



NORTH GEORGIA
TECHNICAL COLLEGE

Agribusiness Program

Agribusiness Marketing Curriculum

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Unit 1

Lesson 1: Law of Supply and Demand

Objectives:

1. Understand supply and demand in market terms.
2. Explain how supply impacts price of a product.
3. Explain how demand impacts price of a product.
4. Give examples of how supply and demand interact to set price.
5. Explain how consumer choices impact supply and demand.

Teaching Time: 2.5 hours

References:

Steward, Jim. *Farm and Ranch Business Management*.

Deere and Company. Moline, Illinois. ISBN: 0-86691-135-9. 1992.

Introduction:

Bring in a supply of pencils and offer to sell it to the students without any instructions. Set the price at 15 cents per pencil. How many chose to purchase? Adjust the price to 5 cents per pencil and require that today's notes must be taken in pencil and will be graded. What happened to the market in this example? Today we are going to learn about supply and demand.

Discussion:

1. What determines price?

Have a conversation around price being a result of the interaction of the forces of supply and demand (give examples about hamburger on page 7-6 of the *Farm and Ranch Business Management* textbook).

2. If demand increases prices rise. If supply increases prices fall if the other variable stays constant.

3. Prices are never steady whether they are agricultural or non-agricultural products.

4. Explain the market price cycle.

A. Higher prices decreases the demand and increases the supply

B. Lower prices increases the quantity and decreases the supply

5. Now the market will move up and down, adjusting the quantity of supply and the quantity of demand until they reach an equilibrium price.

This is the point where the market is reset, and a new cycle begins.

6. The Law of Demand

The demand for a product is the amount of the product/service buyers are willing to purchase. The Law of Demand states that when the price of a product increases with no change in any factors other than price, less product will be taken.

A. Low price = more quantity demanded

B. High price = less quantity demanded

7. How does the Law of Demand work?

Use example of hotdogs on page 7-6 in the *Farm and Ranch Management* textbook). If a seller wishes to increase sales volume, then they must lower the price of the product (in this case, hotdogs).

8. Examples of how demand works

- A. Greater quantities sell at lower prices
- B. Higher profits come from selling smaller quantities at higher prices
- C. At lower prices new buyers come into the market and those already buying, buy more

Example: Compare hamburger meat at \$5.25 per pound with hamburger meat at \$3.50 per pound. At the lower price people that had not been eating hamburger would enter the market and more meat would be sold.)

- D. At higher prices some buyers stop buying all together, and the others buy less. (Reverse the last example)

9. What causes shifts in demand?

- A. Changes in such factors as:
 - Consumer income
 - Population
 - Tastes
 - Competing products and
 - Consumer expectationsmay cause changes in the purchase rate of a given product without any change in the price of the product.
- B. Such factors are called shifters, because they tend to change or shift the relationship between the price and the quantity demanded.

Example: Drop in beef prices recently occurred when Oprah Winfrey reported on Mad Cow Disease and stated she would not eat beef. This one episode caused a shift downward in demand and thus price.)

10. Summary of shift factors

- A. Population increase or decrease
- B. Taste
- C. Consumer income
- D. Price of competing products
- E. Expectation

Example: Look at the fact that there is less demand for lamb today than 20 years ago. The main reason is thought to be that most of today's consumers simply have not developed a taste for lamb as much as their tastes for beef, pork, and poultry.

SUMMARY

The Law of Demand partly explains the behavior of a wide range of individual buyers. The buyers have many differences in taste and income that can change market demand. The Law of Demand attempts to explain the market including all these differences. Shifts in the demand sometimes overshadow the effects of price changes. This has caused some who do not understand the concept of demand to doubt that the law of demand is valid. So, think of the Law of Demand, and the shift factors. Together, demand shifts and price changes account for any changes in demand for a given product. (See fig. 11 page 7.7 from the *Farm and Ranch Business Management* textbook.)

Examples:

- Gas price wars with stations across the street or down the road.
- Coupon matching from competitive stores.

Unit 2

Lesson 1: Marketing Agricultural Products

Objectives:

1. Explain the importance of promoting agricultural products and services.
2. Demonstrate procedures in merchandising agricultural products or services.
3. Develop an advertising plan for an agricultural product, business or service.

Teaching Time: 2 hours

Essential Question:

How do promoting, merchandising, and advertising work together to market an agricultural product or service?

Unit Understandings, Themes, and Concepts:

Students will gain an understanding of why marketing agricultural products is important, as well as different methods of doing so.

Primary Learning Goals:

Students will be able to explain, develop, and demonstrate a plan for marketing agricultural products.

Students with disabilities:

For students with disabilities, the instructor should refer to the individual student's 504 to ensure that the accommodations

specified in the 504 are being provided within the classroom setting.

Assessment Method/Type:

- | | |
|---|--|
| <input type="checkbox"/> Constructed Response | <input type="checkbox"/> Peer Assessment |
| <input type="checkbox"/> Combined Methods | <input type="checkbox"/> Selected Response |
| <input type="checkbox"/> Informal Checks | <input type="checkbox"/> Self-Assessment |

References:

Steward, Jim. *Farm and Ranch Business Management*. Deere and Company. Moline, Illinois. ISBN: 0-86691-135-9. 1992.

Materials and Equipment:

- | | |
|---------------|----------|
| Eraser board | Handout |
| LCD Projector | Computer |

POWERPOINTS™:

- Advertising and Promoting Agricultural Products
- Promotion, Advertising and Marketing

Web Resource:

[Free Management Library™ - All About Advertising and Promotions](#)

TCSG KMS Performance Standards:

- a. Explain the importance of promoting agricultural products and services.
- b. Demonstrate procedures in merchandising agricultural products or services.
- c. Develop an advertising plan for an agricultural product, business, or service.

Appendices:

Appendix 1: Farming

Appendix 2: Marketing Specialist

TEACHING PROCEDURE

Lecture Notes/Activity: Lesson 1, Objective 1:

Explain the importance of promoting agricultural products and services.

The student will use **Appendix 1: Farming** for both the lesson and the activity. The instructor may want to choose activities for the students to concentrate on.

Lecture Notes/Activity: Lesson 1, Objective 2:

Demonstrate procedures in merchandising agricultural products or services.

Appendix 2: Marketing Specialist will allow the student to learn not only what the work entails (procedures) but also valuable information about the profession. Pay special attention to the second paragraph under “What Responsibilities Will I Have?”

The students will choose an agricultural product and develop concise procedures in merchandising that product or service.

Lecture Notes/Activity: Lesson 1, Objective 3:

Develop an advertising plan for an agricultural product, business or service.

The following website allows the students to draw from an array of sources to create their own advertising plan.

[Free Management Library™ - All About Advertising and Promotions](#)

SUMMARY

Evaluation

Written test

Daily Notes

Class Participation

Individual Learning Assignment

Group Learning Activity

Presentation Learning Activity

Individual Learning Activity

Lesson: Advertising and Promoting Agricultural Products

Assignment: Choose one of the topics below and research it. Write a report on your findings that answers the question or explains the concept and shows why it is relevant to your life.

1. Explain the importance of promoting agricultural products and services.
2. Demonstrate procedures in merchandising agricultural products or services.
3. Develop an advertising plan for an agricultural product, business or service.

Minimum Requirements:

1. Paper must be typed in 12-point font and at least one page in length. The paper may be double-spaced.
2. At least two credible references must be properly cited.
3. All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.
4. Papers will be graded on content (amount of good information, accuracy, etc.) and mechanics (grammar, spelling, and punctuation.)

Due Date:

Points/Grade Available:

Individual Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The paper should include information and issues of state and local importance.</p>	<p>35 pts.</p>
<p>Critical Analysis - logical process of analyzing and reporting information that examines and explains the topic selected. The paper should go beyond simply listing facts and must include why the concept is relevant to the student's life.</p>	<p>25 pts.</p>
<p>Organization - The paper should have an orderly structure that demonstrates a logical flow of ideas.</p>	<p>15 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the paper should meet all specifications and be executed following rules of proper written English.</p>	<p>15 pts.</p>

Group Learning Activity

Lesson: Advertising and Promoting Agricultural Products

Assignment: Choose one of the topics below and research it. With your group, prepare a presentation to teach the class your concept.

1. Explain the importance of promoting agricultural products and services.
2. Demonstrate procedures in merchandising agricultural products or services.
3. Develop an advertising plan for an agricultural product, business or service.

Your presentation should include the following:

1. A lesson plan outlining exactly what your group will teach and how the information will be taught
2. A PowerPoint™ of at least twelve slides
3. Notes containing the information the class will be responsible for (these can be printed and given to the class, written on the board, or part of the PowerPoint™). A copy of the notes will be turned in to the instructor.
4. Some type of interactive activity for the class (game, problem solving activity, interactive model, etc.)
5. Your group must also prepare an assessment for the class. This assessment can be written or oral but should show the instructor that the class understands and has retained the material being taught.

Due Date:

Points/Grade Available:

All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.

Group Learning Activity Rubric

<p>Lesson Plan – The group submits a thorough, detailed lesson plan highlighting the content and organization of their lesson.</p>	<p>10 pts.</p>
<p>PowerPoint™ – The group presents a PowerPoint™ of at least twelve slides that contains information and pictures vital to the lesson with additional information or examples for enhancement.</p>	<p>20 pts.</p>
<p>Interactive Activity – Some type of interactive activity is used to help teach the lesson. The activity should contribute to the mastery of content and involve the entire class in some way.</p>	<p>15pts.</p>
<p>Assessment – A fair, thorough assessment is prepared and administered based on the information presented to the class. Poor grades on the assessment by a few members of the class are excusable, but if the entire class has difficulty, the points awarded in this category may be lowered at the discretion of the instructor.</p>	<p>15 pts.</p>
<p>Content – The group should cover the concept (within reason) in entirety. The group may study actual lesson plans to help decide what should be emphasized.</p>	<p>25 pts.</p>
<p>Overall Effect – The group is prepared, enthusiastic, and interesting, and the lesson flows smoothly.</p>	<p>15 pts.</p>

Presentation Learning Activity

Lesson: Advertising and Promoting Agricultural Products

Assignment: Choose one of the topics below, research it, and prepare a presentation that answers the question or explains the concept and shows why it is relevant to your life.

1. Explain the importance of promoting agricultural products and services.
2. Demonstrate procedures in merchandising agricultural products or services.
3. Develop an advertising plan for an agricultural product, business or service.

Minimum Requirements:

Oral Report Option

1. Write a paper on one of the topics and orally present your work to the class.
2. Paper may be double-spaced and should be at least one page in length, resulting in a 2-5-minute presentation.
3. At least two references must be properly cited.
4. The presentation of the report will be graded secondary to the content of the paper.

PowerPoint™ Option

1. Presentation should be at least ten slides in length
2. Presentation should include at least four photos.
3. Presentation should be two to five minutes in length.
4. Grammar and spelling will be graded by the same standards as any other written assignment.
5. At least two references must be properly cited.

Poster Option

1. Prepare a poster that answers/explains one of the topics. You will present your poster to the class.
2. Your poster should include both text and graphics that help communicate your research.
3. At least two sources of information should be properly cited on the back of the poster.
4. Neatness and appearance of the poster will be graded.
5. Poster presentation should last two to five minutes.

Due Date:

Points/Grade Available:

For all presentations: All work must be original. No plagiarism! Any use of another's work or ideas without giving proper credit will result in a zero.

