

# SHAPING STUDENT AGRICULTURAL LEADERSHIP ASSESSMENT:

## ◆ A DIAMOND MODEL APPROACH ◆

### INTRODUCTION

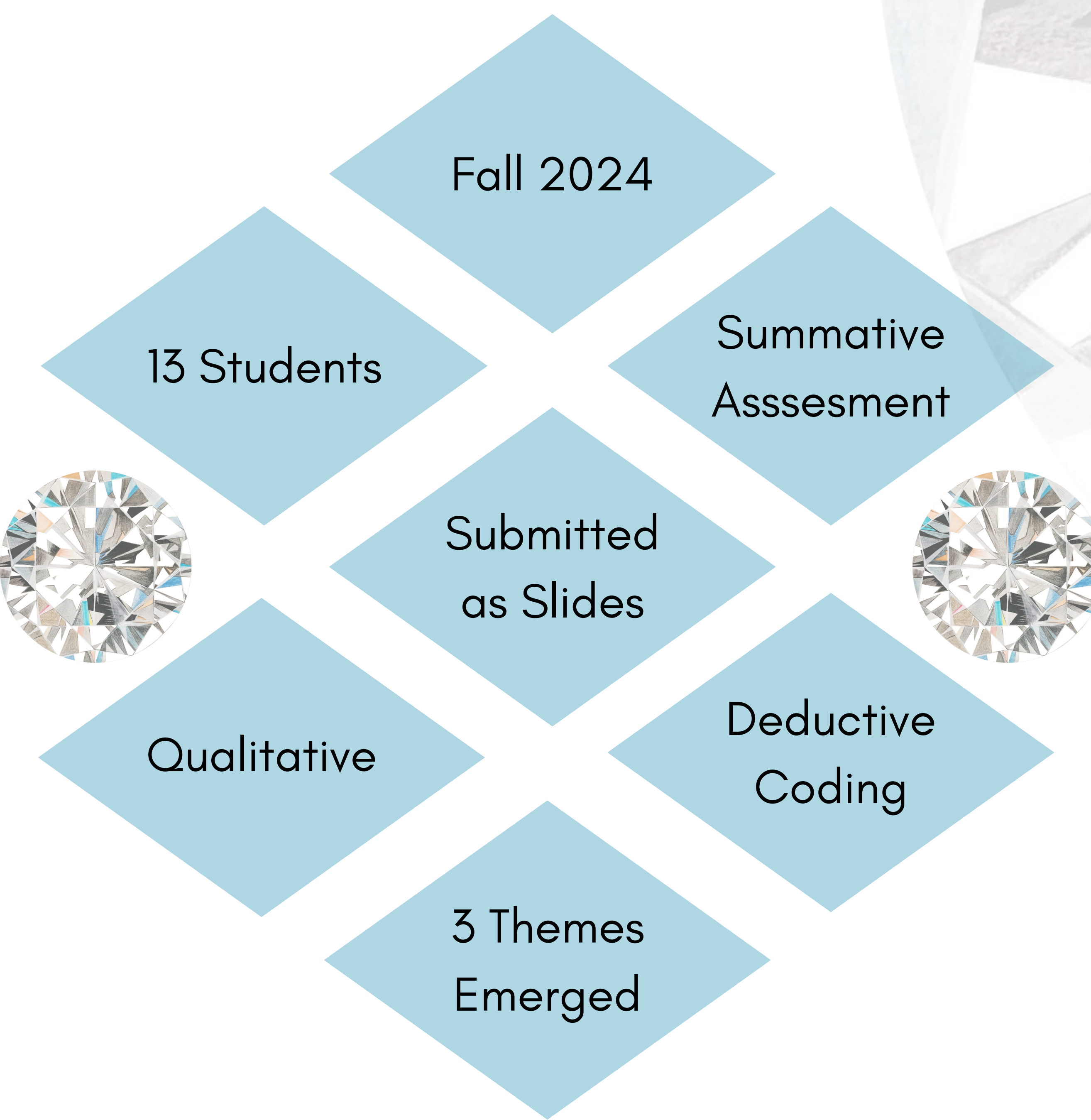
Workforce preparation of college students is critical and involves leadership directed development (Morgan et al., 2013); Wilkes & Burns, 2019)

Agriculture students should identify their leadership assets and growth areas and apply them to models and philosophies (Morgan et al., 2013), but it can be difficult for students to articulate (Shehane et al., 2012).

Leadership education experts are concerned with leadership assessment (Goertzen, 2009), and the exploration of these assessment methods may leadership instruction, impacting workforce preparedness.

### METHODOLOGY

Purpose: Explore how students view their leadership development via the lens of the Diamond Model for Agricultural Leadership (Lattore, 2021; Leavitt-Hullana et al., 2025).



### RESULTS AND FINDINGS

**Disjointed Idealism:** Future goals aligned with the course subject matter but were poorly aligned with current realities.

**Relationships:** Expressed felt need to identify mentors to help move toward future reality as well as work with those with shared values.

**Reflection Variation:** Breadth and depth of the use of the Diamond Model varied.

*Michelle:* Wanted to own a floral business, but did not connect the current reality to the goal.

