



# Marketing Plan

## Purpose

*The marketing plan career development event is designed to assist students with developing practical skills in marketing through the development and presentation of a marketing plan. Students research and present a marketing plan for an agricultural product, supply or service. Students will experience a client-consultant relationship that further connects them to their community and prepares them for potential future careers in marketing.*

## Objectives

Through participation in the national event, participants will:

- Demonstrate an understanding of the marketing plan process.
- Explore and prepare for possible careers in marketing.
- Develop partnerships and improve relations between industry, their local FFA chapters and the general public.

## Event Rules

We recommend you review the complete rules, policies and procedures relevant to all National FFA Career and Leadership for Development Events as found in the [Guide to CDE and LDE Policies and Procedures](#). These rules and guidelines address eligibility, selection, certification, accommodations, waivers, emergency conditions, disqualification, penalties, appeals and more.

## Program Structure

The marketing plan career development event includes a written marketing plan and live presentation. The marketing plan is focused on solving a relevant, real-world business's objectives through sound research, pertinent insights and clear recommendations. The marketing plan rubric offers a thorough review of marketing plan components and attributes.

### **PARTICIPATING TEAM**

Local chapters may involve the entire chapter, a specific agriculture class or a three-person team in the development of the plan. A three-person pitch team will represent the chapter in presenting the marketing plan's sections and solutions. This three-person team is responsible for delivering primary research, analysis, and the marketing plan's ultimate client recommendations. Though only three individuals are on a team, any number of students may assist with the primary and secondary research.

A three-person pitch team is responsible for presenting the marketing plan. This team should be well-versed in the marketing plan process and the team's recommendations.

Pre-selecting an alternate is suggested and permitted for substitution should it be warranted. **Teachers and students must be committed to all presentations: preliminary, semi-final, and final.** If conflicts arise, then member substitutions must be handled prior to the convention. Substitutions can be made up to Tuesday of the National FFA convention.

## CLIENT SELECTION

Teams will select an actual, existing local agribusiness, either an established or start-up enterprise, that serves the community; further referred to as the 'client.' Teams decide on the product or service for the marketing plan. The team should serve as a marketing agency for the business; collaborating with the client to deliver owned insights about their company and potential opportunities for their growth through marketing.

Teams should work with an off-campus organization. Marketing plan effectiveness is largely based off a response to learning and understanding an outside client's needs. To emphasize the importance of the client-agency relationship to form the marketing plan, the following are not permitted as selected 'clients:'

- Teams should not use their chapter as a client\*
- Teams should not develop their own business or product for their marketing plan development project.

Teams should not use a start-up or business that is owned by one of its team members; or in which a current team member provides the client relationship.

- *\*If a chapter has a certified state business LLC that has been operating prior to plan development, the chapter may use their business as their marketing plan development project.*

## Event Format

### EQUIPMENT

The following equipment should be supplied by presenting teams:

- One LCD projector with appropriate connective cables (e.g. HDMI).

Equipment provided at the event site:

- Two tripod easels
- One screen
- One AV cart including power strip and extension cord
- Two tables

Students should not assume there will be internet connectivity at the event site. If teams plan to use internet resources, it is recommended that they be embedded into the media presentations.

It is the responsibility of the team to provide any additional equipment, including computer adapters.

## WRITTEN PLAN (100 POINTS)

### Instructions

A marketing plan should be focused on the end consumer. This is different from a business plan.

