

VALLEY ROP COURSE OUTLINE

COURSE TITLE:	Agricultural Sales & Marketing		
VALLEY ROP #:	AG-4040-AgSales		
CDE #:	5568		
CBEDS TITLE:	Agriculture Business		
CBEDS #:	4040		
CTE SECTOR:	Agriculture & Natural Resources		
CTE PATHWAY:	Agricultural Business		
JOB TITLES:	Sales Rep., Wholesale & Mfg. Except Technical & Scientific Products		41-4012.00
	Data Entry Keyers		43-9021.00

COURSE DESCRIPTION:

This course introduces students to the business world as it relates to agriculture -- the world's largest industry. It prepares students to perform tasks related to agribusiness, sales, marketing, and management of farm and agriculturally related enterprises. Included is the study of agribusiness related careers, responsibilities of management, government organizations and regulation, agricultural credit, and accounting. All students enrolled in the program will participate in the FFA as a planned and graded portion of the class.

DATE APPROVED:

REVISED DATE(S): January 2008 / March 2009/Oct 2009

HOURS: 180 hours (2 semesters)

CREDITS: 5 per semester

PREREQUISITES: Juniors and Seniors only. Previous enrollment in agriculture courses such as Introduction to Agriculture, Applied Agriculture Biology, Ornamental Horticulture, Advanced Animal Science and Agricultural Mechanics are highly recommended.

GRADE LEVEL: 11-12

ARTICULATRION(S): None

TEXTBOOKS/RESOURCES: Introduction to Agribusiness, Cliff Ricketts & Omri Rawlings, Delmar Publishers; California Agricultural Curriculum Guidelines; All available audio-visual resources; Resources provided by the Farm Credit Service, California Agriculture Council and various marketing agencies

COURSE COMPETENCIES:

Upon completion of this course, the student will:

- Academics – Students understand the academic content required for entry into postsecondary education and employment in the Agriculture & Natural Resources sector.
- Communications – Students understand the principles of effective oral, written, and multimedia communication in a variety of formats and contexts.
- Career Planning and Management – Students understand how to make effective decisions, use career information, and manage personal career plans.
- Technology – Students know how to use contemporary and emerging technological resources in diverse and changing personal, community, and workplace environments.
- Problem Solving and Critical Thinking – Students understand how to create alternative solutions by using critical and creative thinking skills, such as logical reasoning, analytical thinking, and problem-solving techniques.
- Health and Safety – Students understand health and safety policies, procedures, regulations, and practices, including the use of equipment and handling of hazardous materials.
- Responsibility and Flexibility – Students know the behaviors associated with the demonstration of responsibility and flexibility in personal, workplace, and community settings.
- Ethics and Legal Responsibilities – Students understand professional, ethical, and legal behavior consistent with applicable laws, regulations, and organizational norms.
- Leadership and Teamwork – Students understand effective leadership styles, key concepts of group dynamics, team and individual decision making, the benefits of workforce diversity, and conflict resolution.
- Technical Knowledge and Skills – Students understand the essential knowledge and skills common to all pathways in the Agriculture and Natural Resources sector:
 - Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
 - Manage and actively engage in a career-related, supervised agricultural experience.
 - Understand the importance of maintaining and completing the California Agricultural Record Book.
 - Maintain and troubleshoot equipment used in the agriculture industry.
- Demonstration and Application – Students demonstrate and apply the concepts contained in the foundation and pathway standards.

INSTRUCTIONAL METHODS:

- Lectures
- Audio Visual Materials
- Cooperative Learning Groups
- Individual Assignments/Projects
- Discussion
- Reading Assignments
- Guest Speakers
- Field Trips
- Student Presentations

EVALUATION METHODS:

Assessment opportunities, which allow continuous evaluation of students' progress, will be embedded throughout the course and should be a learning experience. All students will be expected to achieve mastery of all topics; often, demonstrations of mastery will occur in a public forum. The following strategies, which include both formal and informal assessment techniques will include, but are not limited to:

- Class assignments
- Field study tours
- Guest speaker presentations
- Homework
- Quizzes/tests
- Participation in student leadership activities (FFA)
- Maintaining an approved Supervised Agriculture Experience (SAE) program and keeping an up-to-date record book

COURSE OUTLINE:

Unit of Instruction	Estimated Hours	State Framework
Career Opportunities in Agriculture	4	
<ul style="list-style-type: none">• Production• Processing• Sales and Service• Marketing and Distribution• International Agricultural Trade• Research and Technology		
Agricultural Sales	30	
Skills & Knowledge Needed		
<ul style="list-style-type: none">• Determining Needs & Wants of Customers• Preparing for and Approaching Customers• Giving a Sales Presentation• Handling Customer Objections• Closing a Sale• Practical Application		
Marketing	20	
<ul style="list-style-type: none">• Key Factors in Marketing• Marketing Strategies• Developing a Marketing Plan• Introduction to World Trade• Agricultural Exports & Trade Policies		
Business Organizations	15	
<ul style="list-style-type: none">• Privately Owned/Sole Proprietorship• Partnership• Corporation• Characteristics, Advantages & Disadvantages of Each		
Finance and Credit	15	
<ul style="list-style-type: none">• Role of Credit in Agribusiness• Public and Public Sources of Credit• Applying for a Loan• Costs of Credit		
Agribusiness Accounting	20	
<ul style="list-style-type: none">• Review of Record Keeping• Principles of Accounting• Cash Flow Statements• Inventory and Depreciation		

