. Managers must combine and coordinate these principles and must maximize their value to achieve their goals. Managers strive to be effective and efficient and these principles help them. These management principles are universal and applicable to all types of businesses and organizations.

FOUR PRINCIPLES (OR FUNCTIONS)

Each of these principles could be studied in depth for hours; however, for our purposes we will take a look at some of the basic ideas behind each of them.

Planning – determining the organization's goals and deciding how best to achieve them. Planning involves choosing tasks that must be performed and how and when they will be performed. Planning outlines how to be successful. It takes time, coordination, expertise, and objectivity. Effective planning takes much effort and the ability to take a broad objective view. Decision making is also included with planning because it involves selecting the best course of action to achieve success.

DISCUSSION QUESTION

What are some examples of planning in your CAP squadron? (Anticipated response: a Cadet Programs Officer deciding how to spend the two hours allotted for that evening; or, an Aerospace Education Officer deciding when to take the cadets on a field trip and how to make it work.) It should be fairly obvious that success can not be achieved without careful planning.

Successful planning is a process. It is the first management principle that must be developed and all the others are interrelated to it. It is the foundation for success. Samuel Certo, in the *Principles of Modern Management*, suggests there are six steps in the planning process: 1) Stating organizational objectives – the objectives must be clear for proper planning; 2) Listing alternative ways of reaching objectives – a manager should list several available alternatives; 3) Develop premises upon which each alternative is based – these premises are assumptions and these assumptions will help you work through the alternatives; 4) Choosing the best alternative for reaching objectives – evaluate the alternatives based on your assumptions and choose; 5) Develop plans to pursue the chosen alternative – a manager should develop strategic and tactical plans; and 6) Putting the plans into action – organization can not benefit until the plans are put into action; both short plans and long range plans.

DISCUSSION QUESTION

What are some examples from your personal experience of good, successful planning? They can come from CAP or from your professional lives. Ask your students if they went through any of the above steps in finalizing their plans?

When you are putting these six steps above into action you are making many decisions. A decision is basically making a choice between many variables. After careful thought decisions must be made. A manager can't get away from making decisions and in fact makes many every day. Using a process like the above steps will help a manager make good decisions and good decisions are very important for the organization.

Organizing - assigning tasks to various individuals or groups; puts plan into action. People are given work assignments that contribute to achieving the goals. Organizing involves using your resources appropriately to reach the organization's goals. Organizing is the primary way managers activate their plans. Organizing involves knowing your organization and your people. According to Certo, there should be five steps in the organizing process: 1) reflect on plans and objectives; you must keep these plans and objectives in mind at all times. They guide you through the entire management process; 2) establish major tasks; determine what are the major responsibilities or tasks; 3) divide major tasks into subtasks; this is a critical step to help you get to the details; 4) allocate resources; determine how many people and other resources must be devoted to each area; you may have to form work groups, committees, or teams to accomplish the tasks; make sure they have the proper resources to be successful; and 5) evaluate the results of your strategy; take a critical and objective look at the results.

Organizing involves coordination. Coordinating activities and efforts is crucial to your efficiency and effectiveness as a manager. This helps you organize and manage your resources better. Encourage initiative and responsibility, while maintaining discipline and defining duties are important aspects of organizing.

DISCUSSION QUESTION

Again, look for feedback from your students. Ask how they have approached accomplishing tasks before. Tie that into the above mentioned steps.

Influencing – guiding the activities of the organization’s members. Over the years, influencing has been referred to as motivating, directing, or leading. Leading seems to be the term used most frequently these days, but we don’t want to confuse that with the concept of leadership; so, we’ll stay with influencing. Regardless of the term you use, they all mean the same as applied to the management process. The ultimate goal for influencing people is to achieve the organization’s goals. Whether those goals are to increase productivity, or to make more money, or to save lives, a manager must influence employees to accomplish the goals and missions of the organization.

One way to influence people is through effective communication. Your skill as an effective communicator is a great tool for accomplishing your organization’s goals. If you agree that communicating is the sharing of information then you realize that both verbal and written communications are vital to influencing your employees. Good managers realize that employees need information to do their jobs and good managers aren’t afraid to share that information. Good managers also realize that everything they do communicates, whether it is verbal or non-verbal. Communication can be a lesson all on its own, but that is not our intent here. So, just one other comment needs to be made and that is that good managers know the value of feedback. Be sure to keep your door open and allow for feedback from your employees.

DISCUSSION QUESTION

Motivating your employees is vital to the achievement of the organization’s goals. (What are some ways to motivate CAP members?) In CAP, we have promotions, awards, and recognition to motivate members. We also have more altruistic ways, such as, serving others and helping others. Motivation is another topic that could be a lesson by itself, but for our purposes motivation is what urges our members to become and stay involved with our organization. Organizational members must want to do something, must be motivated, in order for success to be achieved.

Controlling – in the context of management, controlling is making things happen as planned. Controlling is the continuing process of monitoring the progress being made by your workers. Managers must make sure that the organization is performing as planned and will accomplish its goals. Controlling involves gathering information and measuring performance. The performance must be measured against some standard and then managers must be willing and ready to take corrective action as necessary to get back on track. When thinking about controlling managers must realize that there are many, many different activities within their responsibility. A manager not only has employees, but also a physical plant or building, inventory, and finances to consider. There are many variables involved with controlling. And, of course controlling is certainly a continuing process.

