

# Agricultural Business Operations II

**8024 36 weeks**

## Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	2
Curriculum Framework.....	5
SOL Correlation by Task.....	47
FFA Information.....	49
Appendix: Credentials, Course Sequences, and Career Cluster Information.....	51

## Acknowledgments

The following industry representatives served on the Agricultural Business Management curriculum development team:

- Kellie Boles, Agricultural Development Officer, Loudoun County Economic Development, Leesburg
- Eric Holter, Purchasing Manager, Augusta Cooperative Farm Bureau, Staunton
- Joe Bowman, General Manager, James River Equipment, Edinburg
- Doug Rinker, President, Winchester Equipment Company, Winchester
- Allen Melton, Manager Operations Support, Southern States Cooperative, Richmond
- Henry Paris, Owner, Paris Veal Company, Cartersville
- Chris Johnson, Vice President, James River Equipment, Danville
- Sarah McKay, Graduate Student, Applied Economics Development, Virginia Tech
- Charlie Stubbs, Regional Grain Merchandiser, Perdue Agribusiness, Tappahannock

The following educators served on the Agricultural Business Management curriculum development team:

- Kristin Carr Beery, Riverheads High School, Augusta County Public Schools
- Stuart Byrd, Lord Botetourt High School, Botetourt County Public Schools
- Ronald Daughtrey, Lakeland High School, Suffolk Public Schools
- Crystal Duvall, James Wood High School, Frederick County Public Schools
- Sherry Heishman, Central High School, Shenandoah County Public Schools

- Sarah McKay, Graduate Student, Applied Economics Development, Virginia Tech
- Diane Poole, Staunton River High School, Bedford County Public Schools

The framework was edited and produced by the CTE Resource Center:

Nathan K. Pope, Writer/Editor

Kevin P. Reilly, Administrative Coordinator

Carly Woolfolk, Specialist, Agricultural Education and Related Clusters  
Office of Career, Technical, and Adult Education  
Virginia Department of Education

Lolita B. Hall, Director  
Office of Career, Technical, and Adult Education  
Virginia Department of Education

Copyright © 2016

## Course Description

**Suggested Grade Level:** 11 or 12

This course builds upon knowledge gained in Agricultural Business Fundamentals (8022) and emphasizes agricultural occupations, business procedures, merchandising, marketing, agricultural business management, and emerging or niche markets. Students will learn agricultural product knowledge, agricultural service industry knowledge, and leadership development. This course emphasizes agricultural occupations, business procedures, merchandising, marketing, agricultural business management, and emerging or niche markets. Students will learn agricultural product knowledge, agricultural service industry knowledge, and leadership development.

## Task Essentials Table

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (\*) are sensitive.

8024	Tasks/Competencies
+	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.
+	Participate in an SAE.
+	Identify the benefits and responsibilities of FFA membership.
+	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.

<input type="radio"/>	Apply for an FFA degree and/or an agricultural proficiency award.
<input checked="" type="radio"/>	Identify the benefits of community involvement and networking with local, state, and national agencies.
<input checked="" type="radio"/>	Develop partnerships with other organizations.
<input checked="" type="radio"/>	Conduct meetings.
<input checked="" type="radio"/>	Prepare a résumé.
<input type="radio"/>	Design a portfolio.
<input checked="" type="radio"/>	Complete an employment application process.
<input checked="" type="radio"/>	Complete an employment interview.
<input checked="" type="radio"/>	Compose an interview follow-up letter (handwritten or electronic).
<input checked="" type="radio"/>	Explain the benefits of Work-based Learning (WBL).
<input type="radio"/>	Identify rights and responsibilities of customers.
<input type="radio"/>	Identify methods of handling consumer complaints.
<input type="radio"/>	Identify consumer-protection agencies.
<input type="radio"/>	Identify components of a guarantee, a warranty, and a contract.
<input type="radio"/>	Explain information found on product labels.
<input checked="" type="radio"/>	Describe various types of insurance coverage.
<input checked="" type="radio"/>	Identify banking services.
<input checked="" type="radio"/>	Maintain accurate records.
<input checked="" type="radio"/>	Make decisions based on records.
<input checked="" type="radio"/>	Summarize records.
<input checked="" type="radio"/>	Analyze records.
<input type="radio"/>	Complete a rent/lease agreement.
<input type="radio"/>	Identify methods of preventing importation of computer viruses.
<input type="radio"/>	Operate various computer programs (e.g., word processing, database) in an agribusiness.
<input checked="" type="radio"/>	Use (or synthesize) data gathered through the use of leading technology (e.g., GPS, GIS, cellular and wireless communication, software.)

<input checked="" type="radio"/>	Compare the American economic system with systems of other countries.
<input checked="" type="radio"/>	Apply economic principles to marketing (e.g., supply and demand).
<input checked="" type="radio"/>	Explain how international business influences the balance of trade in importing and exporting.
<input checked="" type="radio"/>	Explain economic interdependence.
<input checked="" type="radio"/>	Identify the major parts of a business plan.
<input checked="" type="radio"/>	Select the products or services to be provided by the agribusiness.
<input checked="" type="radio"/>	Conduct market research.
<input checked="" type="radio"/>	Describe entrepreneurship and its role in the agricultural industry.
<input checked="" type="radio"/>	Compare the major types of agricultural business ownership.
<input checked="" type="radio"/>	Describe employer obligations to employees.
<input checked="" type="radio"/>	Examine principles of proper business etiquette.
<input checked="" type="radio"/>	Identify employee incentives and fringe benefits.
<input type="radio"/>	Identify methods of extending credit.
<input checked="" type="radio"/>	Compute gross and net pay.
<input checked="" type="radio"/>	Maintain a filing system using Generally Accepted Accounting Principles (GAAP).
<input checked="" type="radio"/>	Prepare customer account statements.
<input type="radio"/>	Maintain a business checking account.
<input checked="" type="radio"/>	Complete a mock business tax form.
<input checked="" type="radio"/>	Write letters or e-mails to customers.
<input checked="" type="radio"/>	Explain the use of customer surveys and other measurement tools to evaluate business operation.
<input type="radio"/>	Identify customer needs through the analysis of survey results.
<input type="radio"/>	Describe the intent of common state and federal laws that apply to agricultural business.
<input checked="" type="radio"/>	Identify elements of sales and purchase contracts.
<input checked="" type="radio"/>	Identify various inventory procedures.
<input type="radio"/>	Develop job descriptions.
<input type="radio"/>	Establish workflow.

<input type="radio"/>	Develop employee schedules.
<input type="radio"/>	Select target markets for agricultural products.
<input checked="" type="radio"/>	Describe the channels of distribution for agricultural products.
<input type="radio"/>	Determine the selling price of agricultural commodities.
<input checked="" type="radio"/>	Display agricultural products.
<input checked="" type="radio"/>	Identify the components of a successful sale.
<input checked="" type="radio"/>	Make a follow-up call or visit.
<input type="radio"/>	Explain production of an agricultural commodity or performance of an agricultural service.
<input type="radio"/>	Implement marketing strategies.
<input type="radio"/>	Maintain business records.
<input checked="" type="radio"/>	Identify hazards that may cause fire, injury, or poisoning.
<input type="radio"/>	Perform applicable workplace skills.
<input type="radio"/>	Operate selected machinery and/or equipment.
<input type="radio"/>	Develop a machinery/equipment maintenance plan.
<input type="radio"/>	Interpret animal, plant, soil, and/or mechanical test results.
<input type="radio"/>	Identify selected chemicals, medicines, and other hazardous materials.