- Emphasis should be placed on using marketing techniques to increase the value of the selected client's products or services to its determined target audience. Marketing techniques should be informed from primary and secondary research and show a clear understanding of client's needs.
- A marketing plan is concerned with the future. Historical information is very valuable, but the actual plan must be a projection. A plan presented in the current year should be developed for the following year. A three-year timeframe is suggested, which would mean the inclusion of the two years following the current year.
- The project outline should include the following aspects of the marketing process:

### **Brief description of the client and its product or service attributes (5 points).**

#### **Situational analysis (30 points).**

- Client's status in the current market
- Trends in the industry
- Competitor analysis (displayed as SWOT analysis)
- Client's SWOT analysis, with consideration to service or product
- Primary research results (surveys, focus groups, interviews)
- Buyer profile and behavior, as discovered through primary and secondary research

#### **Business proposition (20 points).**

- Develop a mission statement
- Make key planning assumptions (cite sources of information).
- Identify the target market and its attributes.
- Have short and long-term objectives — must be specific, measurable, attainable and have completion dates (SMART objectives)

#### **Strategies and action plan (25 points).**

- Product
- Price
- Place
- Promotion
- Position

#### **Projected budget (10 points).**

- The marketing budget should outline realistic, specific costs connected to the recommendations as outlined throughout the plan. The budget should be future-oriented and include the current year plus two additional years in advance, detailing:
  - Cost of marketing strategies
  - Pro forma income statement that details the realistic costs and returns of the marketing strategies
  - Calculated financial return of the marketing plan

The budget should not illustrate the client's entire financials; and only detail those financial items directly impacted by value-added marketing efforts. The agency's objective is to showcase true value and return specific to its marketing recommendations, as part of delivering enticing and effective solutions to its selected client.

- Teams should utilize the following formula to calculate ROI. ROI should be specific to marketing recommendations:

$$[(\$ \text{ Sales} - \$ \text{ Marketing Cost}) / \$ \text{ Marketing Cost}] \times 100 = \% \text{ Marketing ROI}$$

**Evaluation (5 points).**

- Benchmarks to track progress toward goals.
- Identify tools to measure established benchmarks.
- Recommendations for alternative strategies, if benchmarks are not reached.

**Technical and business writing skills (5 points).***Procedures*

A copy of the written plan, in PDF format (no larger than 20 megabytes) must be uploaded by the posted deadline.

- A penalty of 10 percent will be assessed for documents received after the Sept. 1 upload deadline.
- If the written plan is not received seven (7) days after the upload deadline, the team may be subject to an additional 25-point deduction. States qualifying after the Sept. 1 deadline will have 10 days from the state qualifying event date to submit their written plan.
- State name and chapter number **MUST** be on the written plan title page. If not included, a penalty of five points will be deducted.

The document should not exceed eight (8) single-sided, 8.5 x 11-inch pages and must be 10 point or larger type size; formatted with margins no greater than 1 inch. Font sizes apply to all text and tables, if applicable. A five-point deduction will be applied to all marketing plans that do not follow these guidelines.

## Title page — one page

- Project title
- State name
- Chapter name
- Chapter number
- Year

## Text and appendices — seven pages

- Marketing plan
- Supplemental surveys, graphs, maps and/or promotional pieces

Written expression is important. Attention should be given to language, general appearance, structure and format. These components impact how your plan is scored.

**LIVE PRESENTATION (200 POINTS)**

The team assumes the role of a marketing consultant. The judges assume the role of the selected client.

Each team will be allowed five minutes to set up before their 15-minute presentation time allowance begins. Before the presentation, teams are allowed to hand judges one, single-sided, 8.5 x 11-inch page with changes/corrections to the written plan. No other handouts or samples are allowed.

The live presentation should not exceed 15 minutes. Five points will be deducted from the final score for each minute, or major fraction thereof, over 15 minutes for the presentation. An assigned timekeeper shall be responsible for keeping an accurate record of time.

In the case of equipment failure, every effort will be made to rectify the problem as quickly as possible; however, at the judges' discretion, a team may be asked to move forward with the presentation. A backup plan is recommended. After the presentation, teams are required to reset the equipment as they found it.

**Visual Aids.**

Visual aids are not required but can be used to elevate presentation points and exemplify marketing recommendations. Scoring will be based on how effectively visual aids are used; not how elaborate they are. Visual aids should be pertinent to the presentation and referenced appropriately throughout. If props do not enhance the presentation, they should not be used.

