

# Agribusiness



# FBLA High School Competitive Events Guidelines

2022–2023

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# Objective Test Events

## Overview

These events consist of a 60-minute test administered during the National Leadership Conference (NLC).

### ELIGIBILITY

Each state may submit four entries. Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year. These events are for individual competitors only.

### NLC Registration

Participants must be registered for the NLC and pay the national conference registration fee to participate in competitive events.

Accounting I  
Accounting II  
Advertising  
Agribusiness  
Business Calculations  
Business Communication  
Business Law  
Computer Problem Solving  
Cyber Security  
Economics  
Health Care Administration  
Human Resource Management  
Insurance & Risk Management  
Introduction to Business Communication  
Introduction to Business Concepts  
Introduction to Business Procedures  
Introduction to FBLA  
Introduction to Financial Math  
Introduction to Information Technology  
Introduction to Marketing Concepts – **NEW**  
Introduction to Parliamentary Procedure  
Journalism  
Networking Infrastructures  
Organizational Leadership  
Personal Finance  
Political Science  
Securities & Investments  
Supply Chain Management  
UX Design

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## Agribusiness

### Objective Test Competencies

- Economics
- Finance and accounting
- Health, safety, and environmental management
- Management analysis and decision making
- Marketing
- Terminology and trends

### Objective Test Guidelines

- No materials may be brought to the testing site.
- No calculators may be brought into the testing site; calculators will be provided.
- Electronic devices must be turned off and out of sight.
- Bring a writing instrument.

<b>Competency A: Health, Safety, and Environmental Management</b>	<b>Minimum: 20</b>
<b>Tasks</b>	
1. Use tools, equipment, machinery, and technology appropriate to work within areas related to AFNR.	
2. Define what level of possible contamination or injury is considered a risk in order to set safety priorities.	
3. Identify insurance needs used in agricultural business, including: property, health, life, crop and liability, (personal and environmental).	
4. Develop response plans to handle emergencies.	
5. Identify hazards and acquire first aid skills to promote environmental safety.	
6. Examine required regulations to maintain/improve safety, health, and environmental management systems and sustainable business practices.	
7. Enact procedures that demonstrate the importance of safety, health, and environmental responsibilities in the workplace.	
8. Demonstrate methods to correct common hazards.	
9. Demonstrate application of personal and group health and safety practices.	
<b>Competency B: Management Analysis and Decision Making</b>	<b>Minimum: 20</b>
<b>Tasks</b>	
1. Identify and compare the four types of agricultural business organizations: sole proprietorship, partnership, cooperative, and corporation.	
2. Explain the environmental considerations of decision making in AFNR management.	
3. Predict the positive and negative impacts of AFNR activities.	
4. Analyze the strengths, weaknesses, opportunities, and threats to an AFNR enterprise or business unit.	
5. Develop an operation and/or production plan to provide required levels of product or service.	
6. Develop business goals and strategies that capitalize on opportunities in an AFNR market.	
7. Identify and observe ethical standards in planning and operating AFNR businesses.	
<b>Competency C: Marketing</b>	<b>Minimum: 20</b>
<b>Tasks</b>	
1. Use industry-accepted marketing principles to accomplish AFNR business objectives.	
2. Communicate the importance of AFNR to general public.	
3. Evaluate alternative marketing strategies, such as value-adding, branding, and niche marketing, and propose and implement appropriate modifications to achieve AFNR business goals.	
4. Perform a marketing analysis, including evaluation of the competitors, customers, international and domestic policy environment, regulations and rules, standards and AFNR business resources.	
5. Develop and implement marketing strategies with agricultural commodities, products, and services.	

<b>Competency D: Economics</b>	<b>Minimum: 15</b>
<b>Tasks</b>	
1. Utilize economic principles to establish and manage an Agriculture, Food, and Nature Resource (AFNR) enterprise.	
2. Describe the role of global supply and demand on AFNR.	
3. State the economic output of AFNR-related industries in the United States.	
4. Evaluate the impact of AFNR activities in your local community.	
5. Apply economic principles to marketing.	
6. Differentiate types of ownership and outline the structure of AFNR businesses in a capitalistic economic system.	
7. Classify the characteristics of successful entrepreneurs in AFNR businesses.	
<b>Competency E: Finance and Accounting</b>	<b>Minimum: 15</b>
<b>Tasks</b>	
1. Manage cash budgets, credit budgets, and credit for an AFNR business using generally accepted accounting principles.	
2. Budget resources (e.g., capital, human, financial, time).	
3. Manage assets for optimum utilization.	
4. Manage risk of liabilities.	
5. Prepare and interpret financial statements (e.g., balance sheet, profit/loss statement, cash flow statement).	
6. Prepare tax forms (e.g., W-4, I9, Depreciation, 1099, Workers Compensation).	
7. Determine cost of doing business.	
8. Compare and examine advantages and disadvantages of banking procedures (e.g., bank reconciliation).	
9. Analyze investment options (e.g., buy, lease, finance, risk).	
10. Calculate costs of carrying inventory.	
11. Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.	
12. Describe how to manage inventory and determine selling price.	
13. Explain the importance of return on investment for an agribusiness enterprise.	

