Guidelines for Case Study Presentation - 2019

This year, the case study is built around a FFA high school student who lives on a grain/beef cow farm and would like to become a farmer herself one day. This case study is loosely based on a NAAE case study about buying a show heifer

https://communities.naae.org/community/instruction/abm/usda-bfrdp-farm-businessplanning-instructional-materials

Jill is a high school junior who lives on a 1,500 acre farm that raises grain and also has 200 beef cows. Jill would like to begin her own breeding herd. She plans to start small and purchase a bred heifer from her dad this first year. Every couple of years she'll add another cow until she graduates from college when she'll expand faster. Her dad will sell her a bred heifer at a very reasonable price and will also provide her free use of the pasture and the barn. Jill will still be responsible for the other costs (i.e., feed, vet, etc). Jill will purchase her bred heifer in January and the heifer will calve in March. The calf will be weaned in October and sold in December. Jill currently has \$500 to invest in her new business but the local bank will help her out with a new farmer loan to get her breeding herd off the ground.

For this study, develop an enterprise budget and also a projected ending balance sheet (i.e., after Jill has sold her first calf). The NAAE case study can be used as a guide to these but you should try to find current prices for the inputs and outputs.

For this presentation, pretend you are presenting to your local bank about obtaining a loan to start your cow herd. The presentation is in January before Jill has purchased her first heifer. At a minimum, the presentation should address:

- 1. The enterprise budget.
- 2. The projected ending balance sheet.
- 3. How much money Jill will need for a loan.
- 4. Why this would be a good loan for the bank.

Develop a 4-minute PowerPoint presentation that addresses the 4 questions above. You can use other outside information as desired.

The attached rubric provides details about how the presentations will be scored. There are no other materials to turn in. The rubric was new last year with more weight on the analysis parts. The total points add up to 100 but the case study part is still worth 50 points. Thus, your final score on the case study will be divided by 2 to get the appropriate points.

Note: Please do NOT shake hands with any of the judges. This will speed up the transition between schools as well as prevent the spread of colds and flu.

| | 2019 FFA Agribusiness Contest Case Study Evaluation Sheet |
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| School: | |

| Rating Unacceptable Marginal Acceptable Exceptional Possible Point Screet for each Category (0 to 2) (3 to 5) (6 to 8) (9 to 10) Points Weight Total Points Structure of Presentation due to absence of structure. Not possible to absence of structure. Difficut to follow, entantic topical shifts and jumps. Most possible to create which is easy to follow. Presented in a presentation due to topics, either to base and presentation due to base and presentation due to base and once structure. X 1 PowerPoint Sildes No grasp of information. Reading entirely from notes. Uncomfortable with information. Reading entirely from notes. Oc appearance, elaborate and explain to some obsorption to base on notes. Methods were of the problem being entirely from notes. X 1 Methods and Analysis Methods and results grand information. Reading entirely from notes. Methods were of the problem being entirely from notes. Methods were of the problem being examined. Methods were of the problem being examined. Methods were of the problem being examined. Methods were of the problem being entirely from notes. Methods were of the problem being examined. Methods were on the problem being examined. X 1 X 1 Methods and Analysis Significant mumbing and incorrect grecontact, rate of speech to fast show FrA jacket with no | Reviewer: | 1 2 | 3 | 4 | 5 | 6 | | | |
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| Methods and Analysis were unclear. Hard to understand the indings of the model and implications for the problem being examined. somewhat unclear. Results were not by the methods used. but not the best choice for the problem. Results were weakly supported from the model & methods. appropriate. Very clear and logical appropriate. Very contact, steady rate, excessively refers achose appropriate. Very contact, steady rate, excessively referser | | information. Reading | information. Heavy | content and able to elaborate and explain to some degree. Minimal | knowledge of the subject with explanations and | | X 3 | | |
| Delivery & Speaking Skillsand incorrect pronunciation of terms. Voice level too low or too high. Monotonous, no eye contact, rate of speech too fast/ slowmispronunciation of terms. Little eye contact, uneven rate, only little expressionat a proper level. Most words pronunced correctly. Some eye contact, steady rate, eye contact, steady rate, excessively rehearsedcorrect, precise pronunciation of terms. Good eye contact, steady rate, enthusiasm, confidenceKICandidate AppearanceSweats, Shorts, flip- flops, hair uncombedJeans with either t- shirt or polo. Also FFA jacket with non- dress shirtBusiness casual: Dockers or other dress slacks, polo shirt, blouse, dress shoesProfessional: FFA jacket (or suit or sport coat), shirt, tie, dress slacks, skirt, dress slacks, sk | Methods and | were unclear. Hard to understand the findings of the model and implications for the problem being | somewhat unclear. Results were not strongly supported by the methods | but not the best choice for the problem. Results were weakly supported from the | appropriate. Very clear and logical approach to how the conclusions and | | X 2 | | |
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| Presentation Length short. +/- 2 minutes | | | shirt or polo. Also FFA jacket with non- | Dockers or other dress slacks, polo shirt, blouse, dress | jacket (or suit or sport coat), shirt, tie, dress slacks, skirt, | | X 1 | | |
| Total Painta | | short. | +/- 1.5 minutes | +/- 1 minutes | +/- 30 seconds | | X 1 | | |
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Please list any other comments on the back of this sheet.