



# West Virginia

## AGED NEWS and VIEWS

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Harry N. Boone, Jr., Ph.D., Editor

### *WVU Extension Service's 2006 Champion and New Employee Excellence Award Winner*

**by Kelly Quinn, WVU Extension Service, Tyler County**

I graduated from Kent State University with a Bachelor's degree in biology and math with the intention of becoming a field biologist. While pursuing my career goal, I continually found myself in educator roles: Peace Corps science teacher, environmental educator, and Wildlife Division volunteer. As a result, I obtained my teaching certification and Masters of Education degree from San Francisco State University. The focus of my Masters degree was "multicultural studies." I taught in San Francisco and Alaska. I was seeking a position as a park ranger when I found the WVU Extension position. I have been working as an Agriculture Extension Agent for WVU Extension in Tyler County since April 2004.

As the sole agent in the county, I delivered programming that was broad in scope to meet the various needs of my community. I supported the activities of Tyler County's Calf Pool. This year, 20 farmers sold 375 calves for more than \$250,000 in profits. Educational programs made available to farmers included the following topics: Premise Identification, cattle genetics and EPDs, performance bulls, Process Verification Program, Beef Quality Assurance and pesticide recertification. New farmers who moved to Tyler County from other states have attended a series of potluck dinners. The networking has allowed them to share information and support one another.

Tyler County hosts an annual county fair and Fall Harvest Festival. I worked with the FFA advisor, Leon Ammons and Livestock Chairman, Bill Baker to conduct the livestock shows and sales. In 2006, the Tyler County youth livestock sale grossed over \$45,000. Nearly 50 youth sold almost 100 market animals.

Local youth benefited from a number of Extension programs such as 4-H Energy

Express, Germ City, and Family Nutrition Program. I coordinated a Progressive Agriculture Safety Day for all fifth graders and delivered water safety and food safety lessons at two additional safety day programs. As an active member of a local nonprofit called "Health Raisers," I delivered fitness programs including: stretch bands, yoga, and Dance Dance Revolution. A nutrition education instructor, Julie Bolin, teaches 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders about eating a proper diet, food safety and the importance of physical activity.

Adults also benefited from nutritional programming by participating in "Dining with Diabetes" and "A New You" programs. I instructed yoga classes and supported other activities including: open volleyball, line dancing, aerobics, walking clubs and a farmers' market. I also supported efforts to curb substance abuse in the county.

In order to contribute to WVU Extension Service state conferences, I developed a number of programs derived from my diverse background: Celebrate Diversity, International Awareness: Life in Nepal, and Hiking. The programs benefited 4-H leaders, volunteers, teen leaders and Community Education Outreach Service volunteers. The hiking class was developed to support the use of the new *Hiking Trails 4-H* project book.

As a member of the Youth Agriculture team I assisted in the revision of livestock record guides and the development of a guide for fairs and festivals. As a member of the Social Justice Committee I trained new Extension staff about important diversity issues.

Last year, I completed a multi-year research project concerning recreation in Tyler County. Several physical activities programs for community members resulted from the

survey research study. The survey has been shared with other agents and health care partners to be replicated in their communities.



Currently, Tyler County 4-Hers are piloting the new 4-H health officers curriculum concerning physical activity. I am conducting a multi-year research study of Progressive Agriculture Safety Days with fellow agent Georgy Plaughter. Results of the study will enable more agents to provide useful safety information to children and families.

This year Tyler County will join the Wetzel County Master Gardener program. The partnership will allow Tyler residents to engage in the program. Another upcoming project is the "farmers to chefs collaborative." Through the collaborative West Virginia farmers sell produce and products to various chefs who feature the fruits, vegetables and meats.

I have found my career in Extension to be exciting and stimulating. Extension work provides me with the opportunity not only to educate but to engage in community service. It fulfills my interest in research. I feel fortunate to have found a career in which I continue to learn and share information. I am happy to work with colleagues and community members who are both knowledgeable and motivated. Together we will continue to improve life for Tyler County residents.

# *Editorial* : New Year's Resolutions: A Few Suggestions

by Harry N. Boone, Jr.