Agricultural Cooperatives	25
• History and Development	
• The Role of Cooperatives in Agriculture	
• Principles Behind Farm Cooperatives	
• Types of Cooperatives and Services Provided	

Job Preparation	25
• Self Awareness	
• Goals and Interests	
• Resume	
• Job Application	
• Interviewing Skills	
• Considerations in Accepting a Job	

FFA/Leadership Development	20
• Public Speaking	
• Use of Parliamentary Procedure	
• SAE/Record Books	

<u>Total Hours</u>	<u>180</u>
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Agriculture Business Pathway Standards

A1.0 Students understand decision-making processes within the American free enterprise system:

- A1.1 Differentiate among the components of the American free enterprise system and other forms of economic systems.
- A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, and cooperatives.
- A1.3 Understand the advantages and disadvantages of the four types of business ownership.
- A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
- A1.5 Analyze physical production relationships to determine optimum use levels.
- A1.6 Understand how to calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A3.0 Students understand the role of credit in agribusiness and agricultural production:

- A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short, intermediate, and long term credit).
- A3.2 Know the criteria lenders use to evaluate repayment capacity.
- A3.3 Analyze balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Students understand proper accounting principles and procedures used in business management and tax planning:

- A4.1 Understand the differences between cash and accrual accounting systems.
- A4.2 Understand the use and importance of budgets, income statements, balance sheets, and financial statements.
- A4.3 Understand the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
- A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
- A4.5 Understand how to determine property values and how to complete a depreciation schedule.
- A4.6 Understand how to determine the tax obligations for an agribusiness.

A5.0 Students understand basic risk management principles and their impact on economic viability:

- A5.1 Understand environmental responsibility and its impact on agribusiness.
- A5.2 Understand the concept of liability and the economic impact of being held liable.
- A5.3 Understand the concept and process of risk management, including the use of risk management tools such as insurance.
- A5.4 Understand how recordkeeping, farm plans, and an analysis of best practices affect risk management decisions.
- A5.5 Understand the role of contingency plans in risk management.

A6.0 Students understand the role and value of agricultural organizations:

- A6.1 Understand the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.

- A6.2 Understand how participation within organizations would be beneficial in supporting various agricultural operations.
- A6.3 Understand how to identify and electronically access public and private agricultural organizations.
- A7.0 Students understand agricultural marketing systems:*
- A7.1 Understand how marketing functions in a free market society.
- A7.2 Understand the advantages and disadvantages of the various marketing options for agricultural products and services.
- A7.3 Understand how the law of comparative advantage affects agricultural production.
- A7.4 Understand the impact of advertising and promotion on the marketing of agricultural products and services.
- A7.5 Understand how promotion trends for agricultural products influence individuals.
- A7.6 Understand how to develop a marketing plan for an agricultural product or service.
- A8.0 Students understand the sales of agricultural products and services:*
- A8.1 Determine the most effective methods for assessing customer needs and wants.
- A8.2 Understand the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
- A8.3 Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.
- A9.0 Students understand local, national, and international agricultural markets and how trade affects the economy:*
- A9.1 Understand how the importance of agricultural imports and exports affects state and national economies.
- A9.2 Know how governmental, economic, and cultural factors affect international trade.
- A9.3 Compare and contrast United States trade policies with those of other important trading partners.
- A9.4 Understand how biotechnology affects trade and global economies.
- A9.5 Understand how different cultural values affect agricultural production and marketing.
- A9.6 Understand how negotiations and bargaining agreements affect trade agreements.
- A9.7 Analyze agricultural marketing strategies in other parts of the world.

COURSE OBJECTIVES:

- Demonstrate a more broad understanding of the business world and how it relates to agriculture.
- Understand the role of credit and finance in agribusiness.
- Display current marketing techniques used by the agribusiness industry.
- Demonstrate sales techniques that are necessary for entry into the field of agricultural sales.
- Comprehend the basic principles of agricultural law, politics, credit and government agencies that relate to the agricultural industry.
- Identify career opportunities in the area of agricultural business management.