Remember that visual aids should enhance and clarify what the speakers are saying, not replace them. Visual aids (i.e., flyers, promotional materials, webpages, advertisements, mailers, etc.) should support the marketing effort and not the product itself.

**Question & Answer.**

Each member of the team will participate in the question-and-answer session. During the preliminary and semi-final rounds, marketing team members will be asked to join the judges following their presentation at the table to further discuss marketing questions and details of the proposed plan. The judges will continue to act as the client; asking questions to the presentation team relevant to their marketing recommendations. Questions will be asked to all or individual team members during each of the rounds: preliminary, semi-finals, and finals.

Prior the preliminary presentation, teams will be also asked a question each from a set of general marketing questions. These questions and answers will not be recorded against Q&A time allotment. The preliminary presentation will be followed by five minutes, maximum, of only clarifying questions specific to the marketing plan presented.

During the semifinal round, the Q&A time allotment will be extended to 7 minutes, preceded by general marketing questions. The general marketing questions and answers will not be recorded against the Q&A time allotment.

In the final round, the presentation will be followed by 10 minutes, maximum, of clarifying questions. General marketing questions will not be asked in the final round.

**Judges & Volunteers.**

At least three qualified judges will be used. Judges will be selected to represent a diverse background of industry, education and communication experience. All will have a sufficient understanding of the marketing plan process. Judges will be given a preview of written plans prior to the team's presentation, but it should be assumed judges will not have thorough background on a team's plans or findings prior to the presentation.

- The judges' written evaluations will be distributed at the awards ceremony.
- Teams will receive their rank for the written plans.
- A timekeeper will be provided.

## Scoring

Teams will be ranked in numerical order based on the final score determined by each judge. without consultation.

The judges' rankings of each team shall then be added. The winner will be the team whose added total is the lowest. The lower totaled score indicates the higher team ranking. Other placings will be determined in the same manner (ranking method of selection). All event scorecards are at the end of this chapter of the handbook.

After the preliminary round, advancing teams will be assigned to four separate rooms based on their total sum of ranks and the average score on their written plan.

### **TIEBREAKER**

Ties will be broken based on the greatest number of high team rankings,. As teams are ranked in numerical order, lower numbers indicate a higher ranking. Team ranks will be counted, and the team with the greatest number of high ranks will be declared the winner.

If a tie still exists, written plan scores will be used and follow the same ranking method. The team with the highest ranking will proceed. If a tie still exists, the team with the highest Q&A rank will be declared the winner.

## **Awards**

Teams participating in the preliminary round will receive a bronze placing. Teams continuing to the semifinal round will receive a silver placing. All teams competing in the final round will receive a gold placing. Awards will be presented to individuals and teams at the awards ceremony based on their rankings. Corporate partners help grow the next generation of leaders through supporting AFNR pathways awards.

## **References**

This list of references is not intended to be all-inclusive. Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. The following list contains references that may prove helpful during event preparation.

Past CDE materials and other resources are available on FFA.org.

- Agricultural Marketing Resource Center, <http://www.agmrc.org/>
- Finals Hall presentations and resources on FFA.org, [FFA.org/participate/cdes/marketing-plan](https://www.ffa.org/participate/cdes/marketing-plan)