Around this time of year many individuals will make resolutions for the New Year. They resolve to make changes in their life that will increase health, happiness, and/or personal satisfaction. I would never attempt to give advice on your personal life, however, in the event you have procrastinated in making your new year's resolutions, let me offer a few suggestions for your professional life. (Due to the timing of this publication the first resolution could be: I will not procrastinate in 2007.) I wrote a similar article in the Nov-Dec 2003 issue. Before we move to 2007, let's review my six suggestions for 2004 and see how well you fulfilled those resolutions. The 2004 resolutions were:

1. I will deliver a course of instruction that meets the needs of my students.
2. I will develop and/or utilize the program's advisory committee.
3. I will strive for 100% plus FFA membership in my program.
4. One hundred percent of my students will have a supervised agricultural experience (SAE) program.
5. I will provide year-round supervision for my students' SAE program.
6. I will provide the "total" agricultural education program for my students.

Once again please allow me to offer a few suggestions for you to reflect on as you plan for another successful year in the field of agriculture.

1. I will make every effort to motivate my students to learn the subject matter.

Motivation is what influences the learners to consider the subject and learning activities as interesting and challenging. The amount of interest and challenge will determine the level of intensity and persistence that the learners will exert to accomplish the learning activities. It doesn't matter if you are a high school teacher or an Extension agent, you must motivate your students to learn the subject matter. The first step is to provide learning activities that reflect the wants, needs, and aspirations of the learners. Occasionally you will need to teach learning activities that the learners may not have an immediate interest. It is your role as the teacher to motivate the learners to learn by

showing them how the new knowledge will directly benefit them. Some suggestion for motivation include: how the information will benefit them financially, how it relates to their personal goals/aspirations, how it relates to other materials that have been or will be covered, or how they can use the information in their personal or professional lives.

2. I will provide instruction that reflects the varied learning styles of my students.

Every individual has a learning style that he/she prefers. Some individuals are visual learners. In other words, they learn better if they can visualize the concepts that are being taught. Others are auditory learners. They need to hear the information for maximum learning to take place. Yet other individuals are kinesthetic learners. They need "hands-on" activities to maximize their learning. It is the role of the instructor to provide multiple activities within a lesson to accommodate the learning styles of all of the students. Part of the lesson will have a visual component where students can see the concept(s). During the auditory portion of the lesson, the instructor will describe the concept(s). If possible, the lesson will contain a "hands-on" section for the kinesthetic learner. By including multiple activities you can maximize the learning for every individual in your program.

3. I will revise my course of study to insure it still meets the needs of my students.

If you are an agricultural education teacher you have worked within the state's Content Standards and Objectives (CSOs), you have designed a course of instruction (COI) that meets the needs of the local community and your students. If you are an Extension agent you have developed an educational plan that meets the needs of your constituents. Over the past year you have implemented the COI or educational plan. Do you continue to use the same plan next year?

The answer is, **NO!** You should have a plan to evaluate your instruction program each year. How well did you meet your objectives? What activities were success-

ful? What activities were less than successful? How can the activities be improved to increase their level of success? After reflecting on your program's successes and (maybe) failures, you need to revise your instructional program to better meet the needs of your clients. For Extension agents this could coincide with the preparation of your Promotion and Tenure reports. Agricultural education teachers should evaluate and modify their programs as a part of their extended employment.

4. I will participate in at least one professional development event in the new year.

As professionals we must constantly strive to improve. One way to improve our knowledge of our profession is to participate in professional development events. Professional development may take the form of a graduate class or the annual teacher's conference. Don't forget educational activities sponsored by the agribusiness community. When I was teaching I participated in an expenses paid workshop sponsored by the Chicago Mercantile Exchange. Lincoln offers some terrific welding workshops. These are only two examples of the many opportunities that are available. After you locate a possible opportunity, check with your supervisor (Mr. Michael or Ms. Williams) to determine if funds are available to assist with the expenses. I know that in the past Mr. Michael has been able to assist with funding for professional development activities.

5. I will become more active in my profession.

You are involved in a profession that has given you many opportunities. It is now your turn to get involved in the profession and give back a few of the benefits you have enjoyed.