In today’s world, controlling is a vital part of being an effective manager. Circumstances seem to change more frequently than ever before. Today’s world is more complex and turbulent and that impacts on organizations. Good managers will have planned and be ready when changes occur. However, sometimes circumstances are beyond a manager’s control and the manager must still be ready to make quick, good decisions.

If a manager has established standards and has measured performance then that manager is ready to evaluate and act. One area where managers must have strength of conviction is in the area of taking corrective action. These changing circumstances are going to happen and a manager must control what must be done. Indecision can ruin an organization. Flexibility and objectivity are important here. A manager must look at his or her resources objectively and then realize that the control system must be flexible enough to handle the changes.

DISCUSSION QUESTION

How have you controlled things in your lives before? You can use CAP examples or any others that come to mind?

SPAN OF CONTROL AND UNITY OF COMMAND

These two principles are singled out because of their relevance to Civil Air Patrol. These are important concepts in any organization, but especially in an organization like ours. **Span of Control** has been a concern of organizations for many years. It refers to the number of individuals a manager supervises. It also implies how many a manager can supervise effectively. If manager have too many people working for them they can lose their effectiveness and this definitely hurts the organization. Productivity would be decreased as well as interpersonal relationships. There is no magic number for the exact amount of people one manager can supervise, but years ago six was a number mentioned by many textbooks. Now, I've seen 3-9 used, but again that depends on both the workers and the manager. The importance of this concept is that it is a crucial factor in structuring an organization and has hug impact on the organization. By the way, span of control is the term used in military texts, but span of management is more often used in industry texts. They both mean the same.

DISCUSSION QUESTION

How many people do you think a manager can effectively manage? Why?

Unity of Command means that an individual should only have one boss. Unity of Command can keep responsibilities from overlapping and thus hold down confusion. Additionally, too many bosses giving orders can be very frustrating and confusing for a worker. This would certainly cause inefficiencies and ineffectiveness.

DISCUSSION QUESTION

Why is unity of command important? What can happen if it is not followed? Can you give examples from your personal experiences?

MANAGEMENT THEORIES

We are referring to this section as *Management Theories*, but many texts and other sources refer to these theories as *management approaches* or *management concepts*. Regardless of what you call them, we are talking about some of the historical and leading concepts in the field of management. For many of us, it would certainly be worth our time to read over many of these ideas in more detail. Here are just a few general ideas about some of these theories.

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DISCUSSION QUESTION

Which of these theories has the most merit for you? Have you used any of these before?

LEADERSHIP VS. MANAGEMENT

Many people like to debate the differences between leadership and management, and which they think is most important. Both are very important concepts when dealing with organizations and people. Leadership is guiding the behavior of others. A leader is trying to get people to do what he or she wants them to do. Leadership directs people to accomplish objectives. Leadership involves the leader and who is being lead, so, leadership is about people. The central theme about leadership is accomplishing something through people. The common thread is people.

Management is concerned with more than just people. Managers are concerned with all the other resources available to them, as well as people. Managers must bring all of their resources together to accomplish their goals. Managing is a broader scope than leading. In fact, leading is usually thought of as one of the four or five functions of management. Not all leaders are managers, and not all managers are leaders; although most effective managers are probably good leaders too.

SUMMARY

Review the main points of the lesson by naming the four principles of management and defining them, as well as defining span of control and unity of command, and naming some of the important management theories. Give a distinction between leadership and management.

Exercise: Baseball Team Exercise

Time: 20 minutes

Divide your group into 2 to 4 teams so that each team will have somewhere between 3-6 members. You can use any number that works for you, but you don't want too many on the same team because the interaction between the members will cause the exercise to be very long. The exercise is designed to use some of the principles of management that we discussed in this lesson.

Select a group leader for each group. The problem is called the Baseball Team Exercise and involves each group trying to determine who plays each position on a baseball team based on the clues below. Solving the problem is part of the exercise and analyzing the group leader and the interaction between the team members are the other important considerations. When time expires go over the correct answers and discuss each group's answers and processes. Here is the information:

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Here is the solution:

Catcher: Allen

Pitcher: Harry

First baseman: Paul

Second baseman: Jerry

Third baseman: Andy

Shortstop: Ed

Left field: Sam

Center field: Bill

Right field: Mike

CONCLUSION

Thank your group for their participation and take a break.

Management Principles

CORPORATE LEARNING COURSE

“TEAM BUILDING” BLOCK

SEMINAR 3.4

SCOPE

This seminar discusses the basic principles of management. This lesson will help you comprehend how to use these principles in a team environment. This lesson also covers some of the leading theories and approaches to management that has been widely accepted over the years. Finally, there is a brief discussion about leadership versus management followed by an exercise. Hopefully, the exercise will help you apply some of the information you learned from this lesson.

OBJECTIVES

- 1. Describe basic management principles*
- 2. Describe the concepts of span of control and unity of command*
- 3. Describe characteristics of some of the leading management theories*
- 4. Compare and contrast leadership and management*

DURATION

50 minutes

SPECIAL NOTES

Some of the information pertaining to the principles of management was taken from Principles of Modern Management by Samuel Certo.

INTRODUCTION

State your topic and introduce yourself.

ATTENTION

What does it mean to be a good manager? What is involved? Are there certain principles that managers should follow to be successful? These are the kind of questions we will answer during this lesson. Are managers and leaders the same? We'll discuss that too. We probably all have an idea of what it takes to be a good manager, and everyone will get a chance to discuss their ideas.