Legend:  Essential  Non-essential  Omitted

---

**Note: Competencies 39-43 have been added to ensure compliance with federal legislation: National FFA Organization's Federal Charter Amendments Act (Public Law 116-7, <https://www.congress.gov/116/plaws/publ7/PLAW-116publ7.pdf>). All inquiries may be sent to [cte@doe.virginia.gov](mailto:cte@doe.virginia.gov). Students are provided opportunities for leadership, personal growth, and career success. Instruction is delivered through three major components: classroom and laboratory instruction, supervised agricultural experience (SAE) program, and student leadership (FFA).**

---

# Curriculum Framework

## Task Number 39

# Identify the role of supervised agricultural experiences (SAEs) in agricultural education.

## Definition

Identification should include

- defining an SAE program as *an opportunity for students to consider multiple careers and occupations in the agriculture, food, and natural resources (AFNR) industries, learn expected workplace behavior, develop specific skills within an industry, and apply academic and occupational skills in the workplace or a simulated workplace environment*
- researching the Foundational SAE
  - career exploration and planning
  - personal financial planning and management
  - workplace safety
  - employability skills for college and career readiness
  - agricultural literacy
- researching the Immersion SAE
  - entrepreneurship/ownership
  - placement/internships
  - research (experimental, analytical, invention)
  - school business enterprises
  - service learning
- developing a plan to participate in an SAE, based on personal and career goals
- researching available awards and degrees, based on SAE participation.

Teacher resource: [SAE Resources](#), National Council for Agricultural Education

## Process/Skill Questions

- What are examples of SAEs related to this course and in the AFNR industries?
- Where can a copy of the Virginia SAE Record Book be found?
- What is an Immersion SAE?
- How does a placement/internship SAE differ from an ownership/entrepreneurship SAE?
- How does an SAE provide relevant work experience and contribute to the development of critical thinking skills?
- How is the SAE an extended individualized instructional component of a student's Career Plan of Study?
- How can an SAE be used to provide evidence of student growth and participation in authentic, work-related tasks?
- What are the four types of SAEs?
- What are the advantages of participating in work-based learning experiences and projects?
- How does one choose an appropriate SAE in which to participate?

## Task Number 40

# Participate in an SAE.

## Definition

Participation should include

- developing, completing, or continuing a plan to participate in an SAE as a work-based learning experience, based on personal and career goals
- documenting experience, connections, positions held, and competencies attained, using the *Virginia SAE Record Book*
- researching available awards and degrees, based on SAE participation.

Teacher resources:

[FFA SAE](#)

[The Agricultural Experience Tracker](#)

## Process/Skill Questions

- What are the advantages of participating in work-based learning experiences and projects?
- How do SAEs help prepare students for the workforce?
- What are some examples of SAEs in AFNR?

# Exploring Leadership Opportunities through FFA

---

---

## Task Number 41

### Identify the benefits and responsibilities of FFA membership.

#### Definition

Identification should include

- benefits
  - listing opportunities to participate in community improvement projects and career development events (CDEs) and leadership development events (LDEs)
  - exploring leadership development opportunities
- responsibilities
  - researching the responsibilities of FFA officers, committees, and members
  - locating resources that guide participation in FFA activities
  - explaining the FFA Creed, Motto, Salute, and mission statement
  - explaining the meaning of the FFA emblem, colors, and symbols
  - explaining significant events and the history of the organization.

## **Process/Skill Questions**

- How does one become an FFA member?
- What is the FFA's mission and how does it accomplish its mission?
- What are the benefits and responsibilities of FFA membership?
- What five FFA activities are available through the local chapter?
- What are some significant events in FFA history? How have these events shaped membership over time?
- What is the FFA program of activities (POA), and how is it used?

## **Task Number 42**

### **Describe leadership characteristics and opportunities as they relate to agriculture and FFA.**

#### **Definition**

Description should include

- examples of successful leaders
- types of leadership
  - autocratic
  - participative
  - laissez-faire
  - servant
  - followership
- positive leadership qualities and traits of successful leaders
- opportunities for participating in leadership activities in FFA
- demonstrating methods for conducting an effective meeting.

## **Process/Skill Questions**

- Who are some successful leaders in the agriculture industry?
- What qualities make a successful leader?
- What are leadership traits?
- What is the difference between positive and negative leadership?

## **Task Number 43**

### **Apply for an FFA degree and/or an agricultural proficiency award.**

#### **Definition**

Application should include

- identifying types of FFA degrees
  - Greenhand



- Chapter
- State
- American
- identifying proficiency award areas
  - entrepreneurship
  - placement
  - combined
  - agriscience research
- exploring CDEs and LDEs related to this course
- identifying all SAE criteria to be eligible for the award
- identifying the type of award
- applying for an FFA award.

Teacher resource: [FFA Agricultural Proficiency Awards](#)

### **Process/Skill Questions**

- Where are the awards and their application criteria located?
- What are the benefits of winning an FFA award?
- What are the benefits and requirements of an FFA degree?
- What FFA awards are available?
- How does the FFA degree program reward FFA members in all phases of leadership, skills, and occupational development?
- What is the highest degree that can be conferred upon an FFA member at the national level?
- What are the requirements for a Greenhand FFA degree?

# **Training for Leadership in Agricultural Business**

---



---

## **Task Number 44**

### **Identify the benefits of community involvement and networking with local, state, and national agencies.**

#### **Definition**

Identification should include, but is not limited to

- meeting people
- gaining experience
- improving abilities
- managing time
- locating advocates outside of the agriculture industry (e.g., chamber of commerce, other associations).

### **Process/Skill Questions**

- Why is it important for individuals to become involved in their community?
- What opportunities exist for you to become involved in your community?
- How could you locate and connect with local, state, and/or national agencies?
- What are some factors to consider before you become involved with a community group?

## **Task Number 45**

### **Develop partnerships with other organizations.**

#### **Definition**

Development should include

- list of school and community organizations
- identification of partnership opportunities.

#### **Process/Skill Questions**

- Why is it important to develop partnerships with other organizations?
  - What local organizations exist that you might develop partnerships with?
  - With what school organizations might an agricultural student or organization develop partnerships?
  - How would a collaborative relationship help your FFA chapter and/or your relationship in the community?
  - What are some agricultural organizations in your community?
  - What project/activity are you involved with that would benefit by a partnership with another organization?
- 

## **Task Number 46**

### **Conduct meetings.**

#### **Definition**

Meetings should include

- preparing an agenda
- following parliamentary procedure
- submitting minutes (including special programs).

#### **Process/Skill Questions**

- What should be included on a meeting agenda?
- Why is the agenda crucial to the success of a meeting?
- Why is it important to follow parliamentary procedure during business meetings?
- Where does one look to find out the correct procedure for conducting a chapter meeting?

- In addition to minutes, what other information, should be shared with the meeting attendees?

# Developing Employability Skills

---

---

## Task Number 47

### Prepare a résumé.

#### Definition

Résumé should include

- educational background
- relevant experience and/or work history
- technical skills and/or industry certifications
- honor and awards
- school and community activities
- offices and/or leadership roles
- references.

#### Process/Skill Questions

- Why is it important to have a résumé?
- Why is it important to include club and community activities on your résumé?
- Can the inclusion of club and community service activities enhance a résumé? Explain.
- Why is proofreading an important step when preparing a résumé?
- What are the benefits of submitting an electronic résumé?
- Who might serve as a reference?
- What should a résumé look like (e.g., paper color, font style and size, number of pages)?

## Task Number 48

### Design a portfolio.

#### Definition

Portfolio should be a representative sample of student work to include, but not limited to, Supervised Agricultural Experience (SAE), FFA, and class/lab activities.

#### Process/Skill Questions

- What is a portfolio?
- Where can a student get help in preparing a portfolio?

