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***Teacher Leadership
Development***



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**Developing the Talent Within Us—
 Developing the Talent Around Us**



BY: SUSAN FRITZ
 Dr. Fritz is an assistant professor in the department of agricultural leadership, education, and communication and is the director of the Nebraska Human Resources Institute, University of Nebraska-Lincoln.

Throughout the years, I have had the opportunity to spend time with individuals in many walks of life that I would define as leaders. They may or may not have been the governor of a state, president of a corporation, the head of a department, the head of the school, or agricultural education instructor, but the qualities these individuals exhibited left me saying to myself, "I have been in the presence of greatness, this is a leader." Many of us have experienced these feelings, but often times we fail to ask ourselves why we felt this way, what were the talents of these individuals, and how can we develop our leadership skills and the skills of others?

Leadership theorists have identified several common characteristics of leaders, but one that I believe is fundamental is that leaders are people who **build relationships**. For agricultural education instructors, this means they take an incredible interest in their students. Agricultural education instructors I would define as leaders view their position as one where they have the opportunity make a difference in the lives of students. To them, students are people with whom they have the privilege of spending time, not people with whom they "have" to spend time. Their relationships with students have a strong undercurrent of trust. Because of this trust, the student values the opinion of the instructor and will consider his/her suggestion. This suggestion may be the encouragement needed by the student to take a growth facilitating risk, and could be the beginning of a success (Bennis, 1993). Interpersonal skill and leadership research tells us that the more growth facilitating risks we take, the more personal power we gain. This personal power translates into more risk taking, more success, and, along the way, the leadership development of the student. Imbedded in several articles in this issue, are discussions about building relationships between instructor and student (middle school, secondary and adult), student to student, instructor and instructor, instructor and community members, to name a few.

Several years ago, I had the opportunity to visit some agriculture programs in another state. During one of the visits, I spent time with a secondary instructor who reflected on

the relationship of the agricultural education department to other departments in the school. The instructor pointed out the classroom door and asked, "do you see those double doors in the hallway?" I nodded my head. "Those doors separate me from another world. I don't go through those doors unless I have to go to the principal's office for something. I like being down here and the less interaction with other teachers, the better." I have often wondered if I were to visit that program again would I see some of the exciting curriculum innovations occurring that include agricultural education? Programs can surely survive without these innovations, but can they thrive? More importantly, are students' talents being developed to their highest level? I would say probably not. That difference in development has been greatly influenced by the agricultural education instructor's inability to build and sustain relationships and be an active **participant in the learning community**.

Hopefully, the majority of agricultural education instructors operate in "learning communities", schools where instructors and administrators expand their capacity to create the results they truly desire, where new and broad patterns of thinking are nurtured, where collective vision is set free and where people are continually learning how to learn together (Senge, 1990). This shared learning—or development—is accomplished most easily if the individuals have a clear understanding of their talents and a desire to maximize their talents for the good of the school. This clear understanding comes from self exploration, self discovery. An article in this issue discussing personal development (Vlasin, Katt, & Bell) of agricultural education instructors presents the perspectives of a secondary agricultural education instructor, a state supervisor and a teacher educator. All three have identified personal discovery and, consequently, growth in the leadership capacity of themselves or others with whom they have worked. This growth has allowed agricultural education instructors to become strong leaders in their classrooms, schools, and community.

Formal leadership development opportunities are beginning to emerge for agricultural education instructors. One such opportunity in→

Idaho is the basis for an article by Mark Pratt, Rick Waitley, and John Mundt. As a former secondary agriculture education instructor, Rick Waitley knew of the potential value participation in the Leadership Idaho Agriculture program could have for an instructor. Up until this time no classroom agriculture education instructor had participated in the midst of his or her assignment. Waitley set about securing funding for the participation of an instructor, asking the Idaho Vocational Agriculture Teacher Association (IVATA) to select an instructor, and then selling the instructor's, Mark Pratt, participation to the school administration. This process, and the opportunities Mark has for development in the areas of public relations, professional growth, teaching strategies, and personal growth are found in the accompanying article.

Basically, leadership education within agricultural education is either integrated into existing curriculum or taught as a stand-alone curriculum. A collaborative effort between the Nebraska Human Resources Institute and the W. K. Kellogg Foundation has provided interpersonal skill and leadership curriculum to agricultural education instructors in Nebraska that is adaptable to either integration or use as stand-alone curriculum. Two teachers involved in the pilot testing, Duane Hoesing and Donnelle Johnson, share the history of their involvement in the project, their insights about the experience, and student reactions to participation in a leadership development class. A companion article detailing the collaborative effort from the perspective of Nebraska Human Resources Institute staff and the research which measured student outcomes in the project is also included.

Much research and writing has been done in the area of leadership development. Theories have been developed and tested. The challenge is for the instructor to be able to engage these theories in classroom course development and lesson delivery. Brad Dodson and Chris Townsend have included, within this issue, a brief overview of leadership development and have provided some excellent, complete activities that can be used to supplement instruction in the classroom.

Leadership development in agricultural education has moved beyond the academic arena to include the FFA. The National FFA and W. K. Kellogg Foundation have been partnering to encourage the adoption of the PALS Program into chapters across the country (PALS is an acronym for Partners In Active Learning Support). Greg Egan, Teacher Services Specialist, National FFA, and Vance

Vanderwerken, Mark Zimmerman, and Tim Arkfeld, instructors, provide insights to the development, implementation and success of this program (PALS is in 1,200 FFA chapters across the nation!).

It comes as no surprise to those "pioneers" in agricultural education that leadership development was an indirect outcome of much of the learning in the early years. This leadership development, paired with the technical knowledge in agricultural education, was the key ingredient in helping "ordinary people accomplish extraordinary things." Not until recent years has agriculture education claimed the area of leadership development as "something we do" and, as evidenced by the contributing authors and their articles, **we do it well**. This direct focus on leadership development by instructors, and middle, secondary and adult students, is taking agricultural education to higher highs.

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- Bennis, W. (1993). *An invented life*. Reading, PA: Addison-Wesley.
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Letter To Editor

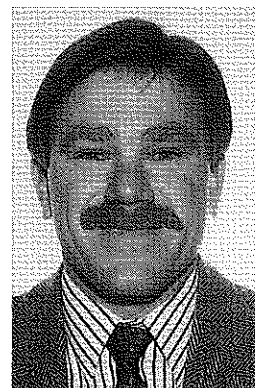
Dear Editor Riesenberg:

I especially enjoyed the December 1995 issue of *The Magazine*. Such pioneers as Carsie Hammonds, H. M. Hamlin, and Sid Sutherland would appreciate building this issue on some of the foundations which they developed. The writers of the articles introduced new and exciting applications of some time tested principles.

Best wishes,

Dr. Ralph J. Woodin
1383 Fishinger Road
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Teaching Leadership—Designing the Best Class



BY: BRADLEY W. DODSON AND CHRISTINE D. TOWNSEND

Mr. Dodson is a consultant in the agricultural education unit in the California Department of Education and Ms. Townsend is an associate professor of the department of agricultural education at Texas A & M University, College Station.

Read the newspaper, watch television, or observe and work in institutions, governments, departments, or organizations, and it becomes clear that good leaders are needed. Business, industry, and education have recognized the demand for good leaders and as a result, leadership experts are offering options and advice on understanding leadership and developing leadership skills. Bookstore shelves are lined with "how to" and "self help" books of all kinds and "how to be a leader" publications are as plentiful as ever.

For agriculture teachers, teaching leadership is nothing new and for many years agricultural educators have agreed that leadership is something that can be taught. Through the FFA, classroom instruction, SAEs, and other components of agricultural education, leadership development is a continued priority. Agriculture students have developed into community, business, and civic leaders. Their experiences in agriculture programs have given them a head start into comprehending and practicing leadership. The intense interest in leadership development has been a cornerstone and a highly successful component of agricultural education throughout the United States.

Based on the history of leadership in agricultural education, agriculture teachers are automatically members of the growing cadre of leadership educators. The fact that there are so many resources available and so much money being spent by corporations annually to teach leadership attests to the fact that numerous institutions support the notion that leadership can and should be taught. Agriculture teachers are in a prime position to continue and enhance the leadership education and leadership opportunities for current students and future executive officers.

The debate is not if we should teach leadership—following the current upswing and interest in the subject, it appears that agriculture teachers are doing the right thing. The real issues in leadership education for agriculture teachers, then, concern HOW we teach leadership. How can we insure that our leadership programs are outstanding? How can we be sure we are using the best methods to teach

leadership to the students in our classrooms?

It may be that as leadership educators, we need to answer some questions to understand how best to teach leadership to our students.

Question 1: What is leadership? In order to teach effective leadership, leadership should be as clearly defined as possible. Hersey, Blanchard, and Natemeyer (1979) offered a definition that encompasses leadership needs of the future. They wrote, "leadership is the process of influencing the activities of an individual or group in efforts toward goal accomplishment." Other scholars have defined leadership to include components of goals and vision, influencing or motivating others to follow the goals, and getting something done.