CAREER PREPARATION STANDARDS:

- A. **PERSONAL SKILLS** - Students will understand how personal skill development affects their employability. This skill includes positive attitudes, self-confidence, honesty, responsibility, initiative, self-discipline, personal hygiene, time management, and the capacity for lifelong learning.
1. Demonstrate an understanding of classroom policies and procedures.
 2. Discuss importance of the following personal skills in the business environment:
 - a. positive attitude
 - b. self-confidence
 - c. honesty
 - d. perseverance
 - e. self-management/work ethic
 - f. pride in product/work
 - g. dependability
 3. Identify acceptable work attire.
 4. Establish goals for self-improvement and further education/training.
 5. Prioritize tasks and meet deadlines.
 6. Understand the importance of initiative and leadership.
 7. Understand the importance of lifelong learning in a world of constantly changing technology.
- B. **INTERPERSONAL SKILLS** - Students will understand key concepts on group dynamics, conflict resolution, and negotiation. This skill includes the ability to work cooperatively, accept supervision, assume leadership roles, and show respect for others. This standard includes an understanding of sexual harassment laws and an appreciation of cultural diversity in the workplace.
1. Identify and discuss behaviors of an effective team.
 2. Explain the central importance of mutual respect in the workplace relations.
 3. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the business environment.
 4. Understand laws that apply to sexual harassment in the workplace, and identify tactics for handling harassment situations.
 5. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.
 6. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.
- C. **THINKING AND PROBLEM-SOLVING SKILLS** - Students will exhibit critical and creative thinking skills, logical reasoning, and problem-solving. These skills include applying basic skills in order to calculate, estimate, measure; identify, locate, and organize information/data; interpret and follow directions from manuals, labels, and other sources; analyze and evaluate information and solutions.
1. Recognize the importance of good academic skills and implement a plan for self-improvement as needed.
 2. Read, write, and give directions.
 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving.
 - a. Work as a team member in solving problems.
 - b. Diagnose the problem, its urgency, and its causes.
 - c. Identify alternatives and their consequences.

- d. Explore possible solutions.
 - e. Compare/contrast the advantages and disadvantages of alternatives.
 - f. Determine appropriate action(s).
 - g. Implement action(s).
 - h. Evaluate results of action(s) taken.
- D. **COMMUNICATION SKILLS** - Students will understand principles of effective communication. This standard includes effective oral and written communication, listening skills, following and giving directions, requesting and giving information, asking questions.
1. Use communication concepts in application of skills, techniques, and operations.
 - a) Prepare written material.
 - b) Analyze written material.
 2. Understand and implement written instructions, from technical manuals, written communications, and reference books.
 3. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication.
 4. Demonstrate active listening through oral and written feedback.
 5. Give and receive feedback.
 6. Demonstrate assertive communications (both oral and written).
 7. Demonstrate proper etiquette in workplace communications, including an awareness of requisites for international communications (languages, customs, time zones, currency and exchange rates).
 8. Demonstrate writing/editing skills as follows:
 - a) Write, proofread, and edit work.
 - b) Use correct grammar, punctuation, capitalization, vocabulary, and spelling.
 - c) Select and use appropriate forms of technology for communication.
 9. Exhibit a proficiency in the use of reference books.
 10. Research, compose, and orally present information for a variety of business situations utilizing appropriate technology.
- E. **OCCUPATIONAL SAFETY** - Students will understand occupational safety issues, including the avoidance of physical hazards in the work environment. This includes the safe operation of equipment, proper handling of hazardous materials, appropriate attire and safety accessories, avoidance of physical injuries, interpretation of warning and hazard signs and terminology, and following and understanding safety-related directions.
1. Discuss and implement good safety practices, including the following (if applicable to course):
 - a. personal
 - b. lab
 - c. fire
 - d. electrical
 - e. equipment
 - f. tools
 - g. interpretation of Material Safety Data Sheets (MSDSs)
 - h. Environmental Protection Agency (EPA)
 - i. Occupational Safety and Health Administration (OSHA)
 - j. American Red Cross Standards (ARC)
 - k. Networking Safety Standards
 2. Apply sound ergonomic principles in organizing one's work space.
- F. **EMPLOYMENT LITERACY** - Students will understand career paths and strategies for obtaining employment within their chosen field. This includes traditional job preparation skills, such as resumes, application forms, cover letters, sources of employment

information, and interviewing skills, but also includes an overview of the industry and an understanding of labor market trends.

1. Explore career opportunities and projected trends; investigate required education, training and experience; and develop an individual education plan.
2. Identify steps for setting goals and writing personal goals and objectives.
3. Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities.
4. Develop a career portfolio, including the following documents:
 - a. job application
 - b. resume(s)
 - c. appropriate cover and follow-up correspondence
5. Identify and demonstrate effective interviewing techniques.
- G. **TECHNOLOGY LITERACY** - Students will understand and adapt to changing technology by identifying, learning, and applying new skills to improve job performance. Students should understand the role of technology in their chosen field and should be able to use all appropriate technology. Students should also feel confident in their ability to learn new technology by generalizing from what they know, adapting skills to new situations, and identifying and using sources of information and of further learning.
 1. Demonstrate the ability to use personal computers for loading and retrieving data, information gathering, measurements, and writing.
 2. Identify the characteristics and explain the importance of adapting to changes, being flexible, and evaluating goals when working in the industry.
 3. Understand the importance of lifelong learning in adapting to changing technology.
- H. **IMPORTANCE OF ETHICS** – Students will understand proper ethics in the workplace.
 1. Discuss social and ethical responsibilities in the industry.
 2. Demonstrate ethical choices in workplace situations.