# Written Marketing Plan Rubric

100 POINTS

Chapter	State			Team Number		
Indicator	Very strong evidence of skill 5–4 points	Moderate evidence of skill 3–2 points	Weak evidence of skill 1–0 points	Points Earned	Weight	Total Points
<b>Description of product/client status</b>	The plan contains details of the products/services from the customer's point of view and identifies key competitors and how the product/service is positioned to compete.	The plan describes the products/services; however, detail on the features, benefits and competitors is lacking.	Little to no information is provided on the product/service, its features and benefits or its competitors.		x 1	
<b>Market Analysis</b>						
<b>Client's status in current market</b>	Information is thoroughly and clearly reported, including such things as the type of product/service, current marketing efforts, current knowledge about customers and competitors, etc.	Information is, for the most part, thoroughly and clearly reported, but some information that may be critical to the marketing plan is missing.	Information is provided, but there is a great deal of potentially important information missing.		x 1	
<b>Industry trends</b>	Describes how major trends and information helped identify immediate opportunity	Describes major trends that could impact this industry in the near future	Gives a brief history of the industry but does not demonstrate understanding of trends		x 1	
<b>Buyer profile and behavior</b>	Describes in-depth the buyer in the customer profiles buying roles, buying behavior and buyer decision-making process	Briefly describes the buyer in the customer profiles buying roles, buying behavior and buyer decision-making process	The buyer profile section is incomplete.		x 1	
<b>Competition's SWOT analysis</b>	A thorough SWOT analysis is provided, and the reasoning for each item in the SWOT is provided and logical.	SWOT analysis is provided, but there are some missing points. The reasoning for each item is not always thoroughly provided and/or logical.	SWOT analysis is provided, but there are missing points, and there is no reasoning provided for the items.		x 1	
<b>Product's/client's SWOT analysis</b>	A thorough SWOT analysis is provided, and the reasoning for each item in the SWOT is provided and logical.	SWOT analysis is provided, but there are some missing points. The reasoning for each item is not always thoroughly provided and/or logical.	SWOT analysis is provided, but there are missing points, and there is no reasoning provided for the items.		x 1	
<b>Primary Research results (survey, focus groups, interviews)</b>	Excellent plan for collection of data justified with many facts from current business environment	Adequate data collection plan justified with a few facts from business environment	Data collection plan is unorganized and not supported by business environment		x 1	
<b>Business Proposal</b>						
<b>Mission statement</b>	Useful mission statement that is relevant to the business	Mission statement is not totally relevant to the business.	Irrelevant, not matching business use		x 1	
<b>Key planning assumption</b>	Identifies and validates key assumptions in the strategy	Identifies and validates most of the key assumptions in the strategy	Does not surface the key assumptions or validation for the strategy		x 1	
<b>Short- and long-term goals</b>	Short- and long-term business goals are attainable and time-bound.	Short- and long-term business goals may not be attainable or are not time-bound.	Goals are missing or are irrelevant to the business.		x 1	

Indicator	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Points
<b>Target market</b>	Clearly identified by demographics and product/service meets needs/wants of target group	Somewhat identified by demographics and product/service may meet needs/wants of target group	Not identified by demographics and product/service does not meet needs/wants of target group		x 1	
<b>Strategies and Action Plan</b>						
<b>Product</b>	Clearly evident what product/service is being provided	Somewhat evident what product/service is being provided	Unclear what product/service is being provided		x 1	
<b>Price</b>	Includes the pricing structure and explains why/how these prices were determined	Includes the pricing structure but does not explain how the prices were determined	Does not provide complete pricing structure; some products or services are missing; No rationale for the pricing strategy is given.		x 1	
<b>Place</b>	Location is very convenient for target market	Location is accessible for target market	Location is not very convenient for target market		x 1	
<b>Promotion</b>	Promotional material makes target market clearly aware of what the product/service is, what it does and where it is available	Promotional material makes target market somewhat aware of what the product/service is, what it does and where it is available	Promotional material does not make target market aware of what the product/service is, what it does and where it is available		x 1	
<b>Position</b>	Unique selling position (USP) in the market clearly determined	Unique selling position (USP) in the market is somewhat determined	Unique selling position (USP) in the market is not determined		x 1	
<b>Budget (income statement, costs, returns, accuracy)</b>						
	Income statement is complete and demonstrates a reasonable return on investment (ROI); all calculations are accurate and accurately categorized.	Income statement is complete and demonstrates a questionable return on investment (ROI); most calculations are accurate and accurately categorized.	Income statement is not complete and demonstrates an unreasonable return on investment (ROI); most calculations are inaccurate and inaccurately categorized.		x 2	
<b>Evaluation</b>						
	Evaluates data or criteria in a way that reflects an in-depth understanding of the product/service	Evaluates data or criteria in a way that reflects some basic understanding of the product/service	Has difficulty evaluating important data or criteria, which demonstrates a lack of understanding of the product/service		x 1	
<b>Technical Business Writing</b>						
	The plan contains no more than five spelling or grammatical errors. If any sources have been referenced, proper citations have been used. The plan is formatted according to the handbook.	The plan contains more than five spelling or grammatical errors. Citations, if needed, have been cited correctly. The plan is formatted according to the handbook.	The plan has many spelling or grammatical errors. No citations have been provided. The plan has not been formatted appropriately.		x 1	
<b>Deduction:</b> Late submission: Written plan received after deadline. Deduct 10 percent of possible plan score or 10 points. Submission after 7 days post deadline – 25 points						
<b>Deduction:</b> State name and chapter number title page. If not included, a penalty of five points will be deducted.						
<b>Deduction:</b> Five points deducted for incorrect written plan format. (eight (8) single-sided, 8.5 x 11-inch pages and must be 10 point or larger type size; formatted with margins no greater than 1 inch)						
<b>WRITTEN MARKETING PLAN TOTAL POINTS</b>						

