

**Agriculture, Food & Natural Resources Career Cluster**  
**Agribusiness Management and Leadership**  
**Course Number: 01.41200**

**Course Description**

The Agribusiness Management and Leadership course provides a foundation for students interested in pursuing a degree in agribusiness through post-secondary study or to enter the Agribusiness industry upon graduation from high school. The student will demonstrate competence in the application of principles and practices of agribusiness management and leadership. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, business management, financial analysis, communications, agricultural law, leadership and teamwork, ethics, and agricultural economics. Mastery of these standards through project-based learning and leadership development activities in the FFA and supervised agricultural experience program will help prepare students for post-secondary study or entry into agribusiness.

**Course Standard 1**

**AFNR-AML-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter

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Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

### 1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

### 1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

### 1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss

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Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

**Support of CTAE Foundation Course Standards and Georgia Standards of Excellence  
L9-10RST 1-10 and L9-10WHST 1-10:**

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

**Course Standard 2**

**AFNR-AML-2**

**Learns to work safely in the agriculture lab and work sites, demonstrates selected competencies in leadership through the FFA and agricultural industry organizations, and develops plans for a Supervised Agricultural Experience Program (SAEP).**

- 2.1 Explain the role of the Agricultural Education program and the FFA in personal development.
- 2.2 Demonstrate knowledge learned through a SAEP.
- 2.3 Develop leadership and personal development skills through participation in the FFA.
- 2.4 Explore career opportunities in agribusiness through the FFA and Agricultural Education Program.
- 2.5 Explore the professional agricultural organizations associated with the course content.

**Course Standard 3**

**AFNR-AML-3**

**Analyze characteristics of the agribusiness industry.**

- 3.1 Assess the importance of agribusiness by determining the types of agribusiness and the products and services agribusiness provides.
- 3.2 Identify patterns in the location of agribusiness in America.
- 3.3 Trace the distribution of agribusiness products and services from the farm to the consumer.
- 3.4 Analyze how byproducts are utilized in agricultural production.
- 3.5 Develop a logical argument for why culture, consumer preferences, demand, and issues affect the production and marketing of agricultural products in agribusiness.
- 3.6 Define and explain the characteristics of the free enterprise system and capitalism as they relate to agribusiness.
- 3.7 Draw conclusions about the government's involvement in agribusiness.
- 3.8 Define methods of forward contracting.

**Course Standard 4**

**AFNR-AML-4**

**Compare and contrast agribusiness, organization, and ownership.**

- 4.1 Comply and examine the effects of risk in agribusiness related to type and organization.
- 4.2 Compare and contrast organization types and ownership options related to agricultural operations.

**Course Standard 5**

**AFNR-AML-5**

**Examine and apply the basic principles of agricultural economics.**

- 5.1 Explain the conditions that exist in and contribute to shortages and surpluses in terms of the laws of supply and demand in agribusiness.
- 5.2 Graph the supply and demand curves for a variety of situations.
- 5.3 Explain the law and application of the law of diminishing returns.
- 5.4 Describe and assess the importance of the basic economic measures of an agribusiness (net profit, total assets, etc...).
- 5.5 Explain the concept of competition and analyze its role in agribusiness.
- 5.6 Explain the principle of economies of size.
- 5.7 Calculate a simple depreciation schedule.

## Course Standard 6

### AFNR-AML-6

**Compare and contrast the factors involved in starting and operating an agribusiness.**

- 6.1 Define and identify the importance of different entrepreneurial concepts of business.
- 6.2 Identify education, skills, and personal characteristics of business owners and entrepreneurs.
- 6.3 Investigate factors in obtaining financing for a new business and defend your choices.
- 6.4 Investigate successful businesses to determine factors that lead to success and analyze their process.
- 6.5 Develop a business plan for an agribusiness including a list of steps and factors involved in the process.

## Course Standard 7

### AFNR-AML-7

**Develop and simulate agribusiness budgets and agricultural enterprise plans.**

- 7.1 Describe and assess the types, uses, and components of budgets.
- 7.2 Calculate partial and enterprise budgets.