MOTIVATION

Why do we care about being a good manager? We are all managers of something. Whether it is managing our individual budget or managing a large corporation, we all manage. Being a good manager can save you lots of time, energy and money, as well as bring you the satisfaction of handling situations effectively. Good managers impact others in positive ways. Good managers are a valuable resource in our personal and professional lives.

OVERVIEW

Let's begin our discussion by listing some of the main principles of management, principles that are accepted by the majority of people in the field as being necessary and helpful to being a successful manager. We'll discuss those for a few minutes and then move on to a couple of concepts that will be particularly applicable to you as a CAP member; span of control and unity of command. Then, let's talk about some of the latest management theories that are popular today. Finally, let's spend a few minutes comparing and contrasting leadership and management. At the end of the lesson, we will participate in a group exercise that will reinforce some of the principles we discussed today.

MANAGEMENT DEFINED

Define management – (ask students for a definition) Lots of answers will work, but a good one is the process of reaching organizational goals by working with people and other resources. Another definition could be – knowing what you want people to do, and then getting them to do it the best way. Managers must concentrate on reaching organizational goals, and they should use their resources to accomplish those goals.

For many years the management process has been divided into principles, sometimes called functions. Some sources will state that there are five principles and others will say there are four. For this lesson, we will use four: planning, organizing, influencing, and controlling. Some people use decision making as a fifth principle, but we will use decision making as part of the planning process. Also, some use leading instead of influencing, but we like the term influencing better. Certainly, leading is a part of influencing, but we will discuss the differences between leadership and management later in this lesson.

Management is a continuing process, and managers are always involved in some way with these principles. These principles are designed to help managers accomplish organizational objectives, and good managers will use them. These principles are not isolated but are interwoven throughout the manager's thoughts and actions. Managers must combine and coordinate these principles and must maximize their value to achieve their goals. Managers strive to be effective and efficient and these principles help them. These management principles are universal and applicable to all types of businesses and organizations.

FOUR PRINCIPLES (OR FUNCTIONS)

Each of these principles could be studied in depth for hours; however, for our purposes we will take a look at some of the basic ideas behind each of them.

Planning – *determining the organization's goals and deciding how best to achieve them. Planning involves choosing tasks that must be performed and how and when they will be performed. Planning outlines how to be successful. It takes time, coordination, expertise, and objectivity. Effective planning takes much effort and the ability to take a broad objective view. Decision making is also included with planning because it involves selecting the best course of action to achieve success.*

DISCUSSION QUESTION

What are some examples of planning in your CAP squadron? (Anticipated response: a Cadet Programs Officer deciding how to spend the two hours allotted for that evening; or, an Aerospace Education Officer deciding when to take the cadets on a field trip and how to make it work.) It should be fairly obvious that success can not be achieved without careful planning.

Successful planning is a process. It is the first management principle that must be developed and all the others are interrelated to it. It is the foundation for success. Samuel Certo, in the *Principles of Modern Management*, suggests there are six steps in the planning process: 1) Stating organizational objectives – the objectives must be clear for proper planning; 2) Listing alternative ways of reaching objectives – a manager should list several available alternatives; 3) Develop premises upon which each alternative is based – these premises are assumptions and these assumptions will help you work through the alternatives; 4) Choosing the best alternative for reaching objectives – evaluate the alternatives based on your assumptions and choose; 5) Develop plans to pursue the chosen alternative – a manager should develop strategic and tactical plans; and 6) Putting the plans into action – organization can not benefit until the plans are put into action; both short plans and long range plans.

DISCUSSION QUESTION

What are some examples from your personal experience of good, successful planning? They can come from CAP or from your professional lives. Ask your students if they went through any of the above steps in finalizing their plans?

When you are putting these six steps above into action you are making many decisions. A decision is basically making a choice between many variables. After careful thought decisions must be made. A manager can't get away from making decisions and in fact makes many every day. Using a process like the above steps will help a manager make good decisions and good decisions are very important for the organization.

Organizing - assigning tasks to various individuals or groups; puts plan into action. People are given work assignments that contribute to achieving the goals. Organizing involves using your resources appropriately to reach the organization's goals. Organizing is the primary way managers activate their plans. Organizing involves knowing your organization and your people. According to Certo, there should be five steps in the organizing process: 1) reflect on plans and objectives; you must keep these plans and objectives in mind at all times. They guide you through the entire management process; 2) establish major tasks; determine what are the major responsibilities or tasks; 3) divide major tasks into subtasks; this is a critical step to help you get to the details; 4) allocate resources; determine how many people and other resources must be devoted to each area; you may have to form work groups, committees, or teams to accomplish the tasks; make sure they have the proper resources to be successful; and 5) evaluate the results of your strategy; take a critical and objective look at the results.

Organizing involves coordination. Coordinating activities and efforts is crucial to your efficiency and effectiveness as a manager. This helps you organize and manage your resources better. Encourage initiative and responsibility, while maintaining discipline and defining duties are important aspects of organizing.

DISCUSSION QUESTION

Again, look for feedback from your students. Ask how they have approached accomplishing tasks before. Tie that into the above mentioned steps.

Influencing – guiding the activities of the organization’s members. Over the years, influencing has been referred to as motivating, directing, or leading. Leading seems to be the term used most frequently these days, but we don’t want to confuse that with the concept of leadership; so, we’ll stay with influencing. Regardless of the term you use, they all mean the same as applied to the management process. The ultimate goal for influencing people is to achieve the organization’s goals. Whether those goals are to increase productivity, or to make more money, or to save lives, a manager must influence employees to accomplish the goals and missions of the organization.