I wish each and every one a happy, healthy, and prosperous new year.

*The opinions expressed in the editorials are those of the editor and do not necessarily represent official positions and/or opinions of the Agricultural and Extension Education program, the Davis College of Agriculture, Forestry, and Consumer Sciences, or West Virginia University.*

## ***WVU Extension Howard A Shriver Scholar Award***

**David Workman, WVU Extension Service, Hardy County**

David J. Workman, WVU Extension Agent in Hardy County is the 2006 recipient of the Howard A. Shriver Scholar recognition. The award was presented at the 2006 Annual Meeting of the WVU Extension Service held at Jackson's Mill State 4-H Conference Center in November. The award is provided annually to encourage professional development within the WVU Extension Service. Recipients are known as the Howard A. Shriver Scholars and are selected from the employees of the WVU Extension Service.

The award is named for Howard A. Shriver who retired from the WVU Extension Service in 1992 after 35 years of service. He served as an Extension Agent in Hardy, Upshur and Wood counties and held both district and state administrative positions. Howard Shriver was known for his personality and his love of people. His career was devoted to helping both clients and employees improve their skills and abilities.

Dave will be using his award to attend and participate in the Cattlemen's College that is a part of the National Cattlemen's Beef Association (NCBA) meeting January 31-February 3, 2007 at

Nashville, Tennessee. This years NCBA theme is "Git er Done!"

The Cattlemen's College is designed to help beef producers evaluate aspects of their operations and identify ways to be more efficient while producing beef for today's consumer. Information and strategies presented at the college are practical and useful for all aspects of beef production. Some of the sessions include: Navigating the Changing Business Environment; Beef Products 2010-Meeting Consumer Needs; Low-Stress Handling-Weaning/Receiving Solutions; Management Strategies and the Bottom Line; and many other useful sessions are offered.

The Cattle-Fax Annual Outlook Seminar is included for Cattle-Fax subscribers and participants of the Cattlemen's College as well. This seminar will presents timely information on Beef Trade, Ethanol Production, Volatile Markets, Drought and other important topics that will shape the landscape of the beef industry in the balance of this decade.

Two educational publications that Dave, WVU colleagues and other collaborators produced in the past year will be featured in the "National Beef Quality Assur-



ance (BQA) Pilot Programs" exhibit at the Trade Show at this event. The educational materials that have been shared across the nation include the "Chute Side Quality, Defect and Culling Guide" a poster, and the "Quality Assurance Cattle Handling Practices, Procedures and Facilities Assessment: A Farm and Ranch Producer Self-Evaluation."

Dave stated that, "It is an honor to receive this prestigious award. It is special too because I know Howard Shriver and he was a key to my becoming the Extension Agent in Hardy County, a position I have been honored to hold for 27 years." Congratulations Dave!

***The Agricultural and Extension Education faculty and staff wish you and your family a healthy, happy and prosperous new year.***

### ***Photo Incorrectly Identified***



This photograph was incorrectly identified in the Sep-Oct issue of *News and Views*. The photograph is the first place team in the 2006 Entomology contest from **Clay County HS.**

# WVU Extension Poster Featured in “The National Cattlemen Magazine”

by David Workman, WVU Extension Service, Hardy County

Recognizing conditions in cowherds early, that will likely result in carcass quality defects later on, is an ongoing challenge for the beef industry. By understanding some common conditions that can evolve into carcass quality defects in due time, the beef industry will benefit from more timely marketing of cows when they have a higher quality and will return more dollars to the producers. Often we find that producers simply forget to perform these valuable evaluations. By putting a permanent reminder right beside the chute we can provide a necessary catalyst and increase their production efficiency and profitability.

This was the concept that a group of colleagues at WVU believed would benefit our WV producers. Extension Agents David Workman and Ronnie Helmondollar; Jerry Yates, Farm Manager, WVU Reymann Memorial Farm; and Susan Crist, Manager, WVU Graphics Services, began work to prepare such a useful tool for WV beef producers. Beef Quality Assurance (BQA) education for our West Virginia beef producers has been ongoing for several years. Through the BQA program, grants funded by Check Off dollars and administered by the National Cattlemen’s Beef Association (NCBA), are available to develop such tools and materials.