## Course Standard 8

### AFNR-AML-8

**Use cost and returns analysis to determine the profitability of an agribusiness.**

- 8.1 Assess input-output relationships in agricultural production.
- 8.2 Assess input-input relationships in agricultural production.
- 8.3 Compute break-even costs.

## Course Standard 9

### AFNR-AML-9

**Develop a personal financial plan to manage various forms of funds.**

- 9.1 Manage personal funds in a checking account.
- 9.2 Create and manage a personal budget that includes a financial plan for retirement.
- 9.3 Distinguish between the different types of personal credit and loans.

## Course Standard 10

### AFNR-AML-10

**Investigate the relationship between ethics and law.**

- 10.1 Analyze a person's responsibility under the law as it relates to business activities.
- 10.2 Categorize unethical and illegal conduct in business and related consequences.
- 10.3 Identify and describe federal laws dealing with fair business practices including competition, advertising, and pricing.
- 10.4 Propose examples of how unethical behavior leads to government regulations.

## Course Standard 11

### AFNR-AML-11

**Identify the characteristics of common government agencies and the programs they offer related to agribusiness.**

- 11.1 Identify government agencies associated with agribusiness.
- 11.2 Define the farm bill and interpret data found within a given U.S. Farm Bill.
- 11.3 Identify and assess government programs and policies that affect agriculture.
- 11.4 Explain the relationship between wildlife and the environment.

- 11.5 Critique the purpose, use, and positive and negative effects of using government programs to supplement agricultural production.

## Course Standard 12

### AFNR-AML-12

#### Identify common legal agreements and documents as they relate to agribusiness.

- 12.1 Explain common legal documents in business, such as mortgages, promissory notes, security agreements, stock certificates, deeds, titles, leases, and tax forms and identify their purposes.
- 12.2 Explain the difference between leasing and owning agribusiness facilities and equipment.
- 12.3 Evaluate the types and amounts of insurance needed in an agribusiness.
- 12.4 Explain legal liabilities of a business owner or organization.

## Course Standard 13

### AFNR-AML-13

#### Appraise the affect income taxes and other withholdings have on the agribusiness.

- 13.1 Analyze the importance of managing income taxes and complete an e-z income tax return.
- 13.2 Complete documents necessary to receive a paycheck (e.g. W-4).
- 13.3 Explain payroll deductions for small and large-sized businesses.
- 13.4 Distinguish between tax deductible and non-tax deductible business expenses.
- 13.5 Create a strategy to minimize taxes and maximize income.

## Course Standard 14

### AFNR-AML-14

#### Plan and implement a program of personal development.

- 14.1 Analyze the value of a positive self-concept.
- 14.2 Apply techniques to raise their self-concept as well as their followers.
- 14.3 Model the appropriate attitude for leadership success.
- 14.4 Utilize methods to solve problems and make decisions.
- 14.5 Identify personal goals and establish a leadership plan.
- 14.6 Illustrate the value of time management.

## Course Standard 15

### AFNR-AML-15

#### Apply communications techniques in agribusiness.

- 15.1 Illustrate the importance of communication skills in agribusiness.
- 15.2 Discuss different forms of communication skills in agribusiness.
- 15.3 Practice communication skills by giving prepared and extemporaneous speeches.
- 15.4 Investigate and model communication techniques in agricultural careers.

## Course Standard 16

### AFNR-AML-16

#### Practice human resource management methods for leading individuals and groups to understand the importance, types, and processes of effective team-building.

- 16.1 Identify the importance and function of teams in agribusiness.
- 16.2 Identify the value of democratic leadership in teamwork, organizations, etc.
- 16.3 Illustrate the proper steps in effective conflict resolution and parliamentary procedure.
- 16.4 Define the major leadership styles (Authoritarian and Democratic) and identify current examples of each.
- 16.5 Identify the major personality types and problem solving styles of individuals.

- 16.6 Identify and defend the value of a team with diverse abilities, personality types, and problem solving styles.

## Course Standard 17

### AFNR-AML-17

#### Explore the importance of community relations and public service.

- 17.1 Illustrate the meaning and importance of public service and citizenship.
- 17.2 Create a list of qualities of being a good citizen and defend.
- 17.3 Create a personal and organizational plan for service and implement it to serve others in the community.