Question 2: What characteristics or traits should a good leader possess? Teachers need to know their goals or products in order to develop a plan for their classrooms. Numerous studies have been conducted to try to identify leadership traits or qualities. Lundy (1986) identified leadership traits that are echoed throughout leadership literature. These leadership traits were communication, integrity, interest in others, objectivity, ability to delegate, trustworthiness, knowledge, approachability, enthusiasm, courage, and decisiveness.

As a leadership educator, the pieces are in place. Leadership is defined and the traits of successful leaders are identified. The leadership classroom should be filled with methodologies to help students learn how to:

1. influence a group toward accomplishing a goal,
2. develop a vision and goals,
3. motivate a group to get something done,
4. communicate, delegate, and maintain approachability,
5. maintain integrity, trustworthiness, and courage,
6. generate interest and enthusiasm, and
7. sustain knowledge about the situation and maintain decisiveness.

If you read much about leadership development, this list is not new. In fact, it supports the goals of the FFA and a variety of mission statements found in numerous agriculture pro→

grams. The real problem in leadership education is not WHAT to teach. Rather, it is HOW to teach leadership. So, another critical question should be addressed by agriculture teachers when planning leadership classes.

Question 3: What are the best ways to teach leadership? After working with teachers and students of leadership, the authors of this article found that simulation activities are effective ways to teach leadership. Students perceived simulation activities as helpful in learning leadership and, in fact, had a greater increase in leadership knowledge than students who had not participated in simulation activities.

Simulation activities, therefore, are effective

tools to use in the leadership classroom. This methodology is a group of classroom activities that attempt to place students in situations or experiences that resemble "real life" or aspects of "real life." Some educators identify simulation activities as education games, experiential exercises, or group activities. An important aspect of successful simulation activities is that the

activity fosters a cooperative learning environment where students gain a sense of responsibility. Through the use of simulation activities, students participate in active learning and begin to feel what leadership may be like for them.

The keys to effectively using simulation activities in leadership education are 1) be

familiar with the activity prior to use in the classroom, 2) use the activity appropriate for the daily objective, 3) set up the activity completely prior to the students participation, and 4) facilitate a discussion following the activity to help students relate the simulation to reality.

Locating simulation activities for leadership education is a challenge for educators. Actually, simulation activities are found in a variety of places. Business and industry leadership trainers have written volumes of instruction manuals that include simulations. Libraries may include books used by a variety of educators that include activities on communication and motivation. Many university agricultural education departments are collecting leadership resources. A call to the university near you may be helpful in building your activity file. Finally, the best place to find activities may be to network with other leadership teachers. They are a great resource for ideas. Together teachers find that they create better simulations by discussing what is happening in the classroom and results of activities they have tried.

It is clear that leadership is a critical component of a person's education. Agriculture teachers have included leadership in their programs since the inception of the program. And, agriculture teachers are providing leadership education during a time where business and industry trainers are currently stressing the importance of leadership knowledge for their employees. Incorporating simulation activities into the leadership classes enhances the educational quality and provides students a beginning to practice their leadership skills.

(Continued on page 10)

MATERIALS:

Use 3X5" cards for each item listed. Use different colors for Roles, Skills, and Materials.

| ROLES | SKILLS | MATERIALS |
|-----------------|--------------------------------|-------------------------------|
| Motivator | Weaver/Seamstress/Tailor | 2 Twinkies |
| Deviant | Can start a fire with 2 sticks | String (25") |
| Foot Soldier | Physical fitness knowledge | Extra pair socks |
| Complimentor | First Aid Skills | Sunglasses |
| Know-it-all | Navigation Skills | First Aid Kit |
| Clown | Can whittle small tools | Canvas Parka |
| Skeptic | Knows law (former mayor) | \$1.25 in coins |
| Blocker | Good cook | comb |
| Worker | Teacher | Compass |
| Leader | Surveyor | "Tums" (anti-acid) |
| Knowledge Giver | Good Construction Skills | Pack of gum |
| Encourager | Inventor | Rain coat |
| | Farmer-crop producer | Swiss army knife |
| | Recreational Skills | 20' rope |
| | Knows about hunting/fishing | 3 pencils |
| | Banking Skills | 25 pieces of peppermint candy |
| | Rancher-animal producer | glasses cleaner |

The "Priceless People Program" in Nebraska: A Model Curriculum for Youth Leadership Development

In July 1991, the staff of the Nebraska Human Resources Institute (NHRI) at the University of Nebraska-Lincoln (UN-L) were invited to conduct a workshop on leadership, team building, and communication for the statewide annual convention of secondary agricultural education instructors. When the convention was over, the telephone began to ring with requests from instructors wanting additional leadership material they could use in their classrooms.

Galen W. Dodge, Ed.D., NHRI's director and associate professor of Agricultural Education at the time, recognized the instructors' strong interest in providing their students with relationship-building skills. For years, Dodge had been teaching classes in interpersonal skills and communication to undergraduates at UN-L through the Department of Agricultural Education. His college curriculum was based on concepts, principles and techniques developed and used at the Nebraska Human Resources Institute since 1949 to encourage the growth of outstanding college and public school student leaders.

Under Dodge's direction, NHRI's staff rewrote the college curriculum so that it would be appropriate for high school students. It was named the "Priceless People Program". Late that fall, Dodge began discussions with the W.K. Kellogg Foundation; and by September 1992, a grant proposal was submitted to the Foundation and subsequently approved. Under the terms of the grant, the Nebraska Human Resources Institute placed a "Priceless People Program" in the agricultural education department of 50 secondary schools in the state of Nebraska. Collaboration between NHRI and the Nebraska State Department of Education

resulted in NHRI conducting training in the program for instructors during statewide and regional workshops and conferences. The proposal for a second year extended the "Priceless People Program" to an

additional 50 schools, with training again being provided. The "Priceless People Program" is currently in its third year of funding. The primary focus of the third year has been on visiting instructors, providing additional information and training, and on evaluation. An NHRI staff member has visited over 75% of the instructors using the "Priceless People Program" and conducted informal evaluation through discussion of the curriculum.

A two part "paper and pencil" evaluation is provided for each instructor (pre-test and post-test), to be given to their students at the beginning of the term and again at the end. The 33 item instrument uses statements developed by NHRI staff based on the concepts presented in the lessons and on the objectives to be accomplished with each lesson. Students are asked to respond to each statement with a Likert-type scale rating (Strongly agree, Agree, No opinion, Disagree, Strongly disagree).

Of the 17 schools and 136 students participating in the initial evaluation process, students posted mean score gains on all 33 items. Statistically significant gains (Alpha = 0.05) were posted on the eight items listed in the box below. The evaluation process is on-going, with more schools participating each year.

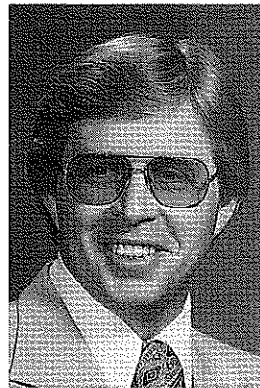
With the support of the W.K. Kellogg Foundation, the "Priceless People Program" has made a positive impact on students throughout the state of Nebraska. Students are now challenged to apply what they have gained from the program and have a positive influence on their peers. For more information about the "Priceless People Program", contact Valerie Konecky at vkonecky@unlinfo.unl.edu. ■



BY: JANET KAUFFMAN AND VALERIE KONECKY
Ms. Kauffman is the associate director of the Nebraska Human Resources Institute and Ms. Konecky is the associate director of development at the Nebraska Human Resources Institute, Lincoln.

I am able to maintain a conversation with someone new.
I am careful not to interrupt others when talking.
I do what is right regardless of peer pressure.
I am aware of both my qualities and strengths.
I have several role models in my life.
I am confident in being a success.
Good leaders will clarify everyone's job description.
I have an objective understanding of myself.

Instructor and Student Reactions to the "Priceless People Program"



Harington High School, Duane J. Hoelsing

The "Priceless People Program" was added to the agricultural education curriculum at Harington Public Schools in 1991-92. One of our student teachers taught two of the units to an agricultural science class while he was at Harington. That summer I attended a workshop concerning the "Priceless People Program" and decided to purchase the program for our department.

During the first year I pilot-tested a few of the units in my junior and senior agricultural science classes and asked students to evaluate the units. Based on their evaluations and the desire to add another class to the department (instead of supervising a study hall), I added a one-semester class using the "Priceless People Program". I called the class "Leadership and Human Resources Development" and made it available to any junior or senior student who was not already enrolled in a regular agricultural science class. In addition, I divided the units of the "Priceless People Program" into the four year agricultural science curriculum so that the regular agricultural science students would receive the instruction in these units as well.

We had 18 senior students enrolled in that first semester class. The title of the class and the "recruiting" efforts of the agricultural science students attracted many of the rest of the high achieving students in our school. (We already had many of the high achieving students in the agricultural science classes.) In addition, because we still have a higher percent of male to female students in the agricultural science classes the "Leadership" (as it has been labeled by the students) has had a very high ratio of female to male students. (Of the 50 students who have taken the class so far, 80% have been female.) So, a benefit of offering the class has been that it has attracted not only the non-traditional agriculture student, but since these students are eligible for FFA membership, it has added some of them to the FFA roster, providing them with opportunities that they normally would not have been able to experience.

