Tech Prep In Agriculture

A consortium of Washington State High School, College and University Agriculture Departments

In partnership with:

This document contains student competency requirements for the specialized area of:

**Agribusiness Special Problems:**
**AGRI 197 Credits variable 1-7**

- Sales and Service
- Agricultural Issues
- Agricultural Marketing Basics
- Business Management / Marketing Plan
- Commodity Futures Marketing
- Financial Management
- Job Application Techniques and Skills

This is a variable credit course. One credit may be earned in each of the areas listed above, for a maximum of 7 possible credits in the Agri-Business Special Problems course. To receive college credit, for a one credit subject area a student must complete **ALL** of the competencies in any given unit and the student must score a 3 or 4 in each competency initialed by the instructor. The high school instructor is asked to initial each competency **area** that is completed by the student. By initialing these competencies, the instructor is verifying the student has successfully completed college level work and received a local grade of A or B.

Revision date: January 2008
## SURVEY OF AGRI-BUSINESS

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<thead>
<tr>
<th>COMPETENCY AREAS</th>
<th>Credit Earned</th>
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<td>Sales and Service</td>
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<td>Agricultural Issues</td>
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<td>Commodity Marketing</td>
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<td>Financial Management</td>
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<td>Job Application Techniques and Skills</td>
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(One credit possible in each of the areas above, for a maximum of 7 possible credits)

Student Name: ____________________________________________

High School: ____________________________________________

High school instructor signature verifying successful completion of college level competencies and awarding of local grade of A or B:

__________________________
(signature)

Date: _____________________
AGRIBUSINESS

Rating Scale for Performance Tasks:

4 - Highly Skilled
   Performs the task independently and with high proficiency
   Score of 90% or above when in the exam environment

3 - Skilled
   Performs the task independently with adequate proficiency
   Score of 80% or above when in the exam environment

2 - Limited Skills
   Needs improvement in independently and satisfactorily completing tasks
   Score of 70% or above when in the exam environment

1 - Exposure
   Received instruction but has not developed skill
   Score of 60% or above when in the exam environment

0 - No exposure
**SURVEY OF AGRIBUSINESS**

**UNIT 1: SALES AND SERVICE**  
**VALUE: 1 Credit**

Given a choice of an agricultural product or service, prepare and present an oral sales presentation with supporting written documentation that meets industry standards.

(Presentations must be graded using score sheets. It is strongly preferred that the presentation panel includes at least one individual from outside the classroom environment.)

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<th>Competency Rating Scale</th>
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Provide a statement of situation which describes the customer and the problem(s) or concern(s) a salesperson will be trying to solve.

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Identify and explain the steps of a sales presentation.

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Identify and compare possible methods to approach a customer.

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Demonstrate product explaining both features and benefits.

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Demonstrate ability to handle customer objections.

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Perform steps to close a sale.

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**Comments:**

**Written Documentation required for this section:**
- Prepared written sales plan / Sales Presentation Sheet (as outlined in CDE guidelines)
- Copies of materials used in sales presentation
- Oral Presentation score sheet. (The presentation panel should include at least one individual from outside the classroom environment.)

Reference: Sales & Service Curriculum Guide
UNIT 2: AGRICULTURAL ISSUES
VALUE: 1 Credit

Given a current agricultural issue, research the facts, policies, beliefs, and values and defend your viewpoint in a written, oral or debate format.

(Presentations must be graded using score sheets. It is strongly preferred that the presentation panel includes at least one individual from outside the classroom environment.)

Demonstrate knowledge of the legislative process – executive branch, legislative branch, judicial branch.

Demonstrate knowledge of the process by which a bill becomes a law.

Conduct research relating to the environment, agriculture technology, animal science, economy and trade, agricultural policy and/or food safety issues.

Analyze researched information and effectively communicate both sides of an agricultural issue in a written, oral or debate format.

Comments:

Written Documentation required for this section:
- Copy of presentation materials (for example, Power Point slides) and complete script from entire oral presentation.

OR

- Written report on the researched issue (College level term paper, double spaced, minimum of 5 pages in length – not including charts, graphs, etc.).
  - Plagiarism standards are enforced in college courses. Therefore, all papers must include a bibliography and proper footnotes.
UNIT 3: AGRICULTURAL MARKETING BASICS
VALUE: 1 Credit

Define the following terms:
- Demography
- Entrepreneur
- Generic Advertising
- Loss Leader
- Market Channel
- Marketing
- Marketing Functions
- Marketing Margin
- Marketing Mix (4 P’s)
- Marketing Plan
- Marketing Utility
- Middleman
- Product Differentiation
- Product Life Cycle
- Target Market

Define the role of marketing in agriculture and in the U.S. and world economy.

For a chosen agricultural product, list the Four P’s involved in the marketing mix and analyze/describe each in the role of reaching the target market.

Given an example product/service, explain how supply and demand can affect markets and the marketing of the given product.

Comments:

Written Documentation required for this section:
For a selected agricultural product:
- Diagram of the product’s market channel with a short paper describing the channel and the functions and utilities provided at each step in the channel.
- A list of types of advertising which can be used and those that should not be used with the selected product.
- A list and description of the marketing mix elements used to market this product to its target market.
UNIT 4: BUSINESS MANAGEMENT / MARKETING PLAN
VALUE: 1 Credit

Given a specific product or service, develop a complete written marketing plan and make an oral presentation.