A grant was submitted and a “Chute Side Quality, Defect and Culling Guide” was developed. This poster highlights 7 important areas for producers to evaluate to manage, monitor and market beef cattle in a timely manner. The 19 X 23 poster provides a sturdy, durable “quick reference” that will also serves as a reminder to observe these conditions and implement these BQA and best management practices. It is designed with lamination to be placed in the proximity of the working chute to



Pictured left to right:  
Paul Lewis- Chairman, WVU Division of Animal and Veterinary Sciences; Ronnie Helmondollar-WVU Extension Agent Randolph County; Susan Crist-Manager WVU Graphics Services; Dave Workman-WVU Extension Agent Hardy County; WVU President David C. Hardesty Jr.; Jerry Yates-Manager WVU Reymann Memorial Farm; Jim Bostic-Executive Secretary WV Cattlemen’s Association; Phil Osborne-Extension Specialist WVU Extension Service; Larry Cote-Associate Provost and Director of WVU Extension Service; Jennifer Williams-Director of ANR Program Center WVU Extension Service.

serve as a reminder each time that cattle are worked. An expanded educational program has been developed using this as a centerpiece and is being shared with beef producers around the state now.

In sharing this “Guide” with the others and with the NCBA Educational Committee we found a larger audience for this work. Several states from all across the country requested production details about the poster, which was originally produced by our own WVU Printing Services. At least 2 other states have purchased copies for use in their own programs.

The *National Cattlemen, Fall 2006 Producer Education Edition* featured the “Guide” as a pull out piece, a centerfold type insert, in the magazine. The distribution of this edition was about 110,000 copies sent to subscribers and others

around the world. We are extending our work to a global audience from right here in West Virginia with agricultural educational material that will benefit beef producers practically everywhere.

The BeefMobile, a traveling Check Off funded beef promotional vehicle that travels the country promoting beef, also has incorporated components of the “Guide” into their display and programming efforts. The Body Condition Scoring (BCS) graphics are featured prominently in the producer education section. The BeefMobile often reaches very nontraditional audiences (sale barn, Ag retail outlets etc.).

For additional information on the “Chute Side Quality, Defect and Culling Guide” contact David Workman, WVU Extension Agent at DJWorkman@mail.wvu.edu

## 2006-2007 WVU Student Teachers

### Fall 2006

Christopher Puccio	University High School
Ashby Ruddle	Elkins High School
John Smith	Tyler Consolidated High School
Matthew Thornton	Hundred High School
Ashley Watts	Mineral County Technical Center

### Spring 2007

Billie Davis	Preston County High School
Jessica Harley	Liberty High School
Joseph Hymes	Taylor County Technical Center
April Mallow	Marion County Technical Center
Thomas Monroe	Preston County High School
Brandon Sollars	Cameron High School
Anna Warner	Hundred High School
Amanda Wilson	Clay-Battelle High School

Marked in a Timely Manner

# Chute Side Quality, Defect and Culling Guide

## Manage Every Animal for Quality—Monitor Every Animal in the Chute



### AGING

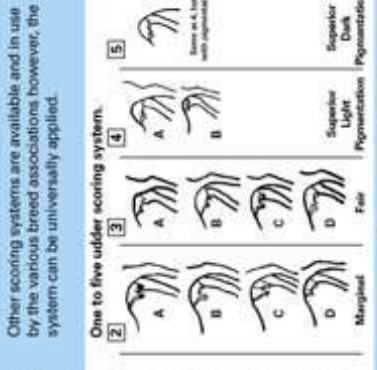
Knowing the age of the cows in the herd is a must to make effective management decisions. The best method for monitoring cow age is through a record keeping system that you understand and use. However if records are not available here are a few aids to help you determine a cow's age. Cattle need teeth to graze and eat efficiently.



### UDDER SCORING

The following udder scoring system was devised by a commercial ranch couple who took many photographs of their cows at calving and developed categories (scores 1 to 5) that required various levels of human intervention. The best score is "5" but is only superior to a "4" because of pigmentation which is a major advantage in snow covered regions to prevent sunburned udders.