- What different media can be used to create a portfolio?
- How do employers use portfolios in the hiring process?
- What are some examples of student work that should be included in a portfolio?
- For what types of occupations might an applicant submit a portfolio during the application process?

## **Task Number 49**

### **Complete an employment application process.**

#### **Definition**

Completion should include obtaining and filling out a job application and writing a cover letter.

#### **Process/Skill Questions**

- Why is a cover letter important?
- What components should be included in a cover letter?
- What are some examples of information that is required on a job application?
- How can you be prepared to complete an online application?

## **Task Number 50**

### **Complete an employment interview.**

#### **Definition**

Completion should include

- creation of possible interview questions
- use of proper interviewing techniques
- participation in a mock interview.

#### **Process/Skill Questions**

- How can a person prepare for a job interview?
- How should a person conduct himself/herself during a job interview?
- When can you ask questions during an interview?
- What specific questions might you ask about the company?
- Why is it important to research a company prior to an interview?

## **Task Number 51**

### **Compose an interview follow-up letter (handwritten or electronic).**

#### **Definition**

A follow-up letter should be written in a formal business letter format and include

- appreciation for the interview as a business courtesy
- reminder to the interviewer of the applicant's qualifications
- confirmation of the applicant's interest in the job
- request for further action, perhaps a second interview or meeting.

### **Process/Skill Questions**

- Why should a follow-up letter be sent?
- What are the parts of a business letter?
- What are the components of a follow-up letter?
- When should the letter be sent?
- When is e-mail appropriate for correspondence?

## **Task Number 52**

### **Explain the benefits of Work-based Learning (WBL).**

#### **Definition**

Explanation should include, but is not limited to,

- well-rounded educational experience
- relevant employment skills
- realistic expectations of the workforce
- documented practical experience to be used for future jobs
- financial payment.

### **Process/Skill Questions**

- What are the seven WBL instructional methods and what are the differences?
- What are the requirements to be involved in a WBL experience?
- What are the benefits of participating in a WBL experience? For a business owner or employer?

## **Making Consumer Choices**

---

---

### **Task Number 53**

### **Identify rights and responsibilities of customers.**

#### **Definition**

Identification should include explaining the following consumer rights and associated responsibilities with consumer decision making:

- Right to choose among products and services
- Right to information through advertising, product labeling, warranties, publications, and consumer organizations
- Right to safety and legal protection
- Right to express dissatisfaction and be heard

### **Process/Skill Questions**

- What is the difference between a right and a responsibility of customers?
- Where can resources be located identifying customers' rights and responsibilities?
- What are some consumer-safety organizations and their roles?
- What are steps in the decision making process?
- What organizations are available to help consumers?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.05.02. Assess and apply sales principles and skills to accomplish AFNR business objectives.**

---

## **Task Number 54**

### **Identify methods of handling consumer complaints.**

#### **Definition**

Identification should include

- being polite
- using proper forms of address
- maintaining one's composure
- employing active listening skills
- understanding available options to use to satisfy customers.

### **Process/Skill Questions**

- What are some methods you could use when handling consumer complaints?
- Why is it so important to maintain composure when a consumer is complaining?
- Why should organizations empower employees to solve basic customer complaints?
- What organizations are available to help agriculture businesses with customer service?
- How can customer complaints be considered positive for business?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

## **Task Number 55**

### **Identify consumer-protection agencies.**

#### **Definition**

Identification should include

- Better Business Bureau
- State Attorney General's office
- Virginia Department of Agriculture and Consumer Services
- U.S. Department of Agriculture (USDA)
- Food & Drug Administration
- Consumer Product Safety Commission.

#### **Process/Skill Questions**

- What are some of the government agencies that protect the consumer?
- What is the role of the Virginia Department of Agriculture and Consumer Services?
- Why should bad business practices be reported?

## **Task Number 56**

### **Identify components of a guarantee, a warranty, and a contract.**

#### **Definition**

Identification of warranty and guarantee components should include

- privilege of return
- effective date
- terms of the warranty or guarantee.

Identification of contract components should include

- parties involved
- consideration
- effective date
- responsibilities of the contracting parties.

#### **Process/Skill Questions**

- What is meant by "a privilege of return"?

- What are the four parts of a legal contract?
- Why is the effective date an important consideration?
- What are the differences between a guarantee and a warranty?
- How are contracts most commonly used in agricultural business?

## **Task Number 57**

### **Explain information found on product labels.**

#### **Definition**

Explanation will vary according to type of product and could include

- warnings and precautions
- contents
- dosages
- ingredients
- instructions for use.

#### **Process/Skill Questions**

- What is an example of a warning label on a product?
- What are the requirements for warning labels?
- Why should a label never be removed from the product container?
- Which government agencies regulate product labeling?
- What might be the consequences of not using a product as labeled?

## **Task Number 58**

### **Describe various types of insurance coverage.**

#### **Definition**

Description should include identifying

- types of insurance
- purposes of insurance
- items to be insured.

#### **Process/Skill Questions**

- What are different types of insurance?
- Why is insurance coverage important in agribusiness?
- What are the different uses of insurance?
- What liability insurance options are available for various agricultural goods and services?



## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.04.03. Identify and apply strategies to manage or mitigate risk.**

---

### **Task Number 59**

#### **Identify banking services.**

##### **Definition**

Identification should include

- accepting deposits
- handling withdrawals
- offering convenient alternatives to checking (e.g., automated teller machine [ATM], electronic funds transfer [EFT], debit card)
- lending money
- storing valuables
- providing financial advice
- providing investment services
- managing trusts
- providing depositor protection (e.g., Federal Deposit Insurance Corporation [FDIC], National Credit Union Administration [NCUA], Federal Reserve System).

##### **Process/Skill Questions**

- Why is it important to have a separate bank account for your business?
- What is depositor protection?
- What factors might influence your decision when choosing a bank for your agricultural business?
- What is required in order to borrow money from a bank?
- What items might be kept in a safe deposit box?
- What are safe practices for online banking?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.02.01. Apply fundamental accounting principles, systems, tools, and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).**

---

---

## **Managing Financial Records**

---

---

## **Task Number 60**

### **Maintain accurate records.**

#### **Definition**

Recordkeeping should include

- hours worked
- expenses
- income
- description of activities and dates.

#### **Process/Skill Questions**

- Why is recordkeeping important?
- What skills are needed for recordkeeping?
- What are some electronic resources for keeping records?
- How would inaccurate records affect a business?
- How does keeping good records apply to everyday life?
- What decisions can be made based on your personal records?
- What jobs would require recordkeeping?
- Why is neatness and accuracy important when keeping records?

### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.01. Apply fundamental accounting principles, systems, tools, and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).**

---

## **Task Number 61**

### **Make decisions based on records.**

#### **Definition**

Decision making should be based on data collected and efficiency factors.

#### **Process/Skill Questions**

- What types of decisions might be made based on SAE records?

- What are some examples of other records that SAE would keep?
- How can good records prevent you from making rash financial decisions?
- How can SAE records help you improve your recordkeeping skills in the future?
- When should you evaluate your SAE records?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

### **Task Number 62**

#### **Summarize records.**

##### **Definition**

Record summary should include completion of year-end summary sheet.

##### **Process/Skill Questions**

- What should be included in the SAE record summary?
- What business decisions could be made from the year-end summary sheet?
- Why is it easier to use a year-end summary sheet rather than looking at the year's records?
- How will SAE records help you to make business decisions in the future?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

### **Task Number 63**

#### **Analyze records.**

##### **Definition**

Analysis should include observing efficiency factors attained, profit and loss statements, partial budgets, and other financial assessments.