Even though the class is designed for "non-

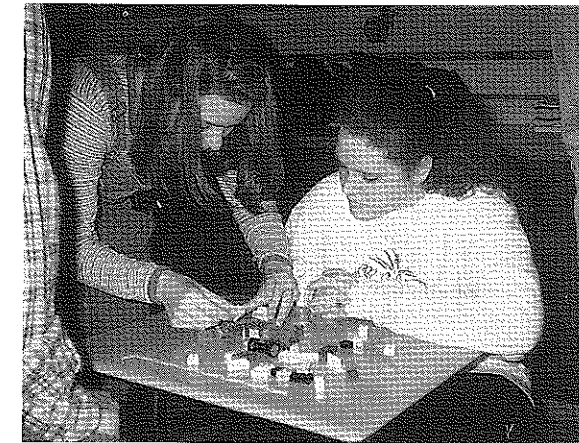
ag" students, I recently had four senior agriculture students take the Leadership class. They had been through most of the units during their regular agricultural science classes over the past years, but they wanted the Leadership class as well. As one of them said, "it is much better to receive the instruction in the units in the Leadership class and get this information all at once." "However," he added, "if it is not possible to add a special class in the agriculture department, "Priceless People Program" should be delivered by dividing the units over the four year agriculture curriculum. It is far better to receive the information that way than not at all. After all, this is information that all students can use now and everyday of their life, no matter what career area they may choose." Thinking about what he had said, I asked myself, can we say that about any of the units of study in the agricultural science curriculum? He also added that the "Priceless People Program" was unique because you could not receive this instruction in any other class in high school.

How valuable has the addition of this program been to our agriculture department? To answer that I would like to offer evidence from what the students have said?

The three most frequent comments I hear from the students are: "I wish that my parents could take this class." "All teachers should be required to take this class." "All students in high school should be required to take this class." Comments like these underscore the importance of the instructional program. Also, in twenty years of teaching, I've never heard all those statements about any of the units that we've studied in the agricultural science curriculum.

I asked the students in that first year class for their written evaluation of the class. Eleven of the eighteen students stated that it was the most important class that they had taken in high school. I also asked for, and received, their permission to publish their evaluations, if needed, to promote the class. Here are a few of the evaluations.

"I learned a great deal of self-confidence from this class. This class taught me to have a



Experiential activities give students the opportunity to work together and develop hands-on learning experiences in areas such as synergistics and team building. (Photo courtesy of Donelle Johnson.)

good self-image of myself. It also taught me that before you can believe in others you have to believe in yourself. This class has had a great influence on my communication and listening skills with others. Also, I have learned that before you think about judging others, you might want to stop and look at yourself. No one is perfect, we are all unique, and that's

why we should have strong values, and have a good self-concept of ourselves. I really believe this class is very useful in everyday life. It is very positive and healthy for anyone and, in my opinion, the most useful and helpful class I've taken." — Jennifer Kuchta

"I have taken many classes throughout my high school career, but no class has provided so much valuable information as this class. The reason I value this class is because the information allowed me to build on my strong points, my ability to understand others, and to understand myself as a difference maker. Those are things I won't forget and have only begun to use. My leadership skills and relationships in the future will be the true reaction to what I have learned here." — Rebecca Hannagan

"As a high school senior, one of the best classes I have taken in all four years has been the Leadership and Human Resources Development class. This class is much different from any of the others I have taken. It doesn't teach you to just be a leader, but helps you understand who you are, as well as others. This class can really help you bring out your feelings and let others know the real you. I think this class should be a requirement for at least one semester during high school. It is very effective and can be useful throughout your life. I am happy to be a part of it." — Kristi Heine

"I have learned so much from the Leadership and Human Resources Development class. It is definitely worth taking and I would recommend it to anyone interested in improving themselves by learning about themselves and others. Every piece of information gained in this class can be put to great use in practical everyday life." — Leslie Jueden

"The Leadership and Human Resources Development class has been a very fulfilling

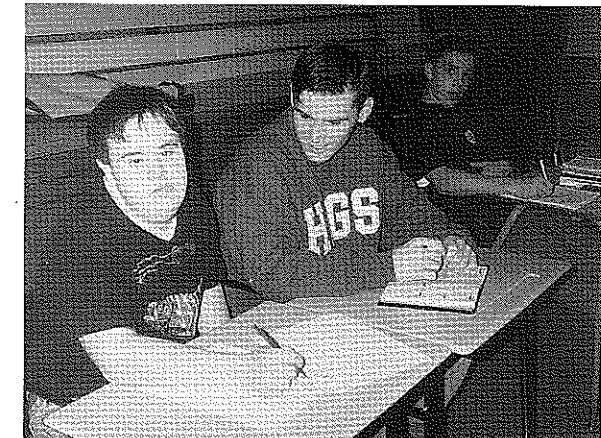
and satisfactory class for me. It has given me a fuller understanding of my peers, elders, society, and most importantly, myself. It has taught me how to face the world with a completely new perspective. I can apply the things I learned in this class to my everyday use and use them for my benefit ... something that I have found hard to do with most of my other classes in school. It has been a wonderful experience." — Carla Thoene

"I think the Leadership and Human Resources Development class was the most useful and constructive class I have ever had. Every day something happens to me that I can relate to the material we studied. I will never forget the many things that will help me during the rest of my life, and I will always be thankful for taking the class." — Kyle Steffen

These evaluations "speak volumes" about the importance of this class. In closing, I would encourage any agriculture instructor to seriously consider the implementation of the "Priceless People Program" into their agricultural education curriculum, either as a separate one-semester class, or divide the units over the four year curriculum, or both. I am convinced that you would never regret the decision to do so and you would be helping your students more than you can imagine.

Blair High School, Donelle Johnson

The "Priceless People Program" was added to the agricultural education curriculum at Blair High School as part of a one semester Human Relations class in the fall of 1994.



Investing in others is a major component of interpersonal development. Students spend time volunteering with community groups or with individuals in order to apply class concepts to life situations. (Photo courtesy of Donelle Johnson.)

This was a new class offered in what had previously been a "traditional" agricultural education curriculum. The intent of the Human Relations class was to meet the needs not only of students in agricultural education and FFA,

(Continued on page 13)

Teaching Leadership

(Continued from page 6)

SIMULATION ACTIVITY #1 — Gilligan's Group

OBJECTIVE: To develop an awareness of diverse roles of a group member and to understand how group success depends on individual contributions of group members.

TIME: 30 minutes

MATERIALS NEEDED: Role, Skill, and Material Possession Cards

PROCESS:

1. Break the class into groups of 4-6 members. The goal is to have half the class in a group where roles are diverse and half in a group where roles are similar. For example, a Diverse Group could have a leader, foot soldier, skeptic, encourager, clown, and a deviant. A Similar Group would have a motivator, complimentor, encourager, deviant, and skeptic.
2. Instruct students to select one Role Card, one Skill Card, and 3 Material Cards.
3. Explain the following scenario: You have taken a 3 hour tour around the islands. Due to the captain's error, you have shipwrecked on an uninhabited island. You know that help is coming, but you must wait until Monday for the rescue ship. Today is Friday, so you have to pool your resources with other group members in order to survive the weekend. Think about basics, such as food, shelter, security, and personal hygiene.
4. Instruct student that they can only play the role assigned to them and assume they only have the materials, goods, and skills on the cards.
5. Students are then told to disclose to the group what they can contribute and to come up with a group plan for survival.
6. Have each group share their plan with the class.

DISCUSSION:

1. What are the advantages of being a Diverse Group? a Similar Group?
2. What are the disadvantages of being a Diverse Group? a Similar Group?
3. Did your group work together well?
4. What roles for group members were lacking in your group?
5. What were the strengths of your group?
6. Could you have survived?

SIMULATION ACTIVITY #2— The Number Activity

OBJECTIVE: To depict the value of effective communication in a group and to simulate the communication model.

TIME: 45-50 minutes

MATERIALS NEEDED: Clean blindfold for each participant

PROCESS:

1. Break the class into groups of 8-12 per group. Each group will participate in the activity independent of each other.
2. Each student is blindfolded (if a student does not want to be blindfolded, they can be an observer).
3. The activity is introduced by making the following remarks:
 - a. Once the activity begins, there is no talking.
 - b. Each participant will be given a number. (The teacher whispers the assigned number in the participant's ear making sure the other participants do not hear each other's number.)
 - c. The object of the exercise is to align yourselves from 1- (last number) without talking.
4. The teacher will then proceed by whispering the numbers and moving the participants around the areas to mix them up.
5. Make sure they are safe while mingling.
6. Keep the instructions brief but allow them to ask questions prior to beginning of the exercise.