Judge's Name

Judge's Signature

Date

# Marketing Plan Presentation Rubric

**200 POINTS**

Chapter		State		Team Number		
Indicator	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
<b>Marketing Process (Understanding and clear presentation of the six parts of the marketing plan)</b>						
Brief description/Client status	Clear and engaging description of a want or unmet need in the market using data to support claims is presented	Somewhat clear description of a want or unmet need in the market is presented	Unclear description of a want or unmet need in the market is presented		x 1	
Marketing analysis • Status in market • Industry trends • Buyer profile • SWOT analysis	Clear and compelling narrative that seamlessly integrates all important market research concepts from the written plan into the presentation	Clear narrative that integrates some market research concepts from the written plan into the presentation	No clear narrative or demonstration of market research concepts from the written plan in the presentation		x 2	
Primary research	Market is clearly explained using primary market research tools to persuasively support that the business in the presentation.	Market is somewhat explained and demonstrates the use of some primary market research tools to support the business in the presentation	Market is not explained and does not demonstrate the use of primary market research tools in the presentation		x 7	
Business proposal • Mission statement • Key planning assumptions • Goals • Target market	Clear and compelling narrative that seamlessly integrates all important business concepts from the written plan into the presentation	Clear narrative that integrates some business concepts from the written plan into the presentation	No clear narrative that demonstrates business concepts from the written plan in the presentation		x 3	
Strategies/action plan • Product • Price • Place • Promotion • Position	Strategies/action plans from the written plan are pervasively included in the presentation	Some of the strategies/action plans from the written plan are included in the presentation	No clear presentation of strategies/action plans are included in the presentation		x 6	
Budget • ROI • Cost of strategies	Clear and compelling narrative that seamlessly integrates all important financial concepts from the written plan into the presentation	Clear narrative that integrates some financial concepts from the written plan into the presentation	No clear narrative or demonstration of financial concepts from the written plan in the presentation		x 5	
Evaluation • Benchmarks • Measuring tools • Alternative strategies	Clear and compelling narrative that seamlessly integrates all the important evaluation information from the written plan in the presentation	A narrative that integrates some evaluation information from the written plan is included in the presentation.	No clear demonstration of evaluation information from the written plan is included in the presentation.		x 2	