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SPAN OF CONTROL AND UNITY OF COMMAND

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MANAGEMENT THEORIES

We are referring to this section as *Management Theories*, but many texts and other sources refer to these theories as *management approaches* or *management concepts*. Regardless of what you call them, we are talking about some of the historical and leading concepts in the field of management. For many of us, it would certainly be worth our time to read over many of these ideas in more detail. Here are just a few general ideas about some of these theories.

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SUMMARY

Review the main points of the lesson by naming the four principles of management and defining them, as well as defining span of control and unity of command, and naming some of the important management theories. Give a distinction between leadership and management.

Exercise: Baseball Team Exercise

Time: 20 minutes

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CONCLUSION

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Management Principles

CORPORATE LEARNING COURSE

“TEAM BUILDING” BLOCK

SEMINAR 3.4

SCOPE

This seminar discusses the basic principles of management. This lesson will help you comprehend how to use these principles in a team environment. This lesson also covers some of the leading theories and approaches to management that has been widely accepted over the years. Finally, there is a brief discussion about leadership versus management followed by an exercise. Hopefully, the exercise will help you apply some of the information you learned from this lesson.

OBJECTIVES

- 1. Describe basic management principles*
- 2. Describe the concepts of span of control and unity of command*
- 3. Describe characteristics of some of the leading management theories*
- 4. Compare and contrast leadership and management*

DURATION

50 minutes

SPECIAL NOTES

Some of the information pertaining to the principles of management was taken from Principles of Modern Management by Samuel Certo.

INTRODUCTION

State your topic and introduce yourself.

ATTENTION

What does it mean to be a good manager? What is involved? Are there certain principles that managers should follow to be successful? These are the kind of questions we will answer during this lesson. Are managers and leaders the same? We'll discuss that too. We probably all have an idea of what it takes to be a good manager, and everyone will get a chance to discuss their ideas.

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OVERVIEW

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DISCUSSION QUESTION

What are some examples of planning in your CAP squadron? (Anticipated response: a Cadet Programs Officer deciding how to spend the two hours allotted for that evening; or, an Aerospace Education Officer deciding when to take the cadets on a field trip and how to make it work.) It should be fairly obvious that success can not be achieved without careful planning.

Successful planning is a process. It is the first management principle that must be developed and all the others are interrelated to it. It is the foundation for success. Samuel Certo, in the *Principles of Modern Management*, suggests there are six steps in the planning process: 1) Stating organizational objectives – the objectives must be clear for proper planning; 2) Listing alternative ways of reaching objectives – a manager should list several available alternatives; 3) Develop premises upon which each alternative is based – these premises are assumptions and these assumptions will help you work through the alternatives; 4) Choosing the best alternative for reaching objectives – evaluate the alternatives based on your assumptions and choose; 5) Develop plans to pursue the chosen alternative – a manager should develop strategic and tactical plans; and 6) Putting the plans into action – organization can not benefit until the plans are put into action; both short plans and long range plans.

DISCUSSION QUESTION

What are some examples from your personal experience of good, successful planning? They can come from CAP or from your professional lives. Ask your students if they went through any of the above steps in finalizing their plans?

When you are putting these six steps above into action you are making many decisions. A decision is basically making a choice between many variables. After careful thought decisions must be made. A manager can't get away from making decisions and in fact makes many every day. Using a process like the above steps will help a manager make good decisions and good decisions are very important for the organization.

Organizing - assigning tasks to various individuals or groups; puts plan into action. People are given work assignments that contribute to achieving the goals. Organizing involves using your resources appropriately to reach the organization's goals. Organizing is the primary way managers activate their plans. Organizing involves knowing your organization and your people. According to Certo, there should be five steps in the organizing process: 1) reflect on plans and objectives; you must keep these plans and objectives in mind at all times. They guide you through the entire management process; 2) establish major tasks; determine what are the major responsibilities or tasks; 3) divide major tasks into subtasks; this is a critical step to help you get to the details; 4) allocate resources; determine how many people and other resources must be devoted to each area; you may have to form work groups, committees, or teams to accomplish the tasks; make sure they have the proper resources to be successful; and 5) evaluate the results of your strategy; take a critical and objective look at the results.

Organizing involves coordination. Coordinating activities and efforts is crucial to your efficiency and effectiveness as a manager. This helps you organize and manage your resources better. Encourage initiative and responsibility, while maintaining discipline and defining duties are important aspects of organizing.

DISCUSSION QUESTION

Again, look for feedback from your students. Ask how they have approached accomplishing tasks before. Tie that into the above mentioned steps.

Influencing – guiding the activities of the organization’s members. Over the years, influencing has been referred to as motivating, directing, or leading. Leading seems to be the term used most frequently these days, but we don’t want to confuse that with the concept of leadership; so, we’ll stay with influencing. Regardless of the term you use, they all mean the same as applied to the management process. The ultimate goal for influencing people is to achieve the organization’s goals. Whether those goals are to increase productivity, or to make more money, or to save lives, a manager must influence employees to accomplish the goals and missions of the organization.

One way to influence people is through effective communication. Your skill as an effective communicator is a great tool for accomplishing your organization’s goals. If you agree that communicating is the sharing of information then you realize that both verbal and written communications are vital to influencing your employees. Good managers realize that employees need information to do their jobs and good managers aren’t afraid to share that information. Good managers also realize that everything they do communicates, whether it is verbal or non-verbal. Communication can be a lesson all on its own, but that is not our intent here. So, just one other comment needs to be made and that is that good managers know the value of feedback. Be sure to keep your door open and allow for feedback from your employees.