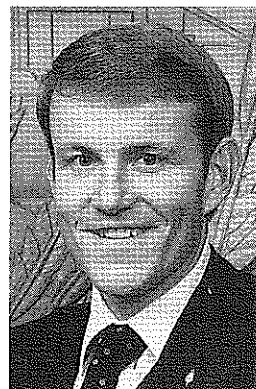
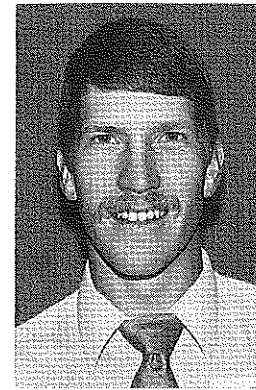
DISCUSSION:

1. How were you feeling prior to the activity (confused, helpless, lost, frustrated)?
2. How did you feel during the activity? Why?
3. At what solution did you arrive?
4. Was the solution effective?
5. What needs to happen for communication to occur?
6. Follow the activity with a more in-depth discussion of the communication model and effective communication.

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Leadership Development Through Leadership Idaho Agriculture



BY: MARK B. PRATT, RICK C. WAITLEY, AND JOHN P. MUNDT

Mr. Pratt is a secondary agriculture instructor at Firth High School, Firth, ID. Mr. Waitley is the director of Leadership Idaho Agriculture, Meridian, and Dr. Mundt is an associate professor in the department of agricultural and extension education at the University of Idaho, Boise Center.

The Leadership Idaho Agriculture (LIA) program was established in 1985 by the Idaho Department of Agriculture, and in 1993, a foundation was established which provided financial support for the program. Funding sources for the foundation are: private individuals, commodity commissions, grower organizations, agribusinesses, and alumni of the program. During the past ten years, the program has graduated over 240 individuals representing the agricultural industry in Idaho. Graduates of the program have exhibited a variety of backgrounds and experiences including: production agriculture, agribusiness, and agricultural organizations. The program is similar to other organizational structures which have been established in other states. The primary purpose of these programs has been to provide leadership development and education in agriculture. Each year, a class of approximately 25 individuals participates in four sessions of three to four days each over a period of four months (November through February). The four sessions provide a variety of leadership and personal development, communication skill development, tours, and other learning opportunities. Participants are exposed to numerous individuals who demonstrate various aspects of the Idaho agricultural industry.

The current director of the program is Rick Waitley. Waitley has a degree in agricultural education and taught secondary agriculture for five years. He currently owns a consulting firm which provides association management and legislative lobbying. The Leadership Idaho Agriculture program is one of Mr. Waitley's clients.

His background and experience as a teacher provides an understanding that agriculture instructors must continually update themselves in order to remain current with issues affecting the industry of agriculture. He has also realized that agriculture teachers are among those looked to for leadership development and as models of leadership by their students and members of local communities. Subsequently, Mr. Waitley challenged the Idaho Vocational Agriculture Teachers Association (IVATA) to select an agriculture science and technology

instructor to be a participant in LIA. After considerable negotiation, planning and preparation, it became a reality in November of 1995 when Mark Pratt, past president of the IVATA, became the first agriculture teacher to enroll as a part of the class of 1996. It is expected that this precedent will continue and that each year at least one or two agriculture teachers will participate in the program.

As an agriculture teacher, Mr. Pratt's situation was different from most participants of the LIA program as he would be stepping away from the daily responsibilities of a classroom. Mr. Waitley contacted the school administration of Firth High School where Mr. Pratt is the secondary agriculture instructor. After considerable discussion regarding his participation and the potential benefit to a local community, school district, and the teachers of agriculture, permission to participate was granted by the school administration. However, the problem of the tuition and funding for travel to enroll in the program was still a concern. The IVATA did not have the financial resources to support the \$1200 tuition or the travel costs of \$1000 for the four sessions.

Mr. Waitley made known the need for financial assistance, and soon others in the Idaho agriculture community supported the idea of providing an educational and leadership development opportunity for an agricultural science and technology instructor. The Idaho Wheat Commission provided tuition, the Idaho Alfalfa Seed Commission provided travel costs, and the LIA Foundation paid for some of the additional expenses related to Mr. Pratt's participation.

The Role of the College of Agriculture and Agricultural Teacher Education

The College of Agriculture at the University of Idaho supports the LIA program from several standpoints. First, faculty from the Department of Agricultural and Extension Education have provided instructional sessions on public speaking, leadership development, and the role of the agriculturist as a professional.

As an example, a faculty member in the Department of Agricultural and Extension Education taught and facilitated a session →

titled "Thinking and Speaking On Your Feet". Participants in the class were provided instruction in organizing their thoughts and presenting them orally in front of their peers. All members of the class engaged in small group settings where they presented impromptu, extemporaneous, and prepared speeches. During the small group activity, participants were constructively evaluated by their peers.

The small groups of four or five per group were led by retired agriculture teachers. This activity provided the opportunity to involve retired teachers who still had much to offer, and additionally, the retired teachers very much appreciated being involved as an instructional leader. The all-day sessions ended with a formal evening banquet where the department faculty member served as the master of ceremonies. The program for the banquet session was comprised of speeches presented by class members who had been selected by their peers from each small group. Each group also selected a person to introduce their speaker during the evening program. Initially, participants were apprehensive about participating in an activity which required them to think and speak on their feet in front of their peers. The evaluations, however, clearly substantiated that the session on public speaking was appreciated and was one of the most highly rated LIA sessions.

The linkage with the LIA program has provided the opportunity for faculty in Agricultural and Extension Education to teach a non-traditional audience. Faculty from other departments in the college and college administrators have also provided instructional sessions on agricultural research, marketing, and environmentally related issues. The College of Agriculture supports participation in the program by providing scholarships for two college faculty to participate in the program. Additionally, the Department of Agricultural and Extension Education allows graduate credit (directed study) for agriculture teachers who are participants. The role of the College of Agriculture and the Department of Agricultural and Extension Education faculty in the program is perceived as beneficial, especially as it relates to outreach education and public image for the college and the department.

Mark B. Pratt's Perceptions of His Participation in LIA

As agriculture teachers, we strive to develop leadership skills in each of our students, but how often do we take part in a program or class that sharpens our own leadership skills while adding to our repertoire of teaching methods which relate to leadership skill devel-

opment? Undoubtedly, every agriculture teacher has a profound effect on his/her community's perceptions of the validity of the agricultural science and technology program within the local high school. Many of these perceptions are based on the very leadership skills which we attempt to teach to our students, but on occasion, fail to practice ourselves.

Participating in a quality leadership development program such as Leadership Idaho Agriculture is much like attending a wedding with our spouse — it provides an opportunity to refocus on what we may have overlooked or forgotten.

The LIA program builds and sharpens personal, leadership, and communication skills through intensive study, hands-on experience, tours, guest speakers, panel discussions, and group interaction. Each four or five day session is held in a different part of the state and each session focuses on an area of agricultural importance ranging from technology to communications to politics. This type of format is beneficial for two reasons. First, one does not receive all of the instruction in one setting. Participants attend a four-day intense session and then have a month to digest the information before meeting again. Secondly, agriculture teacher participants are absent from their classrooms for shorter periods of time.

I believe agriculture teachers enrolling in leadership programs such as LIA can make progress on four fronts: **public relations, professional growth, teaching strategies, and personal growth.** The combination of these four areas go far in determining our success and longevity in our chosen field.

Public relations has a positive or negative effect on every agricultural education program in the country. Since many programs have only one instructor, any assistance that can be provided is welcome. LIA has provided me the opportunity to associate with different people from around my state. Our current class has representation from lending agencies, farmers, university faculty, members of agricultural cooperatives, dairymen, irrigation district managers, and individuals from the U. S. Department of Agriculture. These are important members of our communities who have decision-making influence which can positively or negatively impact our programs. As an agriculture instructor participating in the program, I have had the opportunity to promote Idaho secondary agricultural education programs and the FFA, in both formal and informal settings. I believe my presence, participation, and interaction has allowed my fellow

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Instructor and Student Reactions

(Continued from page 9)

but also those students not normally enrolled in an agricultural education course.

Blair Junior-Senior High School had a 1994-95 enrollment of 1,030 students. With this large student base, the Human Relations class was also designed to attract new students into the agricultural education program. There were 50 students enrolled in the class, with two sections offered.

The "Priceless People Program" was used as the core curriculum for the course. The flexibility of the materials lent itself well to additional activities and topics that were infused into the class. It would also fit well into any agriculture class, and not be restricted to a "leadership" class.

The framework of Human Relations was built around the simple concepts of the "Priceless People Program", with topics included: commu-

"The best thing about this class is that I can be myself."
"This class deals with real life situations."
"We learned things that we will carry with us throughout the rest of our lives."
"Everything we learned we will use in life."
"I found this class to be very beneficial in dealing with others and highly recommend it."

nication (including gender), hot buttons, listening skills, proximity, self-fulfilling prophecy, goal setting, empathy, synergistics, and time management. Other topics covered in the course include multi-cultural communication, leadership styles, conflict resolution, and stress management.

The class structure included emphasis on experiential activities, class discussion, and journalizing. Students were required to keep a journal and record how class concepts were used in their personal lives. Students also participated in a volunteer project within the community in order to apply class concepts in a new, but also real life setting. This proved to be a valuable learning experience for many.

The impact that this class and the "Priceless People Program" curriculum has had on the students and school is still being measured. This fall will be the second time the class will be offered and there are 46 already pre-registered for the two sections offered. I believe this class will have a continuous and long term effect on students as more individuals participate in the class.