Competency F: Terminology and Trends	Minimum: 10
<b>Tasks</b>	
1. Examine economic, social, and technological changes to spotlight their impact on AFNR organizations and the industry.	
2. Analyze the interaction among ANFR systems in the production, processing, and management of food, fiber, fuel, and sustainable use of natural resources.	
3. Explain foundational cycles and systems of AFNR (plant and animal life cycles, nutrient and water cycles, and animal production).	
4. Explain how changes in one system in AFNR can benefit and cost components of other systems (e.g., using less irrigation water and the impact on soil systems, economic systems, and watersheds).	
5. Explain how regulations and major laws impact management of AFNR activities.	
6. Describe current issues impacting AFNR activities.	
7. Explain the impact of sustainability on AFNR activities and practices.	
8. Envision emerging technology and globalization to project its influence on widespread markets.	

**References:**

*Career Cluster Resources for Agriculture, Food & Natural Resources*. 2012. National Association of State Directors of Career Technical Education Consortium. Washington, DC.

"E-Learning Modules." LifeKnowledge Online. 2012.

[https://www.ffa.org/FFAResources/ffalearn/LifeKnowledge\\_Online/elearningmodules/Pages/default.aspx](https://www.ffa.org/FFAResources/ffalearn/LifeKnowledge_Online/elearningmodules/Pages/default.aspx).

"Intro to AFNR Standards Alignments Matrices." 2012. CASE Curriculum for Agricultural Science Education. <http://www.case4learning.org/curriculum/introduction-to-afnr/91-intro-to-afnr-standards-alignment-matrices.html>.

## AGRIBUSINESS SAMPLE QUESTIONS

- 1) Selling cattle on a grid marketing contract at a feedlot will allow the farmer to \_\_\_\_.
  - A) set a base price for various carcass quality and yield traits
  - B) pay for each animal on its actual dressed weight
  - C) price all animal carcasses as an average
  - D) receive a higher price for higher quality carcasses
  
- 2) An example of \_\_\_\_\_ is when milk is sterilized by heat, placed in sterilized containers, and stored for sale at ambient temperature.
  - A) pasteurization
  - B) pressurization
  - C) canning
  - D) aseptic processing
  
- 3) An example of reducing production risk includes \_\_\_\_\_.
  - A) crop diversification
  - B) no crop rotation
  - C) monoculture
  - D) late planting
  
- 4) A dairy marketing business that is typically owned by dairy farmer customers is a(n) \_\_\_\_\_.
  - A) cooperative
  - B) sole proprietorship
  - C) investor-owned firm
  - D) not-for-profit business
  
- 5) An example of a strategic decision would be determining \_\_\_\_\_.
  - A) when to sell grain
  - B) milking times for a dairy
  - C) what type of business/legal organization to choose
  - D) fertilizer levels for crops
  
- 6) The price at which an option buyer has the right to exercise the purchased option is called the \_\_\_\_\_.
  - A) basis
  - B) strike price
  - C) spread
  - D) option's premium



- 7) A(n) \_\_\_\_ can help to create a positive image of agriculture.
- A) public relations plan
  - B) promotion
  - C) advertisement
  - D) advertising plan
- 8) A successful salesperson needs to understand why and how \_\_\_\_.
- A) people eat
  - B) sellers sell
  - C) farmers grow
  - D) customers buy
- 9) A grain producer who wants the right, but **not** the obligation, to sell a particular commodity at a specific price would use a \_\_\_\_.
- A) basis contract
  - B) put option
  - C) cash forward contract
  - D) call option
- 10) Goods that are purchased from a foreign country are known as \_\_\_\_.
- A) foreign exchange
  - B) imports
  - C) exports
  - D) tariffs
- 11) An opportunity cost is \_\_\_\_.
- A) what one has to pay up front to pursue an opportunity
  - B) the cash cost of an opportunity pursued
  - C) the noncash cost of an opportunity foregone
  - D) the cash cost of an opportunity foregone
- 12) Deflation is the \_\_\_\_.
- A) price at which the interest rate will equal the inflation rate
  - B) future value of a dollar in that it will buy less in the future than it will buy today
  - C) decline in the price of goods and services
  - D) farmer's profit margin will increase over time due to higher prices