DISCUSSION QUESTION

Motivating your employees is vital to the achievement of the organization’s goals. (What are some ways to motivate CAP members?) In CAP, we have promotions, awards, and recognition to motivate members. We also have more altruistic ways, such as, serving others and helping others. Motivation is another topic that could be a lesson by itself, but for our purposes motivation is what urges our members to become and stay involved with our organization. Organizational members must want to do something, must be motivated, in order for success to be achieved.

Controlling – in the context of management, controlling is making things happen as planned. Controlling is the continuing process of monitoring the progress being made by your workers. Managers must make sure that the organization is performing as planned and will accomplish its goals. Controlling involves gathering information and measuring performance. The performance must be measured against some standard and then managers must be willing and ready to take corrective action as necessary to get back on track. When thinking about controlling managers must realize that there are many, many different activities within their responsibility. A manager not only has employees, but also a physical plant or building, inventory, and finances to consider. There are many variables involved with controlling. And, of course controlling is certainly a continuing process.

In today’s world, controlling is a vital part of being an effective manager. Circumstances seem to change more frequently than ever before. Today’s world is more complex and turbulent and that impacts on organizations. Good managers will have planned and be ready when changes occur. However, sometimes circumstances are beyond a manager’s control and the manager must still be ready to make quick, good decisions.

If a manager has established standards and has measured performance then that manager is ready to evaluate and act. One area where managers must have strength of conviction is in the area of taking corrective action. These changing circumstances are going to happen and a manager must control what must be done. Indecision can ruin an organization. Flexibility and objectivity are important here. A manager must look at his or her resources objectively and then realize that the control system must be flexible enough to handle the changes.

DISCUSSION QUESTION

How have you controlled things in your lives before? You can use CAP examples or any others that come to mind?

SPAN OF CONTROL AND UNITY OF COMMAND

These two principles are singled out because of their relevance to Civil Air Patrol. These are important concepts in any organization, but especially in an organization like ours. **Span of Control** has been a concern of organizations for many years. It refers to the number of individuals a manager supervises. It also implies how many a manager can supervise effectively. If manager have too many people working for them they can lose their effectiveness and this definitely hurts the organization. Productivity would be decreased as well as interpersonal relationships. There is no magic number for the exact amount of people one manager can supervise, but years ago six was a number mentioned by many textbooks. Now, I've seen 3-9 used, but again that depends on both the workers and the manager. The importance of this concept is that it is a crucial factor in structuring an organization and has hug impact on the organization. By the way, span of control is the term used in military texts, but span of management is more often used in industry texts. They both mean the same.

DISCUSSION QUESTION

How many people do you think a manager can effectively manage? Why?

Unity of Command means that an individual should only have one boss. Unity of Command can keep responsibilities from overlapping and thus hold down confusion. Additionally, too many bosses giving orders can be very frustrating and confusing for a worker. This would certainly cause inefficiencies and ineffectiveness.

DISCUSSION QUESTION

Why is unity of command important? What can happen if it is not followed? Can you give examples from your personal experiences?

MANAGEMENT THEORIES

We are referring to this section as *Management Theories*, but many texts and other sources refer to these theories as *management approaches* or *management concepts*. Regardless of what you call them, we are talking about some of the historical and leading concepts in the field of management. For many of us, it would certainly be worth our time to read over many of these ideas in more detail. Here are just a few general ideas about some of these theories.

The Classical Approach: this was the first significant effort to develop a body of management thought. This approach is actually broken down into two categories, *Scientific Management* and *Classical Organization Theory*. History records the approach as the first concentrated effort to study management. *Scientific Management* was concerned with the management of work and with the workers. It also was looking for the one best way to perform a task. The leading proponent was *Frederick Taylor*, and he would observe and time each element of a worker's job trying to find more efficient ways of doing the task. *Classical Organization Theory* focused more on managing the total organization. *Henry Fayol* was the leader in this field, and he was the first to identify *planning, organizing, leading, and controlling* as important managerial concepts. He also expressed many other principles such as: *division of labor, authority, discipline, unity of command* and many others.

The Behavioral Approach: this strives to increase production by understanding the people. This approach believed that understanding the people and adapting the organization to them would result in increased production. The approach was concerned with individual attributes and behaviors in a group process. The primary catalyst for this movement was the *Hawthorne Studies*. This well documented study manipulated the illumination of workers in a plant. The results indicated that no matter what happened to the lights the production increased because attention was being paid to the workers.

Theory X and Theory Y: is part of the overall **Human Relations Movement** that impacted management for many years. *Abraham Maslow* was a leader in this area, but his famous "hierarchy of needs" is more of a motivational theory than a management theory. However, *Theory X*, *Theory Y* was very popular and tremendously influenced managers for a long time. This theory involved the assumptions a manager would make about people. If a manager used *Theory X* he felt that his workers were lazy, lacked initiative and disliked work. They needed to be closely supervised. *Theory Y* referred to workers that were full of initiative, self-directed and committed to the organization.