The class was very positive for students. Many saw themselves grow and learn in ways they did not know possible. Frequent comments on evaluations included:

As an instructor, the true evaluation came in observing students actually using the concepts

from class in their everyday lives at school. Listening to students talk about hot buttons and goals during non-class time showed their interest and their willingness to apply the things they learned.

One of the biggest rewards as an instructor of this type of class is having such a diverse group of students in one classroom and watching as the "walls" were let down. Students who would not normally interact with each other found similarities and mutual respect when cooperating together on class activities or during small group discussion.

Utilizing the "Priceless People Program" and teaching this class had a very positive impact on me as a teacher and I found the motivation I received from teaching this type of a class carried over into my other agriculture classes, as well as for me personally. I believe this type of leadership/personal growth instruction and the "Priceless People Program" curriculum has a place in every agricultural education program. ■

Leadership Development

(Continued from page 12)

class members to see our programs as a viable part of education, in and about agriculture, in our public schools.

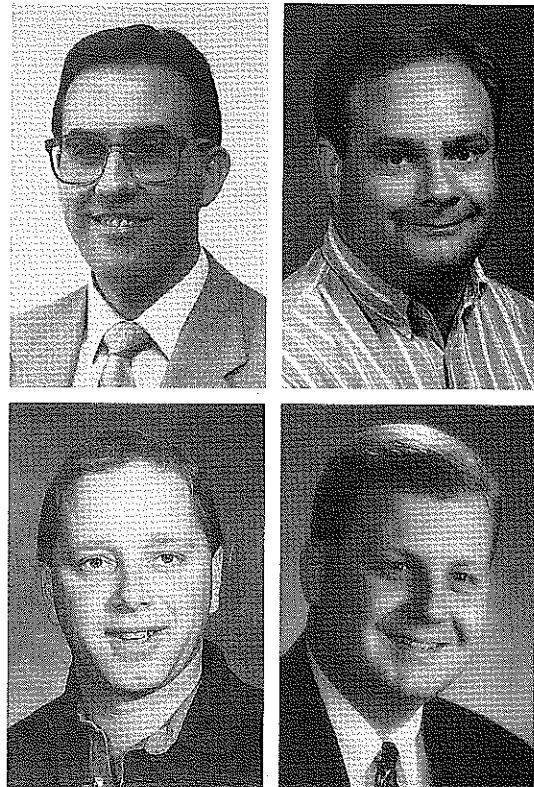
LIA really stands for **professional growth.** To name a few, sessions include: dressing for success, dealing with diversity, participating in electronically assisted meetings, education in the 21st century, and current issues affecting agriculture and the environment. Most of these types of topics were not a part of my undergraduate education, but are very timely and applicable for anyone who associates with people on a day-to-day basis. Yes, LIA has provided me the opportunity for professional development through current event topics that have importance to me as a teacher of agriculture and, hopefully, will benefit the students in my classes whom I teach on a day-to-day basis.

Teaching leadership development to high school students can be challenging. LIA provides participants like myself, **teaching strategies** and ideas for additions to my curriculum for both the classroom and the FFA components of the program. As the field of agriculture becomes broader and more specialized, agriculture teachers will need to solicit outside help to cover the subject matter. A network like LIA provides a vast and virtually untapped resource of industry leaders which we can draw upon as guest speakers and advisory committee members.

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PALS (Partners in Active Learning Support)

From a National Perspective, Greg Egan



BY: GREG EGAN, TIM ARKFELD, VANCE VANDERWERKEN, AND MARK ZIMMERMAN

Mr. Egan is a teacher services specialist with the National FFA Organization, Mr. Arkfeld is an FFA Advisor at Syracuse-Dunbar-Avoca High School Syracuse, NE, Mr. Vanderwerken is an FFA Advisor at Clinton Co. R-III High School, Plattsburg, MO, and Mr. Zimmerman is an FFA Advisor at Spencer High School, Spencer, WI.

Programs at the national level are developed from perceived needs from the field, through corporate foresight, and interactions among the agriculture education community. A little over four years ago a plan was put together to match high school students (mentors) with elementary students (mentees) in a one-to-one relationship. These two individuals work together on agricultural activities, tutor, enjoy recreation, or take part in local FFA chapter activities. This program, known as Project PALS, completed a three-year pilot study in 1994 with nearly 200 schools participating.

One and one-half years have past since the pilot study was completed and Project PALS has become PALS (Partners In Active Learning Support), over 1,400 schools across the country have added this program to their chapter activities. Why have we seen such a significant jump from 200 schools to over 1,400 today? I suspect the first key is a chapter advisor who has the FFA mission statement in mind when he or she wants to make a positive difference in the lives of young people by preparing them in leadership, personal growth and pointing them towards career success. A second key aspect is a local community committed to serving youth. The results you see in the development of the mentor and mentee are phenomenal, such as:

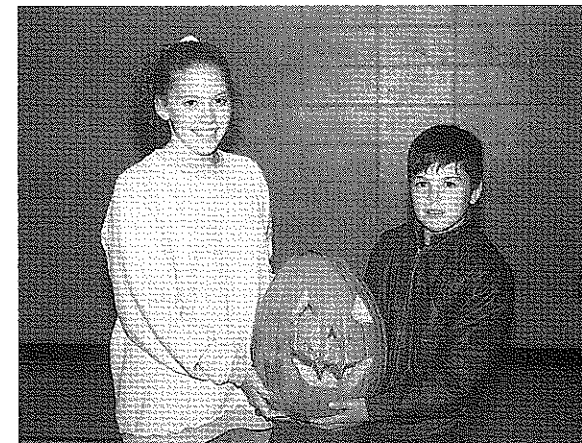
- improved school performance and school attendance (mentor/mentee),
- better understanding of human development (mentor),
- improved self-esteem and self-concept (mentee),

- viewed themselves as role models (mentor),
- rarely missed mentoring day(mentor/mentee),
- FFA involvement of non-traditional students increased,
- improved participation in school (mentor/mentee),
- increased support from administrators(high school/elementary), and
- parents and community members were more involved (high school/elementary).

The above are results from a final evaluation of the pilot program. Can you imagine the impact this program can have on your community? Hundreds of thousands of young people could in part credit their success in life to this program alone. The ideal situation would be



Group activities, craft projects, and hands-on exercises are valuable cooperative tools in building strong PALS bonds. (Photo courtesy of Vance Vanderwerken.)



This pumpkin carving activity was used as a large group get-to-know-you activity. Pumpkins were donated by local businesses. (Photo courtesy of Mark Zimmerman.)

to have a student begin as a mentee in elementary school and then be guided all the way through high school. The vision is clear, agricultural education instructors believe in this program, administrators believe in this program, and the community benefits. We accomplish our goal by providing a better home and community in which to live.

PALS—A Positive Experience, Tim Arkfeld

Our PALS Project is a little different than most. When we were in the planning stages of PALS our school was working on ways that the Vocational Student Organizations could work together on more projects. The plan was to create more of a team attitude in our school system.

With this in mind, we asked the YFT (Youth For Tomorrow Chapter of FFA) if they would be interested in working on this project with us.

As we expected, it has been a very positive experience for our school. The

idea of creating more team work has started to create a very hard working team of students that serve as the mentors of our PALS. This team is having a positive impact on the school. It has eliminated a great deal of the stereotype and negative competitions that previously existed between organizations in our school. We are even having a very pleasant problem with other high school students wanting to be a part of the project; they are impatiently waiting for the next school year when we select the mentors for the next year.

The results of the PALS Project (to date) have been outstanding. By working with the two different student organizations' members, we have truly learned the meaning of cooperation and team work. The experiences of working out the plan of the project, delegation of responsibility, and financial budgeting between the two different organizations have all been beneficial. The actual hands-on leadership activities that PALS has offered the FFA and YFT members has been very valuable.

When I asked the mentors what they have learned from the PALS Project, their responses amazed me. They have matured from the time we interviewed them for the position of mentor last spring. The mentors listed such benefits as responsibility, patience, respect, kindness,

understanding of other people and their ideas and thoughts. The students are quickly learning that there are many different culture and value systems even in our small rural community.

When you start making a list of people who are positive leaders you can come up with an endless list of individuals and positions; I feel that the most important role models of our students are the responsible adults that are parents. Many people fail to see parents as leaders but they are the backbone of our society. In FFA we pride ourselves on developing leadership and I feel that PALS is a way that the FFA can truly give its members the opportunity for hands on leadership training and create responsible adults that will develop better human relations and parenting skills.

I would recommend to anyone that has a PALS Project within their school or is thinking about implementing the PALS Project, attend the PALS workshop at National FFA Convention. It was a great activity for my students this year. PALS is a great way to educate students about multi-cultural differences and equity issues.

The Plattsburg PALS Project, Vance Vanderwerken

The following statements are thoughts about, and perspectives of the Plattsburg PALS Project.