Presentation Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The presentation should include information and issues of state and local importance.</p>	<p>40 pts.</p>
<p>Critical Analysis/Organization – The presentation shows a logical process of analyzing and reporting information that examines and explains the topic selected. The presentation should go beyond simply listing facts and must include why the concept is relevant to the student’s life.</p>	<p>20 pts.</p>
<p>Presentation – The student makes a genuine effort to present, not just read the material. The student should present with confidence using techniques like eye contact and voice inflexion to make his or her point. Although content takes precedence over presentation, the experience of successfully presenting in front of a class is part of the basis of this assignment.</p>	<p>25 pts.</p>
<p>Mechanics- spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the presentation should meet all guidelines set forth and should be executed in proper written English. For the poster, this includes neatness and appearance.</p>	<p>15 pts.</p>

Vocabulary

Advertising

Merchandising

Purchasing Agents

Lesson Evaluation

- 1) What product did you choose to market?
- 2) Briefly explain your marketing plan.
- 3) What strategies did you employ?

Unit 2:

Lesson 2: Marketing Functions

Objectives:

1. Evaluate tangible and intangible markets.
2. Monitor marketing efficiency.

Teaching Time: 3 hours

References:

Steward, Jim. *Farm and Ranch Business Management*. Deere and Company. Moline, Illinois. ISBN: 0-86691-135-9. 1992.

Materials and Equipment:

Material samples

Value added examples

TEACHING PROCEDURE

Introduction and Mental Set

Agribusiness marketing is often considered to include all that is done to a product after it leaves the farm. This definition of marketing is accurate to a point, but it does separate production on the farm from marketing. The production activities affect marketing, so they are a part of the marketing process. Therefore, production is interrelated with other marketing activities and should be considered when considering the marketing of a product.

Discussion

1. Functions of Marketing

Basically, there are two general functions of marketing

- Tangible
- Intangible

2. Tangible functions

Tangible functions add value to the final product by physically clarifying the form, place, time, or possession of the product.

3. Tangible functions include

(Display and discuss transparency 7.2.1)

- Processing, grading, and packing
- Transporting and distributing
- Storing and allocating
- Buying and selling

4. Intangible functions

Intangible functions associated with customer preference affect the production and the physical marketing of the product. Intangible functions give the consumers what they want, where they want it, and when they want it.

5. Intangible functions include

(Display and discuss transparency 7.2.2)

- Pricing
- Financing
- Risk bearing
- Informing (advertising)
- Decision making

6. Marketing Efficiency

Efficient markets produce profits no larger than the minimum required to keep people in business and are not large enough to encourage others to enter the business and cause an oversupply.

7. Farmers and ranchers make more profit when they supply markets more efficiently than someone else with respect to time, place, and form.

- They store commodities when expected price increases will be more than storage cost. (Display and discuss transparency 7.2.3)
- They ship to one market rather than another if the price difference is greater than the transportation cost difference
- They dry grain if the price difference between high moisture and dried grain is more than the cost of drying

8. Higher profits come from doing these market functions more efficiently

- Bargain for higher profits
- Pool products for sale
- Cooperatively own the market or process facilities

9. Worksheet B: Tangible functions of marketing (Farm and Ranch Business management study guide).

SUMMARY

A basic understanding of marketing efficiency makes it easier for producers to recognize potential profits. High prices alone do not mean high profits. It is the combination of high prices and low costs that means more profit for the farmer or rancher.

Evaluation

Written test

Tangible Functions

Processing, grading, and packing

Transporting and distributing

Buying and selling



Image: Sketch of money bags, bundles of dollar bills, and coins.

Intangible Functions

Pricing

Financing

Risk bearing

Informing (Advertising)

Decision Making



Image: Sketch of an advertisement for clothes cleaners. It shows a man dressed in a uniform and cap who hands clothes on a hanger to a woman dressed in a dress and apron. The top of the ad reads "Delivery Service". The center of the ad reads "Cleaning and Pressing Service". The bottom of the ad reads "Cleaners".

Unit 2:

Lesson 3: Marketing Strategies

Objectives:

1. Identify the types of marketing strategies.
2. Recognize the effect of marketing strategies on income.
3. Participate in the Hedging and Contracts (Chicago Board of Trade).

Teaching Time: 2.5 hours

References:

Deere and Company. *Farm and Ranch Business Management*. Moline, IL. ISBN: 0-86691-135-9. 1992.

Luening, Robert A. & Klemme, Richard M. & Mortenson, William P. *The Farm Management Handbook*. Interstate Publishers, Inc. Danville, IL. ISBN: 0-8134-2872-6. 1991.

Chicago Board of Trade Commodity Trading Program. The National FFA Organization, Indianapolis, IN.

[Commodity - Learn All About Agricultural Commodities and Market Trends](#)

Materials and Equipment: n/a

TEACHING PROCEDURE

Introduction and Mental Set

From earlier lessons, it has been determined that producers of agricultural commodities are price takers. They are affected by supply and demand which cause changes in prices paid for the commodity. Yet, the individual producer has little effect on supply and demand, and therefore, little control over the price paid for the commodity. Still, to remain in business, the farmer must make a profit. Even though the individual farmers cannot set prices, he/she can sometimes control when the price for the commodity is set. This lesson focuses on the alternative methods of marketing available to the producer and how the different strategies can affect income. Also, this lesson will include participation in Commodity Trading Instructional Program sponsored by the Chicago Board of Trade through the National FFA Organization.

1. Discuss components of a marketing plan.

A. Price objective:

- Regardless of the type of marketing plan to be utilized, a price objective should be determined.
- Obviously, the producer wants to recover his/her production costs.
- In times of low market prices, production costs will not necessarily be the price objective or target price.
- The price objective may be lower than production costs.
- The target price may be set at a level that will allow for meeting short term financial obligations.
- In times of higher market prices, the target price may be considerably higher than production costs.

- B. Analysis of the prices that could be received and the risks involved in the various marketing plans because different marketing plans can result in different prices received.
- Any plan used will contain some risks.
 - Some plans contain more risks than others.
 - Those plans with higher risks also have the potential of resulting in higher prices or even lower prices.
 - A person's tolerance for risk will be a factor in formulating a marketing plan.
 - Some plans will also require a substantial amount of time to learn how the plan will operate and to follow the plan through until the commodity is actually sold.

2. Discuss price determinants.

- Have students read the first part of the section on Marketing Strategies (pp. 7-14 through 7-17) in *Farm and Ranch Business Management* textbook.
- Which two variables affect price?
- Which variable is responsible for most price variability in the short-run?
- How does price affect supply and demand?
- What is meant by elasticity?
- Explain the price cycle for hogs.
- What causes seasonal price variation?

3. Discuss types of marketing strategies and the effect of the strategies on price.

- A. Cash sale at time of delivery is probably the simplest marketing strategy since little planning is required.
- A cow sold at a livestock auction is an example.
 - Selling grain when it is harvested is another example.
 - As simple as this approach to marketing is, it can maximize risk of not receiving the target price, especially with commodities such as grain.

- Often, you will be selling at the same time as most other producers.
 - It will be a buyer's market. Thus, you expect a lower price.
- B. Pricing after harvest - when this strategy is used on crops, the crops are harvested and placed in storage.
- The sale takes place later when you think the price is right.
 - This strategy may be a costly form of speculation.
 - Even with the high risks involved, the profit can be very high, if the prices rise later.
 - However, if prices drop, you not only get less for your harvest, but you also have the added cost of storage.
- C. Forward contracts B when this strategy is used, the producer agrees to deliver a specified amount of the commodity at a specified time for a determined price.
- Forward contract prices are determined by futures prices, but the contract is somewhat simpler than dealing in the futures market.
 - The advantage to this strategy is that the producer knows the price that will be received for the commodity for up to a year before delivering the commodity.
 - Problems can arise if the producer fails to produce the quantity specified in the contract.
 - If production is lower than anticipated, the producer may then have to purchase enough of the commodity to honor the contract.
 - If supply is lower, the price at that time could be greater than the price he/she is receiving for the commodity.
- D. Hedging with futures B refer to pages 7-17 through 7-20 of the *Farm and Ranch Business Management* textbook.

- E. Agricultural commodity options refer to pages 7-17 through 7-20 of the *Farm and Ranch Business Management* textbook.
- What is a futures contract?
 - Is the futures market designed for actual delivery of the commodity?
 - What is the futures market designed to do?
 - What is the basis in the futures market?
 - What is the difference in a futures contract and a put option?
 - What advantage does a put option have over a futures contract?
- F. Have students complete corresponding worksheets on marketing strategies in the *Farm and Ranch Business Management Student Workbook*.

4. **An educational program on commodities trading sponsored by the Chicago Board of Trade is available through the National Agriculture Education Center.** This program should help students better understand trading commodities.

SUMMARY

Marketing strategies can be used to help a producer gain maximum returns. Some strategies are rather simple and are appropriate for some producers. Other strategies are complex and require more effort to learn and utilize. These strategies will not allow the producer to determine prices. However, they will allow the producer to control when the price is set.

Evaluation

- Commodities trading exercise using red beans and white beans with given values for the first trade. Students with the most end trade value sets the curve for grading.
- Written exam based on information in textbook

Unit 3:

Lesson 1: Marketing Strategies and Plans

Objectives:

1. Evaluate marketing strategies for agricultural products and services.
2. Apply benefit/cost analysis to marketing agricultural products and services.
3. Develop a marketing plan for agricultural products and services.

Teaching Time: 3 Hours

Essential Question:

What are the steps in developing a successful marketing plan? What strategies should be employed when developing a plan for effective marketing?

Unit Understandings, Themes, and Concepts:

Students will learn to develop marketing strategies for agricultural products, as well as how to make these plants financially successful.

Primary Learning Goals:

Students will be able to develop agribusiness marketing plans and apply benefit/cost analysis to ensure productivity.

Assessment Method/Type:

<input type="checkbox"/> Constructed Response	<input type="checkbox"/> Peer Assessment
<input type="checkbox"/> Combined Methods	<input type="checkbox"/> Selected Response
<input type="checkbox"/> Informal Checks	<input type="checkbox"/> Self-Assessment

References: n/a

Materials and Equipment:

Overhead projector	Transparency
Eraser board	Handout
LCD Projector	Computer

POWERPOINTS™:

- Developing A Marketing Plan
- Developing Marketing Strategies

Web Resource:

[Mplans - Sample Marketing Plans - Agriculture Produce Farm Marketing Plan](#)

Appendices:

Appendix 3: How to Run a Cost-Benefit Analysis
Appendix 4: Definition: Cost-Benefit Analysis

TEACHING PROCEDURE

Lecture Notes: Lesson Objective 1:

Evaluate marketing strategies for agricultural products and services.

Source: Agri Marketing Technology: Selling and Distributing in the Agriculture Industry

QUESTION: What do you think are the proper procedures in marketing?

1. Analyze the market situation
 - Understand changing consumer lifestyles, tastes, and preferences.

2. Formulating a market strategy
 - Make a strategy for a specific commodity, product, or market
 - Based on systematic, coordinated decision making
 - Sometimes growers of a specific commodity organize to advertise through a community program- also called generic promoting
 - **Example:** Florida Citrus Commission promoting orange juice for meals other than breakfast

3. Developing specific action plans
 - Includes advertising and promoting to specific audiences
 - Also known as an advertising campaign
 - Often tested on a small scale to evaluate its effectiveness
 - Can be used to create a pre-consumer demand for a commodity
 - Specific Action Plans can target specific markets

- **Example:** Blue Diamond Growers of California marketed its almonds to Japan. It is second to Germany in Blue Diamond Growers almond importers.
4. Evaluating program performance
- To evaluate performance, companies often conduct surveys to determine effectiveness of a program
 - Also look at the demand for a certain product
 - If the demand for a product increases, a company will look at outside factors-media, PR, etc.- to see why demand has increased.