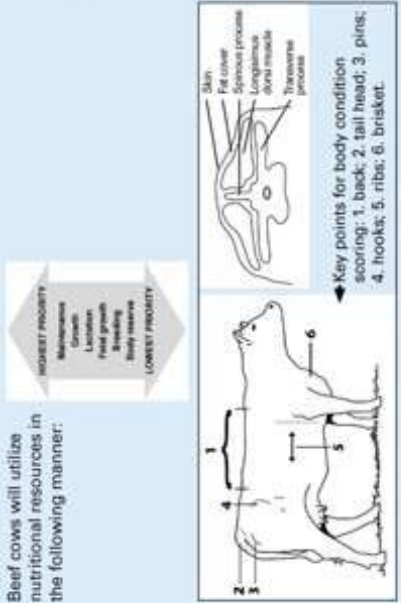
The system uses a "1" to "5" combined udder teat score system while accepting the different appearances (A, B, C, D) that can occur within each score. For example, a "5" or "4" require no intervention whereas a "1" will definitely require intervention to avoid a spoiled quarter, mastitis, or to allow the newborn to nurse. A "3" will generally not require any intervention. A "2" may require intervention and if found in a young cow will surely get worse the following lactation. The "1's" are definite culls and their daughters should be avoided as replacements when possible. The "2's" should be culled as economic conditions allow. Preference is given to daughters of "5's" and "4's" for replacements.



### BODY CONDITION SCORING (BCS)

Body Condition Scoring (BCS) is a useful management tool for distinguishing differences in nutritional needs of the cows in the herd. BCS range from 1 to 9, with a score of 1 being extremely thin and 9 being very obese. **Cows should have a BCS of 5 to 7 at calving and a 5-6 at breeding.** Fat slaughter cows have more trim and wastage when harvested. Thin cows bruise more easily.

Beef cows will utilize nutritional resources in the following manner:



### DISPOSITION

Disposition — One method to measure temperament is by using a chute score. Chute scores are determined while animals are in the chute and as they exit the chute. Cattle with a high chute score should be culled because of safety concerns for both the handler and the animal. Cattle with poor temperament (typically) have poorer gains and a higher percentage of dark cutting carcasses (both of) which are less profitable for the producer.

#### Cattle chute score:

- Score 1 — Docile.** Mild disposition. Gentle and easily handled. Stands and moves slowly during processing. Undisturbed, settled, somewhat dull. Does not pull on headgate when in chute. Exits chute calmly.
- Score 2 — Restless.** Quieter than average, but may be stubborn during processing. May try to back out of chute or pull back on headgate. Some flicking of tail. Exits chute promptly.
- Score 3 — Nervous.** Typical temperament is manageable, but nervous and impatient. A moderate amount of struggling, movement and tail flicking. Repeated pushing and pulling on headgate. Exits chute briskly.
- Score 4 — Flighty (Wild).** Jump and out of control, quivers and struggles violently. May bellow and froth at the mouth. Continuous tail flicking. Defecates and urinates during processing. Frantically runs fence line and may jump when penned individually. Exhibits large flight zone and exits chute wildly.
- Score 5 — Aggressive.** May be similar to Score 4, but with added aggressive behavior, fearfulness, extreme agitation, and continuous movement which may include jumping and bellowing while in chute. Exits chute frantically and may exhibit attack behavior when handled alone.
- Score 6 — Very Aggressive.** Extremely aggressive temperament. Thrashes about or attacks wildly when confined in small, tight places. Pronounced attack behavior.

Cattle with Chute scores of 5 and 6 should be culled.



### EYES

Monitoring the eyes of beef cattle on a routine basis is important. Repeated examinations allow the producer to become familiar with the normal appearance of the eye. Regular exams will allow the producer to market animals in a timely manner. The most damaging eye problem, from a beef quality standpoint is cancer eye. Skin color and sun exposure have a direct relationship to cancer eye in beef cattle. Cattle with light skin pigmentation and white faces are more susceptible to the disease. Cattle with confirmed case of cancer eye should be culled, because as the problem progresses the cul value of the cow decreases dramatically. Extreme cases will result in condemnation of the carcass.