Management by Objectives: was a widely popular approach several years ago. *Peter Drucker* is credited with developing this approach. This approach emphasized that a manager and a subordinate would get together and set goals for the subordinate, with the understanding that achieving these goals would be a major factor in evaluating the subordinate's job performance. This approach was supposed to begin at the top of the organization and all the way through it. Therefore, it was the achievement of these objectives that would determine the success or failure of an organization. Obviously, the better these objectives and goals were stated and then subsequently accomplished the more likely the organization would succeed.

DISCUSSION QUESTION

Which of these theories has the most merit for you? Have you used any of these before?

LEADERSHIP VS. MANAGEMENT

Many people like to debate the differences between leadership and management, and which they think is most important. Both are very important concepts when dealing with organizations and people. Leadership is guiding the behavior of others. A leader is trying to get people to do what he or she wants them to do. Leadership directs people to accomplish objectives. Leadership involves the leader and who is being lead, so, leadership is about people. The central theme about leadership is accomplishing something through people. The common thread is people.

Management is concerned with more than just people. Managers are concerned with all the other resources available to them, as well as people. Managers must bring all of their resources together to accomplish their goals. Managing is a broader scope than leading. In fact, leading is usually thought of as one of the four or five functions of management. Not all leaders are managers, and not all managers are leaders; although most effective managers are probably good leaders too.

SUMMARY

Review the main points of the lesson by naming the four principles of management and defining them, as well as defining span of control and unity of command, and naming some of the important management theories. Give a distinction between leadership and management.

Exercise: Baseball Team Exercise

Time: 20 minutes

Divide your group into 2 to 4 teams so that each team will have somewhere between 3-6 members. You can use any number that works for you, but you don't want too many on the same team because the interaction between the members will cause the exercise to be very long. The exercise is designed to use some of the principles of management that we discussed in this lesson.

Select a group leader for each group. The problem is called the Baseball Team Exercise and involves each group trying to determine who plays each position on a baseball team based on the clues below. Solving the problem is part of the exercise and analyzing the group leader and the interaction between the team members are the other important considerations. When time expires go over the correct answers and discuss each group's answers and processes. Here is the information:

- a. Andy dislikes the catcher.
- b. Ed's sister is engaged to the second baseman.
- c. The center fielder is taller than the right fielder.
- d. Harry and the third baseman live in the same building.
- e. Paul and Allen each won \$20 from the pitcher at pinochle.
- f. Ed and the outfielders play poker during their free time.
- g. The pitcher's wife is the third baseman's sister.
- h. All the battery (pitcher and catcher) and the infield, except Allen, Harry, and Andy, are shorter than Sam.
- i. Paul, Andy, and the shortstop lost \$150 each at the racetrack.
- j. Paul, Harry, Bill, and the catcher took a trouncing from the second baseman at pool.
- k. Sam is undergoing a divorce.
- l. The catcher and the third baseman each have two children.
- m. Ed, Paul, Jerry, the right fielder, and the center fielder are bachelors; the others are married.
- n. The shortstop, the third baseman, and Bill each won \$100 betting on the fights.

Here is the solution:

Catcher: Allen

Pitcher: Harry

First baseman: Paul

Second baseman: Jerry

Third baseman: Andy

Shortstop: Ed

Left field: Sam

Center field: Bill

Right field: Mike

CONCLUSION

Thank your group for their participation and take a break.

Agricultural Science and Technology
Personal Skills Development-Ag 410
Unit 11: Stress Management

Unit Objectives:

1. Describe the impact of intergenerational relationships on stress
2. List factors which contribute to stress
3. List positive and negative responses to stress
4. List resource agencies to contact for stress advice/consultation

Communication/Speech Standard(s) Met:

- Standard 6.1.1

Power Points

Student Handout

- Factors to contribute to stress

Evaluation

- Students list 5 positive and negative responses to manage their stress.

Interest Approach

- Discuss

Teaching Content

- Students brainstorm ways that they deal with stress both positive and negative.

Student Activities

- Have student's research local agencies to contact to deal with stress.

References

- FFA Life Knowledge lesson planning materials found at: ([Life Knowledge](#))

Stress Management



Overview: Stress Management is a lesson that helps learners to understand that stress is a part of everyone's life. This lesson focuses on how learners are feeling and what they can do to control the stress they may have in their life as workers, parents, and citizens.

Educational Goal: The objective of this lesson is for each learner to (1) comprehend stress, (2) manage it and (3) respond positively to stress management as it applies to their life and goals.

Objectives: The learners will:

- Cognitive:*
- Define stress
 - Explain what causes stress
 - Identify causes of stress in personal life
 - Predict how they can apply stress management to their lives.
- Affective:*
- Participate in class discussion
 - Describe the importance in managing stress

Skills Connection: This lesson has connections to the Tennessee KSAs – *Solve Problems, How and When to Make Decisions*, and *Stay Calm Under Pressure* and the EFF Standard – *Solve Problems and Make Decisions*.

Teaching Strategy: If learners have been in an adult education class for several weeks they may be feeling some stress with their workload, time management, etc. Both good and bad events can cause stress in an adult's daily life. Learners have felt stress in their roles as workers, parents, and citizens. Sometimes they will voice their frustrations to the class.

In this lesson use mind mapping and the Read, Write, Discuss Method to bring out the learners' prior knowledge and experiences with stress. Give the learners time to think about where stress comes from in their lives and record their answers on the board. After they have completed the mind map have each student complete a *Stress Survey* to determine their level of stress. Follow up the survey with a discussion about what they learned about themselves specifically and what they learned about stress in general.

