

Lesson A1–4

Exploring Agribusiness Career Opportunities

Unit A. Introduction to Agribusiness

Problem Area I. Concepts of Agribusiness

Lesson 4. Exploring Agribusiness Career Opportunities

New Mexico Content Standard:

Pathway Strand: Employability and Career Development

Standard: XIII: Know and understand the importance of employability skills.

Benchmark: XIII-B: Identify career opportunities to help develop career plans.

Performance Standard: 1. Identify and explore career opportunities in one or more career pathways to discover personal preferences. 2. Develop career plans. 3. Discuss employability in a given industry and factors that effect it in order to evaluate salaries and opportunities.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Describe ways to identify career opportunities in agribusiness.
2. Identify personal characteristics that relate to career success.
3. Identify careers in agrimarketing.
4. Identify careers related to international agriculture.
5. Identify career opportunities in agribusiness credit.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany the lesson:

Gibson, Jerry D., et al. *Agribusiness: Management, Marketing, Human Resource Development, Communication, and Technology*. Danville, Illinois: Interstate Publishers, Inc., 2001. (Career Profiles in all chapters and Chapter 18).

Ricketts, Cliff and Omri Rawlins. *Introduction to Agribusiness*. Albany, New York: Delmar Publishers, 2001. (Textbook, Chapters 9, 12, 15, and 16).

Other Resources. The following resources will be useful to students and teachers:

Stewart, Marshall, et al. *Developing Leadership and Communication Skills*, Second Edition. Upper Saddle River, New Jersey: Prentice Hall Interstate, 2004.

Morgan, Elizabeth M., et al. *AgriScience Explorations*, Third Edition. Upper Saddle River, New Jersey: Prentice Hall Interstate, 2004.

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached masters

Terms. The following terms are presented in this lesson (shown in bold italics):

Philosophy
Self-image
Social skills

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Have two students come to the front of the class. Explain that they will be participating in a role-playing situation. Take one of the students aside and quietly direct them to be a disgruntled customer. Go back and tell the first student to act as if they were a retail feed salesperson. Begin discussing some of their job duties and expectations. During your discussion, motion for the second student to begin “complaining” to the salesperson. Step aside and let the students try to work through this situation. Explain that in many areas of the agricultural industry workers come in contact with customers. Some customers are not happy and need to be dealt with appropriately. Ask the students if they think the salesperson handled the situation correctly. What should they have done differently? Explain the importance of communicating and continue with the lesson.

Summary of Content and Teaching Strategies

Objective 1: Describe ways to identify career opportunities in agribusiness.

Anticipated Problem: How can career opportunities in agribusiness be identified?

- I. When trying to identify career opportunities in agribusiness, a person should ask him or herself a number of questions. These questions will help the person make plans to obtain the needed education and skills. The questions are as follows:
 - A. What are the opportunities for employment and advancement?
 - B. What are the duties and responsibilities of the job?
 - C. What businesses have such a position?
 - D. What is the compensation that can be expected?
 - E. What characteristics do businesses look for when making hiring decisions?

Have students imagine that they are looking for a career in any area of agribusiness and pose the above questions. Ask for responses and discuss. TM: A1–4A Identifying Agribusiness Career Opportunities can be used to review these questions. Have students review the career profiles contained in each chapter of Gibson’s Agribusiness text.

Objective 2: Identify personal characteristics that relate to career success.

Anticipated Problem: What kinds of personal characteristics relate to career success?

- II. In order to be successful in a career, a person must possess a number of positive characteristics. These important characteristics include a positive self-concept, social skills, a professional image, and communication skills.
 - A. Self-concept is the same idea as self-image. **Self-image** relates to a person’s visual impression of him or herself. A positive self-concept or self-image helps increase productivity and job satisfaction. A person’s philosophy also relates to their self-concept. **Philosophy** refers to the principles related to conduct, thought, and knowledge.
 - B. **Social skills** are those traits related to how a person relates to others. It is also associated with a person’s self-image and philosophy. Positive social skills will ensure a person’s ability to get along with co-workers and customers.
 - C. A positive professional image is essential for people who work with others. Working with co-workers and customers requires appropriate social skills and attitudes.
 - D. Good communication skills are necessary for any career choice. Communication skills include verbal, nonverbal, and written communication.

Have students consider their attitudes on the job. Are they happy to be there? Or are they just there for the paycheck? Have them consider how they would feel if a waiter or waitress in a restaurant was rude to

them. Use TM: A1–4B Personal Characteristics to review this objective. Assign readings in the recommended resource texts to help students in comprehending this objective.

Objective 3: Identify careers in agrimarketing.

Anticipated Problem: What types of careers are related to agrimarketing?

- III. There are numerous careers available to people interested in agrimarketing. Agrimarketing careers range from transportation, packaging, storing, and processing, to retailing.
 - A. The meat and livestock industry provides products to over 350,000 restaurants in the United States. Federal meat inspectors ensure safe products at over 1400 plants throughout America. The meat and livestock industry also employs wholesalers and retailers in over 260,000 retail markets.
 - B. Over \$18 billion worth of feed is sold to farmers yearly. The feed industry is responsible for processing and selling this feed. Over 100,000 people are employed in manufacturing feed, over 2,000 people are employed as wholesale dealers, and there are over 20,000 retail dealers.
 - C. The fruit and vegetable industry employs over 220,000 people per year. There are 22,000 processing plants located throughout the U.S.
 - D. The ornamental horticulture industry is worth approximately \$25 million dollars per year. Over 16,000 businesses sell lawn and garden supplies, and more than 23,000 businesses sell flowering and bedding plants.
 - E. The dairy industry provides jobs for more than 145,000 people. These jobs include supervision, management, specialists, and administration.