Activity: Lesson Objective1:

Source: AgriMarketing Technology: Selling and Distributing in the Agriculture Industry

The students will answer the following question:

How do commodity commissions identify and develop potential markets for horticulture produce and products?

Lecture Notes: Lesson Objective2:

See **Appendix 3: How to Run a Cost-Benefit Analysis.**

Apply benefit/cost analysis to marketing agricultural products and services.

QUESTION: What is a cost/benefit analysis? What is its purpose?

A cost benefit analysis is done to determine how well (or how poorly) a planned action will turn out. Although a cost benefit analysis can be used for almost anything, it is commonly done on financial questions.

Want to know whether that new machine is worth the cost? Do a cost benefit analysis. **Not sure whether that proposed marketing campaign is a good idea?** Do a cost benefit analysis. Worried about which health care plan to select for your employees? Do a cost benefit analysis. It's a great tool. This Balance Careers website above tells you how to do a cost benefit analysis right.

A cost benefit analysis is done to determine how well, or how poorly, a planned action will turn out. Although a cost benefit analysis can be used for almost anything, it is most commonly done on financial questions. Since the cost benefit analysis relies on the addition of positive factors and the subtraction of negative ones to determine a net result, it is also known as running the numbers.

A cost benefit analysis finds, quantifies, and adds all the positive factors. These are the benefits. Then it identifies, quantifies, and subtracts all the negatives, the costs. The difference between the two indicates whether the planned action is advisable. The real trick to doing a cost benefit analysis well is making sure you include all the costs and all the benefits and properly quantify them.

Should we hire an additional salesperson or assign overtime? Is it a good idea to purchase the new stamping machine? Will we be better off putting our free cash flow into securities rather than investing in additional capital equipment? Each of these questions can be answered by doing a proper cost benefit analysis.

Example: Cost Benefit Analysis

As the Production Manager, you propose the purchase of a \$1 Million stamping machine to increase output. Before you can present the proposal to the Vice President, you need some facts to support your suggestion, so you run the numbers and do a cost benefit analysis.

You itemize the benefits. With the new machine, you can produce 100 more units per hour. The three workers currently doing the stamping by hand can be replaced. The units will be higher quality because they will be more uniform. You are convinced these outweigh the costs.

There is a cost to purchase the machine and it will consume some electricity. Any other costs would be insignificant. Calculate the selling price of the 100 additional units per hour multiplied by the number of production hours per month. Add to that 2% for the units that aren't rejected because of the quality of the machine output. Also add the monthly salaries of the three workers. That's a pretty good total benefit.

Calculate the monthly cost of the machine, by dividing the purchase price by 12 months per year. Next, divide that by the 10 years the machine should last. The manufacturer's specs show what the power consumption of the machine is. You can get power cost numbers from Accounting, so calculate the cost of electricity to run the machine and add the purchase cost to get a total cost figure. Subtract the total cost figure from the total benefit value and your analysis shows a healthy profit. All you have to do now is present it to the VP, right? Wrong. You've got the right idea, but you left out a lot of detail.

See also **Appendix 4: Definition: Cost-Benefit Analysis.**

Definition: *A process by which you weigh expected costs against expected benefits to determine the best (or most profitable) strategy*

When it comes to goal setting or deciding on the best plan of attack, working up a cost-benefits analysis will help you decide which route would be best for you. A cost-benefit analysis doesn't have to be complicated. Simply draw a line down the middle of a piece of paper to create two columns. On the left, list the benefits of achieving a given goal. On the right, list what it will cost you to get there. Once you've done that, simply add up the benefits and costs columns and see which has more or assign weighted scores to each entry and total them at the bottom. Of course, you may not want to let this quick and easy analysis make the final decision for you. It may sometimes be the nearest thing to a tossup. But even a simple cost-benefit analysis can give you an idea of whether a given goal is worth investigating further.

Example: A sales director needs to decide whether to implement a new computer-based contact management and sales processing system. The sales department currently has only a few computers, and its salespeople aren't computer savvy. Any system upgrade would require extensive employee training. The company is likely to experience a drop in sales during the transition period. While total expenses, including equipment, installation and training costs, plus lost productivity, are estimated to be \$55,800, the company's analysis reveals the new computer system would increase sales capacity, boost efficiency, and enhance customer service and retention – financial benefits the company pegs at \$90,000 annually. Based on the cost-benefit estimates, the company would see a return on its investment in eight months. (Payback time: $\$55,800 \div \$90,000 = 0.62$ of a year.)

Activity: Lesson Objective 2:

Assign the students a sample market plan.

The Mplans website has a sample marketing plan from a produce company:

[Mplans - Sample Marketing Plans - Agriculture Produce Farm Marketing Plan](#)

Scenario: You are on the verge of marketing a big product for your company. However, you are not sure if the proposed marketing plan is a good idea. Perform a cost benefit analysis to determine if the plan is worthwhile.

Lecture Notes/Activity: Lesson Objective 3:

Develop a marketing plan for agricultural products and services.

The instructor will assign an agricultural product or service to each student.

Assignment: Now that you have the background knowledge, prepare and present a marketing plan on an agricultural product or service assigned.

Keep the steps in mind from the first objective. When you are finished, perform a cost benefit analysis of your plan to see if it is worthwhile. This is a great way to evaluate your plan.

SUMMARY

Evaluation

- Written test
- Daily Notes
- Class Participation
- Individual Learning Assignment
- Daily Food Log
- Group Learning Activity
- Presentation Learning Activity

Individual Learning Activity

Lesson: Marketing Strategies and Plans

Assignment: Choose one of the topics below and research it. Write a report on your findings that answers the question or explains the concept and shows why it is relevant to your life.

1. Evaluating marketing strategies for agricultural products and services.
2. Applying benefit/cost analysis to marketing agricultural products and services.
3. Developing a marketing plan for agricultural products and services.

Minimum Requirements:

1. Paper must be typed in 12-point font and at least one page in length. The paper may be double-spaced.
2. At least two credible references must be properly cited.
3. All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.
4. Papers will be graded on content (amount of good information, accuracy, etc.) and mechanics (grammar, spelling, and punctuation.)

Due Date:

Points/Grade Available:

Individual Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The paper should include information and issues of state and local importance.</p>	<p>35 pts.</p>
<p>Critical Analysis - logical process of analyzing and reporting information that examines and explains the topic selected. The paper should go beyond simply listing facts and must include why the concept is relevant to the student's life.</p>	<p>25 pts.</p>
<p>Organization - The paper should have an orderly structure that demonstrates a logical flow of ideas.</p>	<p>15 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the paper should meet all specifications and be executed following rules of proper written English.</p>	<p>15 pts.</p>

Group Learning Activity

Lesson: Marketing Strategies and Plans

Assignment: Choose one of the topics below and research it. With your group, prepare a presentation to teach the class your concept.

1. Evaluating marketing strategies for agricultural products and services.
2. Applying benefit/cost analysis to marketing agricultural products and services.
3. Developing a marketing plan for agricultural products and services.

Your presentation should include the following:

1. A lesson plan outlining exactly what your group will teach and how the information will be taught
2. A PowerPoint™ of at least twelve slides
3. Notes containing the information the class will be responsible for (these can be printed and given to the class, written on the board, or part of the PowerPoint™). A copy of the notes will be turned in to the instructor.
4. Some type of interactive activity for the class (game, problem solving activity, interactive model, etc.)
5. Your group must also prepare an assessment for the class. This assessment can be written or oral but should show the instructor that the class understands and has retained the material being taught.

Due Date:

Points/Grade Available:

All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.

Group Learning Activity Rubric

<p>Lesson Plan – The group submits a thorough, detailed lesson plan highlighting the content and organization of their lesson.</p>	<p>10 pts.</p>
<p>PowerPoint™ – The group presents a PowerPoint™ of at least twelve slides that contains information and pictures vital to the lesson with additional information or examples for enhancement.</p>	<p>20 pts.</p>
<p>Interactive Activity – Some type of interactive activity is used to help teach the lesson. The activity should contribute to the mastery of content and involve the entire class in some way.</p>	<p>15 pts.</p>
<p>Assessment – A fair, thorough assessment is prepared and administered based on the information presented to the class. Poor grades on the assessment by a few members of the class are excusable, but if the entire class has difficulty, the points awarded in this category may be lowered at the discretion of the instructor.</p>	<p>15 pts.</p>
<p>Content – The group should cover the concept (within reason) in entirety. The group may study actual lesson plans to help decide what should be emphasized.</p>	<p>25 pts.</p>
<p>Overall Effect – The group is prepared, enthusiastic, and interesting, and the lesson flows smoothly.</p>	<p>15 pts.</p>

Presentation Learning Activity

Lesson: Marketing Strategies and Plans

Assignment: Choose one of the topics below, research it, and prepare a presentation that answers the question or explains the concept and shows why it's relevant to your life.

1. Evaluating marketing strategies for agricultural products and services.
2. Applying benefit/cost analysis to marketing agricultural products and services.
3. Developing a marketing plan for agricultural products and services.

Minimum Requirements:

Oral Report Option

1. Write a paper on one of the topics and orally present your work to the class.
2. Paper may be double-spaced and should be at least one page in length, resulting in a two-to-five-minute presentation.
3. At least two references must be properly cited.
4. The presentation of the report will be graded secondary to the content of the paper.

PowerPoint™ Option

1. Presentation should be at least ten slides in length
2. Presentation should include at least four photos.
3. Presentation should be two to five minutes in length.
4. Grammar and spelling will be graded by the same standards as any other written assignment.
5. At least two references must be properly cited.

Poster Option

1. Prepare a poster that answers/explains one of the topics. You will present your poster to the class.
2. Your poster should include both text and graphics that help communicate your research.
3. At least two sources of information should be properly cited on the back of the poster.
4. Neatness and appearance of the poster will be graded.
5. Poster presentation should last a minimum of five minutes.

Due Date:

Points/Grade Available:

For all presentations: All work must be original. No plagiarism! Any use of another's work or ideas without giving proper credit will result in a zero.

Presentation Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The presentation should include information and issues of state and local importance.</p>	<p>40 pts.</p>
<p>Critical Analysis/Organization – The presentation shows a logical process of analyzing and reporting information that examines and explains the topic selected. The presentation should go beyond simply listing facts and must include why the concept is relevant to the student’s life.</p>	<p>20 pts.</p>
<p>Presentation – The student makes a genuine effort to present, not just read the material. The student should present with confidence using techniques like eye contact and voice inflexion to make his or her point. Although content takes precedence over presentation, the experience of successfully presenting in front of a class is part of the basis of this assignment.</p>	<p>25 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the presentation should meet all guidelines set forth and should be executed in proper written English. For the poster, this includes neatness and appearance.</p>	<p>15 pts.</p>

Unit 4:

Lesson 1: Agriculture Product Market Research

Objectives:

1. Conduct and interpret surveys to provide data for demand of agricultural products and services.
2. Research trends in the marketability of agricultural products and services.

Teaching Time: 4 hours

Essential Question:

What are the trends in agricultural marketability and how to we assess consumer demand of agricultural products?

Unit Understandings, Themes, and Concepts:

Students will gain an understanding of how market research and surveys help produces meet demands for agricultural products and services.