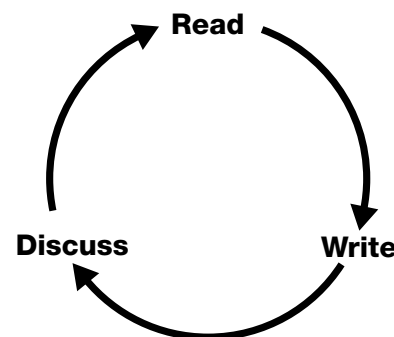
Time: 1-2 hours

Teaching Materials:

- Draw beginning of the mind map on the board
- Social Readjustment Rating

Student Materials:

- Social Readjustment Rating Stress Survey or a survey of your choice. *Example:* Life Stress Test on the web at: www.cliving.org/lifestrstst.htm
- Learner Note Taker
- "What Everyone Should Know About Stress," A Scriptographic Booklet by Channing L. Bete. Co. Inc., South Deerfield, MA 01379 (www.channing-bete.com)



Lesson Plan

Introduction

Stress management is an important skill that all adults need in order to improve themselves as problem solvers and to be more in control of their lives. Many adult learners come back to school when there has been a change in their lives. Sometimes the change is triggered by a stressful event in an adult's life. In many classroom situations, there are several opportunities for learners to voice what they are feeling and what they are experiencing in their lives. This lesson focuses on what stress is, what causes it, where individuals are on the Social Readjustment Rating and what you can do to manage your stress.

You will use the EFF Standard *Solve Problems and Make Decisions* to understand how to identify your sources of stress, understand the stress and its root cause, generate alternative solutions, and select the best solutions. This is a developmental lesson that prepares you to begin to develop the following KSAs: *Self-Awareness*, *Accept and Manage Change*, and *How and When to Make Decisions*.

Attention: Reflect back to why you made the decision to return to school.

Question: What changes in your lives caused you to return to school? (Record their responses on the board.)

Question: Do you think that any of the changes on the board could be labeled as sources of stress?

(At this time some learners will want to share some of the stresses that they have in their lives. Accept all answers. After they have shared tell the learners that today they will learn to identify sources of stress, generate and evaluate solutions, and select the best solutions to try.)

Overview: Everyone suffers from stress on some level. No one is immune to it. Sometimes stress levels are higher and sometimes they are considerably lower. We are going to learn what stress is, what causes it, and how to manage it. We don't have to let stress stop us from achieving what we want in life. If we can learn to control it, then we will probably have a better chance at succeeding. We will be using the read, write, and discuss method and mind mapping throughout this lesson. At the end of this lesson you should be able to:

1. Define what stress is.
2. Explain stress management.
3. Predict how you can manage your stress in life.
4. Describe how you can use what you have learned.

Body of Lesson

Main Point 1. Sources of Stress

A. What is stress? Stress is our body’s physical and emotional reaction to circumstances or events that frighten, irritate, confuse, endanger, or excite us and place demands on the body.

B. What creates stress? Stress can be caused by events that are pleasing as well as events that create crisis in our lives. Change causes stress—good change or bad change; it does not make a difference. When change occurs we usually experience some level of stress. For example, the birth of a baby can create stress. Working toward your GED can create stress. Trying to fulfill the requirements of your case manager can be stressful. Getting married or planning a birthday party for a family member can cause stress. Anything that causes us to have a physical or emotional reaction can create stress.

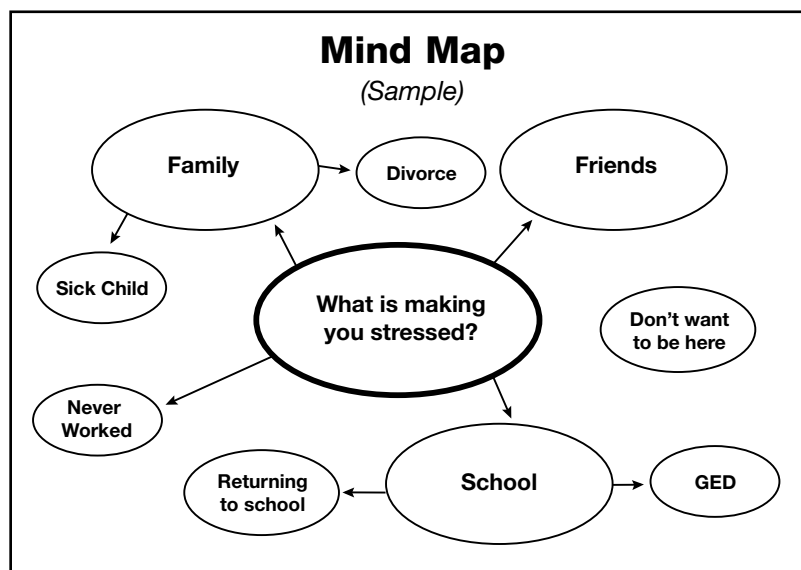
C. Let’s think about times when you may have felt stressed. How many of you have ever felt stressed? What was causing your stress? Think of changes that have occurred in your life. What were those changes? (Record student responses on board using a mind map.)

Now that we have identified some sources of stress, let’s take a closer look. (Give each learner the *Stress Handout Survey* by Thomas H. Holmes and R.H. Rahe. Tell students that we are going to look at a list of life events. Read the list and tell students to listen. If this life event has happened to them within the last year they should check the box next to it. Read the list aloud and give plenty of time for students to mark their sheet. When they have finished, give them the scoring sheet and explain how to score their sheets. Walk around the room and help students with the scoring.