### STRUCTURE

The monitoring of structural soundness is a necessary management exercise that aids the producer in maintaining a cowherd that has minimal lameness problems. There are two common types of lameness: arthritic joints and foot and hoof problems. Excess hoof growth can lead to curling toes and eventual misalignment of the feet and leg bones. This may result in tendon and joint problems that create lameness. Below are a few examples of hoof problems that could impact the locomotion of the cow. Lameness creates problems when they enter the marketing chain. Lameness cows return fewer dollars to the producer when compared to non-lame cows. Non-ambulatory cattle can no longer be marketed.

### INJECTION SITE

All intramuscular (IM) and subcutaneous (SQ) injections must be given in the neck region. IM injections must be within the outlined triangle region of the animal's neck. Improperly administered injections increase tissue damage that ultimately reduces the animal's value and quality due to the occurrence of lesions, abscesses, scar tissue in the muscle, and trim losses.



# Research in Action: Teaching Leadership Development at the Secondary Level:

## A National Study by Taylor, N. E., & Boone, D. A.

In order for more FFA members and agricultural education students to receive instruction and training in leadership skills areas it must be done at the chapter level. More than 11,000 teachers are delivering instruction in agricultural science classrooms across the country. These classrooms and local FFA chapters are where leadership needs to be taught and applied. No research has been conducted on the type of leadership skills taught, the importance of such skills, and the frequency of instruction at the chapter level. The purpose of this study was to determine the importance of different leadership skills taught to agriculture students and FFA members at the chapter level, where students and members receive leadership training, the frequency of training, and identify the instructors that provide leadership training.

The target population for this study was agricultural science teachers who serve as FFA advisors of chapters that were recognized in the National Chapter Award Program at the 78<sup>th</sup> National FFA Convention ( $N=585$ ). A sample population of 230 participants was randomly selected. Three additional participants were selectively added to ensure that all states had at least one participant in the study. The total sample population for the study was  $N=233$ .

Descriptive survey research methods were used to collect data from the accessible population. The researcher developed the survey instrument based on the list of 100 topics for workshops during chapter FFA officer training listed in *Mpower: An Officer's Guide to Chapter Leadership* (National FFA Organization, 2004), a training resource guide promoted by the National FFA Organization. The instrument allowed participants to identify the location where students receive training (classroom, FFA meetings, special training, one on one, or not at all), the importance of the topics (a rating scale with the range of 1 not important to 6 very important), and the frequency topics were covered (1 per year, 2-3 per year, 4-5 per year, 6+ per year). Other information requested in the survey was who assists the agriculture teacher/FFA advisor in providing leadership training. Prior to analyzing the data the list of 100 skills were divided into nine groups using qualitative research techniques. The groups were; appearance qualities, creative thinking skills,

educational materials, leadership abilities, oral communication skills, personal skills, planning/teamwork skills, leadership qualities, and written communication skills.

The instrument was presented to members of the researcher's graduate committee to establish its content and face validity. Reliability was established using the entire dataset and split-half analysis procedures. The equal-length Spearman-Brown values for location of training, importance of leadership skills, and frequency of instruction were found to be exemplary (Robinson, Shaver, & Wrightsman, 1991) with values of .99, .55, and .80 respectively.

### Findings

Agricultural science teachers were asked to rate the importance of 100 chapter FFA officer training topics for workshops listed in *Mpower*, a chapter officer training resource guide promoted by the National FFA Organization, using a scale of 1-6 with 1 being "not important" and 6 "very important". The following skills are the ten most important skills based on the mean scores of all respondents in the study: team work 5.68 ( $SD=.54$ ), opportunities in FFA 5.59 ( $SD=.70$ ), being responsible 5.49 ( $SD=.87$ ), setting personal or team goals 5.46 ( $SD=.82$ ), commitment 5.45 ( $SD=.82$ ), being a role model in your chapter 5.41 ( $SD=.86$ ), cooperation 5.41 ( $SD=.87$ ), ethical leadership 5.37 ( $SD=.93$ ), solving problems 5.36 ( $SD=.88$ ), effective listening 5.34 ( $SD=.88$ ).