Primary Learning Goals:

Students will be able to conduct and interpret surveys to showcase trends in marketability and demand of agricultural products and services.

Assessment Method/Type:

<input type="checkbox"/>	Constructed Response	<input type="checkbox"/>	Peer Assessment
<input type="checkbox"/>	Combined Methods	<input type="checkbox"/>	Selected Response

_____ Informal Checks

_____ Self-Assessment

References: n/a

Materials and Equipment:

Eraser board

Handout

LCD Projector

Computer

POWERPOINTS™:

- **Market Research**

Web Resources: n/a

Appendices:

Appendix 5: Programme of Agricultural Surveys

Appendix 6: Organic Food Trends

TEACHING PROCEDURE

Lecture Notes/Activity: Lesson 1, Objective 1:

Conduct and interpret surveys to provide data for demand of agricultural products and services.

QUESTION: Why are surveys important? See the article in Appendix 3, paying special attention to section 9.1:

“Under the integrated system, a program of agricultural surveys should also be carried out, based on the census of agriculture, **to provide current operational and performance data required to complement the structural data from the census of agriculture.**”

See **Appendix 5: Programme of Agricultural Surveys.**

Activity: Lesson 1, Objective 1:

Randomly assign the students an agricultural service or product and have them conduct a survey about the product.

The survey should reflect what they have learned about consumer demand and the fundamentals of economics.

Be sure that the information gathered in the survey can be represented in graphical form.

Make sure that the services and products assigned are ones that all or almost all the students are familiar with.

The students will collect the surveys and interpret the results. The results should then be represented in graphically form.

Lecture Notes/Activity: Lesson 1, Objective 2:

Research trends in the marketability of agricultural products and services.

Vocabulary: Marketability- When a product is fit to be offered for sale, as in a market: *marketable produce*.

In the last lesson, you were able to see the consumer side of marketability. Now, it is time to be an analyst.

The students may research the trends in organic foods, or whatever product the instructor sees fit. They will then use the information they gathered and give a short presentation on their findings.

See **Appendix 6: Organic Food Trends**.

SUMMARY

Evaluation

- Written test
- Daily Notes
- Class Participation
- Individual Learning Assignment
- Daily Food Log
- Group Learning Activity
- Presentation Learning Activity

Individual Learning Activity

Lesson: Agricultural Product Market Research

Assignment: Choose one of the topics below and research it. Write a report on your findings that answers the question or explains the concept and shows why it is relevant to your life.

1. Conducting and interpreting surveys to provide data for demand of agricultural products and services.
2. Researching trends in the marketability of agricultural products and services.

Minimum Requirements:

1. Paper must be typed in 12-point font and at least one page in length. The paper may be double-spaced.
2. At least two credible references must be properly cited.
3. All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.
4. Papers will be graded on content (amount of good information, accuracy, etc.) and mechanics (grammar, spelling, and punctuation.)

Due Date:

Points/Grade Available:

Individual Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The paper should include information and issues of state and local importance.</p>	<p>35 pts.</p>
<p>Critical Analysis - logical process of analyzing and reporting information that examines and explains the topic selected. The paper should go beyond simply listing facts and must include why the concept is relevant to the student's life.</p>	<p>25 pts.</p>
<p>Organization - The paper should have an orderly structure that demonstrates a logical flow of ideas.</p>	<p>15 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the paper should meet all specifications and be executed following rules of proper written English.</p>	<p>15 pts.</p>

Group Learning Activity

Lesson: Agricultural Product Market Research

Assignment: Choose one of the topics below and research it. With your group, prepare a presentation to teach the class your concept.

1. Conducting and interpreting surveys to provide data for demand of agricultural products and services.
2. Researching trends in the marketability of agricultural products and services.

Your presentation should include the following:

1. A lesson plan outlining exactly what your group will teach and how the information will be taught
2. A PowerPoint™ of at least twelve slides
3. Notes containing the information the class will be responsible for (these can be printed and given to the class, written on the board, or part of the PowerPoint™). A copy of the notes will be turned in to the instructor.
4. Some type of interactive activity for the class (game, problem solving activity, interactive model, etc.)
5. Your group must also prepare an assessment for the class. This assessment can be written or oral but should show the instructor that the class understands and has retained the material being taught.

Due Date:

Points/Grade Available:

All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.

Group Learning Activity Rubric

Lesson Plan – The group submits a thorough, detailed lesson plan highlighting the content and organization of their lesson.	10 pts.
PowerPoint™ – The group presents a PowerPoint™ of at least twelve slides that contains information and pictures vital to the lesson with additional information or examples for enhancement.	20 pts.
Interactive Activity – Some type of interactive activity is used to help teach the lesson. The activity should contribute to the mastery of content and involve the entire class in some way.	15 pts.
Assessment – A fair, thorough assessment is prepared and administered based on the information presented to the class. Poor grades on the assessment by a few members of the class are excusable, but if the entire class has difficulty, the points awarded in this category may be lowered at the discretion of the instructor.	15 pts.
Content – The group should cover the concept (within reason) in entirety. The group may study actual lesson plans to help decide what should be emphasized.	25 pts.
Overall Effect – The group is prepared, enthusiastic, and interesting, and the lesson flows smoothly.	15 pts.

Presentation Learning Activity

Lesson: Agricultural Product Market Research

Assignment: Choose one of the topics below, research it, and prepare a presentation that answers the question or explains the concept and shows why it's relevant to your life.

1. Conducting and interpreting surveys to provide data for demand of agricultural products and services.
2. Researching trends in the marketability of agricultural products and services.

Minimum Requirements:

Oral Report Option

1. Write a paper on one of the topics and orally present your work to the class.
2. Paper may be double-spaced and should be at least one page in length, resulting in a two-to-five-minute presentation.
3. At least two references must be properly cited.
4. The presentation of the report will be graded secondary to the content of the paper.

PowerPoint™ Option

1. Presentation should be at least ten slides in length
2. Presentation should include at least four photos.
3. Presentation should be two to five minutes in length.
4. Grammar and spelling will be graded by the same standards as any other written assignment.
5. At least two references must be properly cited.

Poster Option

1. Prepare a poster that answers/explains one of the topics. You will present your poster to the class.
2. Your poster should include both text and graphics that help communicate your research.
3. At least two sources of information should be properly cited on the back of the poster.
4. Neatness and appearance of the poster will be graded.
5. Poster presentation should last two to five minutes.

Due Date:

Points/Grade Available:

For all presentations: All work must be original. No plagiarism! Any use of another's work or ideas without giving proper credit will result in a zero.

Presentation Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The presentation should include information and issues of state and local importance.</p>	40 pts.
<p>Critical Analysis/Organization – The presentation shows a logical process of analyzing and reporting information that examines and explains the topic selected. The presentation should go beyond simply listing facts and must include why the concept is relevant to the student’s life.</p>	20 pts.
<p>Presentation – The student makes a genuine effort to present, not just read the material. The student should present with confidence using techniques like eye contact and voice inflexion to make his or her point. Although content takes precedence over presentation, the experience of successfully presenting in front of a class is part of the basis of this assignment.</p>	25 pts.
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the presentation should meet all guidelines set forth and should be executed in proper written English. For the poster, this includes neatness and appearance.</p>	15 pts.

Essential Question:

What are the trends in agricultural marketability and how do we assess consumer demand of agricultural products?

Lesson Evaluation

The students should research the trends in organic foods. They will then use the information they gathered to give a short presentation on their findings. Students should identify the marketability of the product they chose and the demand for the product by its customers.

Unit 5:

Lesson 1: Agriculture Business and Interpersonal Relationships

Objectives:

1. Explain how interpersonal relationships and networking can improve business relationships.
2. Examine the scope of sales and trade organizations and how they are designed to promote a product.
3. Determine the benefits of participation in trade organizations.
4. Evaluate the benefits of participation in community and professional organizations.

Teaching Time:1.5 hours

Essential Question:

**What skills are needed and are further developed through participation in a community or professional organization?
How do those skills come into play with trade organizations?**

Unit Understandings, Themes, and Concepts:

Students will gain an understanding of the benefits and components of networking, both on a personal and organizational level.

Primary Learning Goals:

Students will be able to explain various types of professional organizations available for networking, as well as skills needed to form successful interpersonal relationships.

Assessment Method/Type:

<input type="checkbox"/> Constructed Response	<input type="checkbox"/> Peer Assessment
<input type="checkbox"/> Combined Methods	<input type="checkbox"/> Selected Response
<input type="checkbox"/> Informal Checks	<input type="checkbox"/> Self-Assessment

References: n/a

Materials and Equipment:

Overhead projector	Transparency
Eraser board	Handout
LCD Projector	Computer

POWERPOINTS™:

Interpersonal Skills & Networking

Web Resource:

[USDA Agricultural Marketing Service - Organic Labeling](#)

Appendix 7: Supporting Relationships for Farm Success

TEACHING PROCEDURE

Lecture Notes: Lesson 1, Objective 1:

1. Explain how interpersonal relationships and networking can advance business relationships.

See **Appendix 7: Supporting Relationships for Farm Success.**

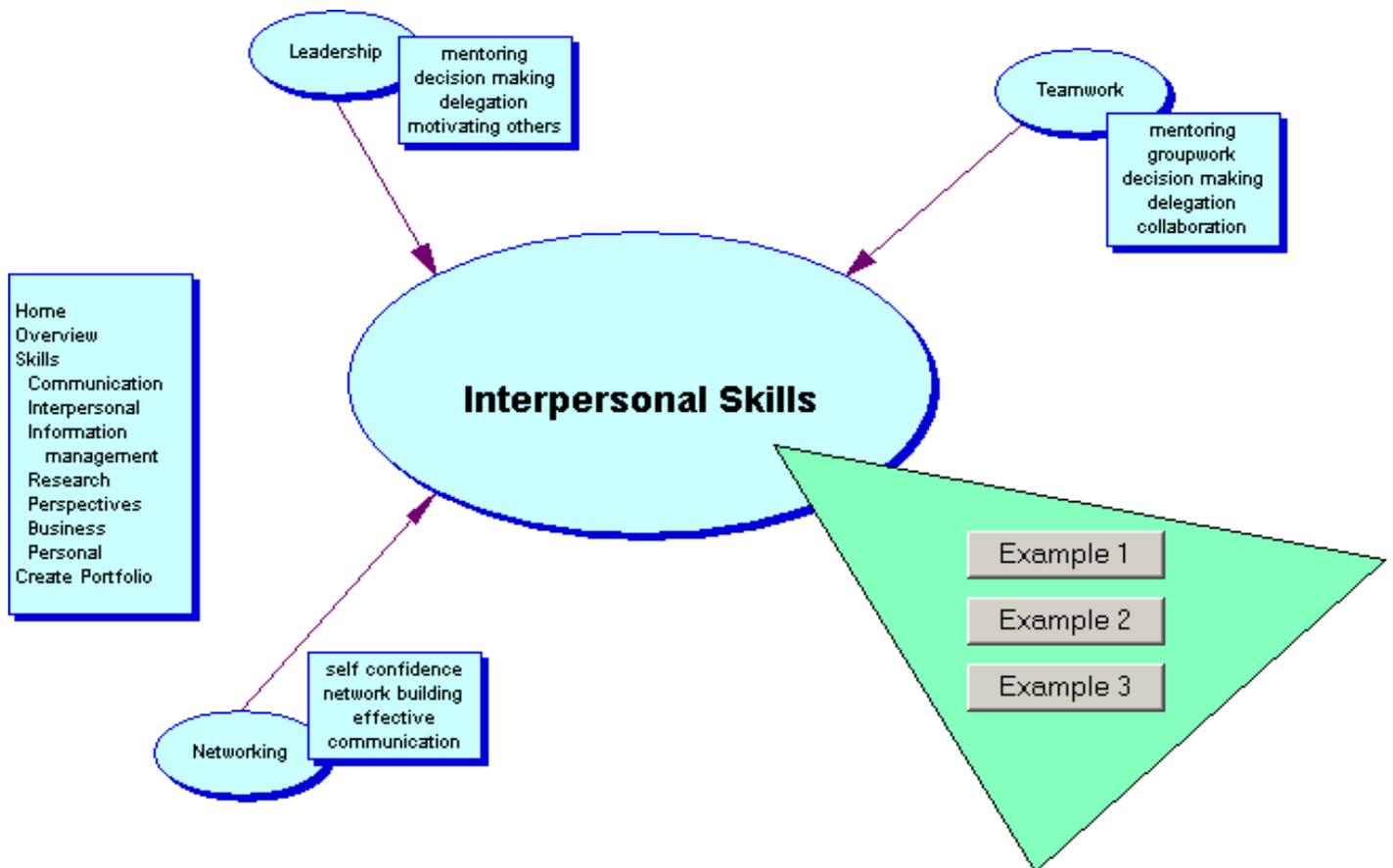


Image: Diagram depicting components of interpersonal skills. The following is a detailed description of the image:

- In the center is a large oval containing the words "Interpersonal Skills."
- To the upper right of the large Interpersonal Skills oval at the 10 o'clock position is a small oval containing the word "Leadership"; the Leadership oval has an arrow pointing toward the large Interpersonal Skills oval.
- Partially superimposed over the right of the small Leadership oval is a small rectangle containing the words "mentoring", "decision making", "delegation", and "motivating others."
- To the upper of the large Interpersonal Skills oval at the 2 o'clock position is a small oval containing the word "Teamwork."
- Partially superimposed over the lower right of the small Teamwork oval is a small rectangle containing the words "mentoring", "groupwork", "delegation", and "collaboration."
- To the lower right of the large Interpersonal Skills oval is a large triangle containing 3 small rectangles, each with the word "Example"; the triangle's apex is partially superimposed over the large Interpersonal Skills oval at the 4 o'clock position.
- To the lower left of the large Interpersonal Skills oval at the 8 o'clock position is a small oval containing the word "Networking."
- Partially superimposed over the right of the small Networking oval is a rectangle containing the words "self confidence", "network building", and "effective communication."
- To the right of the large Interpersonal Skills oval at the 9 o'clock position is a rectangle containing the words "Overview Skills." Below Home Overview Skills and indented 2 spaces are the words "Communication", "Interpersonal", "Information management", "Research", "Perspectives", "Business", and "Personal". Below these words and extended 2 spaces are the words "Create Portfolio." [End of description of image.]

Leadership is:

- The process of successfully influencing the activities of a group towards goal achievement.
- A leader has the ability to influence others by presence, charisma, command of language, expertise, and engendering respect to achieve group objectives ethically.
- Background skills required are mentoring, decision making, delegating appropriately, motivating others, using persuasive and clear communication, and being empowered by knowledge.

Examples:

- Group work, taking a leadership role (e.g., physics lab)
- Leading a committee (e.g., SciSoc) or team (e.g., soccer)
- Mentoring a junior student (e.g., a third-year student mentoring a first-year student)

Networking is:

- The ability to actively seek, identify and create effective contacts with others and maintain those contacts for mutual benefit. Background skills required are self-confidence, effective communication, building, maintaining, and expanding networks and collegial relationships.

Examples:

- Involvement with clubs and societies (e.g., PhySoc)
- Attending seminars, workshops, and conferences (e.g., discipline seminars)

Teamwork:

- Involves group problem solving, cooperation with others, responsiveness to others' ideas, harmonious engagement in collaborative learning, taking individual responsibility within the group for developing and achieving group goals. Background skills required are mentoring, group work, decision making, delegation, and collaboration.

Example: Working with a group of people towards a common goal (e.g., Lab project, posters, etc., sporting teams)

Mentoring is:

- Being a trusted advisor and helper who has experience in a particular field, who actively supports and guides someone who is less experienced in this area in the development of their knowledge and experience base, or the achievement of their career or personal goals.
- A protected, non-judgmental relationship which facilitates a wide range of learning, experimentation, and development; and
- A relationship that may be formal or informal, but must involve trust, mutual respect, and commitment as both parties seek to work together to achieve a goal.
- Tutoring, coaching

Group work is:

- Any activity in which students work together.
- Any activity which has been specifically designed so that students work in pairs or groups, and may be assessed as a group (referred to as formal group work); or
- When students come together naturally to help each other with their work (referred to as informal group work).
- Peer group activity in lab classes, tutorials etc.

Decision making is:

- Taking responsibility for a decision and its outcomes; and
- Identifying appropriate evidence and weighing up that evidence to make a choice.
- Choosing a research topic for a group activity

Delegation is:

- Taking responsibility for determining when it is appropriate to ask someone else to decide or carry out a task.
- Giving someone else the discretion to make decisions that you have the authority to make; and
- The process by which authority and responsibility is distributed from the project leader to an individual working on the project.

Collaboration is:

- Working cooperatively and productively with other team members to contribute to the professional outcomes of the team; and
- Task-related interactions with colleagues that involve sharing, assistance, and interdependence.
- Allocating tasks in planning for an event (e.g., a club activity like the annual dinner)
- Working with peers in studying for exams

Network building is:

- Creating contacts with other persons and maintaining those contacts.
- Acquiring and maintaining information of persons that can operate as contacts for specific purposes if needed; and
- Using contact persons in an ethical manner for the purpose of meeting specific goals, e.g., collaboration in projects, finding information, etc.
- Setting up and maintaining a peer study group

Motivating others is:

- Selling ideas and winning commitment to goals.
- Generating enthusiasm and energy by being positive: 'we can do this'.
- Maintaining a positive attitude even when things aren't going well.
- Encouraging others to come up with solutions.
- Involving the whole team.
- Including everyone: listening and taking views on board.
- Giving people new challenges and trusting them to deliver.
- Encouraging others to perform well.
- Being prepared to support others in taking agreed, calculated risks; and
- Not blaming others when things go wrong: avoiding creating a 'blame culture'.
- Actively encouraging enthusiasm (e.g., giving the half time pep-talk to the team)

Activity: Lesson 1, Objective 1:

Invite a local agribusiness owner or employee to speak to the class on the importance of interpersonal skills and networking in the business world. Have the students compile a list of questions based upon the concept map and the notes given in class.

Lecture Notes: Lesson 1, Objective 2:

Examine the scope of sales and trade organizations and how they are designed to promote a product.

The following USDA site about “About Organic Labeling” contains everything that the instructor needs when it comes to explaining the objective. The instructor can pull from any section of this article and discuss it with the class.

[USDA Agricultural Marketing Service - Organic Labeling](#)

Activity: Lesson 1, Objective 2:

Using the information learned from the article, have the student design a plan to promote an organic product. This may require some background research into organic products, allowing the students to reach beyond the curriculum a bit.

Along with the plan, the student should write a short essay about how sales and trade affected his or her marketing plan.

Lecture Notes/Activity: Lesson 1, Objective 3:

Determine the benefits of participation in trade organizations

Using the article below, highlight with the students the benefits of participation in trade organizations.

[USDA Agricultural Marketing Service - Organic Labeling](#)

Then discuss:

QUESTION: What would be the disadvantages faced by a company that did not participate in a trade organization?

QUESTION: Why are trade organizations so important to the economy?

QUESTION: What would happen to the economy if trade organizations no longer existed?

QUESTION: Why are trade organizations especially important to agriculture companies?

QUESTION: What benefits are there to organic product companies who engage in a trade organization? – Heavily pull from article

Lecture Notes/Activity: Lesson 1, Objective 4:

Evaluate the benefits of participation in community and professional organizations.

- * **This objective draws upon the previous objective, so it is permissible to perform an activity that accumulates all the activities in the previous objectives of Lesson 1:**

Students, now that you are well versed in networking's role in the Agribusiness world, please prepare a short essay on what you believe the benefits are with participating in community and professional organizations. These benefits can certainly vary but draw upon what was learned in Lesson 1 (i.e., interpersonal skills, leadership skills, awareness of the inner workings of a company, etc.).

Then, you will compile a 2–3-minute presentation on your opinion.

SUMMARY

Evaluation

- Written test
- Daily Notes
- Class Participation
- Individual Learning Assignment
- Daily Food Log
- Group Learning Activity
- Presentation Learning Activity

Individual Learning Activity

Lesson: Agricultural Business and Interpersonal Networking

Assignment: Choose one of the topics below and research it. Write a report on your findings that answers the question or explains the concept and shows why it is relevant to your life.

1. Explain how interpersonal relationships and networking can further business relationships.
2. Examine the scope of sales and trade organizations and how they are designed to promote a product.
3. Determine the benefits of participation in trade organizations.
4. Evaluate the benefits of participation in community and professional organizations.

Minimum Requirements:

1. Paper must be typed in 12-point font and at least one page in length. The paper may be double-spaced.
2. At least two credible references must be properly cited.
3. All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.
4. Papers will be graded on content (amount of good information, accuracy, etc.) and mechanics (grammar, spelling, and punctuation.)

Due Date:

Points/Grade Available:

Individual Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The paper should include information and issues of state and local importance.</p>	<p>35 pts.</p>
<p>Critical Analysis - logical process of analyzing and reporting information that examines and explains the topic selected. The paper should go beyond simply listing facts and must include why the concept is relevant to the student's life.</p>	<p>25 pts.</p>
<p>Organization - The paper should have an orderly structure that demonstrates a logical flow of ideas.</p>	<p>15 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the paper should meet all specifications and be executed following rules of proper written English.</p>	<p>15 pts.</p>

Group Learning Activity

Lesson: Agricultural Business and Interpersonal Networking

Assignment: Choose one of the topics below and research it. With your group, prepare a presentation to teach the class your concept.

1. Explain how interpersonal relationships and networking can further business relationships.
2. Examine the scope of sales and trade organizations and how they are designed to promote a product.
3. Determine the benefits of participation in trade organizations.
4. Evaluate the benefits of participation in community and professional organizations.

Your presentation should include the following:

1. A lesson plan outlining exactly what your group will teach and how the information will be taught
2. A PowerPoint™ of at least twelve slides
3. Notes containing the information the class will be responsible for (these can be printed and given to the class, written on the board, or part of the PowerPoint™). A copy of the notes will be submitted to the instructor.
4. Some type of interactive activity for the class (game, problem solving activity, interactive model, etc.)
5. Your group must also prepare an assessment for the class. It can be written or oral but should show the instructor that the class understands and has retained the material taught.

Due Date:

Points/Grade Available:

All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.

Group Learning Activity Rubric

Lesson Plan – The group submits a thorough, detailed lesson plan highlighting the content and organization of their lesson.	10 pts.
PowerPoint™ – The group presents a PowerPoint™ of at least twelve slides that contains information and pictures vital to the lesson with additional information or examples for enhancement.	20 pts.
Interactive Activity – Some type of interactive activity is used to help teach the lesson. The activity should contribute to the mastery of content and involve the entire class in some way.	15 pts.
Assessment – A fair, thorough assessment is prepared and administered based on the information presented to the class. Poor grades on the assessment by a few members of the class are excusable, but if the entire class has difficulty, the points awarded in this category may be lowered at the discretion of the instructor.	15 pts.
Content – The group should cover the concept (within reason) in entirety. The group may study actual lesson plans to help decide what should be emphasized.	25 pts.
Overall Effect – The group is prepared, enthusiastic, and interesting, and the lesson flows smoothly.	15 pts.