## Process/Skill Questions

- What are some examples of efficiency factors that would affect the records?
- What financial assessments should be observed when conducting a record analysis?
- What are depreciable assets?
- How is depreciation calculated?
- What is *net worth*? How is net worth calculated?
- What information is needed before net worth can be determined?
- What is a profit and loss statement?
- What should be included in a profit and loss statement?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

## Task Number 64

### Complete a rent/lease agreement.

#### Definition

Completion should include identifying components of a rent/lease agreement and the legal aspects of the agreement.

#### Process/Skill Questions

- Why are rent/lease agreements necessary?
- What should be included in a rent/lease agreement?
- Why is it important that rent/lease agreements be in writing?
- Whose signatures should be on a rent/lease agreement?
- How often should a rent/lease agreement be evaluated?

## Performing Computer Operations for Agriculture

---

---

## Task Number 65

### Identify methods of preventing importation of computer viruses.

## Definition

Identification should include types of viruses and software protection.

## Process/Skill Questions

- What are some examples of computer viruses?
  - How can computer viruses be prevented?
  - What tools are available to clean computers from a virus?
  - How are computer viruses transferred from computer to computer?
  - How do you determine if free virus protection software is safe?
  - How often should you upgrade virus protection?
  - How do you select the best virus protection software?
- 

## Task Number 66

### **Operate various computer programs (e.g., word processing, database) in an agribusiness.**

#### Definition

Operation should include

- award applications, using various computer processes
- recordkeeping, using spreadsheets and databases
- letters and correspondence, using word processing and electronic mail.

#### Process/Skill Questions

- How can computer software programs be used in completing FFA applications?
- How can computer software programs be used in SAEs?
- How are computer applications used in agribusinesses?
- When are emails considered an appropriate form of correspondence?
- What software options are available for FFA members to keep accurate records?
- How can a spreadsheet be used to organize a chapter fundraiser?
- How can a database be used jointly with a word processing program?

### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

## Task Number 67

**Use (or synthesize) data gathered through the use of leading technology (e.g., GPS, GIS, cellular and wireless communication, software.)**

### Definition

Use may include

- reading maps and locating areas
- interpreting data
- following commodity prices
- making predictions based on data.

### Process/Skill Questions

- How are GPS and GIS used in agriculture?
- How has precision farming changed agricultural practices?
- What resources are available to follow commodity prices?
- How can you make predictions on data based on trends from the past?
- How can a GPS be used to aid in fertilizer application?
- What are some sources of commodity pricing information?
- How could a GPS be used to set up a corn field maze?
- What are some agricultural uses of cellular communications?
- What different ways can GPS be used on agricultural equipment?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

---

## Understanding Basic Economics

---

---

## Task Number 68

# Compare the American economic system with systems of other countries.

## Definition

Comparison should include

- identifying the basic concepts of capitalism in the U.S.
- identifying foreign countries that U.S. trades with and their economic systems.

## Process/Skill Questions

- What are some of the benefits of the U.S. economic system?
- What factors need to be taken into consideration when trading with foreign countries?
- What countries import the most U.S. products?
- What countries do we trade with?
- How does capitalism compare with communist and socialist economic systems?
- How can trade be made fair between countries with different economic systems?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.01.01. Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.**

---

## Task Number 69

### Apply economic principles to marketing (e.g., supply and demand).

#### Definition

Application should include

- defining *supply* and *demand* and appropriate terms
- developing an understanding of economic principals as applied to the free enterprise system.

#### Process/Skill Questions

- What is the definition of *the law of supply and demand*?
- What governmental controls are applied to agribusiness?
- How does a culture affect supply and demand?
- How does price change with supply change?
- Where is equilibrium?
- How can government reports impact supply and demand?
- What outside factors can impact the supply of agricultural commodities?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.01.01. Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.**

---

### Task Number 70

**Explain how international business influences the balance of trade in importing and exporting.**

#### Definition

Explanation should include

- definitions of *free trade*, *import* and *export tariffs*, and *international embargo*
- influences of trading with international business.

#### Process/Skill Questions

- What are some factors to be considered when exporting products?
- What government department is involved in international trade for agriculture?
- How is aid different than trade?
- How does international trade affect American farmers?
- What are some examples of embargoes?
- How are tariffs regulated?
- How can another country refusing to buy our products affect prices?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.01.01. Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.**

---

### Task Number 71

**Explain economic interdependence.**

#### Definition

Explanation should include a definition of *economic interdependence* and how it applies to free trade.



## Process/Skill Questions

- What are the benefits of economic interdependence?
- What is the North American Free Trade Agreement (NAFTA), and how has it affected the agricultural industry?
- What is the WTO?
- What is free trade?
- How is a labor force a contributing factor in economic interdependence?
- How are tariffs regulated?
- How can another country refusing to buy our products affect prices?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.01.01. Apply micro- and macroeconomic principles to plan and manage inputs and outputs in an AFNR business.**

---

---

# Planning the Agribusiness

---

---

## Task Number 72

### Identify the major parts of a business plan.

#### Definition

Identification should include the principal components of a business plan:

- History and background
- Goals and objectives
- Product/service explanation
- Form of ownership
- Management and staffing
- Marketing strategy
- Projected financial statements

## Process/Skill Questions

- What additional information should be included in a business plan?
- Why is research necessary when writing a business plan?
- How does a business plan help the business owner communicate his/her vision and goals?
- How do you determine your potential profit for a bank?

- What will the organization chart look like?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.04.01. Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.**

---

### **Task Number 73**

**Select the products or services to be provided by the agribusiness.**

#### **Definition**

Selection of a products or services should include

- identifying startup factors
- applying business fundamentals
- conducting market research.

#### **Process/Skill Questions**

- What is the difference between products and services?
- What is a product mix?
- Why is product or service planning important to a business?
- How does a business select the product or service mix to be offered?
- What is seasonality? What impact can it have on the sale of a product or service?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.04.01. Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.**

---

### **Task Number 74**

**Conduct market research.**

#### **Definition**

Market research should include

- listing available markets

- determining market prices and profit potential
- determining reliability and future growth potential
- determining market demographics.

### **Process/Skill Questions**

- What is market research? How is it used?
- What are the steps in market research?
- What types of data are used for market research?
- What is the difference between primary and secondary data? Why are both needed in market research?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.04.03. Identify and apply strategies to manage or mitigate risk.**

**ABS.05.01. Analyze the role of markets, trade, competition, and price in relation to an AFNR business sales and marketing plans.**

**ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.**

---

---

# **Understanding Agricultural Business Structures and Procedures**

---

---

## **Task Number 75**

**Describe entrepreneurship and its role in the agricultural industry.**

### **Definition**

Description should include

- definition of entrepreneurship
- characteristics of entrepreneurs
- different services provided by entrepreneurs
- entrepreneurial opportunities in the agricultural industry.

### **Process/Skill Questions**

- What are some examples of the services provided by entrepreneurs?
- How has entrepreneurship changed in the agricultural industry?
- Why become an entrepreneur?
- What characteristics make a prosperous entrepreneur?
- What entrepreneurial opportunities are available on a local level?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.04.01. Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.**

---

### **Task Number 76**

#### **Compare the major types of agricultural business ownership.**

##### **Definition**

Comparison should include

- list of ownerships (e.g., sole proprietorship, partnership, limited liability company, corporation, cooperative)
- list of advantages and disadvantages for each type.

##### **Process/Skill Questions**

- What should you take into consideration when trying to decide which type of ownership is right for you?
- What are some examples of sole proprietorships? Corporations?
- What are advantages and disadvantages of each type of business ownership?
- What percentage of Virginia agricultural businesses are sole proprietorships? Partnerships? LLCs? Corporations? Cooperatives?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.04.01. Analyze characteristics and planning requirements associated with developing business plans for different types of AFNR businesses.**

---

### **Task Number 77**

#### **Describe employer obligations to employees.**

##### **Definition**

Description should include a list of mandatory benefits, based on the size and/or type of business, such as

- Social Security/Medicare
- unemployment insurance
- workers' compensation.