(Presentations must be graded using score sheets. It is strongly preferred that the presentation panel includes at least one individual from outside the classroom environment.)

Plan and presentation must include:

Analysis of Market (Market Research, Target Market)

Business Proposition (Marketing Strategy, Selected product’s strengths and weaknesses, Competitors strengths and weaknesses)

Action Plan

Projected Budget

Evaluation / Follow-up

Comments:

Written Documentation required for this section:
- Written marketing plan for a product
- Copy of presentation materials (example, Power Point slides).
- Complete script from entire oral presentation.
Demonstrate basic knowledge of the history, function, and make-up of commodity markets.

Demonstrate knowledge of futures contracts and any federal regulations pertaining to them.

Knowledge of U.S. Commodity Futures exchanges, their operation and their locations.

Demonstrate knowledge of the following terms:
- Commodity exchange
- Day Trader
- Position Trader
- Margin / Margin Deposit
- Clearing House
- Speculators
- Basis
- Brokerage House
- Hedgers / Hedging
- Options
  - Put Option
  - Call Option
  - Premium
  - Intrinsic Value
  - Time Value
  - Strike Price

Describe fundamental and technical analysis and be knowledgeable in each.

Ability to read a bar chart to obtain high, low and closing prices.

Ability to differentiate between a bull and bear market by reviewing chart information.

Ability to explain several forces that influence the commodity futures markets. (For example, supply and demand, weather information, etc.)

Transact trades and keep a daily log.

Explain the difference between going long and going short.

Calculate the amount of money made or lost in a futures trade.

Keep a daily log of a margin account.

Demonstrate knowledge of the size of common futures contracts and location of their associated futures exchange.
Written Documentation required for this section:

- Daily log of a simulated commodity marketing account, showing prices and changes in margin levels.
- Demonstrated use of charts and understanding of chart information by a completed basis chart OR daily / weekly chart of a commodity futures contract.

Reference: Chicago An Introduction to Commodity Marketing, Teacher Guide by the Chicago Mercantile Exchange written by Mary Z. Holmes
UNIT 6: FINANCIAL MANAGEMENT
VALUE: 1 Credit

Ability to develop a personal or business balance sheet.

Identify types and sources of loans.

Define the following terms:
• Profit and Loss / Income Statement
• Cash flow
• Depreciation
• Financial Statement
• Assets and Liabilities
• Expense and Revenue
• Net Worth / Equity

Demonstrate ability to interpret financial data presented in the form of common financial statements

Given information from a financial statement, calculate and interpret several common financial ratios, such as: Current Ratio, Inventory Turnover, Return on Equity.

Demonstrate ability to calculate break-even.

Demonstrate ability to calculate depreciation with a minimum of two methods.

Comments:

Written Documentation required for this section:
• A completed Balance Sheet (personal or business).
• Ratio calculations (minimum of 4 ratios should be calculated) including a written paper explaining these calculations.
7.1 The student compiles an inventory of employment resources. The inventory is comprised of publications, internet sites, organizations and places where the student could expect to find employment leads.

7.2 The student becomes knowledgeable about the success rate of each of the above resources as a way to pursue employment. The inventory of employment resources with brief comments as to the expected success rate for each item must be included in the Portfolio.

7.3 The student completes an Application for Employment as provided by Walla Walla Community College. Neatness and completeness are critical issues. The completed application must be included in the Portfolio. Unreadable and incomplete applications will result in the Portfolio being rejected.

7.4 The student completes a written plan pertaining to the personal preparation for a job interview. The written plan must be included in the Portfolio.

7.5 The student completes two employment interviews.

   Note: At least one must be with someone from outside the classroom environment. It is preferred that one be with an employer for a real job for which the student could apply.

   The second must be a mock interview where the student is evaluated by the interviewer and the written evaluation of the interview must be included in the Portfolio. Interviewers from outside the classroom environment are most strongly preferred. Again, the written evaluation of the interviewee by the interviewer must be included in the Portfolio.

7.6 The student writes a thank you letter for each interview completed. This is for both informational and employment interviews. The thank you letters must be included in the Portfolio.

7.7 The student creates a one-page letter of application, sometimes called a cover letter that responds to the needs of the potential employer and markets the student. The letter of application must be included in the Portfolio and is in addition to the Letter of Introduction required in the Portfolio.
7.8 The student creates two personal resumes. One is created in the chronological format and the other is created in the functional format. Although computer software should be used to create the resumes, cookie cutter or fill in the blank resumes are not acceptable. Resumes must reflect the individual student, must market the student and must fully illustrate the knowledge, skills, experience and attitudes offered to the employer by the student. Both resumes must be included in the Portfolio.

7.9 The Portfolio should contain all the elements required in the Tech Prep Portfolio. (Letter of introduction, transcripts, etc.)

7.10 The student acquires three letters of reference/recommendation. These are to be included in the Portfolio and it is recommended that they be in plastic sheets so as to avoid three-hole punching the letters.

**Required Documentation to be Included in Tech Prep Portfolio**

- Completed Job Application (form to meet WWCC approval)
- Written Job Interview Plan
- Job Interview Evaluation
- Thank you letters
- Letter of Application
- Resumes (2)
- Letters of Reference (3)
- Inventory, with comments, of Employment Resources