Skills that were identified as appearance qualities where predominately taught 2-3 times per year, professional dress was the topic identified as being taught most frequently at 6 or more times per year. Four of the five skills (professional dress, personal hygiene and attire, utilizing proper travel etiquette, and using proper dining etiquette) were identified as being important, with tying a tie being somewhat important. These skills were also most likely to be taught one-on-one with the exception of professional dress. Three-fourths of the respondents taught professional dress in the classroom and at FFA meetings.

Creating executive meetings that your fellow officers will not want to miss was rated important with the other five creative

thinking skills (banquet ideas that work, great meeting activities—mixers, icebreakers, & energizers, enhancing your creativity, generating great ideas for skits, meeting activities, & presentations, and creating super slide shows) being somewhat important. Creative thinking skills were predominately taught 2-3 times per year. About two-third of the respondents taught creating executive meetings that your fellow officer will not want to miss at FFA meetings. The same number also identified they taught great meeting activities—mixers, icebreakers, & energizers at FFA meetings and special training, enhancing your creativity in the classroom, and banquet ideas that work in the classroom.

One of the seven educational material skills, opportunities in the FFA, was ranked very important. The other six were split with three rated important (agriculture issues, organizational structure, and agricultural education issues) and three rated somewhat important (leadership levels, leadership styles, and learning styles). Educational material skills were most likely to be taught 2-3 times per year. Over two-third of the agriculture teachers responding taught each of the seven educational material skills in the classroom and three of the skills (opportunities in FFA, organizational structure, and leadership levels) were taught in FFA meetings by over half of the respondents.

Thirteen of the fifteen leadership ability scores (being a role model in your chapter, motivating members, practicing proper parliamentary procedure, creating partnerships with community and industry leaders, running an effective meeting, encouraging others, delegating so that the work gets done, leading an activity, expressing your opinion so that others listen, facilitating a meeting or discussion, characteristics of an effective team player, utilizing situational leadership, and qualities of an influential leader) were identified as being important with the remaining two (dealing with difficult members at your meetings and types and uses of power) rated as somewhat important. Almost all of the leadership ability skills were taught 6 or more times per year by the respondents. Three skills in this category (running an effective meeting, motivating members, and qualities of an influential leader) were identified as being taught

(Continued on page 7)

## *Research in Action: Teaching Leadership Development* (Continued)

by every agriculture science teacher in the study. All but one skill, dealing with difficult members at your meetings, was taught in the classroom by over 60% of the FFA advisors in the study. All but three of the skills (dealing with difficult members at your meetings, types and uses of power, and qualities of an influential leader) were taught in an FFA meeting or special training by over half of the respondents.

Of the eleven skills in the oral communication skills category, seven were rated important (delivering a speech, giving clear directions, presenting powerful ceremonies, developing and delivering powerful key messages, utilizing effective telephone etiquette, using audio-visual equipment in your presentations, and establishing and maintaining conversations) and the remaining four (introducing a speaker, presenting awards, creating welcoming remarks, and using a microphone effectively) were found to be important. Delivering a speech and presenting powerful ceremonies were most frequently reported as taught 6 or more times per year. The other nine skills were predominately taught 2-3 times per year. Delivering a speech was taught by all agriculture science teachers in the study. Giving clear directions, delivering a speech, utilizing effective telephone etiquette, and using audio-visual equipment in your presentations were taught in the classroom by over two-thirds of the respondents.

Thirteen out of sixteen personal skills (being responsible, effective listening, improving self confidence, managing your time effectively, creating a great first impression, relationship building, managing your life, accepting constructive criticism, keys to personal success, clarifying personal value, networking, using the internet, and managing stress) were rated as important and the remaining three (shaking hands the proper way, communicating without words (non-verbal), and remembering names) were somewhat important. Personal skills are predominately taught 6 or more times per year. Improving self confidence was taught by all of the respondents. All of the skills were taught in the classroom by at least half of the agriculture science teachers in the study. Effective listening, communicating without words (non-verbal), clarifying personal value, managing your time effectively, being responsible, creating a great first impression, and keys to personal success are taught in the

classroom by over three-fourths of the respondents.