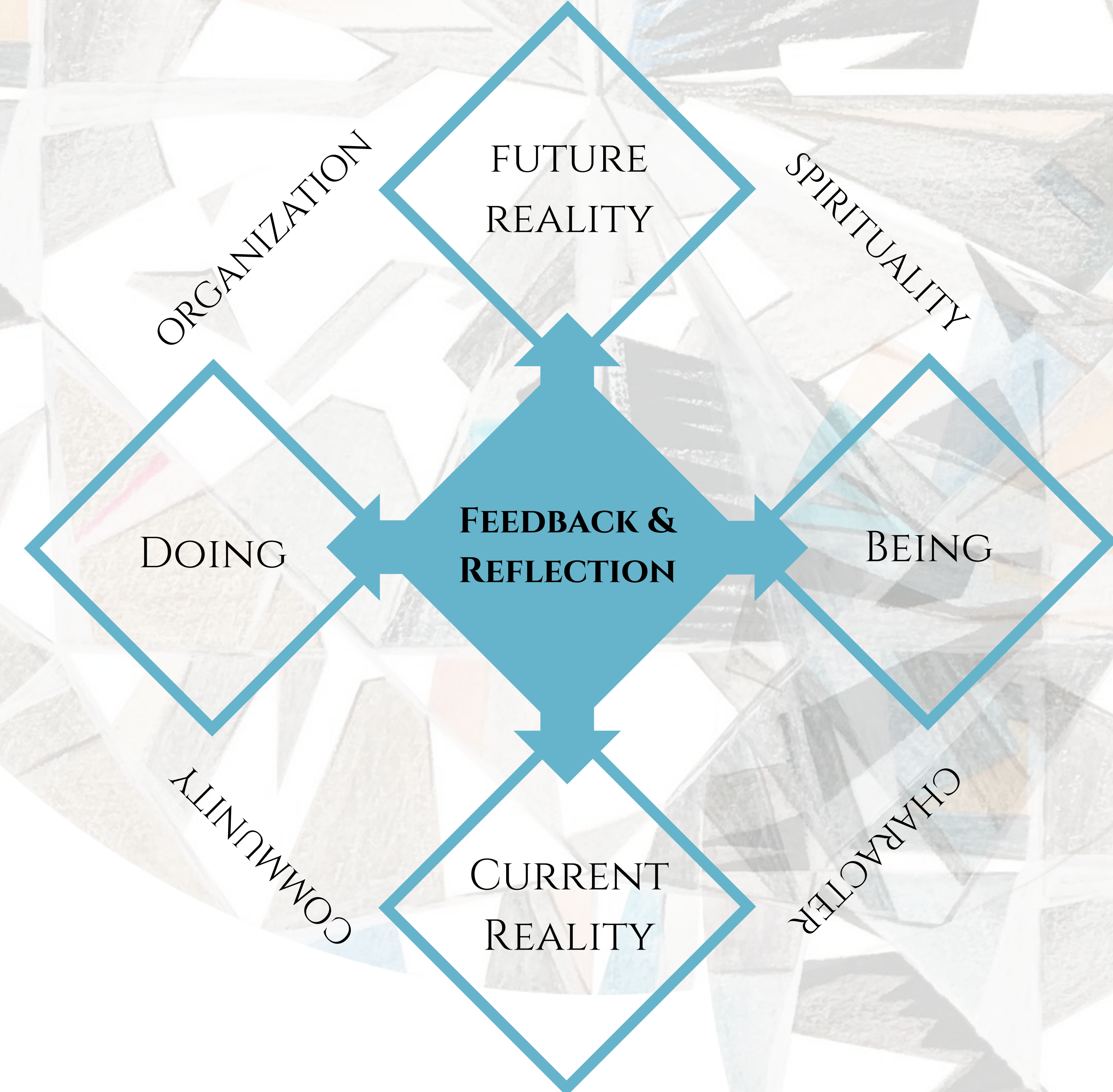
*Erica:* Expressed working with those who shared values and intentions was enjoyable.

*Haley:* Struggled with confidence, yet failed to identify ways to improve.

*Jake:* Identified specific ways to improve how they give back.

### CONCEPTUAL FRAMEWORK

Lattore's (2021) Diamond Model of Agricultural Leadership



Feedback and reflection concerning skills and inner being facilitate growth, moving individuals from their current reality to their future reality, contextualized by their community, character, spirituality, and organizations.

### CONCLUSIONS

Students were able to use the model to describe their leadership in its current context, but struggled to articulate how to move through their leadership continuum.

### IMPLICATIONS/RECOMMENDATIONS

Considering the complexities of issues in agriculture, creative problem-solving, knowledge, and social judgment are necessary leadership skills to develop (Mumford et al., 2000). Agricultural leadership curriculum should include a focus on increasing the capacity to engage in complicated issues.

For **practitioners**, including the Diamond Model as an assessment tool can help students deepen their understanding of themselves, specifically concerning next steps, critical to reflection (Rolfe, 2002; Schön, 1992). There should also be a focus on helping students create clear plans to guide their development moving forward.

**Future research** should focus on identifying the specific shortcomings or barriers preventing students from articulating how to move forward.