Presentation Learning Activity

Lesson: Agricultural Business and Interpersonal Networking

Assignment: Choose one of the topics below, research it, and prepare a presentation that answers the question or explains the concept and shows why it is relevant to your life.

1. Explain how interpersonal relationships and networking can further business relationships.
2. Examine the scope of sales and trade organizations and how they are designed to promote a product.
3. Determine the benefits of participation in trade organizations.
4. Evaluate the benefits of participation in community and professional organizations.

Minimum Requirements:

Oral Report Option

1. Write a paper on one of the topics and orally present your work to the class.
2. Paper may be double-spaced and should be at least one page in length, resulting in a two-to-five-minute presentation.
3. At least two references must be properly cited.
4. The presentation of the report will be graded secondary to the content of the paper.

PowerPoint™ Option

1. Presentation should be at least ten slides in length
2. Presentation should include at least four photos.
3. Presentation should be two to five minutes in length.
4. Grammar and spelling will be graded by the same standards as any other written assignment.
5. At least two references must be properly cited.

Poster Option

1. Prepare a poster that answers/explains one of the topics. You will present your poster to the class.
2. Your poster should include both text and graphics that help communicate your research.
3. At least two sources of information should be properly cited on the back of the poster.
4. Neatness and appearance of the poster will be graded.
5. Poster presentation should last two to five minutes.

Due Date:

Points/Grade Available:

For all presentations: All work must be original. No plagiarism! Any use of another's work or ideas without giving proper credit will result in a zero.

Presentation Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The presentation should include information and issues of state and local importance.</p>	40 pts.
<p>Critical Analysis/Organization – The presentation shows a logical process of analyzing and reporting information that examines and explains the topic selected. The presentation should go beyond simply listing facts and must include why the concept is relevant to the student’s life.</p>	20 pts.
<p>Presentation – The student makes a genuine effort to present, not just read the material. The student should present with confidence using techniques like eye contact and voice inflexion to make his or her point. Although content takes precedence over presentation, the experience of successfully presenting in front of a class is part of the basis of this assignment.</p>	25 pts.
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the presentation should meet all guidelines set forth and should be executed in proper written English. For the poster, this includes neatness and appearance.</p>	15 pts.

Essential Question:

**What skills are needed and are further developed through participation in a community or professional organization?
How do those skills come into play with trade organizations?**

Vocabulary

Networking
Teamwork
Motivation
Leadership
Mentoring
Delegation
Collaboration

Lesson Evaluation

- 1) the process of successfully influencing the activities of a group towards goal achievement
- 2) the ability to actively seek, identify and create effective contacts with others and maintain those contacts for mutual benefit.
- 3) involves group problem solving, cooperation with others, responsiveness to others' ideas, harmonious engagement in collaborative learning, taking individual responsibility within the group for developing and achieving group goals
- 4) being a trusted advisor and helper who has experience in a particular field, who actively supports and guides someone who is less experienced in this area in the development of their knowledge and experience base, or the achievement of their career or personal goals
- 5) any activity in which students work together
- 6) taking responsibility for a decision and its outcomes
- 7) taking responsibility for determining when it is appropriate to ask someone else to make a decision or carry out a task
- 8) working cooperatively and productively with other team members to contribute to the professional outcomes of the team
- 9) creating contacts with other persons and maintaining those contacts, acquiring and maintaining information of persons that can operate as contacts for specific purposes if needed
- 10) selling ideas and winning commitment to goals

Word Bank			
Collaboration	Decision Making	Delegating	Group Work
Mentoring	Motivating others	Network building	Networking
Teambuilding	Leadership		

Lesson Evaluation Key

- 1) Leadership
- 2) Networking
- 3) Teambuilding
- 4) Mentoring
- 5) Group Work
- 6) Decision Making
- 7) Delegating
- 8) Collaboration
- 9) Network building
- 10) Motivating others

Unit 5:

Lesson 2: Salesmanship and Customer Service

Objectives:

1. Describe the attributes needed to become an effective salesperson.
2. Demonstrate skills of an effective customer service person.
3. Identify the steps in conducting and completing a sale.
4. Demonstrate effective communication skills needed to develop positive working relationships in agribusiness.
5. Demonstrate techniques used to present information to groups.
6. Compare and contrast agricultural sales techniques.

Teaching Time: 2 Hours

Essential Question:

How does effective communication impact the effectiveness of a salesperson/team?

Unit Understandings, Themes, and Concepts:

Students will gain an understanding of communication techniques and skills used in agribusiness.

Primary Learning Goals:

Students will be able to identify, describe, and demonstrate skills needed to be an effective agricultural salesperson and develop positive relationships in agribusiness settings.

Assessment Method/Type:

<input type="checkbox"/> Constructed Response	<input type="checkbox"/> Peer Assessment
<input checked="" type="checkbox"/> Combined Methods	<input type="checkbox"/> Selected Response
<input type="checkbox"/> Informal Checks	<input type="checkbox"/> Self-Assessment

References: n/a

Materials and Equipment:

Overhead projector	Transparency
Eraser board	Handout
LCD Projector	Computer

POWERPOINTS™:

- Sales_1_What_is_Selling
- Sales_2_Sales_and_Service
- Sales_3_Sales_and_Service
- Sales_4_Sales_and_Service
- Sales_5_Sales_and_Service
- Sales_6_Sales_and_Service
- Sales_7_Customer_Objections
- Sales_8_Sales_and_Service

Web Resources:

- [Iowa State University Extension and Outreach - Ag Decision Maker - Marketing](#)
- [ATTRA - Resources for Information on Alternative Farming Methods](#)
- [ATTRA](#)

Appendices:

Appendix 8:	Sales Strategy
Appendix 9:	Direct Marketing
Appendix 10:	Is Your Agribusiness Project Feasible?
Appendix 11:	Evaluating a Rural Enterprise
Appendix 12:	Business Planning Resources
Appendix 13:	Solution Selling for Agriculture
Appendix 14:	Farm & Family Connections: Communication in the Family
Appendix 15:	Making Effective Presentations
Appendix 16:	Agribusiness Ethics

TEACHING PROCEDURE

Lecture Notes: Lesson Plan 1.3, Objective 1

Using **Appendix 8: Sales Strategy**, describe the attributes needed to become an effective salesperson.

*Instructor could have students first make a word splash of what they think the attributes are. Then, the instructor could reveal his/her list.

1. RESULTS ORIENTATION:

- Identifies actions needed to complete tasks and obtain results.
- Maintains focus on goals
- Identifies and acts on removing potential obstacles to successful goal attainment
- Implements thorough and effective plans and applies appropriate resources to produce desired results
- Follows through on all commitments to achieve results

2. INFLUENCING OTHERS:

- Personally affects others' actions, decisions, opinions, or thinking.
- Effectively impacts others' actions
- Gains commitment from others to achieve desired results
- Analyzes others' opinions and leads them to understand and willingly accept desired alternatives
- Persuades others in a positive manager

3. SELF- MANAGEMENT:

- Prioritizes and completes tasks in order to deliver desired outcomes within allotted time frames.
- Independently pursues business objectives in an organized and efficient manner
- Prioritizes activities as necessary to meet job responsibilities
- Maintains required level of activity to achieving goals without direct supervision
- Minimizes workflow disruptions and time wasters to complete high-quality work within a specified time frame

4. GOAL ACHIEVEMENT:

- The overall ability to set, pursue and attain achievable goals.
- Establishes goals that are relevant, realistic, and attainable
- Identifies and implements required plans and milestones to achieve specific business goals
- Initiates activity toward goals without unnecessary delay
- Stays on target to complete goals regardless of obstacles or adverse circumstances

5. INTERPERSONAL SKILLS:

- The ability to interact with others in a positive manner.
- Initiates and develops business relationships in positive ways
- Successfully works with a wide range of people at varying levels of organizations
- Communicates with others in ways that are clear, considerate, and understandable
- Demonstrates ease in relating with a diverse range of people of varying backgrounds, ages, experience, and education levels

6. PROBLEM SOLVING:

- The ability to identify key components of a problem to formulate a solution or solutions
- Analyzes all data relative to a problem
- Divides complex issues into simpler components to achieve clarity
- Selects the best options available to solve specific problems
- Applies all relevant resources to implement suitable solutions

7. DECISION MAKING:

- The ability to analyze all aspects of a situation to gain thorough insight to make decisions.
- Analyzes data necessary for decision-making
- Makes major decisions impacting strategic outcomes appropriately and effectively
- Makes decisions in a timely manner
- Demonstrates ability to make unpopular and difficult decisions when necessary

Activity: Lesson Plan Objective 1:

*Outside reading/short movie: "Death of a Salesman"

Lead a discussion about the difficulty of the life of a salesman.

Incorporate the vocabulary/attributes that the main character demonstrates or fails to demonstrate.

Lecture Notes/Activity: Lesson Plan Objective 2 (Combines with Objective 1)

Demonstrate skills of an effective customer service person.

Assign each student an agricultural product that increases crop production. Have them do research on the product and compile a profile on the product; they need to make sure they are well versed enough to sell the product.

1. Number off the students (1,2,3, etc.)
2. The even numbers will be the customers first, and the odd numbers will be the sellers first.
3. The salespeople will each take a turn presenting their product and telling the class why their product is the most efficient at increasing crop production. (Be sure that they skillfully demonstrate the attributes).
4. The customers should have a list of questions that challenge the salesperson and his/her knowledge of the product as well as the attributes in Objective 1.
5. After all the odd numbers have presented, the even numbers will present, and the roles are reversed.

6. At the end of all the presentations, have the customers rate the salespeople from each **round and vice versa**.

******The scale the teacher uses varies, but be sure the students rate based upon, but not limited to, the attributes in Objective 1.**

Lecture Notes: Lesson Objective 3:

[Iowa State University Extension and Outreach - Ag Decision Maker - Marketing](#)

Identify the steps in conducting and completing a sale.

Agribusiness Marketing Resource Center
Value-added Agriculture Profile
Iowa State University

Direct Marketing of Agriculture Produce

OBJECTIVES:

After completion of this objective, the students will be able to:

1. Explain the advantages and disadvantages of direct marketing.
2. Describe the variety of direct marketing to best reach a group of customers.
3. Describe the steps in conducting a market evaluation for a product a producer wants to sell directly to a consumer.
4. Identify the fundamental steps in developing a marketing plan.
5. Define product differentiation and explain a producer's motivation for product differentiation of value-added agriculture products.

APPENDIX 9:

Direct Marketing. Katherine Adam, Radhika Balasubrahmanyam,
and Holly Born. ATTRA Publication

VISUAL MASTERS (VM):

See PowerPoints™: V-A Lesson 03.ppt and VM Lesson 3.pptx.

INTEREST APPROACH:

Ask students: Do you own a car or truck? How did you buy your vehicle? Did you buy it directly from the owner or from a car dealer? If you are the vehicle seller, what are the advantages of selling your vehicle directly to an individual? What are the disadvantages? Why do people trade in their vehicle instead of selling it directly? What are the advantages, if any, of buying a brand-new vehicle directly from a car manufacturer instead of a local dealership? How is the situation above similar to that of agricultural products direct marketing?