Have students think about the people they know and the work they do. Are any of these people employed in an agricultural field? Did they realize this was an agricultural field before this lesson? Use TM: A1–4C Careers in Agrimarketing to review this objective. The Career Profiles in Gibson’s Agribusiness text will serve as good sources of class discussion on careers.

Objective 4: Identify careers related to international agriculture.

Anticipated Problem: What types of careers are related to international agriculture?

- IV. Careers related to international agriculture include export and import services, foreign agricultural services, international agricultural research, and the Peace Corps. These careers are profitable, challenging, and exciting. They include travel and working with people from different cultural backgrounds.
 - A. Exporting and importing agricultural goods requires an understanding of trade laws and agricultural commodities. Willingness to learn, good people skills, and marketing knowledge is required of people who desire a career in the import-export industry.

- B. The Foreign Agricultural Service (FAS) is a section of the United States Department of Agriculture. People who work for the FAS are located in the Washington, D.C. area and around the world.
- C. International agricultural research occurs in countries throughout the world. Many organizations, including International Laboratory for Animal Diseases in Nairobi, Kenya, and the International Center for the Improvement of Maize and Wheat in El Batan, Mexico, are examples of these research centers.
- D. The Peace Corps was started by President John F. Kennedy in 1961. Its main purpose is to promote world peace. More than 125,000 people have volunteered for two-year stays in countries such as Africa, South America, and Latin America.

International agriculture can be an interesting classroom discussion. A foreign studies teacher within your school may be used as a resource for classroom displays and presentations. Team teaching is a possibility with this objective. Use TM: A1–4D Careers in International Agriculture to review this objective.

Objective 5: Identify career opportunities in agribusiness credit.

Anticipated Problem: What types of careers are available in agribusiness credit?

- V. Agribusiness credit and financial services offer a variety of careers. These careers can be on a local, national, or international level. In order to succeed in one of these areas, a person must possess knowledge of agricultural economics and be able to interpret agricultural policies.
 - A. Experience required for careers in agribusiness credit include an understanding of finance, accounting, economics, production agriculture, land values, and production costs.
 - B. Education needed to be successful in an agribusiness financing career includes a college degree. College classes should cover issues such as money and banking, farm management, and business law. Many companies offer technical training within their firms.

A local agricultural loan officer would be an appropriate guest speaker following this objective. Use TM: A1–4E Career Opportunities in Agribusiness Credit to review this objective. Assigned readings in the recommended texts will also be helpful in reinforcing these concepts.

Review/Summary. Summarize the lesson by reviewing the students learning objectives. The anticipated problems can be used as student review questions. Chapter reviews from the books listed on the resource list may also be useful.

Application. Student application activities can be taken from the recommended texts listed at the beginning of the lesson.

Evaluation. Evaluation should be based on student comprehension of the learning objectives. This can be determined using the attached sample written test.

Answers to Sample Test:

Part One: Matching

1. b
2. a
3. c

Part Two: Completion

1. Peace Corps
2. international agriculture
3. agribusiness credit/financing
4. verbal, nonverbal, written

Part Three: Short Answer

Refer to objective five.

Test

Lesson A1–4: Exploring Agribusiness Career Opportunities

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- a. self-image
- b. philosophy
- c. social skills

- _____ 1. Principles related to conduct, thought, and knowledge.
- _____ 2. A person's visual impression of him or herself.
- _____ 3. Traits related to how a person relates to others.

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

1. The _____ was started by President John F. Kennedy in 1961 to promote world peace.
2. Careers related to _____ include export and import services, foreign agricultural services, and international agricultural research.
3. Experience required for careers in _____ include an understanding of finance, accounting, economics, production agriculture, land values, and production costs.
4. Communication skills include _____, _____, and _____ communication.

Part Three: Short Answer

Instructions. Provide information to answer the following question.

Identify college classes and training needed for a career in agribusiness credit or financing.

IDENTIFYING AGRIBUSINESS CAREER OPPORTUNITIES

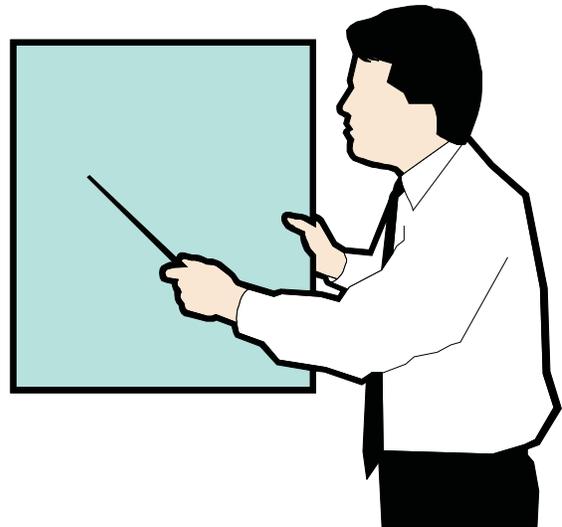
- What are the opportunities for employment and advancement?**
- What are the duties and responsibilities of the job?**
- What businesses have such a position?**
- What is the compensation that can be expected?**
- What characteristics do businesses look for when making hiring decisions?**

PERSONAL CHARACTERISTICS



CAREERS IN AGRIMARKETING

- Meat and livestock industry
- Feed industry
- Fruit and vegetable industry
- Ornamental horticulture industry
- Dairy industry



CAREERS IN INTERNATIONAL AGRICULTURE

- Export and import services**
- Foreign Agricultural Services**
- International agricultural research**
- Peace Corps**

CAREER OPPORTUNITIES IN AGRIBUSINESS CREDIT

Careers

- ★ Local
- ★ National
- ★ International

Experience

- ★ Finance
- ★ Accounting
- ★ Farm practices

Education

- ★ College degree
- ★ Technical training