### **Process/Skill Questions**

- What is the definition of *benefit*? List examples.
- How do these benefits vary with the size of a business?
- How is the amount of these obligations measured out to each employee?
- What is workers' compensation, and how can it differ among businesses?
- Who administers Social Security and Medicare?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.**

---

### **Task Number 78**

#### **Examine principles of proper business etiquette.**

##### **Definition**

Examination should include

- supervision and care of employees
- ethical practices as it relates to business aspects.

##### **Process/Skill Questions**

- What possible consequences could result from unethical business practices?
- Can you think of examples of publicized unethical business practices? Explain.
- How can poor business etiquette affect the success of a business?
- What are some legal issues that might apply to an employee in an agribusiness?
- How do employees find out about their legal rights?

### **Task Number 79**

#### **Identify employee incentives and fringe benefits.**

##### **Definition**

Identification should include benefits and incentives such as

- paid vacation and sick leave
- retirement
- medical insurance plans.

### **Process/Skill Questions**

- What are some examples of employee incentives?
- What is a fringe benefit?
- Why are fringe benefits considered part of employee compensation?
- How does allowing employee choice for benefits affect a business?
- What benefits might be offered that do not affect employee pay?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.**

---

### **Task Number 80**

#### **Identify methods of extending credit.**

##### **Definition**

Identification should include types of credit and the limits associated with restructuring loans.

##### **Process/Skill Questions**

- What is credit?
- How is credit established?
- What are the different types of credit associated with an agribusiness?
- What is the purpose of restructuring loans?
- Why does a business need to have restructured loans?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.03.02. Analyze credit needs and manage credit budgets to achieve AFNR business goals.**

---

### **Task Number 81**

# Compute gross and net pay.

## Definition

Computation of gross and net pay should include working with real or mock paycheck stubs to consider

- gross pay (i.e., wages/salary)
- deductions (e.g., federal and state taxes, FICA)
- net pay (i.e., gross pay minus deductions).

## Process/Skill Questions

- What is the FICA?
- How is gross pay computed?
- What are some examples of other deductions that might be taken out of your paycheck?
- Why are these deductions taken?
- How are the different deductions calculated?

## The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

## Task Number 82

### Maintain a filing system using Generally Accepted Accounting Principles (GAAP).

#### Definition

Maintenance should include filing and archiving business files, receipts, and tax forms with consideration of

- consistency
- relevance
- reliability
- comparability.

#### Process/Skill Questions

- Why is comparability one of the most important aspects of Generally Accepted Accounting Principles (GAAP)?
- What is the purpose of GAAP?
- What is the difference between active files and permanent files?

- What are some benefits of maintaining a filing system?
  - What are the advantages and disadvantages of maintaining your files on a computer?
- 

## **Task Number 83**

### **Prepare customer account statements.**

#### **Definition**

Preparation should include

- date of statement
- statement number
- customer ID
- customer information
- dates of purchases
- invoice numbers
- description of purchases
- charges and totals
- credits
- current balance
- payment due date
- company information.

#### **Process/Skill Questions**

- What should be included in the account summary?
  - Why is it important to follow a set schedule for sending out statements and collecting payments?
  - What financial worksheets should be required to be kept by a business?
  - Which department should handle account statements?
  - Who should handle account statements?
  - Why are customer account statements important when it comes to filing reports and taxes?
- 

## **Task Number 84**

### **Maintain a business checking account.**

#### **Definition**

Maintenance should include a demonstration/simulation of keeping check registers or stubs up-to-date and balancing an account against a monthly statement. It should also include identification of the main tools and concepts related to a checking account



- signature card
- deposit
- endorsement
- check stub
- check register
- check writing
- stop payment
- overdraft
- postdating
- check processing
- bank statement
- service charges.

### **Process/Skill Questions**

- What is the importance of a signature card?
- Why do banks have service charges? Give some examples of service charges.
- Who should be allowed to endorse checks?
- How do you prevent overdrawing your account?
- What is the problem with postdating a check?
- What is the procedure for balancing a checking account to your monthly bank statement?

### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.01. Apply fundamental accounting principles, systems, tools, and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).**

---

## **Task Number 85**

### **Complete a mock business tax form.**

#### **Definition**

Completion of a mock business tax form may require the following components:

- Employer Identification Number (EIN)
- Receipts
- Sales slips
- Invoices
- Bank deposit slips
- Canceled checks
- Income statements
- Deductions
- Credits

- Employment tax reports

## **Process/Skill Questions**

- What are some examples of deductions?
- How long should records be kept?
- What do you need for taxes if you have a farm?
- What type of deductions can you have for a business?
- When do you need to file taxes for a business?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

## **Task Number 86**

### **Write letters or e-mails to customers.**

#### **Definition**

Writing letters or e-mails should include

- choosing the appropriate tone (e.g., personal, professional) for the purpose
- using correct spelling, punctuation, grammar, sentence structure, and format
- proofreading the letter for errors
- editing the letter to improve the message.

#### **Process/Skill Questions**

- What are some types of letters sent to customers?
- What needs to be considered when writing letters to customers?
- What software should be used to create a letter?
- What layout is appropriate for the letter?
- How do you decide whether an email or letter is appropriate?

## **Conducting a Needs Assessment**

---

---

## **Task Number 87**

# **Explain the use of customer surveys and other measurement tools to evaluate business operation.**

## **Definition**

Explanation should include

- determining needed information
- choosing survey methods
- formulating questions
- gathering information
- analyzing and interpreting findings.

## **Process/Skill Questions**

- What can be learned from customer surveys?
- How can social media be used to conduct a survey?
- What are some methods for conducting customer surveys?
- What is a focus group?
- How can a focus group help improve your business?
- How do you determine what information is necessary for your survey?

## **Task Number 88**

### **Identify customer needs through the analysis of survey results.**

#### **Definition**

Identification should include

- researching consumer lifestyles
- gaining an understanding of what the customer needs
- being able to show the customer how to achieve his or her needs.

#### **Process/Skill Questions**

- What are some methods of identifying customer needs?
- What determines if something is a want or a need for a consumer?
- When is conducting a survey appropriate?
- What kind of survey should be used?
- How can the customer give immediate feedback?

### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.**

---

---

# Using Business Laws in Agricultural Business

---

---

## Task Number 89

**Describe the intent of common state and federal laws that apply to agricultural business.**

### Definition

Description should include

- identifying state laws and codes that apply to agricultural businesses
- identifying federal laws that apply to agricultural businesses (imports, exports, and tariffs)
- explaining country of origin labeling (COOL).

### Process/Skill Questions

- Why do we have state laws for businesses?
- How can a business find out about state laws that apply to that business?
- What are some tariff laws related to agribusiness?
- What is the purpose of COOL?
- What are the local county laws or regulations for the ag business?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.01. Apply fundamental accounting principles, systems, tools, and applicable laws and regulations to record, track, and audit AFNR business transactions (e.g., accounts, debits, credits, assets, liabilities, equity, etc.).**

---

## Task Number 90

**Identify elements of sales and purchase contracts.**

### Definition

Identification should include

- negotiation of the sale
- contract agreements
- Statute of Frauds.

### **Process/Skill Questions**

- What is *consideration*?
  - What characteristics constitute capacity?
  - When does the Statute of Frauds apply?
  - If the Statute of Frauds applies, what must the contract have, to be enforceable?
  - What is *surety* or *guaranty*?
  - What is an *executor*?
  - What is *personal liability*?
  - What are some examples of contracts involving real estate?
  - What is the ordinary course of a seller's business?
  - What does it mean for a contract to be "signed by the party against whom enforcement is sought"?
- 
- 

## **Planning Production of the Product(s) or Service(s)**

---

---

### **Task Number 91**

#### **Identify various inventory procedures.**

##### **Definition**

Identification should include physical and perpetual inventory systems used to track products as they are added to or removed from inventory.