QUESTIONS:

1. Why Direct Marketing?

Answer: Consumers tired of tasteless supermarket produce and factory-raised meat want fresh food with flavor, as well as more control over their food supply, and are willing to pay a premium price for it.

Direct marketing can give the farmer a larger share of the food dollar and possibly a higher return on each unit sold, offset to some extent by loss of economies of scale. For some farmers, adding value or marketing some minimally processed farm products directly to the consumer is a way of enhancing financial viability. Farmers who are unable to compete in or are locked out of distant markets can build a thriving local business.

Provide some examples of direct marketing in your community, county, or state to add value to agricultural commodities.

2. What are the qualities of a successful marketer?

Answer:

- Not afraid to take risks
 - Takes pride in the product and is not shy about saying so
 - Willing to plan, research and experiment
 - Flexible
 - Independent
 - Creative
 - Thrifty

From *Market What You Grow* by Ralph J. Hills, Jr.

3. What does good marketing require?

Answer: Marketing is much more than simply knowing how to dispose of agricultural commodities. The marketer must have a clear understanding of ever-changing consumer wants and needs. Producers have traditionally taken whatever price they could get while wholesale and retail distribution networks undertook the business of marketing.

Marketing begins well before the first seed is planted. For farmers working outside the conventional system, the importance of marketing cannot be over-emphasized. Consumer-focused marketing is the most important factor that determines the success of an enterprise. Marketing is not just about selling. It requires a clear and astute understanding of what consumers want and the ability to deliver it to them through the most appropriate channels for a profit. It includes the planning, pricing, promotion and distribution of products and services for consumers, both present and potential. According to specialty vegetable grower Don Anderson, "Knowing what's happening in the marketplace is the difference between the farmer who makes it and the farmer who doesn't make it.

4. What is Enterprise Evaluation? How does it relate to direct marketing agricultural products? What questions should be answered by an enterprise evaluation?

Answer: A good marketing strategy begins with making sure the enterprise is right for you and is feasible. It requires a review and evaluation of your present situation, goals, possible enterprises, physical, financial and marketing resources, and market potential. The evaluation helps you answer some key questions: Is this really what you want to do? Is there a market for the product? Do you have the necessary skills to do it? Are you going to develop the market? Or will you raise a crop for which there is a pre-existing market? Will it be profitable? Can you expand in the foreseeable future? A sample feasibility study for an agricultural enterprise may be found in **Appendix 10: Is Your Agribusiness Project Feasible?**

5. What kinds of activities are conducted during an Enterprise Evaluation? What other questions should be answered to go forward with your direct marketing plan?

Answer:

- Start by listing your business and personal goals. Prioritize them.
- Is this going to be a full-time enterprise?
- Is your family involved and supportive?
- Inventory physical resources like land, soil, machinery, water, buildings, livestock etc.
- Define constraints.
- Is family or off-farm labor available?
 - Is your spouse involved in the planning? A spouse's knowledge of medicinal herbs or cooking could spin off into an additional on-farm enterprise.
 - Do you have access to financial resources in the form of savings, credit or investment by family or friends?
 - What crops will grow well in your area and fetch the price you need?

- What are the marketing resources in your region? Check out the farmers' markets and the retail stores. Is a roadside stand feasible? Talk to others who have one. Are there restaurants, grocery stores and supermarkets willing to buy locally raised produce or meat?
- Who are your potential customers? Would they like to buy direct-marketed products, or do they prefer buying at mass retail outlets where price is the main consideration? Is there scope in your business plan for consumer education? Have you considered the potential for entertainment farming and tourism? What information and resources do you need to help you along the way? How can you best access such resources?

6. How is market research conducted to ensure someone's direct marketing idea is feasible?

Answer: Get all the information you can about sources, marketing, production, processing, packaging and sales. This will require a good bit of systematic research. Check the libraries in your area. Read all the USDA and Extension publications you can lay your hands on as well as trade journals and periodicals, books on market gardening and seed catalogs.

- Talk to your Extension agent, visit the local stores (gourmet and otherwise) and supermarkets to see what is selling, and why one product appears more appealing than another.
- Talk to customers, local stores, food clubs, specialty distributors, ethnic stores, restaurants and other prospective outlets in your region.
- What do they want? Is there an unfilled niche? With your production, labor, and marketing resources, will you be able to fill this niche?

Find out what your prospective competitors are doing. Look for ways to improve on what they are offering.

- Useful exercises for defining the competition and customer base:
Larkin, Geraldine Larkin. *12 Simple Steps to a Winning Market Plan*. Probus Pub Co. Chicago, Illinois.
ISBN 10: 1557382972. ISBN 13: 9781557382979.
1992.
- For use in researching the market for new farm-based enterprises:
[ATTRA - Resources for Information on Alternative Farming Methods](#)
- See also **Appendix 11: Evaluating a Rural Enterprise**.
- Resources for information on doing your own market research:
[ATTRA](#)

What kinds of information should be collected when conducting marketing research? Idea?

- Information from market research helps to formulate a market strategy and project profitability.
- Two levels of information may be obtained:

General:

- Food shopping habits.
- What are some trends in lifestyles? convenience? Emphasis on family time and home cooked meals?
- What is the ethnic and racial makeup of population? What are its food preferences?
- What are the trends in food safety, health, and nutrition?
- What are the marketing trends? Growth in organics? An emphasis on freshness?

Specific:

- Who are the buyers? What are their ages, incomes, and lifestyles?
- What are their wants?
- Size of the market? Number of buyers?
- Number of competitors? What their successes and weaknesses?
- What price can you expect?
- How much of the market can you expect to hold?
- What are packaging and labeling requirements?
- What are the barriers to market penetration for your products?

7. What is a marketing plan?

Answer: Marketing is an essential element of a small agricultural enterprise. The marketing environment will ultimately exert a strong influence on the nature of the business. The crop grown will be determined less by the farmer's personal tastes than by what the market will absorb at a price the farmer is willing to take. A good market plan broadly aims to define the consumer, the products, or services they want and the most effective promotion and advertising strategies for reaching those consumers. It clarifies objectives, appropriate actions, projected income, pricing structures, costs, and potential profitability.

See also **Appendix 12: Business Planning Resources.**

8. What are the elements of a marketing plan?

Answer: The following are elements of a marketing plan:

- Marketing situation—a summary of your present situation, what and how you are currently selling, who your customers are, what their needs are, your competition, your own strengths, and weaknesses, how you are promoting your product, what the current food and marketing trends are, etc.

- Marketing objectives—a summary of your short- and long-term goals, product diversification, additional market segments (alternative outlets) to tap. Objectives should be realistic and measurable. For example, you would like to increase sales by 10 percent within the next year.
- Marketing strategies—ways to achieve your goals, what you will produce, how you will promote and advertise the new product, the channels of sale, how you plan to beat your competition.
- Budgets—include estimated costs and return based on sales, and strategies for monitoring and curtailing costs.
- Action plan—immediate steps.

Examples:

- Look in the Yellow Pages for graphic artists to design logo
 - Shortlist names of newspapers for a press release
 - Assign person to deliver products to market; etc.
- Evaluation—a summary of progress on marketing objectives. The frequency of evaluation depends on the plan and could be each month, every six months or annually.
 - Objectives and strategies are a dynamic part of the planning process and change, depending on the market situation and competition.

9. What is Niche Marketing?

Answer: A target group whose market responses are similar to each other but different from other groups.

What makes a niche market worthwhile for the farmer?

- There must be accessible information about the group.
- The group must be reachable through clearly identified information channels.
- The group must be big enough and sufficiently profitable to make it worth targeting.

- The nature of a niche market is that it tends to disappear after a while.

10. What is product differentiation? Why make a single product into so many different varieties?

Answer: Everyday agricultural examples of product differentiation are microwave popcorn and various fruit juices. Retailers have known for years that they can increase their sales of their fundamental product by changing the taste, texture, fat content, vitamin content, etc. Just count how many different types of microwave popcorn are on the shelf in your local grocery store. Another example is cream cheese: there is regular, 1/3rd less fat, fat free, cream cheese with chives, cream cheese with strawberries, and cream cheese with pieces of ham. Identify the differentiation that has occurred in the fruit juice market over the past ten years.

Other ways to differentiate your product are by producing it earlier in the season; marketing it as low-spray or organic or naturally raised; and by adding value to it in some other way. Cut flowers arranged into bouquets, garlic turned into decorative braids or wreaths; pre-washed and bagged vegetables, bunched fresh herbs—these are a few simple ways to add value to products.

CONCLUSION

Value-Added Agriculture:

- Can involve all the steps between the producer and the consumer.
- Gives the seller an opportunity to be a “price maker” and not a “price taker.”
- Ask students to look for Value-Added Direct Marketing business examples in their community.
- If there are none, direct your students to find them in your state or ask them to look for possibilities in your community or county.

Activity: Lesson Objective 3:

See **Appendix 13: Solution Selling for Agriculture.**

Activity: Chooses a major agricultural company: DowAgro Sciences, AgCo, etc.

1. Look at their recent sales trends, their mission/philosophy, and their target customers.
 - What problems has the company faced recently in sales?
 - Has the customer base changed?
 - What are the major competitors?
 - How can the company better complete the sale?
2. Formulate a solution to better market and sell the product to customers.
3. Have the students dress in business attire to present the solution via PowerPoint™.

*Grade on the logic of the solution and the extent to which the student performed the research.

Lecture Notes: Lesson Objective 4:

Demonstrate effective communication skills needed to develop positive working relationships in agribusiness.

QUESTION: What do you feel are effective communication skills in agribusiness? What are ineffective communication skills, skills that build negative relationships in agribusiness?

- Have students make a word wall that divides the two categories into two categories.

ANSWER:

A. Effective Communication Skills:

See **Appendix 14: Farm & Family Connections: Communication in the Family.**

- The need for integrity, work ethic, cooperation, and dedication in a free market economy
- Respect for other cultures in the international world of trade
- Dedication and persistence are a component of entrepreneurship
- Meeting and responding to social problems are responsibilities of business
- The ethical aspect of following regulations over personal gain
- Caring, listening, compromise and respect are all part of the human relations aspect of business management
- Responsibility and respectful communication's skills include listening and being open to others' ideas, pride in a good work ethic in school, home and jobs, responsible use of time to accomplish tasks, caring for others by helping and sharing information and skills
- Respect and caring are both parts of human relationships and effective communication
- Positive character traits (such as integrity, perseverance, cooperation, respect, responsibility) are significant to potential

employers

- With supervision roles comes increased responsibility and the need to be caring toward those reporting to the supervisor
 - Self-motivation is key to supervisory placements.
 - Dealing with difficult people requires patience, understanding, compassion, and respect

B. Negative Communication Skills:

- Being closed-minded
- Intolerant of other cultures
- Disrespect to higher positioned supervisors
- Inconsistency in relations
- Negligence in assignments
- Not maintaining relations
- Inability to accommodate all personality types
- Inability to compromise

QUESTION: Do you think that communication skills are highly valued by employers? How highly?

- **Just to demonstrate how highly effective communication is valued by potential employers:**
- *The National Food and Agribusiness Management Education Commission values **Interpersonal Communications Skills** more highly than any other skill.*

Activity: Lesson Objective 4:

Conduct a mock business meeting discussing the introduction of a new and innovative printing machine that will revolutionize your company's ability to communicate with the community and market your product. The product is extremely costly

1. There will be two parties: the instructor and the class.
2. The instructor, or the boss, is against the addition of the machine because of the extremely high cost
3. The class, the company members, is for the addition of the machinery because they feel it will revolutionize the company.
4. The class must professionally, positively, and effectively communicate their ideas to you and persuade you to buy the new machinery.
5. Try to be firm in your position and challenge their skills in remaining positive and open-minded.
6. Have the students write about what communication techniques seemed to be effective and which techniques seem to be negative.