Teaching Tip



It may difficult for some learners to identify the causes of their stress. When this is the case, allow them time to think and keep probing to see if they can identify the root cause of the stress in each example.



When students have completed scoring their sheets, make the following points:

1. The more change you have in your life, the more likely you are to get sick.
2. The higher your score, the harder you should work to stay well.
3. Stress can be cumulative. Life events that happened two years ago may still be affecting you.)

Teaching Tip



You may want the group to work together or individually depending on reading levels and comfort levels. Ask students to add up their scores. They should be reminded that they do not need to share their answers with anyone else.

Now that we have finished the survey, let's discuss some of the things that we discovered and what the list implies. The events do not have to be negative to create stress. You may discover some events that you have never thought of as stressful.

Question: Did you notice anything different or surprising about the list?

Question: Why would these kinds of events be stressful?
(Record student answers on the board)

Main Point 2. Symptoms of Stress

Now that you have identified your areas of stress, let's take a closer look and see the physical results of stress. Our body can react to stress either by preparing for flight or fight. How do you feel when you know you are going to be tested or have to discuss a problem with your caseworker? Have you ever suddenly gotten sick at your stomach and not been able to eat? That is your body shutting down the systems that are unnecessary as it prepares for "flight or fight." (Give students the Scriptographic booklet, *What Everyone Should Know About Stress*. Read together pages 6-9. Discuss the symptoms of stress and ask the students to look back at their survey and see if they can identify how they felt when these events happened in their life. Next, read pages 10-13 to identify ways to cope with stress. Read and discuss these pages with the students.)

Main Point 3. Controlling Stress

It is important to learn how to reduce stress. The following activities can help reduce stress.

- Take time to think and relax.
- Read a good book.
- Work on a hobby.
- Play an instrument.
- Exercise, take a walk—this is the easiest and most effective means of reducing stress.

- Listen to music.
- Be aware of the foods you eat. Some foods with high fat, sugar, caffeine, salt and additives can contribute to stress.
- Breathe deeply and use breathing exercises to relieve anxiety, depression, irritability, and fatigue.
- Build a support system. Talk with friends or family that you trust about problems you have or decisions that you must make.
- Develop your communication skills so that your communication is honest, direct, and respectful of yourself and others.
- Identify areas of agreement and disagreement and look for options to resolve the conflict in a win/win solution.
- Improve your ability to see options and resources that can be used to solve problems.
- Plan.
- Laugh.
- Take a mental health day and spend time with yourself or with friends.

Four ways to deal with stress before taking a test, giving a speech, or completing a project:

1. **Breath deeply**—this will get oxygen into your blood and will help you to feel invigorated.
2. **Exercise**—take a quick walk for about five minutes.
3. **Eat a snack**—fruit or something sweet will help raise your blood sugar and give you some energy.
4. **Take a quick break**—get up, walk around, listen to music, use positive self-talk, and visualize yourself completing the test, project, speech, etc.

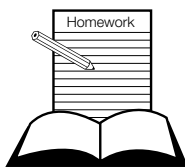
Main Point 4: Applying What You Have Learned

How can you apply what you have learned? (Allow learners to answer this question and record their answers on the board. After they have contributed all the ideas they can think of, share the following information with them.) The first thing you should do is to identify your stress, then use the following steps to manage or to eliminate the stress in your life.

1. Identify the source of the stress.
2. Use information to come to a clear understanding of the problem and its root causes. You can use Five Whys to determine the cause. For example, if I am not making progress in my adult classes I can ask the questions. Why am I not making progress? I missed five days this month. Why? My car broke down. Why? The engine burned up. Why? I didn't change the oil. Why? I didn't take time and make plans for preventive maintenance.

Teaching Tip

There are many books, magazine articles, and cartoons available on the subject of stress. Collect these and use as resources for this lesson. You may also want to invite in special speakers who can speak to your class about stress management or a group who would be able to provide your class with a stress management seminar. We have used all of these methods in *Learning Skills* and found that they all worked equally well as long as the teacher followed up with a discussion of how the learner could use the information presented.



3. Generate possible solutions to the problem.
4. Evaluate the strength and weakness of each solution.
5. Determine the potential risks and benefits of each solution as well as the consequences.
6. Select the solution that is most appropriate.
7. Carry out your plan and develop criteria for evaluating the effectiveness of the solution.

It is important to take care of problems that come up in life. Be prepared to make good decisions, think about the result of an action; try to improve problem-solving methods. There may be less emotional stress if we allow ourselves time to think about ourselves, others, or problems.

Conclusion

Summary: Today you have learned that stress can be caused by positive or negative events. By learning how to identify the stress factors in your life and strategies to cope with these factors you take control of your life. The basic points to remember are: be aware of the symptoms of stress, identify the source of your stress, and choose a strategy to control your stress.

Re-Motivation: Knowing how to control stress will improve the quality of your life as a learner, parent/family member, or worker.

Close: As you grow and develop your skills, the potential for stress in your life may become greater. Don't let that stop you! You now have some basic strategies to help you meet your challenges. Re-read "What Everyone Should Know About Stress," A Scriptographic Booklet by Channing L. Bete Co. Inc. Apply the techniques to your school life, family life, and community life.

Homework Assignment: Document Your Stress. Discuss with your family the stress factors in your life. Write down your family's responses and be prepared to share with the class ways to cope with these factors.

Weekly Review – What Have I Learned This Week and Changes
(see Master Lesson 9)