

Ag Business Sales & Marketing 18201

Rationale Statement:

Agriculture businesses sell and market their products, leading to many related positions at these businesses. Skills related to selling and marketing products greatly enhances the success of an employee in an agribusiness operation. Agribusiness Sales and Marketing is designed to provide students with skills that focus on job preparatory skills as well as employee tasks necessary in agricultural sales and marketing occupations and its many career opportunities in the Agribusiness Systems Career Pathway. Classroom and laboratory content may be enhanced by utilizing appropriate equipment and technology. Mathematics, English and human relations skills will be reinforced in the course. Work-based learning strategies appropriate for this course are school-based enterprises and field trips. Opportunities for application of clinical and leadership skills are provided by participation in FFA activities, conferences and skills competition such as sales related career development events and proficiency awards. Each student will be expected to complete a Supervised Agricultural Experience Program/Internship.

Suggested grade level: 11-12

Topics covered:

- Job applications
- Job interviews
- Personal strengths
- Marketing plans
- Merchandising
- Selling
- Inventory management
- Ag production in the U.S. and South Dakota
- Global food needs
- International agriculture trade

Indicator #1: Demonstrate the skills necessary to obtain and keep gainful employment in agribusiness occupations.

Bloom's Taxonomy Level	Standard and Examples
Applying	<p>ABSM1.1 Use written and oral skills to seek and obtain an agricultural job.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Interpret the role of an employee in an agribusiness. • Write appropriate letters needed for employment including letter of application and follow-up letter. • Compose a resume. • Prepare a job application. • Participate in a job interview.
Understanding	<p>ABSM1.2 Apply knowledge of personality traits and development to improve.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identify positive personality traits. • Describe personal strengths. • Develop a plan for personal improvement. • Use steps for systematic problem solving.

Indicator #2: Evaluate sales and marketing principles used to accomplish marketing objectives.

Bloom's Taxonomy Level	Standard and Examples
Applying	<p>ABSM2.1 Write a marketing plan for a product based on marketing objectives.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Recognize objectives of marketing. • Choose goods and services to market. • Interpret product potential. • Promote products and services. • Advertise products and services.

Analyzing	<p>ABSM2.2 Merchandise products and services to meet the needs of a customer.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Differentiate skills needed in selling. • Differentiate groups of customers. • Outline steps in making a sale. • Approach a customer. • Develop a sales presentation. • Handle resistance effectively. • Close a sale.
Indicator #3: Use computer technology and documents to manage agribusiness inventory.	
Bloom's Taxonomy Level	Standard and Examples
Applying	<p>ABSM3.1 Apply reading comprehension, writing and math skills in inventory management.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepare a sales ticket. • Make change on a cash sale. • Read a parts catalog. • Interpret inventory control systems. • Complete a purchase order, invoice and shipping orders for accuracy. • Calculate product margin.
Indicator #4: Evaluate opportunities for marketing of agricultural products throughout the world.	
Bloom's Taxonomy Level	Standard and Examples
Understanding	<p>ABSM4.1 Locate areas of agricultural importance and determine the competitive advantage for production of agricultural products.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Locate the six US production regions and what they raise. • Identify South Dakota agricultural products and how they rank in the United States. • Identify agricultural products exported to other countries.

Analyzing	<p>ABSM4.2 Develop an awareness of food production and global needs to determine how needs can be met.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Compare food needs of a country to the commodities they produce. • Identify world trading communities such as European Union, North American Free Trade Agreement, etc. • Compare economic factors of various countries to the United States. • Discuss factors affecting world food stocks including weather, government trade policies and domestic issues.
Analyzing	<p>ABSM4.3 Examine the process in developing nations as trading partners for the goal of exploring potential foreign trade.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discuss the effects of US government policy on trading. • Analyze how current issues affect trading between countries. • Determine monetary exchange between countries. • Examine major seaports and trading routes in the world. • Outline trading procedures and records needed to ship a product to a foreign country.