Lecture Notes: Lesson Objective 5:

Demonstrate techniques used to present information to groups

QUESTION: What are effective presentation techniques for conveying information?

See **Appendix 15: Making Effective Presentations** for sample effective presentation techniques.

Activity: Lesson Objective 5:

1. Assign an agricultural profession to each student; allow him or her to create the company they work for, if necessary, but make sure the profession is related to agriculture.
2. The students will give a brief, ***informative*** presentation of their professions and what they entail. They may want to create a fictional background and related experience with the company as well.
3. Be sure to designate an intended audience for the students, or perhaps tell the students that they are presenting at an agricultural conference.
4. Grade based upon how well they cater to the audience, the amount of preparation, and their conveyance of the necessary information.
5. The information you want them to convey and the presentation level you expect them to perform on is completely up to the instructor. It is important that they have experience catering to an audience and making an informal speech.

Lecture Notes/Activity: Lesson Objective 6:

Compare and contrast agricultural sales techniques.

There tends to be three main forms of sales techniques:

- Verbal Communication
- Written Communication
- Interactive Communication: between the salesperson and the customer.

The instructor may want to define each category and provide examples of each.

Allow the students to create a vend diagram of the three categories, having the similarities overlap. ASK:

- Which form is the most effective? Why?
- In what situations would you use each form?
- Is there a form that is compatible with any/all situations? Why or why not?
- Which form do you feel most comfortable with? How can you improve on the other forms?
- Which form do you feel is most often used in an agribusiness/agrisales?

SUMMARY

Evaluation

Written test
Daily Notes
Class Participation
Individual Learning Assignment
Group Learning Activity
Presentation Learning Activity

Individual Learning Activity

Lesson: Salesmanship and Customer Service

Assignment: Choose one of the topics below and research it. Write a report on your findings that answers the question or explains the concept and shows why it is relevant to your life.

1. Describe the attributes needed to become an effective salesperson.
2. Describe skills of an effective customer service person.
3. Identify the steps in conducting and completing a sale.
4. Describe effective communication skills needed to develop positive working relationships in agribusiness.
5. Describe techniques used to present information to groups.
6. Compare and contrast agricultural sales techniques.

Minimum Requirements:

1. **Paper must be typed in 12-point font and at least one page in length. The paper may be double-spaced.**
2. **At least two credible references must be properly cited.**
3. **All work must be original. No plagiarism! Any use of another's ideas without giving credit will result in a zero.**
4. **Papers will be graded on content (amount of good information, accuracy, etc.) and mechanics (grammar, spelling, and punctuation.)**

Due Date:

Points/Grade Available:

Individual Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The paper should include information and issues of state and local importance.</p>	<p>35 pts.</p>
<p>Critical Analysis - logical process of analyzing and reporting information that examines and explains the topic selected. The paper should go beyond simply listing facts and must include why the concept is relevant to the student's life.</p>	<p>25 pts.</p>
<p>Organization - The paper should have an orderly structure that demonstrates a logical flow of ideas.</p>	<p>15 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the paper should meet all specifications and be executed following rules of proper written English.</p>	<p>15 pts.</p>

Group Learning Activity

Lesson: Salesmanship and Customer Service

Assignment: Choose one of the topics below and research it. With your group, prepare a presentation to teach the class your concept.

1. Describe the attributes needed to become an effective salesperson.
2. Describe skills of an effective customer service person.
3. Identify the steps in conducting and completing a sale.
4. Describe effective communication skills needed to develop positive working relationships in agribusiness.
5. Describe techniques used to present information to groups.
6. Compare and contrast agricultural sales techniques.

Your presentation should include the following:

1. A lesson plan outlining exactly what your group will teach and how the information will be taught.
2. A PowerPoint™ of at least twelve slides.
3. Notes containing the information the class will be responsible for (these can be printed and given to the class, written on the board, or part of the PowerPoint™). A copy of the notes will be turned in to the instructor.
4. Some type of interactive activity for the class (game, problem solving activity, interactive model, etc.)
5. Your group must also prepare an assessment for the class. This assessment can be written or oral but should show the instructor that the class understands and has retained the material being taught.

Due Date:

Points/Grade Available:

Group Learning Activity Rubric

Lesson Plan – The group submits a thorough, detailed lesson plan highlighting the content and organization of their lesson.	10 pts.
PowerPoint™ – The group presents a PowerPoint™ of at least twelve slides that contains information and pictures vital to the lesson with additional information or examples for enhancement.	20 pts.
Interactive Activity – Some type of interactive activity is used to help teach the lesson. The activity should contribute to the mastery of content and involve the entire class in some way.	15 pts.
Assessment – A fair, thorough assessment is prepared and administered based on the information presented to the class. Poor grades on the assessment by a few members of the class are excusable, but if the entire class has difficulty, the points awarded in this category may be lowered at the discretion of the instructor.	15 pts.
Content – The group should cover the concept (within reason) in entirety. The group may study actual lesson plans to help decide what should be emphasized.	25 pts.
Overall Effect – The group is prepared, enthusiastic, and interesting, and the lesson flows smoothly.	15 pts.

Presentation Learning Activity

Lesson: Salesmanship and Customer Service

Assignment: Choose one of the topics below, research it, and prepare a presentation that answers the question or explains the concept and shows why it is relevant to your life.

1. Describe the attributes needed to become an effective salesperson.
2. Describe skills of an effective customer service person.
3. Identify the steps in conducting and completing a sale.
4. Describe effective communication skills needed to develop positive working relationships in agribusiness.
5. Describe techniques used to present information to groups.
6. Compare and contrast agricultural sales techniques.

Minimum Requirements:

Oral Report Option

1. Write a paper on one of the topics and orally present your work to the class.
2. Paper may be double-spaced and should be at least one page in length, resulting in a two-to-five-minute presentation.
3. At least two references must be properly cited.
4. The presentation of the report will be graded secondary to the content of the paper.

PowerPoint™ Option

1. Presentation should be at least ten slides in length
2. Presentation should include at least four photos.
3. Presentation should be two to five minutes in length.
4. Grammar and spelling will be graded by the same standards as any other written assignment.
5. At least two references must be properly cited.

Poster Option

1. Prepare a poster that answers/explains one of the topics. You will present your poster to the class.
2. Your poster should include both text and graphics that help communicate your research.
3. At least two sources of information should be properly cited on the back of the poster.
4. Neatness and appearance of the poster will be graded.
5. Poster presentation should last two to five minutes.

Due Date:

Points/Grade Available:

For all presentations: All work must be original. No plagiarism! Any use of another's work or ideas without giving proper credit will result in a zero.

Presentation Learning Activity Rubric

<p>Content - offers current information on the topic chosen, thoroughly covers each aspect of the question, and demonstrates understanding and mastery of the lesson. The presentation should include information and issues of state and local importance.</p>	<p>40 pts.</p>
<p>Critical Analysis/Organization – The presentation shows a logical process of analyzing and reporting information that examines and explains the topic selected. The presentation should go beyond simply listing facts and must include why the concept is relevant to the student’s life.</p>	<p>20 pts.</p>
<p>Presentation – The student makes a genuine effort to present, not just read the material. The student should present with confidence using techniques like eye contact and voice inflexion to make his or her point. Although content takes precedence over presentation, the experience of successfully presenting in front of a class is part of the basis of this assignment.</p>	<p>25 pts.</p>
<p>Mechanics - spelling, grammar, punctuation, font size, double spacing, citation, etc. Essentially, the presentation should meet all guidelines set forth and should be executed in proper written English. For the poster, this includes neatness and appearance.</p>	<p>15 pts.</p>

Essential Question:

How is effective communication utilized in sales?

Vocabulary

Direct marketing

Niche Marketing

Interpersonal

Enterprise Evaluation

Lesson Evaluation

Write the letter of the correct answer at the end of each sentence.

- 1) The ability to analyze all aspects of a situation to gain thorough insight to make decisions.
- 2) The ability to identify actions necessary to complete tasks and obtain results.
- 3) The ability to prioritize and complete tasks in order to deliver desired outcomes within allotted time frames.
- 4) The ability to identify key components of a problem to formulate a solution or solutions.
- 5) The ability to interact with others in a positive manner.
- 6) The ability to personally affect others' actions, decisions, opinions or thinking.
- 7) The overall ability to set, pursue and attain achievable goals.

- A. Decision making
- B. Goal Setting
- C. Influencing others
- D. Interpersonal skills
- E. Problem Solving
- F. Results Orientation
- G. Self-Management

Lesson Evaluation Key

- 1) A
- 2) F
- 3) G
- 4) E
- 5) D
- 6) C
- 7) B

Unit 5:

Lesson 3: Ethical Practices in Agribusiness

Objectives:

Explain ethics in agribusiness. Be able to apply ethical decision making based on agribusiness scenarios.

Teaching Time: 2 hours

Essential Question:

What role do ethics play in Agribusiness Marketing?

Unit Understandings, Themes, and Concepts:

Students will gain an understanding of ethics as they pertain to agribusiness.

Primary Learning Goals:

Students will be able to explain the role of ethics in agribusiness marketing and be able to apply situational ethical decision-making practices.

Assessment Method/Type:

<input type="checkbox"/>	Constructed Response	<input type="checkbox"/>	Peer Assessment
<input checked="" type="checkbox"/>	Combined Methods	<input type="checkbox"/>	Selected Response
<input type="checkbox"/>	Informal Checks	<input type="checkbox"/>	Self-Assessment

References: n/a

Materials and Equipment:

Overhead projector

Eraser board

LCD Projector

Transparency

Handout

Computer

Web Resource:

YouTube™ video ethics in sales

Lecture Notes: Lesson 3, Objective 1:

Explain ethics in agribusiness.

QUESTION: What does it mean to be ethical?

ANSWER: To be in accordance with the rules or standards for right conduct or practice.

To explore agribusiness ethics, explore the article in **Appendix 16: Agribusiness Ethics** and pay special attention to the **fourth paragraph**.

Activity: Objective 1:

Present the students with different scenarios that challenge ethics in Agribusiness.

Note: The article stated that some problems in Agribusiness are not addressable by standard business ethics alone.

Possible ideas:

- Confronting animal rights activists tactfully
- Dealing with rising popularity for “going organic”
- Differing views on ethics in engineering ethics in genetic engineering

SUMMARY

Evaluation

Written test

Daily Notes

Class Participation

Individual Learning Assignment

Group Learning Activity with ethics scenarios

Presentation Learning Activity on Ethics in Agribusiness

Essential Question:
What role do ethics play in agribusiness?

Vocabulary

Ethics

Lesson Evaluation

- 1) Define ethics.

- 2) List three scenarios that call for ethics in agribusiness.
 - i.

 - ii.

 - iii.

- 3) Explain a situation where you have exhibited good ethics.

- 4) Using the following scenario, what steps would you take as an employee of the company in the marketing department?

Scenario: The leader of your marketing team has just announced that you have a new client coming to visit the office. He is a small agribusiness owner and will need limited marketing. In order to offset the cost, you overheard the team leader telling another team leader that he is going to “mark-up” some of the services in order to look better to the company president. What should you do in this situation?