- 13) All of the following are costs to doing business **except** \_\_\_\_.
- A) capital expenditures
  - B) net worth
  - C) cost of human resources
  - D) government regulations
- 14) What is the common abbreviation for the production technology that has produced corn that is resistant to some commercial herbicides?
- A) GTO
  - B) GMO
  - C) PTO
  - D) HMO
- 15) A government-set, maximum allowable price is known as a price \_\_\_\_.
- A) limit
  - B) floor
  - C) ceiling
  - D) subsidy

- 1) D
- 2) D
- 3) A
- 4) A
- 5) C
- 6) B
- 7) A
- 8) D
- 9) B
- 10) B
- 11) C
- 12) C
- 13) B
- 14) B
- 15) C

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# General Competitive Events Guidelines

The general event guidelines below are applicable to all FBLA High School national competitive events. Please review and follow these guidelines when competing at the national level. When competing at the state level, check the state guidelines since they may differ.

**All members and advisers are responsible for reading and following competitive event guidelines.**

## Eligibility

- **Dues:** Competitors must have paid FBLA national and state dues by 11:59 p.m. Eastern Time on March 1 of the current school year.
- **NLC Registration:** Participants must be registered for the NLC and pay the national conference registration fee in order to participate in competitive events.
- **Deadlines:** The state chair, or designee, must register each state competitor on the official online entry forms by 11:59 p.m. Eastern Time on the second Tuesday in May.
- Each state may submit four entries in all events.
- Each competitor can only compete in one individual/team event and one chapter event.
- Each competitor must compete in all parts of an event for award eligibility.
- A team shall consist of two or three members. The exception is Parliamentary Procedure, which must be a team of four or five members.
- All members of a team must consist of individuals from the same chapter.
- If competitors are late for a competitive event, there are no guarantees they will get to compete. Competitive event schedules cannot be changed. **PLEASE NOTE** that competitive events start in the morning before the opening session of NLC.
- Competitors may be disqualified if they violate competitive event guidelines.
- Picture identification (drivers' license, passport, state-issued identification, or school-issued identification) is required when checking in for competitive events.

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# General Competitive Events Guidelines

## Repeat Competitors

- **Members** may compete in an event at NLC more than once if they have not previously placed in the top ten of that event at NLC. If a member places in the top ten of an event at NLC, they are no longer eligible to compete in that event. This eliminates the exceptions for team events that were previously in place, as this change will now affect all events.
- **Modified Events:** A competitor may compete in the same event when the event is modified, regardless of placement at a National Leadership Conference. Note, if the only modification is a name change, competitors may not compete in the renamed event if they have previously placed in the top ten at the National Leadership Conference.
- **Chapter Events:** Competitors may compete in a chapter event as many times as they wish, regardless of placement at a previous National Leadership Conference (American Enterprise Project, Community Service Project, Local Chapter Annual Business Report, and Partnership with Business Project).
- **Pilot Event:** Competition in a pilot event does not disqualify a competitor from competing in the same event if it becomes an official competitive event. The participant may compete in another event as well as a pilot event.

## Breaking Ties

- **Objective Tests:** Ties are broken by comparing the correct number of answers to the last 10 questions on the exam. If a tie remains, the competitor who completed the test in a shorter amount of time will place higher. If this does not break the tie, answers to the last 20 questions will be reviewed to determine the winner.
- **Objective and Production Tests:** The production test scores will be used to break a tie.
- **Objective Tests and Performances:** The objective test score will be used to break a tie based on the tie-breaking criteria of objective tests.
- **Reports/Projects and Performances:** The report/project scores will be used to break a tie.
- **Performances:** Judges must break ties and all judges' decisions are final.

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# General Competitive Events Guidelines

## National Deadlines

- State chair/adviser must register all competitors for NLC competitive events online by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged components (reports and projects) must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.
- All prejudged projects and reports must be submitted electronically.
- All production tests must be submitted by 11:59 p.m. Eastern Time on the third Tuesday in May.
- All production tests must be uploaded online on the required platform.
- State chair/adviser may make name changes only (no additional entries) by 11:59 p.m. Eastern Time on the first Tuesday in June. Competitor drops are the only changes allowed after this date and onsite.

## National Awards

- The number of competitors will determine the number of winners. The maximum number of winners for each competitive event is 10.

## Americans With Disabilities Act (ADA)

- FBLA-PBL meets the criteria specified in the Americans with Disabilities Act for all participants who [submit an accommodation form](#).
- The form must be submitted by 11:59 p.m. Eastern Time on the second Tuesday in May.

## Recording of Presentations

- No unauthorized audio or video recording devices will be allowed in any competitive event. Participants in the performance events should be aware the national association reserves the right to record any performance for use in study or training materials.