##### **Process/Skill Questions**

- What is the difference between physical inventory and perpetual inventory?
- Why is inventory an important record?

#### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

## Task Number 92

### Develop job descriptions.

#### Definition

Development of a job description should include

- studying samples of job descriptions
- understanding legal issues related to job descriptions
- writing a statement identifying skills, duties, and qualifications.

#### Process/Skill Questions

- Why is it important to have job descriptions?
- What other information should a job description include?
- Why should job responsibilities be clear and measurable?

### The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards

**ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.**

---

## Task Number 93

### Establish workflow.

#### Definition

Establishing workflow should include

- determining the number of hours required to complete given tasks
- dividing work into well-defined process or steps
- assigning tasks to workers.

#### Process/Skill Questions

- Why is it important to establish a workflow in the production of a product or service?
- What are some methods to measure workflow?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.**

---

### **Task Number 94**

#### **Develop employee schedules.**

##### **Definition**

Development should include understanding of timing, needs, and personnel desires in maintaining business hours.

##### **Process/Skill Questions**

- Why is it important to develop employee schedules in advance?
- What should be taken into consideration when preparing employee schedules?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.**

---

---

## **Marketing Agricultural Products or Services**

---

---

### **Task Number 95**

#### **Select target markets for agricultural products.**

##### **Definition**

Selection should include types of markets available in the area, future marketing, direct sales, and niche markets.

## **Process/Skill Questions**

- Why are demographics important in selecting a target market?
- What are niche markets?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.05.01. Analyze the role of markets, trade, competition, and price in relation to an AFNR business sales and marketing plans.**

---

## **Task Number 96**

### **Describe the channels of distribution for agricultural products.**

#### **Definition**

Description should include the following channels:

- Direct sales
- Retailers
- Wholesale
- Agents and brokers

## **Process/Skill Questions**

- What other decisions will be affected by the choice of the channels of distribution?
- What are some benefits of using intermediaries in the channels of distribution?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.04.02. Develop production and operational plans for an AFNR business.**

---

## **Task Number 97**

### **Determine the selling price of agricultural commodities.**

#### **Definition**

Determining the selling price should include consideration of the following factors:



- Supply and demand
- Production process
- Product characteristics
- Storage and transportation
- Government regulations

### **Process/Skill Questions**

- What are the benefits of a value-added product?
- How do government policies affect the selling price of agricultural commodities?

## **Task Number 98**

### **Display agricultural products.**

#### **Definition**

Display could include

- ingredients
- uses
- purpose
- balance
- color
- pricing
- Material Safety Data Sheets (MSDS).

### **Process/Skill Questions**

- What are some ways to display agricultural products?
- When would you need to have Material Safety Data Sheets (MSDS) at the display? Why are they important?

### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.**

---

## **Task Number 99**

### **Identify the components of a successful sale.**

#### **Definition**

Identification should include

- determining potential customer needs and wants
- Identifying features and benefits of agricultural products
- identifying and addressing customer objections
- applying suggestive selling strategies
- analyzing customer needs and wants.

### **Process/Skill Questions**

- Why are demographics important in selecting a target market?
- What are niche markets?
- How can an effective salesperson tell when the time is right to close a sale?
- Are there any differences between closing a sale for a good vs. closing a sale for a service? Explain.
- Given a particular sales situation, how can a salesperson select the most appropriate method for closing the sale?
- Does every sales presentation result in a sale? Why or why not?
- How do buying signals affect the close of a sale?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.**

---

### **Task Number 100**

#### **Make a follow-up call or visit.**

##### **Definition**

Follow-up call or visit should include what can be offered after the sale, additional information, and warranty.

##### **Process/Skill Questions**

- What is the purpose of a follow-up call?
  - What other methods can be used besides a follow-up call or visit?
  - If you were to use a survey as another method, should it be electronic or mailed?
  - How could you ensure that'll buy the warranty plan?
  - What difference would it make if they did buy the warranty in the follow up call?
- 
- 

## **Operating the Agricultural Business**

---

---

## **Task Number 101**

### **Explain production of an agricultural commodity or performance of an agricultural service.**

#### **Definition**

Explanation should include

- determining procedures and processes used to make the product or to perform the service
- listing the steps taken to process raw materials into a finished product or steps taken to perform an agricultural service.

#### **Process/Skill Questions**

- What agricultural product should be produced?
- What agricultural service should be provided?
- What procedures or processes should be used in the production of the product or performance of the service?
- What is the difference between an agriculture commodity and an agricultural service?

### **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.02.02. Assemble, interpret, and analyze financial information and reports to monitor AFNR business performance and support decision-making (e.g., income statements, balance sheets, cash-flow analysis, inventory reports, break-even analysis, return on investment, taxes, etc.).**

---

## **Task Number 102**

### **Implement marketing strategies.**

#### **Definition**

Implementation should include developing a marketing plan according to effective procedures.

#### **Process/Skill Questions**

- Why is a marketing plan necessary in the operation of a business?
- How is a marketing plan developed?
- How is mass marketing different from niche marketing?

- How can the marketing environment affect a marketing plan?
- What are the benefits of using a test market?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.05.03. Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.**

---

### **Task Number 103**

#### **Maintain business records.**

##### **Definition**

Maintenance should include

- filing all documents related to business transactions
- evaluating and analyzing business records for multiple years to determine profit and loss for products or services.

##### **Process/Skill Questions**

- What business records should be maintained in the operation of an agribusiness?
- How can records be used to meet legal requirements for an agribusiness?

## **The National Council for Agricultural Education: Agriculture, Food and Natural Resources Content Standards**

**ABS.01.04. Evaluate, develop, and implement procedures used to recruit, train, and retain productive human resources for AFNR businesses.**

---

### **Task Number 104**

#### **Identify hazards that may cause fire, injury, or poisoning.**

##### **Definition**

Identification should include

- hazards in agribusiness
- Safety Data Sheets (SDS)
- first aid needed and what to do in specific cases

- phone numbers, including national hot-lines.

## **Process/Skill Questions**

- What hazards can exist in the operation of an agribusiness?
  - How can the management and employees prepare for these hazards?
  - Why are SDS important?
  - What are the parts of the SDS?
  - Where can the SDS be located?
- 

## **Task Number 105**

### **Perform applicable workplace skills.**

#### **Definition**

Workplace skills should include, but are not limited to,

- electricity
- carpentry
- plumbing
- gardening
- engineering
- surveying
- welding.

#### **Process/Skill Questions**

- What workplace skills are necessary in the operation of an agribusiness?
  - How does an employee learn these skills?
  - How does an employee improve the skills he/she already has?
  - What are some safety issues in the workplace?
- 

## **Task Number 106**

### **Operate selected machinery and/or equipment.**

#### **Definition**

Operation should include

- choosing the specific machinery or equipment, according to the type of business and products produced (e.g., lawn care, computer, cash register, inventory)

- following the manufacturer's guidelines for using the machinery or equipment.

### **Process/Skill Questions**

- What types of equipment are used in the agribusiness?
  - Why is it necessary to learn how to operate this equipment?
  - How can unsafe operation of machinery/equipment impact the agribusiness?
- 

## **Task Number 107**

### **Develop a machinery/equipment maintenance plan.**

#### **Definition**

Maintenance plan should include, but not be limited to

- machinery/equipment type
- machinery/equipment description and number
- location of machinery/equipment
- maintenance task description
- frequency of or schedule for the maintenance.