Of the eleven planning and teamwork skills, teamwork was the only one rated very important; this skill also received the highest importance rating in the study. Eight of the eleven planning and teamwork skills (setting personal or team goals, solving problems, setting priorities, resolving conflict on your team or in your chapter, how to build a powerful team, planning an activity, developing a program of work, and creating a budget) were rated important and the remaining two (group dynamics and writing team or individual mission statements) were found to be somewhat important. Teamwork, setting personal or team goals, solving problems, setting priorities, and planning an activity were most likely to be taught 6 or more times per year, the other skills 2-3 times per year. Planning an activity was taught by all teachers in the study, approximately three-fourths taught the skill in the classroom and at an FFA meeting and half of the respondents taught the skill at a special training and one-on-one. Over two-thirds of the respondents taught teamwork in the classroom, at an FFA meeting, during special training, and one-on-one. Six planning and teamwork skills (planning an activity, setting priorities, solving problems, setting personal or team goals, creating a budget, and group dynamics) were taught in the classroom by two-third of the agriculture science teachers in the study.

All 14 of the leadership quality skills were rated important, with commitment rated the highest. These skills are predominately taught 6 or more times per year. Seven of the skills (maintaining a positive attitude, cooperation, commitment, integrity, risk-taking, lifelong learning, and acceptance of others) were taught in the classroom by over 80% of the respondents. Two-thirds of the respondents indicated they taught leadership quality skills in the classroom. At least 40% of the agriculture teachers in the study taught every leadership quality skill in all locations; classroom, FFA meeting, special training, and one-on-one.

Six of the fourteen written communication skills (writing a speech, writing thank you letters, getting local newspapers to publish your news releases, writing news

releases, writing business letters, and creating PowerPoint presentations) were rated as important by the respondents, the other eight (writing meeting minutes, making handouts for your presentations, taking great photographs, using graphics, writing committee reports, creating an awesome scrapbook, designing attractive web pages, and writing a workshop) were found to be somewhat important. The skills were split on the frequency of instruction with some being mostly 2-3 times per year and five (writing a speech, writing thank you letters, getting local newspapers to publish your news releases, creating PowerPoint presentations, and taking great photographs) being taught 6 or more times per year. At least two-third of the teachers taught making handouts for you presentations, using graphics, writing a speech, writing business letters, and creating PowerPoint presentations in the classroom. At least half of all respondents taught writing thank you letters in all areas; classroom, FFA meeting, special training, and one-on-one.

Agricultural science teachers were asked to identify who assists them in their leadership training. Fifty-three FFA advisors (85.0%) utilize the help of Chapter FFA officers in leadership training. Forty-one respondents (66.1%) have assistance from state FFA officers, while 31 FFA advisors (50.0%) use the help of past chapter officers. Thirty agricultural science teachers (48.4%) utilize assistance from chapter alumni, 23 FFA advisors (37.1%) from regional FFA officers, and 17 respondents (27.4%) from their advisory committee. Agricultural science teachers in the survey also had the option of selecting other to identify areas they receive assistance that were not included in the survey. Sixteen teachers (25.8%) obtained assistance from another source. Three respondents (4.8%) were aided by university faculty and two teachers (3.3%) identified they received leadership training assistance from each of the following areas; other agriculture science teachers, parents, and state staff. Three agricultural science teachers (4.8%) said they used no assistance in leadership training.

*Nathan Talyor earned Bachelor of Science (2005) and Master of Science (2006) degrees in agricultural education from West Virginia University. He is currently employed as an agricultural education teacher at Wirt County High School. Dr. Deborah Boone was Nathan's graduate advisor.*

### Important Dates

Jan 26-28	WV FFA State Winter Leadership Conference	Cedar Lakes
Feb 17-24	National FFA Week	
Mar 11-12	State Ham, Bacon, & Egg Show and Sale	Charleston
Mar 30	State FFA Governing Body	Cedar Lakes
Apr 28	State FFA and 4-H Equine Contest	Meredith Manor, Waverly, WV
Jul 11-14	State FFA Convention	Cedar Lakes
Jul 24-26	Teachers Conference	Charleston
Aug 12	State FFA and 4-H Dairy Contest	Jackson's Mill

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