Our PALS program involves 2nd, 3rd, and 4th grade students. Interested FFA members



PALS mentors are shown here trick-or-treating with their mentees. Parental approval was given for many of the students to be involved, and the response from the activity was positive. (Photo courtesy of Mark Zimmerman.)

have to apply for the PALS program. There are 16 PALS spots available. Members' attendance and participation are monitored throughout and are evaluated. Members from the previous year are automatically given a spot for the next year if they have had positive evaluations. Students are matched with the same Pal that they had the previous year in order that a strong bond can continue to develop between the two students.→

Once organized, PALS has run rather smoothly. Financing the project has been done by using "Youth-At-Risk" money from our school district. We are able to do activities every month, including kite flying, hay rides, pumpkin carving, cookie decorating, reading, and other activities and field trips that allow the students to bond and get to know each other very well. Volunteers from the community bake fresh cookies and desserts or offer their businesses and facilities to tour. With help like this, it makes the program a wealth of enrichment activities that are fun and educational for the big pals, as well as the little pals.

I have seen my students that are involved with PALS mature, grow, and develop a sincere interest in student's self worth. Student, Ashley Hernandez, stated in a brainstorming session, "PALS gives us something to be good for. It makes us think about what we are doing. Adults always tell us that we have to set a good example. My Pal gives me a reason to do the right thing."

Another student, Jamie Faulkner, said, "It helps me get good grades and keeps me in a good mood because I have to be a role model and set a good example."

When the Pals were asked individually what they liked most about the Pals program their first comment was, "I like being with my Pal". The second answer was associated with all of the different activities in which they participate.

Elementary Principal, Mike Miller commented, "Watching our elementary children's faces

light up when they see their Pal is a wonderful experience. It adds value to the older Pals' lives and increases the self esteem of all the individuals involved."

PALS has also been a good recruitment tool. I have had students continue in the program

because of the role they were playing in a small person's life. I have also had high school students come ask me how they could get involved in the PALS program and the following year found them enrolled in my classes. Small Pals often talk about their interests in the agriculture program and I am anxious to see how many Pals will be agriculture students and FFA members in the upcoming years.

I believe the PALS program has brought our agriculture department one step closer to being a

complete program. The leadership and people skills students are learning through workshops at the National FFA Convention and local mentor workshops presented by professionals in our community, will prove to be valuable assets for our students during the rest of their lives.



This photo shows Syracuse, Nebraska FFA members involved in the PALS conference at the 1995 National FFA Convention. (Photo courtesy of Tim Arkfeld.)

Within our school, the faculty and staff are very supportive; faculty members seem to try to help out by offering support for the program. I think that having the PALS program often reminds teachers, and students, that there are special students out there that really need a warm smile or kind word.

Project Pals committee chair Vonnie Vanderau adds, "PALS provides opportunities for our younger kids that are "At-Risk" to enjoy much needed attention from older students as well as do some things they might not otherwise get to experience. Having an older student provide an example for them is valuable. Daily, in the hall, a little Pal will ask me, "How many more days till our next PALS get-together. My daughter, Beth, was a big Pal for two years. Throughout those two years she formed a very close bond. Throughout the 2 years Beth's Pal experienced some very tragic experiences at home. (Beth's Pal was able to trust her which allowed her to open up and work out her problems at home.) Beth commented, 'I'll never forget the experiences that I had in Project PALS. I'll have a friend forever!'"

Features of PALS - Spencer FFA, Mark Zimmerman

Scope

1993-94, Pilot — 17 PALS pairings — all seniors

1994-95, 25 PALS pairings — all seniors

1995-96, 44 PALS pairings — 22 seniors, 18 juniors, 5 sophomores

PALS team

Mark L. Zimmerman, FFA Advisor & PALS Coordinator

Mark L. McGuire, Elementary Principal

Barb McGuire, Guidance Counselor

Note: Since original pilot training, other team members have left the school district.

Requirements for being a PALS - high school students

Senior or junior, sophomores attended mentoring conference, given chance to join PALS at semester time

FFA membership

Have to care and desire to help people

Must spend half-hour per week in elementary classroom/outside school activities optional

- Elementary students

Get into program by teacher referrals

Starting to get requests by students (6th grade boy referred himself) and parents to join the PALS program

Impact on community

Gives additional credibility to school; we are trying to help children

Parents see it as an outstanding program; parents want their children in the program

Impact on school

Teachers and counselors, high school and elementary, working together to meet needs of students

Elementary students bring a better attitude about school to high school

Impact on students

Self-esteem builder for mentors and mentees

Responsibility building

Parent skill development

Improvement in school work with PAL tutoring

Impact on FFA chapter

Increased membership

Helped leadership development; another opportunity to become involved

Impact on FFA advisor

Additional time with elementary students

New view of helping of students

Professional development opportunity; presented day workshop to group of state schools interested in PALS program

Additional work; but, then, anything good is, isn't it!

Other thoughts

This is my seventh year teaching at Spencer Public Schools. I have been able to accomplish and do many things. The top 3 are: 1) placed in top 10 in the nation in BOAC, 2) built a 24' x 48' greenhouse, and 3) started and coordinated PALS program. I feel that PALS is possibly the

best thing that I have accomplished in getting started. I am very proud of what has gotten done. It has been a good deal of work, but the rewards are worth the work and risk. PALS provides the opportunity for ordinary high school students to do something really extraordinary. ■

Leadership Development

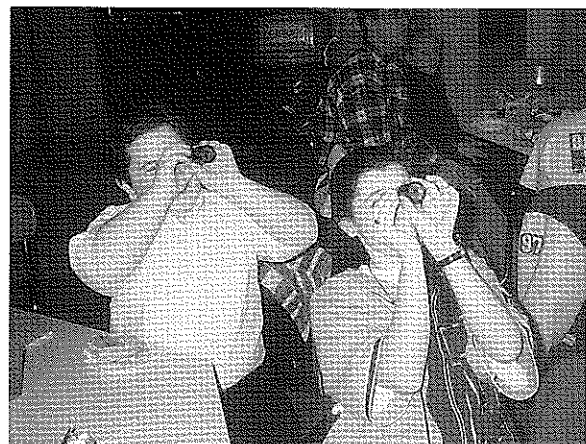
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Additionally, these individuals can provide us with curriculum resources and other program support.

In order to remain on the cutting edge and viable, it is imperative that we continue to seek opportunities for **personal growth** which are outside our comfort zone. Complacency and mediocrity are normally the result of a lack of personal growth. We are the sum of our experiences. Programs such as LIA help us to become more effective leaders in our own schools, communities, states, and our nation. Personal growth is the building of confidence and when our confidence rises, so also does our competence. Too many times we think we are too busy to get involved in a leadership development program like LIA when in fact we should find the time. I am thankful I had the opportunity to be a participant, and I encourage agricultural educators across this nation to participate in similar programs which may be available in your state. Leadership Idaho Agriculture provides individuals an opportunity to be a part of a network of leaders who are promoting agriculture as a powerful and dynamic profession.

Summary

The 240 graduates in the program have established an excellent network of communication and information related to agricultural issues in Idaho. A leadership development session is held annually for all alumni of the program. As a result, participants in the program will not only be connected and involved with their class of 25 members, but upon graduation they will be linked with the greater network of LIA alumni and those who will participate in the future. We and others who are a part of this joint venture feel the participation of the first agriculture teacher is only the start for a bright future linking teachers of agriculture with the Leadership Idaho Agriculture program in Idaho. ■



Before the elementary Christmas program, this holiday reception was sponsored by the PALS program. Parents helped decorate and provided refreshments. (Photo courtesy of Mark Zimmerman.)

Professional Development of Agriculture Teachers Involved in Teaching Leadership



BY: RICHARD KATT
Mr. Katt is the director of the Nebraska Department of Education and executive secretary of the Nebraska FFA, Lincoln.

Agricultural education instructors have been in the business of leadership training from the time our discipline was first organized into formal instruction. The early teachers recognized the need for students to develop their character and personal skills along with the development of occupational skills. Using vehicles such as the FFA, PALS, and YF, agricultural education instructors are able to motivate and recognize the students for their accomplishments in leadership development.

Offering human resource development (HRD) classes is a broadening of this original commitment to developing the whole person through agricultural education. As instructors have implemented this class, their total agricultural education program has changed. It has brought about a shift from an emphasis only on the teaching of technical skills to a greater emphasis being placed on learning and the learning process. In particular, the teachers have increased their emphasis on the development of higher order thinking skills.

The addition of the human resource development classes has helped to elevate the level of character and personal skill development that has been infused throughout the program. The FFA shifts from simply being a variety of activities and career development events to a working laboratory testing leadership and HRD theory. Teachers have become more aware of the leadership potential of all students and have adapted their FFA program to meet their needs.

Teachers offering leadership classes spend more time researching human resource development information along with the technical agricultural materials needed to stay current. As their HRD knowledge and experience base increases, it improves the quality of instruction in all agricultural education classes. The teachers have been more focused on the individual needs of the students and helping to improve the quality of the agricultural experience for all students.