#### **Process/Skill Questions**

- What is the most important maintenance task?
  - What are examples of needed maintenance? How will this change for different machinery?
  - How do you determine who will be responsible for the maintenance work required?
- 

## **Task Number 108**

### **Interpret animal, plant, soil, and/or mechanical test results.**

#### **Definition**

Interpretation should include

- examination and evaluation of specific tests
- reading data to determine course of action
  - Nitrogen, Phosphorous, Potassium (NPK) from soil test
  - Complete Blood Count (CBC) and urinalysis
- determining diagnostic tools for equipment.

#### **Process/Skill Questions**

- What does the soil analysis sheet tell a farmer?
- What are some examples of tests?
- What agencies might serve as resources for needed tests?
- Under what circumstances should tests be administered?

## Task Number 109

### Identify selected chemicals, medicines, and other hazardous materials.

#### Definition

Identification should include a common list, definitions, uses, Safety Data Sheets (SDS), and interpretation of labels for chemicals, medicines, and hazardous materials.

#### Process/Skill Questions

- What are the parts of the SDS?
- Where can the SDS be located?

## SOL Correlation by Task

39	Identify the role of supervised agricultural experiences (SAEs) in agricultural education.	English: 11.3, 11.5, 12.3, 12.5
40	Participate in an SAE.	English: 11.5, 11.8, 12.5, 12.8
41	Identify the benefits and responsibilities of FFA membership.	English: 11.5, 11.6, 11.7, 11.8, 12.5, 12.6, 12.7, 12.8
42	Describe leadership characteristics and opportunities as they relate to agriculture and FFA.	English: 11.5, 12.5  History and Social Science: VUS.8, VUS.9, VUS.10, VUS.11, WHII.8, WHII.10, WHII.11
43	Apply for an FFA degree and/or an agricultural proficiency award.	English: 11.5, 12.5
44	Identify the benefits of community involvement and networking with local, state, and national agencies.	History and Social Science: GOVT.3
45	Develop partnerships with other organizations.	
46	Conduct meetings.	English: 11.1, 11.5, 11.6, 11.7, 12.1, 12.5, 12.6, 12.7
47	Prepare a résumé.	English: 11.6, 11.7, 12.6, 12.7
48	Design a portfolio.	English: 11.6, 11.7, 12.6, 12.7
49	Complete an employment application process.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
50	Complete an employment interview.	English: 11.1, 11.6, 11.7, 12.1, 12.6, 12.7

51	Compose an interview follow-up letter (handwritten or electronic).	English: 11.6, 11.7, 12.6, 12.7
52	Explain the benefits of Work-based Learning (WBL).	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
53	Identify rights and responsibilities of customers.	History and Social Science: GOVT.16
54	Identify methods of handling consumer complaints.	History and Social Science: GOVT.16
55	Identify consumer-protection agencies.	History and Social Science: GOVT.15
56	Identify components of a guarantee, a warranty, and a contract.	History and Social Science: GOVT.15
57	Explain information found on product labels.	English: 11.5, 12.5
58	Describe various types of insurance coverage.	English: 11.5, 12.5
59	Identify banking services.	History and Social Science: GOVT.14
60	Maintain accurate records.	
61	Make decisions based on records.	History and Social Science: GOVT.1
62	Summarize records.	
63	Analyze records.	History and Social Science: GOVT.1  Mathematics: A.4, A.9
64	Complete a rent/lease agreement.	English: 11.5, 12.5
65	Identify methods of preventing importation of computer viruses.	
66	Operate various computer programs (e.g., word processing, database) in an agribusiness.	
67	Use (or synthesize) data gathered through the use of leading technology (e.g., GPS, GIS, cellular and wireless communication, software.)	History and Social Science: GOVT.1
68	Compare the American economic system with systems of other countries.	History and Social Science: GOVT.12, GOVT.13, GOVT.14
69	Apply economic principles to marketing (e.g., supply and demand).	
70	Explain how international business influences the balance of trade in importing and exporting.	English: 11.3, 11.5, 12.3, 12.5  History and Social Science: GOVT.12, WG.9
71	Explain economic interdependence.	English: 11.5, 12.5  History and Social Science: GOVT.12
72	Identify the major parts of a business plan.	
73	Select the products or services to be provided by the agribusiness.	
74	Conduct market research.	English: 11.6, 11.7, 11.8, 12.6, 12.7, 12.8  Mathematics: A.4, A.9, AII.7, AII.9
75	Describe entrepreneurship and its role in the agricultural industry.	English: 11.5, 12.5  History and Social Science: GOVT.15
76	Compare the major types of agricultural business ownership.	History and Social Science: GOVT.15
77	Describe employer obligations to employees.	English: 11.5, 12.5



78	Examine principles of proper business etiquette.	History and Social Science: GOVT.16
79	Identify employee incentives and fringe benefits.	
80	Identify methods of extending credit.	
81	Compute gross and net pay.	Mathematics: A.4
82	Maintain a filing system using Generally Accepted Accounting Principles (GAAP).	
83	Prepare customer account statements.	
84	Maintain a business checking account.	
85	Complete a mock business tax form.	
86	Write letters or e-mails to customers.	English: 11.6, 11.7, 12.6, 12.7
87	Explain the use of customer surveys and other measurement tools to evaluate business operation.	English: 11.5, 11.8, 12.5, 12.8
88	Identify customer needs through the analysis of survey results.	English: 11.8, 12.8
89	Describe the intent of common state and federal laws that apply to agricultural business.	English: 11.5, 12.5 History and Social Science: GOVT.15
90	Identify elements of sales and purchase contracts.	
91	Identify various inventory procedures.	
92	Develop job descriptions.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
93	Establish workflow.	
94	Develop employee schedules.	
95	Select target markets for agricultural products.	
96	Describe the channels of distribution for agricultural products.	English: 11.5, 12.5
97	Determine the selling price of agricultural commodities.	Mathematics: A.4, A.9, AII.7
98	Display agricultural products.	
99	Identify the components of a successful sale.	
100	Make a follow-up call or visit.	
101	Explain production of an agricultural commodity or performance of an agricultural service.	
102	Implement marketing strategies.	
103	Maintain business records.	
104	Identify hazards that may cause fire, injury, or poisoning.	
105	Perform applicable workplace skills.	
106	Operate selected machinery and/or equipment.	
107	Develop a machinery/equipment maintenance plan.	
108	Interpret animal, plant, soil, and/or mechanical test results.	
109	Identify selected chemicals, medicines, and other hazardous materials.	Science: CH.1

## FFA Information

The National FFA is an organization dedicated to preparing members for leadership and careers in the science, business, and technology of agriculture. Local, state, and national activities and award programs provide opportunities to apply knowledge and skills acquired through agriculture education.

For additional information about the student organization, see the [National FFA website](#) and the [Virginia FFA Association website](#).

The following leadership development events are available for this course:

- [Agricultural Issues](#)
- [Employment Skills](#)
- [Extemporaneous Public Speaking](#)
- [Parliamentary Procedure](#)
- [Prepared Public Speaking](#)

The following career development events are available for this course:

- [Agricultural Communications](#)
- [Agricultural Sales](#)
- [Agronomy](#)
- [Dairy Cattle Evaluation and Management](#)
- [Farm and Agribusiness Management](#)
- [Floriculture](#)
- [Food Science and Technology](#)
- [Forestry](#)
- [Horse Evaluation](#)
- [Marketing Plan](#)
- [Meats Evaluation and Technology](#)
- [Nursery/Landscape](#)
- [Poultry Evaluation](#)
- [Veterinary Science](#)

## Entrepreneurship Infusion Units

Entrepreneurship Infusion Units may be used to help students achieve additional, focused competencies and enhance the validated tasks/competencies related to identifying and starting a new business venture. Because the unit is a complement to certain designated courses and is not mandatory, all tasks/competencies are marked “optional.”