Indicator	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
<b>Communication</b>	Speaks with confidence, presence, poise and eye contact; excellent use of grammar enhances the entire presentation; All members participated equally.	Some problems with pauses, pacing and/or eye contact and language, includes grammar that is average; Two members took an active role in the presentation.	Reads from notes, rarely looks at audience; has problems with pronunciation and/or very low level of grammar is used; All members did not participate equally.		x 4	
<b>Question and Answers</b>	Knowledge is evident and provides a clear, concise well-thought out answer to the questions	Provides answers that are somewhat unclear and at times does not answer questions.	Seems caught off guard by questions and either does not answer the question or provides a rambling answer		x 10	
<b>Presentation Total Points (possible 200 points)</b>						
<i>Deduction:</i> Five points for each minute, or major fraction thereof, presentation went over 15 minutes.						
<b>Written Plan Total Points (possible 100 points)</b>						
<i>Sub-total (Written and Presentation)</i>						
<b>NET TOTAL POINTS (300 POSSIBLE POINTS)</b>						
<b>TEAM RANKING</b>						

# Agriculture, Food and Natural Resources Content Standards

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
<b>ABS.03.01. Performance Indicator: Develop, assess and manage cash budgets to achieve AFNR business goals.</b>		
ABS.03.01.01.b. Examine and interpret cash budgets for AFNR businesses.	Written plan	CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6
ABS.03.01.01.c. Develop cash budgets for AFNR businesses.	Written plan	CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6
ABS.03.01.02.b. Examine and identify strategies to manage components of cash budgets to minimize liabilities and maximize profit in AFNR businesses (e.g., delayed payment of expenses, prepayment of expenses, etc.).	Written plan	CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6
ABS.03.01.02.c. Predict the impact of management decisions on cash budgets in AFNR businesses.	Written plan	CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.MATH.CONTENT.HSS.IC.B.6
<b>ABS.05.01. Performance Indicator: Analyze the role of markets, trade, competition and price in relation to an AFNR business sales and marketing plans.</b>		
ABS.05.01.01.b. Analyze the role of trade and price in the market structure as it relates to AFNR businesses.	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.01.c. Evaluate and predict future trends for a specific AFNR product as related to markets, trade and price (e.g., corn, oil, wheat, etc.).	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
ABS.05.01.02.b. Compare and contrast different forms of market competition and how they can be applied to different AFNR businesses.	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
ABS.05.01.02.c. Design and conduct experiments to determine market competition effectiveness of different AFNR businesses.	Written plan	AFNR Career Cluster, Statement 7 AFNR Career Cluster – Agribusiness Systems Pathway, Statement 1 Financial Investing: Benchmarks: Grade 12, Statement 13
<b>ABS.05.03. Performance Indicator: Assess marketing principles and develop marketing plans to accomplish AFNR business objectives.</b>		
ABS.05.03.01.b. Assess alternative marketing strategies as related to marketing principles for AFNR businesses (e.g. value-adding, branding, niche marketing, etc.).	Written plan	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
ABS.05.03.01.c. Deconstruct and analyze current AFNR marketing plans to determine the effectiveness of implementation of marketing principles and alternative marketing strategies.	Written plan	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
<p>ABS.05.03.02.b. Compare and contrast the strategies of marketing for products and services used in AFNR businesses (e.g., direct marketing, commodities, etc.).</p>	<p>Written plan</p>	<p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4                      CCSS.ELA-LITERACY.L.9-10.6                      CCSS.ELA-LITERACY.L.11-12.6                      CCSS.ELA-LITERACY.RST.9-10.4                      CCSS.ELA-LITERACY.RST.11-12.4                      CCSS.ELA-LITERACY.W.9-10.2                      CCSS.ELA-LITERACY.W.11-12.2                      CCSS.ELA-LITERACY.RH.9-10.7                      CCSS.ELA-LITERACY.RH.11-12.7                      CCSS.ELA-LITERACY.SL.9-10.6                      CCSS.ELA-LITERACY.SL.11-12.6                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 3                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 4                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 7</p>
<p>ABS.05.03.02.c. Devise plans to implement and evaluate marketing strategies for products and services used in AFNR businesses.</p>	<p>Written plan</p>	<p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4                      CCSS.ELA-LITERACY.L.9-10.6                      CCSS.ELA-LITERACY.L.11-12.6                      CCSS.ELA-LITERACY.RST.9-10.4                      CCSS.ELA-LITERACY.RST.11-12.4                      CCSS.ELA-LITERACY.W.9-10.2                      CCSS.ELA-LITERACY.W.11-12.2                      CCSS.ELA-LITERACY.RH.9-10.7                      CCSS.ELA-LITERACY.RH.11-12.7                      CCSS.ELA-LITERACY.SL.9-10.6                      CCSS.ELA-LITERACY.SL.11-12.6                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 3                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 4                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 7</p>
<p>ABS.05.03.03.b. Perform a market analysis to gather information for marketing plans for AFNR businesses (e.g., evaluation of competitors, customers, domestic and international policy, regulations and rules, standards, etc.).</p>	<p>Written plan</p>	<p>AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4                      CCSS.ELA-LITERACY.L.9-10.6                      CCSS.ELA-LITERACY.L.11-12.6                      CCSS.ELA-LITERACY.RST.9-10.4                      CCSS.ELA-LITERACY.RST.11-12.4                      CCSS.ELA-LITERACY.W.9-10.2                      CCSS.ELA-LITERACY.W.11-12.2                      CCSS.ELA-LITERACY.RH.9-10.7                      CCSS.ELA-LITERACY.RH.11-12.7                      CCSS.ELA-LITERACY.SL.9-10.6                      CCSS.ELA-LITERACY.SL.11-12.6                      Buying Goods &amp; Services: Benchmarks: Grade 12, Statements 1</p>