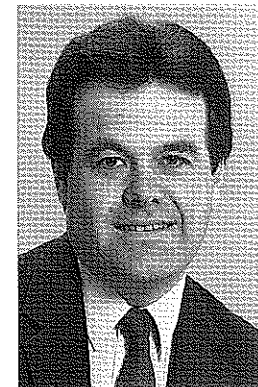
The HRD classes have also helped to break down the old stereotype of agricultural education programs. The teachers have contact with a more diverse group of students and have

increased enrollment in agricultural education because of this exposure. The class has helped to create a new image for both the teacher and agricultural education/FFA.

The addition of HRD classes has positioned the teachers in a new "light" within the school curriculum. Administrators and guidance counselors have increased their respect for these teachers as "professional educators", providing instruction which compliments the mission of the school. These teachers are being asked to provide training to other faculty and staff on leadership development. The students enrolled in the HRD classes have taken this leadership and personal skill training to school organizations, improving the quality of education offerings throughout the school. ■

Coming
Next
Month:
Agricultural
Literacy:
A Status Report

Professional Development Through Teaching Leadership Education



BY: LLOYD C. BELL
Dr. Bell is an associate professor in the department of agricultural leadership, education, and communication at the University of Nebraska-Lincoln.

"I have become a very different person just dealing with this program. I want to do a whole lot of things that I probably never dreamed about before because I wasn't exposed to them." This is a comment made by Dr. Lorraine Matusak (1989) regarding her involvement with the Kellogg National Fellowship Program. Dr. Matusak, presently a Leader Scholar in the W.K. Kellogg Foundation, was then director of the Fellowship Program.

As this example indicates, interest is a powerful motivator. People who are interested in their work are typically committed to doing it well. Accordingly, a common reflection shared by students completing a student teaching experience is that during the experience (usually a semester), they learned more personal and professional information regarding their profession than they did in two or more years of undergraduate education preparing them for the experience. This phenomenon is well acknowledged by those who experience it, the specific reason(s) it occurs is usually not understood.

Why is it not surprising that a teacher would experience professional development from the assignment of teaching leadership? One possible explanation rests in the degree of interest an individual brings to an assignment. As was stated earlier, interest is a powerful motivator. In adults, the motivational propensity of "interest" is often mixed with other motivational forces such as evaluation apprehension, ego-involvement, social comparison, and habit. Historically, the instruction of agricultural education has integrated leadership education through the FFA. Therefore, by the very nature of the FFA component in a secondary program, professional development in leadership has occurred. The degree of development, however, may have been limited by the teacher's interest in this programmatic component, and viewed primarily as a source of leadership development for adolescent members.

During the last decade of curriculum enhancement in agricultural education, leadership education has expanded its base beyond primarily applied leadership, and has begun to

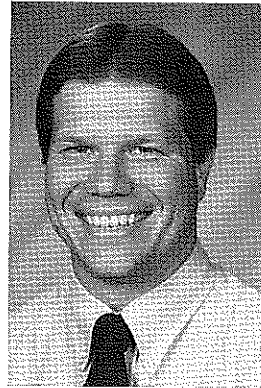
explore the interpersonal foundations of leadership development. Matusak (1989) suggests that an essential characteristic of individual leadership development includes knowledge of oneself. More completely stated, this is knowing what makes individuals relate interpersonally as they do. From this more generic curricular standpoint, the chances of personal interest from reflective preparation by the teacher is enhanced.

Thus far, interest has been referred to as a powerful motivator contributing to professional development. Where does interest originate? Can it be provided from external sources, or does it originate from within the individual? Deci (1992) would suggest the self-determination theory as one possible explanation. The self-determination theory assumes an individual engages in an activity (leadership development) from a sense of wanting, choosing and personal endorsement. It suggests interest is primarily linked to intrinsically motivated activities. Intrinsic motivation is associated with behaviors done for the personal reward of enjoying the activity and operates in the affective domain of learning. Interest, however, can also be associated with extrinsically motivated activities, but only to the extent that they've been integrated into one's intrinsic self.

Research done by Benware and Deci (1984) provides evidence for the self-determination theory. In their research, they asked a group of college students to read and learn selected complex text material. Half of the students were told they would be tested (extrinsic motivation) on what they learned, and the other half were told they would have the opportunity to teach what they learned to other students (intrinsic motivation). All students were given an exam to assess their rote memorization of the facts and their conceptual understanding of the material. In addition, the students were administered a questionnaire to report how interesting and enjoyable they found learning the text material. The results of the study showed that those who learned on the premise of teaching possessed significantly greater concep-

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When the Teacher Becomes the Student



BY: RANDY VLASIN
Mr. Vlasin is an agriculture instructor at Chase County High School, Imperial, NE.

Most agricultural education instructors will tell you that in the process of preparing lessons, demonstrations, etc., they tend to learn more than their students. This is especially true if you are venturing into a new area of instruction. That is why the old saying, "If you want to learn something well, teach it to someone else."

About six years ago, I started seeing a need for organized instruction in personal leadership enhancement of the students I taught. There were a number of reasons for this. It seemed that many students were not acquiring some basic personal leadership skills needed to be successful. Perhaps it is due to the deterioration of the family unit, the loss of integrity in many sectors of our society, or a host of other reasons. Whatever the cause, I encountered many students needing help in this area.

As I began researching materials and designing a course for my students, I realized it was I who had become the student. New priorities began to emerge, my family, my faith, my

financial situation. I suddenly realized that dedication to work is a good thing, but extreme dedication can be disastrous to one or more areas of your life.

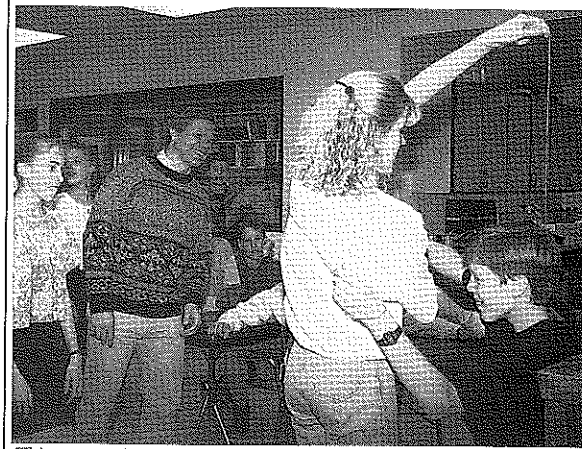
One of these areas was my family life. Like many young agriculture instructors, I wanted to do a good job of teaching. I felt that I had to do

it all, have well prepared lesson plans, train contest teams, be active in teachers organizations, start a Young Farmer program, have an FFA Alumni, and on and on. The first six or seven years I taught, I'm not sure why my wife and children stuck with me. I was never home. Other instructors used to joke about me having an apartment at school since I was always there. Does this sound familiar to any of you readers?

Much has happened to me since I began

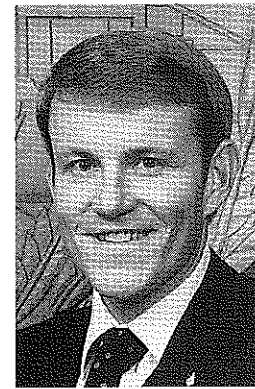
work on the leadership program. I have implemented a new course into our curriculum titled "Interpersonal Skills" which is designed to help students develop some basic personal success skills. I am in my third year of teaching it as a semester course and find it to be my favorite class due to the interest level of the students and because of what I learn. Contacts I have made in the planning of this program have provided the opportunity to train with the Denis Waitley Organization (author of *Psychology of Winning*) and with the Covey Leadership Center (Stephen Covey is the author of *The Seven Habits of Highly Effective People*). These programs have been rewarding experiences for both my students and myself. I am more focused on priorities such as family, faith, and future and I feel that I am a better teacher because of it.

There is an old proverb that states "When the student is ready, the teacher will appear." I have found this to be true along my journey of discovery where I have encountered many teachers in various forms. As I teach personal leadership, I continue to be the student. ■



This rope activity is used to illustrate a point about conflict resolution. Two students are connected by the ropes. Each rope represents a relationship the students have with someone. Sometimes, the relationships have knots (conflicts). Students are to find a way to untangle themselves without letting go of both ends of the rope (the relationship). The students find that this exercise is fun, challenging, and they learn an important leadership concept. (Photo courtesy of Randy Vlasin.)

The AVA Convention for Agricultural Education: Is It Worth the Investment?



BY: JOHN P. MUNDT
Dr. Mundt is an associate professor in the department of agricultural and extension education at the University of Idaho, Boise Center.

After participating in this past year's AVA convention in Denver, CO, I asked myself was it worth it? Did my participation provide an acceptable return on my investment of time and money? The answer for me was NO! After visiting with a number of colleagues who were in attendance, it appears this opinion is shared by more than just myself. I write this column not with the intention of pointing blame. However, if we as a profession are frustrated with the return on time and money expended, then we collectively as a profession, must take responsibility to make the AVA annual convention a positive experience for those who attend.

What Was the Investment?

A conservative estimate of the number of agricultural educators in attendance, including agriculture teachers, state supervisors, and teacher educators is approximately 550. It could be estimated each of us in attendance spent an average of \$1000 to attend the conference. This approximation of cost includes: transportation, meals, lodging, registration, and other miscellaneous expenses. This does not include the time spent, or the salary we were all paid while we were in attendance.