# Appendix: Credentials, Course Sequences, and Career Cluster Information

## Industry Credentials: Only apply to 36-week courses

- College and Work Readiness Assessment (CWRA+)
- Customer Service Examination
- Customer Service Specialist (CSS) Examination
- Microsoft 365 Fundamentals Examination
- Microsoft Certified Azure Fundamentals Examination
- Microsoft Dynamics 365 Fundamentals Examination
- Microsoft Office Specialist (MOS) Examinations
- National Career Readiness Certificate Assessment
- Professional Communications Certification Examination
- Workplace Readiness Skills for the Commonwealth Examination

**Concentration sequences:** *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Agricultural Business Fundamentals I (8022/36 weeks)
- Agricultural Business Management III (8026/36 weeks)
- Agricultural Fabrication and Emerging Technologies (8019/36 weeks)
- Agricultural Power Systems (8018/36 weeks)
- Agricultural Power Systems, Advanced (8020/36 weeks)
- Agricultural Production Technology (8010/36 weeks)
- Agricultural Structural Systems (8017/36 weeks)
- Community Forestry and Tree Management (8048/36 weeks)
- Ecology and Environmental Management (8046/36 weeks)
- Equine Science (8080/36 weeks)
- Equine Science, Advanced (8094/36 weeks)
- Fisheries and Wildlife Management (8041/36 weeks)
- Floral Design I (8055/36 weeks)
- Floral Design II (8056/36 weeks)
- Floriculture (8038/36 weeks)
- Forestry Management (8042/36 weeks)
- Forestry Management, Advanced (8044/36 weeks)
- Greenhouse Plant Production and Management (8035/36 weeks)
- Horticulture Sciences (8034/36 weeks)
- Introduction to Animal Systems (8008/36 weeks)
- Introduction to Natural Resources and Ecology Systems (8040/36 weeks)
- Introduction to Plant Systems (8007/36 weeks)
- Introduction to Power, Structural, and Technical Systems (8016/36 weeks)
- Landscaping I (8036/36 weeks)
- Landscaping II (8039/36 weeks)
- Livestock Production Management (8012/36 weeks)
- Operating the Farm Business (8014/36 weeks)
- Outdoor Recreation, Parks, and Tourism Systems Management (8043/36 weeks)
- Small Animal Care I (8083/36 weeks)
- Small Animal Care II (8084/36 weeks)
- Small Engine Repair (8082/36 weeks)

- Turfgrass Management (8051/36 weeks)
- Turfgrass Management, Advanced (8054/36 weeks)
- Veterinary Science I (8088/36 weeks, 140 hours)
- Veterinary Science II (8089/36 weeks, 140 hours)

<b>Career Cluster: Agriculture, Food and Natural Resources</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Agribusiness Systems</b>	<b>Agricultural Commodity Broker</b> <b>Agricultural Economist</b> <b>Agricultural Loan Officer</b> <b>Agricultural Products Sales Representative</b> <b>Farm Products Purchasing Agent and Buyer</b> <b>Farm, Ranch Manager</b> <b>Farmer/Rancher</b> <b>Feed, Farm Supply Store Sales Manager</b> <b>Sales Manager</b>
<b>Animal Systems</b>	<b>Agricultural Products Sales Representative</b> <b>Aquacultural Manager</b> <b>Poultry Manager</b>
<b>Environmental Service Systems</b>	<b>Agricultural Products Sales Representative</b> <b>Secondary School Teacher</b>
<b>Natural Resources Systems</b>	<b>Fish and Game Officer</b> <b>Forest Manager, Forester</b> <b>Park Manager</b>
<b>Plant Systems</b>	<b>Agricultural Products Sales Representative</b> <b>Certified Crop Advisor</b> <b>Crop Grower</b> <b>Custom Harvester</b> <b>Farm, Ranch Manager</b> <b>Farmer/Rancher</b> <b>Floral Designer</b> <b>Floral Shop Manager</b> <b>Golf Course Superintendent</b> <b>Nursery and Greenhouse Manager</b> <b>Secondary School Teacher</b> <b>Turf Farmer</b>
<b>Power, Structural, and Technical Systems</b>	<b>Agricultural Equipment Parts Manager</b> <b>Agricultural Equipment Parts Salesperson</b>

<b>Career Cluster: Finance</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Accounting</b>	<b>Accountant</b> <b>Accounting Clerk</b> <b>Controller</b> <b>Cost Analyst</b> <b>Management Accountant</b> <b>Merger and Acquisitions Manager</b> <b>Personal Financial Advisor</b>

<b>Career Cluster: Finance</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Revenue Agent</b> <b>Tax Accountant</b>
<b>Banking Services</b>	<b>Account Executive</b> <b>Accountant</b> <b>Bill and Account Collector</b> <b>Branch Manager</b> <b>Compliance Officer</b> <b>Credit Analyst</b> <b>Debt Counselor</b> <b>Financial Manager</b> <b>Loan Officer</b> <b>Personal Financial Advisor</b>
<b>Business Finance</b>	<b>Accountant</b> <b>Accounting Clerk</b> <b>Auditor</b> <b>Bill and Account Collector</b> <b>Cash Manager</b> <b>Controller</b> <b>Cost Analyst</b> <b>Economist</b> <b>Financial Analyst</b> <b>Management Accountant</b> <b>Project Manager</b> <b>Revenue Agent</b> <b>Shipping and Receiving Clerk</b> <b>Tax Accountant</b> <b>Tax Preparer</b>
<b>Insurance</b>	<b>Customer Service Representative</b> <b>Insurance Appraiser</b> <b>Insurance Processing Clerk</b> <b>Insurance Sales Agent</b> <b>Risk and Insurance Manager</b> <b>Underwriter</b>
<b>Securities and Investments</b>	<b>Financial Analyst</b> <b>Fund Manager</b> <b>Meeting and Convention Planner</b> <b>Securities and Commodities Sales Agent</b> <b>Tax Preparer</b>

<b>Career Cluster: Marketing</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Marketing Communications</b>	<b>Advertising Account Executive</b> <b>Advertising and Promotions Manager</b> <b>International Merchandising Manager</b> <b>Marketing Communication Manager</b> <b>Marketing Manager</b> <b>Public Information Director</b> <b>Public Relations Manager</b> <b>Public Relations Specialist</b> <b>Sales Manager</b>
<b>Marketing Management</b>	<b>Advertising and Promotions Manager</b> <b>Brand Manager</b>

<b>Career Cluster: Marketing</b>	
<b>Pathway</b>	<b>Occupations</b>
	<b>Chief Executive Officer</b> <b>Entrepreneur</b> <b>Franchisee</b> <b>General Manager</b> <b>Marketing Communication Manager</b> <b>Marketing Manager</b> <b>Public Information Director</b> <b>Public Relations Manager</b> <b>Retail Manager</b> <b>Shipping and Receiving Clerk</b>
<b>Marketing Research</b>	<b>Brand Manager</b> <b>Market Research Analyst</b> <b>Product Planner</b>
<b>Merchandising</b>	<b>Account Executive</b> <b>Customer Service Representative</b> <b>Merchandise Buyer</b>
<b>Professional Sales</b>	<b>Account Executive</b> <b>Entrepreneur</b> <b>Human Resources Manager</b> <b>Investment Banker</b> <b>Manufacturer's Sales Representative</b> <b>Sales Manager</b> <b>Salesperson</b> <b>Wholesale and Manufacturing, Technical and Scientific Products Sales Representative</b>