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
		Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
ABS.05.03.03.c. Construct comprehensive marketing plans for AFNR businesses.	Written plan	AFNR Career Cluster – Agribusiness Systems Pathway, Statement 4 CCSS.ELA-LITERACY.L.9-10.6 CCSS.ELA-LITERACY.L.11-12.6 CCSS.ELA-LITERACY.RST.9-10.4 CCSS.ELA-LITERACY.RST.11-12.4 CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.11-12.2 CCSS.ELA-LITERACY.RH.9-10.7 CCSS.ELA-LITERACY.RH.11-12.7 CCSS.ELA-LITERACY.SL.9-10.6 CCSS.ELA-LITERACY.SL.11-12.6 Buying Goods & Services: Benchmarks: Grade 12, Statements 1 Buying Goods & Services: Benchmarks: Grade 12, Statements 3 Buying Goods & Services: Benchmarks: Grade 12, Statements 4 Buying Goods & Services: Benchmarks: Grade 12, Statements 7
<b>CS.02.01. Performance Indicator: Research geographic and economic data related to AFNR systems.</b>		
CS.02.01.02.b. Analyze a set of economic data and analyze how it impacts an AFNR system.	Written plan	
CS.02.01.02.c. Devise a strategy to solve a problem in an AFNR system using a set of economic data.	Written plan	
<b>CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.</b>		
CRP.04.01.01.b. Analyze use of verbal and non-verbal communication strategies in workplace situations.	Presentation	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3
CRP.04.01.01.c. Evaluate other's verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.	Presentation	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Presentation	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3
CRP.04.01.02.c. Evaluate personal strengths and areas for growth with regard to speaking formally and informally with clarity, logic, purpose and professionalism, and identify ways to improve.	Presentation	AFNR Career Cluster, Statement 2 AFNR Career Cluster, Statement 3