The time, I am sure, we all could have put to good use - doing the jobs we were hired to do, such as teach classes, provide service, research, administer and so on. If on an average, we were each paid \$150 dollars per day and each of us spent an average of three and one-half working days in attendance, an additional \$550 which can be added to the expense of attending AVA. So an estimated and realistic total per individual in attendance is \$1550. With 550 attendees, a total expenditure of \$852,500 dollars was diverted from other uses. The estimate is probably conservative, but at any rate, it is an investment of a considerable sum of money and time. Was the investment worth it? Probably not!

What Is the Purpose of a National Meeting?

Certainly, in this short space, I shall not attempt to cover every expected outcome of attending a national meeting. Some given outcomes include: carrying on the business of the

association(s), participating in a lively exchange of ideas, visioning for the future, participating in scholarly meetings like NAERM, participating in professional development activities, giving peer recognition through awards programs, and participating in informal sessions and discussions with our colleagues from around the country. We have at least three important entities which comprise the Agriculture Division of the AVA, the teachers (NVATA), the supervisors (NASAE), and the teacher educators (AAAE). We all meet together in the same city and often (although not this year) in the same hotel. But how often do we really meet together to discuss the very issues which affect our programs, our livelihood, our future? Not very often. This past year the most important segment of our profession, the teachers, chose to not meet with us at all. The teachers met in the same city, at a different hotel, and at a different time. I am sure that the teachers chose to do something different for what they perceived to be very good reasons. Those reasons are immaterial at this point. The point is, they did it. The teachers I talked with indicated that they had participated in one of the best national meetings ever. They took charge and changed some things for the better and for that I commend them. However, if we are to progress, grow, and be part of the future we must be working together. We cannot allow ourselves to become more fragmented than we already are.

The AVA Agriculture Division

The AVA Agriculture Division, as a constituted part of AVA, is layered, bureaucratic and cumbersome. It has never worked well. We have attempted to increase participation by enticements like door prize drawings, arm-twisting and by other means, but meetings of the Agriculture Division have been sparsely attended.

In recent years, the pace of change has increased to the point that we can't keep up. When attending a summer conference or a national meeting, invariably, a statement is made that goes something like this: *This is the most exciting time in the history of vocational and/or agricultural education.* I ask myself →

how can this be? I heard this when I first started teaching some 29 years ago and I continue to hear it today. Indeed it is true, and it is true because things change and in recent years change has been more rapid than ever. If we don't change we will be lost. Change creates frustration and when frustration and dissatisfaction becomes significantly elevated the time is ripe for change.

Kirby Barrick, our Division Vice-President, put forth some interesting remarks at our AAAE business meeting. Essentially, he asked us to look at ourselves and what we do at an AVA convention. His response to his own query was that we meet together, mostly talk to ourselves, and present results of research which often is boring. Not necessarily the content itself, but the way we present the content - it is boring! And additionally, we present a poster session again to ourselves - good ideas, but don't or shouldn't these presentations have meaning to our total profession? What about the ideas of the teachers and supervisors? What are their concerns and issues? Don't their concerns have applicability to us?

We often talk a good line regarding leadership from ourselves and respect for and from others, cooperation among ourselves, and collaboration with others; but we often fail miserably to practice these concepts ourselves. As a MODEL for leadership, cooperation, and collaboration in practice, we as a profession, leave quite a bit to be desired.

It Is Time for Change

Currently being discussed is a new umbrella national organization for agricultural education. We have heard that what is needed is revolutionary change! Perhaps a new organization for professional educators in agricultural education is needed. However, I am not sure that this will solve our problems. If we today, cannot seem to cooperate and collaborate, what is the assurance that a new organization will cause this to happen? Let us restructure within our current framework. Let us get rid of some of the layers and traditions of the past and practice collaboration and cooperation with the important groups represented in our profession. If nothing else, let us make the AVA convention truly a professional enriching highlight each year. We must work together and plan a program that meets the needs of all of us in the profession. We can ill afford to come to a national meeting of agricultural education and meet separately! Each organization might have to give up something or do something a different way.

Maybe AAAE needs to look at the way we present our research and poster sessions. Surely the results of research have applicability to the

entire profession. But if the way in which it is presented is so ineffectual - what is the point? Surely, some of the activities the teachers planned and delivered at their AVA mini-convention had applicability for all of us in the profession. Again, I point out that the NVATA had one of the best sessions ever, without the rest of the profession participating. If we, as a profession, continue down that road we are headed for a wreck. I, for one, believe we must participate together at our national meeting. The alternatives are simple; we either work together to ensure that we all get an outstanding return on our AND OTHER'S \$852,000 investment, or we may simply lose the opportunity to invest at all!

Professional Development

(Continued from page 19)

tual understanding and greater interest and enjoyment from studying the material. There was not significant difference between the groups in the amount of time spent studying. It was found that a positive correlation existed between the degree of interest and enjoyment and conceptual understanding. The researchers concluded that student's intrinsic motivation appeared to be undermined by control or pressure (testing), in turn, impairing their conceptual understanding. In other words, people who are given a meaningful reason for learning and not pressured tend to find the material more interesting and learn it more fully.

In the case of generic leadership education, many perceive this to be a new and dynamic curriculum area available to agricultural education. Even though, to an extent, its inclusion comes from external encouragement, due to its comprehensive, interpersonal approach educators are able to internalize the content with their experiences to achieve a greater level of self understanding. In the process of reflective preparation for instruction, the opportunity for professional growth occurs. Depending on the individual involved, the intrinsic motivation stimulated can lead to a greater variety of classroom, laboratory, and personal experiences which provide insight for deeper professional growth.

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Animal Science Biology & Technology: Physiology, Application, Evaluation, and Industry

Baker, M. And Mikesell, R.E. (1996). Danville, IL: Interstate Publishers, Inc.



REVIEWED BY: LILLIAN H. DAUGHTRY

Dr. Daughtry is a former agriculture instructor in North Carolina and is now a research associate at Virginia Polytechnic Institute and State University, Blacksburg.

Animal science is an area of agricultural education which generates much excitement for students. Many agriculture projects, SAE activities, and FFA events for high school agriculture student involve animal science, providing students with an introduction to the industry and future career opportunities.

Animal Science Biology & Technology: Physiology, Application, Evaluation, and Industry is an excellent animal science text for both post-secondary or adult and advanced high school programs. As the title indicates, the book has a four-fold focus.

Baker and Mikesell divide the text into four sections as indicated in the title: physiology, application, evaluation, and industry. The four sections are further divided into very systematically arranged chapters. Each chapter begins with a brief introduction to the topic, a listing of the chapter objectives, and a listing of chapter terms.

Baker and Mikesell also add stimulating and informative animal science facts in shaded boxes throughout the chapter, heightening the reader's interest. Each chapter ends with a summary highlighting the major points. In addition, questions and activities for deeper understanding are included, ranging from basic recall to higher order processing. A real strength of the text is the laboratory activities in which students are expected to investigate situations and to critically solve problems, applying the concepts presented in the text and often integrating basic mathematical or communications skills. In fact, I would like to see more laboratory activities included that provide opportunities for students' active learning and problems solving development. I would also like to have seen more emphasis on occupations in animal science or the inclusion of activities to actively engage students to investigate career options in animal science while offering more direction for students with an interest in the animal science field.

Baker and Mikesell are to be commended for their up-to-date information on the five animal industries included in the text: swine, beef,

dairy, sheep, and horse. Detailed information on the physiology of each large animal is contained, as well as practical and applied concepts of the various breeds, including considerations for breeding, management, housing, diseases, parasites, and marketing. The evaluation section is very practical, encompassing contest formats for various competitions, performance data for analysis, and lists of reasons for each area of evaluation or judging.

Without reservations, I would recommend this text for teachers of animal science with a focus on swine, beef, dairy, sheep, and horse at the secondary, post-secondary, or adult levels. ■

Coming Issues:

- April:**
Teaching Physical Science Applications in Agriculture
- May:**
Agricultural Education and Distance Education
- June:**
Young Farmer Education
- July:**
Tech Prep: A Catalyst for Change
- August:**
Student Experiences in International Agriculture
- September:**
Annual Focus on Teaching
- October:**
Mentoring Beginning Teachers
- November:**
Teacher Recruitment and Retention
- December:**
Agricultural Mechanics and Agricultural Education

CALL FOR APPLICATIONS

A committee has been appointed to solicit and review applications for Editor-Elect of The Agricultural Education Magazine. Individuals interested in applying for the position of Editor-Elect should submit:

1. five copies of their resume;
2. five copies of a letter of application telling why the applicant is interested in becoming Editor-Elect and describing any changes or innovations the applicant believes would improve *The Magazine*; and
3. five copies of a letter of support from the applicant's immediate supervisor indicating the applicant has the administrator's support in undertaking this professional responsibility and that the administrator will provide necessary secretarial and financial support, time and other assistance necessary to produce a high quality professional publication.

Applications are due June 1, 1996 and should be submitted to:

Dr. Joe W. Kotrlik, Chair
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Potential applicants are encouraged to contact any member of the selection committee to discuss the Editor-Elect position and to obtain more detailed information on the support needed. The selection committee members are:

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