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
<b>CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.</b>		
CRP.04.02.01.b. Compare and contrast the structure of different forms of written communication.	Written plan	AFNR Career Cluster, Statement 7
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Written plan	AFNR Career Cluster, Statement 7
<b>CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.</b>		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	
CRP.04.03.01.c. Evaluate personal effectiveness and devise a plan to improve active listening skills.	Presentation	
CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	
<b>CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.</b>		
CRP.05.01.01.b. Analyze how the process of decision making is used in workplace and community situations.	Written plan	
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Written plan	
CRP.05.01.02.b. Analyze past workplace and community situations to determine if appropriate information and resources were used to make an effective decision.	Written plan	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Written plan	
CRP.05.01.03.b. Analyze workplace and community decisions and assess the information and resources used to make those decisions.	Written plan	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Written plan	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
<b>CRP.05.02. Performance Indicator: Make, defend and evaluate decisions at work and in the community using information about the potential environmental, social and economic impacts.</b>		
CRP.05.02.01.b. Apply a structured decision-making process to improve workplace and community situations.	Written plan	
CRP.05.02.01.c. Evaluate and defend decisions applied in the workplace and community situations.	Written plan	
CRP.05.02.02.b. Assess past decisions made in workplace and community and analyze their effects on environmental, social and economic situations.	Written plan	
CRP.05.02.02.c. Evaluate workplace and community situations and propose decisions to be made based upon the positive impact made on environment, social and economic areas.	Written plan	
<b>CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.</b>		
CRP.06.01.01.b. Synthesize information, knowledge and experiences to generate ideas for workplace and community situations.	Entire event	
CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Written plan	
CRP.06.01.02.b. Analyze how assumptions can impact outcomes in a variety of workplace and community situations.	Written plan	
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.	Written plan	
<b>CRP.07.01. Performance Indicator: Select and implement reliable research processes and methods to generate data for decision-making in the workplace and community.</b>		
CRP.07.01.01.b. Analyze how different research methods are used to generate data in a variety of situations.	Written plan	
CRP.07.01.01.c. Evaluate businesses' and organizations' use of research methods and processes and propose recommendations for improvement.	Written plan	
CRP.07.01.02.b. Assess the positives and negatives of using different research strategies and methods to generate data for workplace and community decisions.	Written plan	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.07.01.02.c. Design plans for use and implementation of reliable research methods to generate data for decision making in workplace and community situations.	Written plan	
<b>CRP.07.02. Performance Indicator: Evaluate the validity of sources and data used when considering the adoption of new technologies, practices and ideas in the workplace and community.</b>		
CRP.07.02.01.b. Assess data sources for reliability and validity.	Written plan	
CRP.07.02.01.c. Propose valid and reliable data sources to use when considering the adoption of new technologies, practices and ideas.	Written plan	
CRP.07.02.02.b. Assimilate data to assist in making a decision about the adoption of a new technology, practice or idea by workplaces and community organizations.	Written plan	
CRP.07.02.02.c. Create and defend proposals for new technologies, practices and ideas using valid and reliable data sources.	Written plan	
<b>CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.</b>		
CRP.08.01.01.b. Apply steps for critical thinking to a variety of workplace and community situations.	Entire event	
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Entire event	
CRP.08.01.02.b. Assess solutions to workplace and community problems for evidence of reason, logic and consideration of multiple perspectives.	Entire event	
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Entire event	
<b>CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.</b>		
CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.	Entire event	
CRP.08.02.01.c. Devise strategies to evaluate the effectiveness of solutions for resolving workplace and community problems.	Entire event	

Measurements Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.08.02.02.b. Apply decision-making processes to generate possible solutions to solve workplace and community problems.	Entire event	
CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Entire event	
<b>CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.</b>		
CRP.12.01.01.b. Formulate action plans to complete team-oriented projects in the workplace and community, including plans for personal contributions.	Entire event	
CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Entire event	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Entire event	
CRP.12.01.02.c. Devise and implement methods to obtain feedback from team members on their experiences after completing workplace and community projects.	Entire event	
CRP.12.01.03.b. Assess the need and benefit for cultural and global competency in team settings at work and in the community.	Entire event	
CRP.12.01.03.c. Evaluate personal level of cultural and global competence and implement plans for growth and improvement in workplace and community situations.	Entire event	